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Advanced Listening

Listening Strategy Guide *Lectures 4-6*

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Listening Strategy Guide

Lectures 4-6

This guide describes key strategies for improving your listening skills. As you complete this course, review these strategies carefully and often.

Contents

Listening Topic 1: Pre-listening Strategies

Predicting the themes and vocabulary of a lecture before you listen can help to improve your comprehension of difficult listening segments.

First, look at the title of the lecture and any other clues you have (photos, maps, charts, outlines, etc.) and think of specific questions you think might be answered in the lecture. Next, think about possible answers to each of your questions. Discuss the questions with a partner, if possible.   Here are a few sample questions for Lecture 4, *How to Give a Lecture*:

1. What are the necessary steps to prepare for a lecture?
2. What are some techniques for delivering a lecture well?
3. How many main points can a lecture have?

Can you think of other questions? If you have trouble thinking of questions, consider the major question words (*who, what, when, where, why, how*) and ask yourself how they might apply to the lecture topic. Creating these "prediction questions" will help you maintain your focus during lectures. In addition, the answers to the questions you form during this pre-listening step will often correspond to the actual main ideas of the lecture; in this way, these questions actually improve comprehension by helping you to identify main ideas and discriminate them from less important details.   (Note: This pre-listening strategy can also help you prepare for other listening situations, such as meetings, interviews, and any other instance in which you have clues to the content.)

You can use this prediction strategy *during the lecture* as well. That is, as often as you can, try to predict what kinds of information might come next. Even if some of your predictions are incorrect, this strategy will help you stay focused and give you a better chance of general comprehension.

Second, try to predict vocabulary you may hear in the lecture. To do this, you can analyze the main words in the title of the lecture. A dictionary and thesaurus will be very helpful.

For example:

Analysis Questions	Vocabulary
What are some synonyms of the phrase *give a lecture*?	*Make/give a speech, give a talk, make/give a presentation, deliver an address*
Who gives lectures? Who listens to them?	*lecturers, speakers, presenters, professors, teachers, politicians* *audience, students, colleagues, professionals, the general public*

Where do people give lectures?	*in universities/colleges/high schools, in front of a class, behind a podium, on a platform, on stage*
What can a lecture contain?	*introduction, main points, details, conclusion, stories, anecdotes*
Who have been some famous lecturers or speakers?	*Winston Churchill, Franklin D. Roosevelt, Martin Luther King, Cicero*

For the next lectures, try to develop your own prediction questions and lists of vocabulary.

Listening Topic 2: Identifying Main Ideas

There are four keys to identifying main ideas in lectures and presentations. First, a speaker may signal a main idea through discourse markers; that is, there are certain phrases that tell you a main idea is coming. Here are some examples:

The point I want to make/cover here is…
The main point is…
The important thing here is…
What I'm trying to show is…
What I'm going to talk about today is…
The purpose of my remarks is …
This afternoon I'd like to explain/focus on…

☞ See Listening Topic 5 for more information on discourse markers.

Similarly, speakers often use *rhetorical questions* to signal main ideas, topics, and themes. These are questions that the speaker asks out loud, and that the speaker plans to answer in his/her presentation. In general, rhetorical questions *will always be answered in the lecture or presentation*. Therefore, rhetorical questions are important discourse markers to pay attention to. For example, in Part 6 of Lecture 5, Professor Morris asks, "What makes this seem like a reasonable thing to do, to say that some people are enslavable?" Here, the professor is using a rhetorical question to introduce the main idea of the rest of his talk.

Another key to identifying main ideas is *repetition*, or how many times a word or phrase is repeated. If something is repeated several times, it suggests importance. For example, in the lecture part mentioned in the previous paragraph (Lecture 5, Part 6), the same rhetorical question is essentially repeated four times in one minute. In Part 4 of the same lecture, which is a longer and more complex segment, there are 9 repeated words and phrases:

Word/Phrase	Number of Times Repeated
Rome and *Italy*	13
slave	11
land	6
grow	5
farmers	3
rich people	3
true slave society	2
put slaves on the land	2
drive poor farmers off the land	2

Once you know, through repetition, that these words and phrases are important, it is much easier to identify the lecturer's main ideas, which are:
1. Rome/Italy was an example of a "true slave society."
2. Rome/Italy and its slave population grew so big because rich Romans drove the poor farmers off the land and replaced them with slaves. Once the poor farmers had

been driven off the land, they needed to go to the City of Rome to buy food (which was now being produced by the slaves).

The third key to identifying main or important ideas is *pace*. Pace is the speed of speech. Unimportant points or small details are usually spoken more quickly. Important points, such as main ideas, are usually spoken more slowly and clearly. For example, Part 1 of Lecture 5 contains the following passage:

> ***Now, when you're thinking about these sorts of things, it's relatively easy, I think, to conceptualize, get an idea of what's it's like for slaves***, *to sort of imagine yourself into the plight of the slaves, the victims of this inexplicable violence. These sort of crazy people come out of nowhere set fire to you and whip you and things… I mean, not completely easy to imagine that, but you can sort of imagine being on the receiving end of this kind of thing.* ***What I think is much harder for the historian is to imagine what it would be like to be a slave owner, to be in a situation where you seriously thought this was perfectly okay****…*

In the passage above, it is clear that its most important points are in **bold**. When you listen to this part of the lecture, it will be equally clear that these are lines which Professor Morris says more slowly, clearly, and deliberately than the other lines. This is his way of signaling that these ideas are the main ideas he is trying to express, and, in contrast, that the more quickly spoken lines are not. Paying attention to pace is especially helpful when a speaker is a generally fast talker, such as Professor Morris. In such cases, pace can act as verbal **bold print**, and help you identify the principal points in challenging listening situations.

Finally, a lecturer's visual aids, such as outlines, lists or drawings, often provide obvious clues to a speaker's main points. For example, in Lecture 4, Professor Kennedy lists the main points of his lecture on an overhead projector transparency, and in Lecture 6, Professor Mahood puts her core definitions and important rock names on the screen. These types of visual aids should be taken advantage of. In fact, there is an old piece of academic advice which states that when a speaker has made the effort to write something on the board, you should make the effort to write it in your notes!

Listening Topic 3: Note Taking

Taking notes effectively is crucial to success in academic and professional environments. There are **four** important components to successful note taking.

1. **Language**. Take notes in the language in which you will need to use the notes. That is, if you are in a business meeting in New York with U.S. companies and you will need to use your notes to write memos, letters, or contracts in English, then take notes in English, not in your native language. Similarly, if you are in a class where you will be tested in English or you will need to discuss the information in English, take notes in English. This will help you remember precise language and context in note-taking situations. In addition, it will help develop your English skills. Finally, and most importantly, after you have become an efficient note taker in English, you will be able to take notes more quickly and accurately than if you constantly translated everything.

2. **Speed**. Effective note taking requires that you record information quickly. To do this, good note takers DO NOT WRITE DOWN EVERY WORD or try to take notes in neat sentences; instead, they write only *key words* and phrases. In addition, good note takers use *shorthand* when they take notes. In other words, they use symbols to represent words or ideas. Here are some common examples:

>	is more than	w/	with
<	is less than	w/o	without
=	is equal to	b/c	because
≈	is approximately equal to	K	thousand (40K = 40,000)
≠	isn't equal to	/	per, out of (1/25 = 1 per 25)
Δ	to change to, a change	+, &	and
→	leading to, causing	∴	therefore, consequently
←	to be caused by, as a result of	♂	man, men
↑	to go up, increases	♀	woman, women
↓	to go down	i.e.	for example
		@	each, at

When you take notes, try using some of these symbols as well as any others you can think of. Everyone has a different system of note-taking shorthand, so feel free to be creative!

Here is an example of efficient note taking which reflects a short passage from Lecture 5. Notice that ideas have been reduced to key words and that shorthand symbols are used extensively.

You hear:

Slavery was a major institution in both the Greek and the Roman worlds. In classical Athens – the fifth and the fourth centuries B.C. – probably about a quarter or a third of the total
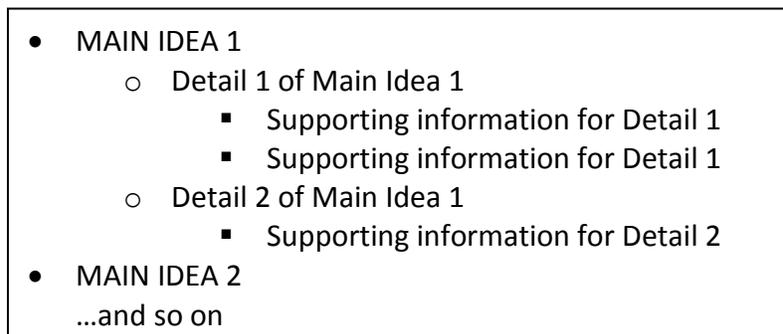
population is slaves brought in from outside the community to work for individual slave owners. And that population, proportion …that's roughly comparable with what you get in the U.S. south in the beginning of the nineteenth century. About a quarter or maybe a third of the population in some areas are slaves. So slavery is essential fact of life in the ancient worlds.

You write:

slavery = maj. instit. in Grk, Roman worlds
    - classical Athens – 5th-4th C's B.C. – ¼ - ⅓ pop. = imported slaves
        ≈ slave % in U.S. South - early 19th C.
    ∴ slavery = essential pt of life in anc. worlds

3. **Organization.** Your notes should reflect which of the lecturer's points are main points and which are details. Sometimes the details are also broken down into smaller categories or sub-details, and your notes must show this as well.

There are many effective ways to represent lecture organization in your notes. One common technique is to write the main ideas close to the left margin of the page, the details below the main ideas and a little bit to the right, smaller details below and to the right of the larger ones, and so on.

- MAIN IDEA 1
    - Detail 1 of Main Idea 1
        - Supporting information for Detail 1
        - Supporting information for Detail 1
    - Detail 2 of Main Idea 1
        - Supporting information for Detail 2
- MAIN IDEA 2
  …and so on

If this system of note taking doesn't suit you, ask your teacher for other suggestions.

A final note: Clear, organized note taking requires practice. Furthermore, your opportunities for practice don't have to end when the lecture ends: the best note takers often *rewrite* their notes to show the ideas and organization more clearly.

4. **Accuracy**. Are your facts correct? Did you write down all the main points and a sufficient number of details? Can you read your notes and understand what you wrote? These skills take time and practice, but you can achieve a lot of success through good pre-listening preparation

(see Listening Topic 1), efficient note taking using shorthand, and a clear pattern of organization.

In addition, accurate note taking requires *stamina*. That is, you must be able to concentrate for long periods of time. The more you practice, the more your note-taking stamina will develop.

Finally, there will be times when you miss information. Don't worry – this happens to all of us! If you do miss information, make a guess about what you missed and try to maintain your focus. Fortunately, lecturers often repeat important information, so if you miss something, there's a good chance you will hear it again.

Listening Topic 4: Processing Details

Advanced Listening requires you to comprehend many different types of details in several different contexts. Consequently, this listening strategy topic is presented in three parts, each discussing a different aspect of understanding details.

1. Aural Skimming: Listening for a Particular Detail

Our goals in listening often involve understanding or "catching" one crucial detail; this typically requires pulling one particular detail out of a larger set of details.   For instance, while listening to someone talk at a business meeting, you might have a special interest in a particular budget figure or a date for a certain event, but have little interest in other details. Other common examples include listening for particular facts in weather reports or in airport announcements about flight information. Similarly, in *Advanced Listening* you are often asked to listen for a particular detail within a lecture segment.

The most important strategy for this type of listening is *prediction*. That is, before listening, try to predict what may signal or mark the information you are listening for. For example, what words might the speaker use when giving this detail? If you are listening for a particular number, think about what type of number you expect: Will it be in the hundreds or the millions?   Will it be a fraction? A decimal? A percentage? The more you focus yourself before you listen, the better chance you have to succeed in the listening task. (See Listening Topic 1 for more discussion about prediction.)

2. Understanding and Recalling Details

Just as we enter some listening situations with the goal of comprehending one crucial detail, we also come out of listening situations with the need to remember or process pieces of information we have heard. Here are two strategies to help you understand more details while you listen as well as remember more details after you have listened.

- **Maintain your focus.** It is easy to become distracted while listening, especially when the language is not one you natively speak. One way to maintain your focus is to continue to actively predict what may come next in the lecture.

- **Take detailed notes.** Not only does note taking help you stay focused, but it also will provide your best reference to what has been said. In academic and other listening situations which require the understanding and recall of large numbers of details, it is absolutely necessary to take the best notes you can. Studies have found that efficient, detailed note taking is a key predictor of academic success. (See Listening Topic 3 for a more comprehensive discussion of note taking.)

3. Strategies for Making Inferences

Some questions you hear in the Interactive Listening section are *inference* questions. An inference is an assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the

information that we *hear*. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if we understand all the words in a listening segment, we still may not have complete comprehension.

For example, consider this passage from Part 3 of Lecture 4:

> *It's perfectly legitimate – indeed, I would say virtually mandatory – to ask for help when you're beginning to prepare your remarks.*

Professor Kennedy makes an important inference in the sentence above. By saying, "It's perfectly legitimate – indeed, I would say virtually mandatory – to ask for help…," he is inferring that some people may be hesitant to ask for help because they think it might not be appropriate.

How can we make inferences successfully?   Here are two ways improve your inferencing skills.

- **Review your pre-listening strategies carefully and apply them** (Listening Topic 1)**.** Inferences are largely based on background knowledge. The more you know about the subject and the more you have predicted about the listening passage, the better able you will be to make inferences.

- **Trust your instincts and don't be afraid to guess!** If you guess wrong, try to determine why you were wrong and move on. That's what learning is all about.

Listening Topic 5: Determining the Relationships of Ideas

A lecture is a series of smaller ideas which are put together in a particular way to form larger ideas. In other words, lectures and other styles of communication are built upon the relationships of ideas. *Discourse markers*, also called *organizational cues* or *signposts*, can help you determine these relationships. In fact, these markers can help you figure out the meaning of many words or ideas which you would not have understood otherwise.

For example, in Part 7 of Lecture 4 you hear:

> *And we come to the, again apparently trivial but I think rather consequential, point of appearance. What do you look like up there? Now this is a matter on which to a certain degree we don't have much choice. We look like whatever we look like. And we can only do…we can only work with the material that the good Lord gave us. **On the other hand**, there's a certain scope for tinkering at the edges with the way we present ourselves to the world.*

The phrase "a certain scope for tinkering at the edges" is certainly a difficult group of words to understand. However, because of the discourse marker the professor uses at the beginning of that statement, you should be able to determine the general meaning of this difficult phrase. That is, at the beginning of the passage above, the professor talks about how we cannot generally control the way we look; in other words, the major physical characteristics we are born with cannot be changed. Then, Professor Kennedy uses the discourse marker "on the other hand" to introduce his next point. The phrase "**on the other hand**" is a discourse marker which signals that **the next point will be in contrast to the previous point**. Once we understand this contrastive relationship of ideas, we know that "a certain scope for tinkering at the edges" with our appearance must mean something like "to make some kind of *small adjustment or change* to the way we look."

Here are some common discourse markers and the relationships of ideas they indicate:

Markers of Addition
> Also,…
> Another point (reason, factor, explanation, etc.) is…
> Furthermore,…
> In addition,…
> Moreover,…

Markers of Cause and Consequence

> …because…
> …because of…
> …(be) caused/affected by….   *Indicate a cause of the previous*
> …(be) due to…   *action/idea.*
> …(be) due to the fact that…

The reason for this is…

As a result…
Because of this,…
Consequently,…
For this reason,…
So,…
Therefore,…
The result/outcome of this is…
Thus,…

Indicate an effect or consequence of the previous action/idea.

Markers of Clarification/Explanation

In fact,…
In other words,…
That is,…
What do I mean by _____?
Which is to say,…

Markers of Classification/Categorization

There are 2 (3, 4, several, many, etc.)
types/kinds/forms/categories/classifications/groups
of _____.
This comes in/takes 2 (3, 4, etc.) forms.
_____ can be divided/subdivided/broken down/classifieds into 2 (3, 4, etc.) types.

Markers of Comparison and Contrast

Along the same lines,…
In the same way,…
Related to _____ is…
Like _____,…
Likewise,….
Similarly,…
To put this in perspective/context,…

Indicate similarity.

Although/though _____, …
However,…
In contrast,…
Instead,…
Nevertheless,…
On the other hand,…
To put this in perspective/context,…
Unlike _____, ….

Indicate contrast.

Markers of Definition

_____ means…
We can define _____ as…
What do I mean by _____?
What is _____?

Markers of Exemplification

An example of _____ is….
For example,…
For instance,…
In fact,…
…such as…

Markers of Sequence of Events

How did this develop/occur/happen/come about?
Next/Then/Later/After that,…
There are _____ steps to _____…
We can trace this process/development…

Of course, speakers don't always use discourse markers to link their ideas. In the cases where there are no signposts or organizational cues, listeners must rely on common sense and on their skills to predict information (Listening Topic 1), make inferences (Listening Topic 4), and determine meaning from context (Listening Topic 6).

Listening Topic 6: Guessing Vocabulary from Context

Guessing meaning from context is an important skill. Even native speakers often hear unknown words in speech and must try to guess the meaning through context.   Those who are successful at this skill usually use many of the other strategies discussed in *Advanced Listening* to help them in guessing vocabulary:

- they make predictions and prepare themselves before they listen (Listening Topic 1);
- they pay attention to the repetition of key words (Listening Topic 2);
- they use their intuition to make inferences (Listening Topic 4);
- they pay attention to discourse markers (Listening Topic 5).

In addition to the above, here are **3** strategies that will help you make better guesses about the meanings of words you don't know.

1. Use the words and phrases surrounding the unknown word to make quick guesses about its general meaning. For example, in Part 1 of Lecture 5, you hear:

   *Thousands of people [owned slaves] every day all over the world in lots of different periods. Are they simply **wicked**? I mean, that would be one explanation. The bulk of the population of the world through most of human history have just been bad people, and that's the end of the story. Obviously, that's not a very sophisticated historical explanation.*

   You might not be familiar with the word *wicked*. However, because you know that this word might represent a possible explanation for slave owners' attitudes, and because the professor repeats this point using the word "bad" instead of "wicked," you can infer that "wicked" must be an adjective that means something like "bad." The exact definition usually doesn't matter; you only need an approximate idea of its meaning. When you are listening, you need to make very fast guesses regarding the general meanings of words. If you stop to think about a word for too long, you will probably sacrifice your understanding of the speaker's next point. In sum, make your guesses quickly and learn to be comfortable with less than 100% certainty. Also, be confident! You will see from the exercises in *Advanced Listening* that, with practice, your guesses will usually be right!

2. Recognize when the speaker offers a definition or an explanation of an unknown word.   For example, Professor Mahood (Lecture 6) says in Part 1:

   Magma is just molten rock and it usually has gasses dissolved in it.

   In this way, she is directly telling us the standard definition of magma.   (Also, see Listening Topic 5 for a list of discourse markers that signal a definition or an explanation.)

   In addition, speakers sometimes define words or phrases using *appositives*. Here, an "appositive" is any word or phrase – a noun, pronoun, noun clause, infinitive phase, prepositional phrase, etc. – which stands after another word or phrase without a grammatical link. For instance, in Part 1 of Lecture 5 we hear:

It's relatively easy, I think, to conceptualize, get an idea of what's it's like for slaves.

Here, Professor Morris clarifies the word "conceptualize" using the appositive phrase "get an idea of." Here is another example from Part 2 of the same lecture:

In classical Athens – the fifth and the fourth centuries B.C. – probably about a quarter or a third of the total population is slaves brought in from outside the community.

In this example, Professor Morris is uses the appositive phrase "the fifth and the fourth centuries B.C." to explain what he means by "classical" Athens.

3. Pay attention to body language. A speaker's gestures (movements) will often provide obvious clues to the meaning of words or phrases. For example, in Part 1 of Lecture 6, Professor Mahood uses hand gestures to clearly illustrate the meaning of words and phrases such as *blast apart*, *flash*, and *pop the top off*. That is, as Professor Mahood is saying the phrasal verb blast apart, for instance, she throws her hands violently into the air; this movement helps show that the meaning of *blast apart* is "explode into pieces.

4. Finally, try to build your vocabulary as quickly and broadly as possible, since the more words you already know, the easier it is to guess unknown words from context. As you complete this course, keep a vocabulary log of the new words and idioms you learn, and review this log frequently.

Listening Topic 7: Identifying Pronoun Referents

Determining a pronoun's referent (the person, place, thing, or idea to which a pronoun refers) in fast speech is a difficult task for many students. There are two main factors which can make dealing with pronouns in spoken English such a challenge.

1. Pronouns are often **unstressed** in the spoken sentence; therefore, they are frequently spoken very quickly and softly, and are often **reduced**. For example, the phrase "I heard them," when spoken in fast speech, usually sounds like, "I heard'em." In this way, the pronoun *them* is reduced to simply "em". Here are two other common pronoun reductions:

Long form	Reduced form	Example
her	'er	"Tell her." can sound like "Tell'er."
him	'em	"Tell him." can sound like "Tell'em."

    The Pronoun Reference exercises in *Advanced Listening* will give you practice in understanding such pronouns in fast speech.

2. Despite the simple rules for pronoun reference that you probably learned in your first English class, in real life pronouns can have many different kinds of referents, and these referents can appear in many different places within spoken language. As a student, the more you listen to and analyze examples of these differences, the more comfortable you will become with them.

    Here are 5 common contexts for pronouns in academic lectures:

    a. **The pronoun refers to a specific noun or noun phrase which was mentioned earlier.** For example, consider this passage from Part 1 of Lecture 4:

        *I will consider <u>this presentation</u> successful if, in the end, **it** serves not as a model to be slavishly copied, but as an inspiration to you on which you may improve.*

        In the passage above, of course, the pronoun *it* refers to the specific noun "this presentation." Although the above example is fairly uncomplicated, this type of pronoun-referent relationship can be more difficult to understand when 1) there are many potential referents and/or pronouns in the same spoken sentence, or 2) the referent is mentioned long before the pronoun is used. An example of situation #1 can be found in Lecture 6, Part 2, when Professor Mahood says,

        *…you can build up enormous pressures inside of the bubbles before **they** explode, and so rhyolite eruptions are extremely dangerous because they are so explosive.*

        The first "they" in the sentence above can be potentially confusing since there are two plural nouns which precede it in the sentence: *pressures* and *bubbles*. Here, the correct

referent is *bubbles*. One must make this fast choice based on context: *bubbles* can explode, while *pressures* cannot.   An example of situation #2 can be found in the same part of Lecture 6. At the beginning of that lecture part, Professor Mahood refers to four particular types of rock; then, over a minute later, she says, "**They** have different eruption temperatures," referring back to the four rock types she had mentioned much earlier. If you are not concentrating, this reference might be hard to catch.

b. **The pronoun refers to *an idea*, often complex, which was developed earlier.** For example, look at this passage from Lecture 5, Part 7:

*All societies seem to draw these concentric circles, in the Sahlins diagram, around the individual. There'll be an inner core of people who you cannot transact with in any kind of commercial way. And then there'll be a slightly broader group – what in his diagram he calls "the lineage sector," for what he's talking about, but people that you're not going to have to relate to in quite such an equal and fair way. But you're still going to be fairly decent to them. And **it**'ll go on, gradually getting more and more circles.*

Here, "it" refers to the existence of groups further and further removed from the individual; this referent is reinforced by the gerund phrase "*gradually getting more and more circles.*" Often, the referent is an even broader idea. For example, when Professor Morris says at the end of Lecture 5, Part 8, "I could go on all day about this," he is not talking about his previous point; rather, he is talking about his entire subject matter: the history of slavery.

c. **The pronoun refers to an *inferred* person, place, thing, or idea.** That is, the referent of the pronoun has not been specifically mentioned by the speaker, so the listener must infer or deduce the pronoun's meaning from context. For example, in Part 1 of Lecture 4, Professor Kennedy begins his presentation with the following remarks:

*My purpose here today is quite simple. I intend to deliver on my brief and to talk to you about how to give a lecture. **This** will be a very basic primer on a very elemental subject: how to go about doing the kind of teaching in the sort of format that most of us employ for an awful large part of our professional lives.*

Here, the referent of "this" is never specifically identified. However, the listener must be able to determine from context that Professor Kennedy is referring to his

presentation or lecture.

d. **The pronoun "it" refers to an infinitive phrase or a noun clause that comes *after* the pronoun.** In the following examples from the lectures, the pronouns are in bold, and the referents underlined.

*I think **it**'s proper <u>to begin this presentation with a brief prayer</u>.* (Lec. 4, Pt. 1)

*What I think is much harder for the historian is to imagine what **it** would be like <u>to be a slave owner</u>.* (Lec. 5, Pt. 1)

It doesn't matter <u>whether the market is a distant one</u>. (Lec. 5, Pt. 5)

e. **Particularly in spoken English, the pronoun *they* is often used to refer to an indefinite singular personal pronoun.** In other words, if the speaker is referring to a person whose gender is unknown or unimportant, instead of saying "he or she" or "him or her," the speaker sometimes says "they" or "them." For example, in Lecture 5, Part 7, Professor Morris, while explaining one of his points, says, "If somebody comes down the road looking hungry, you might offer to sell **them** breakfast." Here, the object pronoun "them" refers to the singular "someone."

Of course, this is far from a complete list of pronoun rules or trouble spots. However, the five topics described above are of particular importance to your success in academic listening. This success begins with first understanding these different pronoun-referent relationships, then, through practice in the **Pronoun Reference** section, becoming better at identifying and processing these relationships in fast-speech situations. Therefore, while working in this section of the program, don't hesitate to listen to the video clips several times or, as a second option, to analyze the written text using the "abc" button.

Appendix:

Practice Exercises
for developing the
Listening Strategies

The following exercises will help you get a structured start to understanding and applying the listening strategies. There are exercises for parts 1-11 of Lecture 4. After that, you will need to apply the listening strategies on your own!

All exercises are designed to be used with the **Presentation** section of each lecture part.
Some of the exercises need to be completed before you watch the lecture. Other exercises are meant to be completed while you watch the lecture or after you watch the lecture. Read the direction line at the top of each exercise to see which type it is.

An **Answer Key** for selected exercises is located on the final two pages of this guide.

Overview of Exercises

Lecture Part (all from Lecture 4)	Listening Strategy Focus
Part 1	Listening Strategy 1: Pre-listening Strategies
Parts 2-3	Listening Strategy 1: Pre-listening Strategies Listening Strategy 2: Identifying Main Ideas
Part 4	Listening Strategy 3: Note Taking
Part 5	Listening Strategy 3: Note Taking Listening Strategy 4: Processing Details
Part 6	Listening Strategy 1: Pre-listening Strategies Listening Strategy 2: Identifying Main Ideas
Part 7-8	Listening Strategy 5: Determining the Relationships of Ideas
Part 9	Listening Strategy 6: Guessing Vocabulary in Context
Parts 10-11	Listening Strategy 7: Identifying Pronoun Referents

Note: These exercises may be printed or photocopied.

Lecture 4: *How to Give a Lecture*
Part 1

Listening Strategy Focus:
Topic 1: Pre-listening Strategies

Before You Watch

1. Write at least three questions you think may be answered in the lecture. Then, try to predict what the answers to these questions might be. (For help, review <u>Listening Topic 1</u>.)

   Question: _____

   Possible answers:

   Question: _____

   Possible answers:

   Question: _____

   Possible answers:

2. Predict at least 10 words you might hear in the lecture and list them here. You may use a dictionary or thesaurus to help you.

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

Lecture 4: *How to Give a Lecture*
Parts 2 & 3

Listening Strategy Focus:
Topic 1: Prelistening Strategies

Before You Watch
1. Review your outline of the main points that the professor will cover in his talk. Make sure your list of topics is complete. Then, spend 10 minutes predicting themes and vocabulary for Professor Kennedy's first two points. Record your notes below or use your own paper.

Possible Themes or Discussion Points:

_____

_____

_____

_____

Possible Vocabulary:

_____   _____   _____

_____   _____   _____

_____   _____   _____

Listening Strategy Focus:
Topic 2: Identifying Main Ideas

While You Watch & After You Watch
2. Watch Part 2 once or twice and try to determine the two most repeated words (not including articles, conjunctions, etc.). Next, write questions or statements with these words to reflect the main ideas of this lecture segment. (See Listening Topic 2 for details about the importance of repetition.)

Words: 1) _____   2) _____

Questions/Statements:

1) _____

2) _____

3. In Part 3, watch the professor's point about "language" again. What does the professor say to signal you to the most important aspect of this point? (See the section about discourse markers in <u>Listening Topic 2</u> if you need help.)

Lecture 4: *How to Give a Lecture*
Part 4

Listening Strategy Focus:
Listening Topic 3: Note Taking

While You Watch & After You Watch

1. Complete the outline below of the professor's points in Part 4. Then, try to add one or two details for each point and sub-point below. (See <u>Listening Topic 3</u> for help.)

      I. <u>Preparation is crucial   </u>

      II. _____

            1. _____

            2. _____

            3. <u>Anticipate the conclusion   </u>

Lecture 4: *How to Give a Lecture*
Part 5

Listening Strategy Focus:
Listening Topic 4: Processing Details

Before You Watch
1. As you have read, predicting themes and vocabulary before the lecture can help you to process details successfully during the lecture. With this in mind, write a list of possible themes and vocabulary which the professor might include in his discussion about *research*.

    Possible Themes or Discussion Points:

    _____

    _____

    _____

    _____

    Possible Vocabulary:

    _____   _____   _____

    _____   _____   _____

    _____   _____   _____

While You Watch
2. Watch the lecture and write a check (✓) next the themes and vocabulary words that you actually hear in the lecture.

Listening Strategy Focus
Listening Topic 3: Taking Notes

While You Watch
3. Take notes on Professor Kennedy's personal process of composing a lecture. The first time you watch the lecture, try to take notes *on all three steps*! Use efficient note-taking shorthand (see Listening Topic 3). Use your own paper. Then, watch the lecture again and check your notes.

<u>Listening Strategy Focus:</u>
Listening Topic 5: Determining the Relationships of Ideas

While You Watch

4. Watch the section in Part 5 about the professor's composition process one more time. What discourse markers does the professor use to mark his second and third steps?

Lecture 4: *How to Give a Lecture*
Part 6

Although the listening strategies in this guide are taught in seven separate sections, you need to be able to apply several strategies at once to be successful. This flexibility is crucial since not all strategies work equally well at all times. The next two exercises illustrate this.

Listening Strategy Focus:
Listening Topic 1: Pre-listening Strategies

Before You Watch
1. Since you know from Professor Kennedy's mnemonic that the next point is "delivery," write a list of possible themes and vocabulary which the professor might include in his discussion of this topic.

    Possible Themes or Discussion Points:

    _____

    _____

    _____

    Possible Vocabulary:

    _____   _____   _____

    _____   _____   _____

2. Watch Part 5 and check the themes and vocabulary above that you hear. **However**, before you watch, review the four principal strategies for identifying main ideas (Listening Topic 2).

Listening Strategy Focus:
Listening Topic 2: Identifying Main Ideas

3. Sometimes, the speaker goes in a direction which you did not anticipate, and consequently your predictions are incorrect. Most likely, that was the case here since your lists above probably did not have much in common with the lecture. Did you get the main idea of Part 5 anyway? If so, write it below.

    Which of the four listening strategies from Listening Topic 2 was most helpful in this case?

Lecture 4: *How to Give a Lecture*
Parts 7 & 8

Listening Strategy Focus:
Listening Topic 5: Determining the Relationships of Ideas

After You Watch

1. Watch Parts 7 and 8. Then, use the words from the box to connect or complete the ideas below. If you don't know the answers, guess. Watch the lecture again and check your answers.

there are a number of different ways	along those lines
we come to the point of	for example
on the other hand	but
closely related to	so

a. And now _____ appearance.

b. We can only work with the appearance that God gave us. _____, there is room to adjust our appearance at the edges.

c. I've always appreciated that my family had been in this country for over five generations before anyone had the right to wear a tie to work, _____ ever since I started, I've always worn a tie to work.

d. I don't think there's any rule that says you have to dress in a certain way, _____ I do think it's important to know that your appearance affects how your audience receives your message.

e. _____ physical appearance is manner.

f. _____ that I could say what I believe to be the preferred manner that successful lecturers have on the platform.

g. I could say, _____, that the preferred model is to be authoritative without being authoritarian.

h. A manner of confident knowledge is the ideal. _____, I think a classic example of a mistake that many beginning lectures often make is to apologize.

2. For each item above, write the relationship of ideas that the discourse marker indicates. Review <u>Listening Topic 5</u> if you need help. Write your answers below.

a. <u> additional point </u>   e. _____

b. _____   f. _____

c. _____   g. _____

d. _____   h. _____

Lecture 4: *How to Give a Lecture*

Part 9

Listening Strategy Focus:
Listening Topic 6: Guessing Vocabulary from Context

While You Watch
Watch Part 9 and listen for the following words and phrases.   For each word or phrase, try to guess its meaning.   Then write what type of clues helped you guess the meaning. For example, was the meaning determined by the context of nearby words, an appositive, body language, or an explicit definition.

Word: *Cincture*

Definition: _____

Type of Clue: _____

Phrase: *Tug (something) down*

Definition: _____

Type of Clue: _____

Word: *Pool* (<u>not</u> a *swimming pool*)

Definition: _____

Type of Clue: _____

Lecture 4: *How to Give a Lecture*
Parts 10-11

Listening Strategy Focus:
Listening Topic 7: Identifying Pronoun Referents

After You Watch

Read the short passages from parts 10 and 11 below. For each one, determine the referent of the underlined pronoun. Circle your answers. If it is an *inferred* referent (i.e., a referent which is not stated explicitly), write "inferred" as well as what you think the inferred referent is. (It might help to review the types of referents listed in <u>Listening Topic 7</u> before beginning this exercise.)

Examples:

- The introduction is the moment when you can signal to your listeners what the subject is. <u>It</u>'s your best opportunity to put your remarks into a context

- Now all of <u>this</u> about appearance and manner, I think, in the end boils down to a very simple formula. Inferred: this = the information that he has been discussing

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1. You want to be yourself, but you want to be your best prepared, best informed and, if I could put <u>it</u> this way, most professional self.

2. You only get one chance to make a first impression. <u>That</u>'s true in life generally.

3. There's an old chestnut that covers this basic part of the matter. <u>It</u>'s a chestnut that's survived over all these years because I think it contains substantial truth.

4. Tell them what you're going to say. Say <u>it</u>. Tell them what you said.

5. I would say my standard practice in an undergraduate lecture, at any level, is to contain… have a lecture contain no more than three or four principal points. <u>That</u>'s about as much, I think, as you can reasonably hope to develop.

6. You're quoting something from a written text. You're not communicating through writing at this moment. You're communicating orally, through speech. <u>They</u> are two different mediums.

7. The people who can convert that printed text in the page in front of <u>them</u> into an effective oral communication, I think, are very few.

8. For me, <u>it</u>'s always worked better to have an outline in front of me.

Answers to Selected Exercises

Part 2

Ex. 2:   *occasion* (repeated six times), *audience* (repeated seven times)
These repetitions reflect these main ideas of the segment:
- You must consider the occasion when preparing for a lecture.
- Part of considering the occasion is determining the characteristics of your audience.

Part 4

Ex. 1:   (answers may vary)

I. *Preparation is crucial*
1. *Very few people can give a lecture without preparation*
2. *All the best lectures are the product of a lot of preparation*
II. *Prof. Kennedy's Preparation Process*
1. *Identify a topic*
   - *topic depends on occasion*
2. *Make a list of themes to be in the lecture*
   - *consider point of view/perspective when selecting themes*
3. *Anticipate the conclusion*
   - *the conclusion is the destination of the lecture*
   - *the conclusion is the first specific thing he decides upon and writes down*

Part 5

Ex. 3.   sample:

1. *make sheet w/ themes – list all kinds of things*
2. *make outline = refining process, some themes discarded*
                    - *b/c error = put too much in lec.*
3. *make catalog of illus. material → help communicate. points*

Ex. 4:   "Then" is used to introduce second step. "And then, finally,…" introduces the third step.

Part 6

Ex. 3.   Main idea: Preparation will reduce nervousness and improve performance.
Repetition is the most helpful strategy here. "Preparation" is repeated five times.

Parts 7-8

Ex. 1:   a. we come to the point of, b. On the other hand, c. so, d. but, e. Closely related to,
f. There are a number of different ways, g. for example, h. Along those lines

Ex. 2:   a. additional point, b. contrast, c. consequence, d. contrast, e. comparison,
f. classification/categorization, g. exemplification, h. comparison

Part 9

Ex 1:   *Cincture*
        Definition: belt
        Type of clue: context of nearby words (The clue is not technically an appositive here because
            the conjunction "or" provides a grammatical link to the synonym.)

        Tug (something) down
        Definition: push or pull lower
        Type of clue: body language

        Pool
        Definition: a group of people who bet money on a particular outcome
        Type of clue: context of nearby words

Parts 10-11

Ex. 1:   1. inferred: it = my point, 2. You only get one chance to make a first impression,
      3. an old chestnut, 4. what you're going to say, 5. three or four principal points,
      6. communicating through writing, communicating orally, 7. the people,
      8. to have an outline in front of me