

## Videoscripts, Four Point Listening-Speaking 2, Second Edition

### Unit 1

#### Listening 2: Visiting a Professor during Office Hours

*Student:* I wanted to talk to you about the presentation for class. I'm in your 11:00 Linguistics class.

*Professor:* Yeah, I have a couple of minutes before I need to go to class. What's up?

*Student:* Well, the presentation is supposed to be about 10 minutes long, right? I'm not sure I have enough information for a presentation that long.

*Professor:* Well, ya, you want to keep in mind that content is the most important aspect of this. Uh, yes, 10 minutes is the goal, but really it's all about the content. Can you remind me what your topic is?

*Student:* Yeah. I wanted to learn about language acquisition. So, my research question is: Do we learn our second language the same way we learn our first?

*Professor:* Mmhmm. And, you've done the research right?

*Student:* Yeah. For example, I have lots of facts and figures from secondary sources—two books, two articles, um, several reliable websites. I even did some interviews with experts and conducted a survey of students who speak a second language to see what their opinions were and then I put, uh, those results in, well, I drew some conclusions of those results and put them in a PowerPoint. But when I rehearse it all, it takes about four minutes, so . . . .

*Professor:* Wow. Sounds like you have enough research though, right?

*Student:* Yeah. I think so.

*Professor:* So, let's think about other ways that we might be able to beef this up. Um. Let me explain. One critical thing to make sure you're doing is giving explanations. In other words, you don't want to just give facts and figures and you know show some pretty numbers. You really want to explain what those results mean. What, what do the numbers actually tell us? So, imagine that your audience is sitting there

just imag, thinking: What does it mean? What does that mean for me? Uh, really try to explain why those re, results are important.

*Student:* Okay. I got that. Um, I'll add some more to those sections. Do you have other ideas?

*Professor:* Yeah, I would say another really important thing is to give examples.

*Student:* Okay. Um, also, I'm not sure I have a good beginning. How should I start my presentation?

*Professor:* Yeah, there's so many different ways you can start a presentation. Some people like to use quotations. Sometimes you can use some really interesting fact or figure just to kind of surprise everybody. You could use an anecdote, you know, tell a story that is from your own experience as a second language learner. Um, and you've certainly got a lot of experience that you can draw from. And, keep in mind too that the other students in the class are language learners as well. The university has a requirement to learn a second language, so they have a lot of experience.

*Student:* That's a good idea. Do you think that's a good idea for a hook?

*Professor:* Yeah, that I think could work. You could also consider using some interesting quotation from the people that you've interviewed. Uh, you've certainly got a lot of material to draw from. If you're going to use a quote from someone that you spoke with, uh, make sure you tell us a little about that person though, what their first language is. Uh, I think anytime you can give us a little bit more background about your, uh, the people that you've interviewed that would be really helpful. So, I think we'd be interested in knowing whether they're Spanish speakers, Arabic speakers, Mandarin speakers . . . that kind of thing.

*Student:* Good idea. I still have the original surveys that everyone filled out, so I could easily take pieces of, you know, quotations from, um, my surveys and I think that that would offset the concrete numbers really nicely. And, I, you know, I found some interesting trends in the survey, so . . . .

*Professor:* Really, what what did you find?

*Student:* Um, well, most of the Arabic speakers answered about the same way as the French speakers.

*Professor:* Wow. That's really interesting. So, I think that's something that the

audience would want to hear. 'Cause you always want to think about what is what is the audience interested in. It's not just what do I have to tell people, but what is the audience really, really interested in. And again I come back to my earlier point that they're all second language learners, and so you really want to connect with them in that way.

*Student:* So, I should think about, um, you know everybody in class, like what they're interested in?

*Professor:* Yeah. Absolutely. And I think I think we've got a lot of interesting people in the class who have ideas about second language learning that are similar to yours. They have, uh, goals that may be similar or different, um, to, to yours. So, what do you know about people in the class?

*Student:* Well, me, for instance, I know we're all second language learners, but I want to be a second language teacher. Uh, but others in class don't. We all have different ideas for what kind of jobs we want. I know some people want to be translators. Some people want to be interpreters. Joe, uh, for instance wants to be, um, he wants to work in the government in intelligence.

*Professor:* Wow, I would bear that in mind. I, I think that's really important to give that kind, to consider that kind of background, um, since you have it, um, you want to use that in the presentation. Definitely.

*Student:* Okay. I will do that.

*Professor:* Um, have you given any thought to how you might end the presentation?

*Student:* Uh. I hadn't thought about that yet, really.

*Professor:* Yeah. Um. That's often really a hard part of the presentation. We often worry so much about how the beginning is going to go that we forget about how we're going to end and we don't want to just say, "Well that's it." So I would say you know keep in mind what some of the larger implications are about the research that you've done, how that might relate to the audience. You might even consider throwing a question out to the audience. For example, throwing a question out can lead into the Q & A. That might be really good.

*Student:* Yeah. That's good. Thanks. Okay. I think I'm going to have to work on my PowerPoint a bit more, um, before I'm ready to present. Definitely.

*Professor:* Yeah. Also, think about giving us a reference slide. I think it's really important just to show the fact that you've used a lot of different references in your presentation. Uh, for the references I'm not so worried whether I can read them, um, I just need to see that they're there. But that makes me think of one more really important thing. And that is your slides should complement what you say. So in other words what I'm saying is you don't want the slides to say exactly the same thing as you're going to say. I know how to read and if I can read it on the slide, I don't need to listen to you. So it's important that what you say complements what's on the slide and what's on the slide complements then, uh, what you have to say.

*Student:* Okay, so most of the ideas we've talked about should just be in my notes. Like, uh, you know a story to tell or example to give when each slide is actually being presented. [Instructor: Mmhmm.] And not have it written on the slide. Right?

*Professor:* Yes. [Student: Okay.] Exactly. Yeah. Um. You know I have have to run to class, but I think you've got enough to go on. I think you've got some food for thought, um, and you know where to go next, but I'm I'm really sorry I do need to run. Okay?

*Student:* Okay. Thank you so much for your help. See you in class.

*Professor:* Yeah. Sure thing. Bye-bye.

## Unit 2

### Listening 2: Handling Informal Classroom Interactions

*Professor:* So, there's just one handout for the lecture today, um, and you know the exam's on Wednesday. Are there any questions on, about the exam? And you know the review is tonight and so you need to look over your study questions and generate the, you know, the content of the review session tonight. Ah, there's also some sample questions on the web so check that out. And I looked over the first exam and there's some stuff, um, that we've been talking about today on the exam and also some information that we went over, uh, earlier as well. Um, ok, so, any questions?

*Student 1:* Um, excuse me, is the exam going to be in this building?

*Professor:* Yeah. All the exams are, are in this building, and, uh, you don't need to bring any books or anything 'cause we are gonna give you the books. And, no calculators. Uh, just show your work so that we can see everything on, on the, the paper.

*Student 2:* I'm sorry, did you say that today's lecture is on the exam?

*Professor:* I'm sorry, what, what was your question?

*Student 2:* Is today's lecture on the exam?

*Professor:* Good question. I'm sorry. It is *not* on the exam. Okay? It will include up to last Wednesday's lecture. Good question.

*Student 3:* Excuse me, um. If I understood you, you said there was materials to help us on the website? Is that right?

*Professor:* Yes, that's right.

*Student 3:* Thank you.

*Student 1:* Um, do you have any extra worksheets?

*Professor:* Oh, uh, no. If you're missing worksheets or handouts, the best thing is to do is to just email me or let me know and, uh, I can try to make some more. You could also then come up to my office and look in the box outside my office. Or you could even ask somebody else. But check, um, my box anyway. Ok, so everyone is all set for Wednesday, right?

## Unit 3

### Listening 2: Assigning Tasks on a Group Project

*Student 1:* If I understand the professor, what we're supposed to do then is some more research and basically present that research on microfinancing in five different countries around the world . . . .

*Student 2:* I thought it was four . . . .

*Student 1:* No, it's five. It's in the syllabus right there.

*Student 2:* Too bad it's not four, so, we could, like, each get one country.

*Student 1:* Right.

*Student 3:* I don't mind checking two. I love this stuff.

- Student 2:* Okay, well, if you're sure because I don't love this stuff. So it's good I only have one.
- Student 4:* Ok, well what if we figure out what everyone is going to do now.
- Student 3:* Yeah, we need to do research the movement in five countries and compare the successes there to Grameen Bank in Bangladesh, right?
- Students 2 and 4:* Yes/yeah/right.
- Student 1:* We need to gather some questions, the same ones that we went over in class and then present that information in a poster to the other students.
- Student 4:* I think it's supposed to be sort of a poster session where people come up to us and we have to explain our project to them.
- Student 2:* So how are we going to decide the countries?
- Student 3:* We got assigned Ghana, Bolivia, India, Russia, and Indonesia. Does anyone have any preference, or we just draw countries?
- Student 2:* Oh, I think that's a good idea. I can write the names of the countries on a sheet of paper. You all okay with that?
- Students 1, 3, 4:* Well. Um . . .
- Student 3:* Well, I'm taking the two, and I know I want Ghana and Indonesia.
- Student 2:* Okay.
- Student 4:* Well, I'll take Bolivia.
- Student 2:* And I'll take Russia. So, that leaves Jake with India.
- Students 1, 3:* Okay. So that's done.
- Student 4:* Um, well it's due in 2 weeks so we maybe can do our research and then meet on Saturday? Um, that gives us four days.
- Student 2:* Okay then.
- Student 2:* Okay, if you guys have data stuff, please send it to me. I like that kind of stuff. I have this computer program that makes it all work like magic. So, it's no problem.
- Student 1:* Sounds good.
- Student 4:* That'd be awesome if you were willing to do that.
- Student 2:* I'm definitely willing.
- Student 4:* Okay. So Morgan is going to do the graphs; Sun, you've got 2 countries. Jake, what about if we do the poster?

- Student 1:* Well, sure, that's the fun part.
- Student 3:* I think this is good. We all gotta do the research and we all have different tasks. This is the easiest group I've worked with in this year.
- Students 1, 2, 4:* That's good.
- Student 2:* Oh, so when are we going to meet again? Is the Union, lower-level café 2:00 good for you guys?
- Students 1, 3, 4:* Yep. Works for me.
- Student 2:* Okay, then I guess we'll see each other then.

## Unit 4

### Listening 2: Leading a Group Discussion and Holding the Floor

- Student 1:* I cannot believe that study he told us about today in class. I mean, what are they doing to those poor, poor Parkinson's patients? That is terrible and completely unethical. . . .
- Student 2:* Well, how, how are they going to make medical advances in the treatment if they don't . . . ?
- Student 1:* Yes, but Parkinson's patients are . . . .
- Student 2:* Wait. . . . I was trying to say . . . .
- Student 1:* No, but I was the one who was talking. I'll let you make your point in a minute. What I was saying was, I think that these families and patients are really expecting a treatment, and even though they know they are part of an experiment, it's probably not fair to give them some type of sham surgery, you know? So, what were you saying?
- Student 2:* Okay. It does seem harsh to withhold a treatment that might have some promise, but that's the whole point of the study, to see if this new surgery has an effect, and it turns out that the surgery is very effective . . . .
- Student 3:* Yes, that's what I wanted to say. It turns out that the surgery did actually improve mobility for the group who received the surgery as well as for the control group. . . .
- Student 4:* Can I say something here? The doctors want to see if the surgery works, right?
- Student 1:* Yeah, but I wonder if that really . . . .
- Student 4:* Wait, I'm talking now.

*Student 1:* Oh, sorry.

*Student 4:* Uh, this is an experimental treatment so the risks are high for both the control group and the people receiving the treatment. And the other point I wanted to make was that, in the end, the people who received the sham surgery felt as good as the people who received the actual treatment because of the placebo effect. So, what's the harm?

## Unit 5

### Listening 2: Recognizing Strong Beliefs and Points of View

*Student 1:* I don't know. If you ask me, morals or values, they are all created. Take World War II, for example. You could murder as long as you could justify your actions.

*Student 2:* Yeah, that's an interesting point of view. Yeah.

*Student 3:* I was gonna say that I think, uh, morals and values are all the same basically across the world. I mean, it's just that they rank them differently. If you take Eastern and Western thought, on any specific issue, it's more like Eastern thought is very group-oriented, and they're more concerned about, you know, respecting someone who's above you in society—like a teacher or a boss, even.

*Student 1:* Interesting

*Student 3:* And Western thought is more, uh, individualistic and, you know, they're really concerned with human rights and, uh, all that kind of stuff. But if you look at the core . . . at the core, they're basically the same but they rank the importance of each differently.

*Student 1:* That's an interesting way to look at it. I like that.

*Student 4:* Well, as for whether there are absolute morals, I definitely think there are. And something as extreme as killing a child, it's just more obvious and more universal than some other values might be.

*Student 1:* That's a good point.

*Student 2:* I don't agree at all. I don't think that there are universal values. I mean, if you look back even before monotheistic religion, people would sacrifice other people, even children, to God. Okay, how can I say this? As long as you can justify it,



- it's okay. That's been our mindset. I don't, I don't think that over time it's been universal.
- Student 1:* What do you mean, "as long as you can justify it"?
- Student 2:* Like, as long as you're sacrificing for a higher meaning, it's okay.
- Student 4:* Do you mean that as long as something is culturally justified as, as, by society as a whole that there's no problem with it? Then there's no punishment or shame in doing it? Well, maybe, but I'm not sure I can agree with you.
- Student 1:* Yeah, it might be true, but I don't know if I agree.
- Student 3:* I mean, agree or not, it's definitely part of the issue.
- Student 2:* Right.

## UNIT 6

### Listening 2: Managing a Q & A Session

- Presenter:* Based on the results from my survey and its positive number from the experiment, I am confident that my plan has the potential to revolutionize the way that people use circuits. Thank you. Are there any questions?
- Participant:* Yes. I appreciate the plan you've put forward, but it seems kind of complicated. If I were to try to replicate this, how many engineers would I need to bring on board?
- Presenter:* Well, based on my research, 6. I know that might sound [like] a lot, but I believe that the benefits will outweigh the costs associated with the high numbers of engineers, and the savings should come in shortly within a year.
- Participant:* Great. Thanks. Um, I have another question, if you don't mind. You just mentioned costs, but your presentation suggested that, uh, companies would save time as well. Uh, in your opinion, do companies have the resources today to undertake something like this?
- Presenter:* I don't know, but I certainly hope so. Uh, my survey, which is given to 100 engin, excuse me, from 100 managers of financial and engineering firms, um, indicate that they are willing to, uh, hire new engineers or invest in new circuit systems. And, you may recall from the slide that 62% of them have done that and 84% of them

are willing to try out new teams or systems. So based on this data, I think it's reasonable to assume that the answer to your question is a yes.

*Participant:* That may be so, but I wonder if small, it's that simple for small companies. Can they afford it? Maybe that's a question that can't be answered yet.

*Presenter:* Yes, I understand what you are saying, and you are correct in a way. Um, but let me address that a bit. In theory, the size of the company really doesn't matter. The implementations and design are really practical. And the cost savings should be recouped shortly after the implementations.

*Participant:* I really appreciate that you did all this research, but I have another question about the results. You surveyed all the company's managers. But did you survey any of the company's financial managers? Those are the people that control the purse strings. I'm still concerned about the costs.

*Presenter:* Honestly, I have to check back to see if any of the respondents are COOs or financial managers instead of CEOs. But one point I can add is that in the survey, we ask if any of the companies are willing to participate in a pilot program, and a small number of them actually agreed to that. I was surprised that there weren't more of them, but . . . um, we'll be talking to [these] companies that volunteered, and I hope to present the results of the pilot program in next year's conference.

*Participant:* I'll look forward to that.

*Presenter:* Yeah, I think we are off to a good start, and I am cautiously optimistic of the pilot program.

*Participant:* What will you do next, in terms of the piloting or other research?

*Presenter:* I will be conducting more experiments and trying to replicate the results.

*Participant:* Uh, I would like to hear about those before next year's conference so maybe we can stay in contact.

*Presenter:* That sounds good. Thank you.