

Dictation Contest (PRJr, 初級) No. 695

Hi, everyone! Welcome to PR Junior.

Today we are going to listen to the story called *A New Instrument*. Let's begin!

Peter is 14 years old. He lives in Hokkaido. He likes music very much. He started playing the piano when he was five years old. He is very good at it. One Saturday, he went to the park with his parents for a picnic. They saw a band. The band was playing songs there.

That is all for today. Let's continue the story next time. See you!

Dictation Contest (PR 1, 中級) No. 695

Hello, everyone! Welcome back to PR1.

Today, we will have a short conversation about school life. Let's begin!

Yerin: Thanks for meeting with me, Professor.

Kay: Not a problem, Yerin. How can I help?

Yerin: It's about the presentation for our class. I've read several books but can't decide which one I want to present on.

Kay: I see, did you read "The Swimmer"?

Yerin: Yes, I did. It might be my favorite, actually.

Kay: I'd suggest that one since it's one of the most well-known stories. You'll discover that there's been a lot written about it. That will definitely help in preparing your presentation.

Yerin: Good idea. Thanks!

Well, that's all for today. See you next time, bye-bye!

Dictation Contest (PR2 上級) No. 695

Hi, everyone! Welcome back to PR2.

Today we'll be talking about how praise affects children's academic performance. Take a listen.

Nowadays, we praise our children. Praise, self-confidence, and academic performance, it is commonly believed, rise and fall together. But current research suggests otherwise — over the past decade, a number of studies on self-esteem have come to the conclusion that praising a child as 'clever' may not help her at school. In fact, it might cause her not to try her best. Often a child will react to praise by quitting — why make a new drawing if you have already made 'the best'? Or a child may simply repeat the same work — why draw something new, or in a new way, if the old way always gets applause? In a now famous 1998 study of children aged ten and eleven, psychologists Carol Dweck and Claudia Mueller asked 128 children to solve a series of mathematical problems. After completing the first set of simple exercises, the researchers gave each child just one sentence of praise. Some were praised for their intellect — 'You did really well, you're so clever'; others for their hard work — 'You did really well, you must have tried really hard.' Then the researchers had the children try a more challenging set of problems. The results were dramatic.

The students who were praised for their effort showed a greater willingness to work out new approaches.

Okay, that's all for today. I'll see you again next time. Bye!