

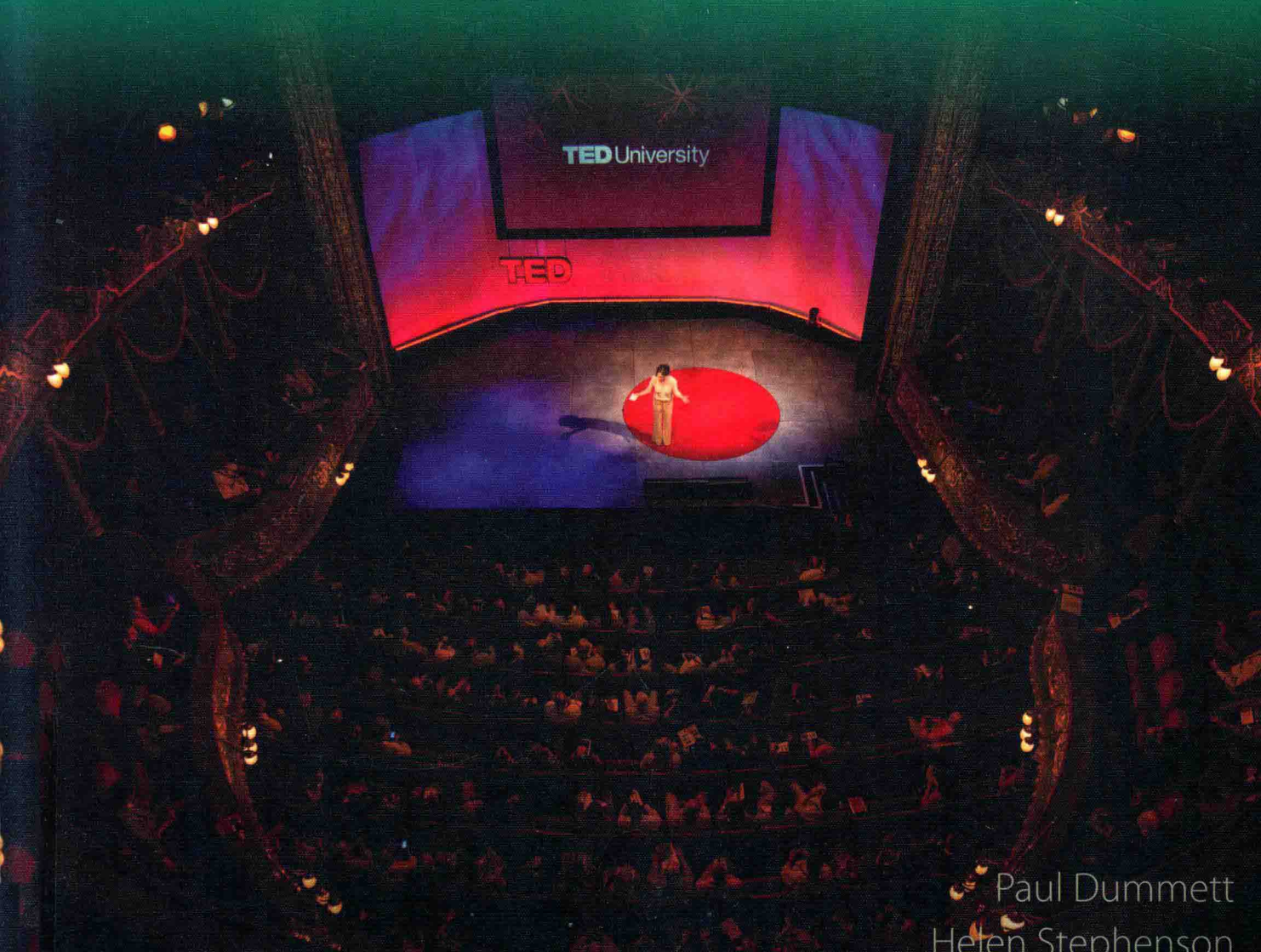
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新大学英语

视听说教程

1

New Experiencing English
Viewing, Listening & Speaking



高等教育出版社

Paul Dummett
Helen Stephenson
Lewis Lansford

新大学英语

视听说教程

1

New Experiencing English

Viewing, Listening & Speaking

原 著 Paul Dummett Helen Stephenson Lewis Lansford

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新大学英语视听说教程 1

Keynote Intermediate Student Book

Paul Dummett, Helen Stephenson, Lewis Lansford

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很多学生都有这样的体会：在课堂学英语时既看得懂，也说得出，可当真正与说英语的外国人交流时，交际能力似乎一落千丈。这里的原因有很多，但主要问题可能出在三个方面：一是我们学习时所接触的语言材料都是经过简化或碎片化处理过的。换言之，我们过往在课堂里接触到的语言材料虽然学习起来相对容易，但缺乏真实性；二是我们似乎在不断学习新的东西，却很少关注是否真正掌握了所学内容。在语言能力的培养过程中，从“学习”到“学得”是需要一个过程的。新知识、新技能的学习需要辅以大量的练习，而我们的教学往往只安排了学习，却忽略了练习；三是语言应用是一个综合能力，它不仅涉及语言知识和技能本身，还需要语言以外的知识、技能、策略、认知、情感等的综合应用。要有效提高语言能力，不仅需要对相关语言知识和技能的学习与练习，还要在现实生活的实际活动中加强语言的使用。

针对以上问题，本套教程在学习材料的选择上将真实性、知识性和时代性放在首要位置。本套教程的视听材料主要取自TED（即Technology, Entertainment和Design三个单词的首字母缩写）大会上的真实演讲。TED大会可以说是当今世界最具影响力的大众学术交流活动之一。TED演讲也因其新颖的内容、前沿的思想、广泛的主题、短小的形式等受到社会各界人士的欢迎。为保证材料的真实性，本套教程未对选用的TED演讲进行简化。本套教程的TED演讲不区分难度，只区分长度，级别越高，长度越长。为给学生创造足够多的口头表达与交流的机会，本套教程除视听材料外还提供了与视听材料同主题的阅读材料。这些材料同样原汁原味，反映当代题材，在内容和语言方面对视听材料进行补充。另外，为满足不同水平学生的需要，各级别教程在教学活动的设计及语言帮助上有所区分，让所有学生能各取所需、各有所得。

本套教程在教学方法上主张兼收并蓄，博采众长，力求在“自然的语言交际”和“有意识的语言学习”间取得平衡。一方面本套教程重视在教学活动中设计丰富的基于内容和主题的交际活动，帮助学生在有意义的语言实际应用中学习语言和其他相关知识与技能；另一方面也提供大量的词汇、语音和语法知识、演讲策略及适当的练习，使学生的学习更加有的放矢，达到事半功倍的效果。

本套教程以培养学生的听说能力为主要目标，学习材料也是以视听和阅读为主。但众所周知，实现生活中的语言应用很难依赖单项语言技能完成。换言之，每一次语言应用都是综合的知识与技能的应用。因此，本套教程各单元的最后一个部分都会设计一个综合实践活动，这些活动与大学生的学习和生活密切相关，也可以帮助学生有效地运用在相关单元新学习的知识与技能。这也较好地体现了《新大学英语》系列教程所倡导的“项目式外语教学”理念。

本套教程除了在以上三个方面有助于解决传统外语教学中长期存在的教学实效问题，还致力于帮助学生提高信息化时代所需要的其他技能，包括沟通（Communication）、思辨（Critical Thinking）、创新（Creativity and Innovation）与合作（Collaboration）等能力，即国际教育界所提倡的“21世纪核心技能”（21st Century Skills）。本套教程从选材到练习和各类教学活动设计都贯穿着在培养学生适应未来工作和社会生活的总体目标下提升英语应用能力的理念，使学生愿意学、乐于学，学有所成、学有所用。

《新大学英语视听说教程》共分4册，每册12个单元。本书为《新大学英语视听说教程1》。每个单元的第一部分介绍该单元TED演讲的主题及演讲嘉宾，帮助学生预习演讲中涉及的一些关键词语，然后教授相关的听力技巧。

第二部分通过一系列的活动分段呈现TED演讲，帮助学生从局部到整体逐步理解演讲内容，进一步巩固相关语言知识和听力技巧。然后通过与其他听众互动的方式引导学生对TED演讲的话题进行深入思考，同时促进学生批判性思维能力的培养。接下来介绍相关TED演讲中涉及的演讲技巧，并结合所学内容进行演讲练习。

第三部分首先提供一篇与TED演讲主题相关的阅读课文及一系列基于阅读课文的口语和词汇练习。然后是结合“21世纪核心技能”所设计的口语练习。

第四部分是单元复习及综合练习。这部分首先是一系列词汇知识与听说技能训练，然后围绕本单元的主题、语言知识与技能等，设计了一个学生在学习、日常生活或未来工作中会真实遇到的场景或任务。学生在完成任务的过程中综合运用自己已有的及在本单元新学到的知识与技能完成相应的任务，或解决一个实际问题，最终达到有效提升英语应用能力的目的。

本套教程在词汇处理上采用两种方式：关于英式与美式英语有区别的词汇标注在相关页面的底部；其他生词或短语列在全书最后，供学生自行选择学习。每册教程均附有音视频资源，在纸质教程相关页面印有二维码，学生可以通过有扫描二维码功能的手机app扫描对应标号的二维码进行观看，或者登录iSmart平台进入相关课程学习，登录方式详见“郑重声明”页说明。

本套教程改编自圣智学习集团出版的Keynote（British）系列教程。我们在尽量保持原教程特色的前提下更加突出听说的教学目标和“项目式外语教学”的理念，希望能够为我国的英语教学，尤其是大学英语听说教学开辟一条更新、更有效的途径。由于编者水平有限，教材中如有疏漏和其他不尽完善之处，恳请广大使用者提出宝贵意见与建议。

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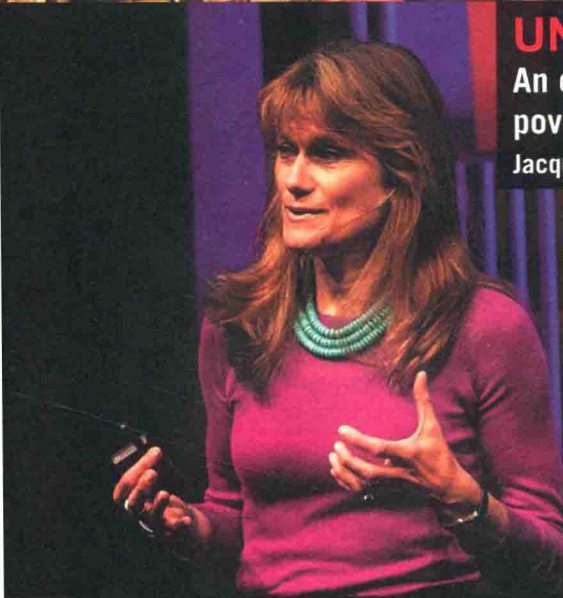
UNIT 1

A life lesson from a
volunteer firefighter
Mark Bezos



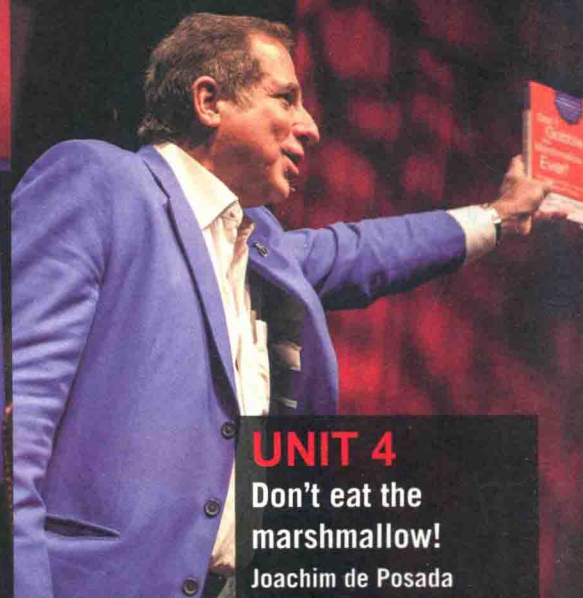
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How to start a
movement
Derek Sivers



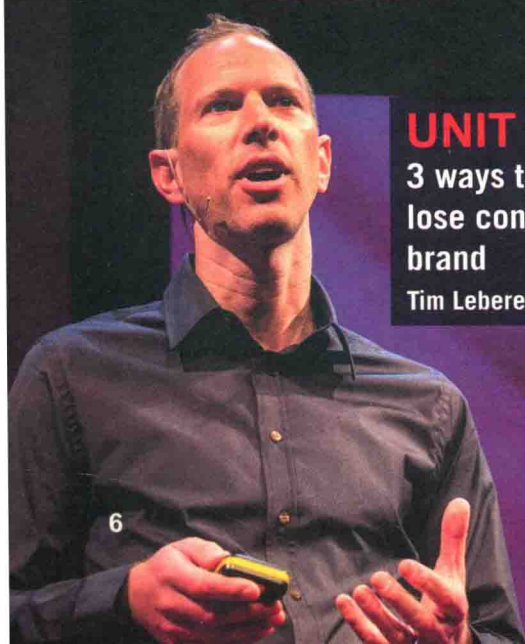
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An escape from
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UNIT 4

Don't eat the
marshmallow!
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UNIT 5

3 ways to (usefully)
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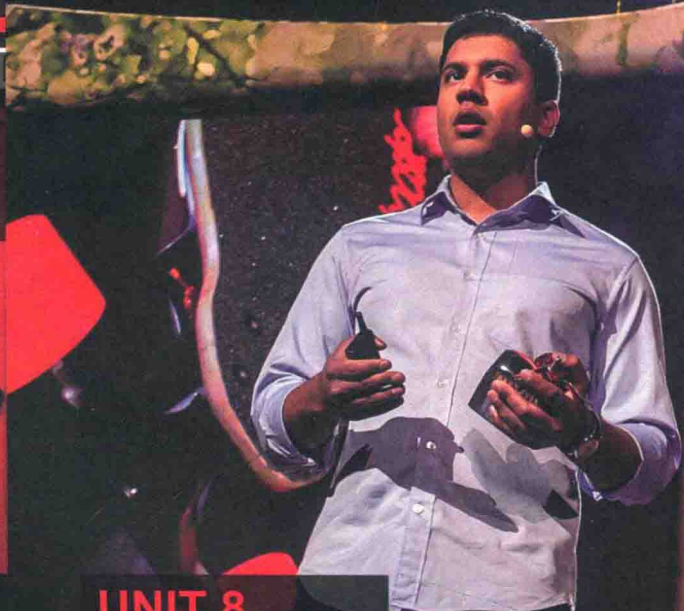
Talk nerdy to me
Melissa Marshall





UNIT 7 LON

What I've learned from my autistic brothers
Faith Jegede



UNIT 8
A skateboard, with a boost
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UNIT 9
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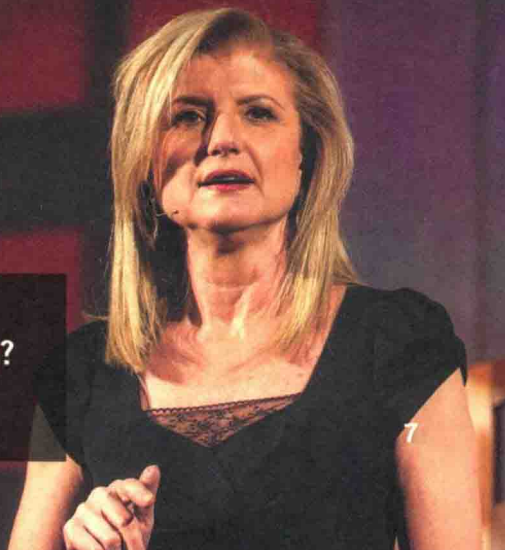


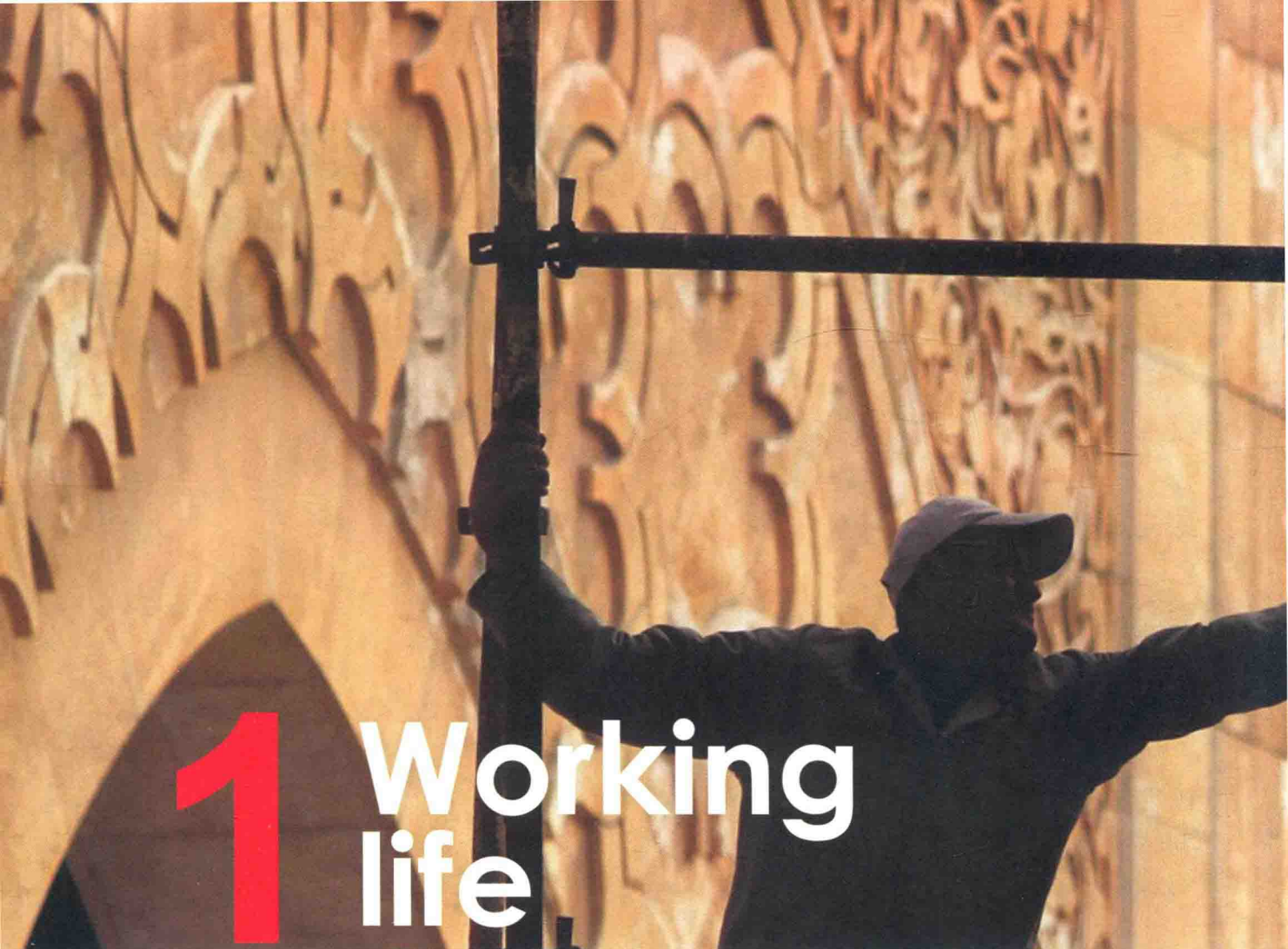
UNIT 10
How we can eat our landscapes
Pam Warhurst



UNIT 11
Life at 30,000 feet
Richard Branson

UNIT 12
How to succeed?
Get more sleep
Arianna Huffington



A firefighter in silhouette is working on a wooden structure, possibly a roof or a large sculpture. The firefighter is wearing a dark uniform and a cap, and is holding onto a vertical beam. The background is a large, textured wooden surface with a warm, golden-brown color.

1 Working life

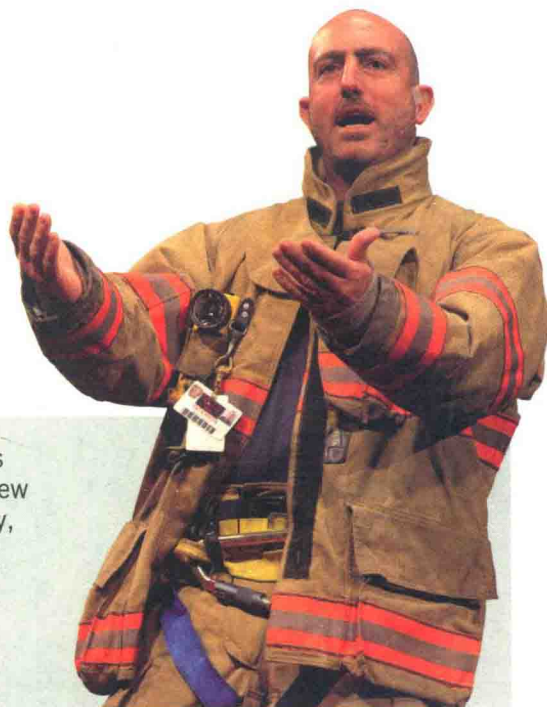
BACKGROUND

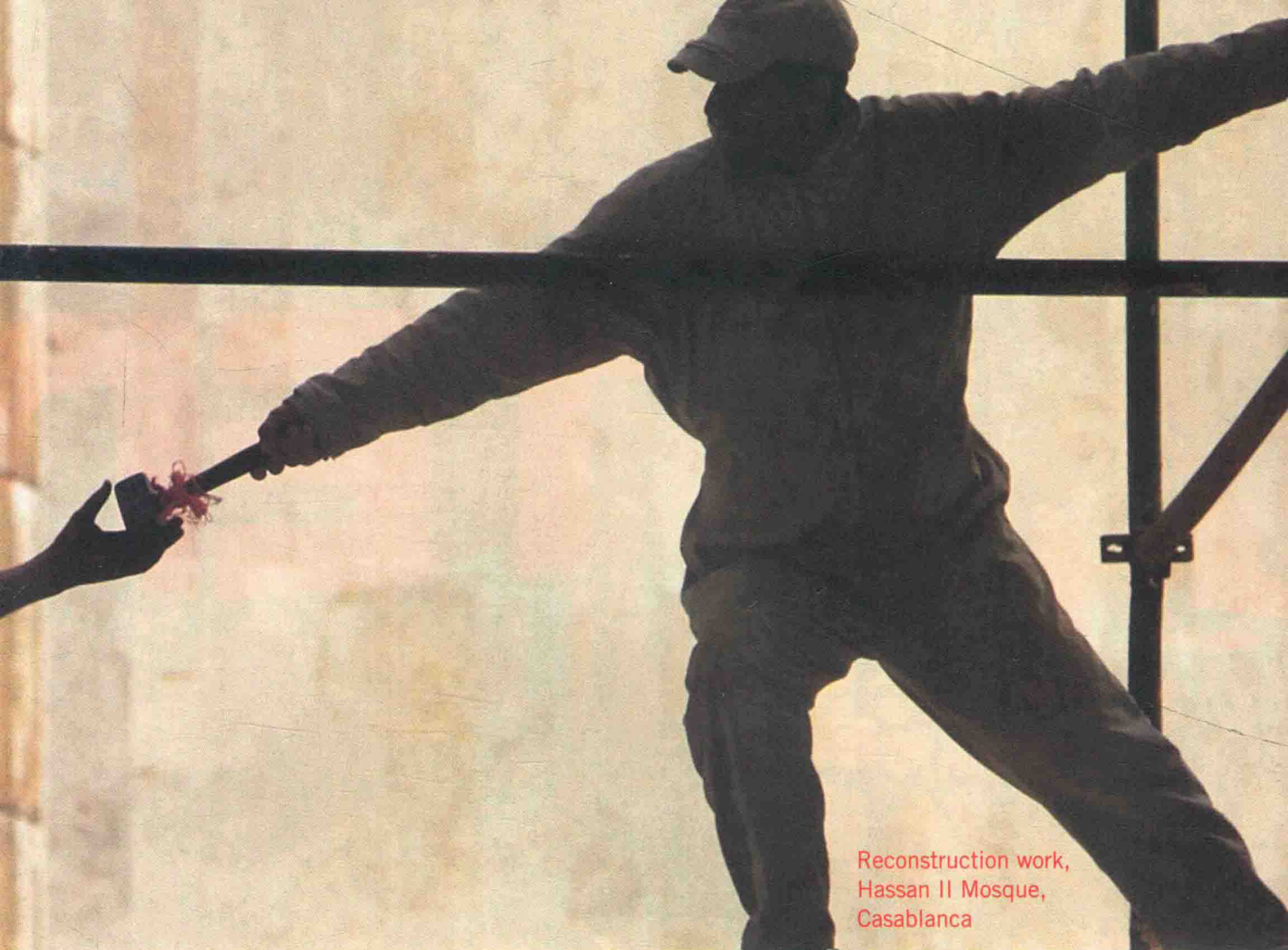
1 You are going to watch a TED Talk by Mark Bezos called *A life lesson from a volunteer firefighter*. Read the text about the speaker and the talk. Then work in pairs and answer the questions.

- 1 What job did Mark Bezos have before and what jobs does he have now?
- 2 How do people in the USA feel about firefighters?
- 3 What motivates Mark Bezos?

TED TALKS

MARK BEZOS worked in advertising for many years and now works for a charity organization, Robin Hood, which fights poverty in New York City. He is also a volunteer firefighter in Westchester County, New York, where he lives. Firefighting is a highly respected job in the USA. Mark Bezos is continuously amazed and motivated by the acts of heroism – big and small – that he sees every day. Mark Bezos's idea worth spreading is that every act of generosity matters – even the small ones.





Reconstruction work,
Hassan II Mosque,
Casablanca



KEY WORDS

- 2** Read the sentences (1–7). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–g).
- 1 Firefighting is his **vocation**. He wanted to be a firefighter from the age of twelve.
 - 2 He was **jealous** of his colleague's new office.
 - 3 She's the **homeowner** – it's her house and she's lived there for twenty years.
 - 4 Poor people can get meals from a local **soup kitchen**.
 - 5 In my job as a firefighter, I am **witness** to a lot of accidents.
 - 6 When the firefighters arrived, the kitchen was **in flames**.
 - 7 My mother is a retired doctor, but she still works as a **volunteer** in an old people's hospital.
- a someone who does a job for no pay
b on fire
c a person who owns a house or flat
d a job or career that you feel fits your aims in life
e feel negatively about someone who has something you want
f someone who sees an event
g a place where free food is served to people in need

AUTHENTIC LISTENING SKILLS Dealing with new vocabulary

When you listen to authentic speech, you will hear many new vocabulary items. Don't try to understand every word.

- Listen for words that are stressed.
- Listen for words that the speaker repeats.
- Stay relaxed and keep listening.

- 3a**  **1** Look at the Authentic listening skills box. Listen to three sentences from the TED Talk. Underline the words that are repeated and circle the words or syllables that are stressed.
- 1 Back in New York, I am the head of development for a non-profit called Robin Hood.
 - 2 When I'm not fighting poverty, I'm fighting fires as the assistant captain of a volunteer fire company.
 - 3 Now in our town, where the volunteers supplement a highly skilled career staff, you have to get to the fire scene pretty early to get in on any action.
- 3b**  **2** Read sentence 4. Which words will be stressed? Which words are repeated? Then listen and check.
- 4 I am witness to acts of generosity and kindness on a monumental scale ... but I'm also witness to acts of grace and courage on an individual basis.



1



2



1.1 A life lesson from a volunteer firefighter

TED TALKS

1 ▶ **1.1** Mark Bezos tells a story about a time he went to help at a fire. Watch the TED Talk. Choose the lesson (a–c) that you think Mark Bezos wants us to learn.

- a We should always help our friends and family first.
- b Small acts of kindness are as important as big ones.
- c First be successful in your job and then go out and help others.

2 Work in pairs. What example did Mark Bezos give to illustrate this lesson? Discuss with your partner.

3 ▶ **1.1** Watch the first part (0.00–1.06) of the talk again. Choose the correct option to make true sentences.

- 1 Mark Bezos is a *professional / volunteer* firefighter in his town.
- 2 At his first fire he was the *first / second* volunteer to arrive.
- 3 When Mark Bezos found the captain, he was speaking to another *volunteer / the homeowner*.
- 4 It was the middle of the *day / night* and it was raining.





1.2



1.3

- 4 ▶ 1.1 Read the sentences. Then watch the second part (1.06–2.46) of the talk again. Complete the sentences with one word per space.

- The captain asked the other volunteer to rescue a _____ from inside the house.
- Mark Bezos felt _____ that the other volunteer could tell people he saved a living animal.
- The captain asked Mark Bezos to go into the house and _____ back some shoes.
- He carried the shoes back downstairs and gave them to the _____.
- A few weeks later, the homeowner sent a letter thanking the fire department, in particular for saving her _____.

- 5 ▶ 1.1 Watch the third part (2.46 to the end) of the talk again. Answer the questions.

- What has Mark Bezos learned about the acts of kindness and generosity that he sees?
- Mark Bezos's two-word message for his audience is 'Don't _____.' What does he mean by this?
- What is one example of the kind of help we can give to others?

- 6 Work in pairs. Discuss other ways that people can help their communities. What could you do?

VOCABULARY IN CONTEXT

- 7 ▶ 1.2 Watch the clips from the TED Talk. Choose the correct meaning of the words.

- 8 Work in pairs. Complete the sentences in your own words.

- There's a pretty good chance that next year I will ...
- I'm pretty much done ... (-ing) ...
- The three things that matter most to me are ...

CRITICAL THINKING How a message is delivered

- 9 Work in pairs. Read the conclusion or 'message' of Mark Bezos's talk. How did he get this message across? Choose the best answer (a–c).

'Don't wait until you make your first million to make a difference in somebody's life. If you have something to give, give it now.'

- with different examples
- with visuals / pictures
- with a simple story

- 10 Read this comment* about the TED Talk. Then discuss the questions.

- What does the viewer like about the way Mark Bezos delivered his message?
- Do you agree with her?

Viewer's comment

R Rachel – I like this talk – a short, everyday story with a simple lesson. It was a small gift from Mark Bezos which could make a big difference in many people's lives.



*The comment was created for this activity.

PRESENTATION SKILLS Being authentic

- Work in pairs. What kind of person do you think an audience most likes to see giving a presentation: a confident person, a knowledgeable person, a funny person, a sincere person? Of these qualities, which is most appealing to you, and why?
- Look at the Presentation tips box. What kind of person does it suggest people like to listen to?

TIPS

When you give a talk, it's important to be yourself and for your personality to come through. Follow these steps:

- Write your talk yourself. Use words and expressions that you would normally use so that your words convey your personality.
- Speak from the heart. Talk about things that you know about and believe in.
- Don't worry if you are nervous. An audience sometimes warms more to someone who is nervous than someone who is full of confidence. They want you to succeed.
- Relax your body. Try to move and gesture as you normally do.

- 13 ▶ 1.3 Watch the clip from the TED Talk. Then answer the questions.

- Does the audience 'warm' to Mark Bezos? How can you tell?
- Which points (1–4) from the Presentation tips box do you think Mark Bezos follows in his talk?

- 14 You are going to give a two-minute mini-presentation. Make some brief notes to present what you are studying. Include some surprising things about your studies – what people may not know about them – and / or the aspects of your studies that you like or dislike.

- 15 Work in pairs. Give your presentation. Use the advice from the Presentation tips box and be yourself! When you finished, give feedback to your partner.

▷ offer /'ɑ:fə(r)/ N AM ENG

▷ opportunity /,ɑ:pə'tju:nəti/ N AM ENG

▷ offer /'ɒfə(r)/ BR ENG

▷ opportunity /,ɒpə'tju:nəti/ BR ENG

1.2

Have you got what it takes?

READING Skills for the 21st century

1 Work in pairs. Look at the list of work skills. What do you think each one means? Discuss with your partner.

- a Interpersonal skills
- b Working independently
- c Bilingualism
- d Technological knowledge
- e Critical thinking
- f Teamwork
- g Organizational skills
- h Management skills

2 Read the article. Answer the questions about work skills.

- 1 Which of the skills in Exercise 1 does the author say are important?
- 2 What other skills does the author mention?

3 Read the article again. Then work in pairs to share your answers to the following questions.

- 1 Why do people need to understand other groups and other cultures?
- 2 What can good interpersonal skills bring you?
- 3 What kind of employees do employers in the 21st century prefer?
- 4 Do you think the skills for the 21st century are different from the skills people used at work in the 20th century? Give reasons.

4 Find these words in the article. Then choose the correct meaning (a–c).

- 1 **appreciate** (line 5)
 - a think about these differences
 - b welcome these differences
 - c ignore these differences
- 2 **inspire** (line 8)
 - a pay people well
 - b make people enthusiastic
 - c communicate with people
- 3 **collaboration** (line 12)
 - a working together
 - b working independently
 - c giving people instructions
- 4 **conflict** (line 16)
 - a people you work with
 - b a difficult decision
 - c a serious disagreement

5 **huge** (line 20)

- a very big
- b big
- c unusual

6 **stand back from** (line 31)

- a relax after
- b leave
- c look at from a distance

VOCABULARY Working life collocations (verb + noun)

5 Find verbs in the article that collocate with these nouns.

- a have a career
- b _____ cultural differences, technology
- c _____ a job
- d _____ meetings
- e _____ on the phone
- f _____ a difficult situation, conflict
- g _____, _____ information
- h _____ tasks
- i _____ fun

6 Complete the conversation with the correct verbs. Then check your answers with the collocations in Exercise 5.

A: I know you're a lawyer. But what do you

¹ _____ exactly?

B: I work in the music industry. We ² _____ legal conflicts about music.

A: Do you meet a lot of pop stars, then?

B: Not really. I sometimes ³ _____ on the phone to the artists, but I usually ⁴ _____ meetings with other lawyers.

A: Is it interesting?

B: It's very interesting. But there's a lot of information to ⁵ _____. The music industry is changing fast and you have to ⁶ _____ the new technology and the different ways that people listen to music now via the Internet. It's hard work, but we ⁷ _____ a lot of fun too.

A: How did you get into it?

B: My first idea was to ⁸ _____ a career as a musician, but that didn't really work out.

SPEAKING My skills

7 21st CENTURY OUTCOMES

List the skills that you are developing through university study and life. The first one is given as an example.

a *skill of learning knowledge in a systematic way*

b _____

c _____

d _____

e _____

f _____

g _____

8 Work in small groups. Compare your lists from Exercise 7. Do you need similar skills in your studies or future work? Why are these skills important?

9 What is your dream job? Some popular jobs are listed in the box below for your reference.

| | |
|------------|---------------------------|
| Translator | IT engineer |
| Surgeon | Lawyer |
| Pilot | Psychotherapist |
| Architect | Journalist |
| Politician | Teacher |
| Artist | International businessman |

10 Work in pairs. Tell your partner about your dream job from Exercise 9. Think about the work skills in Exercise 1 and the skills mentioned in the article. Discuss the skills and list four that are important for the job.

11 Compare your lists from Exercises 7 and 10. Prepare a mini-speech about developing skills for your dream job. Your speech should include:

- what your dream job would be;
- what skills are important for the job;
- What skills you have already acquired or are developing;
- what skills you still need to learn;
- and how you plan to learn the skills.

SKILLS for the 21st Century

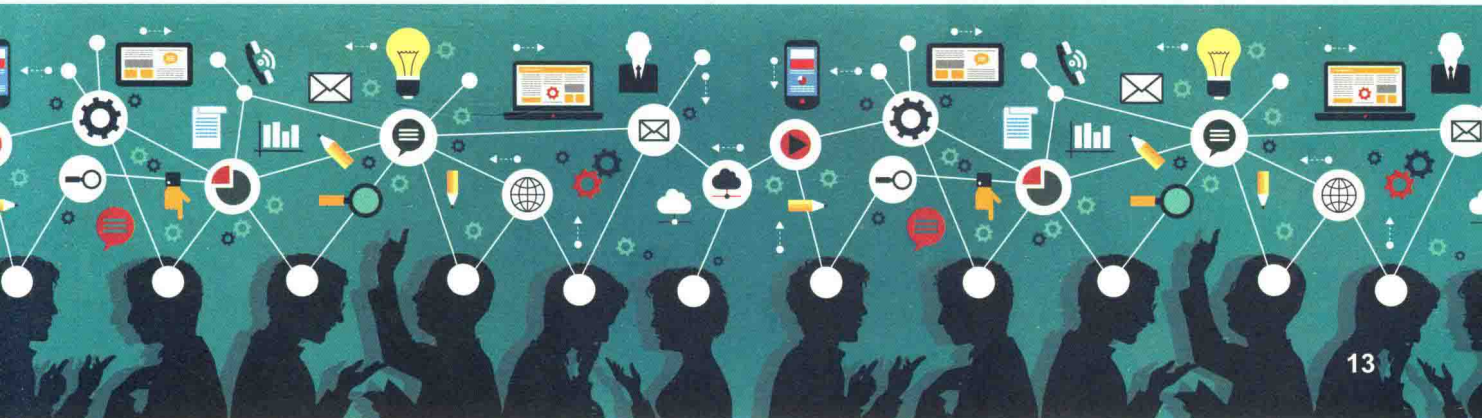
What are the skills that people need to have in today's workplace? What does this mean for the careers that they have? And their lives in general? What does it mean for the companies that employ them? We asked Imogen Roberts, an expert in 21st century skills. Here is a selection of her answers.

A THE BIG PICTURE | 'We live in a global economy and we are part of a global community. So people need to know how different countries and groups relate to each other. They need to understand cultural differences and to appreciate these. Everyone has a responsibility to society and to the environment. So a question that 21st century employees often ask is: Does my company or organization help society? Does it inspire me? If the answer is 'no', they look for other work.'

B COMMUNICATION | 'In today's workplace, interpersonal skills are very important. This is because many of the jobs we do involve collaboration. So when you attend meetings, speak to people face-to-face or on the phone, or communicate with them by email, you need to build good relations. People are not always easy to work with and sometimes in your work you have to deal with conflict and difficult situations.'

C LEARNING | 'We get information now in many ways and these ways are changing constantly. Today's worker has to process huge amounts of written and visual information. They have to think critically about this information and they need to understand technology and to choose the best way to communicate with it. They also have to be creative and, above all, they have to want to learn.'

D PRODUCTIVITY | 'The 21st century world moves fast. So you need to be quick and you need to be efficient. Employers expect this, so employees need to be organized and they need to be able to prioritize tasks – to distinguish between what is important and what is not – so they work more productively. At the same time, companies have to recognize that work is not everything: people want time to stand back from their work and they want time to relax and have fun.'



1.3

What do you do?

VOCABULARY Jobs

1 Look at the jobs. Match the jobs with the photos (A–F). Which words describe someone who is learning a job?

engineer plumbing apprentice
law student sales assistant
medical researcher trainee nurse



A



B



C



D



E



F

2 Listen to how the jobs in Exercise 1 are pronounced. Then practise saying them with a partner.



LISTENING Asking about jobs

3 Listen to a conversation in which Jake is asking Martha about her job. Answer the questions.

- 1 What is Martha's job?
- 2 What stage of her career is Martha at?
- 3 Does she like her job?

4 Listen to the conversation again. Complete the questions that Jake asks.

| | Question |
|--------------------------|----------------|
| 1 Job | What _____? |
| 2 Company / Organization | Who _____? |
| 3 Location | _____ based? |
| 4 Job description | _____ involve? |
| 5 Size of organization | Is _____ then? |
| 6 Type of contract | What _____? |
| 7 Like / Dislike | Do _____? |

5 Complete Martha's answers to the questions in Exercise 4. Compare your answers with your partner.

Pronunciation Intonation in questions

6a Listen to the questions in Exercise 4. Notice how the intonation rises (↗) or falls (↘) at the end of the question. What rule can you make?

6a Work in pairs. Act out the conversation between Martha and Jake. Pay attention to your intonation in the questions.

SPEAKING Talking about studies and jobs

7 Make notes about your studies or job. Then ask your partner about their studies or job and complete the table. Use the questions in Exercise 4 and the expressions from the Useful language box on page 15 to help you.

| | Me | My partner |
|--------------------------------------|----|------------|
| 1 Studies / Job | | |
| 2 Institution / Company | | |
| 3 Location | | |
| 4 Course / Job description | | |
| 5 Size of institution / organization | | |
| 6 Type of course / contract | | |
| 7 Like / Dislike | | |