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新大学英语

视听说教程

2

New Experiencing English
Viewing, Listening & Speaking

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新大学英语视听说教程 2

Keynote upper-intermediate Student book

Helen Stephenson, Lewis Lansford, Paul Dummett

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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，也说得出口，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来自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中之一。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2》。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。

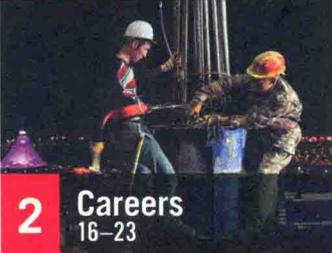
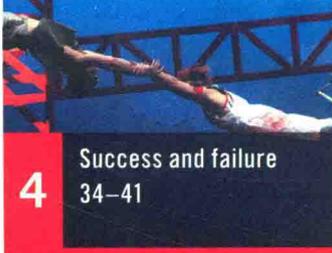
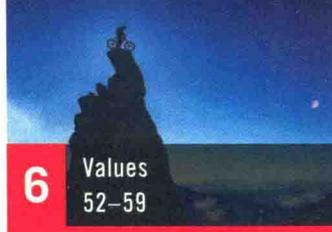
第四部分是单元复习及综合练习。这部分首先是一系列词汇知识与听说技能训练，然后围绕本单元的主题、语言知识与技能等，设计了一个学生在学习、日常生活或未来工作中会真实遇到的场景或任务。学生在完成任务的过程中综合运用自己已有的及在本单元新学到的知识与技能完成相应的任务，或解决一个实际问题，最终达到有效提升英语应用能力的目的。

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。

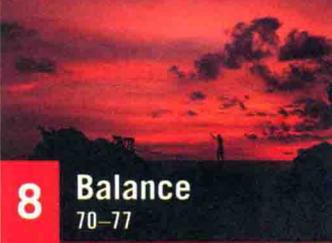
本套教程改编自圣智学习集团出版的Keynote（British）系列教程。我们在尽量保持原教程特色的前提下更加突出听说的教学目标和“项目式外语教学”的理念，希望能够为我国的英语教学，尤其是大学英语听说教学开辟一条更新、更有效的途径。由于编者水平有限，教材中如有疏漏和其他不尽完善之处，恳请广大使用者提出宝贵意见与建议。

编者
2018年2月

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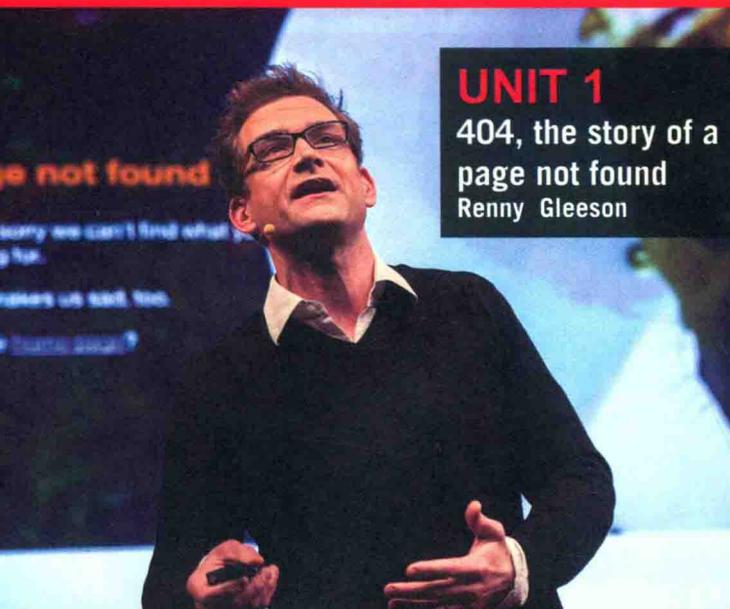
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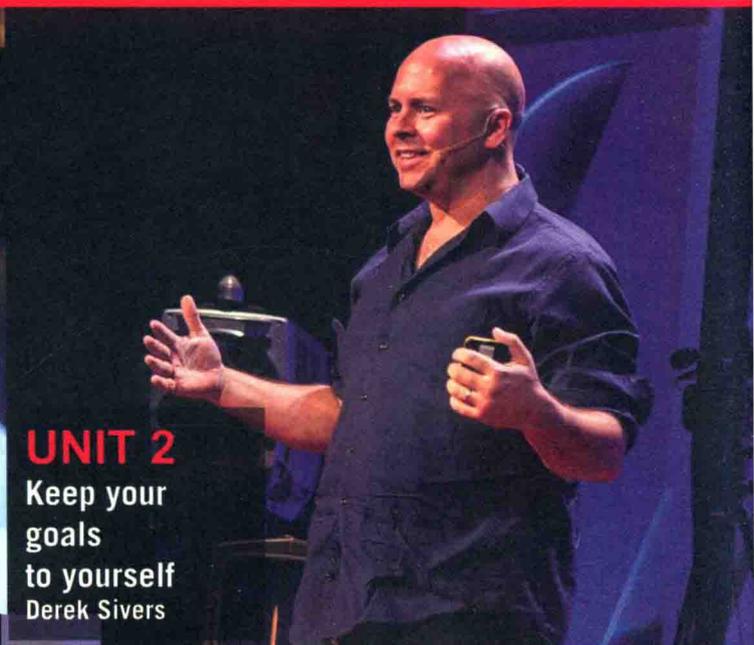
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The left brain – right brain debate	Launching a new product	Boosting your creativity Organizing a campaign	Planning the design and launch of a trendy product
Cross-cultural awareness	Helplines	Leaving tips Comparing experiences	An analysis of a presentation on customer experiences
Life in the slow lane	Making enquiries	Making a difference Finding out about a club	A presentation on sharing resources
A letter to my younger self	Managing change	Never again! Tricky situations	A visual to show the impact of big data

Featured TED Talks



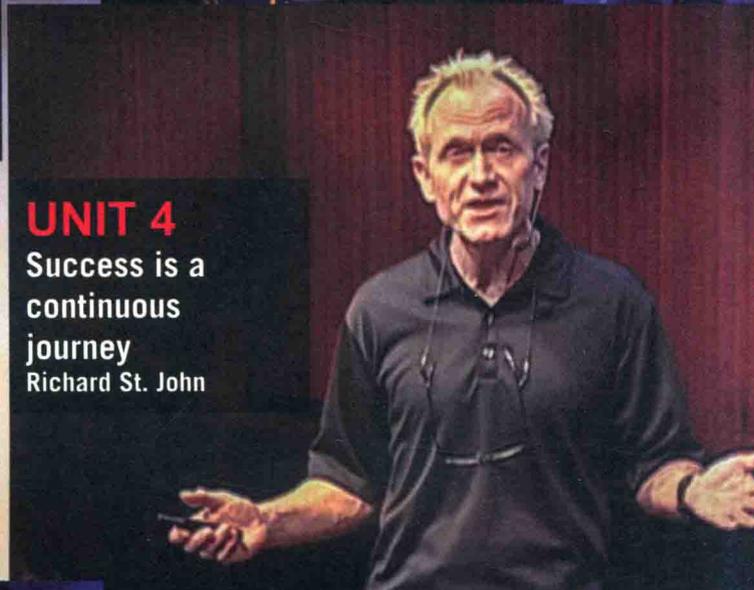
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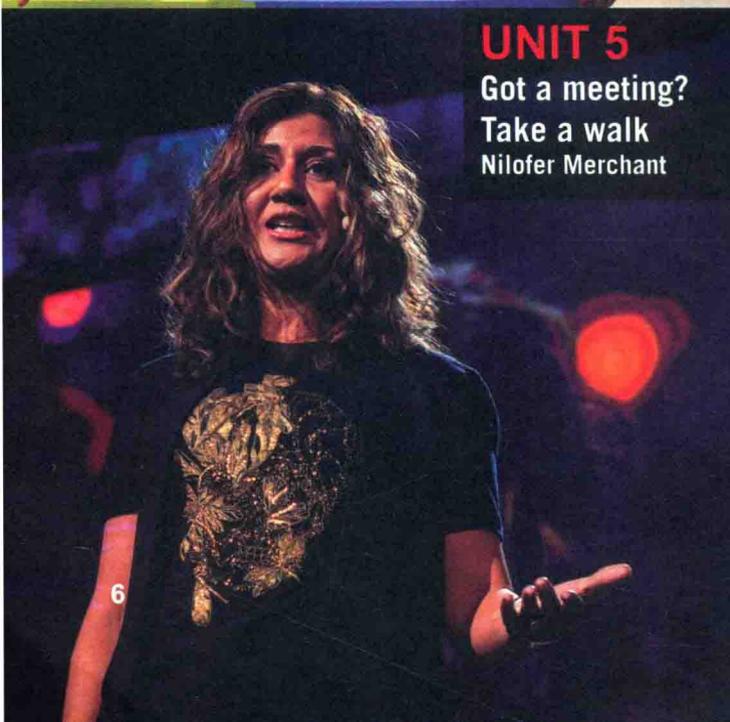
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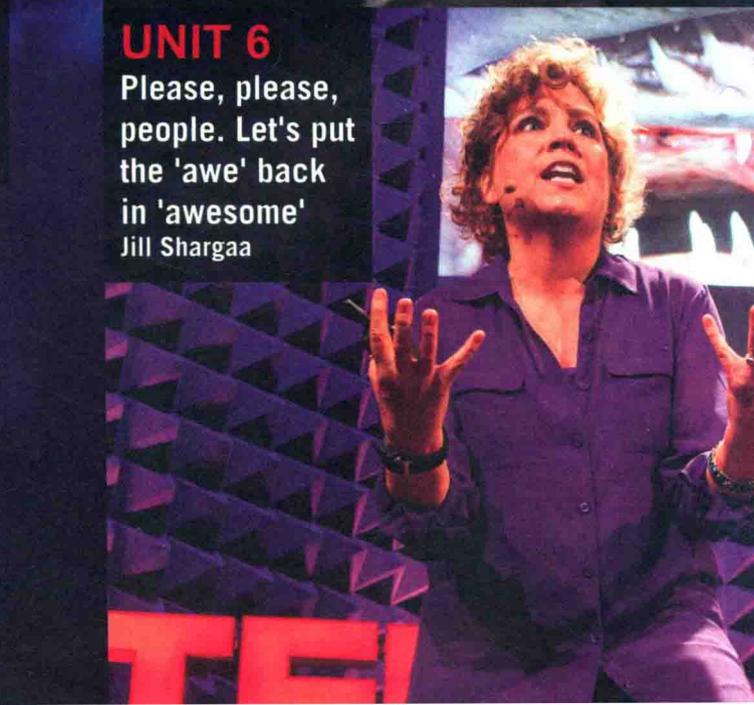
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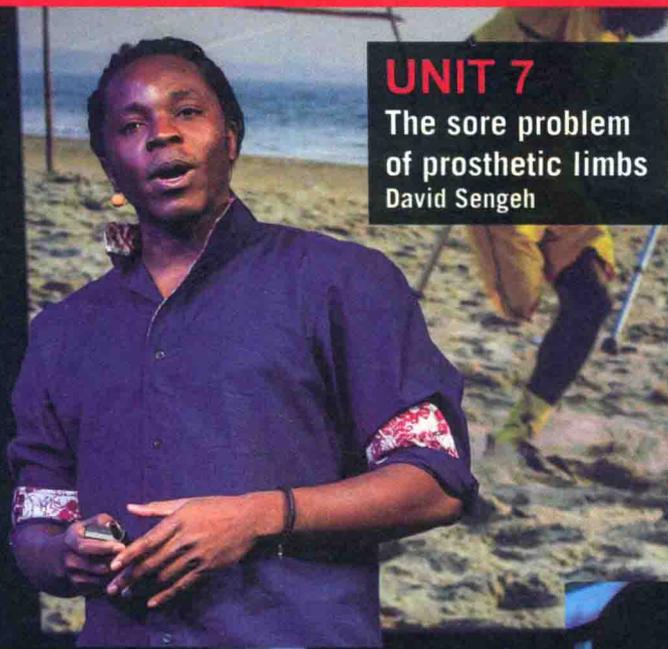
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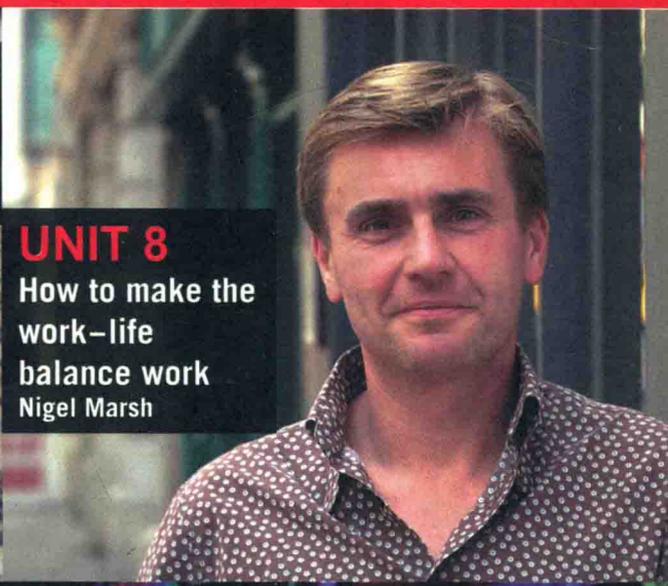
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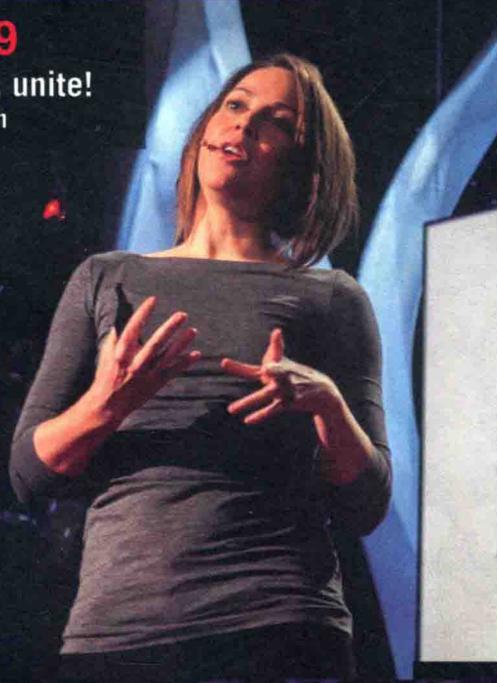


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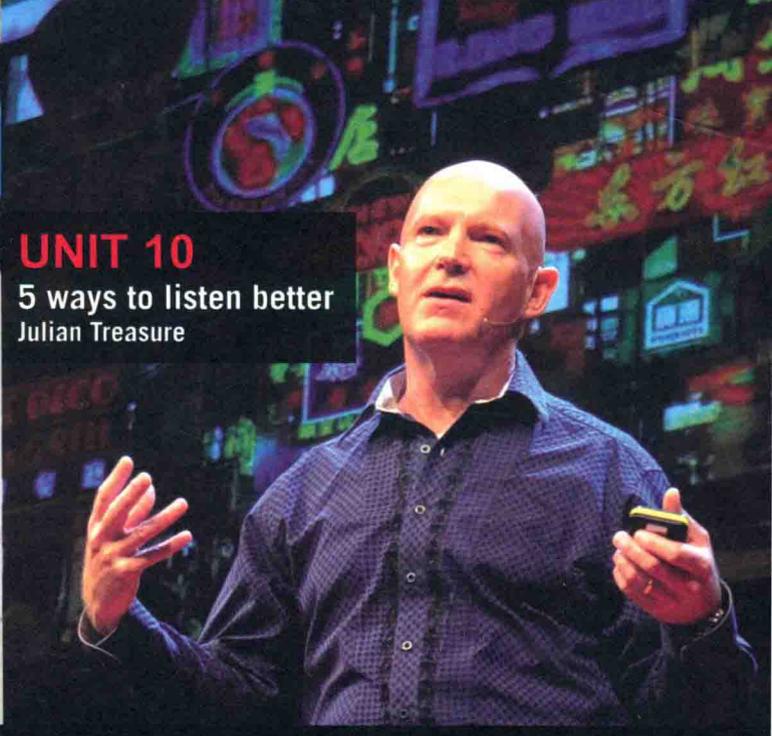


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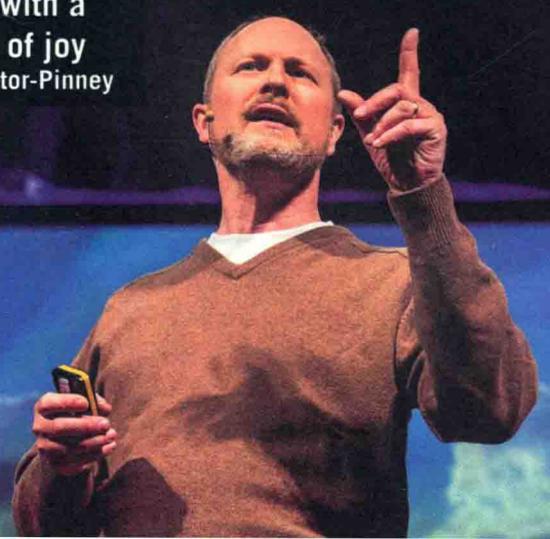
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UNIT 11
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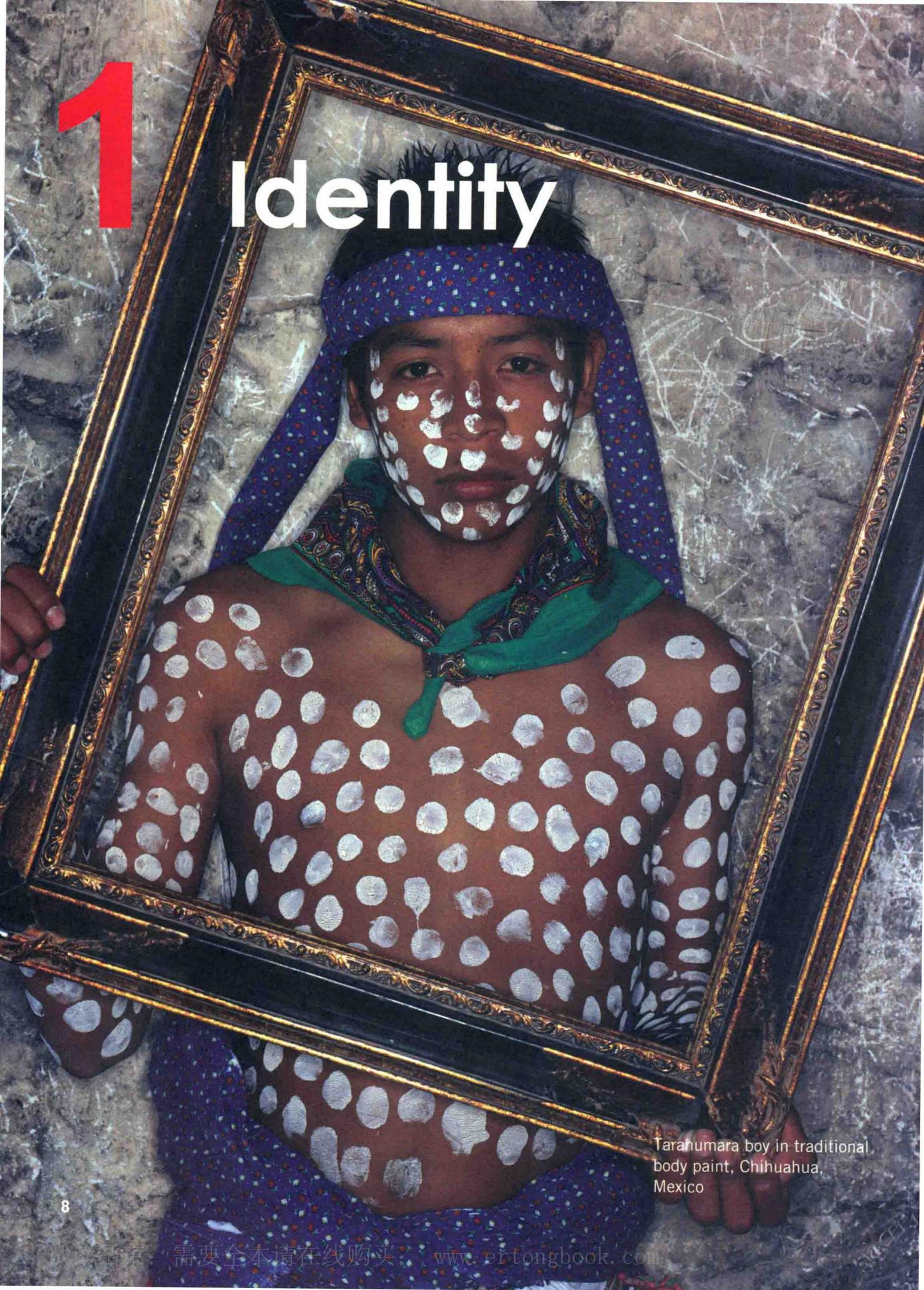


UNIT 12
Dare to disagree
Margaret Heffernan



1

Identity



Tarahumara boy in traditional body paint, Chihuahua, Mexico

RENNY GLEESON works with companies to help them to use new media to promote their companies. He originally worked in game design, before moving into marketing and advertising.

Renny Gleeson's idea worth spreading is that even the errors that we make can be opportunities to build better relationships with our customers.



BACKGROUND

1 You are going to watch an edited version of a TED Talk by Renny Gleeson called *404, the story of a page not found*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

- 1 The 404 page is one of the most recognizable pages users can find on the web. When would you see this page on a website?
- 2 Have you seen any funny 404 pages? What did they show?
- 3 Renny Gleeson works in 'new media'. Can you give any examples of new media?

KEY WORDS

2 Read the sentences (1–6). 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–f).

- 1 As director of ICT development, I **head up** the whole department in my company.
- 2 I am looking for people to invest in my **startup**. It's a computer repair shop.
- 3 Do you know how to **embed** a video from the Internet into an email?
- 4 We always get the same **sitters** for our cats when we go on holiday.
- 5 Apple is one of the earliest and most well-known computer **brands**.
- 6 When I turn on my computer, I get an **error** message and then nothing happens.

- a a new company at an early stage of development
- b to manage or run a business or part of a business
- c the identities associated with particular products or companies
- d to insert something, e.g. software or a web address, into another programme
- e something that is wrong or done incorrectly, a mistake
- f people who look after your child, pet or house temporarily

AUTHENTIC LISTENING SKILLS

Recognizing key terms

When you aren't sure about the pronunciation of key terms – especially numbers, abbreviations and jargon – this influences how much you understand when you are listening to someone speak. You can make a note of terms that are used in your area of work or study and learn the pronunciation. If the English terms are used in your language, learn how they are pronounced by native speakers.

3a Look at the Authentic listening skills box. Then look at these terms from the TED Talk. How do you say the terms?

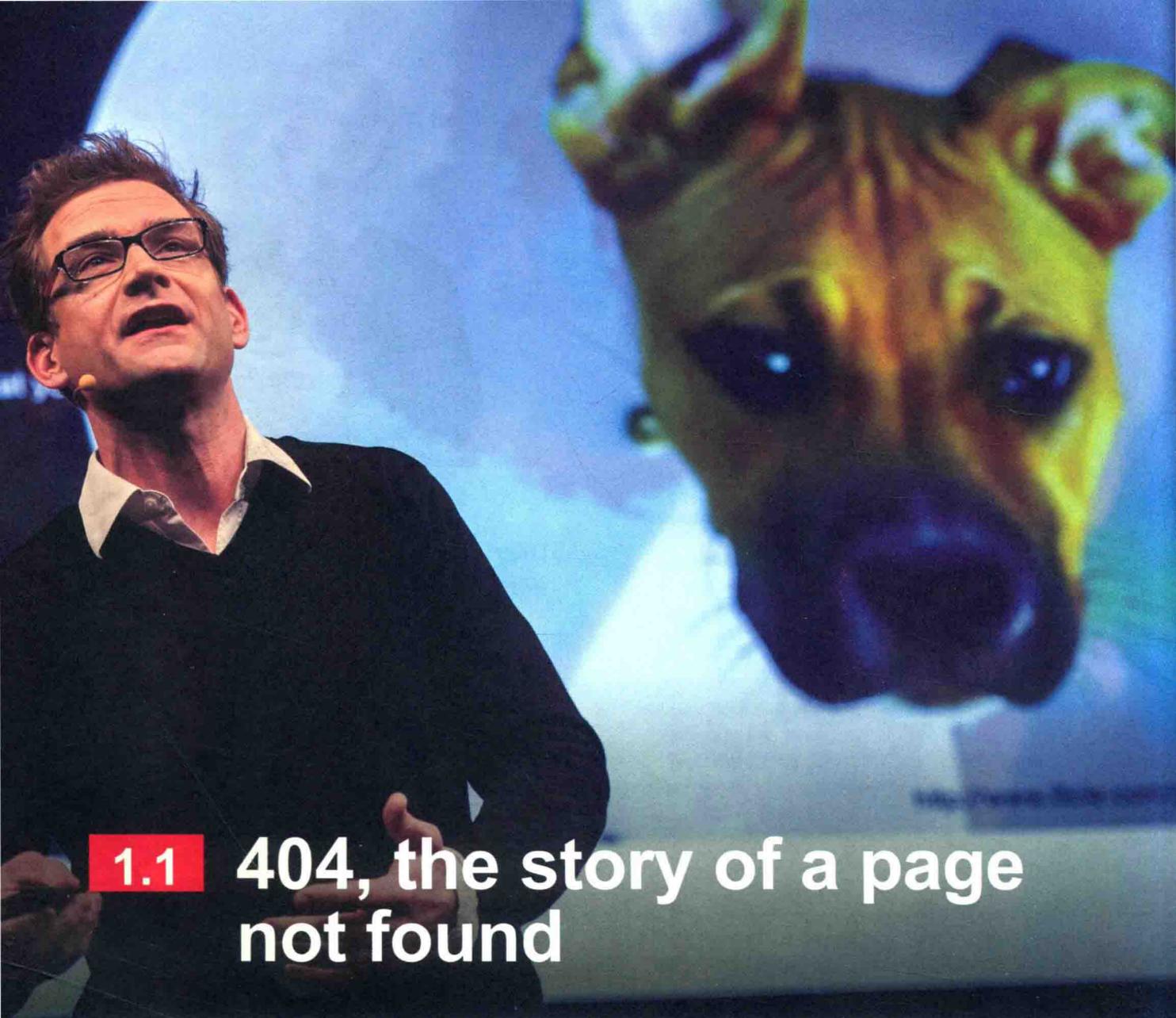
\$404 4.04 default sites URL

3b **1** Listen and complete the sentences with the terms from Exercise 3a.

- 1 At _____ the next day, we gave out _____ in cash.
- 2 But these things [404 pages] are everywhere. They're on _____ big, they're on _____ small.
- 3 The 404 page is that. It's that broken experience on the Web. It's effectively the _____ page when you ask a website for something and it can't find it.
- 4 You can type in an _____ and put in 404 and these [webpages] will pop.

3c **1** Listen again and check your answers. Did you pronounce the terms in Exercise 3a correctly? Then work in pairs. Read out the sentences and practise saying the terms.





1.1 404, the story of a page not found

TED TALKS

1 ▶ **1.1** Watch the edited version of the TED Talk. In which order (1–3) does Renny Gleeson do these things (a–c)?

- a He tells a story about a 404 page competition.
- b He explains what a 404 page is.
- c He suggests that 404 pages are usually a negative experience.

2 ▶ **1.1** Watch the first part (0.00–1.28) of the talk again. Are the sentences true (T) or false (F)?

- 1 404 pages are standardized around the world and on different websites.
- 2 Most 404 pages are interesting.
- 3 Finding a 404 page is a negative experience compared to our normal experiences on the Internet.

3 ▶ **1.1** Watch the second part (1.28 to the end) of the talk again. Choose the correct option to complete the sentences.

- 1 Renny Gleeson helps *startups / established companies*.
- 2 Athlepath *made / found* a video that illustrated the '404 feeling'.
- 3 The contest Renny Gleeson organized lasted *24 hours / four hours*.
- 4 The contest helped the businesses to think carefully about their *websites / identity*.

10  ▶ learned **N AM ENG**
▶ learned, learnt **BR ENG**

1.1

▶ mobile phone /'moʊbl fəʊn/ **N AM ENG**
▶ mobile phone /'məʊbaɪl fəʊn/ **BR ENG**

▶ head up **N AM ENG**
▶ run **BR ENG**



- 4 Work in pairs. Read what Renny Gleeson says about what the startups learned. Discuss the questions.
- 'And what they learned was that those little things, done right, actually matter, and that well-designed moments can build brands.'
- 1 How did the 404 contest help the startups to build their brands?
 - 2 Why are brands so important to companies?
 - 3 What have you learned from watching this talk?

VOCABULARY IN CONTEXT

- 5 1.2 Watch the clips from the TED Talk. Choose the correct meaning of the words.
- 6 Work in pairs. Complete the sentences in your own words.
- 1 Before my holiday, I made a list of things to ... , but a couple of things fell through the cracks.
 - 2 When my friend told me ... , it felt like a slap in the face.
 - 3 I was not good at ... at school and I never really figured it out.

CRITICAL THINKING Relevant examples

- 7 Renny Gleeson showed examples of 404 pages that helped the startups to build their brand. Work in pairs and discuss the questions.
- 1 Can you remember what kinds of companies these 404 pages were from?
 - 2 Do you agree with Renny Gleeson that they were well-designed for their brands?
 - 3 How well did these examples support Renny Gleeson's main idea / idea worth spreading?
- 8 Read these comments* about the TED Talk. Which viewer(s) do you think give(s) a good example of what Renny Gleeson explained? Write a reply to one of the comments.

Viewers' comments

- H** Hans – Enjoyed this! It's just like the new Nokia ad running on TV at the moment – humour always sells.
- B** Brooke – Yeah, but I think he's talking more about clever design moments – like those Google doodles that change for important dates. The Nokia ad is good, but it's just a standard advertising campaign.
- G** Greta – Yes, it's like the way they write your name on your cup in the Starbucks I go to. It's just a great detail.

*The comments were created for this activity.

PRESENTATION SKILLS Giving examples

TIPS

Giving examples in the form of stories or visuals (slides, objects, videos, etc.) can help your audience to understand your message. Here are some tips to help you to use examples effectively.

- Your examples should clearly support the points you are making.
- If your example is a story, it should be easy to understand quickly.
- If your example is a visual, it should be simple and have a strong visual impact.
- Choose examples that your audience might be able to relate to personally.
- Try to choose examples that link your arguments with the audience's own.

- 9 1.3 Look at the Presentation tips box. Then watch the clip from the TED Talk. What examples do you see of these things? Do you think these examples follow the techniques in the box?
- a global experience
 - a good experience
 - a bad experience
- 10 Work in pairs. Decide whether you would use a story or a visual to give an example of each of these items. Then choose one item and decide what you would say and/or show an audience. Use the techniques in the Presentation tips box and practise presenting your example.
- a brand name
 - a viral video
 - social media



- 11 Work with a new partner. Give your presentation. How well does the example work?

1.2 Who am I?

READING A personal view on personal branding

- Work in pairs. Discuss the questions.
 - Do you read any blogs regularly? What are they about?
 - Why do you think people write blogs?
 - Do you write a blog or anything similar?
- Read the blog post by an acupuncture therapist. What is the writer's purpose (a–c)? What helps you to decide?
 - to sell products connected to personal branding
 - to give a personal perspective on personal branding
 - to explain why personal branding is important
- Work in pairs. Find these terms in the blog post. Is the writer negative or positive about these aspects of her 'personal brand'?
 - presence (line 10)
 - communicating (line 11)
 - profile (line 12)
 - email address (line 14)
 - self-promotion (line 16)
 - brand (line 17)
 - stand out (line 18)
 - passionate (line 19)
 - distinct (line 22)
 - benefit (line 22)
 - reputation (line 22)
 - self-image (line 23)

- Work in pairs. Read the profile from a networking website for IT professionals. Referring to the criteria mentioned in *A Personal View on Personal Branding*, evaluate this profile from its structure and content to see how it helps to build the owner's personal brand.



ROGER KENNEDY

GLOBAL DIRECTOR OF INTERACTIVE STRATEGIES AT LYNNE ROBSON JONES

Summary

I began my career as a game developer, but moved into digital advertising for Gold & Hartford. From there, I was recruited by PowerSkool, where I led the marketing team and created online platforms.

Currently, I am the Global Director of Interactive Strategies for Lynne Robson Jones, handling international clients. I also write a blog on new media.

Biodata	email: rog@kennedy.com skype: rokennedy twitter: @roken, #sunnysites instagram: rokennedy wechat: ro_k blog: www.kennedy.com/blog
Languages	English, Italian
Areas of expertise	Web technologies, video games, human technology
Areas of special interest	Startups, fuzzy interface, open source, learning, teaching, vintage motorcycles
Universities	Yale University, University of Pennsylvania
Other interests	Gaming, growing orchids, painting, renovating vintage motorcycles, Italian cookery

- Work in pairs. Discuss the questions.
 - Do you agree with the statement 'These days you are nobody unless you have a personal brand identity'?
 - What advantages does personal branding give? How do you think it helps someone professionally?
 - What would you put on your own brand T-shirt?

VOCABULARY Tasks and interests

- Match the words in bold in the sentences with these words.

assists	committed to	concentrate on
fascinated by	give	handle
is responsible for	lead	loves
makes		

- I **head up** a technology company.
- My boss **is passionate about** what she does.
- We **focus on** the customer experience.
- My colleague **helps** people with their queries.
- They **offer** a service to elderly people.
- Our designer **creates** amazing works of art.
- I'm **interested in** how things work.
- My manager **co-ordinates** all aspects of our work.
- We **deal with** financial matters every day.
- Our secretary **is involved in** local sports events.

SPEAKING Personal branding

7 21st CENTURY OUTCOMES

Work in pairs. Think of three people you both know professionally or by reputation. Discuss the questions. Try to use some of the words from the blog on page 13.

- How successfully do they promote themselves?
- Do you think they have a personal brand? How would you describe it?

A Personal View on Personal Branding



About Me

About This Site

Acupuncture

Reflexology

Therapeutic Massage

Homeopathy

Hypnosis

Complementary
Medicine

Archived Posts

**At Ease With
Acupuncture**

A Personal View on
Personal Branding

- A** A clothing company in Canada will sell you a T-shirt printed with your vision of yourself for the modest price of \$20. It's a new twist on the concept of personal branding – why promote a multinational sportswear brand by wearing their logo when you can promote yourself instead? And it got me thinking. First, what kind of thing do people come up with for their T-shirt design? And second, what exactly does wearing a self-branded T-shirt say about you? 5
- B** Apparently, these days, you are nobody unless you have a personal brand identity. We're sending out signals about ourselves all the time, so we should make sure they are the right signals – or so the argument goes. So I decided to look more closely at how well I'm developing my own personal brand. And this is what I found out.
- C** Firstly, just by writing this blog, I'm building my brand. It gives me a presence on social media and a way of communicating with the world. And my blog is read by a healthy number of people. So that's good. But I'm not doing so well when it comes to my profile: my details are minimal and I haven't joined any of those networking sites for professionals. Worse still, my email address says nothing about me! The ideal email address is something like *firstname.lastname@...*, not the name of your favourite superhero with a few numbers added in, like mine (*Storm 376*). So far, then, I'm giving myself 4/10 for self-promotion. 10 15
- D** The next thing to look at, apparently, is the brand itself. Who am I? What do I stand for? What makes me stand out from my colleagues? Now here, I'm happy to say, I think I score a bit higher. I know what I'm passionate about (and so do you if you're a regular visitor to this blog).
- E** People often use words like 'empathy', 'expertise' and 'supportive' when they talk about my approach to acupuncture – and in fact that's exactly what I try to bring to my sessions. So I know what makes me distinct and the benefit that I offer my clients. I have a reputation for quality (almost all of my new clients are sent by previous clients) that fits with my self-image. I reckon I can award myself 8/10 for brand identity. But can I sum that up in ten to fifteen words? And that brings me to the all-important question – what would I put on my T-shirt? Well, let me give it some thought, and I'll reveal all in my next post ... 20 25

1.3

I don't think we've met

LISTENING Networking

1 Work in pairs. What do you talk about with people who you meet in these situations?

- in the lift on the way to your classroom
- during a school-wide workshop
- after a meeting of your neighbourhood association
- in a break during an academic conference
- when travelling, for example, on a plane

2 Work in pairs. Discuss the questions.

- 1 Which situations in Exercise 1 are useful for networking?
- 2 How would you try to follow up your conversation and stay in touch with the person? Would you use email, social media, a text message or a phone call?

3  2 Listen to three conversations and decide on the relationship between the speakers. You can tick (✓) more than one relationship for each conversation.

	1	2	3
they haven't met before	✓		
they don't work in the same field			
they work for different companies			
they live in the same area			
they are connected by a mutual acquaintance			

4 Look at the expressions in the Useful language box on the right. Match the groups of expressions (1–3) with these techniques for making a good impression (a–c). Can you add any more techniques?

- a they show you are a good listener
- b they give you an opportunity to introduce yourself
- c they give the other person a chance to talk about themselves

MAKING AN IMPRESSION

1 Starting a conversation

I don't think we've met, I'm ...
Do you mind if I join you?
I believe you **live near** ... ?

2 Open-ended questions

How are you finding the **conference**?
What was **that** like?
So how do you like **living** here?
What kind of things does that involve?

3 Reflecting comments

So things are going well, then?
Really?
Digital Strategies?
That sounds interesting.

5  2 In each conversation, one of the two speakers tries to make a good impression by using the expressions in the Useful language box. Listen again. Say which person uses expressions from the box.

- 1 conversation 1: Paul / Rowan
- 2 conversation 2: Joan / Nikolai
- 3 conversation 3: Roger / Elise

Pronunciation Using intonation to ask a question

6a  3 Listen to five questions from the conversations in Exercise 3. Only one question has a grammatical question form. Which one?

6b  4 Listen and repeat the other four questions, focusing on your intonation.

