



普通高等教育“十五”国家级规划教材

x p e r i e n c i n g



新世纪网络课程建设工程项目

大学体验英语[®]

Experiencing English

高级听说教程 (上)

Advanced Listening and Speaking

《大学体验英语》项目组



高等教育出版社
Higher Education Press



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图字: 01-2006-0542 号

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Education Asia Limited.

图书在版编目(CIP)数据

大学体验英语高级听说教程.上/《大学体验英语》
项目组编. —北京: 高等教育出版社, 2006.2
ISBN 7-04-017509-6

I. 大... II. 大... III. 英语-听说教学-高等学
校-教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2006)第 001955 号

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010-58581000

经 销 蓝色畅想图书发行有限公司
印 刷 北京凌奇印刷有限责任公司

开 本 889 × 1194 1/16
印 张 8
字 数 250 000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

版 次 2006 年 2 月第 1 版
印 次 2006 年 2 月第 1 次印刷
定 价 26.00 元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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物料号 17509-00

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前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神,针对我国当前高等院校大学英语教学实际及我国社会经济迅猛发展对培养具有很强国际竞争能力人才的要求而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材。本系列教材根据《大学英语课程教学要求(试行)》(以下简称《教学要求》),分为基础和高级两个阶段。基础阶段教材(1~4级)供《教学要求》中“一般要求”层次使用,每级由《综合教程》、《扩展教程》、《听说教程》、《快速阅读教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案和学习系统等组成。对于起点水平较高的学生,完成基础阶段的课程学习之后,可继续学习《大学体验英语》高级教程,从而达到《教学要求》中的“较高要求”。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以交际任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《快速阅读教程》(Fast Reading)、《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案、大学英语学习系统等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手

段提供了立体、互动的英语教学环境。尤其适合基于计算机/网络+课堂教学的新型教学模式。

7. 图文并茂, 版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片, 为语言学习提供了形象的立体的训练情景, 加强了学生对学习和使用语言的实际体验。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力, 较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

《大学体验英语 高级听说教程》(上、下) 及配套《教学参考书》(上、下) 主要针对《教学要求》中的“较高要求”, 专门为高年级和高层次学生设计编写的一套新的听说教程。《教学要求》对较高要求的听力理解能力和口语表达能力的表述如下:

1. 听力理解能力: 能基本听懂英语国家人士的谈话和讲座, 能听懂题材熟悉、篇幅较长的国内英语广播或电视节目, 语速为每分钟 150 词左右, 能掌握其中心大意, 抓住要点和相关细节。能基本听懂外国专家用英语讲授的专业课程。

2. 口语表达能力: 能够与英语国家的人士进行比较流利的会话, 较好地掌握会话策略, 能基本表达个人意见、情感、观点等, 能基本陈述事实、事件、理由等, 表达思想清楚, 语音、语调基本正确。

本教程从教学内容、教学方式和教学安排上紧扣大学英语听说教学的较高要求, 以听力教学为主, 辅之以大量口语练习, 在练习听的同时进一步强化口语训练, 体现了当代外语教学中先进的教学理念和研究成果, 强化了本系列教程所强调的“体验”性:

1. 题材贴近现实生活。本教材在语料选择上强调知识性、趣味性与实用性相结合的原则, 学生在学习语言的同时能大量吸收相关的社会、文化等知识, 真正体会学习英语的目的: 源于生活, 用于生活。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开, 力求使学生听得有兴趣, 说得有内容, 提高学习效率, 最终达到学以致用目的。

2. 内容安排循序渐进。本教材每单元从准备阶段开始脑筋激荡 (Brainstorming), 然后进行词汇熟悉, 为听力操练扫清语言障碍。听力输入 (Input) 从较为简单的短篇听力训练过渡到较长篇幅的听力材料, 再围绕所听内容进行口头表达和讨论 (Output), 最后, 要求学生结合单元话题营造真实交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生爱听、爱说、有的说, 活跃学生的思维, 激励学生主动投入并保持较高的学习热情。另外, 本教材每单元围绕同一主题展开, 内容涉及与这一主题相关的场景、情景、功能、意念和相关文化背景知识, 这进一步加强了单元内各部分之间以及听和说的有机联系, 使所有教学环节浑然一体。

3. 会话主题具有思辨性。对于较高要求的学生来说, 口语操练需要有一定的思想性和挑战性, 需要激发学生的口语表达的欲望。本教材 16 个主题题材大多是发人深省的思辨话题, 启发和引导学生进行思索、讨论, 甚至辩论。

4. 活学活用。本教材每个单元的最后都提供一个 Project (方案) 作为听说实战演习的项目, 要求学生根据该单元所学的内容进行整理、消化和延伸, 并按步骤完成具有相对难度的任务。学生可以展开想象, 变换角色进行换位思考, 同时结合个人的实际生活, 对内心的想法和观点进行阐述和评判。另外, 实战训练

以成对 (Pair Work) 或小组 (Group Work) 为单位进行, 让学生体验团队合作的重要性。

5. 配套材料完善。为方便教学, 本教程还配有内容丰富、指导详尽、使用方便的教学参考书, 可大大减轻教师备课难度, 教师还能学到一些新的教学方法。本教材的录音材料有磁带与MP3两种载体形式供使用者选择, 方便在不同教学环境中师生的使用。

《大学体验英语》立体化系列教材是集体科研和智慧的结晶, 它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作: 北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此, 编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试, 其中定会存在不当和疏漏之处, 敬请使用者批评指正。

编 者

2005年7月

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Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Project
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Public Speaking

Grasp the subject. The words will follow.

— Cato the Elder
(234-149 BC)



Nelson Mandela speaks at a Cape Town rally, 1994.

Get Ready

Public speaking can be quite a difficult activity. Work in groups and discuss these questions.

- 1 Where and when have you heard any public speaking? What were the occasions? Can you remember anything about the speeches?
- 2 Imagine you have to give a speech. What are the problems you might have? What would you be worried about?

Vocabulary

Read and Choose

Choose the most appropriate words or phrases from the box and use them in the correct form to complete the following conversation.

anecdote	thought-provoking	unique perspective
convincing	official statistics	creativity
ability to think logically	determination	illustrate a point
talk the hind leg off a donkey	keep in mind	

A I don't think you've stopped talking since I got home! Have you always been able to _____?

B I suppose so. But now I'm talking because I'm nervous. I have to make a speech tomorrow.

A Who are you speaking to?

B It's a group of prospective clients and my boss wants me to use my _____ as a property analyst to persuade them to buy into a new housing complex.

A I see, so you won't be including personal _____ or _____ stories in your speech.

B No, but I will have to refer to _____. I might use the odd joke or story to _____ however.

A It sounds like you know exactly what to do. Why are you nervous?

B Well, I'm worried that the audience won't find me _____. What if they don't value my opinion?

A Listen, you've always had the _____. Just _____ that you do know what you're talking about. Your opinion is very valuable. And the _____ you have shown in previous speeches and your _____ to succeed will ensure that you do well. Good luck!

■ Listening Task

1 Pre-listening Activity

When do people speak in public? Why do people speak in public? In the box below, match the occasions with the likely purposes for a speech.

- 1 election campaign
- 2 wedding
- 3 graduation ceremony
- 4 New Year's celebration
- 5 academic conference

- a) pep talk
- b) present research findings
- c) win public support
- d) honour the newlyweds and wish them well
- e) evaluate past performance and set new goals



What contents are unlikely in speeches given at these occasions?

2 Listening Activities

1) First Listening

👂 Professor Wild is giving a lecture to first year students on the subject of public speaking.

Listen and decide if the following statements are true or false. Write T for true and F for false.

- ☐ 1 Prof. Wild believes that a speech's content should be related to its purpose and context.
- ☐ 2 Prof. Wild thinks you can memorize a good speech and use it in any situation.

Learning Strategies:

Listening for the outline



A good way to structure a speech is to divide it into three parts — introduction, body, and conclusion. The introduction introduces the topic and tells the listeners what to expect, the body contains the main content, and the conclusion sums up. By listening carefully to the introduction you can often predict the outline for the rest of the speech.

Listen to the introduction (Part 1) of the lecture and predict in what order the following points will be covered in the speech.

- Making jokes
- Context of the speech
- Using the right references
- Telling anecdotes
- Purpose of the speech
- Deciding on the content
- Giving personal information

- 1
- 2
- 3
- 4
- 5
- 6
- 7

e) Purpose of the speech

2) Second Listening

Listen to Part 2 and complete the main points below.

- Identify a clear _____
 - wedding speech — arouse positive emotions
 - fund-raising speech — provoke thought on environment
- Identify the target _____
 - different groups
 - different interests
- Choose appropriate information
 - know your _____, e.g. If you are a returnee foreign student → talk about your own experiences
- Use _____ to help make a convincing speech
 - But different groups need quotes from different sources, e.g. cyclist's quotes vs. politician's quotes

Listen to Part 3. Complete Professor Wild's advice with either a, b or c. Some advice applies to more than one point.

a Humor

b Personal Information

c An Anecdote



- _____ should tie into the main point and back up arguments.
- _____ helps the audience feel closer to the speaker.
- _____ is an enjoyable addition to a speech.
- _____ should be used to illustrate a point in a speech.
- _____ can be adjusted to suit the occasion.
- _____ should be appropriate for the audience.
- _____ can help win over the audience.
- _____ can create a good atmosphere.

It is important to catch the audience's attention

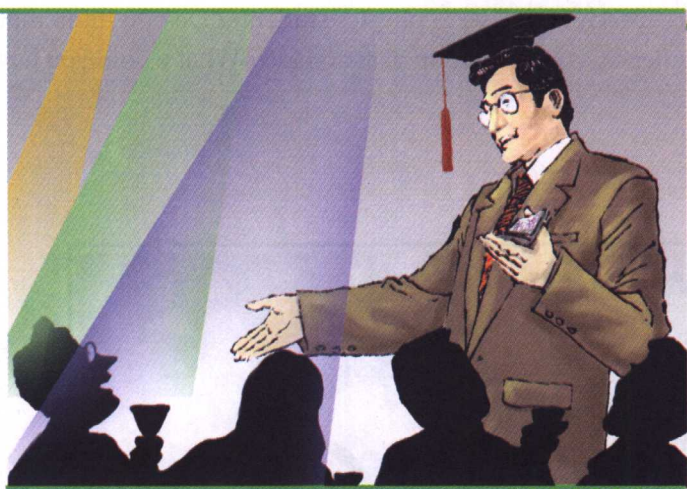
👂 Listen to the conclusion (Part 4) of the lecture and complete the notes.

- In the English language, there are _____ that fit all occasions.
- _____ famous speeches for their _____ and _____ is better than _____ them.

Real World Listening 1

1 Predict

Rob Davis is the host of the University of Lamma (UOL) Physics Department's 2004 Student Awards Banquet. He is an Astrophysics PhD candidate. At the beginning of the banquet, he gives a speech. What do you think the purpose of his speech might be?



- ☐ To praise the food.
- ☐ To honor great physicists.
- ☐ To hail Physics as a discipline and to boost morale among physics students.

2 Get the Main Ideas

👂 Listen to the speech and choose the four qualities of physics students that Mr. Davis mentions.

- | | | | | |
|--|---------------------|-------------------------|----------------------|---------------------|
| <input type="checkbox"/> 1 st quality | a) logical thinking | b) creativity | c) practicality | d) intuition |
| <input type="checkbox"/> 2 nd quality | a) arguing skills | b) sensibility | c) lateral thinking | d) logical thinking |
| <input type="checkbox"/> 3 rd quality | a) determination | b) physical strength | c) abstract thinking | d) verbal skills |
| <input type="checkbox"/> 4 th quality | a) spatial skills | b) travelling expertise | c) curiosity | d) practicality |

👂 Listen again and decide whether Davis has included any of the following elements in his speech.

- | | | | |
|-----------------------------------|---|-----------------------------------|--------------------------------|
| <input type="checkbox"/> Anecdote | <input type="checkbox"/> Personal information | <input type="checkbox"/> Citation | <input type="checkbox"/> Humor |
|-----------------------------------|---|-----------------------------------|--------------------------------|

When Davis says “The world is our oyster”, he means:

- ☐ The world is fresh and delicious.
- ☐ The world is in our hands.
- ☐ The world is difficult to tackle.
- ☐ The world is hard to understand.

3 Respond to Ideas

- 1 Do you think this speech will work equally well on a different audience, say, students from the History Department? Why or why not?
- 2 Do you think this speech is suitable for an academic conference on Astrophysics, or some other occasion? Why or why not?
- 3 Are the four qualities mentioned in this speech exclusive to physics students? Do you think that the speech could be adjusted for another audience, say, for a group of astronauts? What would you have to change?

Real World Listening 2

1 Describe

1 Do you know what an acceptance speech is?

2 Can you name a few occasions where people make acceptance speeches?

3 What are the main messages in an acceptance speech?



2 Discover

Listen to a quiz show and complete the quotes.

I

It was _____ years ago when I first hosted the _____ Awards, and things sure have changed since then. _____ was President, the economy was _____, and we had just finished a war with _____. Yeah, things really have changed.

— Billy Crystal

II

This small gold person cannot be put outside. It should be _____ safe inside the _____, because I may feel _____ if I see it. It is better to conceal it. The first thing I will do after getting this award is to _____ in a cupboard.

— Ge You


III

Today's the day. My _____ is over. No more _____ openings. I have to pass it on to the next _____.

— Julia Roberts

IV

I voted for *Seabiscuit*. That's the most realistic _____ I've ever seen.

 Listen to the quiz show again and give short answers to the following questions.

- 1 Which award was Ge You receiving when he made his speech?
- 2 What does the "small gold person" refer to?
- 3 Was Billy Crystal serious when he said that things have changed?
- 4 What does the verb "tank" mean in American slang?
- 5 Why did Ge You want to lock up the award in a cupboard?
- 6 Why did Julia Roberts say her reign was over?
- 7 Did Seabiscuit win the Best Costume Design award?
- 8 What did Julia Roberts mean by "no more supermarket openings"?

3 Comment

Read the following dialog and give your comments.

Tom: I like the western style of making speeches. They're funny and not superficial.

Sue: But look at what Ge You says! He's shown the Chinese virtue of humility.

Tom: Do you really think so? I think he's just being falsely modest and hypocritical. Do you really think he locked his award in a cupboard?



Real World Speaking: Preparing and Giving a Short Speech

Step 1: Choose one of the themes below:

- You are speaking to a group of foreign students who are interested in studying in China.
- You are speaking to a group of tourists who are going on holiday in China.
- You are speaking about your favorite sport or hobby to people who are interested in taking it up.
- You are speaking to students who are about to take some important exams.

Step 2: Make your notes. Consider these questions:

- What is the purpose? Why are you speaking?
- What is the main message you want to give?
- Who are you speaking to?
- How can you best explain your main message?
- Do you have an anecdote to help explain your main message?

Step 3: Arrange your notes and structure a speech with an introduction, a main body and a conclusion.

Step 4: Give your speech.

Project

Introductory Speech

→ page 102

Living in Cyberspace

We are experiencing one of the great phenomena of the last few centuries. The Internet will change everything and everyone.
— Clark Sampson of Netspace, Inc.



Get Ready

In groups, draw up a list of questions about Internet usage like the ones below and do a class survey.

- 1 What do you use the Internet for?
- 2 How much time do you spend online each day?

Vocabulary

Read and Choose

Choose the most appropriate words from the box and use them in the correct form to complete the following dialogs.

invention	spearhead	anonymity
inhibition	circumstance	forum
expertise	compulsive	eroding
innocent intention	eavesdropping	lurking

- 1

A Hey! What are you doing _____ in the hallway with your ear to the door?! Are you _____ on someone's conversation?

B Shhhh, you don't understand the _____. I have completely _____. I need to hear my parents' conversation to find out what my dad wants for his birthday.

A But why don't you just ask him?

B Because then it wouldn't be a surprise! My father is a scientist who is always coming up with new _____. His team _____ the development of recycling technology! It's not easy getting him a good present.

A I'm sure! But really, wouldn't it be easier just to ask your mom?
- 2

A I have a real problem. I have become a _____ shopper!

B What do you mean? You've always hated wandering around shopping malls.

A Yes, but now I've discovered online shopping! I love the _____ of it.

B Well, my area of _____ is credit card theft and I'd be careful if I were you. Using your credit card online too frequently is never a good idea.
- 3

A That was a rude thing to say. I fear that all the time you spend on those online _____ is _____ your social skills!

B But why should I be polite to that awful man? I have no _____ when it comes to telling him exactly what I think of him.

■ Listening Task

1 Pre-listening Activity

Learning Strategies:

Preparing for the topic



Often it is very useful if we do a little preparation before we listen to a talk. By focusing on the topic beforehand, you can take in more information later. Look at the general theme and topic, stretch your brain a little and search for knowledge you already have. Then read the title of the talk and write down anything specific you already know on the subject. After that write down any questions you have on the topic.

Look at the theme, topic, and title of the talk that you are going to listen to below. Then jot down a few words or questions that come to mind.

Unit Topic: Living in Cyberspace	◆ unreal ◆ ◆
Unit Theme: Lifestyle	◆ a way of living ◆ ◆
Text Title: Communicating Online	◆ emails ◆ ◆
Questions	◆ Why is it so popular? ◆ ◆

2 Listening Activities

1) First Listening

👂 Listen to the talk. Which word best describes the speaker's attitude towards the Internet?

☐ negative

☐ neutral

☐ positive

2) Second Listening

👂 Listen to Part 1 of the talk and complete the following sentences.

1 _____ constantly drives us to technological innovation.

2 The main inventions in communication that shaped the twentieth century were the telegraph, radio,

_____.