

博雅 英语专业博雅教育课程系列教材



TED


演讲视听说

李丹玲 编著

TED 1

清华大学出版社

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北京

内 容 简 介

本教材以TED演讲为素材,精选了20个演讲,每个演讲自成一单元,每单元围绕演讲主题设计多种练习题型,以培养学生的听、说、读、写能力。

除语言技能外,本教材更强调学生的独立思辨能力。本教材力图摒弃传统听力、听说教材以“听材料做练习”为主的教学模式,鼓励学生在掌握演讲主旨的基础上发表自己的独立见解,对人生、社会进行思索,并且去行动、去改变。

本教材尝试集知识、趣味、思想于一体,培养学生的综合素质,以突破英语听力、听说课作为一门语言技能课的窠臼。

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前言

随着全球化的发展及我国综合实力的提高，国际间的交流与合作日益密切，英语的使用更加频繁，与之对应的则是对从业人员的听、说、读、写等英语综合能力的要求不断提高。作为英语教育者，我们的教学应该顺应时代脉搏，与时俱进。能够编写出既反映时代精神，又符合中国大学生英文水平；既激发学生的学习兴趣，又开拓他们的视野、启迪他们独立思考的教材就显得尤为重要。本教材既是我对于以上问题进行思考后所尝试的解决之道，也是我在中央财经大学教授本科生、研究生等不同层次听力课、听说课等课程教学经验成果的总结。

本教材以 TED 演讲为素材。TED 是 technology、entertainment 和 design 的首字母缩写。它是美国的一家私有非盈利机构，成立于 1984 年，宗旨是“用思想的力量来改变世界”，以每年 3 月举行的 TED 大会而著名。它每年邀请科学、教育、艺术、商业、政治等各个领域的杰出人才发表演讲，分享他们关于科技、社会、人类、环境等方面的思考与探索。TED 演讲至今已被来自世界各地数以百万计的观众下载观看，产生了深远的社会影响。TED 演讲不仅种类丰富，涉及社会生活的方方面面；而且观点新颖、深刻，富有启发性。此外，大多数 TED 演讲的时间为 15 分钟左右，适合课堂教学，是极为难得的英文教学资源。

本教材从 TED 演讲中精选了 20 个演讲，每个演讲自成一单元，除了满足国内大多数院校 18 个教学周的课时设置外，还给予老师一定的选择自由。这些演讲具有一定的代表性，既涉及大学生的学习、日常生活，也涉及社会热点问题及对于未来的思考探索。



本教材每单元由七个部分组成。**第一部分**为演讲中所涉及的重要词汇。**第二部分**为背景知识，包括对演讲人及演讲中所涉及的名人、术语的简介。**第三部分**为预热问题。这些问题与单元演讲主题相关，目的在于启发学生对某一问题进行独立思考，帮助学生进入积极思维的状态。**第四部分**为演讲问题及引申问题。针对每个演讲，编者设置了一些问题，这些问题既涉及演讲的内容、主题、演讲者的核心观点，也涉及与演讲主题相关的引申问题。在观看演讲的过程中，学生应该锻炼自己的速记能力，用简短英语记录与演讲相关问题的答案。观看完演讲后，学生可以以小组为单位回答相关演讲问题，并且自由表达对于演讲主旨及相关引申问题的看法。对于涉及演讲主旨的问题及某些重要的引申问题，教师应该组织全班讨论，鼓励学生积极发言，引导他们对相关话题进行深入思考和探索。**第五部分**为句子学习。这些句子一般为演讲中的重难点句子，学生应该借助上下文语境学习某些重点词汇、短语的意义和用法，并且能够用更容易理解的词汇解释整句话的意义，以加强对于句义的理解。**第六部分**为写作。每个 TED 演讲都是演讲者围绕某一问题展开的由浅入深、由表及里的阐述、论证，这对于锻炼学生的抽象概括能力及写作能力极佳，因此本教材每一单元均安排有写作任务。在对于演讲主旨及相关话题进行充分讨论的基础上，学生应该概述演讲内容，并且表达对于相关问题的观点。**第七部分**为格言警句。这些格言警句均与单元演讲主题相关，为学生提供了对于同一问题的多种不同观点。通过阅读这些格言警句，学生不仅能够学习到优美、地道的英文，而且能够开阔视野，活跃思维。学生无须赞同这些格言警句，他们应该学会从不同角度看问题的方法。

本教材主要供听力、听说课使用，每单元约需要两个课时。由于学生的英文水平参差不齐，每个学校的具体情况不一，教师应该针对学生的实际情况，适当安排课时，将课上与课外学习相结合，有计划地使用本教材。本教材可作为高等学校英语专业本科生、英文水平较高的非英语专业本科生、研究生的听力、听说课教材。

本教材以培养学生的听、说能力为主，辅之以读、写能力。除了语言技能外，本教材更强调学生的自我表达能力、独立思考能力及思辨能力。编者希望学生不要将 TED 演讲者当作顶礼膜拜的权威，将他们的观点奉为圭臬，而是将他们

的观点当作演讲者对于某一问题的一种看法及尝试性解读。编者希望，TED 演讲者对于某一问题的独特看法能够带给学生知识与趣味，引导他们关注社会与世界，唤醒他们内心深处的伟大想法，引领他们去行动、去改变。

本教材力图摒弃传统听力、听说教材以“听材料做练习”为主的教学模式，强调学生应用英语表达、交际、思考的能力，鼓励学生在掌握演讲主旨的基础上发表自己的独立见解，启发他们对人生、社会进行思考，提高他们的思辨能力。本教材尝试集知识、趣味、思想于一体，培养学生的综合素质，突破英语听力、听说课作为一门语言技能课的窠臼。

本教材的编写得到了中央财经大学外国语学院及清华大学出版社的大力支持，编者对此表示由衷的谢意。另外，我想感谢我的学生们。我在多门听力课、听说课程的教学用到了 TED 演讲，学生们不仅对 TED 演讲报以极大的热忱，而且表达了他们独立思考后的观点与判断。TED 演讲成为学生独立思考的催化剂，与学生思想擦出智慧的火花。在与学生进行思想交流及火花碰撞的过程中，我也获益匪浅。衷心地希望更多的老师、学生能够从本教材获益。目前越来越多的 TED 演讲被应用到国内的大学课堂上，但国内尚无此类以 TED 演讲为素材的视听说教材，希望本教材能起到抛砖引玉的作用。

最后，编者对本教材的视频资源及相关情况做出说明。由于版权问题，本教材无配套光盘，希望它在内容方面的独特新颖能够弥补不足。但是使用者可以登陆 TED 官网（<https://www.ted.com>），键入演讲人姓名或者演讲标题，即可搜索到这些演讲。使用者可以在线观看这些演讲，根据自身需要调整演讲字幕的语种，下载演讲视频、音频及阅读演讲稿。为了让听力效果更佳，建议学生在初学过程中不看字幕。感兴趣的学生可以利用课余时间对演讲稿进行深入学习。

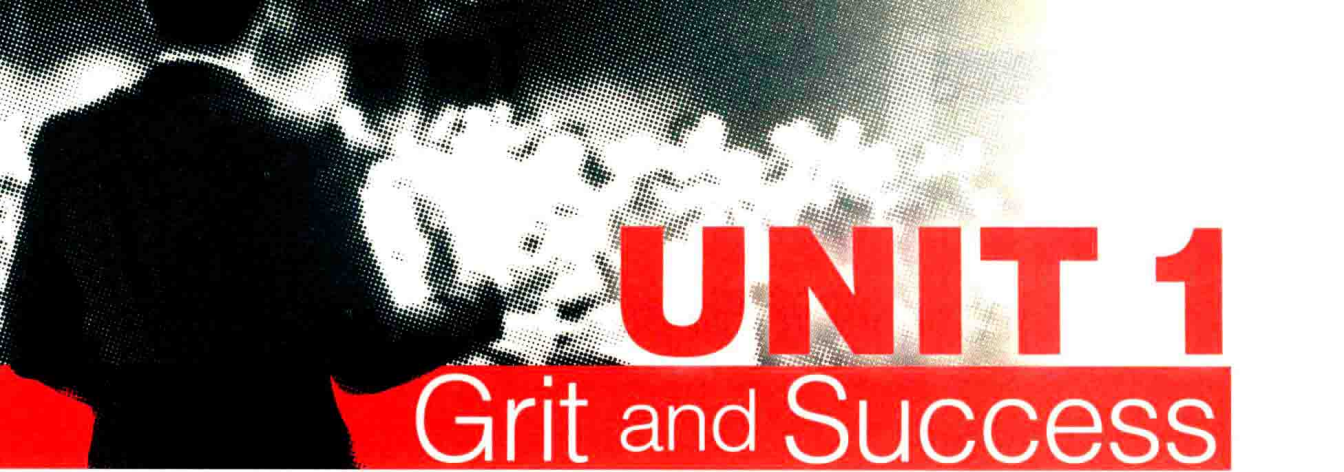
由于编者水平有限，时间仓促，书中难免有疏漏及不妥之处，敬请各位专家、同行多多指正。

李丹玲

2016 年 12 月

CONTENTS

UNIT 1	Grit and Success	1
UNIT 2	Stress and Health	8
UNIT 3	Happiness and Human Relationships	15
UNIT 4	Social Media	22
UNIT 5	Leadership	28
UNIT 6	Youth and Growth	35
UNIT 7	Language, Culture and Behavior	43
UNIT 8	Appearance and Self-Esteem	49
UNIT 9	Gender Equality	56
UNIT 10	Social Problem—Economic Inequality	63
UNIT 11	Human-Nature Relationship	71
UNIT 12	Social Problem—Aging	79
UNIT 13	Intrinsic and Extrinsic Motivations	86
UNIT 14	Markets vs. Civic Life	95
UNIT 15	Introverts and Extroverts	102
UNIT 16	Social Problem—Domestic Violence	110
UNIT 17	Body Language and Power Dynamics	118
UNIT 18	Doctor-Patient Relationship	125
UNIT 19	Educational Revolution	133
UNIT 20	Connection and Innovation	141



UNIT 1

Grit and Success

PART ONE

Vocabulary

- “ **calculate** determine (the amount or number of something) mathematically
- “ **stratospheric** (oral English) highest in position, rank or degree, very good
- “ **decimal** a fraction (= a number less than one) that is shown as a dot or point followed by the number of tenths, hundredths, etc.
- “ **motivation** a reason or reasons for acting or behaving in a particular way
- “ **cadet** a young trainee in the armed services or police force
- “ **rookie** a person who has just started a job or an activity and has very little experience
- “ **grit** the courage and determination that makes it possible for sb. to continue doing sth. difficult or unpleasant
- “ **stamina** the physical or mental strength that enables you to do sth. difficult for long periods of time
- “ **sprint** a race in which the people taking part run, swim, etc. very fast over a short distance
- “ **mindset** a set of attitudes or fixed ideas that sb. has and that are often difficult to change
- “ **persevere** to continue trying to do or achieve sth. despite difficulties
- “ **intuition** the ability to know sth. by using your feelings rather than considering the facts



PART TWO

Background information

- “ Angela Lee Duckworth (1970–): she is an American Psychologist and popular science author and is associated with the study of the psychological trait known as grit. Duckworth earned her bachelor’s degree in neurobiology at Harvard College in 1992, graduated at the University of Oxford in 1996 with a M. Sc., and in 2006 she got her doctoral degree in psychology at the University of Pennsylvania. Her book, *Grit: the Power of Passion and Perseverance* was released in May 2016. A review of this book in *The New York Times* called her “the psychologist who has made ‘grit’ the reigning buzzword in education-policy circles.”
- “ West Point Military Academy: it is also known as The United States Military Academy, West Point, The Academy, or simply The Point. It is a four-year military academic institute and national renowned historic site, located only 50 miles from the New York City. The Academy traces its roots to President Thomas Jefferson, who shortly after his inauguration in 1801 directed that plans be set in motion to establish it. The purpose is to provide the nation with leaders who serve the common defense. Students are officers-in-training and are referred to as “cadets”. About 1,300 cadets enter The Academy each July, and about 1,000 of them graduate.
- “ National Spelling Bee: it is an annual spelling competition held in the United States. Contest participants cannot be older than fourteen, nor can they be past the eighth grade before the completion. Although most of the participants are from the U.S., in recent years, students from countries such as Canada, People’s Republic of China, Japan, Mexico, and New Zealand have also participated in it. The goal of the Bee is educational: to encourage children to perfect the art of spelling, help enlarge their vocabularies and widen their knowledge of the English language.

PART THREE

Warm-up questions

Discuss the following question with your partner and then share your opinions with the whole class.

As a college student, you must have some experiences of success; what do you think is/are the most important elements that define(s) success? Why?

PART FOUR

Watch the TED speech

"Grit: the Power of Passion and Perseverance" by Angela Lee Duckworth twice. For the first time, you should try to grasp the general idea of the speech. For the second time, you should pay attention to the following questions and write down briefly your answers to them while watching. After watching, please discuss these questions with your partner and then share your opinions with the whole class.

“ According to Angela Duckworth, what struck her most when she was teaching a New York public school?

“ What was the lesson she learned from her teaching experience?

“ According to Angela Duckworth, what is grit? How to build grit?

“ Can you think of other ways to build grit?

“ Do you agree/disagree with the speaker? Why?



“ Do you know any famous sayings about the relation between grit and success?

PART FIVE

Sentence study

Read the following sentences and paraphrase them. Pay attention to the bold faced and italic words and phrases.

“ Some of my strongest **performers** did not have **stratospheric** I.Q. scores.

“ We studied **rookie** teachers working in really tough neighborhoods.

“ We **partnered with** private companies.

“ What we need in education is a much better understanding of students and learning from a **motivational** perspective, from a psychological perspective.

“ In all those very different contexts, one characteristic emerged as a significant **predictor** of success.

“ **Grit** is passion and **perseverance** for very long-term goals. Grit is having **stamina**.

“ In fact, in our data, grit is usually unrelated or even **inversely** related to measures of talent.

“ Grit is living life like it’s a *marathon*, not a *sprint*.

“ So far, the best idea I’ve heard about building grit in kids is something called “growth *mindset*.”

PART SIX

Writing

Summarize the speech in about 100 words and then tell your take on the speech.

PART SEVEN

Read the following sayings and share with others your understanding of them.

“ Success is not final. Failure is not fatal. It is the courage to continue that counts. (Winston Churchill)



“ I can't give you a sure-fire formula for success, but I can give you a formula for failure: try to please everybody all the time. (Herbert Bayard Swope)

“ Coming together is a beginning; keeping together is progress; working together is success. (Henry Ford)

“ Opportunity is missed by most people because it is dressed in overalls and looks like work. (Thomas Edison)

“ I will tell you how to become rich. Close the doors. Be fearful when others are greedy. Be greedy when others are fearful. (Warren Buffet)

“ It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things. (Leonardo da Vinci)

“ If you hang out with chickens, you're going to cluck and if you hang out with eagles, you're going to fly. (Steve Maraboli)

“ I've come to believe that each of us has a personal calling that's as unique as a fingerprint and that the best way to succeed is to discover what you love and then find a way to offer it to others in the form of service, working hard, and also allowing the energy of the universe to lead you. (Oprah Winfrey)

“ Walk with the dreamers, the believers, the courageous, the cheerful, the planners, the doers, the successful people with their heads in the clouds and their feet on the ground. Let their spirit ignite a fire within you to leave this world better than when you found it...(Wilfred Peterson)

“ Success is determined not by whether or not you face obstacles, but by your reaction to them. And if you look at these obstacles as a containing fence, they become your excuse for failure. If you look at them as a hurdle, each one strengthens you for the next. (Ben Carson)

“ Don't aim at success. The more you aim at it and make it a target, the more you are going to miss it. For success, like happiness, cannot be pursued; it must ensue, and it only does so as the unintended side effect of one's personal dedication to a cause greater than oneself or as the by-product of one's surrender to a person other than oneself. Happiness must happen, and the same holds for success: you have to let it happen by not caring about it. I want you to listen to what your conscience commands you to do and go on to carry it out to the best of your knowledge. Then you will live to see that in the long-run—in the long-run, I say!—success will follow you precisely because you had forgotten to think about it. (Viktor Frankl)



UNIT 2

Stress and Health

PART ONE

Vocabulary

- “ **confession** a statement admitting sth. that you are ashamed or embarrassed about; the act of making such a statement
- “ **moderate** that is neither very good, large, hot, etc. nor very bad, small, cold, etc.
- “ **cardiovascular** (medical) connected with the heart and the blood vessels
- “ **premature** happening before the normal or expected time
- “ **homicide** the crime of killing sb. deliberately
- “ **freak** ~ (sb. out), behave or cause to behave in a wild and irrational way, typically because of the effects of extreme emotion or drugs
- “ **impromptu** done without being planned or rehearsed
- “ **demoralize** cause (sb.) to lose confidence or hope
- “ **unbeknownst** (unbeknown to), without the knowledge of
- “ **harass** to annoy or worry sb. by putting pressure on them or saying or doing unpleasant things to them
- “ **increment** an increase in a number or an amount
- “ **constrict** to become tighter or narrower; to make sth. tighter or narrower
- “ **chronic** (especially of a disease) lasting for a long time; difficult to cure or get rid of
- “ **intervention** the action or process of taking part in sth. so as to prevent or alter a result or course of events; action taken to improve a medical disorder
- “ **demonize** portray as wicked and threatening

- “ **hype** extravagant or intensive publicity or promotion
- “ **redeem** compensate for the faults or bad aspects of
- “ **prime** ~ (for/with sth.), prepare sb. for a situation, typically by supplying them with relevant information
- “ **compassionate** feeling or showing sympathy and concern for others
- “ **nudge** coax or gently encourage (sb.) to do sth.
- “ **anti-inflammatory** (of a drug) used to reduce inflammation (a condition in which a part of the body becomes red, sore and swollen because of infection or injury)
- “ **resilience** the ability to withstand or recover quickly from difficult conditions

PART TWO

Background information

- “ Kelly McGonigal (1977–): she is an American health psychologist and is known for her work in the field of “science help”—popular explication of scientific research. She got her Ph.D. from Stanford University and is now a lecturer in undergraduate psychology in Stanford University. She also teaches a public course on willpower.

PART THREE

Warm-up questions

Discuss the following questions with your partner and then share your opinions with the whole class.

As a college student, you will experience stress in your life. What kinds of stress do you usually have? How do you cope with your stress?



In your opinion, is stress entirely negative? Why do you think so?

PART FOUR

Watch the TED speech

“How to Make Stress Your Friend” by Kelly McGonigal twice. For the first time, you should try to grasp the general idea of the speech. For the second time, you should pay attention to the following questions and write down briefly your answers to them while watching. After watching, please discuss these questions with your partner and then share your opinions with the whole class.

“ What was Kelly’s opinion of stress in the past? How does she take it now?

“ According to Kelly, how should we reinterpret physical changes under stress? What are the physiological changes if people believe that stress is helpful?

“ According to Kelly, why does stress make people social? What are the functions of oxytocin?

“ Do you agree/disagree with Kelly? Why?

“ Has listening to the speech changed the way you look at stress? How will you deal with stress in the future?
