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Experiencing English Viewing, Listening & Speaking

第四版

听说教程

3

大学体验[®]英语

总主编 李霄翔 主编 钟书能



Paul Dummett
Helen Stephenson
Lewis Lansford

高等教育出版社

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大学体验英语 (第四版) 听说教程 3

Keynote 3 Student book

Paul Dummett, Helen Stephenson, Lewis Lansford

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前言

《大学体验英语（第四版）听说教程》改编自圣智学习集团出版的*Keynote*（American）系列教程。本套教程的主要视听材料选自TED（即Technology, Entertainment和Design三个单词的首字母缩写）大会上的真实演讲，其演讲内容贴近生活、语言自然流畅、题材包罗万象、形式新颖独特、素材短小精悍。本套教程在其框架设计、内容选择和练习编写中力求体现语言教学的思想性、人文性、趣味性和实用性原则，既保留了TED语料原汁原味的特色，又灵活多样地采用由易到难、过渡有序、循序渐进的练习形式，兼顾英语语言基本要素学习和语言技能在实际生活中的应用。这种教学设计有助于学生克服对真实素材的恐惧心理，增强用英语交际的自信心，也有助于教师结合实际需要，博采众长、灵活运用多种教学方法，切实提升学生的英语视听说水平和应用能力，帮助学生达到《大学英语教学指南》所提出的英语教学目标。

作为一套服务于普通高校非英语专业大学生的视听说教程，《大学体验英语（第四版）听说教程》具有以下几个显著特点：

1. **用思想启智，培养世界公民意识。**本套教程主要取材于TED演讲。TED演讲汇集各国思想领袖与实干家积极有益的精神理念和工作生活经验，期望用思想的力量来改变世界。针对我国大学生的社会生活经历和知识结构特点，本套教程精选了具有较强知识性、趣味性的视听和文字素材，涵盖的48个单元主题涉及中外文化、科技探索、环境保护、人生思考、伦理道德、风土人情、生活常识、名人逸事等社会生活各个层面。各单元主题旨在传递真理、真情、真谛，或者宣介相关领域最新信息和进展。演讲内容的可思性、趣味性和多样性有效地增强了学习素材的可视、可听和可说性，可有效激发学生英语学习的积极性，激活他们批判性思辨和创新的潜能，拓展他们的生活视野，丰富他们的生活经历，在感受震撼的同时学会将个人的行为与责任放大到全球去考量，培养独立的人格。
2. **用演讲抒怀，提高英语表达能力。**本套教程注重语言表达的得体性和交际需求的真实性，精选TED演讲中突显演讲技巧的片段专项解析和训练英语演讲技能。通过规范的语言、丰富的修辞、张弛有度的节奏和演讲者在演讲过程中呈现出来的外部表现和内在素质将学生置身于真实的聚光灯下。这种身临其境的感觉将有效地调动学生的多种认知感官，促进多种文化和语言认知策略的形成和发展，有助于充分激发和维系学生的好奇、求知和模仿的内驱力，使得教学活动沉浸在一种既有挑战又有享受的环境之中。全套教程的语速基本上保持了均衡，语言表达凸显公共英语演讲的特色，为学生综合素养的提升提供了直观的学习范例。这种设计一方面借鉴了交际教学法的原则，追求语言交际的真实性，有利于缩短英语学习与英语应用之间的距离，另一方面通过词汇控制手段、碎片化短视频辅助操练等方法，有效降低视听难度，保证对原汁原味的语言学习、模仿和应用的效能，促使学生敢于表述、乐于分享，以演讲为载体，释放语言的力量。
3. **在国际语境中加入中国叙事，中外融合创新。**本套教程由中外主编团队合力打造，既保留了原版教程的科学架构，又能满足中国学生英语学习的客观需要。在改编过程中增强了本土化关联，引导学生加强对中国特色、中国文化、中国实际的关注，培养学生用英语讲好中国故事的能力。另外，专项设计了语言基础知识和能力的相关练习，又突出语言学习策略的系统性培养，以典型范例多层次展示，方便学习和操练。练习之间注重转承递进的合理性和相关性，将学习训练过程与学生所处的环境、所思

所想相关联,体现了“Learning by doing”和学以致用、学用结合的指导思想。

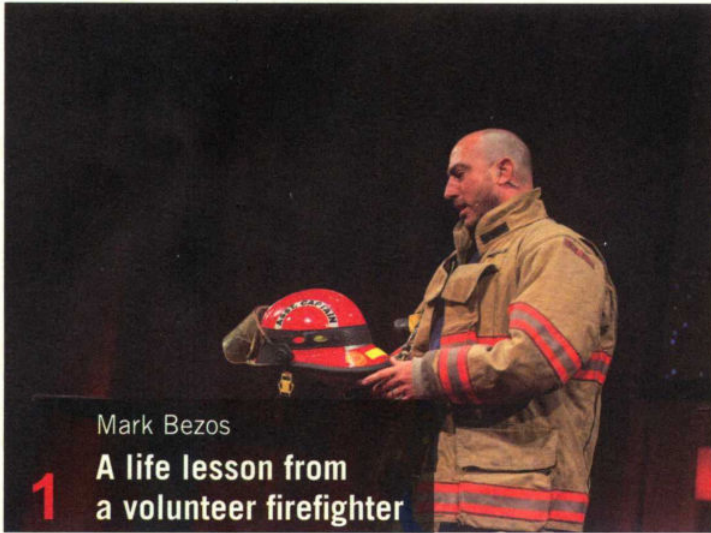
4. **满足多层次视听说教学需求,灵活易用。**本套教程的练习设计力求体现建构主义的认知原理,注重语言要素的输入质量,各类练习之间互为关联,逐层递进,既可帮助学生扫清入门障碍,又可为教学设计提供灵活选择和组合的条件。聚焦于不同语言技能操练的练习也可为教师采用不同训练方法、促进信息流和语言技能转换和开展教学互动创造良好的条件。练习设计体现了“高质量输入为先,吸收消化为重,互动式输出为主”的指导思想,为教学模式和方法论的创新奠定了坚实的基础。形式多样的交互式练习将英语语言基础知识学习、语言应用技能训练和文化背景知识介绍有机地融合,突出语言的交际语境和实用的功能意念,在强化语言基本功训练的同时,注重语言交际技能的培养和训练,力求使英语学习做到学用结合、学以致用、学后会用。
5. **教学资源丰富,教辅功能强大。**本套教程配备了详尽的教学参考资料和教学活动指导,其内容除练习的参考答案以外,还提供了相关文化背景介绍、教学重点注释以及教学提示和建议等小贴士,为教师教学和学生自主学习提供了有效的指导和操作便利。本套教程还配备了与教学活动相配套和适应多层次教学需求的iSmart信息化课堂教学平台和教学资源,为开展混合式或翻转课堂教学提供了有力支撑。本套教程共有4个级别,每个级别包含12个单元。每册教程均附有音频和视频资源,在纸质书▣标记前印有二维码,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。

在本套教程的改编过程中,难免存在一些不足之处。恳请各位专家、同仁和广大使用者提出批评建议。

编者

2018年1月于北京

Featured **TED**TALKS



Mark Bezos

1 A life lesson from a volunteer firefighter



Derek Sivers

2 How to start a movement



Kenneth Shinozuka

3 My simple invention, designed to keep my grandfather safe



Margaret Gould Stewart

4 How giant websites design for you (and a billion others, too)



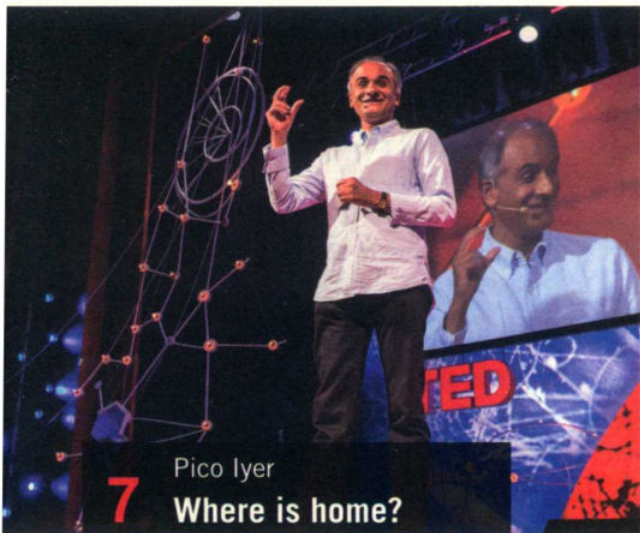
Haas and Hahn

5 How painting can transform communities



Melissa Marshall

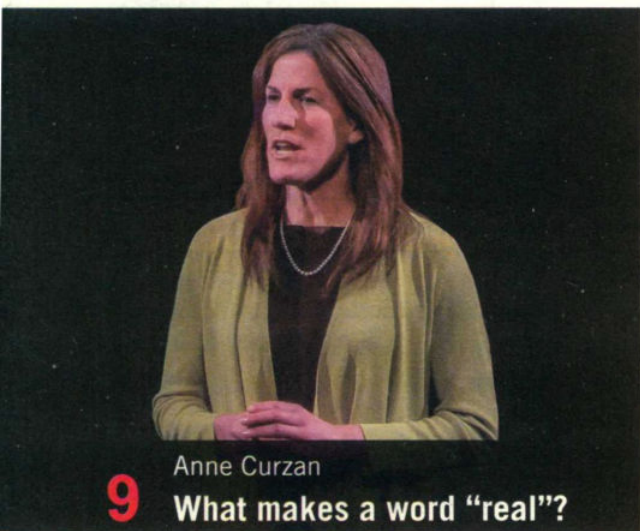
6 Talk nerdy to me



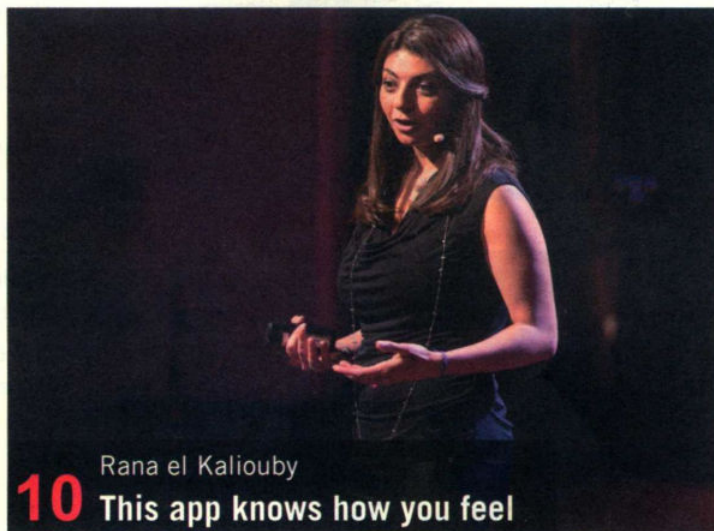
7 Pico Iyer
Where is home?



8 Sanjay Dastoor
A skateboard, with a boost



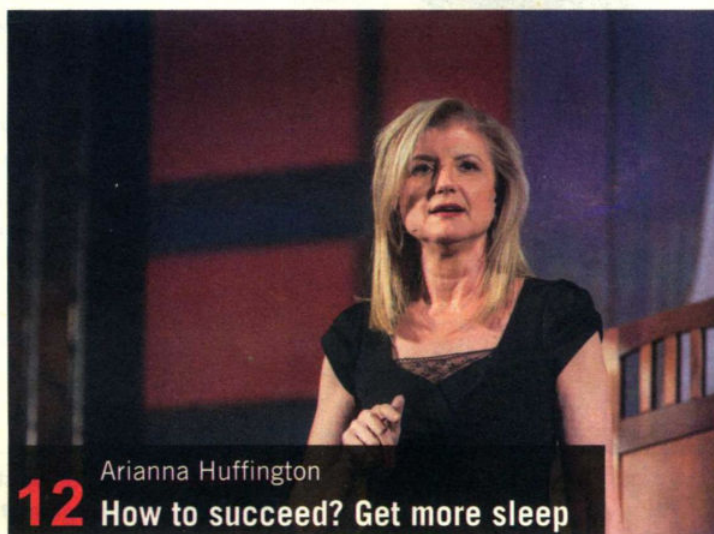
9 Anne Curzan
What makes a word “real”?



10 Rana el Kaliouby
This app knows how you feel



11 Richard Branson
Life at 30,000 feet



12 Arianna Huffington
How to succeed? Get more sleep

Scope and Sequence

| UNIT | LESSON A | | LESSON B | |
|---|--------------------------------------|--|---|--|
| | VOCABULARY | LISTENING | LANGUAGE FOCUS | SPEAKING |
| 1  Making a Difference | Collocations to describe giving help | Inspiring dreams <i>Peter Draw, artist</i> | Function Talking about present and past actions Grammar Review of present and past tenses | Talking about ways to help |
| 2  Trends | Collocations to describe trends | Analyzing trends <i>Tara Hirebet, trend expert</i> | Function Talking about future trends Grammar Review of future tenses: <i>will</i> and <i>going to</i> | Describing future trends |
| 3  Improving Lives | Healthcare | My health routine <i>Kate Chong, sports enthusiast</i> | Function Talking about cause and effect Grammar Conjunctions for cause and effect | Talking about healthcare tech |
| PRESENTATION 1 Talking about how you can make a difference | | | | |
| 4  Designing the Web | Website features | Designing websites <i>Carrie Cousins, web designer</i> | Function Comparing products and services Grammar Comparatives and superlatives, <i>(not) as ... as</i> , <i>(very) different from ...</i> , <i>... the same as ...</i> | Making decisions based on user reviews |
| 5  Community Builders | Words for talking about communities | Creating green spaces <i>Martín Andrade, entrepreneur</i> | Function Talking about how places have changed Grammar The passive voice | Describing changes in my community |
| 6  Clear Communication | Communication collocations | Communication styles <i>Neil Anderson, teacher trainer</i> | Function Talking about communication preferences Grammar Verb patterns with <i>-ing</i> and infinitive | Communication methods |

PRESENTATION 2 Suggesting a way to improve communication among residents and strengthen the sense of community in your neighborhood

LESSON C**LESSON D**

| TED TALKS | PRESENTATION SKILLS | COMMUNICATING | GROUP WORK |
|---|-----------------------------------|-----------------------------------|-------------------------------------|
| A LIFE LESSON FROM A VOLUNTEER FIREFIGHTER <i>Mark Bezos</i> | Helping your audience visualize | People who have made a difference | Ways to make a difference |
| HOW TO START A MOVEMENT <i>Derek Sivers</i> | Commenting on visuals | Consumer trends | Fashion trends on campus |
| MY SIMPLE INVENTION, DESIGNED TO KEEP MY GRANDFATHER SAFE <i>Kenneth Shinozuka</i> | Opening with interesting facts | Innovative healthcare solutions | Designing an advertisement |
| HOW GIANT WEBSITES DESIGN FOR YOU (AND A BILLION OTHERS, TOO) <i>Margaret Gould Stewart</i> | Asking the audience questions | Improving user experiences | Android vs. iOS |
| HOW PAINTING CAN TRANSFORM COMMUNITIES <i>Haas and Hahn</i> | Ending with a hope for the future | A neighborhood survey | Planning for school improvement |
| TALK NERDY TO ME <i>Melissa Marshall</i> | Engaging with your audience | Explaining a topic of interest | Describing appearance and character |

Scope and Sequence

| UNIT | LESSON A | | LESSON B | |
|--|--|---|--|----------------------------------|
| | VOCABULARY | LISTENING | LANGUAGE FOCUS | SPEAKING |
| 7 Identity |  Words for talking about identity | Multicultural experiences <i>Janice Reis</i> <i>Lodge, manager</i> | Function Talking about ongoing actions and events Grammar Present perfect progressive | Talking about living abroad |
| 8 Transportation Solutions |  Transportation collocations | An unusual commute <i>Cyril Burguiere</i> , <i>SUP enthusiast</i> | Function Making predictions Grammar <i>will and might</i> | Changes in global travel |
| 9 New Words |  Words for talking about language | Collecting words <i>Charles Browne</i> , <i>English professor</i> | Function Talking about changes Grammar <i>used to</i> | Talking about changes in meaning |
| PRESENTATION 3 Describing someone you know | | | | |
| 10 Understanding Emotions |  Feelings | Dealing with emotions <i>Craig Albrightson</i> , <i>guidance counselor</i> | Function Reporting other people's speech and thoughts Grammar Reported speech | Talking about EQ in jobs |
| 11 Leaders and Thinkers |  Collocations for talking about doing business | Starting a business <i>Priscilla Shunmugam</i> , <i>fashion designer</i> | Function Talking about obligation and giving advice Grammar Modals of necessity | Interview with a CEO |
| 12 Well-being |  Words for describing health and well-being | What your brain does when you sleep <i>Jeffrey Iliff</i> , <i>neuroscientist</i> | Function Talking about imaginary situations Grammar Second conditional | Describing your ideal lifestyle |
| PRESENTATION 4 Recommending a way to achieve better work-life balance | | | | |

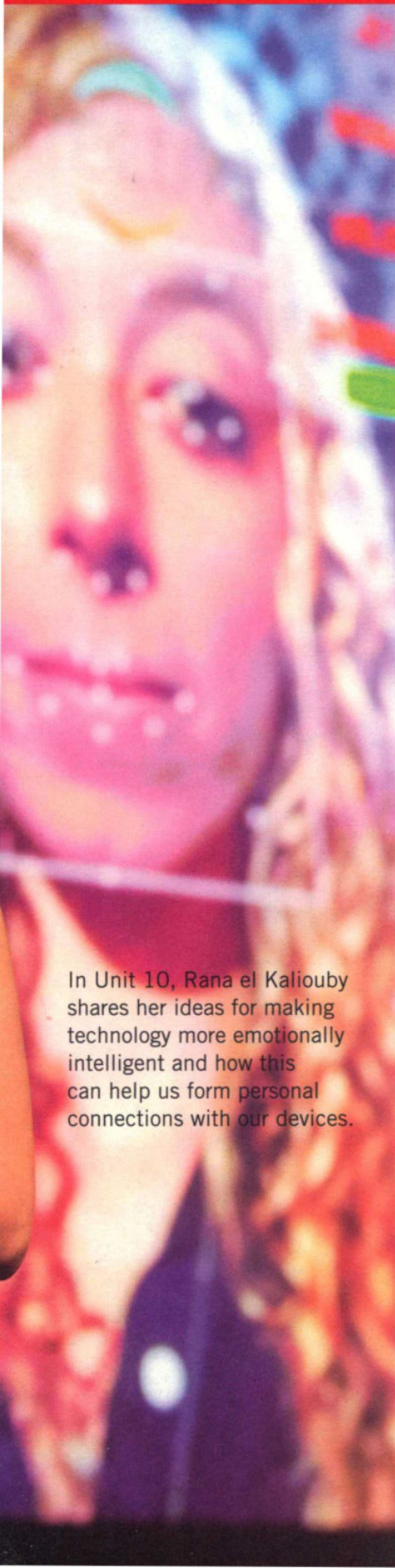
LESSON C

LESSON D

| TED TALKS | PRESENTATION SKILLS | COMMUNICATING | GROUP WORK |
|--|--|---|---|
| <p>WHERE IS HOME? <i>Pico Iyer</i></p> | <p>Using stories to personalize your message</p> | <p>A survey on identity</p> | <p>Global migration</p> |
| <p>A SKATEBOARD, WITH A BOOST <i>Sanjay Dastoor</i></p> | <p>Signposting</p> | <p>Inventing a transportation device</p> | <p>Deciding on an investment</p> |
| <p>WHAT MAKES A WORD "REAL"? <i>Anne Curzan</i></p> | <p>Closing the loop</p> | <p>Guessing meanings</p> | <p>Most popular words</p> |
| <p>THIS APP KNOWS HOW YOU FEEL <i>Rana el Kaliouby</i></p> | <p>Giving a demonstration</p> | <p>Applications of emotion-sensing technology</p> | <p>Emotion-sensing technology</p> |
| <p>LIFE AT 30,000 FEET <i>Richard Branson</i></p> | <p>Quoting people</p> | <p>My business philosophy</p> | <p>Running for chairperson of the Student Union</p> |
| <p>HOW TO SUCCEED? GET MORE SLEEP <i>Arianna Huffington</i></p> | <p>Using humor</p> | <p>Debate on work-life balance</p> | <p>Increasing productivity at school</p> |

In this book, you will develop your English language skills and explore great ideas with an authentic TED Talk. Each unit topic is based around a TED speaker's main idea.





In Unit 10, Rana el Kaliouby shares her ideas for making technology more emotionally intelligent and how this can help us form personal connections with our devices.

LISTENING AND SPEAKING

- Practice listening to real people talking about the unit topic. Real-life people featured in this book include an artist, an entrepreneur, and a guidance counselor.
- Develop your **speaking confidence** with a model conversation and guided speaking tasks.

See pages 99, 101

VOCABULARY AND GRAMMAR

- In each unit, you'll learn key words, phrases, and grammar structures for talking about the unit topic.
- Build **language and visual literacy skills** with real-life information—in Unit 10, you'll learn about emotional intelligence and the characteristics of people with high EQ.

See pages 98, 100, 158

VIEWING

- Practice your viewing and **critical thinking** skills as you watch a specially adapted TED Talk.
- Notice how TED speakers use effective language and **communication** skills to present their ideas.

See pages 102–104

COMMUNICATING AND PRESENTING

- Use your **creativity** and **collaboration skills** in a final task that reviews language and ideas from the unit.
- Build your **speaking confidence** further in a Presentation task (after every three units).

See page 127

Group Work

- Communicate your own ideas about the unit topic in a controlled group work.

See page 106

What is **TED** ?

TED has a simple goal: to spread great ideas. Every year, hundreds of presenters share ideas at TED events around the world. Millions of people watch TED Talks online. The talks inspire many people to change their attitudes and their lives.

SPREADING IDEAS WORLDWIDE

Over **10,000**
TEDx events in
167 countries

Over **2,200**
TEDTALKS recorded

TEDTALKS
translated into
105 languages

Over
1,000,000,000
views of **TED**TALKS at TED.com

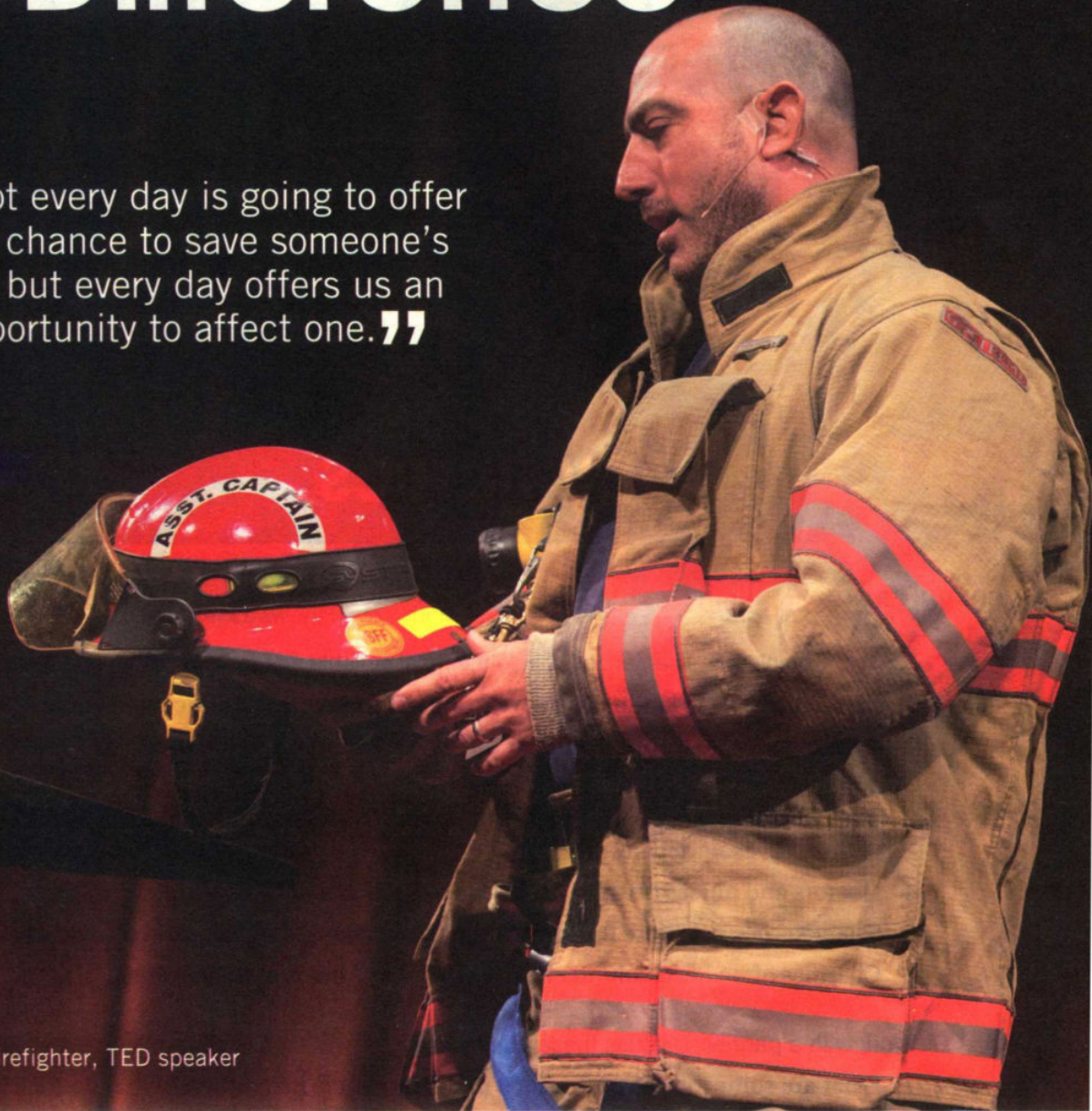


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1 Making a Difference

“Not every day is going to offer us a chance to save someone’s life, but every day offers us an opportunity to affect one.”



Mark Bezos
Volunteer firefighter, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about how people can make a difference.
- watch a TED Talk about a life lesson from a volunteer firefighter.
- give advice on how to make a difference.

WARM UP



▶ **1.1** Watch part of Mark Bezos's TED Talk. Answer the questions with a partner.

- 1 What situation is Bezos describing? What was he asked to do?
- 2 Look through the unit. What are some ways we can help people?



Volunteers unloading food supplies in Yogyakarta, Indonesia

1A Everyday heroes

VOCABULARY Giving help



A ▶ 1.2 Complete the sentences. Circle the most suitable words. Then listen and check your answers.

- 1 Even small acts of kindness can (**take care of** / **make a difference to**) people's lives.
- 2 When friends go through difficult times, it's important to (**be there for** / **make an impact on**) them.
- 3 The work of great people, like Nelson Mandela, (**helps out** / **makes an impact on**) millions of people's lives.
- 4 Doctors and nurses (**inspire** / **take care of**) sick and injured people.
- 5 Scientists can (**be there for** / **inspire**) positive changes in the world through their work.
- 6 Charities often need volunteers to (**help out at** / **inspire**) their events.

B Work with a partner. Discuss these questions.

- 1 What are some jobs or professions in which people help others? What do they involve? Would you like to do any of them?
- 2 When was the last time you helped take care of someone? What did you do?
- 3 Is there someone who inspires or has inspired you?

One job in which people help others is ...

I would be interested in being a(n) ... because ...