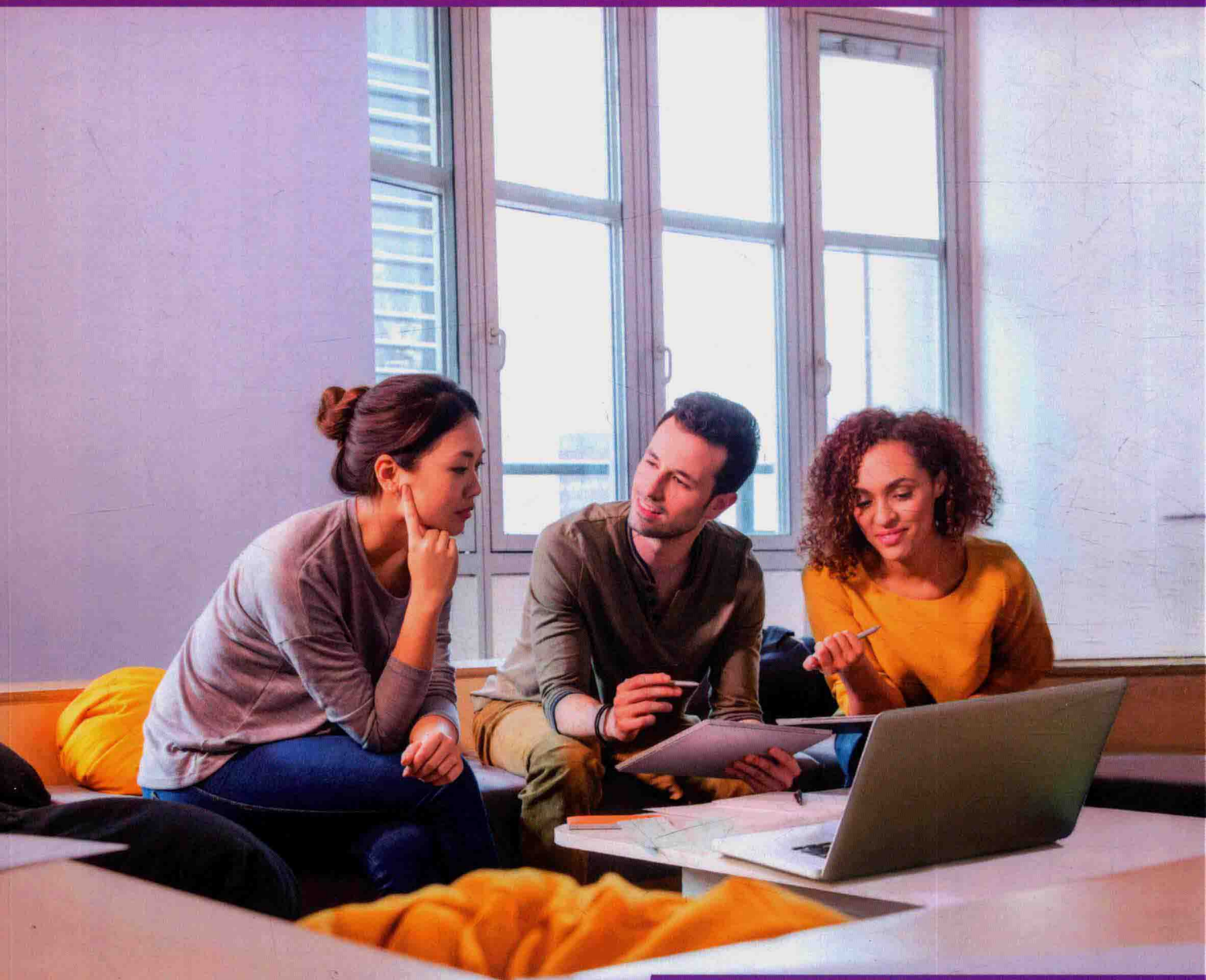


新一代大学英语 English

总主编：王守仁
分系列主编：何莲珍

2

提高篇



视听说教程 教师用书

VIEWING, LISTENING AND SPEAKING
TEACHER'S BOOK

与研究出版社
TEACHING AND RESEARCH PRESS

新一代大学英语 English

2

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《新一代大学英语》是根据教育部关于大学英语教学改革文件的精神，结合高校大学英语教学实际，针对全国普通高等院校编写的一套立体化通用英语教材。

《新一代大学英语》（发展篇）针对英语基础较好、英语需求较高的学生，已于2015年出版。经过三年的使用，“发展篇”以其先进的编写理念和一流的质量取得了良好的教学效果。“基础篇”与“提高篇”以“发展篇”的成功经验为基础，结合普通本科高校的教学实际进行编写，为更多的学生学习英语提供优质教学资源。

教材以提升学生的英语应用能力为重点，兼顾培养学生的思辨能力与跨文化交际能力，以实现《大学英语教学指南》提出的“基础目标”与“提高目标”教学要求为目标，以《中国英语能力等级量表》的五级能力描述为参照，进行设计和编写，满足不同院校非英语专业学生英语学习的不同需求。

编写依据

《新一代大学英语》（基础篇）（提高篇）有效贯彻“分类指导、因材施教”的原则，以适应各高校个性化教学的实际需要。教材依据“基础目标”与“提高目标”要求分阶段设计，既体现不同侧重，又实现循序渐进，支持高校结合院校特点及学生情况安排教学，满足不同水平学生的不同需求。

《新一代大学英语》（基础篇）（提高篇）全面实践“产出导向”教学法，以有效提高大学英语教学效率。教材体现“学习中心”、“学用一体”、“全人教育”的教学理念，以“输出驱动”、“输入促成”和“选择性学习”的外语教学假设为指导，采用“驱动（Motivating）- 促成（Enabling）- 评价（Assessing）”的教学流程，培养学生用英语解决问题的能力。

《新一代大学英语》（基础篇）（提高篇）秉承“搭建智慧课堂，启迪智慧学习”的编写原则，充分利用信息技术给教育模式带来的变革，以全面支持混合式教学模式。教材建设配套数字课程与慕课平台，突出资源共享、师生互动、交互训练、数据反馈等功能，以实现优质慕课资源、在线自主学习与课堂教学的优势互补，全力支持教师进行智慧教学设计。

教材特色

设计贴合实际，激发学习兴趣

从普通本科高校的英语教学实际和学生学习兴趣出发，设定贴近学生生活、体现实用性的交际场景，选取难度适中、长度适宜的输入材料，设计灵活多样的练习形式，以真实场景与创新设计激发学习积极性。

主题内涵丰富，提升人文素养

主题丰富，既涵盖校园生活、休闲娱乐、情感发展、人生规划等话题，又涉及社会发展、历史文化、政治经济和科技创新等方面，提升科学人文素养，助力个人成长；选材内容坚持思想性原则，培养学生正确的价值观，发展其思辨能力；文化视角全面，展现多元文化，注重中国文化，通过比较分析中外文化，坚定文化自信。

内容紧扣需求，夯实语言基础

教材设计紧扣普通本科高校学生语言发展需求，关注词汇、搭配、语法、篇章等基础语言知识，注重听、说、读、写、译基础语言技能，并结合微课视频讲解语言学习策略，在线交互练习加强基础语言学习，为学生语言应用能力的发展夯实基础。

产出任务先导，实现学用一体

有效实践“产出导向法”，遵循“输出驱动-输入促成-产出评价”的教学流程，以产出任务作为教学起点和教学终点，用输入材料引领学生进行“选择性”学习，有针对性地学习重点词汇、搭配、功能表达、篇章组织等，从内容、语言和结构上为完成产出任务做好准备，最终实现学用无缝对接。

混合教学模式，创建智慧课堂

依托“U 校园智慧教学云平台”，开发与教材深度融合的移动数字课程以及创新的慕课平台。数字课程采用微课设计，包含视频微课、在线练习、互动讨论等形式，与教材有机结合，相互依托；慕课平台让优质慕课资源在院校间流通共享，形成云端学习共同体。以教材、数字课程、慕课为支撑的智慧课堂既为学生的自主学习提供资源支持，又为教师的教学设计提供数据支持，同时为创建学习共同体与实现智能教学管理提供技术支持，实现线上线下、课内课外的深度融合，助力混合式教学模式实践。

教材构成

《新一代大学英语》“基础篇”与“提高篇”分别针对《大学英语教学指南》所设定的“基础目标”和“提高目标”设计。

“基础篇”与“提高篇”分别包含《综合教程》（配教师用书）1-2 级和《视听说教程》（配教师用书）1-2 级。与教材配套的还有微课视频、数字课程、移动学习应用等资源，有利于实现混合式教学，创设智慧课堂，提升教学效果。

《综合教程》与《视听说教程》每级各 8 个单元，每单元围绕同一主题展开。《综合教程》每单元以一项真实任务开启学习之旅，带领学生对两段音视频材料与两篇阅读文章进行“选择性”学习，逐步掌握完成任务需要的语言和结构，拓展思维，形成观点，并最终进行产出实践。《视听说教程》每单元提供视角多元、难度适宜的音视频输入材料和循序渐进、全面系统的听力及语音技巧讲解，通过形式多样的听力练习和富有启发性的口语输出活动，帮助学生夯实语言基础，提升英语听说能力。

编写团队

《新一代大学英语》（基础篇）（提高篇）系列教材总主编为南京大学王守仁教授。《视听说教程》分系列主编为浙江大学何莲珍教授。教材策划与编写团队来自复旦大学、浙江大学、山东大学、西安交通大学、苏州科技大学、首都师范大学、哈尔滨工业大学（威海分校）等多所高校。权威的编者团队，为本系列教材在有效性、思想性与趣味性等方面的贯彻与创新奠定了坚实的基础。教材在编写过程中还邀请了全国十余所目标院校进行试用，凝聚了近百位一线教师的经验与智慧。同时，在教材编写和修改定稿的过程中，外籍专家 Wilfred Michael Curtis 参与了审订与指导。

中国特色社会主义进入新时代，国家与社会对新一代大学生的英语学习与英语能力提出了新的要求。《新一代大学英语》（基础篇）（提高篇）专门为新一代的大学生编写，期望能以先进的教学理念与创新的教学模式为新时代的大学英语教学改革注入新的活力，明大学生所思，予大学英语教学所求，成国家及社会所需。我们同时也希望，在教材使用过程中，得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

编写说明及使用建议

《新一代大学英语 视听说教程 教师用书》(基础篇)(提高篇)的编写充分考虑教师提升课堂教学效果、创设智慧课堂的需求,针对学生用书内容提供了详尽的教学辅助材料,包括完整的音频和视频脚本、多角度的练习参考答案、详实的文化信息、合理的教学建议、个性化的教学活动等,旨在帮助教师根据教学需要,有效使用教学材料,合理设计教学步骤,引导学生得到语言知识、语用知识、创新思辨能力、协同合作能力以及跨文化交际能力的多重提升。

单元结构

《新一代大学英语 视听说教程 教师用书》(基础篇)(提高篇)共分4级:“基础篇”1-2级和“提高篇”1-2级。每个级别8个单元。每单元主要内容如下:

Teaching tips

针对不同性质和形式的练习活动,提供可资借鉴的教学建议、教学步骤,帮助教师明确活动目的和教学重点,合理安排教学环节,有效组织教学。同时,针对交际性较强的听力和口语活动,提供相关语用知识及教学建议,给予教师培养学生语用理解能力和语用表达能力的指导及帮助。

Culture notes

针对学生用书中的 Proper names 和 Culture notes 进行扩展和补充,讲解视听材料中出现的可能对学生理解构成障碍的文化信息。教师可根据需要灵活选用,以帮助学生更好地理解视听材料,增强跨文化意识。

Scripts

提供学生用书视听材料的脚本,有助于教师全面深入地了解视听材料,分析听力重难点,有针对性地安排教学内容。

Answers / Reference answers

提供学生用书中各类练习的答案。针对主观性口语活动,提供多个视角的参考回答,帮助教师和学生拓展思路。此外,参考答案注重中国元素的引入和中西方文化的对比,帮助学生建立文化自信,有效传播中华文化。

Additional activities

拓展学生用书中的活动或提供补充练习,包括 pre-listening activity, free talk, role-play 等,供教师选择,满足不同学生的个性化需求。

学生用书各板块教学建议

除教师用书中的各种资源外，我们还为教师提供以下针对学生用书各板块的教学建议，力求更全面地助力教师教学：

iPrepare

通过 Learning objectives 和 Warming up 明确学习目标，引入单元主题，激发学习兴趣。教师可引导学生课前从内容、技能和输出活动三个维度了解单元的学习目标和学习重点；教师还可为学生设定个性化的单元学习目标，从而有针对性地开展教学。同时，通过完成 Warming up 中形式多样的热身活动，引导学生了解单元主题，激发学生的学习兴趣，调动学生深入学习的积极性。

iExplore 1: Listening and understanding

包括四段音频输入素材，涵盖一段长对话、一段短文听力和两段新闻听力；针对素材设计听力和口语活动，帮助学生提高听说能力，提升思维能力。教师可引导学生关注素材的特点，通过练习帮助学生掌握听力策略，有效提升学生的听力技能；同时鼓励学生从输入素材出发，探讨主题，分享观点，有效培养学生的思辨能力。

iExplore 2: Viewing and speaking

包含一段视频输入素材，放眼世界，聚焦热点；练习设计帮助学生分析整合信息的同时，侧重文化意识的培养。教师可结合练习活动，鼓励学生深入思考，关注视频文化内涵，进行中外文化对比，从而提高学生的跨文化意识和跨文化交际能力。

Listening skills

每单元针对 iExplore 1 或 iExplore 2 中的视听素材和练习活动，选取一个听力策略进行讲解。在数字课程中，此部分的听力策略以生动活泼、短小精悍的微课视频呈现，教师可引导学生在课前观看视频，对听力策略进行预习，为课上听力活动做准备。

iPractice: Pronunciation

基于每单元丰富的输入材料，讲解语音技巧，设计语音练习。在数字课程中，此板块针对语音技巧提供视频讲解微课，并借助平台语音测评功能帮助学生纠正语音。教师可引导学生在线学习语音技巧，通过模仿句子或段落录音的语音、语调、节奏等练习，提升学生的英语发音与朗读技能。

iProduce

以真实情境为导入，辅以必要的策略讲解，提供步骤详实的产出活动。教师可引导学生以听促说，总结单元所学的相关表达和句式；并鼓励学生以学促用，灵活运用所学策略，实现有效产出，提升学生的英语应用能力和问题解决能力。另外，学生可上传此部分的产出成果至数字课程，教师可在线对产出成果进行评阅，有效实践混合式教学。

Further listening

“基础篇”包含一段新闻听力、一段长对话和一段短文听力；“提高篇”包含两段新闻听力、一段长对话和一段短文听力。教师可根据实际教学情况选择课上使用或让学生课后自主学习，进一步帮助学生巩固所学听力技能。

立体化资源使用建议

《新一代大学英语 视听说教程》（基础篇）（提高篇）提供学生用书、教师用书、学习光盘、数字课程、微课视频、教学课件、移动学习应用等多元立体教学资源，为教师创新教学模式、创设智慧课堂提供有力支持，也为教师培养学生的自主学习能力提供丰富的资源。

教师可根据本校教学条件、个人教学特色以及学生的英语水平，自主选择单元材料进行教学；教师还可利用数字课程提供的立体多元的资源与高效便捷的教学工具，实践翻转课堂，探索线上线下相结合的混合式教学模式。

《新一代大学英语 视听说教程》（基础篇）（提高篇）的数字课程，依托“U 校园智慧教学云平台”，集学、练、测、评为一体。数字课程在内容和形式上与教材深度融合，结合课堂面授，形成完整学习闭环。在学习内容方面，数字课程结合教材内容，提供系统的听力和语音技巧讲解微课，以视频形式呈现；同时，增加丰富的听力素材和听说活动，设置单元自测，提供单元学习报告，给予个性化反馈。以下为数字课程使用建议：

在单元教学活动开始前，教师可引导学生利用数字课程进行课前预习，在线上完成听力策略学习，为课堂听力活动做好技能准备；教师可以使用“U 校园智慧教学云平台”的教学管理功能，随时监控学生的学习情况，获得多维学习数据与深度学情分析，利用平台提供的学习诊断报告合理安排课堂教学重点。

在课堂教学过程中，教师可以利用平台提供的课堂投票、手机端提问等工具组织课堂教学，活跃课堂气氛，尤其在大班课堂上实现充分、有效的互动；教师还可利用平台内置的测试与作业发布功能推送随堂测验与作业，实时掌握学生学习情况，进行有效课堂评估，调整教学策略和进度，让教学做到有的放矢。

在教学活动结束后，教师还可以引导学生利用碎片化学习时间，在课后进行各项口语和听力的拓展训练和线上测试，包括语音技巧学习、自主语音训练、补充听力训练等。

最后，“U 校园智慧教学云平台”可以基于学生学习情况，为教师收集、整理、分析、反馈学习数据，包括学生学习时长、各题目正确率、作业完成情况、签到数据、成绩记录和排名等，教师可以根据这些数据分析 and 统计结果，自主设置成绩统计维度，建立起有效的形成性评价体系，从而反拨教学，实施有效的教学干预和科学的教学管理。

Map of the book

Unit	iPrepare	iExplore 1: Listening and speaking
1 Communication in the digital age T2	Learning objectives Warming up T3	Passage: The unending anxiety of an ICYMI world T4 Conversation: The emoji exhibition T5 News report 1 T7 News report 2 T8
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4 Business: Think out of the box T44	Learning objectives Warming up T45	Conversation: The importance of creativity in business T46 Passage: Tech can't save average creative ideas T47 News report 1 T49 News report 2 T50
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6 When art meets science T72	Learning objectives Warming up T73	Conversation: Who is more valued, an artist or a scientist? T74 Passage: Are art and physics related? T75 News report 1 T77 News report 2 T78
7 Cultures across borders T86	Learning objectives Warming up T87	Passage: Vermeer's paintings and globalization T88 Conversation: The Olympics as a cross-cultural incubator T89 News report 1 T91 News report 2 T92
8 Great voyages T100	Learning objectives Warming up T101	Passage: Mountains are open to everyone T102 Conversation: What it takes to sail around the world alone T103 News report 1 T105 News report 2 T106

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iExplore 2: Viewing and speaking	iPractice: Pronunciation	iProduce: Unit project	Further listening
Video clip: <i>Weaving connections</i> T9	Review – Linking sounds T11	Task: Having a debate Topic: Digital communication or not? T12	News report 1 T14 News report 2 T14 Conversation T15 Passage T15
Video clip: <i>How to be an entrepreneur</i> T23	Review – Stress T25	Task: Making a podcast Topic: A campus start-up T26	News report 1 T28 News report 2 T28 Conversation T29 Passage T29
Video clip: <i>Can an introvert be a good leader?</i> T37	Review – Intonation T39	Task: Making a speech Topic: What is leadership? T40	News report 1 T42 News report 2 T42 Conversation T43 Passage T43
Video clip: <i>Business creativity in China</i> T51	Review – Sense groups T53	Task: Developing and promoting an idea Topic: Starting your own business T54	News report 1 T56 News report 2 T56 Conversation T56 Passage T57
Video clip: <i>Urbanization and the evolution of cities</i> T65	Review T67	Task: Planning an exhibition Topic: The history of a city T68	News report 1 T70 News report 2 T70 Conversation T71 Passage T71
Video clip: <i>The math behind Vincent van Gogh's <i>The Starry Night</i></i> T79	Review T81	Task: Conducting an interview Topic: Which has more influence on you, art or science? T82	News report 1 T84 News report 2 T84 Conversation T85 Passage T85
Video clip: <i>What makes the Great Wall of China so extraordinary?</i> T93	Review T95	Task: Giving a presentation Topic: Trying to be a “cultural ambassador” T96	News report 1 T98 News report 2 T98 Conversation T99 Passage T99
Video clip: <i>Where can our new home be?</i> T107	Review T109	Task: Making a plan Topic: Exploring the unexplored on Earth T110	News report 1 T112 News report 2 T112 Conversation T113 Passage T113

1

Unit

Communication in the digital age



With the application of digital technology in modern life, communication has become much easier for people around the world, including those in underdeveloped areas. The distance between people is shortened.

Meanwhile, digital technology has caused problems. The reliability of some online information and the security of personal information can't be guaranteed. Moreover, the urge to keep track of all the latest data has caused great anxiety in this digital age.

In this unit, you are going to learn about how communication will change as people move from face-to-face conversations to digital communication.

Learning objectives

Upon completion of this unit, you will be able to:

- discuss advances in digital communication and their influence on people
- listen for examples
- integrate the pronunciation skills of linking sounds
- have a debate over digital communication

Warming up

Work in pairs and discuss the following questions.

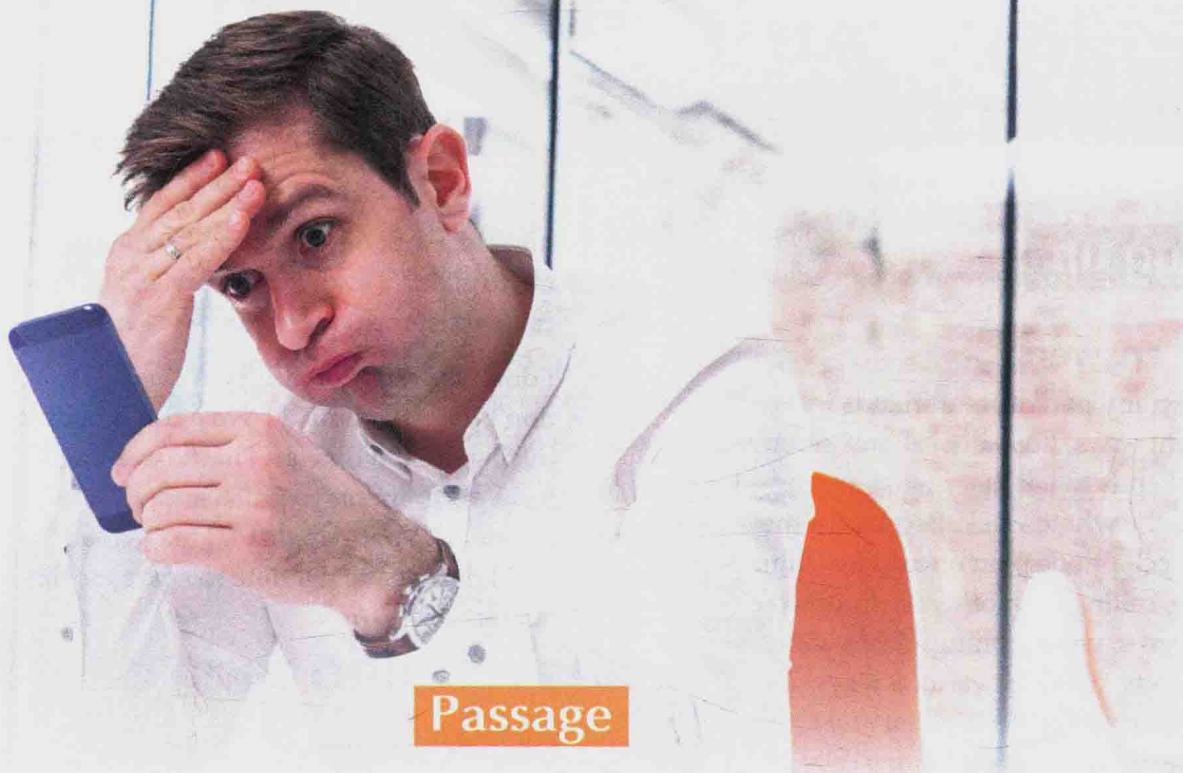
- 1 How do you keep in contact with your parents and friends? How do you like these ways of communication?
- 2 How often do you check your phone for online information? Why?

Warming up

Reference answers

- 1
 - I contact my parents and friends in different ways. I usually call my parents at weekends to tell them what happened during the whole week. Because of the family cell phone plan offered by China Mobile, calling each other is almost free of charge to us. To communicate with my friends, there are various ways, for example, chatting on WeChat and QQ, sending emails, making phone calls and texting. If it's a matter of great urgency, I'll make a voice call on WeChat. If I want to send some files to them, I'll contact them by email or QQ. I think all these are convenient and efficient ways of communication.
 - I contact my parents and friends in the same way, mainly by WeChat. My parents learned to use it after I was accepted to the university of my choice. They learned really fast. I think it was due to their deep love for me. They wanted to be equipped with modern communication skills to reach me at the earliest opportunity and know more about my daily life. And they made it. I love this way of communication because it not only enables me to contact my friends at any time, but also helps to put my parents at ease when I'm far away from home.
- 2
 - I check it very often. It's the first thing and the last thing I do during a day. Sometimes I feel I'm doing it all too often. It seems as if a lot of people are contacting me and a lot of information is waiting for me to check. I know it's not true, but I just can't resist the temptation.
 - I don't check it very often. Actually I don't have the time. I have a full schedule during the daytime and in the evening I have assignments to finish and various activities to participate in. I tell myself that I don't have the time to spare for this matter.

iExplore 1: Listening and speaking



Passage

Listening and understanding

WORDS AND EXPRESSIONS

streaming /'stri:mɪŋ/ *n.* 流式传播

1 ICYMI, the initials of “in case you missed it,” carries a new implication in the digital age. Now listen to a passage and choose the best answer to each of the questions you hear.

- 1 A. They are offline.
B. They are ignorant.
C. They are insensitive.
D. They are uninterested.
- 2 A. News updates.
B. Social media links.
C. Articles from the past.
D. Important world news.
- 3 A. The keen interest in different art forms.
B. The wish to keep track of different data.
C. The anxiety about hanging out with friends.
D. The willingness to share information with others.
- 4 A. You need to know the latest news.
B. You need to set off earlier to catch it.
C. You should see something important.
D. You should know everything lasts forever.

Explore 1: Listening and speaking

Passage

Scripts

The initials ICYMI stand for the five words of the sentence "In case you missed it." If you have missed some information, it's most likely because you're not on the Internet much. Individuals and media update information every few seconds. They bring links to the attention of others who may not have seen them. *The New York Times* now even has a section called In Case You Missed It with articles from previous days.

While ICYMI has been used in conversation for a long time, the initials show an anxiety central to the digital age. There is simply too much readable, viewable and listenable data. "I did it! I'm caught up!" someone has to say like this. "I experienced every show, movie, album, book, and video game. Now we can talk about them and I won't feel cut off from the rest of the world when we hang out."

We used to receive information from the media cyclically. Now we're in the middle of the streaming era. The overall effect is overwhelming for both producers of content and its audience. Knowing that everything online lasts forever panics us. ICYMI makes staying connected feel like a constant game of catch-up. It's as if finding things at a slower pace requires some kind of excuse.

In an earlier time, the full version of ICYMI meant that the receiver was supposed to see something of importance. It was a gentle reminder by the sender. Now the initials of the phrase serve as a desperate call: Can you hear my whisper in these winds?

Listening and understanding

1

Questions

- 1 Why would people miss some information on the Internet?
- 2 What makes up that section In Case You Missed It in *The New York Times*?
- 3 What do the initials ICYMI indicate in the digital age?
- 4 What did ICYMI mean in an earlier time?

Answers

- 1 A 2 C 3 B 4 C

2 Listen to the passage again and decide whether each of the following statements is true (T) or false (F).

- 1 People have to watch every show and movie if possible because of an anxiety in the digital age.
- 2 One may feel cut off from the world if not connected to the Internet.
- 3 There are many opportunities for content producers in the streaming era.
- 4 It seems to be quite normal if you find things at a slower pace.
- 5 ICYMI is a desperate call of senders in the digital age.

Conversation

Listening and understanding

1 Emojis are widely used in digital communication. Being very popular among the users, they have their own history. Now listen to a conversation and fill in the blanks with what you hear. Pay attention to the words in bold.

- 1 Many of these emojis were created not for people wanting to 1) _____ but for companies hoping to reach 2) _____. **For instance**, a company designed emojis to deliver 3) _____ to pager users.
- 2 You can use emojis in 4) _____ ways. **You can use** emojis in place of the words of your 5) _____. **You can use** emojis to 6) _____ or send your true love emojis to show you 7) _____.

WORDS AND EXPRESSIONS

pager /'peɪdʒə/ n. 传呼机

LISTENING SKILLS

Listening for examples

A specific example can be used to explain or support a general idea or to show what is typical of a group. Words and phrases such as "for example," "for instance," "such as," "say" and "including" are clear signs of an example or examples that will follow. However, in some cases, examples are given less explicitly, without any of the terms listed above. Instead, there usually are parallel (平行的) sentence structures. For example, "Studies serve many purposes. They serve for delight, for ornament (装饰) and for ability."

2

Answers

1 T 2 T 3 F 4 F 5 T

Conversation

Scripts

Miranda: Hi everybody! Welcome to the emoji exhibition. My name is Miranda. Today I'd like to introduce you to those small emojis. Any questions are welcome during the tour.

Neil: I'd like to know when these emojis first turned up.

Miranda: They first appeared around 1999, but took a long time to catch on. It would take another decade for emojis to explode into a phenomenon, when Apple included an emoji keyboard in iOS internationally in 2011. There are now more than 2,000 emojis.

Neil: That's a long history.

Miranda: Do you know that the idea of emojis can go back hundreds of years and cover all of human history? Using a sign or symbol that represents a particular idea is one of the most ancient ways to communicate.

Neil: Oh, I love how the centuries are connected in this way. And for what were they created?

Miranda: Actually, many of these emojis were created not for people wanting to communicate but for companies hoping to reach potential customers. For instance, a company designed emojis to deliver weather reports to pager users and direct them to local businesses. But now emojis have become a new communication tool.

Neil: I see. But I didn't quite often use emojis. When should I use them in communication?

Miranda: You can use emojis in fun ways. You can use emojis in place of the words of your favorite songs. You can use emojis to tell stories or send your true love emojis to show you care.

Neil: Wow. That's a lot ...

Listening and understanding

1

Answers

- | | |
|--------------------|------------------------|
| 1) communicate | 2) potential customers |
| 3) weather reports | 4) fun |
| 5) favorite songs | 6) tell stories |
| 7) care | |

Teaching tips

Exercise 1 is aimed at developing Ss' pragmatic ability to identify how the speaker gives examples. To help Ss better accomplish Exercise 1, remind them to learn more about listening for examples in the micro-lecture on listening skills in the online course. In this unit, there are other sentences representing this kind of listening skill. Ask Ss to find out the following sentences after listening.

- But that is a much more complex issue for services seeking to appeal to millions of people **like** Facebook and Google.
- They saw answers to simple text questions **like** "Wanna go see a movie tonight?"
- And they felt that one-word answers with a period **like** "Yes." seemed less enthusiastic than just the word "yes" all by itself.
- I've recently read a research report that showed researchers could use "likes" on social media to correctly predict personal information, **including** a user's gender identity and ethnicity.

(to be continued on T6)