

# UNIT 4



## What's the big idea?

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### Learning objectives

- ▶ talk about inventions and creative ideas
  - ▶ predict the theme and relevant vocabulary before you listen
  - ▶ propose ideas and comment on ideas while brainstorming
  - ▶ present your business idea
  - ▶ learn to use voice, body language and visual aids effectively in speech delivery
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# Opening up

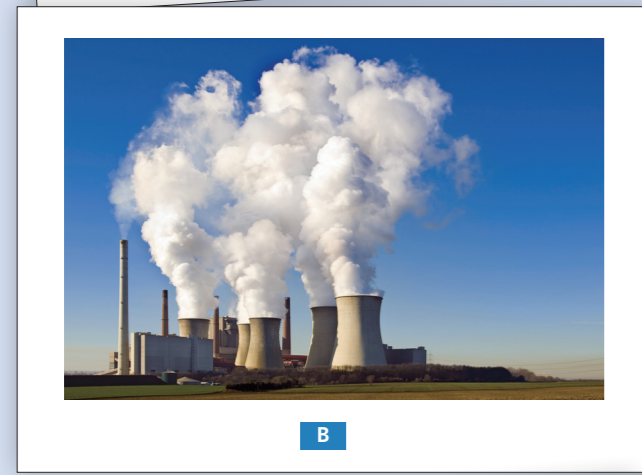
Cars, nuclear power, fast food, mobile phones, weapons and cigarettes are voted among the most hated inventions of all time according to a survey. Work in pairs and look at the pictures. Why do you think they are on the “world’s worst inventions” list? Give at least one reason for each.



A



D



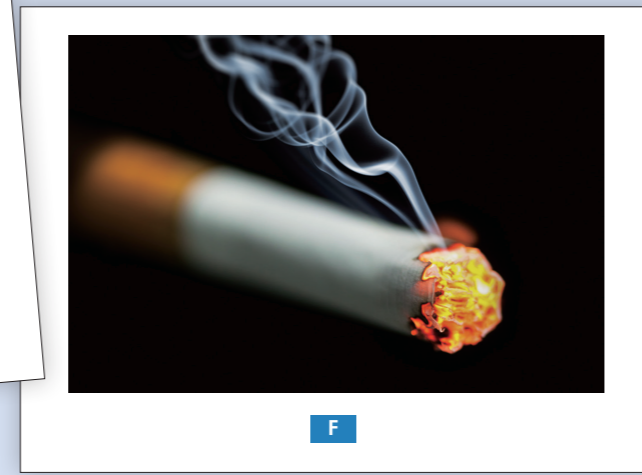
B



E



C



F

# Opening up

## Reference answers

- A** The waste gas emitted by cars is polluting our living environment. Moreover, along with the increasing number of cars, the roads are becoming more and more crowded and there are more traffic accidents. The road in cities is no longer as safe as it used to be when people all rode bikes and walked on foot. I think that's why cars are rated as one of the most hated inventions.
- B** The nuclear power plant accidents such as the Three Mile Island accident (1979), Fukushima Daiichi nuclear disaster (2011), and Chernobyl disaster (1986) tell us that nuclear power is not as safe as it claims. Nuclear submarine accidents were reported to have taken place in some countries, causing serious casualties. In addition, the economic cost of nuclear power accidents is high, and meltdowns can take decades to clean up. The evacuation of affected population will also pose serious problems. It's not surprising to see that nuclear power is regarded as one of the most hated inventions.
- C** Nowadays people come to know more and more about the harmful effects of fast food. Though it can bring us a lot of convenience, it is of little nutritional value and often high in fat, sugar, salt, and calories. Eating too much fast food may cause obesity and other related diseases. I think that's why many people hate fast food so much.
- D** Despite its convenience, the mobile phone has brought us many problems as well. As we all know, this small machine emits radiation all the time, which is harmful to our health. Furthermore, it reduces the intimacy between people. Heavily relying on the mobile phone has reduced a lot of face-to-face communication and brought about some psychological problems, especially among young people. I think that's why the mobile

- phone is also rated as one of the most hated inventions.
- E** The weapon is a device designed or used for nothing but killing people. There are different kinds of weapons, including conventional weapons, chemical weapons, biological weapons, nuclear weapons, etc. They are often used in wars, leading to the death of people and the great loss of property. It is definitely, I think, the most hated invention.
- F** The harmful health effects of smoking cigarettes are known to all. Every year hundreds of thousands of people around the world die from diseases caused by smoking. The mixture of nicotine and carbon monoxide in cigarettes can cause heart attacks and strokes. Smoking during pregnancy increases the risk of low birth weight, premature birth and abortion. So the cigarette is among the most hated inventions.

## Teaching tips

You can go a little bit further by encouraging Ss to name some other bad inventions and give reasons. If time permits, you can ask Ss to talk about some good inventions as well.

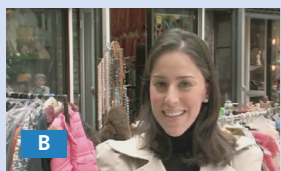


# Listening to the world

## Sharing

1 Watch a podcast from the beginning to the end for its general idea.


2 What items do they enjoy buying most? Look at the people below and read the statements. Then watch Part 1 of the podcast and match the statements 1-4 to the people A-D.



- \_\_\_ 1 things sold in antique markets and vintage clothes
- \_\_\_ 2 books and music
- \_\_\_ 3 food, clothes and plants for the garden
- \_\_\_ 4 shoes, bags and make-up

Now watch again and check your answers.

3 What sorts of things do they buy on impulse? What sorts of things do they plan to buy? Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.

1  She buys more clothes than she used to.

2  He buys food on impulse.

### New words

#### Part 1

make-up *n.* 化妆品


#### Part 2

tongs /tɒŋz/ *n.* 夹子; 钳子; 镊子


dreadful /'dredfʌl/ *a.* 糟透了的; 讨厌的

3  She doesn't buy things on impulse because she is self-controlled.

4  She likes buying handbags very much.

5  He travels a lot for his work so he plans to buy train tickets and plane tickets.

6  She doesn't need to plan what to buy because she has plenty of money.

7  He plans before he buys anything costing more than £50.

Now watch again and check your answers.

# Listening and viewing

## Sharing

1

### Reference answers

The people in the podcast mainly talk about the items they enjoy buying most, the sort of things they buy on impulse, the sort of things they plan to buy, and the recent product or service they think is impressive. They also talk about the business they would like to start, or the product or service they would like to invent.

### Scripts

V = Val; W1 = Woman 1 etc.; M1 = Man 1 etc.

#### Part 1

V: Hi. I enjoy walking around the shops and I buy things like books and make-up on impulse, but I always do my food shopping online – it's such a fantastic service and you get everything delivered to your door. Today I'm talking to people about shopping and innovative products. What items do you enjoy buying most?

W1: Oh, I enjoy buying foods, and particularly food from farmers' markets. I also like buying clothes for myself and I love buying plants for the garden.

W2: Like most women I should say, like shoes, bags er, I think, and make-up. Yeah, three top things, yeah.

W3: Quite diverse really, um, I love food shopping. I love going to food markets, fish markets.

W4: Well, actually, I'm in the perfect place for me right now, which is er, markets: antique markets and vintage clothes.

M1: Er, I enjoy buying, I probably enjoy, enjoy buying books the most, so er, and music as

well, so anything where somebody's given a recommendation.

M2: I love to browse around bookshops and look at the latest books that are out and also CD shops.

#### Part 2

V: What sorts of things do you buy on impulse?

M3: Music, I suppose I buy that on impulse, um, clothes.

W1: Clothes, but not as much as I used to.

M2: Food. I decide when I'm walking down the street one day I want to cook this this evening, I jump in a, a market and get the ingredients and go and do that.

W2: Well, I'm not that type of person that buys things on impulse. I'm actually very controlled, self-controlled.

M4: Just now I was walking down um, the antiques market and I saw um, a pair of silver tongs um, which looked like a great bargain, so I bought those on impulse.

W3: On impulse? Oh, dreadful! Handbags, that's probably er, my biggest impulse buy.

V: What sorts of things do you plan to buy?

M3: Train tickets, plane tickets, 'cause I have to travel a lot in my job, so I need to plan in advance so I get good value for money on the tickets.

W4: Plan, I never plan, actually, in advance. No, I haven't got the kind of money to plan.

M4: Things like holidays. Um, anything over, like, £100, I'd say was a planned purchase.

2

### Answers

1 C 2 D 3 A 4 B

3

### Answers

1 (She doesn't buy as many clothes as she used to.)

2

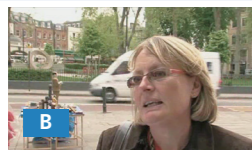
3

4

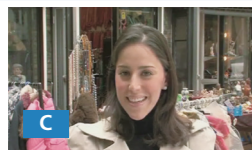
**4** What recent product or service do they think is impressive? If they could start a business or invent a product or service, what would it be? Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



Er, iPhone. Absolutely 1) \_\_\_\_\_. I, I mean, I bought one and it's just, it's really 2) \_\_\_\_\_.



Probably my 3) \_\_\_\_\_. I've just changed it to a BlackBerry Storm where I can get all my 4) \_\_\_\_\_.



The new 5) \_\_\_\_\_ that I saw on television, on the commercial, so you're 6) \_\_\_\_\_ and you're seeing yourself on the other side.

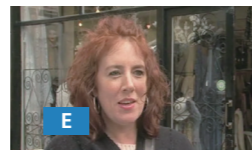


My 7) \_\_\_\_\_ business is to have a thing called Sophia's Bakery and to make really fantastic 8) \_\_\_\_\_ that you can't buy in this country.

**Culture notes**

**BlackBerry:** a line of wireless hand-held devices made by the Canadian company named BlackBerry Limited (formerly known as Research In Motion Limited). BlackBerry phones are known for their excellent email handling, and are often thought of as business-centric devices.

**BlackBerry Storm:** the first BlackBerry smartphone to feature a touch screen



I love the 9) \_\_\_\_\_, so anything that would, kind of, bring more 10) \_\_\_\_\_ to people's lives and expression, I think that would be great.

Now watch again and check your answers.

**5** Work in pairs and discuss the questions.

- 1 Do you often buy things on impulse?
- 2 What recent product or service do you think is impressive?
- 3 If you could start a business or invent a product or service, what would it be?

- 5
- 6 (She doesn't plan to buy things in advance because she hasn't got the kind of money to plan.)
- 7 (He plans before he buys anything costing more than £100.)

**Scripts**

**Part 3**

**V:** What recent product or service do you think is impressive?

**M3:** Er, iPhone. Absolutely amazing! I, I ... I bought one and it's just, it's really changed my life.

**W3:** Probably my mobile phone. I've just changed it to a BlackBerry Storm where I can get all my emails.

**W2:** The new camera that I saw on television, on the commercial, so you're taking a picture and you're seeing yourself on the other side.

**V:** If you could start a business or invent a product or service, what would it be?

**M3:** Um, I don't know. I'd like to sell joy. If you could sell joy that would be good. I don't know how you could do it.

**W1:** My fantasy business is to have a thing called Sophia's Bakery and to make really fantastic cakes that you can't buy in this country.

**W4:** I love the arts, so anything that would, kind of, bring more creativity to people's lives and expression, I think that would be great.

**Language notes**

**good value for money:** used to say that something is worth what you pay for it 非常划算

- At only 280 yuan a night, the hotel is good value for money.
- The lunch special is really good value for money.

**4** **Answers**

- |                    |                     |
|--------------------|---------------------|
| 1) amazing         | 6) taking a picture |
| 2) changed my life | 7) fantasy          |
| 3) mobile phone    | 8) cakes            |
| 4) emails          | 9) arts             |
| 5) camera          | 10) creativity      |

**5** **Reference answers**

- 1 Yes, I often buy things on impulse. I can't resist the temptation of delicious food, fashionable clothes, and latest electronic products. They are so appealing and sometimes I can't wait to get them. / No, I am self-controlled and will always think twice before I make a purchase. For instance, when buying a laptop, I will carefully compare many different laptops before making the final decision.
- 2 The latest mobile phone I saw on TV impresses me a lot. This high-tech product has many new functions. First, it's very smart. You can ask it to do almost anything via voice control and it can understand what you mean and give you feedback. Second, it has a flexible 3D screen. Everything displayed looks so real. What's more, the screen can be folded and unfolded, which enables the smartphone to provide a large screen to play your favorite movies and games while maintaining a pocketable size. Finally, it has an built-in projector, which is convenient for you to project pictures or movies on any flat surface you can find. It's quite handy when you are out on a travel. I am really impressed by this mobile phone and eager to have one of my own.
- 3 I want to invent a kind of chip which can give people knowledge when it is placed in human brains. We know people have to acquire more and more knowledge in order to survive today's society. But the traditional ways of teaching and learning cost too much time and energy, however, with limited effect. The invention of this chip will significantly improve human cognitive capability and get them better prepared for the future.



## Listening

### BEFORE ► you listen

1 Work in pairs and do the following quiz.

## QUIZ

- 1 Imagine there is a Coke machine in the center of town. It sells 100 cans of Coke a day. Pepsi comes in and puts a machine right next to the Coke machine. After that, how many cans would each machine sell?
- 2 You want to introduce a new product to the market, for example a new lipstick. The product you want to compete with sells for 50 yuan. Should you price your product above or below your competition?
- 3 What special ingredients are used to make a hamburger look delicious in advertisements?
- 4 What time does a watch or clock nearly always show in advertisements, and why?
- 5 Which color ( blue, green, orange, purple, red or yellow) is best to use in an advertisement for:
  - 1) high-tech products?
  - 2) drugs and medical products?
  - 3) energy drinks, games and cars?
  - 4) toys?
  - 5) food?
- 6 Why do you rarely see the color blue in a food commercial?

### New words

**saturated** /'sætʃə,reitɪd/ *a.* 饱和的  
**lipstick** /'lɪp,stɪk/ *n.* 口红; 唇膏  
**intuitively** /ɪn'tju:ətɪvli/ *ad.* 凭直觉地  
**lettuce** /'letɪs/ *n.* 莴苣; 生菜  
**food stylist** /,fu:d 'stɑɪlɪst/ *n.* 食物造型师  
**lacquer** /'lækə/ *n.* 漆  
**built-in** *a.* 内在的; 固有的  
**advert** /'ædvɜ:t/ *n.* 广告  
**denote** /dɪ'nəʊt/ *v.* 表示  
**intellect** /'ɪntɪlekt/ *n.* 智力; 理解力  
**precision** /prɪ'sɪʒn/ *n.* 准确性; 精确性



## Listening

### BEFORE ► you listen

1

### Reference answers

- 1 Probably each machine would sell more than 100 cans.
- 2 I probably would price my product above my competition.
- 3 Maybe oil, lacquer and cigarette smoke are used in taking the picture of a hamburger.
- 4 It's 10 past 10, because it's a positive image: It looks like either a smile or a tick.
- 5 1) blue; 2) green; 3) red; 4) purple; 5) yellow and orange
- 6 Because it suppresses the appetite.  
(The questions are open-ended and all the above answers are just for reference. Detailed explanations will be given in “While you listen” section.)

### Scripts

(Scripts for “While you listen”)

I = Interviewer E = Expert

- I: We often hear that competition is beneficial, but how exactly does it work?  
E: OK. Let's imagine a Coke machine somewhere, anywhere, selling 100 cans a day. Now, Pepsi comes along and puts up a machine next to it. How many cans would each machine sell?  
I: 50?  
E: That's what most people think. In fact, each machine would probably sell 200 cans a day, unless the market was saturated.  
I: That's hard to believe ... What's the explanation?  
E: Well, what happens is this that the question in the consumer's mind is no longer “Should I get a Coke or not?” but “Which soft drink should I get?” Choice makes people want things.
- I: Um, that's interesting. What about pricing?  
E: Well, there are several schools of thought on this. People are expected to think, “If I see two similar products at different prices, I'll buy the cheaper one.” But in fact, that's often not how consumers behave. For example, if I were to introduce a new lipstick and I wanted to compete with a product priced at (€) 4.99, should I price mine above or below the competition?  
I: OK – I have a feeling you're going to tell me above, but it seems natural to undercut your competitor.  
E: We've found that with certain types of products, if you price your product just above the competition's price – so let's say (€) 5.49 – you'll actually end up with a bigger share of the market.  
I: Why's that?  
E: We intuitively feel that if something costs more, it's better. People will pay more provided the difference is small. They'll think, “Well, why not? I deserve the best.”  
I: OK. Turning to the appearance of advertisements, what tricks are used to make products more appealing?  
E: Take this advertisement for a hamburger chain. A big picture of a juicy hamburger with fresh tomatoes and lettuce ...  
I: Makes me hungry just looking at it.  
E: Yes, it's fine to look at ... as long as you don't eat it. It probably has 100 percent beef in it, real tomatoes and lettuce ... But to make it so shiny, a food stylist has painted the meat with oil or maybe lacquer, and what appears to be steam rising off the meat is probably cigarette smoke blown onto the hamburger just before the picture was taken.  
I: I've just lost my appetite.  
E: And look at these advertisements for watches. What time is it on this watch?  
I: 10:10.  
E: And on these?  
I: 10:10 – in all of them. Why's that?  
E: There are two theories. One is that with the hands in this position, the face of the watch

(To be continued)

# LISTENING SKILLS

## Predicting the theme and vocabulary before you listen

Learning to predict the theme and related vocabulary before you listen helps generate interest, build confidence and facilitate comprehension. It is an important skill in listening to a lecture, a talk, an interview, or any other listening materials.

The following are two tips you can follow in predicting the theme and vocabulary.

First, look at the title of the material (if any) or any other clues you have (photos, maps, charts, outlines, given words, etc.) and predict the theme which will be talked about in the speaking. To make your prediction more specific, you may also consider the major question words (who, what, when, where, why, how) and ask yourself how they might apply to the theme. Then, think about possible answers to each of your questions.

Second, try to predict vocabulary that you think will appear in the speaking. Based on the theme you predicted just now, you can pick out in your mind vocabulary relating to the theme. Your life experience can help you predict some of the related vocabulary. Dictionaries or other reference books will also be very helpful in finding the relevant vocabulary you expect. After the listening, you can check whether the vocabulary you predicted appear or not.

In the following exercises, you are going to predict the theme of an interview and the related vocabulary based on the information given. Try to follow the tips introduced above.

(Continued)

conveys a smile. The other theory is that it's a bit like a tick symbol. In either case, the consensus is that the message is positive.

- I: And if a watch showed 8:20 it wouldn't sell as well?
- E: Presumably not. 8:20 is a very sad-looking time.
- I: What about color in advertising?
- E: It's crucial. We have built-in associations for every color, for instance, red is associated with risk and with energy, so you see it in adverts for energy drinks, cars and sports equipment. Green on the other hand denotes safety, so it's often used for medical products.

Yellow and orange supposedly stimulate the appetite, so they're used for food ads; blue on the other hand suppresses the appetite ... It's linked more to intellect and precision, so you see it in adverts for high-tech products. And purple is an interesting one: Survey (Surveys) show that around 75 percent of young children prefer purple to all other colors. So you'll see bright purple in advertising for toys for example.

- I: Well, thank you. I'll never shop the same again. And neither will our listeners.

# LISTENING SKILLS

## Predicting the theme and vocabulary before you listen

Predicting is a basic strategy for using prior knowledge of the world and of the language to understand the listening materials. It can greatly improve the efficiency of your listening.

Predicting the theme and vocabulary of a lecture, a talk, an interview, etc. before you listen can help to improve your comprehension, especially of difficult listening materials. To get yourself ready for the listening and make your prediction more accurate, you are advised to follow the skills introduced in the Student's Book. An example is given below to show you in detail how to do this.

Suppose you are going to listen to a lecture about creativity, you probably would think of the following questions and answers (vocabulary) beforehand.

Questions	Answers (vocabulary)
What is creativity?	productive; creative; original; imaginative; inventive; artistic ...
How to be a creative person?	always try new things; read more; be positive; be interested in a lot of things; be skeptical; develop critical thinking ...
Why do we need creativity?	solve problems; discover and invent new things; express ourselves in better art forms; change the world ...
Who can be regarded as a highly creative person from history?	Albert Einstein; Thomas Edison; Qian Xuesen; Yuan Longping ...

Of course, in real listening, you may find that many words or phrases you predicted above do not show up. But even if some of your predictions are incorrect, this strategy will help you stay focused and give you a chance of better general comprehension.

In the following exercises, Ss are supposed to make predictions about the theme and the related vocabulary of an interview program by using the skills they have learned.



**2** You are going to listen to an interview. Predict what it will be about and what vocabulary will probably appear based on the quiz you have just finished.

### WHILE ► you listen

**3** Read the statements. Predict what the expert would say to complete the statements. Then listen to the interview to check your answers.

- 1 People are expected to think, “If I see two similar products at different prices, I’ll buy the \_\_\_\_\_ one.”
- 2 We intuitively feel that if something costs more, it’s \_\_\_\_\_.

- 3 To make the hamburger look shiny in the advertisement, a food stylist has painted the meat with \_\_\_\_\_ or maybe lacquer.
- 4 8:20 is a very \_\_\_\_\_-looking time.
- 5 Green denotes \_\_\_\_\_, so it’s often used for medical products.
- 6 Yellow and orange supposedly stimulate the \_\_\_\_\_, so they’re used for food ads.
- 7 Blue is linked to intellect and \_\_\_\_\_, so it’s often used for high-tech products.
- 8 Around 75 percent of young children prefer \_\_\_\_\_ to all other colors.

Now listen again and check your answers.

### 2 Reference answers

Since the quiz is about marketing strategies, I guess what we’re going to listen might be about marketing and marketing strategies. And the words or phrases like *advertisement, commercial competition, price, company, sell better, promotion, market share, profit, consumer, salesperson, complaint, product*, etc. will mostly probably appear in the talk.

### Teaching tips

Ss’ predictions may not be exactly in line with the actual theme of the interview. Ask them to check their answers after listening to the interview.

### WHILE ► you listen

(See T71 & T72 for Scripts)

### Culture notes

**Coke:** also called Coca-Cola, was invented by Doctor John Pemberton, a pharmacist, from Atlanta, Georgia in 1886. In 1888, another Atlanta pharmacist and businessman, Asa Candler, who later incorporated the Coca-Cola Company in 1892, bought the formula for Coca-Cola from inventor John Pemberton. By the late 1890s, Coca-Cola was one of America’s most popular fountain drinks, largely due to Candler’s aggressive marketing of the product. Today, Coca-Cola is consumed throughout the world and the Coca-Cola Company is the world’s largest beverage company and is the leading producer and marketer of soft drinks.

**Pepsi:** also called Pepsi-Cola, was created by American pharmacist Caleb Bradham. In 1893, Caleb Bradham began to serve his customers “Brad’s Drink” from his own soda machine. He registered this drink with the name of Pepsi-Cola in 1903. Then he started his own production and established his own company. Pepsi-Cola is Coca-Cola’s major competitor all over the world.

### 3 Answers

- 1 cheaper
- 2 better
- 3 oil
- 4 sad
- 5 safety
- 6 appetite
- 7 precision
- 8 purple

### Teaching tips

You can divide the class into several groups to discuss how to predict the missing words based on the understanding of the theme of this interview. By using the strategies introduced in the “Listening skills” section, Ss are encouraged to provide any possible word to make each sentence sound reasonable.



4 Read the statements which have been categorized according to different kinds of marketing strategies. Then listen to the interview again and fill in the blanks.

Marketing strategies	Detailed information
Offering choices	Well, what happens is this that the question in the consumer's mind is no longer "Should I get a Coke or not?" but "1) _____ should I get?" Choice makes people 2) _____.
Pricing	<ul style="list-style-type: none"> <li>• People are expected to think, "If I see two similar products at different prices, I'll buy the cheaper one." But in fact, that's often not 3) _____.</li> <li>• With certain types of products, if you price your product just 4) _____ the competition's price – you'll actually end up with 5) _____ of the market.</li> <li>• We intuitively feel that if something costs more, it's better. People will pay more provided the difference is 6) _____. They'll think, "Well, why not? 7) _____."</li> </ul>
Advertising	<ul style="list-style-type: none"> <li>• <b>Shiny and appealing appearance</b> To make a hamburger so shiny, a food stylist has painted the meat with oil or maybe lacquer, and what appears to be 8) _____ rising off the meat is probably 9) _____ blown onto the hamburger just before the picture was taken.</li> <li>• <b>Positive message</b> Watches in advertisements usually show the time 10:10. There are two theories. One is that with the hands in this position, the face of the watch conveys a 10) _____. The other theory is that it's a bit like a 11) _____. In either case, the consensus is that the message is 12) _____.</li> <li>• <b>Right color</b> We have 13) _____ for every color, for instance, red is associated with risk and with energy, so you see it in adverts for energy drinks, cars and 14) _____.</li> </ul>

Now listen again and check your answers.

**AFTER ▶ you listen**

5 Work in groups to discuss the marketing strategies for something you are all interested in, for example, a new type of mobile phone, a kind of traditional Chinese food, or a new toy. You may employ the strategies mentioned in the interview.

4

**Answers**

- 1) Which soft drink
- 2) want things
- 3) how consumers behave
- 4) above
- 5) a bigger share
- 6) small
- 7) I deserve the best
- 8) steam
- 9) cigarette smoke
- 10) smile
- 11) tick symbol
- 12) positive
- 13) built-in associations
- 14) sports equipment

**AFTER ▶ you listen**

5

**Reference answers**

To sell a new toy, first we need to target our prospective consumers – parents in China. They are not hesitant when spending money on their children. So the price of our new toy should be set a little bit higher than the price of those of the same type on the market, because higher price sometimes denotes better quality. We should mainly advertise on TV since most kids only watch TV instead of going online or reading newspapers. If they are attracted by the advertisement of the toy, they would ask their parents to buy it. As to the appearance of our toy, we think the color purple is preferable because it is said that kids prefer purple to all other colors.

**Teaching tips**

The topics mentioned in this exercise are only for reference. If Ss are not interested in them, you may provide some more topics for them to practice, using the marketing strategies they have learned, such as flying cars, robots that can do housework, newly published books, etc.



## Viewing



### BEFORE ► you view

1 Read the program information below and predict what therapy Tanya might use in overcoming her fear of sharks.



### Shark Therapy

Tanya Streeter is a world-famous diver but she's got one big problem: She's afraid of sharks! To overcome her fear, she needs help or "therapy" and travels to the Bahamas to get it. Here, she learns how to swim with them and comes face to face with the dangerous tiger shark.

#### New words

**Tanya Streeter** /ˌtænjə 'stri:tə/ 塔尼亚·斯特里特  
**the Bahamas** /ðə bə'hɑ:məz/ 巴哈马 (大西洋上一个群岛之国)

**tiger shark** *n.* 虎鲨

**Jim Abernathy** /ˌdʒɪm æbə'nɑ:θi/ 吉姆·阿伯内西  
**Caribbean reef shark** *n.* 加勒比海礁鲨

#### Culture notes

**Tanya Streeter:** a world champion free diver. She broke the overall No-Limits free diving world record (greater than the men's record) with a depth of 160m in 2002, which is still the women's world record for No-Limits Apnea (无限制屏气潜水).

**the Bahamas:** an island country in the Atlantic east of Florida and Cuba. It is a popular winter resort.

## Viewing

### BEFORE ► you view

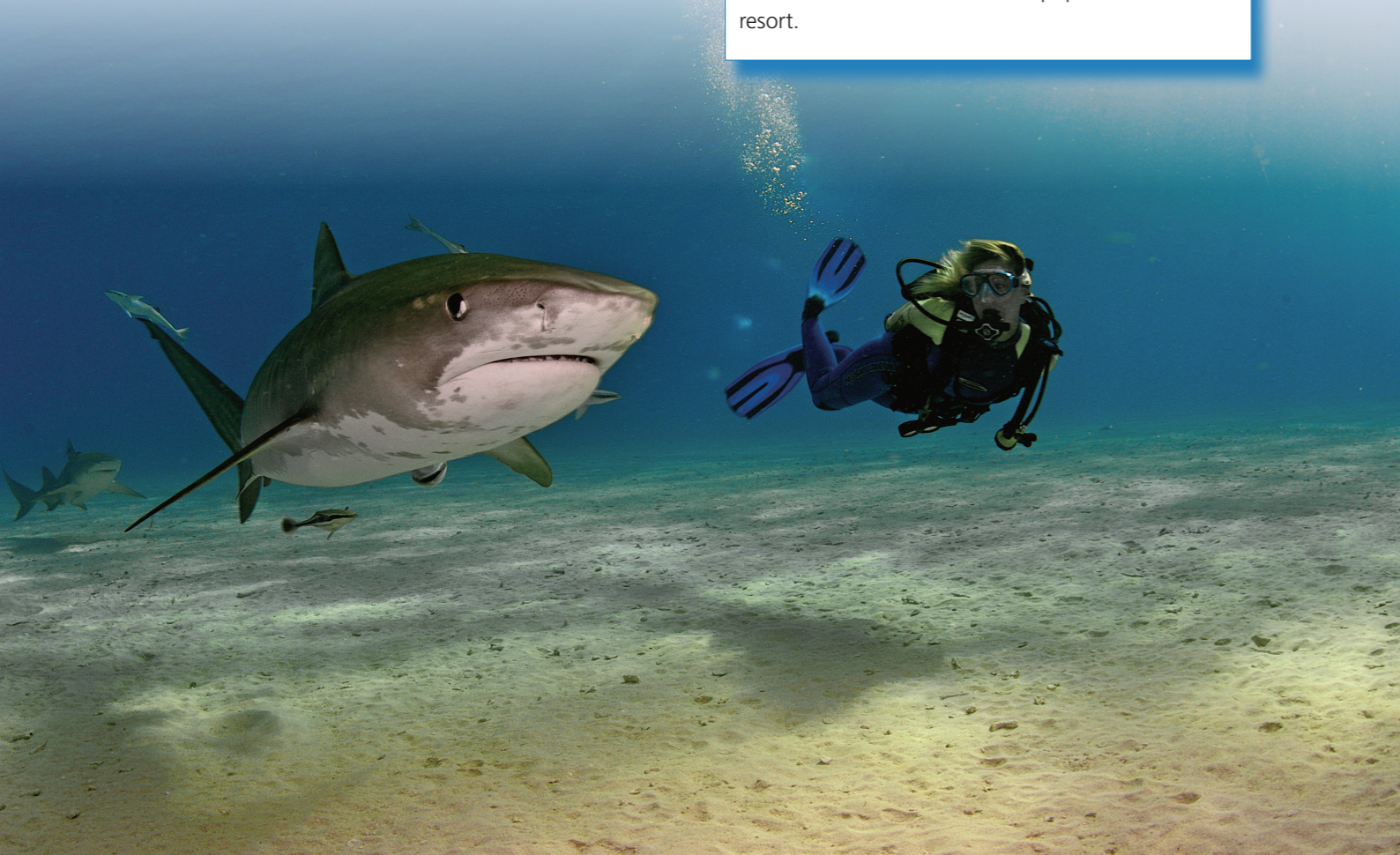
1

#### Reference answers

I guess she probably would first ask for help from a psychologist who could give her some suggestions on how to face sharks fearlessly. Then she needs some training to get used to staying with sharks closely. Gradually she might feel easy about coming face to face with sharks without any psychological obstacles any more.

### Teaching tips

Since this question is open-ended, you should encourage any possible answers from Ss. Ask them to write down their answers and then check which prediction is correct after watching the video clip.





**WHILE ▶ you view**

2 Read the statements and the answer choices. Then watch the video clip and choose the best answers.

- 1 It's safer to wear a \_\_\_\_ swimsuit.
  - A black
  - B green
  - C shiny
  - D red
  
- 2 Tanya uses a \_\_\_\_ to protect herself from the sharks.
  - A knife
  - B stick
  - C gun
  - D fish head
  
- 3 At the end of the program, Tanya was \_\_\_\_\_.
  - A frightened
  - B embarrassed
  - C proud
  - D depressed

Now watch again and check your answers.

3 Read the program extracts. Then watch the video clip again and correct the mistakes.

- 1 At first, it isn't difficult.
- 2 I didn't think that they were going to be ... quite so ... friendly.
- 3 I noticed the mask and I think we should change the mask completely.
- 4 Jim throws meat into the water to attract the sharks.
- 5 Tanya, look behind you over on your right.
- 6 That was frightening! Tanya did great.
- 7 I've started to overcome my very real nervousness.

Now watch again and check your answers.

**AFTER ▶ you view**

4 Work in groups and discuss what solutions you can offer to solve the problems in the following situations:

- 1 There is always one sock left when the other is worn or missing.
- 2 You always worry that your flowers and plants may dry up when you leave your home since nobody will water them.



**WHILE ▶ you view**

**Scripts**

V = Voice-over; T = Tanya; J = Jim

- V: Tanya Streeter is a world-famous diver but she's afraid of sharks. So she decides to go for ... shark therapy.  
At first, it isn't easy. The sharks arrive. Tanya feels nervous as she watches the sharks from the boat.
- T: I didn't think that there were going to be this many of them. And I didn't think that they were going to be ... quite so um, big.
- V: Tanya prepares to dive. She's feeling very frightened.
- T: This isn't good. I've got to get more brave.
- V: Tanya dives into the water, and the sharks swim towards her ... the shiny suit attracts them. When she swims back to the boat, one shark follows her!
- T: OK.
- V: Not a good start for Tanya's shark therapy ... so she asks the shark expert, Jim Abernathy, to help.
- T: And how about my suit because I have noticed that the, the Caribbean reef sharks in particular seem to be quite interested in my rather shiny suit.
- J: I, I noticed the suit and I think we should change the suit completely, and er, I think we should go with all black.
- T: All black. OK.
- V: And it's time for the big dive – with the tiger sharks. Jim throws fish heads into the water to attract the sharks. And as Tanya dives, the sharks come to her straightaway. Jim gives Tanya a stick to protect herself.
- T: Oh, my gosh! Thank you.
- J: Tanya, there's another one behind you. Keep the stick vertical.
- T: That's a big shark.
- J: Tanya, it just turned back towards you. Tanya, Tanya ... Tanya! Tanya, look behind you over on your left. Use the stick first.
- V: After some time, Tanya starts to feel more comfortable with the sharks.

- T: It's just beautiful.
- V: Her fear has gone. The shark therapy has been successful.
- J: That was wonderful! Tanya did great.
- T: It's a real relief to have done this today. I do feel like I've accomplished something. I've started to overcome my very real fear.

**2 Answers**

- 1 A    2 B    3 C

**3 Answers**

- 1 difficult → easy
- 2 friendly → big
- 3 mask → suit
- 4 meat → fish heads
- 5 right → left
- 6 frightening → wonderful
- 7 nervousness → fear

**AFTER ▶ you view**

**4 Reference answers**

- 1 It is suggested that you buy more than two pairs of socks of the same color and style next time. On the one hand, you can wear them interchangeably, which is good for prolonging the life of those socks. On the other hand, it will not be a problem anymore if one of them is worn or missing.
- 2 To solve this problem, I think we can design a kind of special device that is able to automatically water flowers and plants on a regular basis. We may set the exact time and frequency for watering flowers and plants. Certainly, the amount of water supplied each time can also be preprogrammed. It would be better if the machine can sensibly detect the environmental changes and correspondingly modify the amount of water supplied. With these functions, we won't need to worry about our flowers and plants anymore even when we are not at home.



# Speaking for communication

## Role-play

**1** You are going to listen to some people brainstorming on ways to make children like eating vegetables. Before you listen, work in pairs and write three ideas. Then listen to Part 1 of the conversation. Are any of your ideas included? What other ideas do they give?

**2** Listen to Part 2 of the conversation. Which ideas are rejected and why? Which one is chosen in the end?

**3** Listen to Part 2 of the conversation again and complete the sentences regarding suggesting ideas and responding to ideas respectively.

### Suggesting ideas:

- How do you \_\_\_\_\_ this idea?
- What about \_\_\_\_\_?
- Would you \_\_\_\_\_ the gardening campaign?
- How does the recipe idea \_\_\_\_\_ you?
- I think \_\_\_\_\_ if we could get kids into vegetarianism.
- \_\_\_\_\_ try combining the two ideas.

### Responding to ideas:

- Actually, that could be \_\_\_\_\_.
- Well ... \_\_\_\_\_, I, I think it's too \_\_\_\_\_ to set up.
- It doesn't \_\_\_\_\_ me. Sorry.
- As a matter of fact, I was \_\_\_\_\_ that myself.
- OK, let's \_\_\_\_\_ that.

### Culture notes

**viral campaign:** a viral marketing campaign. It is a type of advertising used by Internet companies in which computer users receive and send out advertising messages or images without realizing that they are doing this.

### New words

- brainstorm** /'breɪn,stɔ:m/ *v.* 头脑风暴; 献计献策  
**veggie** /'vedʒi/ *n.* 蔬菜  
**recipe** /'resəpi/ *n.* 食谱; 烹饪法  
**vegetarian** /,vedʒə'teəriən/ *n.* 素食(主义)者  
**cereal** /'siəriəl/ *n.* 谷类食品; 麦片  
**viral** /'vaɪrəl/ *a.* 病毒的; 病毒引起的  
**bluntly** /'blʌntli/ *ad.* 率直地; 直言不讳地; 直截了当地  
**vegetarianism** /,vedʒə'teəriə,nɪz(ə)m/ *n.* 素食主义  
**gross** /grəʊs/ *a.* 极令人厌恶的; 极令人不快的

**4** Work in groups of three. Choose one of the topics below and brainstorm at least five ideas. Use the skills for brainstorming on Page 78. Student A plays the role of a person who leads the brainstorming session. Student B and Student C are supposed to suggest ideas and comment on the proposed ideas. The group should finally vote on the best idea from what you have proposed.

- How to encourage people to learn a foreign language
- How to get people to visit a particular country or city
- How to make men interested in shopping
- How to make football appeal to women
- How to encourage young people to be more polite to older people
- How to get people to walk to work



# Speaking for communication

## Role-play

(See T78 & T80 for Scripts of "Role-play")

### 1 Answers

The ideas given by speakers in the conversation include:

- changing the color of vegetables to purple
- giving a prize to kids who eat two veggies a day
- carrying out a school gardening program
- making kids want vegetables by forbidding them to eat vegetables
- putting vegetarian recipes on cereal boxes or websites
- launching a viral campaign which features a video with a celebrity

### 2 Answers

#### Rejected ideas and reasons:

- changing the color of vegetables to purple: would need to use chemicals to color the vegetables
- giving a prize to children who eat two veggies a day: not original enough, too difficult to organize
- carrying out a school gardening program: too complicated to set up
- making kids want vegetables by forbidding them to eat vegetables: no reason mentioned
- putting vegetarian recipes on cereal boxes or websites: wouldn't mean anything to kids, maybe only to their parents
- getting kids into vegetarianism: the point is to get children to eat a more balanced diet, not to make them vegetarians

#### Chosen idea:

launching a viral campaign which features a video with cartoon characters

### 3 Answers

#### Suggesting ideas:

- feel about
- having a competition
- consider
- strike
- it'd be great
- Suppose we

#### Responding to ideas:

- a problem
- frankly; complicated
- grab
- thinking of
- go with

### 4 Reference answers for topic 6:

- A:** It's really regrettable that the benefits of walking to work still remain unknown to many people today. I was thinking of using the Internet to get people to realize the benefits of it.
- B:** I don't think many people will notice it; there is a huge amount of information on the Internet.
- C:** So what about inviting a celebrity spokesperson to promote the idea?
- B:** Honestly speaking, celebrities do appeal to many people, especially teenagers. But it doesn't grab me. We can hardly afford the cost.
- C:** How does the idea of putting articles in popular newspapers strike you?
- B:** It's not original. As a matter of fact, I think it'd be great if we could get doctors to promote the benefits of walking to work.
- C:** Oh, that sounds like a practical idea.
- A:** Why don't we organize a Walk to Work Week?
- B:** Actually, I am torn between that idea and using the doctors.
- A:** Suppose we try combining the two ideas?
- C:** OK. That seems like the best idea.
- A:** Right. Let's go with that.

# SPEAKING SKILLS

## Brainstorming

Brainstorming is a problem-solving technique which can help generate lots of ideas on a given topic from a group of people. Some of these ideas can be refined into original, creative solutions to a problem, while others can spark even more ideas. The intention of brainstorming is to encourage the collective thinking of the group members by engaging them in active thinking, listening, and building on each other's ideas. Therefore, during the brainstorming, all group members are encouraged to constantly propose or suggest ideas and react to or comment on the ideas. The following are some expressions commonly used in brainstorming.

Proposing / suggesting ideas	
How do you feel about	this idea?
What (do you think) about	going to the cinema tonight?
Would you consider	finishing your homework first before going out?
Couldn't we	invite your grandmother to our party?
Could we go for	another ride after dinner?
How does	this idea of swimming strike you?
I was thinking of	getting a consultant who could guide him as well as his company's management.
Don't you think it's a good idea	to protect the data before he comes?
What would you say	to a cup of coffee?
Why don't we	use that computer program to achieve this purpose?
It'd be great if we could	run together every morning.

Reacting to / commenting on ideas	
positive	<ul style="list-style-type: none"> <li>• That's a great / fantastic idea.</li> <li>• Let's go with / go for that.</li> <li>• What a good idea!</li> <li>• That sounds like a good idea.</li> </ul>
unsure	<ul style="list-style-type: none"> <li>• I can't make up my mind.</li> <li>• I'm torn between ... and ...</li> </ul>
negative	<ul style="list-style-type: none"> <li>• I think it's too obscure / predictable.</li> <li>• That's not original / interesting enough.</li> <li>• It doesn't grab me.</li> <li>• I think we're on the wrong track here.</li> </ul>

## Scripts

(Scripts for Part 1 of "Role-play")

W = Woman; M1 = Man 1; M2 = Man 2

### Part 1

**M1:** OK, let's try to do this quickly. We've got just a few minutes. Who's taking notes?

**M2:** Er, I'll do that.

**M1:** Good. OK, let's brainstorm.

**W:** Color. Purple vegetables.

**M2:** Purple vegetables. Yeah.

**M1:** Or a competition. A prize to kids who eat their two veggies a day.

**M2:** Hmm, OK ...

**M1:** Or a gardening program in schools.

**M2:** What do you mean?

**M1:** If kids grow vegetables, they'll want to eat them.

**M2:** Right.

**W:** Have the opposite? What happens if you don't eat your veggies?

**M2:** Er, I'm not sure about that.

**M1:** Hey, we're brainstorming.

**W:** OK. How about this? Forbid them from eating vegetables, at school at least. No veggies allowed. Then they'll want them.

**M2:** Hmm, I'll write it down ... Any more?

**M1:** Something with recipes, like put vegetarian recipes on the back of cereal boxes.

**M2:** Or on websites.

**M1:** Viral campaign. Short video with a celebrity. A famous rap star rapping about eating vegetables.

**W:** OK.

**M1:** Is that it?

(See T80 for Scripts of Part 2 of "Role-play")

# SPEAKING SKILLS

## Brainstorming

One of the best ways to generate ideas in a short amount of time is using the brainstorming strategy. Brainstorming helps to extend Ss' imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members.

With group brainstorming activities in class, Ss can take advantage of the full experience and creativity of all group members. When one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. Another advantage of group brainstorming is that it helps everyone feel that they've contributed to the solution. Besides, it reminds people that others have creative ideas to offer.

To make sure that a group brainstorming is successful, some key principles or rules are to be observed as follows.

- 1 Remember that, initially, the quantity of ideas is more important than quality. At the brainstorming phase, you don't want just one brilliant idea, you want five, 10, dozens to choose from, including some weird and obscure ones. So the goal of brainstorming is to produce as long a list as possible.
- 2 No idea is too predictable or absurd. In fact, sometimes these ideas somehow lead you to the perfect solution.
- 3 Zero judgment. At this point you can't say an idea is dreadful or unrealistic or just too ambitious, because what you need are just ideas, ideas, ideas. The worst thing you can do in a brainstorming is to criticize an idea.
- 4 Everybody's equal. You have to spot the shy people and encourage them. There's no hierarchy. It only works if you work as a team.
- 5 Keep a record. Write the ideas down – each and every one. Have one person as a secretary and they just write whatever anyone says.

In Exercise 3, Ss will practice how to brainstorm ideas by using the skills they have learned.



## Group discussion Presenting your business idea

### Get ideas

1 Listen to two students introducing a business idea and answer the following questions.

- 1 What is the product called?
- 2 Why is it such a good idea?
- 3 Where will it be sold?

2 Read the expressions. Then listen to the recording again and check (✓) the ones you hear.

- 1 We would like to introduce you to an idea that ...
- 2 What makes our idea special is that it's not just practical ...
- 3 We anticipate sales of 100 units in the first year.
- 4 We envisage this product being sold in supermarkets ...
- 5 We have particular expertise in the field in that we have ...
- 6 We think that Yummy Utensils will be a hit with families in particular ...
- 7 We differentiate ourselves from the competition by ...

### New words

**yummy** /'jʌmi/ *a.* 美味的; 可口的  
**utensil** /ju:'tensl/ *n.* (烹调、进餐用的)用具, 器皿  
**pierce** /piəs/ *v.* 刺入; 刺穿  
**pretzel** /'pretsl/ *n.* 椒盐棒饼, 纽结状椒盐脆饼 (人们常在正餐之间食用或用来下啤酒)  
**gimmick** /'gɪmɪk/ *n.* 花招; 噱头  
**dissolve** /,dɪ'zɒlv/ *v.* 溶解; 分解  
**envisage** /ɪn'vɪzɪdʒ/ *v.* 设想; 展望  
**disposable** /dɪ'spəʊzəbl/ *a.* 用后丢弃的; 一次性的

- 8 We've done some market testing and it was amazing how much the children enjoyed them.
- 9 Our track record shows that we are ...
- 10 In the future, we are planning to develop a sweetened version ...



## Group discussion

### Scripts

W = Woman; M = Man

- W:** We would like to introduce you to an idea that will change the way you eat: Yummy Utensils. As you can guess, we're talking about knives, forks and spoons that you can eat.
- M:** You'll never have to throw plastic knives, forks and spoons in the rubbish again. At the end of your lunch, after you finish eating, you simply eat your utensils, like this.
- W:** Er, Yummy Utensils are made of a special vegetable and flour mixture, are strong enough to cut meat and pierce salad, but easy to digest after you chew them.
- M:** They're tasty, too – a bit like pretzels. Here, would you like to try one?
- W:** What makes our idea special is that it's not just practical, and it's not a simple gimmick.
- M:** No, Yummy Utensils are not just practical and fun, they're also environmentally friendly. Just think of all the resources that go into making plastic utensils, which are ... well, just thrown into the rubbish and become a permanent part of the waste that we litter the planet with. Yummy Utensils are made from natural ingredients, using the same processes as are used to make bread products, and of course create no rubbish at all. Even if you don't eat your Yummy Utensils and throw them in the rubbish, they dissolve within days. So there's no damage to the environment.
- W:** Um, we envisage this product being sold in supermarkets, in the same section where you buy picnic supplies. But don't be surprised if they're sold in the snack section – they taste better than some snack foods. And they're certainly better for you.
- M:** We think that Yummy Utensils will be a hit with families in particular, since they're the biggest consumers of disposable utensils.

- W:** And kids love having a fork or spoon they can eat. We've done some market testing and it was amazing how much the children enjoyed them.
- M:** In the future, we are planning to develop a sweetened version which will make Yummy Utensils the perfect dessert.
- W:** Um, thank you for your attention and we welcome any questions.

### 1 Reference answers

- 1 Yummy Utensils.
- 2 They can be used as the real utensils. And they create no rubbish because when you finish eating, you can simply eat them and they taste good. Or if you throw them away, they dissolve within days. So they're environmentally friendly.
- 3 In the supermarket, with picnic supplies or in the snack section.

### 2 Answers

The expressions you hear are 1, 2, 4, 6, 8 and 10.

### Teaching tips

Ask Ss to pay attention to all the key phrases in the box because they may use them when they present their products to the whole class in the following exercise.

### Discuss and organize ideas

**3** Work in groups. Try to think of a business idea of your own and discuss it with the help of the following questions. You may refer to the expressions in Exercise 2. While discussing, take notes in the following table.

• What's the product called?	
• How did you come up with this idea?	
• What are its major features or functions?	
• Who will the product be popular with?	
• How to publicize the product?	
• Where will it be sold?	

**4** Plan a talk to share your business idea with other classmates. Use your notes to help you organize the ideas.

### Present ideas

**5** Present your group's business idea to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
<input type="checkbox"/> Provide enough details about my business idea.
<input type="checkbox"/> Introduce my business idea in an organized way.
<input type="checkbox"/> Make use of appropriate expressions.
<input type="checkbox"/> Use body language and keep eye contact with the audience.

### Present ideas

**5**

#### Reference answers

Do you have trouble getting out of bed in the morning? FlipBed is the answer! Just set the FlipBed clock and go to sleep knowing that you won't have to get out of bed in the morning. FlipBed will flip you out of bed! The whole bed turns over at the time you set your alarm for, and the speed can be adjusted for slow and fast flip. Besides, there are different versions available. If you buy our product, satisfaction is guaranteed! We think that FlipBed will be a hit with office workers and students who often stay up late and have difficulty getting up in the morning. You will see our advertisements for this product on TV and in newspapers. We've also set up our official website, i.e. [www.flipbed.com](http://www.flipbed.com). We promise that FlipBed will be sold in supermarkets or via the Internet very soon. For more information, please go to [www.flipbed.com](http://www.flipbed.com).

#### Scripts

(Scripts for Part 2 of "Role-play")

W = Woman; M1 = Man 1; M2 = Man 2

#### Part 2

**M1:** OK, let's look at the list and cut it down. Here, I'll put these up on the screen.  
**M2:** Hmm, how do you feel about this idea? The purple vegetables? You know kids, they love purple.  
**W:** Actually, that could be a problem. We're trying to sell something healthy, and we put a chemical in it to make it look attractive.  
**M1:** Good point, yeah. What about having a competition? If the prize is right, children will do anything.  
**W:** Oh, so whoever eats the most vegetables in an hour wins?  
**M1:** No, I was thinking of whoever eats two vegetables a day for a week or something ...  
**W:** Hmm, to be honest, it wouldn't be my first choice.  
**M2:** Hmm, it's not original enough, and too

difficult to organize.

**M1:** Would you consider the gardening campaign? We set up little vegetable gardens near schools ... maybe even have a competition ...  
**M2:** Yeah, they could send in photos to a website, and ...  
**W:** Well ... frankly, I, I think it's too complicated to set up. We need something that's fairly simple in terms of organization. Something that we can control and monitor easily.  
**M1:** How does the recipe idea strike you?  
**M2:** Hmm, it doesn't grab me. Sorry.  
**W:** Hmm, I was going to say the same. To put it bluntly, it's all wrong. It wouldn't mean anything to the kids, maybe only to their parents.  
**M1:** Fair enough.  
**W:** Er, with respect, I think we're on the wrong track here.  
**M1:** Yeah?  
**W:** I think it'd be great if we could get kids into vegetarianism.  
**M2:** Hmm, what do you mean?  
**W:** Well, you know how all children love animals. We could use that to make them want to stop eating meat, maybe use cute pictures of animals next to meat.  
**M1:** Oh no, that's gross! Anyway, the point is not to make children vegetarians, just to get them eating a more balanced diet.  
**M2:** Hmm, I agree. I know this sounds weird but we could go for a "negative" campaign. It could be done in a funny way. We could use fantasy characters in a cartoon ...  
**M1:** As a matter of fact, I was thinking of that myself. The ones who don't eat their veggies are the weak ones ...  
**W:** Yeah ...  
**M1:** So what do we think?  
**M2:** At the moment I'm torn between the cartoon and the viral campaign ... A rapper would be perfect ...  
**W:** Suppose we try combining the two ideas, and have a viral campaign but not with a celebrity, with cartoon characters?  
**M2:** I like it.  
**M1:** OK, let's go with that.



## Public speaking

# PUBLIC SPEAKING SKILLS

### Delivering a speech

When delivering a speech, you should present your ideas in a natural, clear and attractive manner. You need to use your voice and body language effectively, and you can supplement words with certain visual aids to enhance the audience's understanding.

#### Voice

Convey enthusiasm, confidence and energy through your voice. In particular, you should do the following:

- 1 Speak loud enough so that your audience can hear you easily.
- 2 Speak at a speed that is natural and easy for the audience to follow.
- 3 Vary your pitch and use appropriate intonations for different types of sentences (e.g. questions vs. statements) and emotions (e.g. happiness vs. sadness).
- 4 Use pauses to give proper signals to the audience, for example, when you want to emphasize a point or indicate a transition between two points.

It is important that you use voice well when giving a speech. Vary your voice to avoid speaking in a monotone (单调的声音). Delivery without changes in volume, speed and intonation makes a speech boring.

#### Body language

Use natural and spontaneous body language when you speak. Your physical action has a strong impact on the success of your speech. Below are five key aspects of body language that you need to pay attention to:

- 1 Dress and groom appropriately so that you will give the audience a good first impression.
- 2 Stand in a balanced and relaxed position, which conveys confidence.
- 3 Have natural facial expressions, which is an effective way to connect with the audience.
- 4 Make eye contact with the audience, which can help create a positive relationship with them, keep them interested, and make them feel involved.
- 5 Use proper gestures which can help clarify and reinforce your ideas.

Body language is part of everyday communication. Positive and powerful body language helps you establish a connection with the audience, give them a sense of involvement, and convey your objectives effectively.

## Public speaking

# PUBLIC SPEAKING SKILLS

### Delivering a speech

Powerful delivery of a speech combines a certain degree of formality with the best attributes of effective language communication such as clarity, naturalness and liveliness. Good speakers know how to use voice, body language and visual aids to enhance the impact of their presentation, but without distracting the audience.

#### Voice

One factor that contributes to successful speech presentation is the use of voice. The speaker needs to control the volume (loudness), rate, pitch as well as pauses. Basic principles include speaking loud enough for the audience to hear clearly, speaking at a natural and easy-to-follow speed, modulating the tone or intonation appropriately, and timing pauses well. Here are some tips on how to use these voice qualities:

- 1 Volume: The speaker can use an increased volume to get attention or to stress an idea, but a soft voice to apologize or to express sadness.
- 2 Rate: The speaker may speak fast to convey enthusiasm and excitement, but slowly to signal emphasis or caution.
- 3 Pitch and tone: A high pitch is generally used to ask a question or convey happiness, but a low pitch to give a statement or convey sadness.
- 4 Pauses: Short pauses can signal the end of a clause or sentence, but longer ones can indicate the transition between two major points. A pause before a key point lets the audience know that something important is to be presented, whereas a pause after that point gives the audience time to reflect on and internalize it.

#### Body language

Body language is a means of non-verbal communication which conveys messages through physical action rather than words. Major types of body language used in speech delivery include personal appearance, postures / stances, facial expressions, eye contact and gestures. They serve a variety of purposes, for instance, to keep the audience interested, to clarify a point, to communicate confidence, or to build rapport with the audience.

Take eye contact as an example. One of its major functions is to involve the audience in the speech. If the speech is delivered to a large group of people, the speaker should make sure he / she shares eye contact with all areas of the room. For instance, he / she can do this in an irregular "Z" pattern – looking at one person for several seconds, and then moving across the room and settling on another face.

### Visual aids

A good speech is more than words. You can add visual aids to your speech to achieve many purposes: to grab the audience's attention, to illustrate complex information, and to reinforce your message, among many others. Common types of visual aids include objects and models, photographs and drawings, diagrams and graphs, posters and handouts, videos and PowerPoint slides.

When using a visual aid, you should follow these basic principles:

- 1 Keep it relevant. The visual aid should support the topic you are speaking on and the message you are communicating.
- 2 Make it visible. The visual aid should be clear and big enough for everyone in the audience to see.
- 3 Keep it brief and simple. You should stick to the purpose of the visual aid and avoid putting too much information into it.
- 4 Speak to the audience, not to the visual aid. You should pay attention to the audience and avoid getting distracted by the prop (道具).
- 5 Introduce the visual aid before talking about the information presented in it. For instance, you can give the background on how you collected the data shown in a pie chart, or point out on a map the area you are discussing.

Visual elements in a speech enable you to appeal to more than one sense at the same time. Their use can not only add interest and variety to your presentation, but also keep you and your audience focused.

To summarize, effective speech delivery requires good use of voice, body language and visual aids. Good speakers connect with the audience by building rapport (融洽; 和谐) and tapping into their feelings. In other words, they present their ideas naturally, clearly and attractively.

A general rule of using body language in speech delivery is not to overuse it and let it distract the audience. In particular, the speaker should pay attention to the following:

- 1 Avoid having the same gesture or movement over and over.
- 2 Avoid using gestures that reveal anxiety (e.g. pulling ear, fiddling with clothing, or wiping brow).
- 3 Avoid overdoing eye contact and staring at the audience.
- 4 Avoid random movement (e.g. swaying the body from side to side, pacing back and forth non-stop, or tapping a pencil on the desk).

The body language used in speech presentation should be natural and spontaneous. Public speakers need to make sure their physical behavior is controlled and precise since too much movement will make them appear nervous and unfocused.

### Visual aids

Visual aids can be just about anything the audience can see. Presentations which use visual support are often more persuasive than the ones which do not. Clear and concise visual elements provide a stimulating addition to the spoken word. They help keep the audience interested and support the speaker's argument. This is because the brain remembers visual information better than word information.

Here is a checklist that Ss may use when they prepare and present visual aids.

#### Visual aids checklist

##### Preparation

- 1 Are the visual aids relevant to my topic?
- 2 Do the visual aids help explain rather than complicate my point?
- 3 Are the visual aids clearly visible for everyone in the audience?
- 4 Are the visual aids clear and easy to understand?
- 5 Do I use key words and phrases rather than complete sentences?
- 6 Are the fonts easy for the audience to read?
- 7 Do the colors on the visual aids work well together?

##### Setting & Equipment

- 1 Have I checked the speech room to decide where I can display my visual aids most effectively?
- 2 Do I know how to use the equipment in the speech room?
- 3 Have I double-checked the equipment to make sure it works properly?
- 4 Would I be prepared to give my speech even if the equipment were to fail?

##### Delivery

- 1 Did I speak to the audience while presenting the visual aids?
- 2 Did I explain the visual aids clearly and concisely?
- 3 Did I maintain eye contact with the audience while presenting the visual aids?
- 4 Was I positioned where everyone could see and hear me?

In short, speech delivery should be natural, clear and interesting. Knowing how to use voice, body language and visual aids effectively is crucial for successful presentation of a speech.



1 Read the following speech on the iPhone.

## The iPhone: a great invention of the 21st century

- 1 On January 9, 2007, Steve Jobs, Apple's CEO at that time, went up to the stage of the Macworld convention in San Francisco. There he said he would be introducing "a wide-screen iPod with touch controls", "a revolutionary new mobile phone", and "a breakthrough Internet communications device". But it wasn't three products. It was one product. It was the iPhone, one of the greatest inventions of the 21st century.
- 2 The iPhone is a line of smartphones invented by Apple. Since it was launched in 2007, it has radically changed the way we live, allowing us to connect with people and access information better than ever before

in history. Today our mobile phone seems to be capable of everything: phone calls, emails, music, games, photos and movies ... This is largely attributed to the pioneering features of the iPhone.

- 3 In this talk, I'm going to introduce the history and development of the iPhone. Between 2007 and 2014, Apple released altogether eight generations of this device, from the original iPhone, iPhone 3G, iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPhone 5C and iPhone 5S, to the most recent iPhone 6 and iPhone 6 Plus. Each generation came out with remarkable innovation and improvement on the previous one.
- 4 The first generation, or the original iPhone, was released on June 29, 2007. It set up several features that remained through the next few generations. For example, the 3.5-inch screen size persisted for the next four generations.



### Teaching tips

Since this unit is largely concerned with the physical behavior of public speakers (e.g. use of voice and body language) and the use of visual tools, it is better to have Ss listen to and / or watch some speech samples. You can also ask them to analyze how well the speakers in those samples do in terms of what is introduced in the unit.

### Reference answers

- 2
  - 1) Examples on the use of voice
    - A high voice volume at the start of Para. 1 to attract the audience's attention
    - A short pause before the last sentence of Para. 1 (i.e. "It was the iPhone, one of greatest inventions of the 21st century.") to stress the uniqueness of the iPhone
    - A slower rate in Para. 2 when the various things modern people do on the iPhone are mentioned so as to give the audience some time to think and reflect on the versatility of the device
  - 2) Examples on the use of body language
    - Eye contact with the audience
    - Pointing at the photos of the iPhone or Steve Jobs when they are shown
- 3
 

I may use some photos or short videos when I deliver the speech, for example:

  - Photos of one or more models of the iPhone
  - A photo of Apple's logo
  - A photo of the former Apple's CEO Steve Jobs
  - Photos of people using the iPhone (e.g. in a coffee store, or on the subway)
  - Photos illustrating the design of the iPhone (e.g. the touch screen)
  - Photos or videos showing how to use the iPhone
  - A table that shows the history of the iPhone
  - Sample table

History of the iPhone

Gen	Release date	Name
1st	2007-06-29	iPhone
2nd	2008-07-11	iPhone 3G
3rd	2009-06-19	iPhone 3GS
4th	2010-06-24	iPhone 4
5th	2011-10-14	iPhone 4S
6th	2012-09-21	iPhone 5
7th	2013-09-20	iPhone 5C
		iPhone 5S
8th	2014-09-19	iPhone 6
		iPhone 6 Plus

- 5 Over the next two years, the second and third generations were introduced. They were respectively the iPhone 3G, released on July 11, 2008, and the iPhone 3GS, launched on June 19, 2009. These two phones were faster and more powerful, but sold at much lower prices. One of the new features added was a camera that could record video on the 3GS model.
- 6 The next two generations, namely the iPhone 4 and the iPhone 4S, continued evolution. The iPhone 4 came out on June 24, 2010. It had an all-new design, for example, a thinner body, a higher resolution of the screen and a front-facing camera for video calling. Following the iPhone 4 was the iPhone 4S, which went on sale on October 14, 2011. This model came with further improvement, such as a better camera, a new processor, and a natural language voice control system. New design and amazing functions made these two phones more powerful than any other mobile phone in their time.
- 7 The sixth-generation iPhone, i.e. the iPhone 5, is another revolutionary product. Released on September 21, 2012, it took the mobile phone to a new level. It was bigger and faster, but thinner and lighter. For instance, it had a 4-inch screen, up from the 3.5-inch display for all previous generations.
- 8 On September 20, 2013, Apple released its seventh-generation iPhone, which contained two models – the iPhone 5C and the iPhone 5S. This was the first time that Apple had simultaneously launched two models. The iPhone 5C was set at a mid-range price and was available in five colors – white, blue, green, pink, and yellow. The iPhone 5S came in three colors – black, white, and gold. It featured a fingerprint scanner, even faster speed and better camera functions.

- 9 The most recent generation, i.e. the eighth generation, was launched on September 19, 2014. It had two models, i.e. the iPhone 6 and iPhone 6 Plus, both of which came in three colors – gold, silver, and space gray. This series pushed the edge of design once again. It had larger displays, measuring at 4.7 inches for the iPhone 6 and 5.5 inches for the iPhone 6 Plus. Other major changes included thinner bodies, higher resolutions, a faster processor, better cameras, improved Wi-Fi connectivity, and support for a mobile payment platform. This line of the iPhone could be said to be the best smartphone to date.
  - 10 This is how the iPhone has evolved in just a few years. From this brief review, we can see that the history of the iPhone is a story of constant technological innovation and progress.
  - 11 Very few mobile phones have influenced our life as significantly as the iPhone has, and its impacts may well continue to extend across diverse fields. When Steve Jobs declared it a “revolutionary” product in 2007, he was not joking. The iPhone opened our eyes to how easy and productive using a mobile phone could be.
- 2 Work in small groups and take turns to deliver Paragraphs 1-2. Pay attention to your use of voice and body language.
  - 3 What visual aids may you use if you deliver the speech in front of your class?
  - 4 Suppose you are going to deliver the speech by using PowerPoint slides. Create the slides that you will use in your presentation.

4 Sample PPT slides

<p><b>The iPhone: a great invention of the 21st century</b></p> <p>Chen Ting</p> <p>December 27, 2014</p>	<ul style="list-style-type: none"> <li>• 6th Gen: iPhone 5 (September 21, 2012) – bigger &amp; faster, but thinner &amp; lighter (e.g. screen size: 3.5" → 4")</li> <li>• 7th Gen: iPhone 5C &amp; iPhone 5S (September 20, 2013) – 1st time two models were released simultaneously</li> </ul>	1	5
<p><b>I Introduction</b></p> <ul style="list-style-type: none"> <li>• Steve Jobs’s words in 2007</li> <li>• Diverse functions</li> <li>• Overview:                             <ul style="list-style-type: none"> <li>– history &amp; development</li> <li>– eight generations between 2007-2014</li> </ul> </li> </ul> <p>[Photos of iPhone models]</p>	<ul style="list-style-type: none"> <li>– iPhone 5C: mid-range price; 5 colors</li> <li>– iPhone 5S: 3 colors; fingerprint scanner, faster speed &amp; better camera functions</li> <li>• 8th Gen: iPhone 6 &amp; iPhone 6 Plus (September 19, 2014) – 3 colors – larger displays: 4.7" ( iPhone 6); 5.5" (iPhone 6 Plus) – Other major changes: thinner bodies, higher resolutions, a faster processor, etc.</li> </ul> <p>[Table showing the history of iPhone]</p>	2	6
<p><b>II History of the iPhone</b></p> <p>8 generations (2007-2014):</p> <ul style="list-style-type: none"> <li>• 1st Gen: the original iPhone (June 29, 2007)</li> <li>• 2nd &amp; 3rd Gen: iPhone 3G (July 11, 2008); iPhone 3GS (June 19, 2009) – faster &amp; more powerful, but lower prices</li> </ul>	<p><b>III Conclusion</b></p> <ul style="list-style-type: none"> <li>• Summary: a story of constant technological innovation and progress</li> <li>• Steve Jobs (2007): the iPhone is a “revolutionary” product.</li> </ul>	3	7
<ul style="list-style-type: none"> <li>• 4th &amp; 5th Gen: iPhone 4 (June 24, 2010); iPhone 4S (October 14, 2011) – iPhone 4: an all-new design (e.g. thinner body, sharper screen, front-facing camera) – iPhone 4S: further improvement (better camera, new processor, natural language voice control system)</li> </ul>	<p><b>Thank You!</b></p>	4	8



# Further practice in listening

## Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

- A Ted will drop out of school.  
B Ted is very interested in computer class.  
C Ted will establish his own computer company.  
D Ted is not capable of setting up his computer company.
- A He is worried about the wastewater recycling.  
B He is worried about the price of the tiny engines.  
C He is worried about people in areas lacking water.  
D He is worried about the pollutants in wastewater.
- A The man is tired of driving cars to work every day.  
B The man is planning to buy an intelligent car.  
C The man thinks intelligent cars might be expensive.  
D The man is working with some engineers on intelligent cars.
- A A business idea brought forth by an airline.  
B How to share online profiles to look for a potential relationship.  
C A dating program which helps people look for a partner online.  
D The in-flight online service offered by an airline.
- A She suggests the man shoot videos for people online.  
B She suggests the man quit the online business.  
C She suggests the man start a video store online.  
D She suggests the man edit videos for people online.

### New words

layman /'leɪmən/ *n.* 门外汉; 外行人

## Long conversation

Listen to a long conversation and choose the best answer to each question you hear.

- A He has only written three stories and that is not enough.  
B He has no idea about his new writing assignment.  
C Writing three stories in two months is too much for him.  
D The two-month creative writing class is boring.
- A She has long talks with someone on the beach.  
B She will first think about characters and the plot.  
C She draws inspiration by taking long walks in nature.  
D She usually goes to the train station to find inspiration.
- A Approving.  
B Doubtful.  
C Indifferent.  
D Disapproving.
- A Watch interesting people with strange hats.  
B Get creative ideas from real daily life.  
C Listen to dramatic goodbyes in different accents.  
D Talk with people to know their stories.

### New words

credit /'kredɪt/ *n.* 赞扬; 称赞

# Further practice in listening

## Short conversations

### Scripts

#### Conversation 1

**M:** Ted said he'd made up his mind to quit school and set up his own computer company.

**W:** He's told many people about his plan but I wonder where he could get so much money. Besides, he never showed any real curiosity in our computer class. He is a complete layman as far as the computer is concerned.

**Q:** What does the woman mean?

#### Conversation 2

**W:** It is reported that researchers have developed tiny engines which are able to break down the pollutants in wastewater to create clean water. I think that'll be great news to people in areas lacking water.

**M:** Well, I am thinking that whether people in those areas can afford the engines.

**Q:** What is the man worried about?

#### Conversation 3

**W:** Driving all the way to work and back every day really makes me exhausted. If only the cars could drive automatically.

**M:** Well, haven't you heard that some engineers are working on intelligent cars? I suppose that you will soon be able to purchase one as long as you can afford it.

**Q:** What can we infer from the conversation?

#### Conversation 4

**M:** A Dutch airline rolled out a new program recently. It enables travelers to choose their seat partners based on the online profiles of those sharing the flight. Passengers can make

a match by offering their Facebook data, depending on whether they're looking for a potential personal or business relationship.

**W:** Aha, that's really a fantastic idea. I'd like to have a try as early as possible.

**Q:** What are they talking about?

#### Conversation 5

**M:** I am thinking of starting my own business. But I haven't got any idea of what to do. It seems that many young people are pouring into the online business.

**W:** If I were you, I'd like to offer the online video editing service. Many people shoot videos but don't know how to edit. Maybe this is the online business opportunity for you!

**Q:** What does the woman suggest the man do?

### Answers

1 D 2 B 3 C 4 A 5 D

## Language notes

**roll out:** introduce a new product or service 推出 (新产品或新服务)

- Our company will roll out our new smartphone next Monday.
- The company expects to roll out the new software in September.

## Long conversation

### Scripts

**M:** Alas! This creative writing class is too much! I have to write a five-page short story by October 8th, and I have no idea what to write about.

**W:** We're already two months into the semester, you must have written stories before now. What did you write about last time?

**M:** That's just it – we've only had to write true stories so far, funny little things that happened to us or our families. My first

(To be continued)

## Passage 1

Listen to a short passage and choose the best answer to each question you hear.

- 1 A Queen Elizabeth I.  
B Sir John Harrington.  
C Thomas Crapper.  
D Queen Elizabeth I's godmother.
- 2 A It was difficult to pull the knob on a chain to release water from the bowl.  
B It was very difficult to put water into the bowl.  
C The basin had to be emptied and cleaned constantly.  
D Removing the waste was highly water-consuming.
- 3 A They improved the pipes that were attached to the bottom.  
B They added a knob on the chain to pull more easily.  
C They improved the flush system to make it less water-consuming.  
D They improved the collection bowl to make it more sanitary.
- 4 A The person who invented the toilet.  
B The significance of the toilet in our life.  
C The invention of the toilet.  
D The development of the toilet.

### New words

sanitation /ˌsæni'teɪʃn/ *n.* (尤指涉及供水和排污系统的) 公共卫生

Sir John Harrington /sɜː ˌdʒɒn 'hærɪŋtən/ 约翰·哈灵顿爵士

knob /nɒb/ *n.* 把手

sanitary /'sænət(ə)ri/ *a.* 公共卫生的, 健康的 (尤指与供水和排污系统有关的)

flush /flʌʃ/ *n.* (厕所里的) 冲水设备



(Continued)

three stories were about hunting or fishing with my childhood dog, Brownie, and visiting my grandmother during the summers when I was in high school. This time, it has to be fictional. Hey! You're a great artist, how do you get your ideas?

- W: Thank you, but I'm not sure painting and writing are exactly the same. When I'm ready to start a new painting, I usually go for long walks along the beach or out in the woods. I find most of my inspiration in nature.
- M: Hmm ... I don't think that would really work for me. I need characters and a plot.
- W: You should try hanging out at the train station. There are always interesting people with odd hats or accents coming and going, dramatic goodbyes and romantic reunions. Just sit in the lobby for an hour or two and watch everyone. Try to imagine who they are, where they're going, why they're in such a hurry.
- M: The train station? That's actually a pretty good idea! How did you come up with such a great idea?
- W: I'm glad you like it, but I can't take any credit. It's an old trick I learned from many artists and writers. You just need something new and exciting to get those creative ideas flowing.

- Q1: What's the problem with the man?  
Q2: How does the woman get her ideas before painting?  
Q3: What is the man's attitude toward the woman's way of getting inspiration?  
Q4: What does the woman suggest the man do at the train station?

### Answers

1 B 2 C 3 D 4 B

## Passage 1

### Scripts

We may take the invention of the toilet for granted, but it is something many of us would have a hard time learning to live without. Public sanitation systems were invented long ago, but when was the toilet invented? The story of the toilet takes us back to 1596.

The toilet was created by Sir John Harrington for his godmother, Queen Elizabeth I. Harrington called his design a "water closet", and his water closet was installed in Queen Elizabeth's castle in 1596.

The original toilet, or water closet, had a knob on a chain that had to be pulled in order for the water to be released from a bowl. Underneath the bowl, there was a basin or collection bowl that had to be emptied and cleaned often. It is not the sanitary and pleasant way for removing waste that we know of, but it paves the way for later improvements.

Over time, many inventors improved Harrington's original water closet by improving the pipes that were attached to the bottom and the flush system that built upon the original toilet. By 1896, Thomas Crapper began to sell toilets. Crapper saw the importance and necessity of the toilet, and he used his admiration for the product to help promote and sell the toilet.

Harrington's invention is, without a doubt, one invention that would be hard to live without. Inventors will continue to develop upon Harrington's original water closet.

- Q1: Who invented the first toilet according to the passage?  
Q2: What was one of the problems with Harrington's water closet?  
Q3: How did inventors improve the original toilet according to the passage?  
Q4: Which of the following can best summarize the passage?

### Answers

1 B 2 C 3 A 4 D



## Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Scientific research should improve our overall quality of life. The government should provide financial and political support to any research that is likely to result in immediate and significant benefits for the people. However, people's ideas 1) \_\_\_\_\_ when it comes to whether the government should support scientific research with no practical use. Still 2) \_\_\_\_\_ people believe that the government should distribute adequate funds to any scientific research that aims to improve the 3) \_\_\_\_\_ of people, even if it is of no practical use in the short run.

Scientific research whose social benefits are immediate, predictable, and 4) \_\_\_\_\_ should continue to be a high priority. For example, biotechnology research has been proven to help cure and prevent diseases; information technology enables education to be more 5) \_\_\_\_\_; and communication technology facilitates global peace by improving mutual understanding among people and their participation in the democratic process.

However, this is not to say that research whose benefits are less immediate or clear should be given a lower priority. It is difficult to predict which research will 6) \_\_\_\_\_ lead to the greatest contributions to society. Reluctance to finance less practical scientific research could 7) \_\_\_\_\_ the efforts to explore new knowledge. This is particularly

true of the computer sciences. For instance, before the first computer was invented, public opinions 8) \_\_\_\_\_ it, as most people saw nothing practical in computer research. However, computers transformed the way human society evolved and proved to be of great avail in the long run, especially in terms of scientific development in fields such as the military, medicine, 9) \_\_\_\_\_, and education.

Therefore, never should we think that scientific research whose benefits are unknown 10) \_\_\_\_\_ since the purpose of any research should be to discover truths, whatever it might be.



## Passage 2

### Scripts and answers

Scientific research should improve our overall quality of life. The government should provide financial and political support to any research that is likely to result in immediate and significant benefits for the people. However, people's ideas 1) vary when it comes to whether the government should support scientific research with no practical use. Still 2) a large portion of people believe that the government should distribute adequate funds to any scientific research that aims to improve the 3) well-being of people, even if it is of no practical use in the short run.

Scientific research whose social benefits are immediate, predictable, and 4) profound should continue to be a high priority. For example, biotechnology research has been proven to help cure and prevent diseases; information technology enables education to be more 5) accessible; and communication technology facilitates global peace by improving mutual understanding among people and their participation in the democratic process.

However, this is not to say that research whose benefits are less immediate or clear should be given a lower priority. It is difficult to predict which research will 6) ultimately lead to the greatest contributions to society. Reluctance to finance less practical scientific research could 7) have a harmful effect on the efforts to explore new knowledge. This is particularly true of the computer sciences. For instance, before the first computer was invented, public opinions 8) went against it, as most people saw nothing practical in computer research. However, computers transformed the way human society evolved and proved to be of great avail in the long run, especially in terms of scientific development in fields such as the military, medicine, 9) aviation, and education.

Therefore, never should we think that scientific research whose benefits are unknown 10) is not worth pursuing since the purpose of any research should be to discover truths, whatever it might be.

# Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about inventions and creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>
I can predict the theme and relevant vocabulary of a listening material based on the information given.	<input type="checkbox"/>	<input type="checkbox"/>
I can express myself appropriately while brainstorming.	<input type="checkbox"/>	<input type="checkbox"/>
I can present a business idea clearly.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to use voice, body language and visual aids to deliver a speech effectively.	<input type="checkbox"/>	<input type="checkbox"/>