

实用

Donald Freeman  
Deborah Gordon  
Kathleen Graves  
Linda Lee

# 沟通英语

# ICON

综合教程

3

International Communication  
Through English

《实用沟通英语》改编组



高等教育出版社  
Higher Education Press

图字：01—2006—2600

Donald Freeman

## ICON Student Book 2

ISBN: 0-07-255044-9

Copyright © 2005 by the McGraw-Hill Companies, Inc.

Original language published by The McGraw-Hill Companies, Inc. All Rights reserved. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Authorized English-Chinese bilingual adapted edition jointly published by McGraw-Hill Education (Asia) Co. and Higher Education Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan. Unauthorized export of this edition is a violation of the Copyright Act. Violation of this Law is subject to Civil and Criminal Penalties.

本书英文改编版由高等教育出版社和美国麦格劳—希尔教育出版（亚洲）公司合作出版。此版本仅限在中华人民共和国境内（但不允许在中国香港、澳门特别行政区和中国台湾地区）销售。未经许可之出口，视为违反著作权法，将受法律之制裁。

未经出版者预先书面许可，不得以任何方式复制或抄袭本书的任何部分。

本书封面贴有 McGraw-Hill 公司防伪标签，无标签者不得销售。

### 图书在版编目 (C I P) 数据

实用沟通英语综合教程. 3 / 《实用沟通英语》改编组  
改编. —北京：高等教育出版社，2007. 12  
ISBN 978-7-04-022020-9

I. 实… II. 实… III. 英语—高等学校：技术学校—教材 IV. H31

中国版本图书馆CIP数据核字（2007）第197347号

---

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街4号	免费咨询	800-810-0598
邮政编码	100011	网 址	<a href="http://www.hep.edu.cn">http://www.hep.edu.cn</a>
总 机	010-58581000		<a href="http://www.hep.com.cn">http://www.hep.com.cn</a>
经 销	蓝色畅想图书发行有限公司	网上订购	<a href="http://www.landaco.com">http://www.landaco.com</a>
印 刷	北京汇林印务有限公司		<a href="http://www.landaco.com.cn">http://www.landaco.com.cn</a>
		畅想教育	<a href="http://www.widedu.com">http://www.widedu.com</a>
开 本	889×1194 1/16	版 次	2007年12月 第1版
印 张	11.5	印 次	2007年12月 第1次印刷
字 数	350 000	定 价	27.20元（含光盘）

---

本书如有缺页、倒页、脱页等质量问题，请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 22020-00

## 前 言

《实用沟通英语》系列教材是在麦格劳-希尔公司出版的ICON系列教材的基础上,根据教育部2000年颁布的《高职高专教育英语课程教学基本要求(试行)》(以下简称《基本要求》)改编而成的。原书是一项历时10年的国际性的英语教材研究项目的成果。来自7个国家的英语教育研究人员参与了这个项目,并研究出一套教学材料的设计原则,随后又进行了课程大纲开发和写作教学研究,最后在此基础上开发了ICON系列教材。

原书强调把英语教材作为课堂教学过程中的工具,不仅促进学生学习英语,而且帮助教师有效地组织和开展课堂教学活动。其主要理念是通过一系列交互性“核心活动”开展教与学,学生通过参与这些活动而学,教师通过这些活动而教,体现了当代外语教学领域中的先进教学理念和研究成果,符合《基本要求》规定的“强调语言基本技能的训练和培养实际从事涉外交际活动的语言应用能力”的培养目标。

在改编中,我们保留了原书的“核心活动”整体框架,保持其听说活动和会话策略的优点,同时为使听、说、读、写、译达到更佳的平衡,我们开发了适合中国学生英语学习的练习活动和词汇表。另外,为弥补阅读量的不足,特增加了与单元主题相关的短篇阅读,并开发了以主观题为主、题型各异的阅读练习。经改编,《实用沟通英语》系列教材具有以下一些特点:

1. 易学易练,强调语言基础。每个单元的学习和练习都围绕着“核心活动”展开,并通过这些“核心活动”使学生打好语言基础。单元主题和学习材料与学生的生活密切相关;循序渐进的活动设计有利于开展课堂学习的交互活动。

2. 亦听亦说,提高会话策略。提供了一套简单而有效的方案解决中国学生在英语学习中开口难的症结。有序的听、说、写活动,角色互换的会话练习,小组询问式讨论等活动不但有趣,而且能扎实促进词汇、句型和会话策略的提高。

3. 图标标注,活动一目了然。贯通全书的交互活动用黄、蓝两色标注,引导学生在相互对话时的角色互换,鼓励学生表达自己的观点和经历。颜色编码还有利于开展大班教学。另外,在配套光盘的动画中设计了“大拇指”图标,生动有趣地指导和示范学生开展活动。

4. 重在实用,促进语能发展。听、说、读、写、译各个板块围绕一个主题有机地结合,让学生听懂、读懂,并且能说、会写、会译,全面提高语言应用能力。

5. 图文并茂,版式活泼新颖。大量图片的应用不仅从形象上帮助学生理解所学内容,还有利于他们掌握学习重点。另外,彩色图形块还使学生易于开展学习活动。

《实用沟通英语》系列教材的《综合教程》共3册,本书为第三册,包括12个单元,每个单元由以下8个主要模块构成:

- 1) 词汇学习 (Vocabulary)
- 2) 听力训练 (Listening)
- 3) 语言重点 (Language Focus 1 & 2)
- 4) 读者论坛 (Readers' Forum)
- 5) 词汇扩展 (Vocabulary Expansion)
- 6) 写作练习 (Writing Workshop)
- 7) 学学练练 (Learn & Practice)
- 8) 生词和词组 (Words & Expressions)

各学习模块的具体编排不尽相同,形式灵活。另外,每学完3个单元后安排了一次复习,每次复习由听力训练

(Listening)、模拟采访 (Interview)、角色扮演 (Role-play) 或信息差活动 (Information Gap) 或词汇练习 (Vocabulary) 和娱乐学习 (Game) 4 个部分组成。

《实用沟通英语》系列教材由《综合教程》、《教师参考书》、《学生练习册》和配套的录音、录像光盘和电子教案等组成。

《实用沟通英语》系列教材作为基础英语教材,旨在循序渐进地培养学生综合使用英语的能力,并掌握自然流利地使用英语进行语言交流的学习方法。扎实的语言基础和有效的学习方法有利于开展后续的专业英语学习,即结合学生的培养目标和职业方向的专门用途英语(ESP)课程的学习。

本书的改编得到了麦格劳-希尔公司和原书编者的大力协助;大连理工大学孔庆炎教授一丝不苟地审阅并修订了书稿;参与改编的大学和高职高专院校的专家和教师付出了辛勤的劳动;高等教育出版社编辑在教材策划、书稿审核、版式编排、音标输入等方面克服了众多的困难,做了大量的工作。在此,编者一并表示衷心的感谢。

编 者

2007 年 10 月



## TO THE TEACHER

*ICON* grew out of an in-depth research project into the role of course books in effective teaching and learning. From this research the series has distilled a set of activity types that create effective learner interaction in the classroom. Each unit of *ICON 3* is designed around these core activities which were identified and developed through work with teachers who routinely teach at this language level. The core activities provide a structure which scaffolds the students' language learning experience. The scaffolding is achieved in the following ways:

1. The activities are sequenced to build gradually and systematically from more tightly focused to more open-ended language-learning interactions.
2. The activity types recur throughout the book, making it easier for teachers to initiate student interaction in the class, since the activities become familiar to students.
3. The units have a consistent structure which supports students' confidence and independence.
4. The target language is recycled within and across each unit of the book.
5. There are four review units (after Units 3, 6, 9 and 12) which help students review and consolidate what they have learned through pair work and information-gap activities.

This scaffolding makes *ICON* transparent and easy to use in both small and large classes.

### COMPONENTS:

While the *Student Book* is the heart of the series, *ICON* has a concentric design; each component builds on and extends the others in an integrated, expanding system. The *Teacher's Manual* gives detailed suggestions for how to use the Core Activities effectively, in addition to providing variations, expansion activities and culture notes. The *Teaching-Learning Video* (which is intended to be viewed by teachers and students) presents the Core Activities in short animated clips, clearly showing teachers and students alike how to participate in the *ICON* classroom. Through this integration of *Student Book*, *Teacher's Manual* and *Teaching-Learning Video*, the *ICON* series weaves together teaching and learning explicitly so that teachers and students can achieve their aims.

The following components are also available:

- The *Workbook* provides additional practice for students within or outside the classroom.
- The *Audio Program* (available as audio cassettes and MP3) contains recordings for all the listening activities in the Student Book. It features a variety of native English speakers in addition to some non-native voices and accents.

# ICON 3 CORE ACTIVITIES

In **PAIR UP and TALK**, students personalize learning while using the target vocabulary.

**PAIR EXCHANGE** activities reinforce learning by allowing students to report to their classmates.

## 1 I was overdressed!

### 1 VOCABULARY: Talking about clothing

**A. PAIR UP and TALK.** Discuss the questions with a partner.

1. When was the last time you **got dressed up**? Where were you going?
2. Do you like to **dress up**?
3. Where wouldn't you wear **casual** clothes?
4. What was **in style** last year but is **out of style** this year?
5. Would you rather be **overdressed** or **underdressed** for a party? Why?



Casual clothes are comfortable.

Bell bottoms were **in style** in the 1970s.

I felt **underdressed** at the party.



I hate to **get dressed up**.

Plaid jackets are **out of style** now.

My grandfather was **overdressed**. He was the only one wearing a tie.

**B. PAIR EXCHANGE.** Tell another pair about your partner.

2 UNIT 1 I was overdressed!

## 2 LISTENING: I wouldn't be caught dead in that!

**A. FIRST LISTENING.** Talk with a partner about what you see in the pictures. Then listen and number the clothes in the order you hear them talked about.



**B. SECOND LISTENING.** Listen again. Match each item of clothing to the comments below. Write the number of the item.

- It's a real bargain.
- They're back in style.
- They were big in the '60s.
- It looks kind of gaudy.
- I can't imagine wearing it.
- It's pretty silly-looking.
- I wouldn't be caught dead in that!**
- I kind of like them.

**IDIOM**  
I wouldn't be caught dead in that! I would never wear that!

**Words for Practice:**  
dress sense 衣着品位  
dress code 着装要求  
top 上衣  
boots 靴子  
outfit (全套) 服装  
accessories 装饰物, 配件  
wardrobe 衣柜, 衣橱  
stylish 时髦的, 漂亮的  
cute 可爱的  
elegant 优雅的  
fashion 时尚  
eccentric 古怪的

**C. LISTEN and TRY IT.** Listen and practice the conversations. Then work with a partner to have similar conversations about the clothing in the pictures above.

**CONVERSATION STRATEGY: Disagreeing politely**

1. A: I think that coat is beautiful.  
B: You do? I can't imagine wearing it.
2. A: That shirt is silly-looking.  
B: I'm not so sure. I kind of like it.
3. A: This tie is ugly.  
B: Do you really think so? I think it's cool.

UNIT 1 I was overdressed! 3

**LISTENING** activities introduce language in common situations. In addition, some listenings feature voices and opinions of people from around the world.

**WORDS FOR PRACTICE** provides substitute words and phrases to enhance conversation.

**FOCUS ON IDIOMS** highlights the English language as we really use it.

**CONVERSATION STRATEGIES** introduce students to simple but effective ways to manage and sustain conversations.

**LANGUAGE FOCUS** highlights language patterns and grammar points that serve communication.

**BEFORE YOU READ** questions get students to make predictions about what they are going to read and encourage them to use reading strategies such as skimming and scanning.

### 3 LANGUAGE FOCUS: *Infinitives and gerunds*

A. **THINK ABOUT IT.** Listen and practice. Then think of more examples.

#### INFINITIVES

What do you **need to buy**?  
Do you **want to wear** casual clothes?

Verb + Infinitive  
need plan  
want hope  
decide refuse

#### GERUNDS

Do you **enjoy getting** dressed up?  
Would you **consider getting** a tattoo?  
Do you **feel comfortable wearing** dressy clothes?

Verb + Gerund  
enjoy feel comfortable dislike mind imagine

#### GERUNDS OR INFINITIVES

Do you **like to buy** clothes?  
Do you **like buying** clothes?

Verb + Gerund or Infinitive  
like love  
hate prefer

B. **GET IT RIGHT.** Complete the questions with *to wear* or *wearing*. Then ask a partner four of the questions.

#### Questions for Men

1. Do you feel comfortable \_\_\_\_\_ a tie?
2. Do you prefer \_\_\_\_\_ a necktie or a bow tie?
3. Would you mind \_\_\_\_\_ a suit every day?

#### Questions for Women

4. Do you prefer \_\_\_\_\_ a skirt or pants to work in an office?
5. Would you mind \_\_\_\_\_ high-heeled shoes every day?
6. Can you imagine \_\_\_\_\_ a suit every day?

#### Questions for Men and Women

7. What color clothes would you refuse \_\_\_\_\_?
8. Do you feel more comfortable \_\_\_\_\_ loose clothes or fitted clothes?



C. **TALK AROUND.** Talk to at least five classmates. Complete the chart.

Find someone who ...

	Name	More information
1. plans to go away this weekend.		
2. dislikes drinking coffee for breakfast.		
3. hates using a nickname.		
4. doesn't mind trying new kinds of food.		
5. doesn't feel comfortable watching violent sports.		
6. enjoys playing table tennis.		
7. refuses to eat at fast-food restaurants.		
8. needs to find something to wear to a wedding.		

4 UNIT 1 I was overdressed!

### 4 READERS' FORUM

#### A. BEFORE YOU READ

Write the highlighted phrases next to their definitions.

\_\_\_\_\_ in style; \_\_\_\_\_ tried to join; \_\_\_\_\_ with designer labels; \_\_\_\_\_ silly

## Stupid Things I Did to Be Cool

**H**ow far would you go to be "in"? We asked people what they did during their school years to be cool. Here are some of their answers.

#### Shaved my head to impress older wrestlers

When I was 13, I **went out for** the wrestling team. I shaved my head bald so the older wrestlers would think I was cool. It didn't work. They laughed at me, and so did the kids my age. LR

#### Cuffed my pants

When I was in middle school, the "cool" kids cuffed their pants. I wanted to be like them even though most of my pants were a little short anyway. When I cuffed them, they barely covered my calves. I looked **goofy**, but at least I had cuffs! TS



#### Permed my hair

Perms were **all the rage** in high school, so I got my long, thick, beautiful hair transformed into a short, layered, curly bob. The results were terrible. I looked like a 16-year-old with 60-year-old hair. LR



#### Filled my closet with brand-name clothes

In junior high, I bought only expensive **brand-name** clothes — THE clothes to wear. I wanted to be "in," to impress the popular crowd. It made no difference. The cool kids didn't admit members based on clothes. It was stupid to spend so much money for nothing. SD

B. **READ and DISCUSS.** Read the article. Then work in a small group and discuss these questions. Report to the class.

1. Why was it important for the writers to be cool? Why did they think their actions were stupid?
2. Have you — or has anyone you know — done any of the things mentioned in the article?
3. What are some other stupid things people do to be cool?

UNIT 1 I was overdressed! 5

**GET IT RIGHT** focuses on language accuracy.

**INFORMATION GAPS, YOUR TURN, and TALK AROUND** activities get students to activate vocabulary, language patterns, and conversation strategies in fun, communicative ways.

In **READ and DISCUSS**, students answer comprehension, inference, and opinion questions, and personalize the topic of the reading.

The **WRITING WORKSHOP** carefully guides students through the process of collecting ideas, organizing them, and then presenting them in writing.

**PRONUNCIATION PRACTICE** is provided at the back of the book.

**LEARN & PRACTICE** consolidates what students have learned through translation exercises.

**WORDS & EXPRESSIONS** provides a tool to help students to understand vocabulary.

**B. GET IT RIGHT.** Rewrite each sentence in another way. Then compare answers with a partner.

1. She dyed her hair red because she wanted to look different.
2. I wore colored contact lenses so I would look more interesting.
3. A lot of people wore baggy pants because they wanted to look like everyone else.
4. He got a tattoo to be cool.

**Pronunciation practice:**  
Vowel contrasts. Turn to page 133.

## 7 WRITING WORKSHOP: Fashion fads

**A. COLLECT IDEAS.** Make a list of fashion fads. Which fads have you tried? Choose one to write about.

Fads	
clothing	_____
shoes	_____
jewelry	_____
makeup	_____
hair	_____
body	_____
face	_____



**B. PAIR UP and TALK.** Talk about the fad with a partner. Make notes as you talk.

WHO:  
WHAT:  
WHEN:  
WHY:  
RESULTS/REACTIONS:  
HOW YOU FEEL ABOUT IT NOW:

**Example:** Who: my friends and I  
What: dyed our hair green  
When: in junior high school  
Why: to shock our parents  
Results/Reactions: It made us feel cool; our parents didn't like it.  
How you feel about it now: We probably looked silly, but we had fun.

8 UNIT 1 I was overdressed!

**C. WRITE.** Write about your experience. Then read your writing to your classmates.

**Title:** \_\_\_\_\_  
Think of a descriptive or funny title.

**Description:** \_\_\_\_\_  
Write about the experience.  
Describe what you did, when you did it, why you did it, and what the results or reactions were.

**Conclusion:** \_\_\_\_\_  
Write about how you feel about the experience now.

## 8 LEARN & PRACTICE

**A. Translate the following sentences into Chinese.**

1. Browsing the website "Lonely Planet" is the latest craze among travel lovers all over the globe.
2. I don't like going blindly after fashion because dresses may be in style one year and out of style the next.
3. This fancy Italian restaurant has a strict dress code — underdressed customers are not allowed there.
4. French business women are famous for elegance. They prefer light makeup, perfume and simple accessories.
5. The young people born in the 1980's are very concerned about how they look, so they don't mind spending a lot of money to keep up with the fashions.

**B. Translate the following sentences into English.**

1. 这条时髦的短靴看起来极了。可我穿着有点儿累。
2. 许多大学生喜欢频繁更新自己的博客。他们认为这很时髦。
3. 喇叭裤曾在70年代风靡一时，但今年它又开始流行起来了。
4. 近来的一项调查显示喜欢穿休闲服的人总是很讨厌穿正装。
5. 她是无论如何都不会在奥斯卡颁奖典礼上穿这件俗气的晚礼服的。
6. 凯西总是喜欢买昂贵名牌服装。因此她在工作时经常穿得过于讲究。
7. 橙色是今夏的一个流行色。所以他的歌迷们都穿着印有标记的橙色T恤衫。
8. 这个男孩为了扮酷，把头发染成红色，穿耳洞，纹身，看起来却很可笑。

UNIT 1 I was overdressed! 9

## 9 WORDS & EXPRESSIONS

baggy /'bægi/	adj.	宽松的	[5]
bold /bɔld/	adj.	大胆的	[4]
barely /'beəli/	adv.	仅仅，几乎没有	[4]
bargain /'bɑ:ɡɪn/	n.	便宜货	[2]
bell /bel/	n.	喇叭口，铃，钟	[1]
big /bɪɡ/	adj.	对等的，流行的，大的	[1]
bob /bɒb/	n.	短发	[4]
bouffant /bu:'fɒnt/	adj.	蓬松的	[4]
bow /baʊ/	n.	蝴蝶结	[3]
bra /brə/	n.	(w brassiere) 文胸	[4]
caif /kaɪ/	n.	小贩	[4]
childlike /'tʃɪldrɪk/	adj.	孩子似的	[4]
curl /kɜ:l/	v. & n.	(头发) 卷曲，翻花，翻卷，翻口	[4]
curly /'kɜ:li/	adj.	卷曲的，波浪状的	[4]
deem /di:m/	v.	认为，相信	[4]
dye /daɪ/	v.	染色	[5]
epitomize /'ɪpɪtəmaɪz/	v.	是...的典型	[4]
eyelash /'eɪlɪʃ/	n.	睫毛	[5]
fabulous /'fæbjʊləs/	adj.	非常好的，令人难以置信的	[2]
fad /fæd/	n.	时尚	[5]
fake /feɪk/	adj.	假的，伪造的	[5]
fitted /'fɪtɪd/	adj.	合身的，尺寸和形状恰好	[3]
fringe /'frɪndi/	n.	穗(饰物)，穗状物	[2]
garret /'ɡærɪt/	n.	阁楼	[4]
gaudy /'ɡɔ:di/	adj.	华而不实的，华丽而俗气的	[2]
goofy /'ɡu:fi/	adj.	愚蠢的	[4]
hairstyle /'heəstaɪl/	n.	发式，发型	[3]
high-heeled /'haɪhi:ld/	adj.	高跟儿的	[3]
hip-hugging /'hɪp,hʌɡɪŋ/	adj.	紧身的，紧腰的	[2]
in /ɪn/	adv.	时候的，使...的，内部的	[1]
jacket /'dʒækt/	n.	短上衣，夹克	[1]
layer /'leɪə(r)/	v.	层叠	[4]
makeup /'meɪkʌp/	n.	化妆品，装饰	[7]
midriff /'mɪdrɪf/	n.	中腹部	[4]
model /'mɒdl/	n.	模特儿	[4]
neckline /'neklɪn/	n.	领口	[3]
nickname /'nɪkneɪm/	n.	绰号，别名	[3]
out /aʊt/	adv.	过时的	[1]
overdress /'əʊvə'dres/	v.	穿过了正式或讲究	[1]
poset /'pəʊzɪt/	n.	假装，装饰	[4]
perm /pɜ:m/	v. & n.	卷烫(头发)，卷烫的头发	[4]
piece /pi:s/	v.	拼凑，拼合	[5]
pillbox /'pɪlbɒks/	n.	圆形女帽	[4]
plaid /pleɪd/	adj.	彩格图案的	[1]
pointed /'pɔɪntɪd/	adj.	尖的，尖形的	[5]

10 UNIT 1 I was overdressed!

# 《实用沟通英语》立体化系列教材

总主审：孔庆炎

总主编：伍忠杰

总策划：刘 援

## 《实用沟通英语——综合教程3》

主 编：曾 路

副主编：张 丽 蒋 柳 陈泽丽

编 者（以姓氏笔画为序）：

刘 畅 吕 汀 杨 雷 胡 丹

策 划：周 龙 闵 阅

项目编辑：闵 阅 孙云鹏

责任编辑：孙云鹏

封面设计：王凌波

版式设计：孙 伟 王东岗

责任校对：孙云鹏

总 监 制：刘 援

监 制：周 龙 闵 阅 张 彤

责任印制：韩 刚

# Contents

UNIT	LISTENING	CONVERSATION STRATEGY	LANGUAGE FOCUS 1 AND 2
<b>ICON 3 CORE ACTIVITIES</b> page viii			
<b>Unit 1</b> <b>I was overdressed!</b> <i>Talking about clothing</i> page 2	<i>I wouldn't be caught dead in that!</i>	Disagreeing politely	<ul style="list-style-type: none"> <li>• Infinitives and gerunds</li> <li>• Giving reasons</li> </ul>
<b>Unit 2</b> <b>To buy or not to buy?</b> <i>Talking about shopping</i> page 12	<i>That place is a rip off!</i>	Asking double questions	<ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Transition words</li> </ul>
<b>Unit 3</b> <b>It was a box-office hit.</b> <i>Talking about movies</i> page 22	<i>Didn't you love it?</i>	Expanding answers to yes/no questions	<ul style="list-style-type: none"> <li>• Negative questions and answers</li> <li>• Present and past participles</li> </ul>
<b>REVIEW OF UNITS 1–3</b> page 32			
<b>Unit 4</b> <b>High tech or low tech?</b> <i>Talking about technology</i> page 34	<i>That's really handy!</i>	Saying you don't know	<ul style="list-style-type: none"> <li>• Indirect questions</li> <li>• Placement of adverbs</li> </ul>
<b>Unit 5</b> <b>Have you ever broken a bone?</b> <i>Types of injuries and ailments</i> page 44	<i>Accident-prone!</i>	Softening a command	<ul style="list-style-type: none"> <li>• Simple past and past continuous</li> <li>• Separable phrasal verbs</li> </ul>
<b>Unit 6</b> <b>It's a landmark.</b> <i>Talking about famous places</i> page 54	<i>Welcome to Mighty Fast Tours.</i>	Interrupting	<ul style="list-style-type: none"> <li>• Active vs. passive in the past</li> <li>• Adjective clauses to describe places</li> </ul>
<b>REVIEW OF UNITS 4–6</b> page 64			

PRONUNCIATION	READERS' FORUM	VOCABULARY EXPANSION	WRITING WORKSHOP
Vowel contrasts	Stupid Things I Did to Be Cool	Hot or not?	Fashion fads
Speaking expressively/ Using emphasis	Diamonds Are Forever	Using quotation marks	Analyzing a TV commercial
Review of -ed endings	Movie Reviews	Adjectives	Writing a movie review
Contrastive stress	Internet Quiz	Describing websites	Internet profile
Content words and stress-timing	First-Aid Guide	Medical terms	Writing a first-aid guide
Pronunciation of -s plural endings	The Perfect Beach	Synonyms with shades of meaning	Recipe for a perfect place

UNIT	LISTENING	CONVERSATION STRATEGY	LANGUAGE FOCUS 1 AND 2
<b>Unit 7</b> <b>Small talk</b> <i>Small talk topics</i> page 66	Conversations: <i>Nice day, isn't it?</i>	Starting and continuing conversations	<ul style="list-style-type: none"> <li>• Tag questions</li> <li>• Rhetorical questions</li> </ul>
<b>Unit 8</b> <b>It's a real scorcher!</b> <i>Talking about the weather</i> page 76	Conversation: <i>Could I get back to you?</i>	Requesting time to make a decision	<ul style="list-style-type: none"> <li>• Future conditional</li> <li>• Noun phrases as subjects</li> </ul>
<b>Unit 9</b> <i>Talking about pop music</i> <b>Boy bands</b> page 86	Interview: <i>It's hard to say.</i>	Avoiding answering questions	<ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Present perfect — simple vs. continuous</li> </ul>
<b>REVIEW OF UNITS 7–9</b> page 96			
<b>Unit 10</b> <b>Easily rattled</b> <i>Talking about personality traits</i> page 98	Conversation: <i>Lost and found</i>	Empathizing	<ul style="list-style-type: none"> <li>• Past unreal conditional</li> <li>• More transition words and phrases</li> </ul>
<b>Unit 11</b> <b>Regrets, I've had a few . . .</b> <i>Talking about mistakes</i> page 108	Conversations: <i>Don't take it personally.</i>	Encouraging	<ul style="list-style-type: none"> <li>• Regrets with <i>wish</i></li> <li>• <i>Remember, Regret</i> + gerund</li> </ul>
<b>Unit 12</b> <b>Risky business</b> <i>Talking about dangerous jobs</i> page 118	Conversation: <i>Facing danger</i>	Thanking people and responding	<ul style="list-style-type: none"> <li>• Future in the past</li> <li>• Separable and non-separable phrasal verbs</li> </ul>
<b>REVIEW OF UNITS 10–12</b> page 128			

## Information Gap Activities for Review Units page 130

Pronunciation page 133

Vocabulary Summary page 144

Irregular Verbs page 150

Glossary page 151

Credits page 167

PRONUNCIATION	READERS' FORUM	VOCABULARY EXPANSION	WRITING WORKSHOP
Intonation in tag questions	Small Talk? It's a Big Deal!	Business terms	Surviving your first business function
Emphasis	Living in Extreme Climates	Words to describe climate	Your ideal climate
Reduced speech with present perfect	Two Men Named Louis	Music collocations	Writing a biography
Reduced form of <i>would have, might have, could have, should have</i>	What's Your Emotional Intelligence?	More personality traits	Comparing people
Linking	Regrets, I've Had a Few . . .	Expressing regrets	Writing about regrets
Word stress in phrasal verbs	Living on the Edge	Phrasal verbs	T-type or t-type?

实用

Donald Freeman  
Deborah Gordon  
Kathleen Graves  
Linda Lee

# 沟通英语

综合教程

3

# ICON

International Communication  
Through English

《实用沟通英语》改编组



高等教育出版社  
Higher Education Press

1 VOCABULARY: *Talking about clothing*

**A. PAIR UP and TALK.** Discuss the questions with a partner.

1. When was the last time you **got dressed up**? Where were you going?
2. Do you like to **dress up**?
3. Where wouldn't you wear **casual clothes**?
4. What was **in style** last year but is **out of style** this year?
5. Would you rather be **overdressed** or **underdressed** for a party? Why?

casual



Casual clothes are comfortable.

in style/big/hot/in



Bell bottoms were **in style** in the 1970s.

underdressed



I felt **underdressed** at the party.

get dressed up/dress up



I hate to **get dressed up**.

out of style/out



Plaid jackets are **out of style** now.

overdressed

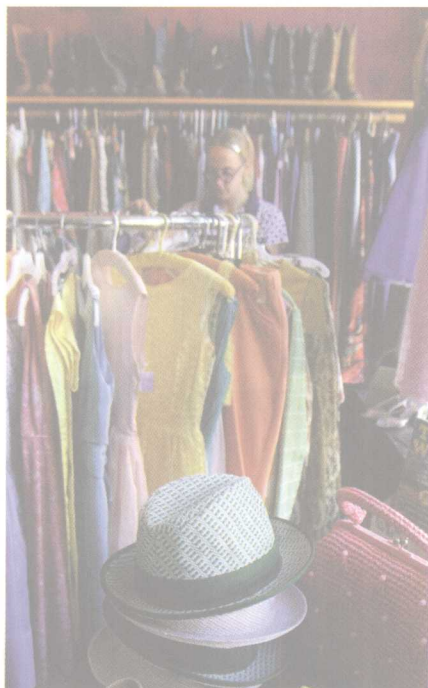


My grandfather was **overdressed**. He was the only one wearing a tie.

**B. PAIR EXCHANGE.** Tell another pair about your partner.

## 2 LISTENING: *I wouldn't be caught dead in that!*

**A. FIRST LISTENING.** Talk with a partner about what you see in the pictures. Then listen and number the clothes in the order you hear them talked about.



<input type="radio"/> jacket	<input type="radio"/> hat
	
<input checked="" type="radio"/> 1 vest	<input type="radio"/> pants
	

**B. SECOND LISTENING.** Listen again. Match each item of clothing to the comments below. Write the number of the item.

- It's a real bargain.
- They're back in style.
- They were big in the '60s.
- It looks kind of gaudy.
- I can't imagine wearing it.
- It's pretty silly-looking.
- I wouldn't be caught dead in that!**
- I kind of like them.

### IDIOM

**I wouldn't be caught dead in that!** = I would never wear that!

### Words for Practice:

dress sense	衣着品位
dress code	着装要求
top	上衣
boots	靴子
outfit	(全套) 服装
accessories	装饰物, 配件
wardrobe	衣柜, 衣橱
stylish	时髦的, 漂亮的
cute	漂亮的, 可爱的
elegant	优雅的
fashion	时尚
eccentric	古怪的

**C. LISTEN and TRY IT.** Listen and practice the conversations. Then work with a partner to have similar conversations about the clothing in the pictures above.

### CONVERSATION STRATEGY: *Disagreeing politely*

**You do?**

**I'm not so sure.**

**Do you really think so?**

1. A: I think that coat is beautiful.

B: **You do?** I can't imagine wearing it.

2. A: That shirt is silly-looking.

B: **I'm not so sure.** I kind of like it.

3. A: This tie is ugly.

B: **Do you really think so?** I think it's cool.

### 3 LANGUAGE FOCUS: *Infinitives and gerunds*

**A. THINK ABOUT IT.** Listen and practice. Then think of more examples.

#### INFINITIVES

What do you **need to buy**?  
Do you **want to wear** casual clothes?

#### Verb + Infinitive

need	plan
want	hope
decide	refuse

#### GERUNDS

Do you **enjoy getting** dressed up?  
Would you **consider getting** a tattoo?  
Do you **feel comfortable wearing** dressy clothes?

#### Verb + Gerund

enjoy	dislike
feel comfortable	mind
consider	imagine

#### GERUNDS OR INFINITIVES

Do you **like to buy** clothes?  
Do you **like buying** clothes?

#### Verb + Gerund or Infinitive

like	love
hate	
prefer	

**B. GET IT RIGHT.** Complete the questions with *to wear* or *wearing*. Then ask a partner four of the questions.

#### Questions for Men

1. Do you feel comfortable \_\_\_\_\_ a tie?
2. Do you prefer \_\_\_\_\_ a necktie or a bow tie?
3. Would you mind \_\_\_\_\_ a suit every day?

#### Questions for Women

4. Do you prefer \_\_\_\_\_ a skirt or pants to work in an office?
5. Would you mind \_\_\_\_\_ high-heeled shoes every day?
6. Can you imagine \_\_\_\_\_ a suit every day?

#### Questions for Men and Women

7. What color clothes would you refuse \_\_\_\_\_?
8. Do you feel more comfortable \_\_\_\_\_ loose clothes or fitted clothes?



**C. TALK AROUND.** Talk to at least five classmates. Complete the chart.

Find someone who . . .	Name	More information
1. plans to go away this weekend.		
2. dislikes drinking coffee for breakfast.		
3. hates using a nickname.		
4. doesn't mind trying new kinds of food.		
5. doesn't feel comfortable watching violent sports.		
6. enjoys playing table tennis.		
7. refuses to eat at fast-food restaurants.		
8. needs to find something to wear to a wedding.		