

# 阿斯頓 流暢 英語

## Fluency



Book 2 第二册



阿斯頓英語  
ASTON ENGLISH

上海遠東出版社

# 阿斯顿 流畅 英语

## Fluency the fun way

Stephen Manning & Charles Lucas

### Book2 第二册



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ASTON ENGLISH

[www.astonschool.com](http://www.astonschool.com)

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# Introduction to the course

Thank you for choosing this Aston-Future English course. This is your course and we want you to be an active participant in it throughout the time you are with us.

## PURPOSE OF THE COURSE

The course is intended to help you build on the English that you have already acquired. Our aim is to enable you to communicate better orally in English in a variety of situations and contexts.

## CONTENT

This course is topic-based. Pair-work and group-work activities ensure that you will be able to maximize your speaking time and use English in more interactive settings.

Alongside speaking activities, the course also involves a variety of listening tasks. Improving your listening skills will help you become a more independent learner and user of the language, able to take full advantage of English language media, like TV news, radio and film.

Learning a language involves more than just speaking in class. Speaking practice will help you to say the things you already know better, but it won't expand your language. To make major improvements in English you'll have to take responsibility for your own learning. The course seeks to help you do this by providing:

- questions and activities for you to prepare for each lesson;
- language focus sections to guide your practice of particular aspects of English usage;
- after-class readings to build your vocabulary and your familiarity with patterns of grammar;
- ideas to help you learn *how* to learn.

At the end of the day, a language course can only provide you with an opportunity to learn.

The course is structured to help you give feedback to your teacher so that she or he can create a good language environment for you. But your teacher cannot learn for you. Learning a language is a complex process which requires time and commitment. We at Aston-Future will do all we can to help you meet your goals.

## COURSE FOCUS

### Speaking and Oral Interaction

- Responding to the elements in conversational exchanges.
- Initiating and developing conversations, and changing topics.
- Taking longer conversational turns.
- Giving reasons and explanations.
- Talking about the past.
- Giving advice and offering opinions about specific issues and topics.
- Making excuses and apologies
- Discussing problems and solutions in familiar areas.
- Describing people and places.
- Offering help.

### Listening

- Identifying the main ideas and intentions in oral texts.
- Picking up detail and specific information.
- Understanding short narratives.
- Differentiating between facts and personal opinions.
- Following a discussion between three or more speakers and noting the key points.

### Grammar & Vocabulary

- The function of grammar.
- Specific forms including modals, conditionals and comparative forms.
- Vocabulary for key topic areas in regular conversation—e.g. travel, advertising etc.
- Word partnerships, collocations and categories.

### Pronunciation

- Meaning conveyed by intonation and stress.
- Syllable stress.
- Reduced sounds in connected speech—e.g. *gonna, wanna*
- Sentence stress and rhythm patterns

### Learner Training

- Goal-setting and self-assessment.
- Personal responsibility for learning.
- Dictionaries, diaries and personal phrase books for independent learning.

Lesson	Theme	Functions	Language focus	Listening
<b>1 Getting to know you</b>	Introductions • finding out about others • setting goals	Introducing yourself • introducing someone else • starting a conversation	Collocations about learning	Listening for collocations
<b>2 Occupational hazards</b>	Occupations	Talking about hopes, ambitions and preferences	Occupational collocations • verb+infinitive • verb+ing form	Listening for details to match a picture • listening for collocations
<b>3 Higher and higher</b>	Advertising	Talking about qualities of products	Noun–noun collocations • <i>going to</i> for plans	Matching marketing plans with product pictures • listening for collocations
<b>4 It's news to me!</b>	Newspapers	Interviewing and reporting	Vocabulary from context • reported speech • newscast • grammar production	Listening for details to match a picture • vocabulary from context • listening for opinions
<b>5 Back chat</b>	Social awareness	Conversational gambits • small talk • text messaging	Intonation • stems to keep a conversation going • grammar production	Listening for social context
<b>6 The silver screen</b>	Movies	Talking about movies • writing a story line	Vocabulary from context	Listening for details to match a picture • vocabulary from context • listening for opinions • answering multiple-choice questions
<b>7 Oops!</b>	Apologizing	Apologizing and complaining • dealing with complaints	Register—formal and informal language • fixed expressions of apology and condolence	Listening for social context
<b>8 Review lessons 1–7</b>	Language review • self assessment	Asking for favors • making a presentation	Causative constructions with <i>have</i> and <i>get</i>	
<b>9 Good fences</b>	Neighbors •	Describing people and relationships	Collocations about relationships	Inferring meaning



Lesson	Theme	Functions	Language focus	Listening
10 <i>Just for fun</i>	Leisure	Talking about likes and dislikes	-ing forms	Opinions—inferring meaning • listening for detail
11 <i>Wish you were here</i>	Holidays	Talking about holidays • sharing information •	Checking the accuracy of third-party information • summing up	Inferring meaning • answering multiple-choice questions
12 <i>See you in court</i>	Trials	Recounting a story • Checking understanding	Legal terms • register	Listening for detail • answering multiple-choice questions • vocabulary from context
13 <i>Life story</i>	Biographies	Talking about life experiences	Life metaphors and idioms • present perfect with <i>for</i> and <i>since</i>	Completing a map
14 <i>In the mood</i>	Moods	Talking about moods	Idioms and collocations	Listening for detail • answering multiple-choice questions • vocabulary from context • identifying mood
15 <i>It stands to reason</i>	Motivation	Talking about needs and motives	Noun–verb collocations • modals of deduction	Listening for collocations
16 <i>Review lessons 9–15</i>	Language review • progress check	Talking about changes • planning a study program	Vocabulary and structures from the previous seven weeks' lessons	
17 <i>What's your alibi?</i>	Alibis	Constructing alibis	Fluency without the word • past continuous • modals of deduction	Listening for facts
18 <i>New tricks</i>	Old age	Points of view about age and society	Connotations • disagreeing • giving personal opinions	Facts and opinions

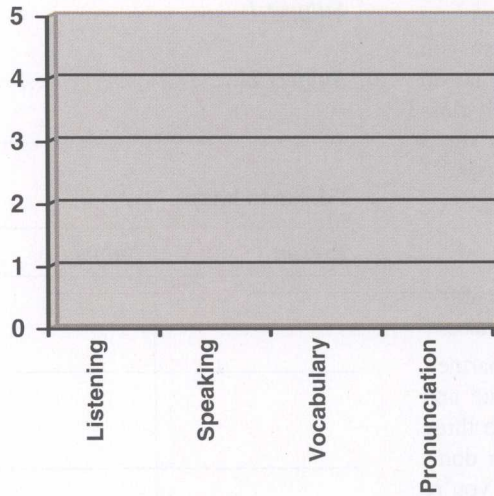
Lesson	Theme	Functions	Language focus	Listening
<i>19 Shopping around</i>	Shopping	Shopping exchanges • recounting a factual description	Shopping vocabulary •	Inferring meaning • vocabulary from context • listening for gist in a story • listening for detail
<i>20 Speech is silver</i>	Active listening	Encouraging noises • body language • following a discourse chain	Ways of showing attention, understanding, agreement and surprise	Following a conversation
<i>21 Watch this space</i>	Space exploration	Describing a picture • describing actions • interviewing	Space vocabulary • review of present and past tenses	Labeling a picture
<i>22 Waste not, want not</i>	Environment	Talking about the environment • constructing an argument	Word categories • first conditional • argument	Following a lecture • gist and details • multiple-choice questions • completing notes
<i>23 Traveler's tales</i>	Travel	Answering timetable queries • planning a journey • talking about a journey and what went wrong	Abbreviations • tense review • travel collocations	
<i>24 Wrapping it up</i>	Course evaluation and self assessment	Comparing opinions about lessons • describing progress	Comparatives • expressions of quantity for describing progress	

# In a class of your own

## Lesson 1—Before the lesson



Where are you now—in terms of where you'd like to be? Where do you think you need to improve most? Mark where you are now on the language graph.



What do you want to achieve in your English class? Make a list of the particular things you'd like to practice and be able to do better.

<b>Vocabulary</b>	I want to be able to ...	I'd like to practice ...
<b>Listening</b>	I want to be able to ...	I'd like to practice ...
<b>Speaking</b>	I want to be able to ...	I'd like to practice ...
<b>Pronunciation</b>	I want to be able to ...	I'd like to practice ...



# 1

## Getting to know you

Introductions • setting goals • collocations about learning

### BEFORE THE LESSON

Where are you now—in terms of where you'd like to be? Where do you think you need to improve most? Mark where you are now on the language graph. What do you want to achieve in your English class? Make a list of the particular things you'd like to practice and be able to do better.

### LIAR, LIAR

**1** Write five sentences about yourself—three of them true and two of them false.

**2** Show your sentences to your partner. Can they guess which ones are true and which ones are false? They'll have three minutes to ask you questions. You don't have to tell the truth when you're answering!

**a** .....

.....

**b** .....

.....

**c** .....

.....

**d** .....

.....

**e** .....

.....

### THE ZULU PRINCIPLE

**1** What do you think you might know more about than other people do? Complete the expert's card with two subjects you can answer questions about.

**2** Look at your colleagues' areas of expertise. What would you like to know that they might be able to answer? Write two questions for each of three people.

### My specialist subjects

*Subject 1* .....

*Subject 2* .....

### I'd like to know

<i>Person</i>	<i>Subject</i>	<i>My questions</i>

### LISTENING—CLASSROOM COLLOCATIONS

**1** Listen to the discussion about learning English and make classroom phrases by matching words from column A with words from column B.

<i>Column A</i>	<i>Column B</i>
correct	<b>a</b> out
explain	<b>b</b> in English
have	<b>c</b> fluently
learn	<b>d</b> everything
listen	<b>e</b> carefully
monitor	<b>f</b> by doing
speak	<b>g</b> a go
speak	<b>h</b> progress
think	<b>i</b> mistakes

**2** You can check your answers by reading the whole script in the listening scripts section of your book.

**3** What other useful partnerships can you make by matching words from column A with words from column B?

**LANGUAGE FOCUS**

**These phrases are worth remembering for occasions when you want to talk about learning.**

- correct (our) mistakes • make mistakes • explain everything • explain ... step by step • have a go • make a go of it • learn by doing • learn by heart • listen carefully • listen up • monitor progress • make progress • speak fluently • fluent speaker • speak out (in class) • speak up (for yourself) • think in English • think things through

**PERSONAL GOALS**

- 1 Work with a partner. Use the collocations you made from the words in column A and B to write nine questions you can ask other students about their aims for the course.
- 2 Write three more questions of your own. If you like, you can use phrases from the language focus box.
- 3 Join another pair. Take it in turns to ask and answer the questions you have written.

**GROUP GOALS**

- 1 Look at the topics listed under the heading 'course focus' in the introduction to your book. Which are the most important for you? Choose your top five topics and mark them with your initials.
- 2 Work with a partner. Which are the most important topics for them? Mark the topics with *their* initials.
- 3 Join another partnership. Which are the most important for them? Mark the topics 'OP' for 'other pair'.
- 4 On which topics was there greatest agreement? Where do you differ from everybody else? Write two sentences to summarize your discussion.

**AFTER THE CLASS**

Your teacher can create opportunities for you to use English, can introduce new language into the classroom and help you

with learning strategies, but how much you actually learn is up to you. Your teacher can't learn for you! You must make a commitment to your own learning.

One way to do this is by writing yourself a letter outlining what you will do to help yourself. In the letter, you should note:

- the areas you are going to focus on;
- the actions you are going to take both inside and outside of the class to achieve your aims; and
- what you would like your teacher to do to help you.

Keep this letter. You will need it later to evaluate the progress you have made on the course.

.../.../...

Dear ... ..

Today I had my first lesson in this course. I know that how much I learn is up to me, so I'm really going to focus on .....

.....

.....

To make the improvement I want, I'm going to .....

.....

.....

..... inside the class, and outside the class I'm going to .....

.....

.....

I hope my teacher can .....

.....

.....

[signed] .....

.....





## My weekly self-assessment

Did I ...	Week																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
<b>1</b> Attend class?																									
<b>2</b> Participate as fully as possible in all the activities?																									
<b>3</b> Ask questions in class when I wasn't sure about something?																									
<b>4</b> Volunteer answers to questions the teacher asked in class?																									
<b>5</b> Maintain study tools (notebook, daily diary)?																									
<b>6</b> Review and practice the language of each week's lesson?																									
<b>7</b> Prepare for the next week's lesson with reading, vocabulary, and dictionary work?																									
<b>8</b> Complete the after-class work to <i>the very best</i> of my ability?																									
<b>9</b> Extend my study with <i>authentic</i> materials from English-language newspapers and the Internet?																									
<b>10</b> Spend ten minutes a day speaking English?																									



# On the job

## Lesson 2—Before the lesson

What do these people do for a living? Are they well paid? How important are their jobs?



### Top five

### Bottom five

Top five		Bottom five	
By \$	By importance	By \$	By importance
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

2

# Occupational hazards

Occupations • hopes, ambitions and preferences • verb+infinitive • verb+ing form

**BEFORE THE LESSON**

What do these people do for a living? Are they well paid? How important are their jobs? List the five most important, the five best paid, the five least important and the five worst paid.

**VOCABULARY AND SPEAKING—A FAIR**

**DAY'S PAY**

1 Work with a partner. How well are these jobs paid in China? How well do you think they're paid in the USA? Rank them in order, one to fourteen.

	China	USA		China	USA
farmer			nurse		
policeman			dentist		
professor			actor		
doctor			engineer		
teacher			librarian		
secretary			lawyer		
taxi driver			shop assistant		

2 What's the status of these jobs in China? What's your view? Work with your partner to rank them again.

	Actual status	My view		Actual status	My view
farmer			nurse		
policeman			dentist		
professor			actor		
doctor			engineer		
teacher			librarian		
secretary			lawyer		
taxi driver			shop assistant		

3 Join another pair. What's their view? Support your partner to try to convince the others of your point of view.

4 How would you classify these jobs? Work with your partner to decide which category to put them into.

*Unskilled*

*Trade*

*Profession*

5 Can you think of any other job categories?

6 Which of these jobs is the most boring? The most interesting? What jobs are particularly exciting, dangerous or unpleasant? Are there jobs that women do better than men, and that men do better than women do?

**MAKING A JOB OF IT**

1 Work with a partner. Look at the picture page. What job would you recommend for each of these people?

2 And what about yourself? Complete your own job priorities card.

The most important things for me are:

1 ...

2 ...

3 ...

One thing that's *not* important for me is ...

.....

3 Join another pair and compare your recommendations. Ask them to give reasons for their choices.



## Making a job of it



**Jim:** I'd like to be the boss.



**Rachel:** I want to see lots of new and different places.



**Wesley:** I don't want to worry about details.

**Sue:** I'd like to work abroad.



**Candy:** I don't want to have to get up early.



**Jerry:** I'd like to be the first with the latest technology.

**Tom:** I want a job with lots of physical excitement.



**Sandra:** I'd rather work by myself than with other people.



**Bill:** I'd like to make things with my hands.



**Diana:** I want a job where I can really help people.



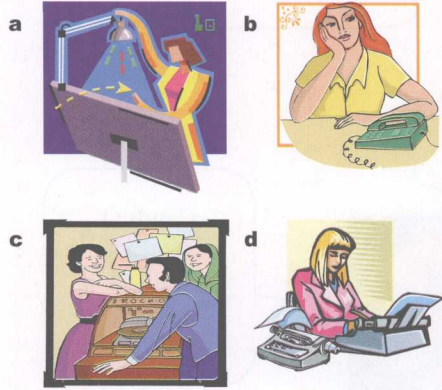
**Kylie:** I want to work as part of a team.



**OCCUPATIONAL COLLOCATIONS**

You're going to hear Debbie and Dean, two recent university graduates, talking about jobs. As you listen, decide which pictures best fit the information given.

1 What kind of job did Debbie succeed in getting?



2 Listen again and make job phrases by matching words from column A with words from column B.

Column A	Column B
to work	a for a job
to be on	b early retirement
to get the	c work
to be made	d sick leave
to give up	e nine to five
to take	f redundant
to apply	g promoted
to be	h sack

3 You can check your answers by reading the whole script in the listening scripts section of your book.

**JOB PERSONALITY PROFILE**

- 1 Work with a partner. What jobs match the ambitions and preferences described in these statements?
- 2 Take it in turns to interview each other, making questions from the statements.
- 3 What job do you think would suit your partner? Review you partner's answers and tell them why you think they would like your choice. Does it match their own preference?

		yes	no
1	I enjoy working by myself.		
2	I like to be part of a team to get the job done.		
3	I think that I would like to work abroad.		
4	I want one job that I do all of my life.		
5	I like being the boss.		
6	I want to be paid every week.		
7	I like to work late until the job is finished.		
8	I prefer to work outside.		
9	I like making things with my hands.		
10	I dream of owning a company with many employees.		
11	I don't like to worry about details.		
12	I like to make my own decisions—more people just waste time.		
13	I like to know exactly what I have to do tomorrow.		
14	I hate getting up early.		
15	I like sitting in front of a computer all day.		
16	I love to see new and different places.		
17	I prefer to be home everyday at five if I can.		
18	I like physical excitement and danger.		
19	I like the idea of working from home.		
20	I want to be the first with new technology.		

## WHO GOT THE JOB?

1 Work with a partner. What credentials are required for this job? What kind of person would be best suited for it?

### Personal Assistant

Our client is a media personality on a twelve-month contract with CCTV in Beijing. He speaks only a little Chinese and requires a personal assistant throughout the period of his stay in China.

#### Job description

The duties include:

- secretarial support
- driving
- organizing travel arrangements
- organizing private (but often large) parties

#### Qualifications

- driving licence
- computer literacy
- degree or diploma in events management

#### Person description

We are looking for a person who is:

- confident, energetic and professional
- flexible—able to work evenings and weekends
- experienced in a PA role

#### Key skills

Able to prioritize tasks and work to tight deadlines.  
Fluency in Chinese (Putonghua) and English.

#### Employment conditions

- Twelve-month contract
- ¥8000 per month
- company car
- fully-furnished apartment
- 3 weeks paid holiday on completion of contract

2 You are going to take part in an interview for the job—either as an interviewer, or as one of the candidates for it. If you are an interviewer, turn to communication activity 2. If you are Roger Deakins, turn to communication activity 5. If you are Rachel Tenner, turn to communication activity 8.

## AFTER THE LESSON

1 After many non-auxiliary verbs, we can use the infinitives of other verbs—e.g.

I *want to be paid* every week.

Go back to the 'job personality profile'. How many other verbs can you find that fall into this pattern?

2 After some verbs we can use an *ing* form, but not normally as an infinitive—e.g.

I *like sitting* in front of a computer all day.  
(NOT I enjoy *to sit* in front of a computer all day.)

How many other verbs in the job profile can you find that fall into this pattern?

3 Use your dictionary to find three other verbs for each pattern.


<i>Verb + infinitive</i>	<i>Verb + ing form</i>



# This week only

## Lesson 3—Before the lesson

How would you try to sell these things? Match the special offers with the products. (You may have more than one special offer for a product.)

	<input type="checkbox"/> Money back guarantee <input type="checkbox"/> Win prizes <input type="checkbox"/> Buy one get one free <input type="checkbox"/> 25% off <input type="checkbox"/> Special offer <input type="checkbox"/> This week only		<input type="checkbox"/> Money back guarantee <input type="checkbox"/> Win prizes <input type="checkbox"/> Buy one get one free <input type="checkbox"/> 25% off <input type="checkbox"/> Special offer <input type="checkbox"/> This week only
	<input type="checkbox"/> Money back guarantee <input type="checkbox"/> Win prizes <input type="checkbox"/> Buy one get one free <input type="checkbox"/> 25% off <input type="checkbox"/> Special offer <input type="checkbox"/> This week only		<input type="checkbox"/> Money back guarantee <input type="checkbox"/> Win prizes <input type="checkbox"/> Buy one get one free <input type="checkbox"/> 25% off <input type="checkbox"/> Special offer <input type="checkbox"/> This week only
	<input type="checkbox"/> Money back guarantee <input type="checkbox"/> Win prizes <input type="checkbox"/> Buy one get one free <input type="checkbox"/> 25% off <input type="checkbox"/> Special offer <input type="checkbox"/> This week only		<input type="checkbox"/> Money back guarantee <input type="checkbox"/> Win prizes <input type="checkbox"/> Buy one get one free <input type="checkbox"/> 25% off <input type="checkbox"/> Special offer <input type="checkbox"/> This week only
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