

阿斯顿 流畅 英语

Fluency



Book 4 第四册



阿斯顿英语
ASTON ENGLISH

上海远东出版社

阿斯顿 流畅 英语

Fluency
the fun way

Stephen Manning & Charles Lucas

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ASTON ENGLISH

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(含 CD)

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 advanced level students to become more communicatively competent in oral English. 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. Pairwork and groupwork 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

- Initiating and controlling conversations.
- Debating and arguing a case.
- Chairing a discussion.
- Giving a three-minute prepared oral presentation on a familiar topic.
- Group problem solving.
- Expressing key concepts such as hopes, excitement, boredom, regret, responsibility etc.

Listening

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

Grammar & Vocabulary

- The function of grammar.
- Vocabulary for key topic areas in regular conversation—e.g., business, sport, personal life, etc.
- Coping with authentic reading materials.
- Understanding metaphor and idiom.

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.
- Learning strategies.

Lesson	Theme	Functions	Language focus	Listening
<i>1 A matter of style</i>	Introductions • learning styles • goal setting	Reporting interview responses • talking about language learning	Modals for expressing future abilities • phrasing questions	Inferring learning styles from the interpretation of items in a questionnaire
<i>2 Rising to it</i>	Challenges	Talking about challenges • comparing levels of difficulty	Sentence stems for 'considering other factors' in developing an argument • grammar production in a dictogloss	Listening for detail • multiple-choice questions • dictogloss
<i>3 Talking points</i>	Social appropriacy	Initiating and developing conversation	Comments and noises to facilitate conversation	Inferring social context
<i>4 In dispute</i>	Disputes and conflicts	Managing conflict • helping disputants to reach a compromise	Sentence stems for expressing and responding to complaints	
<i>5 Mr chairman</i>	Chairing a meeting	Giving advice • chairing a meeting	Sentence stems for controlling a meeting	
<i>6 Culture shock</i>	Cross-cultural awareness	Chairing a meeting following an agenda • talking about cultural differences	Grammar production in a dictogloss	Completing a timeline • reconstructing text from notes • dictogloss
<i>7 Ceilings</i>	Discrimination	Defending a decision	Non-discriminatory language • collocations • grammar production in a dictogloss	Dictogloss
<i>8 Review lessons 1-7</i>	Language review • assessing progress	Schmoozing • comparing lessons and giving reasons for likes and dislikes • presentations	Sentence stems for working a room • starting a personal phrasebook	
<i>9 That's entertainment</i>	Responses to entertainment	Talking about personal responses to different art forms	Stems to express excitement and boredom	Inferring topic of conversation from vocabulary prompts

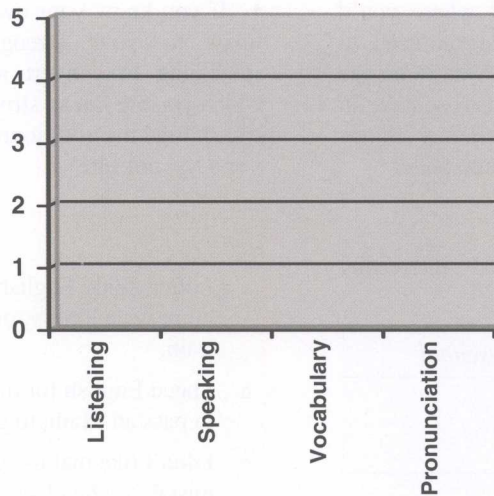
10 <i>The price of fame</i>	Famous people	Talking about the 'right to know' • balancing positive and negative effects of fame	Grammar production in a dictogloss • inferring word meaning from context	Dictogloss • verifying predictions
11 <i>Beatlemania</i>	The Beatles	Constructing questions for an 'information gap' reading • expressing likes and dislikes	Stems to say how something 'sounds' • inferring word meaning from context	Verifying predictions in the words to a song
12 <i>Like a horse and carriage</i>	Marriage and romance	Summarizing the findings of a survey • describing trends in simple bar charts • giving advice about relationships	Idioms, proverbs and collocations • grammar production in a dictogloss	Dictogloss
13 <i>Do you want to bet</i>	Gambling	Playing a role and convincing others	Idioms, proverbs and collocations	Detail and inference • multiple-choice questions • listening to support or attack another view
14 <i>The best medicine</i>	Humor	Telling jokes	Noun-verb forms • misunderstandings and double meanings in the creation of humor	
15 <i>Swifter, higher, stronger</i>	The Olympic Games	Talking to tourists	Grammar production in a dictogloss • sentences for an English language phrasebook	Inferring sports from idiomatic usage • dictogloss
16 <i>Review lessons 9-15</i>	Language review • progress check	Telling jokes • talking about changes	Phrasing questions • making questions from notes	
17 <i>If you become a teacher</i>	Interpreting	Interpreting Chinese idioms and signs for English speakers • following rules	Polite and casual forms for interrupting	Inferring from synonyms
18 <i>Innocent merriment</i>	Crime and punishment	Talking about crimes and penalties • presentations based on bar charts	Grammar production in a dictogloss • explaining choices	Dictogloss

19 The quality of life	The world economy	Expressing preferences based on numerical data	Economic indicators • comparing data • grammar production in a dictogloss •	Dictogloss
20 Wheels within wheels	Road accidents	Talking about the causes of road accidents and the effects of traffic hazards	Stems for talking about cause and effect	Following a lecture and completing a table • reconstructing a lecture from notes
21 A tale of two countries	Population	Talking about population structure and its implications • describing the implications of population pyramids	Expressing similarity and difference • describing tables and graphs	
22 On the map	Maps	Juggling information to talk about features on a map	Sentences to describe features on a map identified by symbols and a key	Juggling information to key a map
23 Brain drain	Study abroad	Reporting the results of a survey • arguing to support choice of a university •	Stems for expressing partial agreement • comparing data in bar charts	Following a lecture and verifying predictions
24 Thanks a million	Course evaluation and individual progress	Thanking colleagues • logical argument • describing progress	Stems for expressing thanks • language to enhance the performance of meetings	Following argument in group discussion

Where am I?

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.

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

1

A matter of style

Introductions • learning styles • setting goals

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? List the particular things you'd like to practice and be able to do better.

THREE-QUESTION INTERVIEW

1 Complete the table with interesting information about yourself.

	<i>Personal</i>	<i>Job/school</i>
<i>Past</i>		
<i>Present</i>		
<i>Future</i>		

2 Now think of three things you'd like to know about your classmates. One question should be about the past, another about the present, and a third about the future. Write your questions here.

<i>Past</i>	
<i>Present</i>	
<i>Future</i>	

3 Talk to as many of your classmates as you can, asking and answering just three questions. Note their names and one or two words as a reminder of their answers.

4 You will be asked what you know about your classmates. Use your notes to help you talk about the people you've spoken to.

READING—LEARNING STYLES

1 If you know your own learning style you can 'play to your strengths'—and perhaps do something to convert some of those areas in which you are not so strong. What's your learning style? Read the questionnaire and find out. (Y=yes N=no NS=not sure)

	Y	N	NS
a I often study English, at home, in a library, on the train.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I need English for my work, to pass an exam, to get a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I don't like making grammar mistakes when I speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I began learning English because my parents felt it was necessary for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e I love speaking English with other learners of the same level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f I go to English conversation classes because I want to, not because I have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g I think my teachers should force me to speak more in conversation class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h I would love to go on a year-long world tour, even if I had little money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i If I don't speak in conversation class, it is because the topic/task is bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j I watch English-language TV and films in English—even though I understand nothing!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

k	I hate it when one person does all the talking in conversation class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Quite often, I am happy just to listen to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	I often feel a little stupid when I talk in conversation class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	I think the teacher is what motivates a student most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	I prefer learning grammar, vocabulary, etc to speaking English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	I wish I could go to a conversation class every day instead of just twice a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Basically, I think a conversation class should be for practicing the grammar you have just learnt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	I regularly ask the other students questions and comment on what they say in conversation class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	I am a woman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Listen to the 'interpretation' and mark your learner profile on the chart below. What would you like to change? How do you think you might go about it? Seek your partner's advice.

self motivation									
external motivation									
need for perfection									
passivity									
nervousness									
traditional style									

I'd like to ...

THIS COURSE

1 The main aims of the course are to help you improve

- your fluency;
- your ability to talk in depth about particular topics;
- your listening in group settings at normal, native-speaker pace;
- your ability to use strategies that will make you a more independent learner and user of English.

2 Details of these aims are listed in the introduction to your C13 book. Which of them are most important for you? Look at them now and check the ones that you'll be focusing on throughout the course.

3 Share your views with a partner—discussion often helps you to clarify your thoughts.

A LEARNING CONTRACT

1 What do you want to achieve in the C13 course?

I want to be able to ...

I'd like to ...

It's important for me to ...

2 What could you do to achieve your goals?

I could ...

I could ...

I could ...

3 What could your teacher do to help you achieve your goals?

My teacher could ...

My teacher could ...

My teacher could ...

4 Share your contract with your colleagues. What do you have in common? What is particular to you?

5 How will you know if you've achieved your aims? What will you be able to *do*? What will you have to do to get there? Complete the 'action plan'.

ACTION PLAN

How will you know when you've achieved your goals? What will you be able to *do*? Look at the examples and then write your own three goals.

I'll be able to follow a conversation between native speakers.

I'll be able to talk in depth about my work.

I'll be able to use language that is socially appropriate, so that people won't think I'm being rude.

My goals

I'll be able to

I'll be able to

I'll be able to

Now think about what you're going to do to make this happen. Look at the examples and then write three things you will do to achieve your goals.

I will be active in class, asking questions, giving my ideas, encouraging my colleagues

I will only use English in class.

I will review the work we do in class at the end of every week and keep a vocabulary notebook of the words I want to learn.

My commitment

I will

I will

I will

Thinking about learning

What helps you learn English? Write down three things from your last English course that helped you and that you'd like the teacher to do this time.

.....

.....

.....

HOW CAN I IMPROVE MY WRITING?

This is basically a conversation course, but many students ask how they can improve their writing, how they can make it read the way native speakers of English write. Here's a way you can do it, *outside of class*, with the best writers of English as your teachers!

- 1 Choose a writer (or a style of writing) that you'd like to emulate.
- 2 Highlight a short paragraph (sixty words or so), and read it twice. Read it carefully, but don't try to memorize it.
- 3 Close the book or magazine and try to write the paragraph from memory.
- 4 When you've finished, check your paragraph against the original and note the differences.
- 5 Close the book again and take a fresh sheet of paper. Try again.
- 6 Check again against the original, again noting the differences in your work.
- 7 Repeat the process until you're happy with the result.

If you do this just a few times a week, your writing will really improve. As you get better, you can gradually increase the size of the paragraphs you work with.

HOW CAN I IMPROVE MY READING?

It contains a lot of reading material—some hard, some easy. Reading texts and articles is a very good way of improving your English. However, you need to approach reading with particular strategies in mind. Here is some advice on how to tackle reading.

- 1 Look at the title: what do you think the text is going to be about?
- 2 Read through the text once quickly—
 - don't look up any words unless you can't understand something important;
 - ask yourself: what was the main thing the writer wanted to say?
 - write one sentence to summarize the content of the text.
- 3 Now read through each paragraph more slowly and carefully, writing a title for each paragraph as you go.
- 4 Look at your answer to the first exercise (what did you think the text was going to be about?). Were you right? If not, write a new title that would give a better idea of the text.
- 5 Write three or four sentences summarizing the text.

AFTER THE LESSON

Try the strategies for improving your writing and reading for yourself—writing on one day and reading on the next. Just twenty minutes a day should be enough. Put your thinking cap on. How could you apply these same strategies to improve your listening?

Survivors

Lesson 2—Before the lesson

On Friday, October 13, 1972, a Fairchild FH-227 twin turboprop airplane crossed the Andes Mountains carrying 40 passengers and 5 crew. The plane disappeared from the modern world and everyone on board was thought to be dead. Seventy-two days later, however, 16 emerged alive and told their story.



The sudden crash killed the pilot and flight crew, leaving the surviving passengers to fend for themselves. Injured and exhausted, the group members argued intensely over the likelihood of a rescue. Some insisted that searchers would soon find them. Others maintained that they must climb down from the mountain. Some became so apathetic that they didn't care. At night the cries of the injured were often answered with anger rather than pity, for the severely cramped sleeping arrangements created continual conflict. And early one morning, as they were sleeping, an avalanche filled the cabin with snow, and many died before they could dig their way out.

What challenges do you think faced the survivors? How do you think they met these challenges? You can find a complete history of the crash at <http://www.viven.com.uy/571/eng/historia.asp>

Challenge	Meeting the challenge
e.g. <i>They had no drinking water.</i>	<i>They met the challenge by ...</i>

Challenges • justifying choices • listening for detail

BEFORE THE LESSON

What challenges do you think faced the survivors of Fairchild FH-227? How do you think they met these challenges?

VOCABULARY—CHALLENGING WORDS

challenge (n) • challenge (v) •
challenging (adj) • challenged (adj) •
challenger (person) (n)

1 Complete these sentences with the correct form of the word.

- a** I'm bored with this job. It doesn't ... me.
- b** I'm bored with this job. I'm looking for a ... position.
- c** I'm bored with this job. I want something that has ... in it.
- d** I'm bored with this job. I'm not ... by it.
- e** The champion was no match for ... who defeated him in three rounds.

accept • decline • deliver • face • issue •
love • meet • rise to

2 Complete these sentences with a collocation formed with *challenge* and one of the verbs in the box.

- a** By lowering its prices, Double Happy Inc. ... to all its competitors.
- b** Triple Happy Inc. ... by offering two for the price of one.
- c** Not wishing to enter a price war, Happy Medium Inc. ... of Double Happy.
- d** 'I'll do it!,' she cried, strapping on the parachute. 'I ...'

DICTOGLOSS—A CHALLENGE ON WHEELS

1 You're going to hear a news item about someone who accepted a challenge. The item will consist of five sentences. What do you think you will hear? Follow the picture clues and work with your colleagues to write the five sentences.



6 months



2 Work by yourself. As you listen, write the main *content* words you hear, leaving plenty of space between them. Don't try to write down everything—you'll have time later to fill in the missing words.

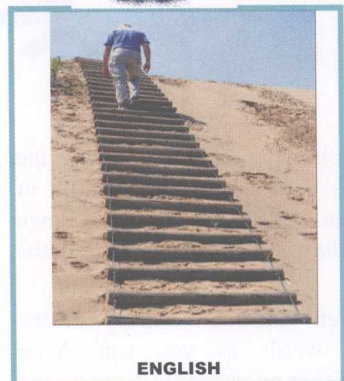
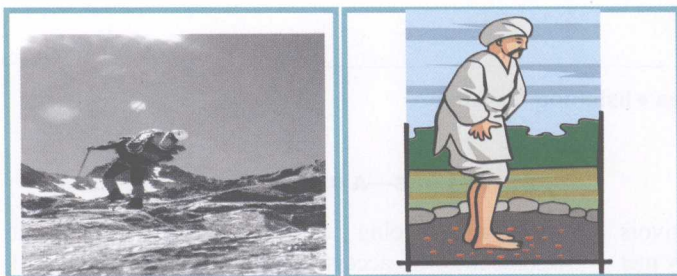
3 Work by yourself. Fill in as many of the missing (function) words as you can. Your sentences should be grammatically correct and they should make sense.

4 Work with a group. Appoint a secretary and share your notes (without showing them). Your task is to reconstruct the sentences as best you can. They don't have to be exact, but the grammar should be correct and the sentences should make sense.

CHALLENGING EXPERIENCES

Work in a group. Which of these experiences is the greater challenge? Take it in turns to issue and accept a challenge. When you accept, tell your group how your challenge is more demanding than the previous person's.

CHALLENGING EXPERIENCES



ENGLISH



LANGUAGE FOCUS

Considering other factors

When we are weighing-up different experiences and want to give extra reasons to justify our choices, we can use these sentence stems.

Bearing in mind • Considering • If you remember • Allowing for the fact that • When you consider

For example:

LISTENING—SURVIVORS

You're going to hear the story of a disaster in the air—a disaster in which you play a key role.

As you listen, answer the questions below.

1 The disaster takes place over the

- a Sahara Desert
- b Gobi Desert
- c Kalahari Desert
- d Great Sandy Desert

2 How far are you from the nearest town when the disaster takes place?

- a 50 miles
- b 50 kilometres
- c 15 miles
- d 150 miles

3 When you land, the weather is

- a very hot
- b very cold
- c neither hot nor cold
- d very wet

4 Which of the following are *not* mentioned among the items you could salvage from the wreck? You will hear the items in the same order as they are listed here.

- a 40m length of nylon rope
- a mirror a parachute
- a knife a laptop computer
- a packet of salt tablets
- a book on plants of NW China a compass a torch
- a first-aid kit a flight map
- a mobile phone a six-pack of beer four woolen blankets
- a camera a gun
- 6 pints of water
- a candy bar 12 cans of vegetables a box of matches

5 Turn to communication activity 1. Work first by yourself, then with a partner, and finally with a group.

AFTER THE LESSON—LEARNING TO LEARN

Complete the form and share your ideas with your classmates and teacher in your next lesson.

What's the most challenging aspect of learning English?	
What can you do to meet the challenge?	
What's the most challenging part of working in class?	
How can you respond to this challenge?	
Is your class too challenging?	
Is your class not challenging enough?	
How could the teacher make the class more/less challenging?	

Natural language

Lesson 3—Before the lesson

What are these people saying to each other? Think about what their relationship might be and what would sound most natural.

