



普通高等教育“十一五”国家级规划教材

● Virginia Evans Jenny Dooley
● 总主编 邹为诚 朱宾忠

○ 应用型英语专业系列教材


Upstream

Student's
Book

搏流英语

综合教程 学生用书 6

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前 言

《搏流英语》原书名为*Upstream*, 2007年由高等教育出版社引进, 并组织力量进行本土化改编。改编后的教材共6级, 每级由《综合教程学生用书》、《综合教程教师用书》、《扩展教程》和《视听说教程》组成。

《搏流英语》原书根据欧洲委员会最新版语言教学大纲 (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 简称CEF) 编写。其教学目标是学生在完成全部课程以后, 成为英语的“熟练使用者”(Proficient User)。这是CEF所规定的最高教学目标。根据CEF的界定, 这一类学习者应该在听、说、读、写4个方面娴熟地使用英语。这一言语能力大体相当于我国普通高等院校应用型英语专业学生的水平。

众所周知, 欧洲委员会是一个多种语言的文化、经济和政治共同体。民族和谐和国际交流的需要促使欧洲人民努力学习外语。早在20世纪70年代, 欧洲委员会的前身“欧共体”就率先编写了一套体现交际法教学理念的语言教学大纲“Threshold Level”。这个纲领性文件在世界外语教育史上产生了重大的影响。它开启了“语言知识和语言使用并重”的语言教学新阶段。我国20世纪80年代以来所制定的重要的外语教学大纲, 尤其是高等院校的英语教学大纲无一不受到它的影响。

在欧洲委员会成员国中, 国家和民族间的交流非常紧密, 因而对外语教学格外重视。为了促进各成员国的外语教学, 欧洲委员会对原Threshold Level大纲进行了调整, 公布了新的外语教学大纲, 即CEF。CEF与原来的大纲相比, 其最大的变化是将语言教学目标界定为一系列的“Can-do Statements”, 而不再对语言细节进行规定。根据这些“能够用外语做……事、完成……任务”的目标, 将学习者分成三大等级: 第一级是“初级使用者”(Basic User); 第二级是“独立使用者”(Independent User); 第三级, 即最高级, 称作“熟练使用者”(Proficient User)。大纲的这一变化体现了对能力培养的重视, 强调外语学习要学以致用。这一变化还体现了对语言教师的尊重, 强调给教师更大的教学自主权, 鼓励教师根据学习者的特点, 灵活开展课堂内和课堂外的教学, 在“教会学生使用外语”的这个大目标下, 创造性地培养学生的“言语能力”。

《搏流英语》的原作者教学经验丰富, 熟谙现代外语教学的研究成果, 灵活地把CEF的要求转化为丰富多彩的教学和练习内容。该教材除了其他一般教材具备的特点以外, 改编者认为在以下几个方面是独树一帜的。

1. 重视语言训练的系统性

《搏流英语》十分重视语言训练的系统性。语言训练的系统性指教学内容的安排是否符合学生的学习特点; 语言知识点和功能项目的选择是否恰当, 是否符合循序渐进的要求; 任务的设计是否方便教师的教学; 活动和操练是否有利于学习者各种能力的均衡发展等。这是判断综合教材品质的第一要素。本教材的最大特点就是努力使上述各个方面达到一种均衡, 相信师生进行完第一学期教学就能体会到此特点。

2. 训练途径独特

《搏流英语》的宗旨是使学生最终学会使用语言, 而不是仅仅停留在静止地学会几个词语和句型的要求上。它所采用的方法是从学生尝试使用语言开始, 过渡到教师演示、学生再次尝试、教师反馈指导、学生再回到“使用语言”的活动中。学生在反复尝试的基础上理解语言知识, 锻炼言语技能, 纠正语言错误, 最终发展言语能力。本教材在这方面的设计别具匠心, 可以说是近些年来的一本佳作。此方法已经得到现代外语教学研究的验证, 语言的某些内容, 如词汇、句型等用互动的方式教授效果较好; 学生在明确交际目的的前提下, 教师的示范效果较好。因为我们不是英语本族语使用者, 教师在和学生的交互活动中常常受制于自身的语言弱势。但俗话说, 教学相长, 如果教师备课充分, 相信大部分的困难可以得到克服。

3. 在传授知识中促进语言发展

本教材的另一特色是把语言知识融入“人文专业知识”的学习中。近年来, 外语教学界开始探索如何将专业知识传授和语言学习相结合, 在学习知识的同时学习语言 (Content-based Instruction, 简称CBI)。学者们进行了多种试验, 但是目前比较认可的做法是“主题片断方法”(Big Idea Approach), 就是将专业知识中的某些语言教育价值比较高的片断作为外语教学素材, 然后根据这些素材编写练习和活动。《搏流英语》采用了这种方法, 在每一个单元中放入一个CBI片断, 内容涉及各种人文社会科学知识, 给学生提供了语言训练和专业发展的契机。这在我国的外语教材中还是比较新颖的, 希望我们的学生和教师都能从中受益。

4. 写作任务设计独特

培养学生的外语写作能力是外语教学发展的瓶颈之一, 一些教师和学者提出了各种对策, 但是好思想和好办法常常停留在理论阶段, 没有在教材或教学中得到反映。这些对策简单来说可以归纳为以下几点: (1) 写作的题目与其他语言训练项目要有机地结合起来, 结合得好, 学生就容易写, 结合生硬, 学生就难以落笔; (2) 满足第一个条件以后, 教师要考虑学生的写作量是否足够, 即学生是否有反复重写的机会, 能否在学习中见缝插针地练习; 《搏流英语》在这方面处处有精彩之笔。打开书本, 读者会发现, 写作任务几乎无处不在; (3) 在满足条件(1)和条件(2)后, 教师要教授“语体知识(Knowledge of Genre)”。语体知识指各种文章的篇章结构知识, 具备了篇章结构知识, 写作会更有目的性, 写作任务会更加容易。《搏流英语》从第3册开始, 每一单元之后都有一个片断专门训练“语体知识”, 并附有范文和解说, 任务设计的系统性非常强, 这在外语教材中是非常难得的。

原作优秀, 改编者在改编中不敢任意删改, 只是修改了少量不适合中国学生的活动和对中国学生来说过于简单的语法训练项目。因此, 目前的改编本仍然忠实于原作, 同时符合我国高校综合英语课程的要求。

综合教程的基本结构是每册综合教程有5个模块(Module), 每个模块两个单元, 因此每册教材共有10个单元, 每个单元需4至6个课时完成。扩展教程与每一单元的内容相对应, 供学生课后自学使用。

邹为诚

2007年4月于芝加哥

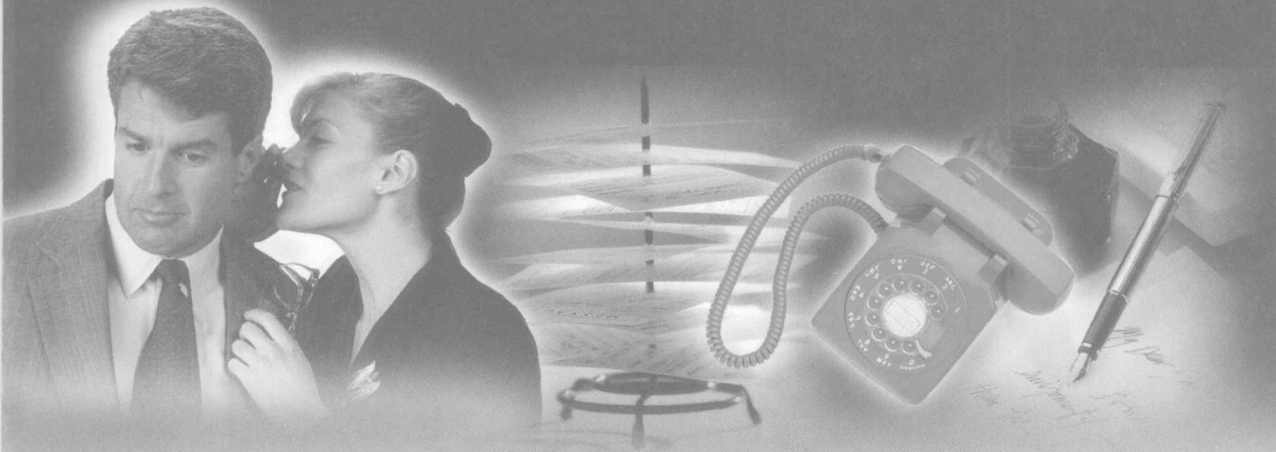
Contents

	Language Focus	Reading	English in Use	
Module 1	UNIT 1 Getting the Message Across (pp. 7–26)	means of communication; facial expressions; ways of speaking; the Internet; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : act, break	multiple choice (reading for content, opinion, purpose, tone, reference, implication); gapped text (reading for cohesion, coherence and text structure)	modal verbs; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing</i> : selecting relevant information
	UNIT 2 The Happiest Days of Your Life? (pp. 27–46)	education; literacy; university studies; educational systems; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : come, call	multiple choice (reading for content, opinion, attitude, purpose, implication, text organisation)	conditionals; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing</i> : paraphrasing
Self-Assessment Module 1 (pp. 47–50)				
Module 2	UNIT 3 Extra! Extra! (pp. 53–72)	media; journalism; newspapers; advertising; reporting news; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : do, drive	multiple choice (reading for content, detail, attitude, opinion, tone, implication, text organisation); gapped text (reading for content, text organisation)	the passive; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing</i> : working within the word limit
	UNIT 4 Planes, Trains and Automobiles (pp. 73–92)	means of transport; technology; travel; places to visit; signs; air travel; sea travel; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : get, fall	multiple choice (reading for attitude, inference, implication, detail, content, opinion, attitude, tone)	inversion; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions</i> : identifying echoed ideas; <i>summary writing</i>
Self-Assessment Module 2 (pp. 93–96)				
Module 3	UNIT 5 The Science of Life (pp. 99–118)	health; illnesses; medicine; exercising; healthy eating; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : hold, keep	multiple choice (reading for content, detail, implication, reference); four-option multiple choice lexical cloze (reading for semantic precision, complementation)	reported speech; tense revision; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing</i> : identifying arguments
	UNIT 6 The Art of Entertainment (pp. 119–138)	the arts; music; forms of entertainment; festivals; cultural events; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : make, look	multiple choice (reading for detail, implication, content, opinion, inference)	gerund/infinitive; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions</i> : phrases and metaphors
Self-Assessment Module 3 (pp. 139–142)				
Module 4	UNIT 7 Born to Win! (pp. 145–164)	sports personalities; world records; sports; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : put, run	multiple choice (reading for content, detail, attitude, opinion, tone, purpose, reference); four-option multiple choice lexical cloze (reading for semantic precision, complementation)	relative clauses; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions</i> : detail questions; <i>summary writing</i>
	UNIT 8 Respect! (pp. 165–184)	social issues; historical events; racism; politics; human rights; globalisation; ageism; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : see, settle	multiple choice (reading for attitude, purpose, content, opinion, exemplification, implication)	future tenses; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing</i> : excluding irrelevant information
Self-Assessment Module 4 (pp. 185–188)				
Module 5	UNIT 9 Another Day, Another Dollar (pp. 191–212)	work and business; the workplace; careers; professional skills; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : take, tell	multiple choice (reading for tone, purpose, implication, content, reference); gapped text (reading for content, text organisation)	participles; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions & summary</i>
	UNIT 10 Our Planet, Our Home (pp. 213–234)	the environment; recycling; environmental problems; ecology; prepositions; fixed phrases; idioms <i>phrasal verbs</i> : turn, wear	multiple choice (reading for content, attitude, reference); four-option multiple choice lexical cloze (reading for semantic precision, complementation)	concession/comparison; open cloze; key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions & summary</i>
Self-Assessment Module 5 (pp. 235–238)				
Translation Exercises (pp. 239–244); Grammar Reference (pp. 245–259) Appendix 1 (pp. 260–263); Appendix 2 (p. 264); Appendix 3 (pp. 265–267)				

Listening	Speaking	Writing
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<p>multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>telephone conversations; asking for and promising discretion; introducing news; expressing surprise; speculating; evaluating; suggesting alternatives</p>	<ul style="list-style-type: none"> expressing opinions in essays, letters and articles
<p>multiple matching (listening for opinion, specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>discussing opinions; making suggestions; making recommendations; debating; inviting somebody to give their opinion; interrupting; monologues</p>	<ul style="list-style-type: none"> making suggestions and recommendations in letters and essays
<p>sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>discussing TV programmes; making suggestions; asking for further information; accepting/rejecting suggestions; speculating; evaluating; suggesting alternatives</p>	<ul style="list-style-type: none"> letters to the press/authorities; balanced arguments
<p>sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>giving advice; giving instructions; monologues</p>	<ul style="list-style-type: none"> descriptive and narrative articles
<p>multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>making decisions; expressing opinions; expressing agreement/disagreement; making, rearranging & cancelling appointments; comparing; evaluating; suggesting alternatives</p>	<ul style="list-style-type: none"> assessment reports reports making suggestions
<p>sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>talking about films & music; monologues; evaluating; making choices; making recommendations</p>	<ul style="list-style-type: none"> reviews (reviewing films, festivals, books, restaurants and products)
<p>multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>making decisions; exchanging opinions; making suggestions; making predictions; insisting on a point; speculating; evaluating; suggesting alternatives</p>	<ul style="list-style-type: none"> proposals (format and content, appropriate vocabulary and style)
<p>multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>expressing agreement/disagreement; discussing pros & cons; expressing hesitation; expressing an alternative viewpoint; monologues</p>	<ul style="list-style-type: none"> discursive essays (developing an argument, balancing both sides, discussion clock)
<p>multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>expressing approval and disapproval; making assumptions; evaluating; speculating; suggesting alternatives;</p>	<ul style="list-style-type: none"> formal letters: letters of application, recommendation, complaint, apology
<p>multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>	<p>sharing information; giving instructions; monologues</p>	<ul style="list-style-type: none"> review of writing tasks

Finding Your Way to Knowledge



UNIT 1

Getting the Message Across

UNIT 2

The Happiest Days
of Your Life?



units 1-2

MODULE 1

Before you start ...

- What comes to mind when you hear the word "communication"?
- Discuss the ways in which education helps a person develop.

Listen, read and talk about ...

- means of communication
- facial expressions
- styles of communication
- dress norms
- body language
- languages
- the Internet
- ways of speaking
- communication technology
- education
- school subjects
- jobs in education
- learners
- university life
- home schooling
- e-books
- literacy

Learn how to ...

- talk on the phone
- introduce news
- express surprise
- encourage sb to continue
- ask for/promise discretion
- speculate
- evaluate
- suggest alternatives
- debate
- give an opinion
- interrupt

Phrasal verbs

- act
- break
- come
- call

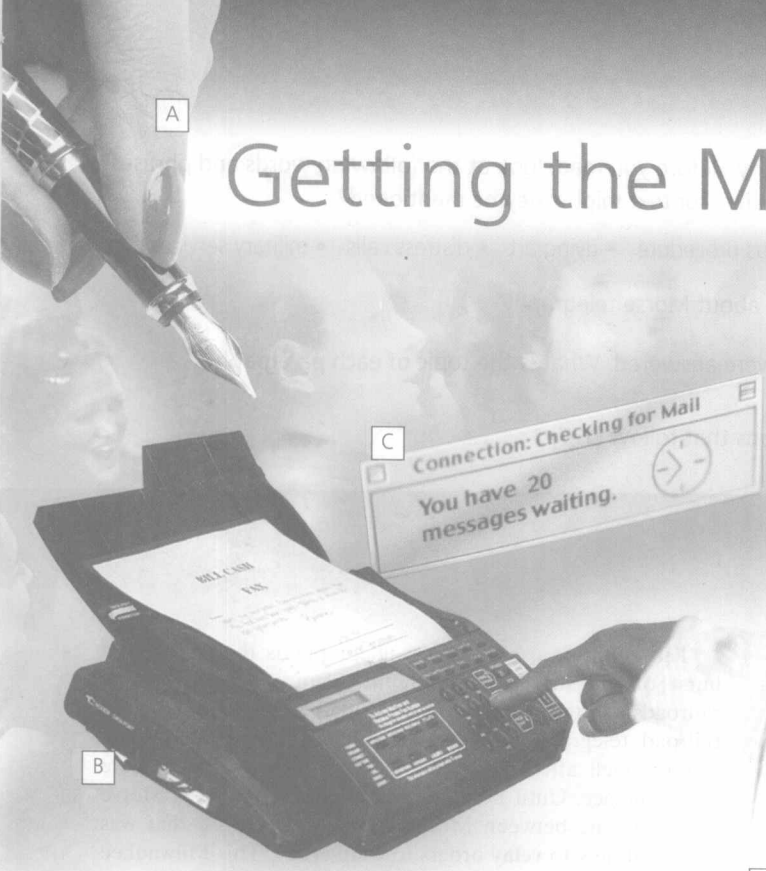
Write ...

- articles expressing your opinion
- essays expressing your opinion
- letters expressing your opinion
- letters/articles making suggestions

Practise ...

- present/past tenses
- modal verbs
- conditionals

Getting the Message Across



Lead-in

1 What is 'good communication'? Rank the following according to how important you think they are. Compare your answers with a partner.

- 1 getting the message across quickly and efficiently
- 2 developing an interesting exchange of ideas
- 3 using language correctly
- 4 having time to think before you speak
- 5 being able to express your feelings

2 In what situations would you use the means of communication shown in the pictures?

I would write a letter if I wanted my message to be warm and personal.

3 Match the following to one or more of the photographs, then make sentences, as in the example.

- 1 intrusive/be disturbed when trying to relax E
- 2 personal/take time to express yourself
- 3 slow/take weeks to reach destination
- 4 efficient/be reached wherever you are
- 5 versatile/send sound or pictures
- 6 impersonal/not communicate meaningfully
- 7 artistic/use customised paper/handwriting personal
- 8 limited/only send brief messages

I believe mobile phones can be intrusive because you can be disturbed when you're trying to relax.

4 a. Read the following headlines and guess the content of each report.

1 **WEB EARTHQUAKE CHARITY RAISES £4M OVERNIGHT**

2 **INTERNET NOT SECURE ENOUGH, SAY BANKERS**

3 **150-YEAR-OLD TECHNOLOGY SAVES STRANDED FISHERMEN**

4 **E-MAILS TOO IMPERSONAL TO COMPETE WITH PHONES**

b. Now listen to four extracts from news programmes and complete each sentence with a short phrase.

- 1 The Internet community showed great when asked to help the earthquake victims.
- 2 Financial transactions which are can go wrong because of network failures.
- 3 The fishermen used a morse radio to send out a
- 4 Research showed that people value the speech provides.

5 Discuss the following quotations.

"The more elaborate our means of communication, the less we communicate."
Joseph Priestley (British political theorist)

"Good communication is as stimulating as black coffee and just as hard to sleep after."
Anne Morrow Lindbergh (US author)

- Write a paraphrase of each quotation.
- Say whether you agree or not, and why.

- 6 a. You will read a passage about Morse telegraphy. Before you read, look at the following words and phrases which have been taken from the passage. In what context might they be mentioned?
- backup plan • short and long tones • tedious procedure • dying art • distress calls • military services
- b. Think of three things you would like to know about Morse telegraphy.
- 7 Skim the article to see if your questions were answered. What is the topic of each paragraph?
- 8 Read the passage and answer the questions that follow (1-7).

Dots and Dashes Still Alive



In orbit high above Earth, a multi-billion-dollar formation of communications satellites stands ready to instantly connect pilots, seamen and all kinds of navigators to every available aid when they find themselves in an emergency. But what if the communication computers on board these ships and aircraft started acting up or even broke down? The world could go **silent**, and leave travellers groping around for directions. Not to worry. There is a backup plan, in part using technology that was invented in 1835, the year Mark Twain was born. It's the Morse code, the language of dots and dashes that has survived the assault of higher technology for a century and a half.

Named after its inventor, Samuel F.B. Morse, the code is a series of combinations of short and long tones (dots and dashes) representing letters of the alphabet that can be transmitted manually by a key operator. A telegrapher combines the dots and dashes to form letters and words. It is a seemingly **tedious** procedure, but **skilled** operators can transmit and receive faster than most secretaries can type. The fastest Morse transmission ever recorded is an amazing 84 words per minute, sent by an operator named T.L. McElroy in 1951.

Morse telegraphy may seem like a **quaint anachronism**, with its brass sounder and key operated by the world's most **basic** tool, the human finger. However, it is sometimes vital to worldwide communications. When the Mexico City earthquake occurred in 1985 and all the power **went off**, calls for help were transmitted in Morse by an amateur radio operator. "We see the Morse code as a dying art, but we refuse to let it die completely," says Major General Leo M. Childs, the US Army's Chief Signal Officer. "Newer isn't always better. Even though it is old and slow, Morse is still the most **reliable** in difficult conditions."

Every merchant vessel bearing the US flag must carry a radio officer who can both transmit and receive Morse code. Under US law, the officer must spend eight hours every day at sea monitoring the radio for Morse distress calls. Should you ever find yourself adrift at sea in a lifeboat launched from a sinking passenger cruise ship, it will be equipped with a single communications device: a Morse transmitter that automatically signals a distress call, but is also equipped with a keyboard in case you happen to know the Morse code. Perhaps the best-known bit of Morse code is the call for help — SOS. In the code, these letters form a **distinctive** pattern (dot dot dot, dash dash dash, dot dot dot) easily recognised in an emergency.

The enduring use of Morse telegraphy is the **legacy** of a burst of industrialisation in 19th-Century America, when railroads and telegraph developed side by side. Most of those railroad telegraph lines were used well into the mid-20th century, well after radio, television and computers became commonplace. Until 1985, the Milwaukee Road had a Morse telegraph line between Milwaukee and La Crosse that was used **routinely** to **relay** orders to train crews. This Milwaukee Road operation was **shut down** quietly in the late 1980s. In many other countries, however, railroad Morse is still used.

The military services continue to be the most serious users of Morse telegraphy. While billion-dollar satellites and sophisticated ground networks are good in theory, such communication systems can **break down** on the battlefield. As a matter of **prudence**, the Army keeps a functional Morse capability. Morse code signals require much less broadcasting power to transmit than voice messages. In addition, even an unclear Morse signal can be interpreted, whereas a **distorted** voice transmission is **virtually** useless. The Army annually trains about 2,800 men and women in Morse code for a variety of signal jobs in infantry, artillery, intelligence and even Special Forces. A Morse transmission will get through when all else fails, and especially in military conflicts, "he who communicates first, no matter how primitively, will **come out on top**," says Major General Childs.

In that case, retired railroad telegraph operators will probably **take over** the world. Each evening, the amateur radio waves come alive with the Morse transmissions of the retired railroaders known among themselves as 'old heads'. "I get on the air and use the code every night to chat to old railroad men," says Craig Becker, the retired Milwaukee Road telegraph operator who received the railroad's final telegraph message in 1985. "There are lot of telegraphers around. Every night you hear them pecking." Experienced Morse operators say the code is not so much a **clatter of sounds** as a language, because operators don't hear dots and dashes. "You can sit back and hear a conversation," says Becker.

When Morse inaugurated the telegraph service in 1844, he wired from Baltimore to Washington the now-famed message: "What hath God wrought!" Ever since, the death of Morse code has been predicted regularly. However, although the telegraph has **receded from public view**, experts say that they cannot envision an end to its use any time soon. "I can carry a very small Morse key in my pocket and transmit around the world," says Burke Stinson, a public relations man for American Telephone & Telegraph Co. "I don't think you will ever see the Morse code die. It is going to be difficult to find another method that is as **flexible** and reliable."

STRATEGY POINT

Get the gist by looking at the title and skimming the text. Read the question stems (rather than the choices) carefully. Read the passage thoroughly, underlining the parts of the text which are relevant to the questions. Select your answer to each question. Bear in mind that answer choices which reproduce sentences or long phrases from the text are usually distractors.

Some traps to watch out for:

- Some wrong choices are generally true statements, but they don't answer the question.
- Some wrong choices are almost correct, except for one word (e.g. an adverb like 'always').

- 1 The reason the writer mentions the possibility of satellite-based communication systems failing is to**
 - underline the importance of a reliable alternative.
 - suggest that satellite communications are unreliable.
 - emphasise the drawbacks of satellite communications.
 - compare Morse to communication satellites.
- 2 The process of communicating using Morse code**
 - involves more than transmitting tones.
 - is tedious even for experienced users.
 - is not as laborious as people think.
 - is simple enough for anyone who can type.
- 3 In the third paragraph, the writer implies that the use of Morse code is**
 - old-fashioned, but attracts many enthusiasts.
 - only useful to the armed forces and some hobbyists.
 - being revived by amateur radio operators.
 - often the only way to communicate during a crisis.
- 4 In the fifth paragraph, the writer**
 - implies that Morse telegraphy developed faster than the railroad.
 - implies that Morse has survived for so long because of the railroad.
 - suggests that the railroad developed because of Morse telegraphy.
 - explains why Morse telegraphy eventually became redundant.
- 5 The American military**
 - needs simple communication methods.
 - has recently neglected its Morse capability.
 - allows its forces some Morse equipment.
 - offers training for recognising distorted Morse.
- 6 By saying that retired railroad telegraph operators will "take over the world", the writer**
 - completely changes the focus of his text.
 - is being sarcastic about Morse telegraphy hobbyists.
 - criticises the neglect of Morse telegraphy.
 - attempts to give his text a more light-hearted feel.

- 7 The first message to be transmitted in Morse code**
 - symbolised the code's flexibility.
 - was used for commercial purposes.
 - took a long time to reach its destination.
 - was sent by Samuel Morse himself.

Follow-up

- 9**
 - Read the text again and underline any words associated with *communication*. Make sentences using the *verbs*.
 - Explain the words/phrases in bold from the text, then use them in sentences. Use a dictionary if you wish. Suggest synonyms for the highlighted words.
- 10 Underline the word or phrase which best completes each of the sentences below.**
 - The old man **groped around/searched about** the dimly-lit room for his slippers.
 - I wanted to get up and leave because the speech was so **tedious/strenuous**.
 - Good letter writing is fast becoming a **rare thing/dying art**.
 - The sailor was **adrift at/out to** sea for four days before he was rescued.
 - The sinking ship sent out a distress **message/call**.
 - The secretary busily **pressed/pecked** away at the keyboard of her word processor.
- 11 Read the table and answer the following questions.**

STRATEGY POINT

- When you are asked to explain the meaning of a phrase (as in questions 1 and 3 below) or to locate and reproduce information from the passage (as in question 4 below), do so in your own words and not by repeating words or phrases from the text.
- With back-reference questions (like question 2 below), bear in mind that you may be looking for a noun or a whole clause (e.g. "it" might refer to "the fact that Japanese is difficult to learn").

- What does the writer mean by saying that the Morse code "has survived the assault of higher technology for a century and a half" (lines 10–11)?
- What does the word 'it' refer to in the phrase "It is a seemingly tedious procedure" (lines 16–17)?
- What does the writer mean by saying that the military are "the most serious users of Morse telegraphy" (lines 55–56)?
- What are the two major advantages of Morse transmissions over voice transmissions, as discussed in paragraph 6?

➔ Facial Expressions

12 The following verbs are used to describe facial expressions. Match them to the pictures. Why do you think the people in the pictures feel the way they do?

- beam • glare • smirk • frown • wince • grimace



The man in photograph A is glaring. He may be having an argument with someone.

➔ Styles of Communicating

13 a. Match verbs from list A to adverbs from list B to make collocations. There may be several possible combinations.

A: pause retort cheer smile
instruct (sb) comfort sb shrug

B: angrily gently abruptly firmly
diplomatically indifferently enthusiastically

pause — abruptly / diplomatically / angrily

b. Chain story. Take it in turns to continue the story below using verb-adverb combinations from Ex. 13a.

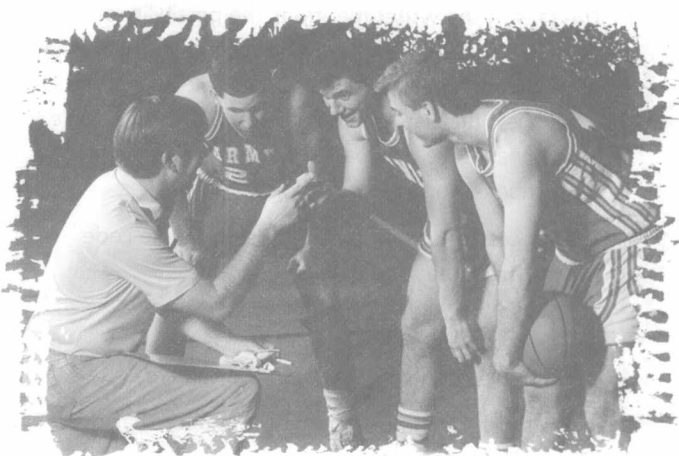
Paul Smith had been briefing his colleagues for about five minutes when he paused abruptly.

➔ Collocations

14 a. Fill in : *information, language, report, discussion, conversation, speech, words*

- a dead, colloquial
- b damaging, informative
- c animated, heated
- d kind, profound
- e political, rousing
- f confidential, pertinent
- g informal, intellectual

b. Use one adjective from each pair to complete each of the sentences.



- 1 The coach gave a speech to his team as they prepared for the game.
- 2 The students had a(n) discussion on text messaging, which is one of their favourite pastimes.
- 3 Despite his lack of formal education, he was perfectly capable of engaging in conversation.
- 4 You must avoid using language when writing a university essay.
- 5 Thank you for your words, but I really feel that Ian also deserves some praise.
- 6 The factory was closed down after the publication of the report.
- 7 I'm sorry, but I am really not at liberty to reveal such information.

➔ Cloze texts

15 Read the extracts and choose the most suitable word to fill in each gap. Consult a dictionary if you wish. What is each text about? Where could you read it?

A

Supraphonic CORDLESS PHONE

Please follow these instructions carefully

Installation

- Locate the grey twin cable and 1) it into your wall-mounted telephone 2) Next, insert the auto-rechargeable battery into the 3) in the back of the telephone.
- Place the 4) on the telephone base and look at the electronic 5) at the top right. It should read "Ready to connect."
- 6) "000" using the telephone 7) After a few seconds, you should see the message "Ready" on the telephone.

Operation

- Your cordless phone is operated similarly to a(n) 8) phone. You need to 9) the aerial before you use your phone. After use, the aerial 10) automatically.

- | | | | |
|--------------|------------|----------------|-------------|
| 1 A thrust | B plug | C check | D push |
| 2 A catch | B section | C nook | D jack |
| 3 A niche | B gap | C compartment | D void |
| 4 A receiver | B headset | C handle | D recipient |
| 5 A screen | B reel | C display | D picture |
| 6 A Phone | B Call | C Form | D Dial |
| 7 A controls | B keypad | C switchboard | D dialler |
| 8 A usual | B common | C conventional | D typical |
| 9 A draw | B extend | C lengthen | D prolong |
| 10 A recalls | B retreats | C retracts | D recoils |

B

MR MOORE

What made Sandra fear Mr Moore the most was neither his 1) appearance nor his 2) manners. Rather, she was terrified by the way he would suddenly materialise out of nowhere. He'd suddenly be standing there, often 3) at her with what could equally well be silent contempt or hatred. He would 4) an instruction and, after 5) at her menacingly for a few seconds that always seemed like eternity, he would disappear into his office again.

- | | | | |
|--------------|------------|-------------|------------|
| 1 A stern | B severe | C firm | D fixed |
| 2 A rash | B careless | C abrupt | D sharp |
| 3 A scowling | B jeering | C simpering | D growling |
| 4 A munch | B mumble | C muddle | D muster |
| 5 A gaping | B ogling | C glancing | D staring |



Commonly Confused Words

- 16 Circle the **two** suitable words in bold which best complete each sentence correctly.



- When she saw the spider, she let out a piercing **scream** / **yelp** / shout / shriek.
- When reading, you have more time to appreciate the **shadows** / **subtleties** / nuances / tones of meaning than when you're listening.
- It is sometimes difficult to **absorb** / **interest** / capture / comprehend all the necessary information if someone is talking too fast.
- Some people like the **straightforward** / **shortcut** / modest / minimalist style of Internet conversations.
- I liked her novel, although her **verbose** / **long-winded** / elongated / stretched-out style bored me at times.
- She **mumbled** / **muttered** / **stuttered** / **spluttered** something under her breath about being bored and walked out of the lecture hall.
- His **tendency** / **pitch** / **expression** / **tone** was sarcastic; he obviously thought very little of his colleagues.
- I have read through his work and I haven't found any **clear** / **clean** / **hard** / **striking** examples of a text which is hard to understand.



Prepositions (Appendix 1)

- 17 a. Fill in **on** or **about**, then make sentences.

1 argue sth; 2 be intent sth; 3 boast sth; 4 lecture Politics; 5 lecture sb his bad habits; 6 act sth; 7 experiment sth; 8 insist sth; 9 be excited sth; 10 comment sth

- b. Fill in **for** or **from**, then make sentences.

1 fear of sth; 2 sb's sake; 3 time to time; 4 the time being; 5 memory; 6 take granted; 7 now on; 8 sure

- c. Fill in **on** or **in**, then make sentences.

1 the premises; 2 duty; 3 an island; 4 recession; 5 the name of; 6 leave (=not at work); 7 jest; 8 strike

Idioms

18 Match A to B to make idiomatic phrases. Then use the phrases to complete the sentences that follow.

A	B
mince my	of mouth
a man of	in on a secret
paint a	words
by word	small talk
speaking	few words
let you	of the town
making	cheap
hold my	pretty picture
the talk	mind
talk is	tongue

- 1 He tries to *paint a pretty picture* of being an actor, but he's been unemployed for six months.
- 2 If you can promise to be discreet, I'll
- 3 I'm not going to
— I think your behaviour was absolutely disgraceful.
- 4 Let me show you how the fax machine works rather than talk about it. After all,
- 5 I was very angry with him, but I decided to
..... because he's very old.
- 6 The local boy who won the National Lottery is
- 7 On the rare occasions Arnold speaks, he never says much; he is
- 8 We spent most of our date talking about the weather, and generally
- 9 Feel free to about the proposal; I value your opinion, even if you disagree.
- 10 This restaurant doesn't advertise; its reputation has grown alone.

19 a. Choose a word to complete the following sentences and explain the idiomatic phrases in bold.

- 1 The letter doesn't mention Bob's name, but when you **(look/read) between the lines** you can tell it's about him.
- 2 It's been such a long time since I saw Jo; I'm dying to **(catch/reach) up with her news**.
- 3 I've really enjoyed my visit. If you ever come to New York, **(send/drop) me a line** so I can return the hospitality.
- 4 She had that man's name **on the tip of her (mouth/tongue)**, but she couldn't remember it.
- 5 Everyone in the office knew about her illness; **bad news (spreads/travels) fast**.

b. Choose five idioms from Exs. 18 & 19 and write sentences of your own.

He's not a man to mince his words; he'll tell you if he thinks the idea's no good.

Phrasal Verbs (Appendix 2)

20 Fill in the gaps with an appropriate particle, then explain the meaning of the completed phrasal verbs.

- 1 My computer has been **acting** lately. It keeps crashing.
- 2 The signal started to **break** and then the radio went dead.
- 3 Negotiations between the two organisations appear to have **broken**
- 4 Communication often involves performance: that is, the **acting** of the roles of transmitter and receiver.
- 5 A computer at the main telephone exchange has **broken**, causing big problems.
- 6 The operator **broke** our conversation to tell me I had an emergency call.
- 7 She **broke** in mid-sentence when she heard someone enter the room.
- 8 Several leading members **broke** from the party and set up an independent parliamentary bloc.
- 9 The flu epidemic which has **broken** in Asia and Europe is caused by a new type of virus.



Fixed Phrases

21 Rewrite the following sentences using a fixed phrase containing the verbs **act** or **break**. Use the words in brackets.

- 1 Mary told her brother to stop behaving so childishly. (age)
.....
- 2 Her sister took her aside to tell her what had happened. (news)
.....
- 3 If you want to convince them you really are a tough businessman, you'll have to behave like one. (part)
.....
- 4 Although it is not yet making a profit, the company does not owe any money. (even)
.....
- 5 We were told not to communicate by radio except in an emergency. (silence)
.....

Telephone Conversations

22 a. Listen to five extracts from telephone conversations and match them to the situations.

- | | |
|--------|---------------------------|
| Call 1 | leaving a message |
| Call 2 | making a booking |
| Call 3 | returning a call |
| Call 4 | taking a message |
| Call 5 | cancelling an arrangement |

b. Match the sentences to the phone calls (1-5).

- What can I do for you?
- I'm afraid I can't make it.
- I'll be at work for another couple of hours.
- Sorry I couldn't talk earlier.
- I'll be with you in a moment.
- That's a pity.
- He should be coming in any minute now.
- I'll pass that on for you.
- Give me a ring when you get a chance.
- How may I help you?

c. Act out the following telephone conversations, using some of the phrases above.

- make an appointment with your doctor
- return a telephone call from your boss
- cancel a lunch date with a friend
- leave a message on your home answering machine

A: Stairhill Medical Centre — how may I help you?

B: Hello. I would like ...

Gossip

23 Below are boxes which contain useful language for giving and reacting to surprising news.

Introducing a Piece of News

- You'll never believe this ...
- Did you hear about ...?
- You'll never guess who ...
- Have you heard that/about ...?

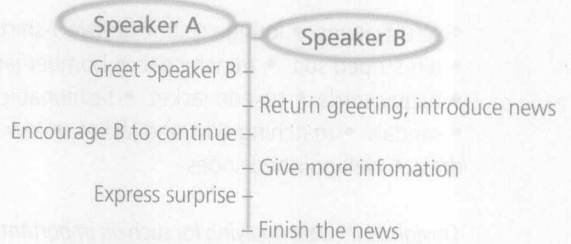
Expressing Surprise

- Are you serious?
- You're joking!
- Are you having me on?
- You've got to be kidding!

Encouraging Somebody to Continue

- Go on ...
- I'm all ears ...
- Okay, tell me more!
- And then what?

In pairs, use language from the boxes and follow this outline to act out dialogues about the situations described below.



- A mutual acquaintance of yours is getting married to a famous pop star.
- A boy you haven't seen since primary school has announced that he is going to run for Parliament.



A: Hi, Jenny.

B: Oh, hi, Bob. Listen, you'll never guess who Susan's getting married to!

B: Okay — tell me more!

A: Well, Helen tells me that she's getting married to ...

B: Are you serious? ...

Asking for / Promising Discretion

24 With a partner, act out dialogues based on the following situations. Use phrases from the boxes in Ex. 23, as well as from the boxes below to ask for and promise discretion.

Asking for Discretion

- Can you keep a secret?
- Keep it under your hat.
- Let's keep this between ourselves.
- Mum's the word.

Promising Discretion

- We never had this conversation.
- I won't tell a soul.
- My lips are sealed.
- I won't breathe a word.

- Your supervisor has inherited a million pounds. He has asked you not to tell anyone, but you just have to share it with your closest colleague.
- You overheard a conversation at school about your teacher retiring. Tell your best friend, but make sure he keeps it a secret.
- A person you both know is going to marry someone without his/her parents knowing. Discuss it with your neighbour, but make sure the news doesn't spread.
- A neighbour has been arrested for tax evasion. Tell your friend in strictest confidence.

Listening & Speaking

25 a. You are applying for the post of Executive Assistant in a large organisation. Which of the following would you choose to wear? Why?

- scruffy jeans • lounge suit • tie-dye T-shirt
- pin-striped suit • trench coat • bomber jacket
- baggy cords • tuxedo jacket • fashionable tie
- sandals • matching skirt and jacket • low-cut dress • well-polished shoes

Obviously, if I were applying for such an important position I wouldn't wear a bomber jacket as I would give the interviewer the impression that I was not taking the interview seriously.

b. Now listen to the recording and match the sentences (1–6) to the speakers. Write (S) for Sandra, (H) for Harry or (B) for both if they agree.

- 1 Although the candidates are quite different, they are both well qualified.
- 2 Allyson is probably a shy person.
- 3 Michelle's mode of dress was more appropriate.
- 4 The difference in experience between the candidates is negligible.
- 5 The decision has to be made based on the general impression each candidate gave.
- 6 Posture and gestures are not enough to base a decision on.

c. What would be the accepted norm regarding dress in your city in the following situations?

- attending an interview for a job as a Personal Assistant (PA)
- attending an official ceremony
- going to the college disco
- visiting relatives
- socialising with friends

d. Discuss the following sayings.

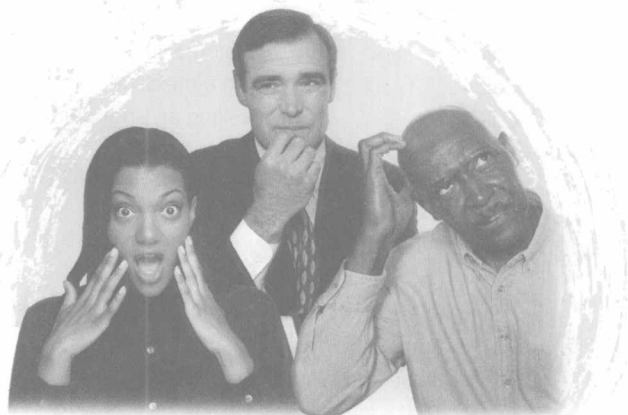
- Clothes (don't) make the man.
- First impressions last.

26 a. What impression do you get from someone during a conversation if they are:

- leaning forward towards you?
- leaning away from you?
- staring at the ceiling?

b. Complete the phrases (1–4) about yourself. Use the words/phrases below if you wish.

- gaze upward • wide-eyed • point accusingly
- frown • touch chin with hand • scratch head



- 1 When I'm feeling anxious, I ...
- 2 On the rare occasions that I lose my temper, I ...
- 3 When I'm confused by something, I ...
- 4 Whenever I'm deep in thought, I tend to ...

27 You are going to listen to part of a radio programme about 'Impression Management'. Listen and complete the following sentences with a word or short phrase.

Impression management is the science of

1 appropriately to another person's body language.

An open posture involves a speaker standing

2 his audience.

An open posture projects 3 to listeners.

Crossed legs and 4 arms are characteristics of a closed posture.

A closed posture suggests that the person is afraid of

5 .

6 when listening indicates that the person is accepting what you are saying, and

that he is ready to 7 affirmatively.

When someone stares at the ceiling, it may be a good idea to 8 for a little or end the discussion.

Observations of people under 9 have shown that most of us do not understand the basics of impression management.