



普通高等教育“十一五”国家级规划教材



College English 2

新通用大学英语 Top Notch

综合教程 Integrated Course

Joan Saslow Allen Ascher 原著
《新通用大学英语》项目组 改编



高等教育出版社
Higher Education Press





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前 言

《通用大学英语》最早出版于1998年8月，是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在国家“九五”重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上，依据教育部2004年颁布的《大学英语课程教学要求（试行）》重新研发的一套供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级，供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点，充分考虑现代教育技术在大学英语教学中的应用，力图建立一套能适应以学生主动、交互和自主学习为主的，集先进的语言学习理论、教学理论和教学手段与媒介于一体的，具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色，引进了2006年获得美国教育出版大奖的*Top Notch*，为教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面，我们进行了积极有益的探索，主要体现在以下几个方面：

● 系统化的语言教学思想

本套教程采用了多技能交际大纲的编写原则，融语言知识与听、说、读、写四项技能于一体，同时扩展了语音和词汇部分内容，并辅以先进的多媒体与网络教学手段。以全面提高学习者的英语交际能力为目标，以交际主题为线、意义构建为本，以活动为导向、任务为驱动，通过多样化的交际活动与探究式学习来进行知识建构，并以形成性评价作为教学重要的评价方法，来培养学生的综合分析能力和跨文化交际的能力。

● 模块化的内容架构

每一册书共有10个单元，每单元2课。这10个单元的主题均贴近学生的生活现实，其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块，每个模块的内容均与主题相关，并重点操练2~3种语言功能。

● 知识性、趣味性与文化性并重

在语料的选择方面，注重语言素材与中西方文化的结合，融知识性、趣味性与文化性于一体，题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上，力求语言知识学习、文化意识与批判性思维能力的培养并重。

● 一体化的教学解决方案

由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

《综合教程》包括10个学习单元，每单元的结构由如下部分组成：

● 单元目标：用明晰的行为动词词组来阐述本单元的语用与交际目标。

● Lesson 1

■ **Lead-in**：课程单元的导入部分，通过情景剧片断来导入每课的主题，有利于激发学生的英语学习兴趣，激活学生原有的知识，在新旧知识间构筑有机的联系。

■ **Listening**：与单元主题相关的对话与短文，以及相应的听力练习，并依据不同的学习内容，加入有关听力方面的学习策略指导。

■ **Speaking**：主要包括Conversation Model和Conversation Pair Work两部分。同时，根据不同的学习内容，提供有关口语方面的学习策略指导。Conversation Model为学生提供一定场景下的交际活动框架，图文并茂的场景为进一步开展口语活动提供了素材，同时也兼顾了不同层次学习者的需求。Conversation Pair Work通过引导性的会话模式与框架，让学生可以进一步操练会话，并拓展会话内容。

■ Reading: 主要包括Topic Preview、Text A 和 Text B三部分。并依据不同的学习内容, 给予相关阅读方面的学习策略指导。Topic Preview 通过图文并茂的语料, 依据可理解性输入原则与图示理论, 在新旧知识间构筑有机的联系, 对下一步阅读活动的开展起到了良好的热身作用。在两篇阅读文章Text A 和 Text B后, 本书设计了相应的阅读练习帮助学生巩固提高。

■ Writing: 写作的核心是Discussion和Writing Practice两部分。Discussion通过互动性与讨论式的方式来加深及拓展学生的知识结构。Writing Practice采用任务链的形式, 通过引导性的练习为后面的写作任务做准备与铺垫。

◆ Lesson 2

本部分所包括的结构与Lesson 1基本相同, 但在内容的深度与广度上有所深化与扩展, 在能力与语言技能方面亦有所增强, 尤其是在写作方面, 采用了交互式的过程性写作的模式。

■ Extended Exercises: 通过综合性的扩展性训练, 来巩固每一单元的语言知识, 强化语言技能。并通过Project Leading Activities来培养学生的合作性学习与探究性学习的能力。Free Practice设计精美的图示, 基本囊括了每一单元的主要学习内容, 通过开放性的综合训练, 帮助学生巩固所学内容。

■ Checkpoint: 针对单元学习目标与学习内容, 将抽象的目标描述转化为明晰的学习诊断, 可起到良好的教学反馈作用。

《新通用大学英语》由东北大学、哈尔滨工业大学、哈尔滨工程大学、黑龙江大学、东北林业大学、哈尔滨理工大学、沈阳理工大学、辽宁科技大学等多位教授与英语教学专家分工协作、集体编写而成。香港中文大学的孔宪辉教授、David Conium教授、Arthur McNeill博士和马冠芳博士承担了本系列教材的审定与顾问工作。

本系列教材在策划、设计与编写过程中得到了高等教育出版社外语出版中心的大力支持与帮助, 东北大学教务处、东北大学外国语学院以及东北大学计算中心和沈阳理工大学外语学院的领导为本教材的编写和试用提供了鼎力支持, 在此一并表示感谢。我们也对在本教材编写、制作和使用过程中给予指导和帮助的师生表示感谢。尽管编写时我们在探索和体现新型教学思想方面尽了最大努力, 但由于水平、经验有限, 这套教材中难免有一些不尽如人意之处, 我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

项目组

2007年1月

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Scope and Sequence

UNIT	Lesson	Lead-in	Listening
 Greeting and Small Talk Page 6	1	Sitcom: Have We Met Before? Scene 1	Part 1 Who Are You? Part 2 Ask About a Person's Experiences Part 3 Introduction Part 4 Ways of Greetings in Southeast Asian Countries Part 5 Recognition
	2	Sitcom: Have We Met Before? Scene 2	Part 1 Trip to Vancouver Part 2 Comparing Places Part 3 Local Customs in Indonesia
 Movies and Entertainment Page 26	1	Sitcom: Have You Chosen a Movie Yet? Scene 1	Part 1 Which Movie to Choose Part 2 Why Are They Late? Part 3 Children and Media Violence Part 4 Banderas Part 5 The Most Popular Movie Genres
	2	Interview: Do You Think There's Too Much Violence in Movies?	Part 1 An Interview Part 2 Walt Disney Part 3 Theme Parks
 Staying at Hotels Page 46	1	Sitcom: Can I Take a Message? Scene 1	Part 1 Could You Take a Message? Part 2 Phone Messages Part 3 Check In and Check Out Part 4 I Want to Reserve a Room. Part 5 Hotel Arrangements
	2	Sitcom: Can I Take a Message? Scene 2	Part 1 Select a Hotel Room Part 2 At the Hotel Reception Part 3 Which Hotel Do You Like?
 Cars and Driving Page 68	1	Sitcom: What Happened to You?! Scene 1	Part 1 Rent a Car Part 2 What Kind of Car Would You Like? Part 3 Driving, Safety, and Your Cell Phone Part 4 Parking Lot Safety Part 5 Song
	2	Sitcom: What Happened to You?! Scene 2	Part 1 Phone Conversations Part 2 Rent a Car! Part 3 Airbags
 Personal Care and Appearance Page 90	1	Sitcom: How About a Manicure? Scene 1	Part 1 A Conversation at a Meeting in Brazil Part 2 Ads for Personal Care Products Part 3 Keeping Your Skin Beautiful Part 4 Obsessed with Looks Part 5 Men Are Hot in Personal Care
	2	Sitcom: How About a Manicure? Scene 2	Part 1 Conversation in a Salon Part 2 Obesity: A Growing Problem Part 3 Inside-out Beauty

Speaking	Reading	Writing
Get Reacquainted with Someone	Topic Preview Text A Body Talk! Text B Mean What You Say: The Art of Conversation Reading Strategy: making inferences	Write about how to greet and address people.
Conversation Strategy: invitations and receptions When in Rome...	Topic Preview Text C On British Tolerance	Write about getting to know someone.
Apologize for Lateness	Topic Preview Text A Movie Reviews Text B Can Violent Movies Be Dangerous?	Write a movie review.
Conversation Strategy: invitations and receptions Where Do You Stand?	Topic Preview Text C Saving Private Ryan	Write about violence in movies and on TV.
Check In	Topic Preview Text A A Hotel Bill Text B Hotel Guide for New York City Reading Strategy: critical thinking	Write a hotel guide book.
Conversation Strategy: confirming understanding I'll Take Care of That Right Away!	Topic Preview Text C The Palace Hotel	Write about hotel Services.
Describe an Accident	Topic Preview Text A An e-mail from a Rental Agency Text B Tips on Driving Abroad Reading Strategy: scanning for details	Write about difficulties when driving abroad.
Conversation Strategy: preparing for a task Let's Rent a Car!	Topic Preview Text C Driving in the City	Writing about good drivers and bad drivers.
Ask for Something You Can't Find	Topic Preview Text A Cosmetic Surgery Vacations Text B Cosmetic Surgery— for Everyone? Reading Strategy: clarifying your own point of view	Writing a letter to a magazine editor.
Conversation Strategy: prepare for a role play Pamper Yourself!	Topic Preview Text C Shallowness	Write about pampering oneself.

Scope and Sequence

UNIT	Lesson	Lead-in	Listening
 Eating Well Page 111	1	Sitcom: Help Yourself, Everyone! Scene 1	Part 1 I Used to Be! Part 2 Make an Excuse to Decline Food Part 3 About Losing Weight Part 4 A Lecture on Health Issue (1) Part 5 A Lecture on Health Issue (2)
	2	Sitcom: Help Yourself, Everyone! Scene 2	Part 1 Talk About Food Passions Part 2 Dried Foods Part 3 A Conversation in a Restaurant
 Psychology and Personality Page 131	1	Sitcom: What Do You Think of This Color? Scene 1	Part 1 Something Wrong? Part 2 What Is Her Personality? Part 3 How Are Personalities and Behaviors Formed? Part 4 Personality and Culture Part 5 Nature or Nurture
	2	Sitcom: What Do You Think of This Color? Scene 2	Part 1 Color and Feeling Part 2 Determine Your Personality Type Part 3 How Does the Environment Influence Our Personality?
 Enjoying the Arts Page 156	1	Sitcom: What Do You Think? Scene 1	Part 1 Do You Like It? Part 2 Talk About Museums Part 3 Do You Know Salvador Dali? Part 4 A School Tour to National Museum for Natural History Part 5 The Introduction to Boston Museum of Fine Arts
	2	Sitcom: You Have Talent! Scene 2	Part 1 Biography of Vincent Van Gogh Part 2 What Kind of Music Are You Into? Part 3 Michelangelo
 Living with Computers Page 178	1	Sitcom: Can Your Help Me Something? Scene 1	Part 1 An Instant Message "Conversation" Part 2 Conversations Part 3 Want to Change Your Computer into a Cash Machine? Part 4 Watch Out for Spy Part 5 Computer Safety Tips
	2	Interview: Are You a Computer Addict?	Part 1 We All Use Computer Part 2 Children and Computer Part 3 Have You Backed Up Your Information?
 Ethics and Values Page 199	1	Sitcom: That's David Doolittle! Scene 1	Part 1 Express Personal Values Part 2 Discuss Ethical Choices Part 3 American Value Part 4 Different Telephones Part 5 Tradition of Saudi Arabia
	2	Interview: What Would You Do?	Part 1 Express Personal Values Part 2 Various Lifestyles Part 3 Bad Habits

Glossary for Listening Page 221

Glossary for Reading Page 227

Speaking

Reading

Writing

Make an Excuse to Decline Food

Topic Preview
Text A Food Fusion: Variety Is the Spice of Life
Text B Changing Lifestyles Contribute to Obesity
Reading Strategy: summarizing

Write about an unusual food one has eaten.

Conversation Strategy:
expressing food passions
Does It Taste Good?

Topic Preview
Text C Professor Loses Weight with No-diet Diet

Write about how people's lifestyles have changed.

What Color Do You Like?

Topic Preview
Text A Nature VS. Nurture
Text B Birth Order Relationships
Reading Strategy

Write about color preference.

Conversation Strategy: expressing negative attitudes
First Child, Middle Child, or Youngest Child?

Topic Preview
Text C Your Favorite Color: What It Says About You

Write about one's personality traits.

Recommend a Museum

Topic Preview
Text A Living with Art
Text B The Missing *Mona Lisa*
Reading Strategy

Write about one's opinion about art.

Conversation Strategy:
bringing in others' ideas and sharing opinions
I'm Really Into Picasso!

Topic Preview
Text C Pablo Picasso: a Passion to Create

Write about art in one's life.

Recommend a Better Deal

Topic Preview
Text A Keeping Your Computer Safe
Text B Discuss the Social Impact of the Internet

Write about how to use computers.

Are You a Computer Addict?

Topic Preview
Text C Protect Yourself Online

Write about the social impact of computers and Internet.

Return Someone Else's Property

Topic Preview
Text A Honest Man Returns \$9 000 Cash
Text B Tokyo Lost-and-Found Keeps Eye on Goods
Reading Strategy: scanning for information

Write about personal values.

Conversation Strategy:
planning ahead
What Would You Do?

Topic Preview
Text C Men and Women: Differences

Write about modesty and personal appearance.

Greetings and Small Talk

- 1 Get reacquainted with someone
- 2 Ask about a person's experiences
- 3 Greet a visitor to your country
- 4 Explain local customs
- 5 Write about local customs of greetings

Lesson 1

Lead-in

Sitcom: *Have We Met Before?*

Scene 1

A Check whether each statement is true (T) or false (F).

1. Ms. Novak is from Chicago.
2. Marie has never gone snorkeling in Australia.
3. Ms. Novak met Marie in Paris.
4. Marie moved from Paris three years ago.
5. Katerina is Ms. Novak's sister.
6. Ms. Novak has seen Marie in photographs.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B Complete the conversation with the words you hear.

- Ms. Novak: Oh, you were the 1 _____ on a small airplane in China. You 2 _____ me over the Great Wall.
- Marie: No.
- Ms. Novak: Have you ever gone 3 _____ in Australia?
- Marie: No.
- Ms. Novak: 4 _____ a bus in Peru?
- Marie: No. Ms. Novak, I'm quite sure we've never met before. I came here only a year ago from Paris.
- Ms. Novak: Paris? My sister, Katerina, lived there for a year.
- Marie: Katerina? Katerina Novak?! She lived with me!
- Ms. Novak: Of course! You were in all the pictures she sent home.
- Marie: 5 _____!
- Ms. Novak: You see, 6 _____.

Listening

Part 1 Who Are You?

Decide which of the following statements could be true, based on the information in the conversation. Explain your decisions.



- | | | | |
|--------------------------|--|--------------------------|---------------------------------|
| <input type="checkbox"/> | 1. Ed and Keith are friends. | <input type="checkbox"/> | 2. Ed is a businessman. |
| <input type="checkbox"/> | 3. Keith is from another country. | <input type="checkbox"/> | 4. Ed and Keith met at a party. |
| <input type="checkbox"/> | 5. Ed and Keith both know Jack Bailey. | <input type="checkbox"/> | 6. Jack Bailey is Ed's boss. |

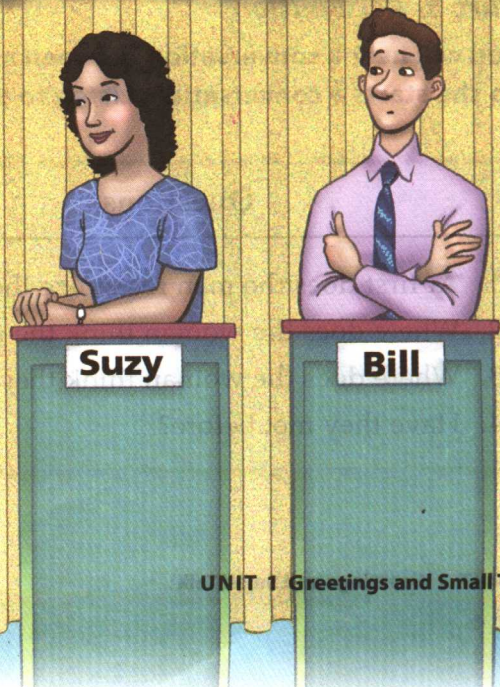
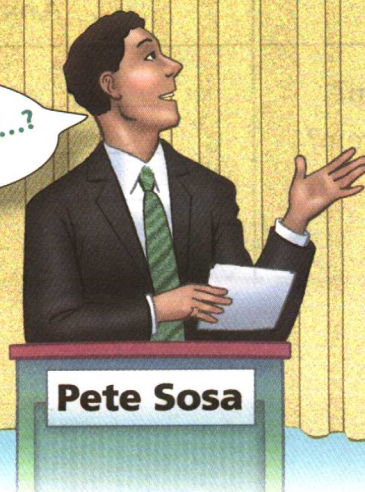
Part 2 Ask About a Person's Experiences

Listen to the game *Once in a Lifetime*. Check if the contestants answered yes (Y) or no (N) to the host's questions.

Have you ever...	Suzy		Bill	
	yes	no	yes	no
1. been to South America?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. been to China?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. flown in an airplane?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. driven a bus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. bought a digital camera?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. visited Chicago?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Once in a Lifetime
with
Pete Sosa

Have you ever...?



Part 3 Introduction

You will hear two conversations in which two people are introduced to new friends. The first person is called Kate and the second person is named Kathy. Listen to the recording and tick the information you hear about these two people.

	Information		
Kate	<input type="checkbox"/> Thailand	<input type="checkbox"/> 16 years old	<input type="checkbox"/> businesswoman
	<input type="checkbox"/> China	<input type="checkbox"/> 60 years old	<input type="checkbox"/> secretary
	<input type="checkbox"/> Turkey	<input type="checkbox"/> 61 years old	<input type="checkbox"/> student
Kathy	<input type="checkbox"/> Canadian	<input type="checkbox"/> English	<input type="checkbox"/> divorced
	<input type="checkbox"/> Korean	<input type="checkbox"/> French	<input type="checkbox"/> married
	<input type="checkbox"/> Columbian	<input type="checkbox"/> Korean	<input type="checkbox"/> single
		<input type="checkbox"/> Spanish	

Part 4 Ways of Greetings in Southeast Asian Countries

Check whether each statement is true(T) or false(F).

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Indonesians tend to greet each other in a quick way. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In Singapore, people seldom use first names for greeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In Malaysia, handshaking is the most widely used way for greeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In Philippines, it is impolite to point a middle finger at a person or thing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Bruneians like to have a firm handshake. | <input type="checkbox"/> | <input type="checkbox"/> |

Part 5 Recognition

You will hear a conversation between a man and a woman. The woman thinks she knows the man, so she starts a conversation. Listen to the recording and briefly answer the questions below.

Questions	Answers
1. At first does the man recognize the woman?	_____
2. Where does the woman think the man's from?	_____
3. Where does the woman think they met?	_____
4. Have they met before?	_____

Speaking

Get Reacquainted with Someone

CONVERSATION MODEL Read and listen.

- A:** Audrey, have you met Hanah?
B: No, I haven't.
A: Hanah, I'd like you to meet Audrey.
C: Hi, Audrey. You look familiar. I think we've met before.
B: Really? When?
C: Last month. You were at my sister Nicole's party.
B: Oh, that's right! How have you been?

Rhythm and intonation practice

Now listen again and try to imitate. Pay attention to the stress pattern.



CONVERSATION PAIR WORK

Introduce classmates. If you think you've met before, get reacquainted. Or use the pictures to role-play where you may have met. Start like this:

- A:** _____, have you met _____?
B: _____ ...
C: _____ ...



at a friend's house



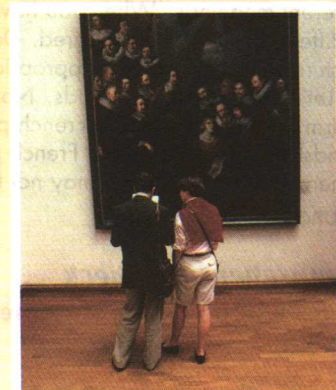
at a theater



at a gym



in a class



at an art exhibition

Continue the conversation in your own way.

Reading

Topic Preview

Which gestures do people use in your country?



Text A

Read the article about gestures around the world. In your opinion, how are gestures different from speech?

Body Talk!



by Kelly Garbo

To communicate well with people of other countries, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too.

But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?

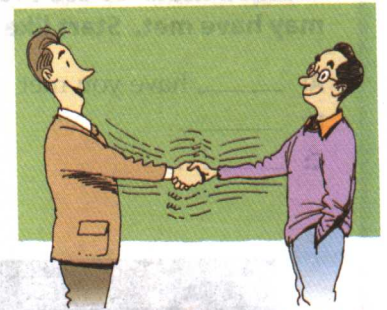
Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern

SOURCE: www.bellaonline.com

European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if a Brazilian gives you a hug. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!

Everyone around the world knows the "OK" hand gesture, don't they? But in Spain, parts of South America, and Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!

Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gestures and let your body talk.



North Americans like a firm handshake.

Comprehension Check

Check whether each statement is true(T) or false(F).

- Seventy percent of communication comes from non-verbal actions.
- If you don't speak someone's language, it's always safe to use gestures.
- French people generally don't like firm handshakes.
- Brazilians never shake hands.
- Japanese people think the OK sign is rude.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>