



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 崔雅萍

○ 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

4

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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》原书根据欧盟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, 欧盟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, 欧盟的前身“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。

欧盟如今已经有了25个成员国, 国家和民族间的交流变得更为紧密, 因而对外语教学格外重视。为了促进各成员国的外语教学, 欧盟对原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“语言能力”。

《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)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内容, 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造次, 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。本书中标有“*”记号的部分为改编者建议使用者课后学习的内容。

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

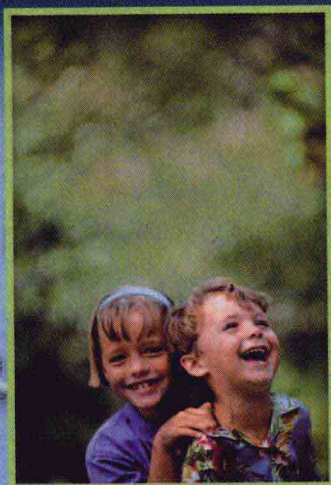
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Grammar	Listening	Speaking	Writing
articles; determiners; too/enough; partitives; countable/uncountable nouns	multiple choice; note taking	expressing preferences; comparing/contrasting; making suggestions; responding positively/negatively; making assumptions; saying goodbye	letters <ul style="list-style-type: none"> • informal • semi-formal • formal
Present Simple & Present Continuous; Stative Verbs; Used to - Be/Get used to; word formation: forming adjectives	matching speakers to statements; multiple choice	asking about and expressing feelings; exclamations; indirect questions	transactional letters <ul style="list-style-type: none"> • requesting information • making complaints
-ing form or infinitive; reported speech; introductory verbs; word formation: forming negative adjectives	multiple choice; sentence completion; matching speakers to statements	expressing and asking for opinions; agreeing/disagreeing; encouraging/responding positively/negatively; demanding and giving explanations; asking for and giving advice	- reports - letters of application
Present Perfect; Present Perfect Continuous; word formation: adjective endings	matching speakers to statements; T/F statements	expressing wishes; making a complaint; avoiding giving a direct answer; making suggestions/recommendations; expressing the result of suggestions	- making suggestions (letters, articles)
adjectives; adverbs; comparisons; word formation: adjective suffixes	multiple choice; blank-filling; selection from two possible answers	asking for personal views; expressing likes/dislikes and justifying; spreading news; reacting to news; making suggestions/ giving alternatives; paying compliments	- discursive writing (articles, letters, compositions)
modal verbs; word formation: derivatives	matching speakers to statements; T/F statements	interrupting; encouraging; persuading/agreeing/disagreeing; complaining; criticising; apologizing; asking for opinion; complimenting; thanking	- narratives (1)
past forms; past modals; word formation: verb suffixes	T/F statements; multiple choice; note-taking	asking for confirmation/responding positively/negatively; expressing uncertainty; narrating personal experiences	- narratives (2)
the passive; the causative; word formation: -ing/-ed endings	matching speakers to statements; multiple choice	congratulating; consoling; expressing and justifying opinions/agreeing/disagreeing; giving opposing views; reacting	- stating opinions (letters-articles-compositions)
future forms; conditionals; mixed conditionals; wishes; word formation: prefixes	multiple choice; note-taking	asking indirect questions; expressing ignorance/uncertainty; expressing concern; introducing a topic; asking about feelings; expressing fear/anxiety/hope/negative feelings; expressing frustration	- reviews
relative clauses; clauses of concession/purpose; question tags	multiple matching; multiple choice	giving advice; rejecting/accepting advice	- revision & extension

原书缺页

Express Yourself



UNIT 1

Crossing Barriers

UNIT 2

Moods & Feelings



MODULE 1

Units 1-2

Before you start ...

- What does the title of the module mean to you?
- How do you communicate with people?
- How is your mood affected by everyday situations?

Listen, read and talk about ...

- means of communication
- ways to communicate
- gestures
- moods & emotions
- character qualities
- physical sensations
- expressing feelings

Learn how to ...

- make suggestions
- make assumptions
- compare and contrast
- express preference
- express extreme feelings
- ask about feelings

Phrasal verbs

related to:

- communication
- feelings

Practise ...

- articles & determiners
- too/enough
- partitives
- countable/uncountable nouns
- present simple/present continuous
- stative verbs
- used to/be/get used to

Write ...

- informal/semi-formal/formal letters
- transactional letters

Crossing Barriers



Lead-in

- 1 Look at the map. What do you think the highlighted regions have in common: culture – religion – language – other?
- 2 a. Listen and fill in the missing words/phrases.
 - A lot of **1** are in English.
 - **2** and government negotiations are usually conducted in English.
 - Many countries make a lot of money from British **3** .
 - Most of the world's best known **4** come from the USA or the UK.
 - The USA exports **5** to the whole world.
- b. Match the sentences in Ex. 2a to the topics below. Can you think of other factors which have encouraged the use of English around the world?

- ☐ the media **4** ☐ tourism ☐ the Internet ☐
☐ international trade ☐ world politics ☐

- *3** a. Which of the following do you consider to be the most useful while studying English? Rank them, then compare your list to your partner's.

- ☐ dictionaries ☐ songs ☐ travel ☐ pen friends
☐ reading magazines/books ☐ radio programmes
☐ watching films ☐ watching the news
☐ attending lessons

- b. Make a list of five things you have had difficulty with in learning or communicating in English. Discuss them with your partner and comment on each other's problems.

Making Suggestions

- Why don't you ...?
- If I were you, I would ...
- What about ...?
- You should/ought to/might want to think about ...
- Have you thought about ...?

Responding Positively

- That's a good idea.
- OK. Why not?
- I think you're right.
- I never thought of that.

Responding Negatively

- It's no good.
- I don't know ...
- I'm not really into ...
- I don't know what good it would do ...

A: I've got a problem with phrasal verbs.

B: Why don't you use a dictionary?

A: I don't know what good it would do.

- 4** Paraphrase the quotations below. Which one do you agree with? Why?

'If we all spoke the same language, there would be fewer conflicts and wars.'

'Every time a language dies, the world loses a piece of its ability to survive.'

- 5** In your opinion, will English be more widely spoken in the future? Why (not)? Can you think of any aspects of life where English is or will be the only language used?

1 a. Do you ever need to surf the Internet for study/work purposes? Which language do you tend to use?

b. Look at the following sentences and decide whether you think they are true or false. Read and check.

- 1 Approximately 75% of web pages on the Internet are in English. ✓
- 2 7% of the world's population speak English well.
- 3 Chinese languages are more widely spoken than English.
- 4 Most people prefer to use English when shopping online. ✗

Now read quickly through paragraphs 3 & 4 from the article to check your answers.

c. In pairs, look at the title of the article and the headings in the box on p. 9, and discuss what you think the text might be about.

STRATEGY POINT

- Read the title so you know what the text is going to be about. Then, read the list of headings/sentences.
- Skim the text. Read the first paragraph of the text. Then read the first and the last sentence of each paragraph to see what each paragraph is about.
- Read through the headings carefully; they will give you an idea of what to look for in each paragraph. Cross out the one which has been given as an example.
- Work out the main idea of each paragraph in order to give it an appropriate heading. Many things may be discussed in a paragraph, but there's only one main idea – e.g. *the main idea of a paragraph which is often summarised in a topic sentence*. Always underline key phrases in each paragraph. Remember to look for a match between different ways of saying the same thing.

A Multilingual Internet?

As both Asian and European markets use the Internet more and more to conduct business, there will be an increasing need for language choices for the different markets.

English is so often used on the Internet that it might make you think everyone in the world speaks English, or at least give you the impression that it is the world's most widely-spoken language. If this were true, it would, of course, bring benefits for worldwide communication and understanding, though it could also possibly become a threat to cultural diversity. English certainly seems to be everywhere, from films to pop music and TV, and from business to science and other fields.

Information **varies**, but suggests that about 75% of the pages on the Web are in English. Yet English is the mother tongue for only 5.4% of the world's population, while a

further 7% of the world's population are **proficient** speakers of English. This means that only around 12% of the world's population can communicate well in English. This figure is nowhere near the total number of people speaking Chinese languages, which, at 20.7%, is much higher.

More and more people are **accessing** the Internet nowadays, including many companies wanting to conduct e-business. As a consequence, the position of English is beginning to change. Both Europe and Asia are growth areas, with businesses increasing their use of the Internet and people would apparently rather buy things online if they can order in their own language.

It has been predicted that by 2003 only one third of Internet users will be speakers of English. As a result, companies wanting to reach world markets are beginning to realise that they will have to translate their websites for their various customers.

However, creating a multilingual website is not an easy task. Companies wishing to translate their sites for different markets basically face both technical and linguistic problems. They are unable to use automated translation systems, which already exist in the market, simply because the quality is not good enough for professional use. Businesses all over the world are now faced with this huge challenge.

- 2 Read the article and choose the most suitable heading (A-I) for each paragraph (1-7). There is one extra heading which is not needed. Which words in each paragraph helped you decide? How have they been paraphrased in the headings?

- A Smaller firms will benefit
 B False impressions
 C A challenge for translators
 D Realising the need for variety
 E Different cultures, different needs
 F Surprising figures
 G Time is needed
 H Personal preferences
 I Proficiency in English

Vocabulary Practice

- 3 In pairs, look at the highlighted words in the text and try to explain them.

Moreover, translating websites is only the beginning. Customers with questions or problems will need to discuss matters in their own language, for example, while prices will need to be in the local currency. Dates will also need to be in the right format to avoid confusion. Companies will need to adapt their advertising materials so as not to offend different cultures. They may also have to change their way of doing business to suit certain customers – in Japan, for example, as the Japanese do not tend to give their credit card details over the Web. There are also legal issues to take into consideration.

6 G

Such vast changes will not happen overnight. It is impossible to say exactly how many texts there are on the Web as the number is changing all the time. One thing which is certain, however, is that a growth in the use of the Internet is guaranteed. Companies doing e-business simply need time to translate their sites into the various languages necessary to do business. Meanwhile, more and more material in different languages is being added to the Web at a fast pace.

7 A

While all this is happening, local companies, with few employees, doing e-business only in the language of their target market and who are aware of the cultural aspects of that market, will certainly be at an advantage. The problems of language and culture could well limit larger companies from expanding and so offer more opportunities to smaller businesses in poorer areas of the world.

- 4 Match the words. Make sentences using them.

A	B
mother	market
cultural	tongue
fast	diversity
access	business
target	the Internet
conduct	pace

My mother tongue is Polish.

Text Analysis

- 5 Here are some phrases from the text you have just read. Choose the correct meaning of each phrase.

- ... a threat to cultural diversity (lines 13-14)
 - cultural variety might be attacked
 - ☒ cultural variety might disappear
- ... are growth areas ... (lines 29-30)
 - are increasing in size
 - ☒ are increasing their business activities
- ... this huge challenge (lines 44-45)
 - ☒ having to translate sites into different languages
 - having to improve the quality of existing systems
- ... translating websites is only the beginning (line 46)
 - ☒ there will be further problems to face
 - websites need to be translated first
- ... change their way of doing business (lines 52-53)
 - companies will need to change the products they sell
 - ☒ companies will need to change their approach to business
- ... could well limit larger companies ... (lines 70-71)
 - larger companies will be limited by smaller companies
 - ☒ larger companies will be at a disadvantage

Discussion

- 6 Now scan the text, underline and note down the reasons why websites will need to become multilingual in the near future. Then, in pairs, discuss any other reasons you can think of for developing multilingual websites.

- 7 In pairs, discuss the following questions.

- How might a multilingual Internet help you in your studies/work?
- Can you think of any drawbacks to such a system?



Means of Communication

1 a. Look at the pictures. Which verbs in the list collocate with each means of communication?

- make • answer • address • communicate • write • send
- receive • talk

write/send/receive/answer/address letters



letters



phone call



fax message



note

text message

face to face

email

b. What do you normally use these different means of communication to do? Discuss with a partner.

- apply for a job • book a table at a restaurant
- introduce somebody to somebody else
- make an official complaint • ask a favour
- invite someone to a party
- get somebody's attention • set up a meeting

A: I normally write a letter or an email to apply for a job.

B: Me too, but people can also send an application by fax.

c. What other means of communication can you think of?

d. Which means are: *personal/impersonal, efficient/inefficient, economical/costly, formal/informal, reliable/unreliable, complicated/easy*? Give reasons.

I think sending a fax is efficient because you can send a copy of different documents fast.

b. Use the phrases in the box to say what the situation is in each picture (A-G).

Useful language: Making Assumptions

- Judging from ... he may/could/might be ...
- I can't tell for sure / be certain, but it looks as if she ...
- She must be ...
- I don't think he could be ... because ...
- She can't possibly be ... because ...

Judging from their happy faces, the people might be clapping their hands because they are enjoying a performance.



Aspects of Language

*3 a. Fill in: **first, accent, native, body, language, tongue, speech, talk.**

- 1 You can understand a lot about how a person is feeling by examining his body language.
- 2 Jack speaks four languages, but his first language is English.
- 3 Jane speaks French so well you'd think she was a native speaker.
- 4 It's difficult to understand someone who has a strong regional accent.
- 5 The official language of The Netherlands is Dutch.
- 6 German is his mother tongue although he also speaks excellent French.
- 7 We made some small talk about the weather and then went on to talk about the contract.
- 8 I didn't mean to offend you – it was just a figure of speech.

b. Use four of the phrases from above to tell your partner about yourself.

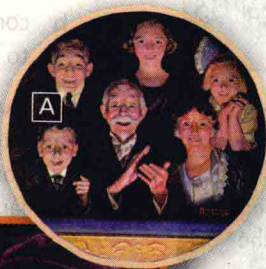
My mother tongue is Portuguese.



Ways to Communicate

2 a. Match the pictures to the verbs.

- | | |
|--------------------|--------------------|
| 1 <u>E</u> yell | 5 <u>C</u> yawn |
| 2 <u>B</u> weep | 6 <u>A</u> clap |
| 3 <u>G</u> whisper | 7 <u>F</u> whistle |
| 4 <u>D</u> giggle | |



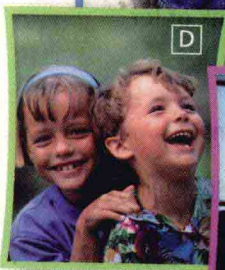
A



B



C



D



E



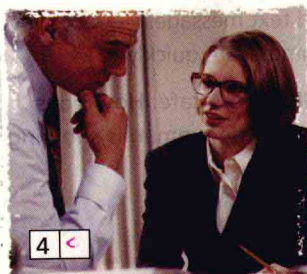
F



G

→ Gestures

- *4** a. Match the gestures (1-6) to the phrases (a-f). Do they mean the same in your country?



- a Hurry up!
b I don't believe it!
c I'm not sure.
d I've got no idea!
e Nice to meet you.
f Don't worry.

- b. Which person is *calm*? *impatient*? *uncertain*? *pleased*? *disappointed*? Why are the people feeling like this?

The man in picture 1 seems to be impatient because he has been held up in traffic.

→ Words Often Confused

- *5** Choose the correct word to complete the sentences. Which sentence matches the picture?

- They look so alike it's difficult to (say/tell/speak/talk) the difference between them.
- Come on, (say/tell/talk/speak) your mind. I want your honest opinion.
- It's a surprise, so don't (say/tell/speak/talk) a word.
- He's such a chatterbox! He (says/tells/speaks/talks) non-stop.
- She's terribly bossy. She loves (saying/telling/speaking/talking) people what to do.
- I'm meeting Jim tonight to (say/tell/speak/talk) business.



→ Idioms and Fixed Phrases

- *6** Fill the gaps with **touch**, **hold** or **contact**, then explain the phrases in bold.

- I haven't been in a classroom for years, so I'm a little out of **touch** with recent methodology.
- I need to **get** of Laurie and tell her that tonight's class is cancelled.
- Let's promise to write or call at least once a month so we don't **lose** with each other.
- The harbour master **lost** with the ship.
- Please **the line** while I check to see if the doctor is in his office.
- Journalists often **come into** with famous people as part of their job.

→ Prepositions

Appendix 1

- 7** a. Fill in the gaps with the correct prepositions.

1 to hear **from** sb (sb's news); 2 to bump **into** sb; 3 to wave **at** sb; 4 connect **with** sb; 5 to glare **at** sb; 6 to smile **at** sb; 7 to chat **to** sb; 8 to shout **at** sb; 9 to whisper **to** sb; 10 to write a letter **to** sb; 11 to wink **at** sb; 12 to shake hands **with** sb; 13 to make an appointment **with** sb; 14 to communicate **with** sb; 15 to have a meeting **with** sb

- b. Now make a chain story using items from Ex. 7a.

S1: I wanted to write a letter to my friend Jonathan the other day since I hadn't **heard from** him for a long time.
S2: So I went outside to buy some envelopes, and I **bumped into** my neighbour Mrs West. etc

→ Phrasal Verbs

Appendix 2

- 8** Use the verbs below in their correct form to complete the paragraph.

• run • cut • switch • get • hang (x2) • call • put

I tried to call him on his mobile several times, but he had 1) it off, so I tried his office. His secretary told me to hold the line and she would try to 2) me through. I had been 3) on for about five minutes, when my card 4) out and I got 5) off. I went to a public phone box and tried again, but this time I just couldn't 6) through to his company at all. I had given up, when my mobile phone rang. It was him! "Mark," I said, "at last." "Sorry, Fred," he said - "can I 7) you back in five minutes?" Before I could say anything he just 8) up. I'm still waiting to talk to him.

Listening – Part 1

- 1** a. Before you listen, read questions 1-8 and underline the key words in each. Then think about:

- how many people you will hear
- what kind of language you expect to hear
- what else you expect to hear

- b.** Now listen and, for questions 1-8, choose the best answer (A, B or C). What key phrases helped you answer each question?

STRATEGY POINT

- It is very important to read the questions before you listen. They contain valuable information about the situation, and also about what you should be listening for.
- Your understanding of the following things will be tested in this part:
 - general topic
 - speaker's feelings/emotions
 - speaker's attitude/opinion
 - speaker's purpose
- Listen once and note down any answers you can. Listen again and complete the answers.

- 1** You'll hear a person talking about the organisation she works for. What service is she talking about?

- A medicine for the blind
- B school for the blind
- C books for the blind

- 2** You hear a conversation in an office. Why has the man gone there?

- A to repair something
- B to phone somebody
- C to check the line

- 3** You want to get connected to the Internet, and you call a helpline. What do you have to do?

- A Press '1'
- B Press '2'
- C Press '3'

- 4** At the airport, you hear a man leaving a message on someone's answerphone. What does he want the person to do tomorrow?

- A collect the car from a garage
- B meet him at the airport
- C fix the car's brakes

- 5** You are listening to a radio interview. How does the man being interviewed feel?

- A angry
- B embarrassed
- C uninterested

- 6** You are listening to a news programme. What is the report about?

- A a new mobile phone company
- B a new way to send text messages
- C a new way to communicate quickly

- 7** You hear a couple talking in a café. How does the man feel about what the woman is showing him?

- A He is convinced he needs it.
- B He doesn't understand it.
- C He thinks it's too expensive.

- 8** You are listening to someone talking to a group of people. What is the man's purpose?

- A to persuade people to buy a product
- B to reassure people that a product is safe
- C to stop people from buying a product

Listening – Part 2

- *2** a. You will listen to a report about the decline in the use of public phone boxes in the UK. Before you listen, discuss the following questions.

- 1 Do you use public phone boxes? In what situations?
- 2 Paraphrase the sentences outside the boxes in Ex. 2b.
- 3 Look again at the incomplete sentences in Ex. 2b. With a partner, try to guess what kind of information is missing. For which item(s) is the missing information a *number*? For which is it a *colour*?

STRATEGY POINT

- Read through the ten items before you listen and try to guess what kind of information is missing.
- Bear in mind that the information you need to fill in the boxes will be heard 'word for word', but its context outside the boxes will be paraphrased in the recording.
- You will need between one and three words for each gap.
- Make sure that your answers fit grammatically.

- b.** Now listen to the recording. For questions 1-10, complete the sentences with one to three words.

The money BT makes from public telephones has decreased **1** _____.

After the invention of the telephone, it took only **2** _____ for the first phone box to appear.

The first public phones were installed in **3** _____.

The phone box was initially referred to as a "public **4** _____".

When they finally appeared on the streets, they were found in **5** _____ kiosks.

Giles Gilbert Scott wanted to create a phone box that was part of the British **6** _____, just like the post box.

He intended phoneboxes to be coloured **7** _____.

Not only did telephone kiosks not disappear during the late 80s, but their number was **8** _____.

BT has already installed **9** _____ Internet kiosks.

Collectors can buy a traditional British phone box for **10** _____.

- c. British phone boxes are considered a symbol of British culture. What everyday objects are considered a symbol of the culture of your country?

Speaking – Part 2

Means of Communication

Student A

- 3 a. Look at the two pictures showing different means of communication. Compare and contrast the two pictures, saying which you think is most efficient.

Useful language: Comparing & contrasting

- The main/greatest/most important/most significant difference between the pictures is that ...
- The most striking/obvious similarity is that ...
- In the first picture, ... whereas/while/but in the second one ...



Student B

- b. Which of these means do you mostly use to communicate with your family/friends?

Useful language: Expressing preference

- I'd much rather ... than ...
- I don't like the idea of ..., so I would prefer to ...
- I'm not so keen on ..., so I would choose to ...

Happiness

Student B

- c. Look at the two pictures below of people showing their happiness. Compare and contrast the two pictures, saying which of the two kinds of happiness is more important to you.



Student A

- d. What other situations make you feel this way?

- 4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation • interactive communication

Everyday English

- Goodbye

- 5 In pairs, guess and say what the other speaker says.

- | | |
|---------------------------|------------------------|
| a Thanks, I will. | A: Enjoy your holiday. |
| b You too. | B: Thanks, I will. |
| c Sure, call me whenever. | |
| d See you there. | |

Reading – Part 2

- *1**
- Look at the poster below. What does it advertise? Have you ever attended such a performance?
 - Read the title and the introduction to the text. What are you going to read? What do you think a sign language theatre interpreter does?
 - In pairs, think of three questions you would like to ask about a theatre interpreter. Read the text quickly and see if your questions were answered.

- *2** Read the text. For questions 1-7, choose the most appropriate answer (A, B, C or D).

STRATEGY POINT

- Read the text quickly to get a general idea of what it is about.
- Look at the first part of the question, and underline key words. Don't read the options A-D yet. Find the part of the text the question refers to.
- Go through the choices and underline the key words.
- Choose the answer that best fits. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate.
- Check your answer against the text.

Theatre for the Deaf

There was a time when deaf people couldn't experience the joy of a theatrical performance. This is all changing, thanks to Sign Language theatre interpreters.

Deaf people should enjoy a play as much as the hearing **audience**. This is the thinking behind the Americans with Disabilities Act, which requires that theatres become accessible to deaf people. Theatre producers, on the other hand, are beginning to realise that such a feature makes their product attractive to a wider audience – with considerable financial rewards.

Interpreted theatre usually takes place as two or three performances in a theatre season. Preference for tickets is given to the deaf and their guests, but tickets are also sold to hearing people who are interested in seeing theatre interpreters at work.

It is a colossal project for the interpreters. Ian Cox works for SeeTheatre, a Chicago-based association of interpreters. He says, "for about a month we work with the support of a Sign Language consultant to

translate and **rehearse** an entire play. The workload is immense. Consider that each actor in the play has about four weeks to rehearse his or her lines; we have to learn the whole play in as much time. And, when interpreting musicals, where timing, rhythm and harmonies must be practised, the workload doubles."

The most important technical aspect of theatre interpretation for the deaf is the location of the interpreter. Placement strategies can be categorised into three styles: **'placed'**, where interpreters are located outside the acting space and do not move; **'zoned'**, where interpreters are within the acting space, but usually move only during a change of scene or act; and, finally, **'shadowed'**, where interpreters move freely within the acting space, shadowing the movement of the actors for whom they are interpreting.

