

PEARSON

LANGUAGE LEADER UPPER INTERMEDIATE

Coursebook

3

先锋英语

综合教程

原著 David Cotton David Falvey Simon Kent



高等教育出版社
HIGHER EDUCATION PRESS

前言

大学英语教学是我国大学基本素质教育的重要组成部分，也是培养创新型人才不容忽视的重要环节。根据《大学英语课程教学要求》，大学英语教学的使命和任务是提高学生的英语综合应用能力。而光有语言应用能力并不能保证有效交际，也无法锻炼创新意识，大学英语课程还应兼具人文性和思辨性，培养学生的国际化视野和创新实践能力。

《先锋英语》系列教材是符合教改精神、能满足新时代教学需要的一套国际化英语系列教材。其原版教材（*Language Leader*）由培生教育出版集团（Pearson Education）出版，高等教育出版社引进后组织国内知名高校的英语教育专家和骨干教师完成了针对我国高校学生需求的本土化改编工作。在改编过程中，我们以服务新时代人才培养战略为宗旨，主张通过语言学习培养学生的批判性思维，在教学活动中树立学生的团队合作意识，进而提升他们的人文素养并培养他们终身学习的观念。

经改编，《先锋英语》系列教材具有以下特色：

1. 重视基础，夯实语言知识

在编排上，《先锋英语》系列教材每个单元以主题为轴心安排教学活动、建立背景知识网，通过涉及的主题，将听、说、读、写各项技能的训练融为一体，并在一定的交际环境中进行语法的讲解和词汇学习，保证学生掌握用英语进行交际必须具备的语言基础。

2. 注重实践，培养语言能力

在学习、掌握相关语言知识后，本系列教材每个单元设计了情境训练模块来锻炼学生的英语综合应用能力。该模块围绕学生日常生活中的交际情境设置语言任务，通过情境准备、语言指导，帮助学生开拓思路，完成一个具体的交际任务，在巩固本单元所学知识的同时实现语言知识向语言能力的转换。

3. 强化技能，传授学习技巧

写作是英语学习的一个难关。本系列教材每个单元包含特定的写作技巧讲解和训练，让学生轻松习得写作技能，培养写作兴趣。另外，每个单元还包含学习技巧的介绍，为学生自主学习提供方法和理论支持，培养语言学习习惯，也为将来的工作和生活提供帮助。

4. 配套齐备，便于个性化学习

本系列教材共分5级，每级由《综合教程》、《教学参考书》、《同步练习》和配套的学习光盘、试题光盘、MP3光盘、电子教案和网络资源组成，形成完备的立体化教学资源，以便学生根据自身需要主动地、个性化地学习。

5. 弹性编排, 适于创造性教学

本系列教材提供了形式多样的教学活动、大量的练习材料及详尽的教学指导, 便于教师按照分类指导原则根据具体情况灵活安排教学、扩展教学视野、发展教学技能, 进行创造性教学。

《先锋英语》由吉林大学战菊教授和黑龙江大学严明教授担任总主编。本书为《先锋英语综合教程3》, 由黑龙江大学姜涛担任主编, 于丽和李晓光担任副主编, 编者还有白炆、满晓艺、孙红叶和赵颖泽。

由于编者水平有限, 本教材难免存在不足之处, 恳请广大师生批评指正。最后, 祝您英语学习愉快!

编 者

2012年3月

Contents

UNIT 1	Communication	6
UNIT 2	Environment	16
UNIT 3	Sport	26
REVIEW UNITS 1–3		36
UNIT 4	Medicine	38
UNIT 5	Transport	48
UNIT 6	Literature	58
REVIEW UNITS 4–6		68
UNIT 7	Architecture	70
UNIT 8	Globalisation	80
UNIT 9	Art	90
REVIEW UNITS 7–9		100
UNIT 10	Psychology	102
UNIT 11	Cultures	112
UNIT 12	Technology	122
REVIEW UNITS 10–12		132
Language Reference and Extra Practice		134
Communication Activities		158
Audioscripts		175
Glossary		191

CONTENTS

Unit	Grammar	Vocabulary	Reading
1 Communication (p6–15) 	The continuous aspect; state verbs The perfect aspect	Communication Idioms connected with communication	Great speeches Leaflet advertising a course in communication skills Extracts from <i>You Just Don't Understand</i>
2 Environment (p16–25) 	Present perfect simple and continuous Indirect questions	Local environmental issues Word combinations: global warming Adverbs	Newspaper article about local environmental issues Newspaper article about disappearing Arctic ice Extract from <i>A Short History of Nearly Everything</i>
3 Sport (p26–35) 	Quantifiers; <i>few / little</i> vs <i>a few / a little</i> Definite and zero articles	Idioms connected with sport Prefix <i>self-</i> Abstract nouns Adjectives	Magazine article about Charles Miller Leaflet advertising a karate club Biographical article about Babe Didrikson
REVIEW UNITS 1–3 (p36–37)			
4 Medicine (p38–47) 	Plans and arrangements: future continuous, <i>going to</i> , present continuous Predictions: future perfect, <i>will</i>	Medical terms: people, conditions and treatments Illness and medicine Dependent prepositions	Encyclopaedia entries on medical breakthroughs Various types of information about malaria Newspaper article about the first face transplant
5 Transport (p48–57) 	Modal verbs (future) Modal verbs (past)	Transport: methods and problems Safety features	Magazine article on road safety Magazine article on transport in the future Magazine article on great train journeys
6 Literature (p58–67) 	Narrative tenses: past simple, past continuous, past perfect (simple and continuous) <i>used to, would</i>	Literature: types of writing, people in literature Word sets: light and dark, sounds	Website on the Nobel Prize for Literature Extracts from novels Descriptions of characters in literature
REVIEW UNITS 4–6 (p68–69)			

UNITS 1–6

Listening	Speaking / Pronunciation	Scenario	Study and Writing Skills
Opinions on what makes a good communicator Introducing the achievements of a well-known person Part of a radio series	Discussing communication Discussing trends (in communication and research)	Flat sharing Key language: outlining problems, offering solutions Task: solving communication problems	Note-taking Structure of talks Note-taking Writing and checking e-mails Register Peer checking
Vox pops about where people live Questions and answers about volcanoes Advice on designing questionnaires	Information gap: comparing the results of two surveys Discussing changes in one's environment Preparing a fact sheet about volcanoes Pronunciation: stress in word combinations, contractions	Sparrow Hill wind farm Key language: agreeing and disagreeing politely, polite questions Task: attending a public meeting	Designing a questionnaire Question types Writing a questionnaire
Interview with a karate teacher A lecturer giving advice on essay writing	Sports quiz Discussing sport and games Discussing men and women in sport Pronunciation: the definite article	Who was the greatest? Key language: emphasis and comparison Task: choosing the greatest modern sportsperson	Understanding essay questions Understanding key words Essay writing For-and-against essays Introductions Formal expressions
Talk by a professor about issues with medical treatments A lecture on using the Internet for research	Assessing what makes a good doctor Discussing medical and ethical issues Planning an awareness-raising day Pronunciation: stressed syllables	The Dowling Hospital Key language: predicting Task: making a difficult decision	Evaluating resources on the Internet Writing short reports Making recommendations
BBC news report about a new type of transport	Discussing methods of transport Role play: road safety Discussing a difficult journey	Transport: a new plan Key language: persuading, recommending action Task: making an action plan	Describing graphs, charts and tables Describing information in a table Comparison and contrast
Book group discussion Monologues about characters in literature Book extracts	Talking about books you like / dislike Discussion about childhood beliefs and practices Pronunciation: used to	A book deal Key language: proposing, bargaining, talking about needs / expectations Task: negotiating a contract	Improving listening skills Predicting from clues Guessing meaning of words A travel blog Adverbs of degree

CONTENTS

Unit	Grammar	Vocabulary	Reading
7 Architecture (p70–79) 	The passive (1): revision; continuous passive and <i>-ing</i> form; general use The passive (2): revision; passive infinitive; discourse uses	Describing buildings Idioms with <i>bridge</i> Prefixes	Personal opinions about buildings Newspaper article about hotels in space Magazine article about famous bridges
8 Globalisation (p80–89) 	Verb patterns: verbs that take both the infinitive and <i>-ing</i> form <i>have something done</i>	Word combinations: globalisation Abstract nouns Word set: the media	Internet message board about globalisation Magazine article about the power of the Internet Magazine article about global role models
9 Art (p90–99) 	Ungradable adjectives; use of <i>very</i> , <i>really</i> , <i>extremely</i> , etc. Position of adverbs in the sentence	Art and artists Adverb / adjective combinations Order of adjectives before a noun	Leaflet advertising exhibitions at an art gallery Magazine article arguing for photography as an art form Three profiles of modern artists
REVIEW UNITS 7–9 (p100–101)			
10 Psychology (p102–111) 	Relative clauses: comment clauses, use of prepositions Reduced relative clauses	Working together: verbs with particles Idioms with <i>mind</i>	Website about the Belbin model Leaflet for parents about peer pressure Website on psychological profiling
11 Cultures (p112–121) 	Reported speech Reporting verbs	Aspects of culture Adjectives	Website on aspects of culture Extracts from leaflet on culture shock Two opinions about cultural awareness
12 Technology (p122–131) 	Conditionals (1): 1st, 2nd, alternatives to <i>if</i> Conditionals (2): 3rd, mixed	Technology Prefixes expressing opposites	Magazine article on pioneers of communication Website FAQs on the Amish Article from <i>The New Scientist</i> on fear of technology
REVIEW UNITS 10–12 (p132–133)			
Language Reference and Extra Practice (p134–157) • Communication Activities (p158–174)			

UNITS 7–12

Listening	Speaking / Pronunciation	Scenario	Study and Writing Skills
Interview with an architect	Discussing and describing buildings Discussion about space hotels Comparing two bridges Pronunciation: word stress, stress and intonation	On the horizon Key language: talking about requirements Task: deciding on facilities in a hotel	Identifying fact and opinion A description of a building Avoiding repetition: nouns, verbs, clauses
Podcasts about globalisation	Discussing positive and negative aspects of globalisation Comparing good and bad experiences	Supermarket superpower Key language: clarifying Task: a TV debate	Summarising Topic sentences Paraphrasing A summary Editing to shorten
Conversation about exhibitions and opinions of them	Discussion: what is art? Discussing works of art and art exhibitions Describing photos and a work of art	The new exhibition Key language: sequencing information, moving to a new point Task: giving an informal presentation	Expanding your vocabulary Collocations An online review Adverbs
Part of a lecture on group dynamics	Discussing team roles Organising a group activity Discussing crime books Pronunciation: stress patterns in adjective-noun pairs	Ask Vanessa Key language: giving advice Task: an advice phone-in	Writing a bibliography, referencing A discursive essay Linking words Conclusions
Vox pops about one's own culture Monologue about experiencing culture shock Description of cultural mistakes A radio discussion	Time capsule Comparing two descriptions of changing cultures Debate on cultural differences	Kaleidoscope World Key language: creating impact in a presentation Task: giving a formal presentation	Improving reading skills Chunking Prefixes and suffixes Linkers A formal letter Letter layout Formulaic language
Descriptions of gadgets and opinions of them	Discussing technology and its benefits Debate on the rate of technological progress	Computer crash Key language: reassuring and encouraging Task: problem-solving meeting	Plagiarism: what it is and how to avoid it An article Identifying the writer's position

Audioscripts (p175–190) • Glossary (p191–211)



Communication

In this unit

Grammar

- the continuous aspect
- the perfect aspect

Vocabulary

- communication
- idioms

Scenario

- Flat sharing

Study Skills

- note-taking

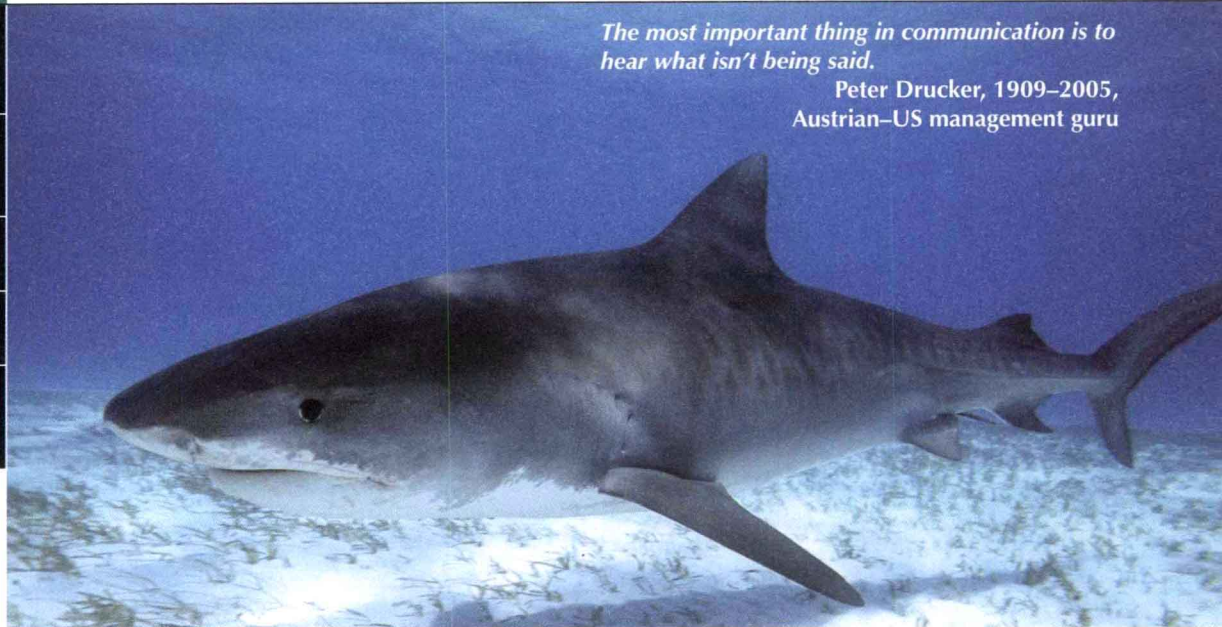
Writing Skills

- writing and checking e-mails

1.1 GREAT COMMUNICATORS

The most important thing in communication is to hear what isn't being said.

Peter Drucker, 1909–2005,
Austrian–US management guru



SPEAKING AND VOCABULARY

1 In small groups, discuss these questions.

- 1 Who do you communicate with every day? Do you communicate well with them? Why / Why not?
- 2 Who is the best communicator you know? Why?
- 3 When did you last have a communication problem? Who was it with? What happened?

2a Complete the sentences on the right with the words in the box.

appearance charisma cultures digressions
eye humour language listener nerves
pace rambler vocabulary

2b Which of the points do you agree / disagree with? Is there anything else you would add?

LISTENING

3 **3.2** Listen to seven people talking about what makes a good communicator. Match the person with the main point they make.

They ...

- | | |
|-----------------------------------|-----------------------------|
| a) listen carefully. | e) don't confuse listeners. |
| b) don't ramble. <i>1</i> | f) explain clearly. |
| c) clarify difficult expressions. | g) don't interrupt. |
| d) don't digress too often. | |

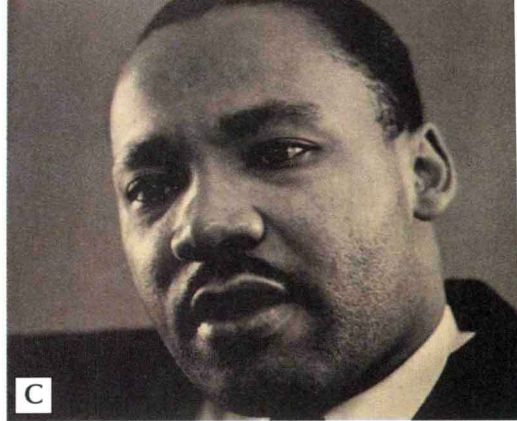
What makes a good communicator?

A good communicator is someone who:

- 1 is a good _____ and shows interest in other people.
- 2 has an awareness of body _____.
- 3 is not a _____ and doesn't get easily sidetracked.
- 4 doesn't suffer from _____ and is relaxed when meeting new people.
- 5 is sensitive to people from other _____.
- 6 has an extensive _____.
- 7 has a good sense of _____.
- 8 has an attractive _____ and is well dressed.
- 9 maintains _____ contact with the listener(s).
- 10 speaks at a reasonable _____ – not too fast and not too slow.
- 11 has _____ and can hold the attention of the listener(s).
- 12 keeps to the point and doesn't have a lot of long _____.

4 Ask and answer the following questions.

- 1 How do you feel when someone interrupts you?
- 2 What do you do when someone isn't paying attention to you?
- 3 How do you deal with someone who is rambling?
- 4 What techniques do you use to explain complicated things?
- 5 Is it always bad to digress when talking?



READING

5a Do you know of any great public speakers? What do you know about any of the people in the photos?

5b Read the speeches below and try to match them with the people.

1

"In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility — I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man." (1961)

2

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today." (1963)

3

"I know full well the responsibilities that await me as I enter the door of No. 10* and I'll strive unceasingly to try to fulfil the trust and confidence that the British people have placed in me and the things in which I believe. And I would just like to remember some words of St Francis of Assisi which I think are really just particularly apt at the moment. 'Where there is discord, may we bring harmony. Where there is error, may we bring truth. Where there is doubt, may we bring faith. And where there is despair, may we bring hope.'" (1979)

*No. 10 Downing Street, colloquially known in the United Kingdom as "the door of No. 10", is the headquarters of Her Majesty's Government and the official residence and office of the First Lord of the Treasury, an office now invariably held by the Prime Minister. 唐宁街10号

6 What is the main topic of each speech? Choose from the following.

- a) clean forms of energy
- b) the defence of liberty
- c) racial equality
- d) moving into a new home
- e) going to the moon
- f) signing a treaty
- g) becoming prime minister

7a Which speech does the following? There is one extra option.

- a) gives a warning
- b) outlines a hope
- c) asks people to make a choice
- d) makes a promise

7b Find examples in the speeches of the following:

- a) repetition
- b) tripling (saying things in threes), e.g. past, present and future; the sun, moon and stars
- c) contrast, e.g. love → hate
- d) a quote (repeating another person's words exactly)

8 "Good communicators are born, not made." Do you agree with this statement?

9a **3.3** Now listen to the speeches. Which impresses you most? Why?

9b Listen again and follow the text. Mark where the speaker pauses and which words they emphasise. Practise saying one of the speeches.

WRITING

10 Write the beginning of your own speech. Choose from the following situations.

- 1 the opening of a new building
- 2 accepting an award for an achievement
- 3 your hope for the future of your town

READING

1a In groups, tell each other how you feel when you have to:

- give a presentation.
- participate in a seminar or meeting.
- meet new people.

1b What advice would you give to people who were nervous about all the situations above?

2 Read the leaflet on the right quickly. Are any of the points similar to your answer to Exercise 1b?

3 Read the leaflet again. Match the following extracts from Andrea Barnard's course handouts with the weeks in the leaflet.

- A** Decide what you want to say before the seminar. Review it in your mind. Keep rehearsing it until you can say it confidently. There's truth in the old saying, "Think before you speak."
- B** People from Britain and the US often leave more space around them than other nationalities. They are more likely to move away when they feel that others are invading their space.
- C** People judge you very quickly so it is very important to make a good first impression. You look much more confident and capable when you have made an effort to smarten your appearance.
- D** Your voice gives people a clear indication of how you are feeling. If we are stressed, our voices can crack under pressure and get louder — giving away our emotions.
- E** Even when you are sitting still, your body is communicating with everyone in the audience. Aim to look confident. Remember, "Actions speak louder than words."

4a Read the statements below. With your partner, decide whether they are true or false.

This course ...

- 1 will help you if you have a speech impediment such as a stammer.
- 2 will teach you how to walk properly.
- 3 will teach you how to be assertive and aggressive.
- 4 will teach you to understand and be aware of your listeners.
- 5 will teach you how to interact successfully with other participants in a seminar.
- 6 will not help you to prepare for a presentation.
- 7 will help you to show your true nature.

Do you want to communicate confidently?



If you find it difficult to speak up during seminars or if you feel you can't get a word in edgeways when others are talking, then this small, friendly group will help you to manage these situations with more ease and confidence.

More and more people are taking communication courses these days to help them in both work and home life.

The course lasts for 12 weeks and aims to help you communicate more effectively.

You will learn how to:

Week

- 1 Remain in control of your emotions and your voice
- 2 Maintain good posture
- 3 Prepare what you want to say before the event
- 4 Use tone to engage people with interest and excitement
- 5 Dress smartly to make a good impression
- 6 Communicate in an assertive and not a passive or aggressive style
- 7 Stay calm and polite at all times
- 8 Participate actively in seminars
- 9 Consider your potential listeners
- 10 Be a good listener
- 11 Understand cultural differences
- 12 Be yourself

Dates: 10 Sep to 30 Nov

Location: Frobisher Library meeting room

How to join: Please ring Student Services on 020 5312 3310

Facilitator: Andrea Barnard

Andrea is currently carrying out research for her doctorate on communication barriers. She was voted best communicator of the year while she was studying for her Masters at Edinburgh University.

4b Which communication skills mentioned in the leaflet are you good at? Which areas do you need to develop?

VOCABULARY: idioms

5a Match the idioms with their definitions.

- 1 actions speak louder than words
 - 2 think before you speak
 - 3 (can't) get a word in edgeways
 - 4 hear it on the grapevine
 - 5 be on the same wavelength
 - 6 get straight to the point
 - 7 have a quick word with someone
- a) talk about the most important thing immediately
 - b) share similar ideas
 - c) hear about a rumour passed from one person to another
 - d) (not) get a chance to say something
 - e) talk briefly to someone
 - f) what you do is more important than what you say
 - g) don't start talking until you have thought about what you want to say

5b In pairs, answer the following questions.

- 1 Does it irritate you when people do not get straight to the point?
- 2 When was the last time you felt you were really on the same wavelength as someone else?
- 3 Who was the last person to ask to have a quick word with you?
- 4 What have you heard on the grapevine recently?

GRAMMAR: the continuous aspect

6a Look at these examples of the continuous aspect from the leaflet and course handouts.

- 1 Andrea *is currently carrying out* research ...
- 2 She was voted best communicator of the year while she *was studying* ...
- 3 More and more people *are taking* communication courses these days ...
- 4 ... your body *is communicating* with everyone in the audience.

6b Tick the four words / phrases below that can describe the continuous aspect.

temporary habitual complete permanent
unfinished in progress changing

The three words you did not tick can describe the simple aspect.

7 In pairs, look at the verb forms in the sentences below. Name the verb form and say why it is used.

- 1 a) I'm writing an e-mail to my parents.
b) I write a letter to my parents every week.
- 2 a) I work in London.
b) I'm working in London, but I'm looking for a job in Paris.
- 3 a) She wrote the report on the flight home.
b) She was writing the report on the flight home.

GRAMMAR TIP

The following verbs are rarely used with the continuous aspect: *agree, believe, know, like, want, hear, see*.

~~I'm liking this course very much.~~ X

➔ Language Reference and Extra Practice, pages 134–135

8 Five of the following sentences are wrong. In pairs, identify which they are and discuss why they are wrong.

- 1 You're absolutely right! I am agreeing with you.
- 2 I was writing a letter to my mum on the train, but I didn't have time to finish it.
- 3 She's working as an au pair until she goes to university.
- 4 We stay with my parents until the work on our house is finished.
- 5 My grandfather is knowing how to text.
- 6 Look. He talks to the Linguistics professor.
- 7 Peter is studying telecommunications at the moment.
- 8 These days mobile phones get smaller.

SPEAKING

9 The present continuous is often used to talk about trends. In groups, talk about current trends in communication. Think about:

reading texting the Internet audiobooks
telephoning writing letters writing e-mails
using libraries for research

People are reading less these days because they're using computers more.

LISTENING

1 Look at the front cover of a well-known academic book on the right. What is it about?

2a **3.4** Listen to an introduction to a radio programme about Deborah Tannen. Check your answer to Exercise 1 and say what she is famous for.

2b Listen again. Say when Deborah Tannen did these things, or if the information is not given.

- 1 publish *You Just Don't Understand*
- 2 write *Talking from 9 to 5*
- 3 appear on the Larry King and Oprah shows
- 4 join the Linguistics Faculty at Georgetown University

GRAMMAR: the perfect aspect

3 Look at Track 3.4 on page 175 and underline examples of the present perfect, past perfect and past simple.

4 Complete the following explanations with *past simple*, *past perfect* and *present perfect*.

We use the perfect aspect to look back from one time to another:

- the ____ looks back from now to a time before now.
- the ____ looks back from a time in the past to another time before that.
- the ____ refers to a completed event at a definite time in the past.

→ Language Reference and Extra Practice, pages 134–135

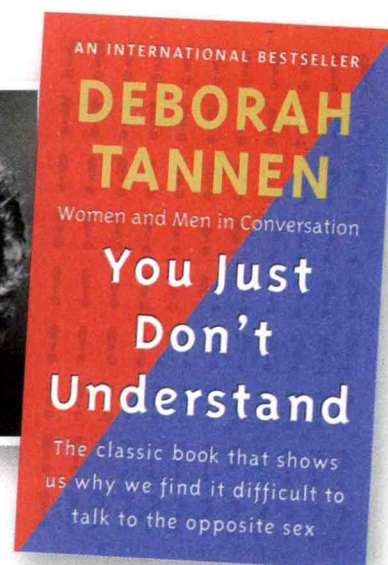
5 Complete this report about a communications company with the verbs in the box in the past simple or a perfect tense.

build contribute employ go up grow
have move reach rise start take on

Technicom ¹ ____ 15 years ago as a small training company dedicated to improving communication in the workplace. We ² ____ a reputation over the last 15 years for the delivery of quality information management solutions, and we ³ ____ just ____ another successful year. When we started the company, we ⁴ ____ only 12 people. By 2006, that figure ⁵ ____ to over 100. In 2007 we ⁶ ____ to larger premises near Dublin. Since then we ⁷ ____ a lot more staff and that number ⁸ ____ to the present 500. Although salary costs ⁹ ____ sharply over the last few years, profits have risen steadily as well. By early 2008, our turnover ¹⁰ ____ 27 million euros. Thank you to everyone who ¹¹ ____ to Technicom's success.



Deborah Tannen



READING

6 Do you agree with these statements?

- 1 Women talk far more than men.
- 2 Men talk about sport. Women talk about their feelings.
- 3 Women and men communicate differently.

7 The two extracts opposite are from *You Just Don't Understand*. Read them quickly. What does the author say about the statements above?

8a Read the extracts again and complete these statements with M (men) or W (women).

- 1 ____ like to stand out.
- 2 ____ prefer private speaking.
- 3 ____ often speak for longer.
- 4 ____ are concerned about their rank and position in society.
- 5 ____ like to find things that are almost the same between people.
- 6 ____ don't like speaking in front of large audiences.

8b Underline the sections that gave you this information and compare with your partner.

VOCABULARY: idioms

9a Match the expressions a–d with the ideas in 1–4.

- a) burst into (laughter)
 - b) run out of (things to say)
 - c) the life of the party
 - d) hold centre stage
- 1 get a lot of attention
 - 2 fun and exciting to be with
 - 3 suddenly start to do something (e.g. cry)
 - 4 use all of (something)

Extract 1

YOU JUST DON'T UNDERSTAND

I was sitting in a suburban living room, speaking to a women's group that had invited men to join them for the occasion of my talk about communication between
5 women and men. During the discussion, one man was particularly talkative, full of lengthy comments and explanations. When I made the observation that women often complain that their husbands don't talk to
10 them enough, this man volunteered that he heartily agreed. He gestured toward his wife, who had sat silently beside him on the couch throughout the evening, and said, "She's the talker in our family."
15 Everyone in the room burst into laughter. The man looked puzzled and hurt. "It's true," he explained. "When I come home from work, I usually have nothing to say, but she never runs out. If it weren't for her,
20 we'd spend the whole evening in silence."

"PUT DOWN THAT PAPER AND TALK TO ME!"

Another woman expressed a similar paradox about her husband: "When we go out, he's the life of the party. If I happen to be in another room, I can always hear his voice
25 above the others. But when we're home, he doesn't have that much to say. I do most of the talking."
Who talks more, women or men? ...
Women are believed to talk too much.
30 Yet study after study finds that it is men who talk more — at meetings, in mixed-group discussions, and in classrooms where girls and young women sit next to boys or young men. For example, communications
35 researchers Barbara and Gene Eakins tape-recorded and studied seven university faculty meetings. They found that, with one exception, men spoke more often and, without exception, spoke for a longer period.

Extract 2

YOU JUST DON'T UNDERSTAND

For most women, the language of conversation is primarily a language of rapport: a way of establishing connections and negotiating relationships. Emphasis
5 is placed on displaying similarities and matching experiences. From childhood, girls criticise peers who try to stand out or appear better than others. People feel their closest connections at home, or in settings where
10 they *feel* at home — with one or a few people they feel close to and comfortable with — in other words, during private speaking. But even the most public situations can be approached like private speaking.

"PUT DOWN THAT PAPER AND TALK TO ME!"

15 For most men, talk is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order. This is done by exhibiting knowledge and skill, and by holding centre stage through
20 verbal performance such as story telling, joking, or imparting information. From childhood, men learn to use talking as a way to get and keep attention. So they are more comfortable speaking in larger groups
25 made up of people they know less well — in the broadest sense, "public speaking." But even the most private situations can be approached like public speaking, more like giving a report than establishing rapport.

9b Complete the text with the four expressions.

Eduardo is a really good communicator. He puts people at ease and listens carefully to you. He never
1 _____ topics of conversation. He doesn't try to
2 _____ all the time and dominate a group, but he is always 3 _____. He doesn't really tell jokes but he's very funny and people often 4 _____ around him.

SPEAKING

10 In groups, talk about the following.

- problems you have experienced recently communicating with men and women
- problems you have experienced communicating in your life

SITUATION

1 Look at the poster and discuss the questions.

- 1 What services does the Advice Centre offer?
- 2 Have you ever used a service like this? Would you use it?
- 3 What kind of problems do you think the Advice Centre has to deal with?

Bradfield University

Student Advice Centre

Got a problem? We're here to help.

- Come and see us with any problem, big or small.
- We deal with emotional matters, financial difficulties, problems with studies, problems between flatmates ... anything you want.

Just make an appointment

2a **3.5** Listen to two counsellors from the Advice Centre discussing the problems of Marco, a student. What kind of problem does he have?

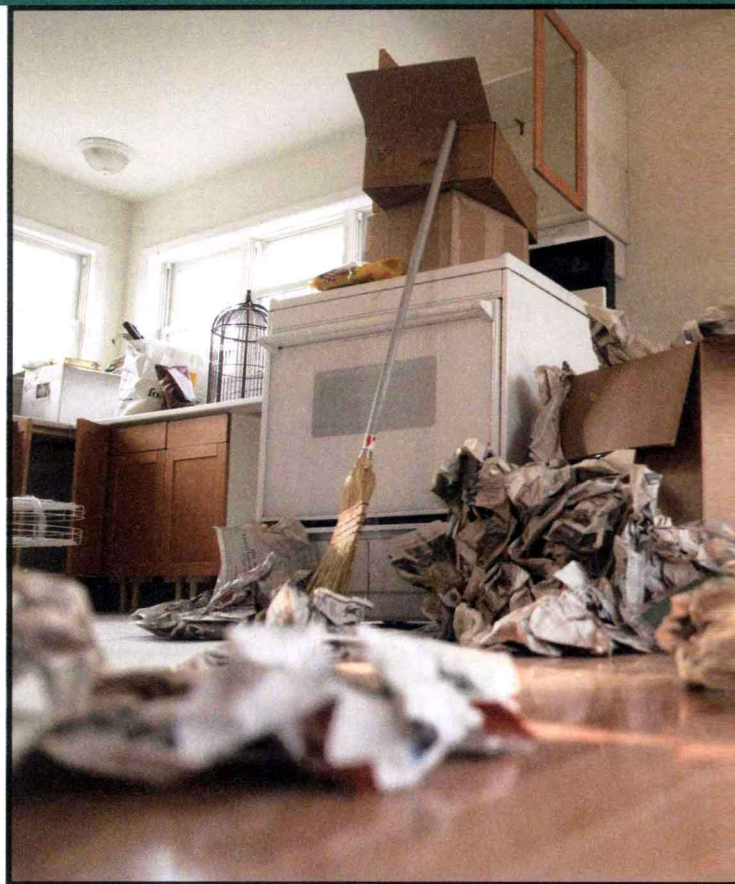
2b Listen again and answer the questions.

- 1 Why can't Marco pay his rent?
- 2 Why is it a "difficult situation"?
- 3 What solution does Jean propose?

KEY LANGUAGE: outlining problems, offering solutions

3a Listen to the counsellors again and complete these sentences. Then check your answers in Track 3.5 on page 175.

- 1 ... you know. The _____ that he's been spending too much recently.
- 2 Well, _____, can't we?
- 3 The best way _____ is to tell him to get a loan.
- 4 It's the obvious solution, but _____ is that it's the third time he's run out of money.
- 5 It's _____ — he can't escape from it.
- 6 It's a _____ because it's not just about the rent.
- 7 Mmm, he's really got problems, hasn't he?
It's _____, isn't it?
- 8 Give him some advice ... that might _____, — at least in the future.
- 9 Yes, that seems _____, but will he listen to us?



3b Match each expression you have written in Exercise 3a with the correct function.

- a) Outlining problems
- b) Offering solutions
- c) Reacting to suggestions

TASK: solving communication problems

4 Martin, Carlos, Paul and Stewart are students sharing a flat for a year. Read about them and discuss what problems could arise because of their different personalities.

Martin (English), aged 21, is studying Engineering. A strong personality, he is extrovert and sociable. He can often upset people because he usually speaks his mind. He likes to organise things, and plans his life carefully. A tidy person, he has already put up several notices reminding his flatmates to keep the flat clean.

5a **3.6** The four flatmates talk about how to organise their life in the flat. Listen and note down which rules Martin wants to introduce.

5b Listen again. What does Martin say about each rule? Do the others agree with him?



Paul (American), aged 22, comes from a very wealthy family — both his parents are top lawyers in the United States. Encouraged by his parents, he is also studying Law. Ambitious and very hard-working, he spends most of the day and night reading law books and writing assignments. He likes to communicate by e-mail and often sends messages to his flatmates.

Stewart (English), aged 20, is the youngest flatmate. He is studying Modern Languages. Shy and lacking confidence, he is a typical introvert. He loves travelling, and spends his vacations going all over Asia, alone. He is continually saving money for these trips and eats little food. He does not like face-to-face communication or telephoning.

Carlos (Brazilian), aged 21, is studying Media. Easy-going, confident, he is always happy and relaxed. He spends a lot of time late at night telephoning his family in Rio de Janeiro, Brazil. He loves talking and chatting to friends. An untidy person, his favourite pastime is playing Brazilian music as loudly as possible.

6a Work in groups of four. You are counsellors at the Advice Centre. Each of you has had a conversation with one of the flatmates. Read the extra information about your student and note down the key points.

Counsellor A: turn to page 158.

Counsellor B: turn to page 161.

Counsellor C: turn to page 167.

Counsellor D: turn to page 169.

6b In your group, share information about the four students. Explain the point of view of the student you met.

6c Discuss the flatmates' problems and suggest solutions. These questions might be helpful to you:

- Why are the students having so many problems?
- Do they need more rules to improve relations in the flat?
- Should they continue to live together?
- Should they try to cancel their contract with the landlord?
- What is the best solution to their problems?

7 As a class, discuss the solutions you have thought of. What's the best solution?

OTHER USEFUL PHRASES

Outlining problems

The trouble is ... (he can't pay the rent).

It's a delicate situation.

Offering solutions

We can remedy the situation by ... (giving him some financial advice).

The way to sort it out is to ... (find someone to lend him the money).

Reacting to suggestions

That might be the answer.

That could be the best thing to do.

I'm not sure it's the right thing to do.

STUDY SKILLS: note-taking

1a Read the extract from a radio guide on the right. What other topics do you think will be covered in the series?

1b What do you think will be covered in this week's episode of the radio series? What would you like to know about?

2a Structure of talks Formal talks, such as lectures, are usually structured in a very clear way, with "signposts" to help listeners. Match these headings with the examples.

- | | |
|-------------------------------|---------------------------------|
| 1 Introducing what is to come | a) For instance, ... |
| 2 Sequencing | b) I intend to discuss ... |
| 3 Signalling the main point | c) In other words ... |
| 4 Rephrasing | d) The most important thing ... |
| 5 Exemplifying | e) Firstly, I want to ... |

2b What other phrases do you know for each heading?

3a 3.7 Note-taking Listen to Part 1 of the talk by James Hammond in the *Communication World* series, and take notes of the main points.

3b Compare your notes with another student and discuss these questions.

- Did you note the same information?
- Did you make notes in the same way?
- Which of the phrases from Exercise 2a did you hear? Which did you find most useful for your notes?

3c Which of the following techniques did you use?

- arrows
- using headings / colours
- using a lot of space
- underlining key words
- using capital letters for very important ideas and points
- your own system of abbreviations and short forms
- using one letter to mean a word or topic, e.g. S = speech, C = communication

4a 3.8 Listen to Part 2 of the talk and take notes of the main points. Try to use some of the techniques above which you think will be useful for you.

4b Compare your notes with your first set of notes. Is the second set of notes better / clearer?

5 In small groups, reconstruct what you heard from your notes. Check your ideas with Track 3.8 on page 176.

Communication World (Episode 3)

20:00 – 20:30

The new series produced by the ever-popular Louise Duncan looking at all aspects of human communication, from the earliest cave paintings to today's high-tech world. The 12 guest presenters all focus on their area of expertise in what has so far proved to be an entertaining and informative series. After last week's fascinating look at the history of codes and codebreaking, this week James Hammond (speechwriter to royalty, politicians, celebrities and the odd dictator or two) looks at public speaking.

WRITING SKILLS: writing and checking e-mails

6 What information do you find at the top of an e-mail? In what ways is an e-mail different from a letter?

7a Register Read the two e-mails sent to James Hammond, the speaker from the radio programme. In each case, what is the relationship between the writer and James? How do you know this?

1 Dear Mr Hammond,
I attended your lecture on public speaking at the Communication Skills conference in London last week and I was very impressed. I am involved in organising something similar and I would like to invite you to speak at our conference in Milan, Italy, on 15 May. The talk would need to last for 60 minutes (45 minutes for the talk and 15 minutes for questions). Please find attached a document giving full details of the programme.
Should you have any further questions, please do not hesitate to contact me.
I look forward to hearing from you.
Yours sincerely
Elena Conti
Conference Organiser

2 Hi James,
Great talk last week on public speaking. Really enjoyed it.
Fancy giving a talk at an industry thing I'm getting together in Italy in May?
Session needs to be an hour (45 mins for the talk and 15 mins questions).
See attached for the full prog.
Any problems or queries, just let me know.
Hope to hear from you soon.
Best,
Lisa