



普通高等教育“十一五”国家级规划教材

●总主编 邹为诚

○ 应用型英语专业系列教材

Upstream

Viewing, Listening and Speaking

搏流英语

视听说教程

6

□主 编 励哲蔚 李 奕
□副主编 陈佳岚 刘兰萍

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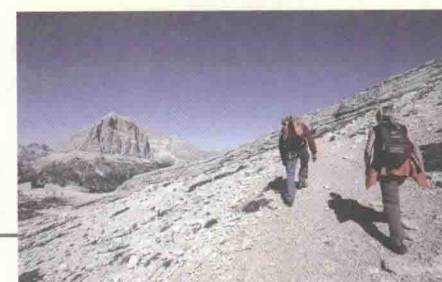
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《搏流英语视听说教程》是《搏流英语》系列教材中的一种,可以与《搏流英语综合教程》配合使用,也可以单独使用。《搏流英语视听说教程(第六册)》分主题按模块编排,其选材符合《高等学校英语专业英语教学大纲》的要求,可以满足中高级英语学习者提高视听理解能力和口语表达能力的需求。

《搏流英语视听说教程(第六册)》延续了搏流系列教材寓教于乐的编写理念,让学习者在真实、互动、愉快而有意义的环境中进行视听说训练,使学习更加有效。本册教程具有以下特点:

1. 选材内容丰富,编排方式独特

《搏流英语视听说教程(第六册)》根据《搏流英语综合教程(第六册)》的主题来编排,主题包括人际交流、传媒产业、环游世界、未解之谜、表演艺术、文化万花筒、网络世界、低碳生活等热门话题,各单元围绕主题展开。全册配有约四个小时的视频材料,所配视频材料接近现实生活,为学习者提供身临其境地接触英语国家社会和文化的机会。

2. 练习形式多样,培养多种技能

《搏流英语视听说教程(第六册)》包含图文匹配、信息排序、是非判断、视听填空、视听笔记、回答问题、复述故事、伙伴交流、小组讨论、班级辩论、校园访谈、团队专题研究等多种形式的练习。在每个单元中,编者结合课堂教学和课外学习的实际来组合各种形式的练习,使学习者在完成练习的过程中提高视听说多种技能。

3. 主题多维呈现,提高思维能力

《搏流英语视听说教程(第六册)》每一个单元的二十多个练习具有相同的主题,同时各个练习的话题各有侧重,互为补充,这样的编排方式既可以集中训练学习者对某个主题的熟悉程度,使训练更加系统化,又可以帮助学习者开展多维度的思考,发展思维能力。

《搏流英语视听说教程(第六册)》包括十个单元(Unit)。每个单元包括视前练习(Before You Watch)、边看边做(While You Watch)、视后练习(After You Watch)、镜头回放(Watch Again)以及拓展性活动(Extended Activities)五个板块。

- ◆ 视前练习为学习者介绍本单元视频材料中将要出现的词汇和话题,以便学习者对后续练习有所准备,减少障碍;
- ◆ 边看边做要求学习者边观看视频边做练习,主要训练学习者的视听理解能力;
- ◆ 视后练习巩固学习者对视频中出现的词汇和句式等的掌握情况,同时通过同一主题的读写练习进一步拓宽话题;
- ◆ 镜头回放是从视频中的某些信息出发训练学习者的视听理解能力和口语表达能力;
- ◆ 拓展性活动引导学习者在前面四个板块学习的基础上,通过团队合作,开展课后自主学习和研究性学习。

另外,在这五个板块的练习之前,列有该单元的主要学习目标,在这五个板块的练习之后,安排了学习者自查学习目标的完成情况,在这五个板块的练习之中,又穿插了与练习相关的文化注解(Culture Note)、语言功能(Language Function)和学习策略(Learning Strategy)。

本册教程由宁波大学外语学院教师负责编写,励哲蔚和李奕担任主编,陈佳岚和刘兰萍担任副主编,参加本册教程编写的有励哲蔚(第一、二、十单元)、刘兰萍(第三、四单元)、李奕(第五、六、七单元)和陈佳岚(第八、九单元)。本册教程的编写得到了浙江省高校人文社科重点研究基地(外国语言文化)的支持,编者在此表示感谢。本册教材中所配插图多为视频截图,难免有不甚清晰之处,特此说明。由于编者水平有限,教程中难免存在遗漏谬误之处,恳请专家学者和广大师生批评指正。

编者
2011年5月

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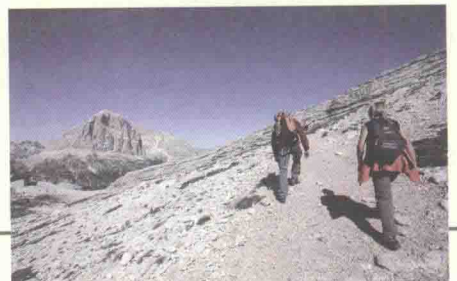
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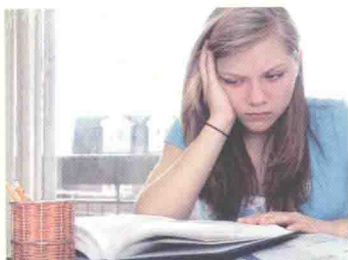
Human Communication

In this unit, you will be able to

- Talk about various means of communication
- Improve small talk skills
- Understand the importance of body language
- Interpret the meaning of some common gestures and postures
- Take notes while listening
- Make classification when reporting
- Debate on topics related to means of communication

Before You Watch

1 Describe the following pictures and speculate how the people are feeling.





Describe and speculate

- There are / is two people / one little girl / ... in the picture.
- She / he is / They are arguing / making a phone call / ...
- I can see from her / his face she / he is ...
- Maybe she / he / they ...
- ...

How are the people feeling?

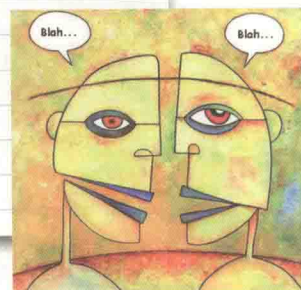
- | | | |
|-----------|----------------------|--------------|
| happy | worried | pleased |
| annoyed | frightened | proud |
| upset | relieved | disappointed |
| surprised | angry | impatient |
| bored | in a good / bad mood | |

2 Ask your partner the following questions concerning means of communication. Take notes of his or her answers.

- (1) By what means of communication do you connect with your parents when you are on campus?
- (2) How do you communicate with your classmates besides talking with them?
- (3) Do you have a key pal who you never see in person? If yes, how do you feel about communicating that way? If no, would you like to have one?
- (4) What role do you think body language plays in our daily communication?
- (5) What are some jobs in which using body language is extremely important?

3 Discuss in small groups. Which topics are appropriate for small talk discussions? For those topics which are appropriate, each group member takes turns to make one interesting comment. For those topics which are not appropriate, explain why you believe they are not appropriate for small talk.

The latest films	The local basketball team
Religious belief	A product you would like to sell to everyone
The Death Penalty	Your home town
How much you earn	Your last holiday
Your favorite movie-star	The weather
Gardening	Your health problems
Your family	Latest fashion and trends



4 In small groups, talk about what effective communication skills are and what barriers to effective communication are. Use your experiences to illustrate them.

verbal communication	one-way talk	(no) feedback
non-verbal communication	be responsive	be (dis) honest
beat around the bush	be (in) direct	roundabout
be open	ask questions	...

While You Watch

5 Watch the video "How Do We Communicate" and write down as many means of communication as you can.

Means of Communication		

6 Watch the video "You've Got Mail" and answer the following questions.



- (1) What screen names do the man and the woman use respectively?
- (2) What is the man's mail about?
- (3) How does the man feel about not knowing the woman's name and address?
- (4) How does the woman describe the relationship between them?
- (5) How do they know each other?
- (6) How does the woman feel when waiting for the man's mail?





7 Watch the video "SMS Texting to Improve Communication" and circle the correct answers.

- (1) When did the placement office start to use SMS texting as an additional way to communicate with students?
 - a. At the start of the Autumn term.
 - b. In the middle of the Autumn term.
 - c. At the end of the Autumn term.
- (2) Which of the following best describes students' attitude towards SMS texting?
 - a. Not so positive though it didn't cost them anything.
 - b. Mainly positive if it didn't cost them anything.
 - c. Not care much as it didn't cost them anything.
- (3) How many specific examples of using SMS texting are cited by Carolyn Keenan?
 - a. Two.
 - b. Three.
 - c. Four.
- (4) By citing the example of using SMS in a mock psychometric test session, Carolyn Keenan wants to show that _____.
 - a. students are indecisive and SMS helps them to make decisions whether to go to a session.
 - b. students are so busy working and studying that they might forget a session and SMS texting is a good reminder.
 - c. students are so busy that they don't decide to go to a session until the last minute and SMS texting can be encouragement.
- (5) Which of the following is NOT mentioned as benefits of SMS texting by Carolyn Keenan?
 - a. It can target individual groups of students.

- b. It is instantaneous and can get in touch with students very quickly.
- c. It automatically stores the information that might otherwise be forgotten.

Learning Strategy

Taking notes

- Choose a format that is comfortable for you, but make sure it is easy to show the organization of what you hear.
 - For the main points, you may use CAPITAL LETTERS, underline, or a box to write headings, or you just put the heading in a circle in the center of a page with lines for details extending out as in this diagram. 
 - For details, you may indent below heading and use dashes (—) or bullets (●), or you may place in circles around main points. 
- Don't try to write everything you heard. It is not like taking dictation.
- Become aware of the signal words when a speaker intends to indicate where the lecture is going.
- Use abbreviations to save time, especially when you hear long words.

8 Watch the video "Small Talk" and take notes.

WHAT IS SMALL TALK:

Topics used during small talk

Vary from country to country

- UK:
 - Examples:
- US:
 - Examples:

WHEN TO USE SMALL TALK:

General rules surrounding small talk

- Rule 1:
- Rule 2:

How to end the conversation politely

- Examples: .

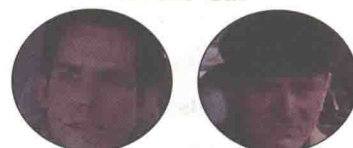


9 Use the information you get from the video "Small Talk" and make an analysis of the following two examples of small talk.

On the Street



In the Car



Relationship between the speakers	would-be employee, Chris and his boss, Mr. Frohm	Greg and his would-be father-in-law, Jack
Topic(s) of their talk		
How do they start the talk?		
How do they end the talk?		
Is this talk a happy one?		

10 Watch the video "Effective Communication" and summarize the important points.

Effective Communication Skills

- 1
- 2
- 3
- 4
- 5
- 6

Barriers to Effective Communication

- 1
- 2
- 3
- 4
- 5
- 6

11 Watch the video "Non-verbal Communication". Each of the following statements is incorrect. However, by changing one word, it is possible to make the statement correct. Find the incorrect words, and change them to the correct ones.

- (1) Children may cling to a parent when surprised, cry when hungry or moan when attempting to communicate their desires.
- (2) To some, stammering may indicate untruthfulness when the person may simply need more time to formulate thoughts.
- (3) When they perceive that verbal and non-verbal communication don't match, the listener will likely accept the verbal message to be true.

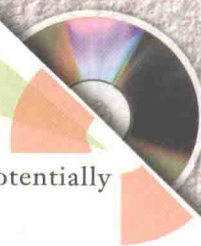
- (4) In some cultures, such as Native American and some Asian cultures, sustained eye-contact may be considered respectful.
- (5) Depending on cultural influences, touch can be perceived as a method of personalizing communication or as a respect of personal space.
- (6) A nurse in the pediatric setting typically wears white uniforms and lab jackets in case children may be frightened and the therapeutic communication may be blocked.
- (7) The child's style of communication is learned through family interaction, and is based largely on educational influences, environmental factors, time and language.

12 Watch the video "Universal Facial Expressions" and fill in the gaps.

- (1) More than half of what we communicate is through _____.
- (2) The secret to understanding the face correctly is learning _____.
- (3) In the late 1960s, a pioneering American physiologist, Dr. Paul Ekman, tried to discover _____ that crossed all cultural boundaries.
- (4) His team asked volunteers to _____ and filmed the result.
- (5) Ekman found that there were in fact seven universal expressions of emotions on the face: _____.
- (6) Dr. Ekman then developed the entire system of _____, and characterized exactly _____.
- (7) The face reader instantly maps _____ and these colored graph bars represent the type of the emotion appearing on the face.
- (8) Today, facial recognition systems are being installed in airports to _____.

13 Watch the video "The Importance of Body Language". Mark the following statements T (True) or F (False). Then correct the false statements.

- _____ (1) The video is about the importance of understanding body language for the policemen.
- _____ (2) In the Arab world, when a man gets into your face, it means a challenge to fight.
- _____ (3) Frank Marsh uses examples of the different ways of talking adopted by Arabians and Americans to show the importance of understanding body language in different cultures.
- _____ (4) Luwis Valley used a video of a 2008 incident to point out the real danger in not being sensitive to body signals.
- _____ (5) According to Luwis Valley, when a policeman pulls you over, you'd better get out of the car.



- _____ (6) In the incident, the driver's put his hand in his pockets, which is a potentially threatening body language indicator.
- _____ (7) The driver clapped his hands before he took action to attack Sheriff's Deputy.
- _____ (8) According to Luwis Valley, to teach police officers how to read body language is very important, but not as important as self-defense and firearm tactics.

Culture Note

In 1966, anthropologist Edward T. Hall introduced the term proxemics, which is the study of set measurable distances between people as they interact. Social distance between people is reliably correlated with physical distance according to the following delineations:

- Intimate distance for embracing, touching or whispering (less than 15 cm – 15 to 46 cm)
- Personal distance for interactions among good friends or family members (46 to 76 cm – 76 to 120 cm)
- Social distance for interactions among acquaintances (1.2 to 2.1 m – 2.1 to 3.7 m)
- Public distance used for public speaking (3.7 to 7.6 m – 7.6 m or more)

Hall notes that different cultures maintain different standards of personal space. In Latin cultures, for instance, those relative distances are smaller, and people tend to be more comfortable standing close to each other; in Nordic cultures the opposite is true. Realizing and recognizing these cultural differences improves cross-cultural understanding, and helps eliminate discomfort people may feel if the interpersonal distance is too large or too small. Comfortable personal distances also depend on the culture, social situation, gender, and individual preference.

14 Watch the video “How to Interpret Body Language” and summarize the six steps mentioned. Then explain to your partner about these steps.

STEP 1

STEP 4

STEP 2

STEP 5

STEP 3

STEP 6

After You Watch**15** Complete the sentences using the words and expressions in the box below in the correct forms.

• astounded	• sort out	• engage with	• if not more	• warn off
• be in one's path	• target	• dissect	• counteract	• productive

- (1) Today we have so many ways to communicate that our ancestors would be _____.
- (2) Submarines and fishing boats use sonar of sound waves to determine what type of ship or marine life might _____.
- (3) We're always looking for ways to improve our communication with students because it is really important that we get them to _____ us nice.
- (4) The other benefit of SMS texting is that you can actually _____ individual groups of students.
- (5) In work relationships, you will find that you can have much more _____ relationships if you learn how to communicate effectively.
- (6) Have the underlying issues all _____ in your mind before you begin to speak about them.
- (7) Paralanguage has as much, _____, significance to the receiver as verbal messages do.
- (8) Light beacons from light houses communicate with ships at sea to _____ them _____ a nearby coast.
- (9) Scientists have _____ the thousands of different expressions that appear on the human face.
- (10) If you can recognize a threat that you're in danger, you can _____ that threat.

16 Fill in the gaps with the signal words listed in the box.

• because	• even if	• for example	• whereas	• on the other hand	• so
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- (1) The telegraph was actually the first Internet, _____ it allowed people from all over the world to communicate with each other quickly.
- (2) I would send you a bouquet of newly-sharpened pencils if I knew your name and address. _____, this not knowing has its charms.
- (3) Small talk is quite a common part of everyday life and it allows us all to take time to chat, _____ it is just for a few moments.
- (4) Some barriers to effective communication are, _____, being indirect, not coming out directly and saying exactly what you mean, or not listening to the other person.
- (5) Leaning forward indicates interest, _____ leaning backward with arms crossed can show signs of disinterest or unwillingness to communicate.