2 Language and communication

Reading

3 Read the questions (1–4) which are taken from the article. Then quickly read the answers under the gaps (a–d) in the article. Match the questions with the gaps.

1 Are there any more therapeutic uses of mime?

2 What makes a mime artist a successful communicator?

3 Did you suggest that it can be used to help adults as well?

4 Can you explain how mime works as therapy?

4 Read the whole article and say whether the statements (1–7) are true (T), false (F) or if no information is given (NG).

1 The visual effects that mime artists use are an important part of the message.

2 It's not possible to communicate emotions clearly without words.

3 Mime was used in education before it was used in therapy.

4 In educational situations, both watching and doing mime are effective.

5 Children become more confident generally after mime therapy.

6 Mime therapy is more effective than simple physical facial exercises.

7 Mime therapy is used around the world for people with emotional problems.



The faces behind the festival: mime

This week sees the return of the London International Mime Festival, which is the longest running event of its kind in the world. Featuring mime, circus, clowns and more, the festival started in 1977. We take a look behind the scenes and discover that there's more to mime than just entertainment. Our guide is Elise, a drama therapy teacher from Paris.

Elise, to most people mime means entertainers with painted white faces, dressed in black in silent performance.

Yes, mime artists like Marcel Marceau, that's right. Mime is really the art of telling a story, communicating with your audience, without words. So we use make up and costumes that help us to tell the story more clearly, by emphasizing our expressions and movements

[a] _____

Obviously, when you don't use words, you have to develop a different kind of language. We do this with exaggerated gestures and facial expressions. Through these, we can express emotions, situations, stories and messages that can be dramatic as well as comic. A good mime artist understands what is involved in communication in great detail and depth – much more than simple verbal communication.

[b] _____

Of course. Mime is often used as part of general drama classes both in education and in therapy. It works in two ways – having people observe mime and getting them to perform it, too. Mime is a tool that can be incredibly positive for both kids and adults.

To give you an example, there are children who have difficulty with verbal expression. This may be the case in people with Down syndrome. It's amazing to see how these children's confidence can grow as they start to perform mime, and indeed perform more and more complex mime pieces. Parents of these children report that their kids take this confidence out into their everyday lives, it's not only something which happens in the classroom setting.

[c] _____

Yes, that's right, it can. Mime is beneficial for people who have limited movement in their facial muscles – this can be because of illness or accidents. Because of the exaggerated facial movements in mime, it's actually useful physical therapy for these patients. This type of mime therapy was developed in the Netherlands in the 1970s. In some countries, it's called neuromuscular retraining. A simple example of how this works would be encouraging a patient to think of something that makes them happy while they are simultaneously trying to practise smiling. Combining emotion with the physical exercises is much easier and more natural, and gets better results.

[d] _____

Well, in the United States, mime has also been used with people who have been through difficulties and trauma in their lives. People can connect with a mime artist in a way that they don't when they try 'talking therapies' like counselling. Mime really seems to unlock people's emotions in some way that helps them deal with painful issues. Nowadays, this therapy is an accepted approach in the field of art therapy. There really is a lot more to mime than meets the eye.

Grammar

Present forms

1 Complete the sentences about learning languages. Use the present simple or present continuous form of the verbs.

1 I never have any problems learning vocabulary, but _____ English grammar easy at all. *I / not find*

2 Our teacher regularly sends us a link to a different language app. This month, _____ a puzzle app. *we / try*

3 The students in that room are very noisy! What _____? *they / do*

5 'Why has your brother got his headphones on?' 'Oh, _____ a podcast about English pronunciation.' *he / listen to*

6 I've finished all my main subject courses, so _____ anything except English this year. *I / not study*

7 Wow, you're learning Chinese! _____ much opportunity to practise speaking? *you / have*

8 Our language students are placed with local families, so they get a lot of practice and generally _____ very quickly. *they / learn*

LIVEWORKSHEETS

2 Choose the correct option to complete the sentences about people's experiences.

1 *I'm / I've been* an engineer since 2018.

2 I finished my degree last year and since then *I'm looking / I've been looking* for a job.

3 How many courses *have you enrolled / have you been enrolling* on?

4 *I don't live / I haven't lived* in Stockholm for a couple of years.

5 *I work / I've been working* at the café since I left school.

6 *I'm focusing / I've been focusing* on my career for too long.

7 *I've finished / I've been finishing* my exams at last.

8 Since arriving in Quito, *I have / I've had* three different jobs.

3 Read the pairs of sentences and write a new sentence using the words in brackets. Use the present continuous, present perfect simple or the present perfect continuous, as appropriate.

1 My first Spanish classes were in primary school. I still go to classes now. (learn / a child)

_____

2 I don't have time to go to classes this year. I'm a student on an online course. (study / from home)

_____

3 I started this degree two years ago. I will finish it next year. (do / two years)

_____

4 There are six assignments on this course. I'm starting the last one now. (finish / five)

_____

5 Our college has an open day every year. My class is involved this year. (take part in)

_____

6 Our student website was out of date. The information is correct now. (update / website)

_____

7 I have an important exam next week. I began my revision five days ago. (revise / my exam)

_____

4 Choose the correct form to complete the paragraph about film subtitles.

Over the last year,[1]*I watch / I've watched* a lot of films in their original language, both at the cinema and online. [2]*I prefer / I've been preferring* this to dubbed films. Up until now, at home, [3]*I'm turning on / I've turned on* the English subtitles. If the film is in a language that [4]*I don't learn / I'm not learning* it's the only way to understand anything! But recently, [5]*I'm experimenting / I've been experimenting* with reading the subtitles in the film's original language. I'm sure [6]*I double / I've doubled* my vocabulary in the languages that I already [7]*speak / am speaking* reasonably well, like French and Italian. So now [8]*I'm looking / I've looked* for films to watch in Portuguese, because [9]*I'm trying / I've been trying* to learn it for about ten years and I still [10]*don't get / haven't got* beyond elementary level!

Pronunciation

Understanding weak forms of auxiliary verbs

1 2.1 Listen to the sentences. Do you hear the full form (F) or the weak form (W) of the auxiliary verbs *am*, *have* and *been*?

1 I am renting a flat in the city centre.

2 I have been living here for a couple of weeks.

3 I have been lucky to find a nice place.

4 I have found a great language school near me.

5 I am hoping to enrol on a course soon.

6 I have been reviewing my old study notes.

LIVEWORKSHEETS

Listening

2 2.2 **Listen again and complete the sentences.**

1 _____ her recent book, there's no such thing as speaking with no accent.

2 _____, we met in New York.

3 _____, I have to admit that Chen knows a lot more Spanish than I do Chinese.

4 _____ the interesting part – what happens at home?

5 _____, we speak in our first languages to the kids.

Vocabulary

Phrasal verbs for communication

1 Choose the correct option to complete the sentences.

1 A: Have you told your sister you lost her camera yet?
B: No, I can't find the right time to [1]*bring it up / make it up*.
A: Well, it might just [2]*come up / point out* in the conversation naturally.

2 A: I can't believe you're late for work again.
B: It's OK, I'll just [3]*make up / pick up* a good excuse.

3 A: It's not hard to edit your videos with this app. You'll [4]*get it across / pick it up* really quickly.
B: Really? I think I should [5]*pick up / point out* that I'm not very good with technology.

4 A: How was the meeting with your boss today?
B: Great. She's really good at [6]*getting her message across / making her message up*. Now I need some time to [7]*come up / read up on* the suggestions she made.

5 A: How are you getting on with your essay about your family?
B: Fine, it's really easy to [8]*bring up / come up with* ideas, actually.

2 Complete the message with six of these phrasal verbs. Change the verb form as appropriate.

bring up	come up	come up with	get across
make up	pick up	point out	read up on

Hi Alex
Thanks for sending your ideas for our project on languages in Europe. You've [1]_____ some great suggestions. I suppose the next stage is to [2]_____ some of the topics to find out more. As I understand it, we have to talk about real places, we can't [3]_____ things [4]_____. One thing that [5]_____ in our discussion yesterday was how to do our presentation. We need to find a way to [6]_____ the information [7]_____ really clearly – maybe with a map? What do you think? Finally, I just need to [8]_____ an error in the schedule – the 16th should be the 26th! Sorry!
See you
Fran

Pronunciation

Saying the /r/ sound

1 2.3 **Listen and complete the sentences.**

1 I was really _____ at how much of the text I could understand.

2 I usually speak to my _____ at least once a week.

3 Some _____ sing so loudly you have to stop and listen to them.

4 I haven't seen my _____ for months.

5 Some people really _____ to make themselves understood.

6 You can always communicate somehow if you make an _____.

LIVEWORKSHEETS

Focus on

Separable and inseparable phrasal verbs

1 Read the sentences and say if the phrasal verb must be separated (SEP) or cannot be separated (INSEP).

1 I've got so much new vocabulary to learn. I need to come up with a good strategy. _____

2 When everyone talks at the same time, it's difficult to get your point across. _____

3 We're going to Greece next month, so I want to read up on the ancient monuments. _____

4 I want to learn more about prepositions, but they never come up in our lessons. _____

2 Complete the sentences using the phrasal verb and a pronoun.

1 I didn't speak Arabic at first, but I _____ from some friends. *pick up*

2 Please look through my essay for mistakes and then _____ to me. *point out*

3 When my friend was a child, he invented his own language. He actually _____. *make up*

4 We had to talk about the money situation after she _____. *bring up*

3 Complete the email with these words. Be careful with the word order.

come up with / a strategy	get across / your point
make up / it	point out / them

Hi Fran
What did you think of the meeting this morning? Wow! When everybody talks at once, it's hard to [1]_____. To be honest, I thought that there were a lot of problems with the plan – I'm glad you [2]_____. Well, we'll see what happens next. But with so much to do, we need to [3]_____. Oh, by the way, what about David? I thought his excuse was ridiculous – do you think he [4]_____?
Best,
Alex

LIVEWORKSHEETS