



Unit 6

Communication

Soap Opera

a. Do you remember the conversation between Cathy and Carlos in the Listening section? Mark the sentences true (✓) or false (✗). Write the sentence or phrase from the script that gives you the answer.

1. Both Cathy and Carlos meet at a university.

2. Cathy likes to talk to strangers.

3. Carlos is impressed that Cathy is interested in Mexico.

4. Cathy is surprised at how good Carlos's English is.

5. Carlos thinks it's important to learn the language of a country you want to visit and stay in for a while.

6. Only a few people in the U.S. imagine that all Mexicans wear large hats.

7. Carlos explains why he is upset.

8. Cathy doesn't apologize.

9. Carlos doesn't want to go to Cathy's house for dinner.

b. Answer the following questions.

1. In which country does Cathy live?

2. What is her motivation for speaking to Carlos?

3. Who begins the conversation and in which language?

4. Who gets offended during the conversation and why?

5. What do you think will happen in the next episode of "Ups and Downs"?

c. Write the expressions that Cathy uses to perform the functions listed below.

What expression does Cathy use to:

1. introduce herself?

2. tell Carlos her name?

3. compliment Carlos?

4. ask for help with her Spanish?

5. apologize?

6. invite?

d. Read a conversation Carlos had with his Mexican friend. Read his answers and write what his friend asked him.

Friend: _____ ?

Carlos: Oh, she is an American who studies here and who is very interested in Mexico.

Friend: _____ ?

Carlos: English, of course. You know I'm practically bilingual.

Friend: _____ ?

Carlos: I'm not sure, but she would like me to help her improve her Spanish.

Friend: _____ ?

Carlos: Well, we talked about sombreros. She called them "great Mexican hats" and she thought we wear them all the time.

Friend: _____ ?

Carlos: How do you expect I reacted? That is a big generalization. I mean when was the last time you wore one?

Friend: _____ ?

Carlos: Actually, I am going to see her again. I've been invited to dinner.

e. Match the words in column B to the most appropriate words in column A to complete the expressions.

A	B
1. American _____	a. account
2. as a _____	b. offense
3. fall _____	c. in
4. to take _____	d. hospitality
5. to take into _____	e. rule
6. to fit _____	f. in love

f. The following is the synopsis of next week's episode of "Ups and Downs". Read it carefully and then write the script for the next episode.

At Cathy's apartment.

She and Carlos are finishing dinner and Carlos thanks Cathy for her hospitality. He offers to help her with the washing up and they go to the kitchen and start cleaning up. They talk about Mexico, the weather, the people and the culture, but suddenly he breaks one of Cathy's glass bowls, the one her grandmother gave her. Cathy is very upset and Carlos tries to be sympathetic. However, Cathy asks him to leave. Carlos leaves and tells her he'd like to see her again. Cathy doesn't say "No" but she doesn't say "Yes" either.

Carlos: _____

Cathy: _____

A few minutes later in the kitchen.

Cathy: _____

Carlos: _____

Cathy: _____

Carlos: _____

Cathy: _____

Carlos: _____

(CRASH)

Cathy: _____

Carlos: _____

Cathy: _____

Carlos: _____

Cathy: _____

Personal

a. Do you remember the letter from the computer lesson? Number the following events in the correct order.

- a. A big basket of fruit and a note saying "Practice your Portuguese!" was delivered to Bill.
- b. Bill arrived in Portugal six months ago.
- c. Bill asked his friend to find out what had upset his hosts.
- d. His hosts stopped speaking in surprise and shock.
- e. Bill didn't eat anything at home before the meal.
- f. He learned a few Portuguese words by heart just before he left for the dinner.
- g. The hosts served roast beef.
- h. He tried to explain that he was a vegetarian and didn't eat meat.
- i. It turned out that there was a misunderstanding because of Bill's poor Portuguese.
- j. Bill was invited for dinner to the home of a local family.

b. Match the words in column B to the appropriate prefixes in column A.

A	B
1. bi _____	a. appropriate
2. in _____	b. complete
3. un _____	c. correct
4. mis _____	d. hospitable
	e. interested
	f. lingual
	g. offensive
	h. understanding

c. Match the words from column B with the words from column A to form an expression.

A	B
1. to express _____	a. across
2. to get by _____	b. of something
3. to get a message _____	c. in a language
4. to keep _____	d. down an offer
5. to make _____	e. in touch
6. to speak _____	f. headway
7. to take advantage _____	g. like a native
8. to turn _____	h. yourself

d. Now use the expressions from activity c. to complete what three foreign language students in Sweden are telling each other. Change the form of the expressions if necessary.

Bill: How good is your Swedish?

Elaine: I know enough (1) I can go shopping and ask the policeman for the time and directions. What about you, Carlos, how well can you (2) in Swedish, with all the difficult pronunciation?

Carlos: Well, I can usually (3) my message
And you, Bill, do you (4) Swedish ?

Bill: Not at all, but I think I (5) When I arrived here I couldn't speak a word but now I know much more.

Elaine: Really, well, why don't we speak Swedish now?

Bill: Usually I like to (6) every opportunity to practice Swedish, but I have to go now.

Carlos: Unfortunately, I must also (7) the chance to practice Swedish. I have a date.

Elaine: OK guys, but we should meet to speak Swedish, so (8) I'll send all of you SMS messages early next week, in Swedish!

e. After Elaine received Bill's letter she wrote a reply. Use these points to help you write Elaine's reply. Remember the letter should be informal and friendly.

- Thank Bill for keeping in touch.
- React to the story.
- Tell him about a language course you are taking.
- Give information about how long you have been studying, how much headway you have made, and how you are getting on.
- Tell an anecdote about a misunderstanding you had in the foreign language you are studying.
- End with a friendly message.

Please Speak Up

a. Do you remember the frustrating telephone conversation in the computer lesson? What do you know about the caller?

1. Is the caller a man or a woman? _____
2. Who is the caller trying to get hold of? _____
3. How many times does the caller make the same request? _____
4. How does she make the request with slightly different language? Write down the different expressions.

5. Does the caller's language get more or less formal as the conversation goes on?

6. What do you think the caller will do? Will the caller call again? What would you do in a similar situation?

b. Match the expressions below to the appropriate situations.

Situation:

1. You are speaking to a Chief Executive Officer of an international company.
2. You are speaking to your best friend.
3. You are speaking to your young child.
4. You are speaking to a customer.
5. You are speaking to a salesperson.

Expressions asking people to repeat what they have just said:

- a. I've told you before. You'll have to speak more loudly if you want people to hear you.
- b. I'm afraid I can hardly make out what you are trying to tell me; please speak more slowly.
- c. I beg your pardon, sir. Could you repeat that?
- d. Speak up! I can't hear you!
- e. I'm sorry, what exactly did you ask me?

1. 2. 3. 4. 5.

c. Complete the telephone conversation with a bad connection between a caller and an office receptionist.

Caller: I was wondering if Ms. Moore is in her office?

Receptionist: (ask the caller to repeat his request) _____?

Caller: (repeat your question more informally) _____?

Receptionist: (ask the caller to speak up, politely) _____?

Caller: (tell the receptionist that you can't speak any louder and repeat your request very informally) _____?

Receptionist: (explain that the connection is awful and suggest that the caller tries again) _____?

Additional Reading

Global Reading

1. Look at the title of the additional reading text. Who are the people that you think the writer is targeting? _____

What kind of advice do you think the writer will give these people? _____

2. Read the first sentence of the first paragraph. How does it support your first idea? _____

3. Read the first sentence of the second paragraph. What word does the writer use instead of *practicing*? _____

4. How many ways does the writer suggest to practice using a new language? _____

Close Reading

1. In line 1, the writer uses the word *by* to explain how to do something. What is the writer's suggestion? _____

2. In line 3, the writer uses the word *like* to make a comparison. Which comparison does the writer make? _____

3. What or who does the word *they* in line 5 refer to? _____

4. In lines 8 and 9, the writer uses commas to make a list. What does this list refer to? _____

5. The writer uses the word *fix* in line 13. What is the meaning of the word in this context? _____

6. The writer uses the word *so* in line 16 to give a consequence. What is the consequence? _____

7. The writer uses the expression *so forth* in line 25 in order to represent other things of the type that was already mentioned. What category of things has been mentioned? _____

8. The writer uses the word *but* in line 26 to show contrast. What does the writer contrast? _____

9. The writer uses the word *so* in line 30 to give a consequence. What is the consequence? _____

The Ideal Language Student

No matter what method you choose to learn a language, you can maximize your results by following a few general guidelines. The most important thing is to take every opportunity to practice and reinforce what you are learning. Like piano playing and ice-skating, language learning requires constant practice. Almost no one can learn vocabulary words or grammar rules by looking at them.

5 They must be practiced again and again and used in conversation to convince the brain that they are important and worth keeping.

Reinforcing the same material in a number of different ways is especially effective. In a language class, you will probably read a textbook, listen to your teacher, complete some writing exercises, and do some speaking. There are also other ways you might consider to reinforce the material that

10 you are learning:

- Reading aloud to yourself, a partner, or a tape recorder.
- Recording your teacher in class (with permission) and using the tape for extra practice.
- Copying text passages and lists of vocabulary words to help fix them in your memory.
- Testing yourself with flash cards.
- Making use of spare moments by carrying a textbook or small notebook with you wherever you go, so that you can practice vocabulary or memorize dialogues.
- Posting notes, poems, or sayings with vocabulary words around your home. Especially if everyone in the household is learning the language, it can be fun to label things.
- Thinking up associations. It's easy to remember the Czech word for hello (ahoy) if you think of sailors greeting each other. Ask your teacher about associations other students have used, or make up your own.
- Using physical props. Get creative about using props to help you learn vocabulary. Using senses such as touch and taste will help fix the words in your memory. For example, you might touch something cold and say the word for that sensation in your new language. Consider using props to help you learn the names of colors, foods, articles of clothing, and so forth.
- Keeping a diary. Start a diary in the foreign language, but don't be too ambitious. Slowly your new language skills will allow you to write more complex ideas. This is also a good way to evaluate your progress and see how much headway you are making.
- Recording foreign language songs. It's usually not too difficult to find the lyrics and a translation, but the important thing is to sing along and so practice your pronunciation. We suggest you start this exercise while taking a shower.
- Using language software on a computer. These days more and more options exist to practice your new language skills with the assistance of a computer program. You can reinforce both reading and listening skills using these programs.

Comprehension Questions

1. What is the writer's advice to language students?

2. List the ways of reinforcing mentioned in the bullets that can be done effectively on your own.

3. List the ways of reinforcing mentioned in the bullets that depend on the cooperation of others to be effective.

4. Do you agree with the writer that only a very few people can remember foreign language words by looking at them? How do you remember new vocabulary yourself?

5. Choose three ways you think are the most effective in terms of language acquisition and explain the reasons for your choices.

Phrasal Verbs: Review

a. Complete the following sentences using phrasal verbs from the box below. You may need to change their form.

hand in • pay back • set up • take off • turn on • try out

1. Why don't we _____ the new approach to cross-cultural training?

2. Do I need to _____ my hat when I visit the church?

3. We will need the services of a local company with local expertise before we decide to _____ a factory abroad.

4. Where must I _____ my application for a visa to visit Albania?

5. We _____ the lights early during the winter months.

6. Will the international debtors _____ the money?

b. Which word does not belong? Circle the word which does not collocate with the phrasal verb in bold.

1. back up:	<input type="radio"/> a friend	<input type="radio"/> an enemy	<input type="radio"/> a colleague	<input type="radio"/> a brother
2. blow out:	<input type="radio"/> a candle	<input type="radio"/> a small fire	<input type="radio"/> a hurricane	<input type="radio"/> a match
3. break off:	<input type="radio"/> a holiday	<input type="radio"/> a piece of chocolate	<input type="radio"/> a negotiation	<input type="radio"/> an engagement
4. carry out:	<input type="radio"/> a task	<input type="radio"/> a military strike	<input checked="" type="radio"/> a medical operation	<input type="radio"/> a factory
5. clear up:	<input type="radio"/> a mess	<input type="radio"/> the dirty dishes	<input type="radio"/> money	<input type="radio"/> the yard
6. look up:	<input type="radio"/> a word	<input type="radio"/> a telephone number	<input type="radio"/> a meal	<input type="radio"/> an old friend

c. Choose a phrasal verb to complete the following sentences.

bring them up • let us down • find out • fill in • get rid of • call off

- After many years of international negotiations, all the countries agreed to work together in order to _____ (eliminate) the deadly virus. Unfortunately, they haven't been able to _____ (discover) a way to do it.
- Parents who adopt children from another country need more help to _____ (raise and educate) them _____.
- We may have to _____ (cancel) the event. Our guests from Mexico didn't arrive.
- The Portuguese visitors _____ us _____ (disappoint) because they couldn't come for dinner.
- Did you _____ (complete) the form for your visa?

d. Fill in the missing phrasal verb.

turn down • give up • picks up



When are you going to

smoking?



In this country, who

the bill?



How do you say, "Please

the volume of your radio," in
Danish?