

Unit 5

Language

PART 1

Listening, Understanding and Speaking

Listening I

SCRIPT

Every culture has its own way of saying things, its own special expressions. These are the living speech of a people. The “soap” expressions in English are just one example.

Soap operas are radio and television plays about the problems and emotions in human relationships. They are called soap operas because the first programs—years ago—were paid for by soap-making companies.

Like musical operas, soap operas are not about real people. And critics charge that they do not represent a balanced picture of real life. They note that almost everyone in a soap opera has a serious emotional problem, or is guilty of a crime. And there are several crises in every program.

Yet, soap opera fans do not care about what the critics say. They love the programs and watch them every day. Such loyalty has made soap operas very popular in the United States. In fact, a few programs are so popular that they have been produced with the same actors for many years.

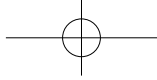
Another expression that uses the word “soap” is “soap box”.

There was a time when soap and other products were shipped in wooden boxes. The boxes were small, but strong. You could stand on one to see over the heads in a crowd or to be seen in a crowd. Soap boxes were a simple, easy way to make yourself taller if you wanted to give a public speech.

Such soap-box speeches usually were political and one-sided. The speakers shouted their ideas to anyone who walked by. Many talked for hours, refusing to get off their soap boxes.

Today, you don’t need a wooden box to make a soap-box speech. Anyone, anywhere, who talks endlessly about a cause is said to be on a soap box.

Another quieter way to win support or gain influence is to “soft-soap” a person. This means to use praise or other kind words to get the person to do what you want.



1 Listen to a passage about “soap” expressions in English and complete the following sentences with the information you get.

- 1 Soap operas are radio and television plays about the problems and emotions in human relationships. They are not about real people and are criticized for not representing a balanced picture of real life. Almost everyone in a soap opera has a serious emotional problem, or is guilty of a crime. And there are several crises in every program. Soap opera fans' loyalty has made soap operas very popular in the United States.
- 2 Soap boxes were wooden boxes that people stood on when they gave a public speech. People stood on the boxes in order to make themselves taller. Soap-box speeches were usually political and one-sided.
- 3 “To soft-soap” someone means to use praise or other kind words to get the person to do what you want.

Word tips

critic 评论家，批评家
balanced 平衡的，合理的
crisis 危机；危急关头
loyalty 忠诚，忠实
ship 用船运；运送

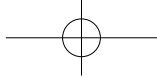
2 Listen to the passage again and decide whether the following statements are true (T) or false (F).

- 1 Soap operas are so called because they are all paid for by soap-making companies. **F**
- 2 Soap opera fans do care about what the critics say, though they love the programs very much. **F**
- 3 Some soap operas, which have been produced with the same actors, remain very popular for many years. **T**
- 4 Soap boxes were small but strong wooden boxes. **T**
- 5 Anyone who talks endlessly about a cause is said to be on a soap box. **T**
- 6 To “soft-soap” a person is to win support or gain influence. **T**

3 Work in groups to find some expressions in English which are related to dogs and discuss what they tell you about people's perceptions of this animal.

SAMPLE

There are many expressions in English which contain the word “dog”. Generally speaking, dogs are loved and treated very well in the West. For instance, people often say “**every dog has its day**”, which means that every person enjoys a successful period during their life. And they also say, “**love me, love my dog**”, which means if you love someone, you should like all that belongs to them. However, not all dog-related expressions are positive in meaning. For instance, to be successful, people often have to learn new skills. Yet, some people say that “**you can never teach an old dog new tricks**”. They believe that older people do not like to learn new things and will not change the way they do things. Another expression that shows dogs in a negative light is “**dog-eat-dog world**”, meaning a world where many people are competing for the same things, like good jobs. It's like the situation that when dogs have to fight for the same bone and in order to survive, sometimes they have to fight to death. This expression shows that people find the savage side of dogs quite disgusting.



Listening II

SCRIPT

Interviewer: Do you think learners should try to speak English with a native-speaker pronunciation?

Interviewee: That's a difficult question to answer. I think the most important thing is to be understood easily. For most learners, it's not necessary or desirable to speak like a native-speaker. For some learners, for example, who eventually want to teach English, or be interpreters perhaps, a native-speaker pronunciation is the ultimate goal. At least, that's what I think.

Interviewer: Children often do not want to speak English with a native-speaker pronunciation. Why not?

Interviewee: In general, children are splendid mimics and imitate strange sounds very easily and well. However, it is true that most children do not want to sound "English" when they are speaking English. This may be partly due to shyness but I think the main reason is that most children want to belong to a group—they dress alike, listen to the same music, share the same opinions and hobbies. Even if a child can speak English like a native-speaker, they will usually choose not to—unless, of course, the rest of the group speaks with a native-speaker pronunciation too.

Interviewer: What is the main reason why adults find pronunciation difficult?

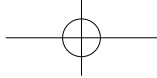
Interviewee: Numerous reasons have been offered for the difficulties which many adults find with pronunciation and, no doubt, there is some truth in all of these. It seems to be the case that children are better mimics than adults. But if adults really want to achieve a native-speaker pronunciation, then they can. It is NOT their own language that prevents them from achieving a native-speaker pronunciation in English. It is the fact that they have a strong sense of national identity. In other words, they want to be identified as a German or Brazilian speaking English. In my opinion, this sense of national identity is more important than other explanations, such as the greater anxiety of adults or the effect of their own language habits.

Word tips

desirable 值得做的
interpreter 口译者, 译员
ultimate 最终的
mimic 模仿者

1 Listen to an interview on language learning and choose the best answer to each question you hear on the recording.

- 1 Who should try to speak English with a native-speaker pronunciation? C
- | | |
|------------------------|---------------------|
| A All learners. | B Children. |
| C Future interpreters. | D College students. |



- 2 Why don't children want to speak English with a native-speaker pronunciation? A
- A They want to be the same as their peers.
 - B They don't like native-speaker pronunciation.
 - C They don't want to spend a lot of time on pronunciation.
 - D They don't like English native-speakers.
- 3 What is the main reason why adults find pronunciation difficult? D
- A Their anxiety level is high.
 - B They have passed the critical period of language learning.
 - C Their native language gets in the way.
 - D They do not want to lose their national identity.

2 Listen to the interview again and complete the following sentences with the information you get.

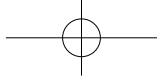
- 1 I think the most important thing is to be understood easily.
- 2 For most learners, it's not necessary or desirable to speak like a native-speaker.
- 3 In general, children are splendid mimics and imitate strange sounds very easily and well.
- 4 It is NOT an adult's own language that prevents them from achieving a native-speaker pronunciation in English.
- 5 In my opinion, this sense of national identity is more important than other explanations, such as the greater anxiety of adults or the effect of their own language habits.

3 Work in groups to discuss the following questions.

- 1 Do you agree with the interviewee's opinion on why adults may have trouble adopting a native-speaker pronunciation? Why or why not?
- 2 What is your most impressive experience about English learning, especially your major difficulties when you first started learning this language?

SAMPLE

- 1 I don't agree with the speaker's opinion. I think, when learning a foreign language, most learners, including me, are seldom bothered by our national identity. Based on my own learning experience, it is our mother tongue that makes it difficult for us to adopt a native-speaker pronunciation.
- 2 The most impressive difficulty in my learning English is to learn how to pronounce the sounds [θ] and [ð], for there are not these two sounds in Chinese. I had to get my tongue and other muscles in the mouth to get used to pronouncing them correctly, which really took an awful lot of time and efforts.



Listening III

SCRIPT

(Dr. Mallard is an expert on bilingual education. She has a show on radio through which she answers questions from parents about how to raise their children to be bilingual.)

Dr. Mallard: Hello, sir. You are on the air.

John: Oh, hello. Dr. Mallard?

Dr. Mallard: Yes. How may I help you?

John: Dr. Mallard, my name is John. My wife Maria and I just had our first baby girl.

Dr. Mallard: Congratulations, John. You must be very excited.

John: Yes, we are indeed. Here is why I called. Maria is from Peru, and speaks fluent Spanish and fairly good English, depending on the situation. I am a native English speaker and I also speak almost fluent Spanish. We live in the U.S. and communicate in Spanish at home 95 percent of the time.

Dr. Mallard: I see. Please go on.

John: My question is this: How should we communicate in order to ensure the bilingual success of our child?

Dr. Mallard: OK. From what you told me I guess you and your wife have already started using mostly Spanish with your newborn girl. Is that correct?

John: Yes. I think using Spanish with her just feels kind of natural to both of us.

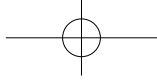
Dr. Mallard: That is fine, because language uses within a family should be natural: We use the languages to build a family relationship, not to “teach” the languages.

John: But is it reasonable to assume that our baby will be exposed to enough English in the world outside our house and therefore it will be OK for us to speak to her almost solely in Spanish?

Dr. Mallard: Well, in my opinion, yes. And I also believe that your baby will have a lot of exposure to English at home as well. She will listen to not only music and talk on the TV, but also relatives and friends who are visiting or telephoning. Besides, she may also have English input from you yourself, for example, you may want to sing to her the English-language nursery rhymes that you remember from your own childhood.

John: OK. That really eases my mind. Thank you so much, Dr. Mallard.

Dr. Mallard: You are welcome.



1 Listen to a conversation about bilingual education and decide whether the following statements are true (T) or false (F).

- 1 John and Maria have just become parents of a baby girl. **T**
- 2 Both John and Maria are native speakers of Spanish. **F**
- 3 Maria is capable of speaking perfect English. **F**
- 4 Dr. Mallard believes that parents should mainly use language for educational purposes at home. **F**
- 5 John is worried about whether they are using too much Spanish at home. **T**
- 6 Dr. Mallard believes that the baby has plenty of opportunities to be exposed to English at home. **T**

Word tips

Peru 秘鲁
exposure 接触
nursery rhyme 童谣,
儿歌
ease one's mind 宽慰
某人

2 Listen to the conversation again and complete the following sentences with the information you get.

- 1 Maria is from Peru, and speaks fluent Spanish and fairly good English, depending on the situation.
- 2 My question is this: How should we communicate in order to ensure the bilingual success of our child?
- 3 That is fine, because language uses within a family should be natural: We use the languages to build a family relationship, not to "teach" the languages.
- 4 And I also believe that your baby will have a lot of exposure to English at home as well.
- 5 She will listen to not only music and talk on the TV, but also relatives and friends who are visiting or telephoning.

3 Work in groups to do the following activities.

Read the following situation.

After graduating from college, you went to the U.S., settled there and later married an American, and recently you became parent to a little boy. At home, you use mainly English, and your spouse, as a native speaker of English, speaks only a little Chinese.

Step
ONE

Discuss the following question: What would you do to make sure that your son will become bilingual?

Try to take into consideration the following factors:

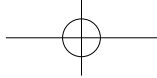
- 1 How much Chinese will he be exposed to inside and outside home?
- 2 What are the major differences between English and Chinese?
- 3 How can you cultivate his interest in Chinese language and culture?

Step
TWO

SAMPLE

I think this is quite a challenge for me and my son, because he will be growing up in a largely English environment. However, I believe there are still quite a few things that I can do to help him become bilingual. First, I will try to use as much Chinese as possible at home, and I will ask my parents and

(to be continued)



(continued)

Chinese friends to do the same when they come to visit. And I will also let my son listen to Chinese songs and watch animated Chinese programs. I believe since children are wonderful mimics, he should be able to pick up a lot of Chinese words and expressions that way. And gradually he will be able to develop good Chinese listening and speaking skills. Also, I will make him practice Chinese calligraphy. I will tell him that calligraphy is a type of art and that it can not only enrich his spiritual life, but also help build his character. I think if he can develop an interest in calligraphy, then he won't have too much difficulty learning the written system of Chinese. Finally, I will take him with me whenever I have the opportunity to go back to China. Immersing him in the living language and culture of Chinese, even for just a short period of time, will help him understand the language better and love it. I believe if I can stick to my plan, my son would be able to develop fluency in both English and Chinese.

Listening IV

SCRIPT

Talk Show Host: Welcome to today's program! Our guest is Dr. Charles Adams, language learning specialist. His book, *Learning a Language over Eggs and Toast*, is on the bestseller list. Welcome.

Dr. Adams: Thank you.

Talk Show Host: Tell us about the title of your book.

Dr. Adams: First, it is important to establish a regular study program, like planning a few minutes every morning around breakfast time.

Talk Show Host: But, I took Spanish for four years, and I didn't become a proficient speaker of it.

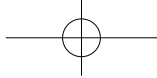
Dr. Adams: Well, we can't become fluent speakers in a matter of a few minutes here and there. We should follow a regular course of study and remember that there is a difference between native fluency and proficiency in a language. I propose the latter.

Talk Show Host: What are the basic keys you suggest?

Dr. Adams: People must organize their study by setting realistic and attainable goals. Some people think they can learn a language in 30 days and become discouraged when they can't. Small steps are the key. Learning five new words a day and learning to use them actively is far better than learning 30 and forgetting them the next day.

Talk Show Host: Mm-Hum. You mentioned individual learning styles. Can you explain what you mean by learning styles?

Dr. Adams: Sure. People have different ways of learning. Some are visual learners who prefer to see models of the patterns



they are expected to learn. Others are auditory learners who favor hearing instructions over reading them. Our preferences are determined by factors such as personality, culture, and past experiences.

Talk Show Host: What is your learning style?

Dr. Adams: I learn by doing.

Talk Show Host: What do you mean by that?

Dr. Adams: I know it might sound unusual, but moving around while trying to learn helps me. While I cut up tomatoes and onions for my breakfast in the morning, I might recite aloud vocabulary to the rhythm of the knife.

Talk Show Host: What is my learning style?

Dr. Adams: You're going to have to read my book to find that out.

Talk Show Host: OK. Thanks for joining us.

Dr. Adams: My pleasure.

1 Listen to an interview about language learning and choose the best answer to each question you hear on the recording.

- 1 Where does this interview most probably take place? C
 - A In a lecture hall.
 - B In a language lab.
 - C In a TV studio.
 - D In a classroom.
- 2 According to Dr. Adams, what is one of the most important things in learning a foreign language? C
 - A Exposing oneself to the target culture.
 - B Listening regularly to a good language program.
 - C Establishing a regular study program.
 - D Developing good note-taking skills.
- 3 Which of the following statements would Dr. Adams agree with? A
 - A Language proficiency rather than native fluency should be the goal of a language learner.
 - B Students can achieve high language proficiency through focused study.
 - C Spanish is more difficult to learn than English.
 - D The maximum number of words one can learn a day is 30.
- 4 Which of the following points is NOT mentioned in the interview? B
 - A Dr. Adams learns a language through hands-on experience.
 - B Pronunciation practice is most important in language learning.
 - C Setting attainable goals is very important in learning.
 - D Learning is a step-by-step process.

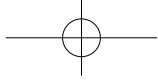
Word tips

proficient 熟练的, 精通的

attainable 可实现的

auditory 听觉的

rhythm 节奏



2 Listen to the interview again and complete the following sentences with the information you get.

- 1 The title of Dr. Adams' book is *Learning a Language over Eggs and Toast*.
- 2 The basic keys Dr. Adams suggests are: People must organize their study by setting realistic and attainable goals. Learning five new words a day and learning to use them actively is far better than learning 30 and forgetting them the next day.
- 3 People have different ways of learning. Their preferences are determined by factors such as personality, culture, and past experiences.
- 4 While Dr. Adam cuts up tomatoes and onions for his breakfast in the morning, he might recite aloud vocabulary to the rhythm of the knife.

3 Work in groups to discuss the following questions.

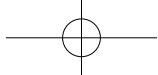
- 1 What is your language learning style?
- 2 Are you a visual learner or an auditory learner, or do you learn by doing, just like Dr. Adams?
- 3 Are there any tips you may offer on language learning?

Words and expressions you may use

process information recall memorize flashcard
recommend morning reading discussion

SAMPLE

- 1 I believe that I am a visual learner. I process information most efficiently when it is presented in a written language format. And it seems to me that when I am trying to recall information, I usually remember it from my "mind's eye". What's more, when I try to memorize new vocabulary, I usually try writing them down on a blank piece of paper instead of reading them out.
- 2 I think that I am an auditory learner. I like listening to things, be it a song or a lecture. When trying to recall information, I sometimes can "hear" the way someone told the information! I really feel participating in discussions helps me to learn.
- 3 There are some tips on language learning: 1) making flashcards of words and concepts that need to be memorized if you are a visual learner; 2) reading out aloud if you are an auditory learner.



PART 2

Viewing, Understanding and Speaking

Topic

Animal Languages

Characters

Alice (girl)

Peter (boy)

Henry (boy)

Margaret (girl)

Setting

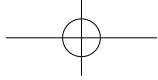
In a room in the Student Union

(Four students, Alice, Peter, Henry, and Margaret, are preparing for a class debate in which their team will defend the belief that animals can use language.)



- Alice:** So, each of us has chosen some animals that we believe use language. Peter, what did you learn about whales and dolphins?
- Peter:** It was thought that only humans could communicate with people they can't see; however, whales and dolphins can communicate over long distances.
- Alice:** How?
- Peter:** They use high frequencies which can carry over a long distance. And, in fact, researchers seem to think that these animals seem to have a need to communicate with each other. And one researcher thinks that one day we'll be able to know what they're talking about.
- Alice:** Good. Henry, what did you find about... erm... elephants?
- Henry:** I found that elephants can communicate over long distances too, but they use very low frequencies. I don't know whether you could call their communication language or not, but I'll look into it more.
- Alice:** OK. Margaret, what about parrots?
- Margaret:** We've all read about parrots, but I've been reading about a parrot called Nkisi, who knows 971 words. He isn't counted as knowing

SCRIPT



a new word unless he's used it at least five times in a meaningful way. In other words, if he just repeats the word, it doesn't count.

Alice: Do you have any examples of Nkisi's language use?

Margaret: Yes. It involves Jane Goodall, the famous anthropologist. She went to see Nkisi. Nkisi's owner had shown him some pictures of Jane and some chimpanzees. When Jane walked into the room, Nkisi said, "Got a chimp?"

Peter: That's funny.

Alice: Anything else?

Margaret: Well, yes. When his owner broke the necklace she was wearing, he said, "What a pity! You broke your nice new necklace."

Alice: I would certainly say he was using language.

Margaret: I have another example of a bird-like animal—tamarins, using long calls to maintain contact with individuals. Scientists have found that they have an individual identity and a group identity. Individuals in one group all sound quite different than individuals in another group, something like accents we have.

Henry: Really? That's very surprising!

Margaret: Yes. What's more amazing is they have even a sex-specific identity besides individual identity and group-level identity, so they can distinguish between males, females, neighbors, and strangers just like humans.

Henry: Great. Now, Alice, what can you report?

Alice: First of all, do we all agree that American Sign Language is a language?

The others: Yes.

Alice: Well, all the great apes, such as chimpanzees and gorillas, can learn American Sign Language.

Henry: That would take some real work on their part.

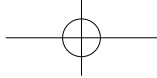
Alice: Right. But what is amazing to me is that each kind of ape can teach the sign language to others of their own kind.

Peter: Well, that reminds me of the body language of wolves and dogs.

Alice: What do you mean?

Peter: I've found that wolves and dogs communicate through body gestures and facial expressions. For instance, aggressive wolves and dogs stand tall with their ears raised, and their head held high. They show their teeth, and raise their fur so that they look bigger. They may give a loud bark. And when they feel frightened or want to show obedience, they lower their bodies, flatten their ears, tuck in their tails, and close their mouths. They may roll over on their back and lie there, belly up.

Margaret: I often see dogs raise their rear and lower their forequarters in a kind of "bow". What does that mean?



Peter: That means they want to play.

Henry: Well, did any of us find any information about bees' dancing? That's a very good example of how insects communicate with each other.

Alice: Yeah, I've got some. There are two typical dances of the bees: the round dance and the tail-wagging dance.

Henry: Can you explain them in detail?

Alice: Well, the round dance is the simplest dance. Ah... the bee performs it when it finds food near the beehive. It doesn't provide much information; it's more of an... awakening signal. So, if the bee finds the food it will start going in a small circle. Every one or two circles it will suddenly reverse direction. It can go on for seconds and even minutes.

Henry: What happens next?

Alice: Erm... other bees follow the dancer and then fly off by themselves looking for food. If they haven't been feeding at that place before, they will look for food in every direction near the beehive. However, the dancing bee also gives off smells recognized by other bees frequenting the same flowers. They will then fly directly to them.

Peter: What about the tail-wagging dance?

Alice: Well, in the typical tail-wagging dance the bee flies straight ahead for a short distance, then returns in a semicircle to the starting point, again goes through the straight stretch, makes a semicircle in the opposite direction and so on repeatedly. The straight part of the run is given particular emphasis by wagging the body forcefully. In addition, ... er... during the tail-wagging portion of the dance the bee also gives out a buzzing sound... (*She mimics the buzz of bees.*)

Peter: Then what's the purpose of the tail-wagging dance?

Alice: It tells the other bees, very accurately, at what distance and in which direction the food is, so that they can look for it themselves.

Margaret: OK. I think we have a lot of good information here. Let's look for a little more, then meet again. OK?

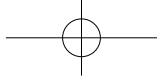
The others: OK.

Word tips

frequency *n.* the number of radio waves, sound waves, etc. that pass any point per second 频率

e.g. This station broadcasts on three different frequencies.

tamarin *n.* a small forest-dwelling South American monkey, typically brightly colored and with tufts and crests of hair around the face and neck 小绢猴



e.g. We set out to do a detailed acoustic (声学的) analysis of the long call of tamarins.

sign language a language that uses movements of the fingers, hands and arms, etc. instead of words to communicate 手势语, 手语

e.g. Many prospective teachers in the United States learn sign language in case they have a deaf student in class when they teach.

forequarters *n.* the front legs, shoulders, and adjoining lateral parts of a horse or similar animal (四足动物的) 前身 (前腿及毗连部分)

e.g. In every type of action of the animal, the forward thrust proceeds from the hindquarters, which have more powerful and complex muscles than the forequarters.

frequent *v.* go to a particular place often 常去, 时常出入于

e.g. The bar was frequented by actors from the nearby theater.

semicircle *n.* half of a circle 半圆

e.g. The teacher asked the students to sit in a semicircle to listen to the story.

forcefully *adv.* powerfully 强有力地

e.g. Dole spoke out forcefully against the plan.

buzz *v.* make a continuous sound, like the sound of a bee 发出嗡嗡声

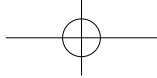
e.g. There was some little buzz of conversation going on among the people.

1 Watch a video in which a group of students are talking about animal languages and match the animals with the means of communication.

- | | |
|----------------------------|--|
| 1 whales and dolphins | A through body gestures and facial expressions |
| 2 wolves and dogs | B using high frequencies |
| 3 elephants | C using low frequencies |
| 4 parrots | D by dancing |
| 5 bees | E using spoken language |
| 6 chimpanzees and gorillas | F using sign language |

2 Watch the video again and complete the following sentences with the information you get.

- 1 It was thought that only humans could communicate with people they can't see; however, whales and dolphins can communicate over long distances.
- 2 I don't know whether you could call their communication language or not, but I'll look into it more.
- 3 He isn't counted as knowing a new word unless he's used it at least five times in a meaningful way.
- 4 Scientists have found that they have an individual identity and a group identity.
- 5 What's more amazing is they have even a sex-specific identity besides individual identity and group-level identity, so they can distinguish between males, females, neighbors, and strangers just like humans.



- 6 Well, all the great apes, such as chimpanzees and gorillas, can learn American Sign Language.
- 7 But what is amazing to me is that each kind of ape can teach the sign language to others of their own kind.
- 8 For instance, aggressive wolves and dogs stand tall with their ears raised, and their head held high. They show their teeth, and raise their fur so that they look bigger. They may give a loud bark.
- 9 There are two typical dances of the bees: the round dance and the tail-wagging dance.
- 10 If they haven't been feeding at that place before, they will look for food in every direction near the beehive.

3 Repeat a few important lines and try to imitate the speakers' pronunciation and intonation.

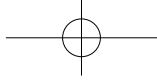
- 1 And, in fact, researchers seem to think that these animals seem to have a need to communicate with each other.
- 2 I found that elephants can communicate over long distances too, but they use very low frequencies.
- 3 Do you have any examples of Nkisi's language use?
- 4 I would certainly say he was using language.
- 5 Really? That's very surprising!
- 6 That would take some real work on their part.
- 7 Well, that reminds me of the body language of wolves and dogs.
- 8 I often see dogs raise their rear and lower their forequarters in a kind of "bow". What does that mean?
- 9 Well, did any of us find any information about bees' dancing?
- 10 Every one or two circles it will suddenly reverse direction. It can go on for seconds and even minutes.
- 11 What about the tail-wagging dance?
- 12 I think we have a lot of good information here. Let's look for a little more, then meet again. OK?

4 Work in groups to discuss the following question.

Which of the following animals are the best communicators: bees, parrots or chimpanzees?

Try to take into consideration the following factors:

- 1 Is their communication really meaningful?
- 2 What kind of communication skill do they possess?
- 3 Is their way of communication unique?



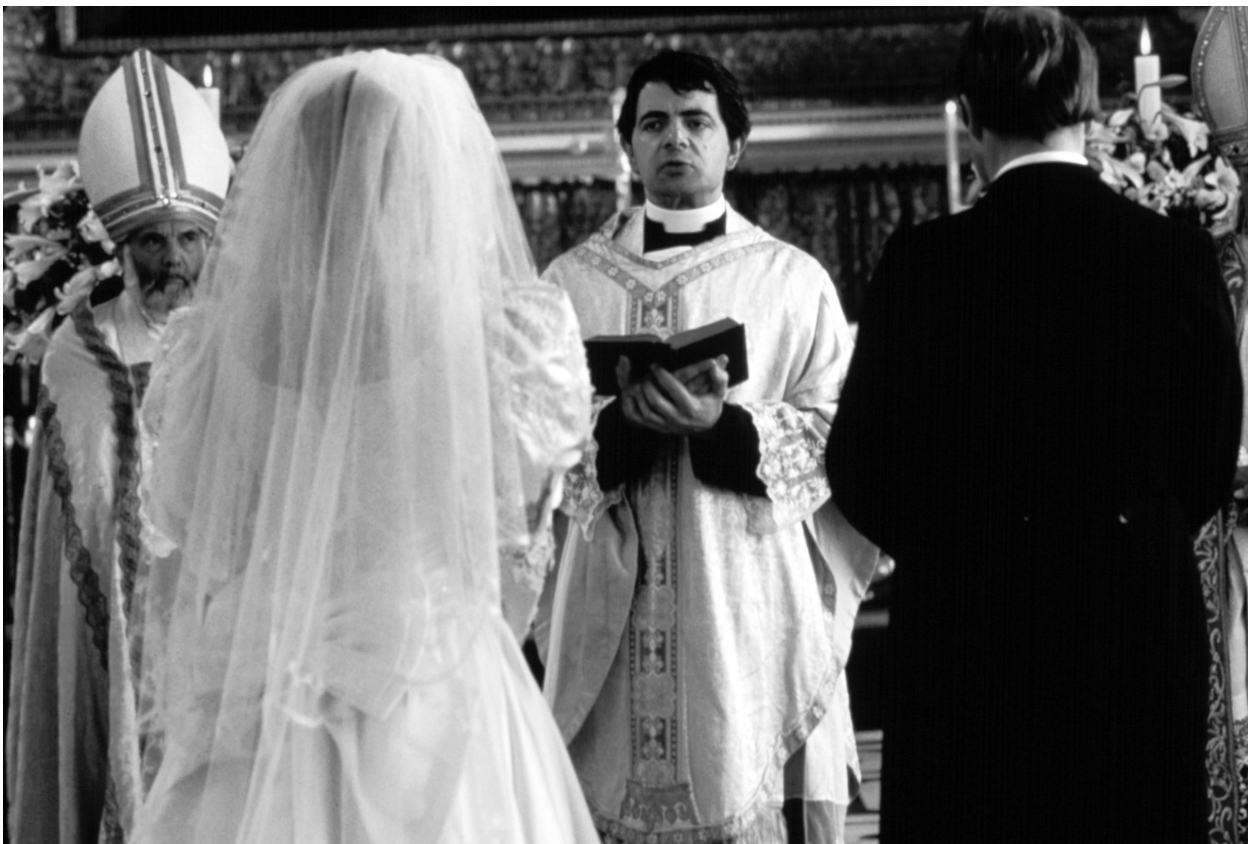
SAMPLE

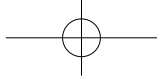
- I think bees are the best communicators, because, firstly, unlike parrots who “speak” only because they are splendid mimics, bees have a real need for communication. In other words, their communications serve a real purpose. The bee dance is very effective, as it can help convey detailed information regarding the location of the food. Also, the bee dance is rather like a secret language of their own, and it is really unique and distinguishes them from all other animals.
- I think parrots are the best communicators of the three. We have all seen parrots talk in real life or on TV and they are indeed very good mimics. And mimicking is how we humans begin learning a language. What’s more, from what I have learned from the video, some parrots, at least Nkisi, can actually use language in a meaningful way. I believe, if properly trained, parrots can do more than just mimicking.

PART 3

Video Appreciation and Singing for Fun

Video Appreciation





■ About the video clip:

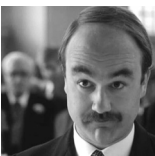
Four Weddings and a Funeral is a 1994 British romantic comedy (浪漫喜剧). Its protagonist (主人公) is a young man named Charles who believes he can never maintain a long-term relationship. Charles meets and falls for an attractive American woman, Carrie, at the wedding of one of his friends. The two meet again, months later at another wedding, but this time, things are more complicated as Carrie is already engaged to another man. Besides getting an Academy Award nomination for Best Picture (奥斯卡最佳影片提名), it is also a box-office success, earning more than \$245 million worldwide.

Main characters



Father Gerald

He is the priest presiding over the second wedding in the film. Since this is the first time that he was requested to officiate (主持) a wedding ceremony, he is very nervous.



Bernard and Lydia

Bernard and Lydia meet each other at a wedding. Bernard falls for Lydia immediately, but she dismisses him. However, at the end of that wedding, they are seen to be passionately kissing. Soon afterwards, they decide to get married.



■ About the video clip:

The clip centers around the wedding ceremony of Bernard and Lydia. The ceremony is held in a church, and presided over by a priest, Father Gerald. During the ceremony, the priest reads the vows and the bride and groom repeat after him.

Father Gerald: In the name of the Father and of the Son and of the Holy Spirit. Amen. (*Congregation says, "Amen"*) Let us pray. Father, you have made the bond of marriage a holy mystery. A symbol of Christ's love for his church. Hear our prayers for Bernard and Lydia through your son, Jesus Christ, our Lord, who lives and reigns with you and the Holy goat. Ghost. One God, forever and ever. Amen.

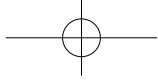
Charles' friend: It's his first time. He's a friend of the family.

Charles: Excellent.

Father Gerald: Bernard and Lydia, I shall now ask if you freely undertake the obligations of marriage. Bernard, repeat after me: I do solemnly declare...

Bernard: I do solemnly declare...

SCRIPT



Father Gerald: ... that I know not of any lawful impediment...
Bernard: ... that I know not of any lawful impediment...
Father Gerald: ... why I, Lydia...
Bernard: ... why I, Bernard...
Father Gerald: Sorry. Why I... Bernard Godfrey Saint John Delaney...
Bernard: Why I, Bernard Geoffrey Sinjin Delaney...
Father Gerald: ... may not be joined in matrimony to Lydia John Hibbott.
Bernard: ... may not be joined in matrimony to Lydia Jane Hibbott.
Father Gerald: Lydia, repeat after me: I do solemnly declare...
Lydia: I do solemnly declare...
Father Gerald: ... that I know not of any lawful impediment...
Lydia: ... that I know not of any lawful impediment...
Father Gerald: ... why I, Lydia Jane Hibbott...
Lydia: ... why I, Lydia Jane Hibbott...
Father Gerald: ... may not be joined in matrimony...
Lydia: ... may not be joined in matrimony...
Father Gerald: ... to Bernard Geoffrey... Siji... Siji Delaney.
Lydia: ... to Bernard Geoffrey Sinjin Delaney.
Father Gerald: I call upon those persons here present to witness...
Bernard: I call upon those persons here present to witness...
Father Gerald: ... that I, Bernard... Delaney...
Bernard: ... that I, Bernard Delaney...
Father Gerald: ... do take thee, Lydia Jane Hibbott...
Bernard: ... do take thee, Lydia Jane Hibbott...
Father Gerald: ... to be my awful wedded wife.
Bernard: ... to be my lawful wedded wife.
Father Gerald: That's right... That's right. May Almighty God bless you all.
The Father, the Son and the Holy spigot... Spirit. Amen.

Word tips

Amen *int.* a word used to end a prayer (祷告时的结尾语) 阿门

prayer *n.* words that you say when praying to God or gods 祈祷, 祷告

e.g. The people in the church were chanting a prayer.

reign *v.* rule a nation or group of nations as their king, queen or emperor 统治, 支配

e.g. George VI reigned the United Kingdom from 1936 to 1952.

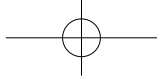
obligation *n.* a moral or legal duty to do sth. 义务, 职责

e.g. Employers have an obligation to treat all employees equally.

solemnly *adv.* in a grave and serious manner 庄严地

e.g. He vowed solemnly that he would carry out his promise.

impediment *n.* sth. that makes it more difficult for sb. to do sth. or more difficult for



sth. to happen 阻碍, 障碍

e.g. *War is one of the greatest impediments to human progress.*

matrimony *n.* the state of being married 婚姻生活

e.g. *They were joined together in holy matrimony.*

almighty *adj.* the Almighty / Almighty God / Almighty Father, expressions used to talk about God when you want to emphasize his power 全能的

e.g. *I made a quiet prayer of thanks for our safety to the Almighty.*

1 Watch a video clip in which Bernard and Lydia are getting married in a church and try to find out the mistakes that Father Gerald made during the wedding ceremony. Then write down the correct words next to them. Three of them have been done for you.

- | | | |
|-------------------------------|---|------------------------|
| 1 <u>goat</u> | → | <u>ghost</u> |
| 2 <u>Lydia</u> | → | <u>Bernard</u> |
| 3 <u>Godfrey Saint John</u> | → | <u>Geoffrey Sinjin</u> |
| 4 <u>John</u> | → | <u>Jane</u> |
| 5 <u>johned</u> | → | <u>joined</u> |
| 6 <u>Siji... Siji Delaney</u> | → | <u>Sinjin Delaney</u> |
| 7 <u>awful</u> | → | <u>lawful</u> |
| 8 <u>spigot</u> | → | <u>spirit</u> |

2 Watch the video clip again and work in groups to do the following activities.

Discuss the following question.

If you were Bernard / Lydia, would you feel disappointed, or maybe even angry with Father Gerald for making so many mistakes at your wedding ceremony?

Words and expressions you may use

exchange vows error symbolize devotion
rehearse (排练, 预演) express deliberate (故意的)
neglect (忽略) happy ending reaction

Step
ONE

Think about the role a wedding ceremony and vows play at a wedding.

Take into consideration the reactions from people attending the ceremony, traditional rituals, etc.

Step
TWO

Ask yourselves how important a wedding ceremony is to you.

Step
THREE

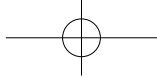
SAMPLE

- If I were Bernard / Lydia, I would be very angry with Father Gerald, because, it is very impolite, in my opinion, to read other people's name wrong. Secondly, he should have rehearsed a little bit before the wedding day. I believe if he had done that, he wouldn't have felt that nervous and made so many mistakes. Thirdly, and most importantly, this is my wedding day, and I consider it one of the most

(to be continued)

135

Language



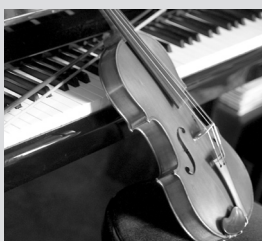
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important days in my life, therefore I would like everything to be perfect. And I think the vows we exchange are of great importance, because they symbolize our love, thus it would be really horrible if there are so many mistakes in them.

- If I were Bernard / Lydia, I would not be very upset about Father Gerald's performance at the ceremony. He seemed to be really nervous at the ceremony, so I believe he didn't mean to make those mistakes. Also, I think those errors he made at the ceremony actually made the ceremony a bit more fun and special. You have only to read the reactions of those attending the ceremony to know what I mean. Lastly, I think, important as those vows are, they are only one way to express our love to one another. There are other, maybe even more important ways to show our love and devotion.

Singing for Fun

■ About the song:



"Figurative Language" is a rap (说唱乐) by Joseph Devlin. It covers rhetorical devices such as personification (拟人), alliteration (头韵), assonance (半谐音, 准押韵), hyperbole (夸张), onomatopoeia (声喻), metaphor (隐喻), and simile (明喻). It not only gives each of the above types of figurative language use a simple but clear definition, but also supplements that with some concrete examples. You will surely have a much better understanding of these interesting ways of language use after listening to the song.

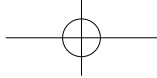
Listen to the song "Figurative Language" and learn to sing it.

LYRICS

Figurative Language

Sometimes what you mean is not exactly what you say
That's figurative language, using words in different ways
Personification, alliteration, assonance, hyperbole
Onomatopoeia, metaphor, and simile

When Sally seems to sit somewhere separate from Sonia,
Or Caleb calls Chris 'cause he's coming to California
It's called alliteration: That's what occurs
When you got the same sound at the start of every word
But when you've got a vowel sound that keeps sounding the same
That's a figure called assonance, yeah, that's its name
It's what I'm trying to define by providing this example
But I cannot deny that assonance can be a handful



Sometimes what you mean is not exactly what you say
That's figurative language, using words in different ways
Personification, alliteration, assonance, hyperbole
Onomatopoeia, metaphor, and simile

A simile is something that you use to compare
Two unrelated things with an element that's shared
My mind is like an ocean; it's as smooth as jazz
But it's only a simile if it uses "like" or "as"
A metaphor is similar, but watch out
Be careful 'cause you've got to leave "like" and "as" out
My mind is an ocean; my words are a river
So keep your ears open as I continue to deliver

Sometimes what you mean is not exactly what you say
That's figurative language, using words in different ways
Personification, alliteration, assonance, hyperbole
Onomatopoeia, metaphor, and simile

Now if the sun's smiling down, or the boat hugged the shore
That's personification, nothing less, nothing more
But with a buzz or a ding or a hiss or a roar
That's onomatopoeia that we're using for sure
Hyperbole: Man, that's like a million times harder
Take something true, then exaggerate it way farther
Now you've heard this song from beginning to the finish
Now you've got some tools to draw your literary image

Sometimes what you mean is not exactly what you say
That's figurative language, using words in different ways
Personification, alliteration, assonance, hyperbole
Onomatopoeia, metaphor, and simile
Figurative language, figurative language, figurative language, figurative language...

PART 4

Further Speaking and Listening

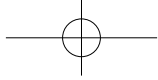
Further Speaking

Work in groups to do the following activities.

Divide the class into two groups to hold a debate on "Whether or not English should be taught in kindergartens". The Pro side argues English should be taught in kindergartens and the Con side argues the opposite. Some of you might be in debating positions opposite to your beliefs.

Step
ONE

(to be continued)



(continued)

Step TWO

You will be given eight minutes to have a group discussion, during which you should try to list four strongest arguments or examples that can help you prove your point. And then try to list at least one potential counter-argument and discuss about how you will respond to it, should it come up in the debate.

Words and expressions you may use

desirable acquire expand one's horizons
native-speaker pronunciation mimic interpreter argue
hold maintain necessarily to begin with besides
to sum up on the other hand there is some truth to it

Step THREE

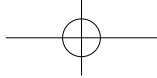
Hold the debate according to the following format.

- 1 The Pro side gives their opening speech, in which the main arguments for teaching English in kindergartens are presented. The speech should be given by a representative from your side. (Two minutes)
- 2 The same step is repeated by the Con side. (Two minutes)
- 3 Both sides will be given four minutes to discuss and prepare for their rebuttal.
- 4 Begin the rebuttal with the Pro side. Any student from the Pro side can participate in the rebuttal. There is no time limit on this step.
- 5 The same step is repeated by the Con side.
- 6 Both sides will be given three minutes to prepare a closing statement. The closing statement should be done by a different student instead of the one who gives the opening speech. Try to sum up the most convincing arguments from your side and the least convincing arguments from the opposite side.
- 7 The Pro side gives their closing statement. (Two minutes)
- 8 The same step is repeated by the Con side. (Two minutes)

SAMPLE

- 1 **Opening speech by the Pro side:** Good morning, everyone. Today we are here to argue about "Whether or not English should be taught in kindergartens". Our side believes that it is rather desirable to have English classes in kindergartens. Here are our main arguments: English is a very important and practical skill. It can help to expand our horizons. Also, with a good command of English, one will have a better chance of finding a decent job. We've learned from the listening materials in this unit that children are splendid mimics. Thus if they are taught English in kindergartens, they might be able to learn it better. At least they might have less trouble mastering the pronunciation. Many parents these days send their kids to English classes after school. But the quality of teaching in those classes is hard to monitor. Therefore if English classes could be offered in kindergartens, it will no longer be necessary for kids to attend those English classes after school. This means they can have more time to play after class. Besides, they can learn English from teachers who have been properly trained and who know how to teach kids effectively. All in all, we maintain that teaching English in kindergartens has many merits and will benefit kids greatly. Thank you.

(to be continued)



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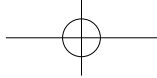
- 2 **Closing statement by the Con side:** Good morning, everyone. I am honored to present you our side's closing statement. We firmly believe that English shouldn't be taught in kindergartens. Let me remind you of our main arguments briefly. To begin with, we argue that because kindergarten kids are still learning to speak Chinese, learning a second language might prove to be very confusing for them. The Pro side said that offering English classes in kindergartens will give kids more time to play after school. But we don't think that would necessarily be the case. Chinese kids are already spending too much time developing various skills these days. As a result, they have very little time to play. Putting English in the list of the skills they need to learn in kindergartens will only make this situation worse. We argue that although English is an important and useful skill, not everybody in China will need to use it. Unless you want to become an English teacher or interpreter, you don't really need native-speaker pronunciation. Thus we believe that it is not necessary for kids to start English learning in kindergartens. The Pro side seems to think that mastering English pronunciation is too difficult for the kids who start English learning after they enter primary school. But we don't think that is true. In fact, we believe most of you didn't learn any English in your kindergartens. But many of you can surely speak English very well. In a word, we believe it will be neither necessary nor beneficial to offer English classes in kindergartens. Thanks for your attention.

Teaching tips

Since the topic of this unit is "Language", and many listening materials are about language learning, a debate on English learning in kindergartens is designed for the above activity.

One thing students should be made aware of is that formal language is often required in debates as well as some other situations, such as official notices, business situations and polite conversations with strangers. In order to sound formal in such situations, strict grammatical rules should be applied. For instance, instead of saying "She wore the hat I gave her", speakers should keep the relative pronoun "that" and say "She wore the hat that I gave her". Moreover, when speaking formally, students should also avoid overusing colloquialism and slang expressions such as "guys", "stuff", "kind of", "big deal", etc., because these will make them sound not serious. Instead they should try to use precise words. For instance, they should say "She acquired the job." instead of "She got the job."

On the other hand, when talking with friends, co-workers, host family or service staff, informal language is more appropriate than their formal counterpart. Informal language has less strict grammar rules and often has shortened sentences. For instance, when talking with friends, students had better say "Y'wanna go to the dance tonight?" instead of "Do you want to go to the dance tonight?" What's more, the vocabulary in formal language is different from that in informal language as well. For example, "That is awesome." sounds less formal than "That is great." Students should choose appropriate language style depending on the specific communication context.



Further Listening

Listening I

SCRIPT

Language is the most important development in human history. The arts, sciences, laws, economic systems and religions of the world could not exist without language. Humans haven't changed biologically very much for some 40,000 years. However, our ability to communicate has led us from the cave all the way to the moon.

Little is known about the birth of language. Written records that are more than 4,000 years old have been found, but scientists studying human beings agree that humans were probably speaking thousands of years before that.

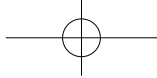
Today, most of us learn to talk by the age of three, and for the rest of our lives we rarely stop. Even while we are reading or just thinking, we are in a sense "talking", if only to ourselves. Language is so much a part of human existence that we will be talking as long as we inhabit the Earth. As linguist David Thompson notes, "When language dies, so will man."

Listen to a passage about the importance of language and complete the following passage with the information you get. For blanks numbered 1 to 7, fill in the exact words you have heard. For blanks numbered 8 to 10, fill in the missing information.

Language is the most important development in human history. The arts, sciences, laws, 1) economic systems and 2) religions of the world could not 3) exist without language. Humans haven't changed 4) biologically very much for some 5) 40,000 years. However, our ability to communicate has led us from the 6) cave all the way to the moon.

Little is known about the birth of language. 7) Written records that are more than 4,000 years old have been found, but scientists studying human beings agree that 8) humans were probably speaking thousands of years before that.

Today, most of us learn to talk by the age of three, and for the rest of our lives we rarely stop. 9) Even while we are reading or just thinking, we are in a sense "talking", if only to ourselves. 10) Language is so much a part of human existence that we will be talking as long as we inhabit the Earth. As linguist David Thompson notes, "When language dies, so will man."



Listening II

SCRIPT

Receptionist: English Language Center. May I help you?

Caller: Yes. I'm calling to find out more information about your English language program.

Receptionist: Well, first of all, the purpose of our program is to provide language-learning opportunities. For example, some students need to learn the basic functional language skills for their job. Others need intensive English so that they can enter a U.S. university.

Caller: OK. I'm calling for my girlfriend interested in attending a U.S. university.

Receptionist: We have a variety of courses that could help her, from basic communication courses to content-based classes such as computer literacy, intercultural communication, and business English.

Caller: Great. What are your application deadlines for the next semester?

Receptionist: Well, we ask applicants to apply at least two months before the semester begins. This gives us time to process the application and issue the student's I-20.

Caller: What is an I-20?

Receptionist: Oh, an I-20 is a form giving our permission for a student to study in our program. The student will have to take this form to the U.S. embassy in their home country to apply for the F-1 student visa.

Caller: I see. What's the tuition for a full-time student in your courses?

Receptionist: It's \$5,030.

Caller: How does one apply?

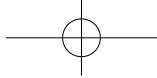
Receptionist: Well, we can mail an application form which can be mailed back to us, or applicants can fill out our application form that's on our website.

Caller: And are there other materials my girlfriend would need to send besides the application form?

Receptionist: Yes. She would need to send in a \$35 non-refundable application fee, uh-huh, a sponsorship form indicating who will be responsible financially for her while studying in our program, and a bank statement showing that she or her sponsor has sufficient funds to cover tuition expenses and living costs for the study.

Caller: And how can she send these materials to you?

Receptionist: She can either send the application packet by regular mail or she can fax it.



Caller: And the application fee?
Receptionist: We accept money orders, traveler's checks, or credit cards.
Caller: All right. I think that's about it. Thank you for your help.
Receptionist: You're welcome.
Caller: Goodbye.

Word tips

computer literacy 懂得
和使用电脑的能力

embassy 大使馆

visa 签证

non-refundable 不可
偿还的

sponsorship 资助

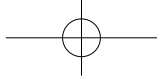
money order 汇票

1 Listen to a conversation about an English language program and choose the best answer to each question you hear on the recording.

- 1 What is the purpose of the program at the English Language Center? D
A To help international students pass some qualifying English tests.
B To provide job opportunities for international students.
C To help the applicant find a good U.S. university.
D To provide language-learning opportunities.
- 2 Which of the following courses is taught at the English Language Center? A
A Business English.
B U.S. Culture.
C Computer Language.
D International Business.
- 3 If the fall semester begins on August 29, by what date should one apply to the program? B
A June 19.
B June 29.
C July 19.
D July 29.
- 4 Which of the following is required of a student in order to apply for the F-1 visa? B
A A certificate of English proficiency.
B An I-20 form.
C A sponsorship form.
D A bank statement.
- 5 What is the tuition for a full-time student? A
A \$5,030.
B \$5,300.
C \$5,013.
D \$5,130.

2 Listen to the conversation again and complete the following sentences with the information you get.

- 1 What is an I-20?



An I-20 is a form giving our permission for a student to study in our program. The student will have to take this form to the U.S. embassy in their home country to apply for the F-1 student visa.

2 How does one apply?

The center will mail the applicant an application form and the applicant can mail it back to the center. The applicant can also fill out an application form on the center's website.

3 How can the applicant send the materials to the center?

The applicant can either send them by regular mail or fax them to the center.

4 How can the applicant pay the application fee?

The applicant can pay it by money orders, traveler's checks, or credit cards.

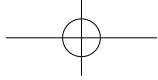
Listening III

The ability to speak or write two languages well is called bilingualism. Bilingual education is generally a matter of public policy. In a country like the United States that has what may be considered a national language—English—bilingual education means teaching English to those who were brought up using other native languages. On the other hand, there are nations such as Belgium, Canada, and Switzerland that have two or more national languages. This does not mean that all citizens of these countries speak two or more languages, but they are entitled to government services, including education, in the language of their choice. Some South American countries, like Peru and Ecuador, have large populations of Indians who speak various tribal tongues. There are government programs to teach the Indians Spanish, the national language in most of Latin America.

Bilingual education in the United States dates back to the first half of the 19th century, when millions of immigrants who arrived needed to learn English in order to make economic and social adjustments to the way the majority of the population lived.

In countries like Norway, Sweden, Denmark, Finland, and Holland, whose languages are spoken by relatively few foreigners, bilingual education has long been a part of the school curriculum. Educated persons in these countries normally learn a second language such as English, German, or French for use in international communication.

SCRIPT



Word tips

Belgium 比利时
Switzerland 瑞士
entitle 给……权利;
给……资格
Ecuador 厄瓜多尔
immigrant (外来) 移民
Holland 荷兰
curriculum 课程

1 Listen to a passage about bilingual education and check (✓) the main points the speaker discusses in the passage.

- A Definition of a national language
- ✓ B Bilingual education in the U.S.
- ✓ C Bilingual situation in the world
- D Language and international communication
- ✓ E Reasons why bilingualism exists

2 Listen to the passage again and complete the following table with the information you get.

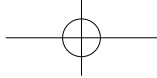
Countries	National Languages	National Policies
The U.S.	English	teaching English to those who were brought up using 1) <u>other native languages</u>
Belgium Canada Switzerland	2) <u>two</u> or 3) <u>more</u> national languages	Citizens are entitled to government services in the language 4) <u>of their choice</u> .
Peru Ecuador	5) <u>Spanish</u>	teaching the 6) <u>Indians</u> Spanish, the national language in most of Latin America
Norway Sweden Denmark Finland Holland	their own national languages	Educated persons learn a second language such as 7) <u>English</u> , 8) <u>German</u> , or 9) <u>French</u> for use in international communication.

Listening IV

SCRIPT

Identification of the factors that lead to fast, effective foreign language learning has become increasingly important because of the large number of people who are anxious, as adults, to learn a new language for a very specific purpose: travel, business, study, or international friendship. The requirements for effective language learning may be examined in terms of the learner, the teacher, and the curriculum.

The learner must be personally committed to investing the time, applying the concentrated effort, and taking the emotional risks necessary to learn a new



language. In addition to motivation, the learner should have at least minimal language-learning aptitude. While it is likely that nearly everyone can learn a new language if they are given enough time and effort, the ease with which you are able to acquire the language is related in part to specific language-learning aptitude. Other psychological factors that are important in picking up a new language include a sense of curiosity and a sensitivity to other people. Expectations also play an important role in determining the ease and speed with which you will learn your second language. Another factor is the learner's goals. If you are a serious adult language learner you need to write and clarify your goal in each specific area: understanding, speaking, reading, and writing.

Clearly, the learner and teacher are far more important than techniques, texts, and program design. The most crucial factor involved in determining a language teacher's effectiveness, however, is probably their attitude toward the students, toward the language and toward the program. On the other hand, the language used in the classroom should be up-to-date and authentic. You need to learn not only words and structures but how to use them in a way acceptable to people from a different background. A good language curriculum will include practice in the nonverbal aspects of communication as well as discussion of cultural differences and similarities.

1 Listen to a passage about key factors in language learning and complete the following sentences with the information you get.

- 1 What are the three key factors for effective foreign language learning?
The learner, the teacher and the curriculum.
- 2 What are the six psychological factors involved in learning a new language?
Motivation, aptitude, curiosity, sensitivity, expectations and goals.

2 Listen to the passage again and decide whether the following statements are true (T) or false (F).

- 1 Adults usually learn a new language for very specific purposes. **T**
- 2 A serious adult language learner needs to pay much attention to their goals in listening, speaking, reading and writing. **F**
- 3 A language teacher's effectiveness is determined by their attitude toward the students, the language and the program. **T**
- 4 The language used in the classroom does not need to be up-to-date and authentic. **F**
- 5 Practice in the nonverbal aspects of communication and discussion of cultural differences and similarities should be included in a good language curriculum. **T**

Word tips

curiosity 好奇心, 求知欲
sensitivity 敏感 (性)
clarify 使清晰明了
authentic 真实的, 真正的