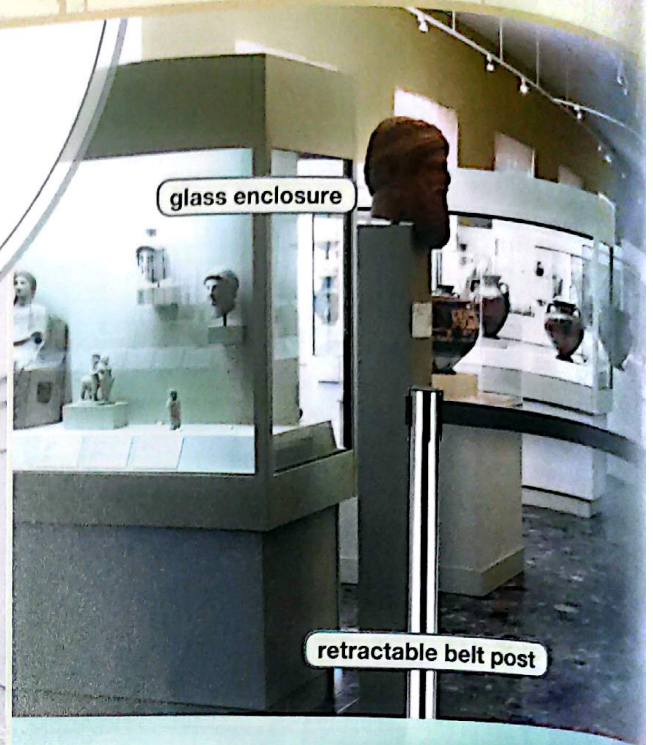
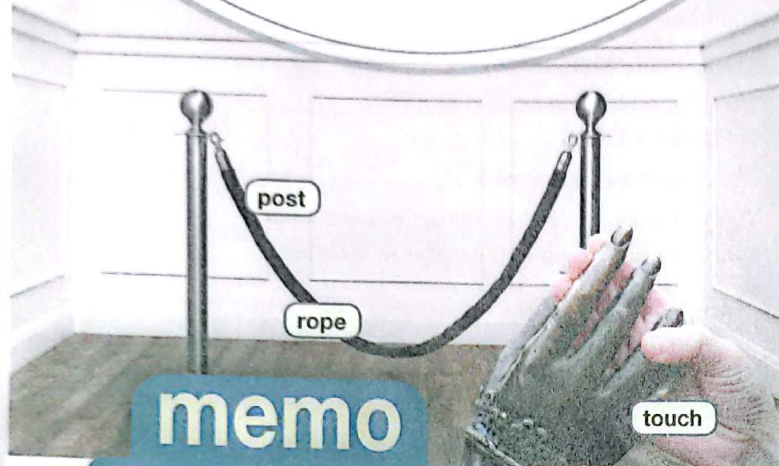


4 Physical Barriers

Get ready!

1 Before you read the passage, talk about these questions.

- 1 How do museums use physical barriers?
- 2 What are some types of physical barriers?



memo

To: Museum Managers
From: Randall Ulrich
Subject: Physical Barriers

This is a reminder for managers to monitor the **distance** between all exhibits and barriers. Remember that visitors are allowed to **view** exhibits, but cannot **touch** them. Please **prevent** visitors from handling displays inappropriately.

All departments are instructed to install more **barricades** if necessary. Use barriers such as **glass enclosures** and **retractable belt posts** to **obstruct** visitors' contact with exhibits. Alternately, managers may **rope off** exhibits using nylon **rope**.

However, do not neglect accommodations for **disabled** visitors. All departments are still responsible for providing adequate **wheelchair access**. Please **separate** crowded spaces to make room for those with special needs.

If any visitors have complaints, please address their concerns. Explain why it is necessary to comply with our policies. Managers may want to install **posts** with signs explaining these policies.

Please consider these recommendations immediately. Contact me with any further questions.

Randall Ulrich
COO

Reading

2 Read the memo. Then, mark the following statements as true (T) or false (F).

- 1 Only certain visitors may touch the exhibits.
- 2 Glass enclosures must not obstruct visitors' contact with exhibits.
- 3 Some departments are responsible for accommodating disabled visitors.

Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|--------------------------------------|--|
| 1 <input type="checkbox"/> rope | 5 <input type="checkbox"/> touch |
| 2 <input type="checkbox"/> barricade | 6 <input type="checkbox"/> rope off |
| 3 <input type="checkbox"/> post | 7 <input type="checkbox"/> distance |
| 4 <input type="checkbox"/> view | 8 <input type="checkbox"/> glass enclosure |

- A a sight or range of vision
B a string or cord that is made of fibers
C a structure that prevents or denies access to an area
D an upright pole used to support or mark something
E the amount of space between two points
F come into contact with
G an area sealed off by glass
H separate or divide using a rope

4 Write a word that is similar in meaning to the underlined part.

- Please try to increase the space between the visitors and the exhibits. s _ p a _ _ t _
- The disabled visitor needs a device for moving around so he can travel between displays. _ h e _ l _ h _ _ r
- We tried to stop the painting from falling, but we were too late. p _ _ v _ n t
- Try to help the mentally and physically challenged visitors as much as possible. d _ s _ b l _ _

5 Listen and read the memo again. Which visitors need special accommodations, and why?

Listening

6 Listen to a conversation between two managers. Choose the correct answers.

- Why are the managers having difficulty adjusting the distance between exhibits?
 - it's hard not to obstruct the visitors' view
 - it's hard not to obstruct the visitors' path
 - the retractable belt posts are not long enough
 - the nylon ropes are not long enough
- Which type of barrier do the managers prefer, and why?
 - nylon rope, because it is easier to manage
 - nylon rope, because it is less expensive
 - retractable belt posts, because they are easier to manage
 - retractable belt posts, because some exhibits already have them

7 Listen again and complete the conversation.

- Manager 1: Hey Sally, we need to move the 1 _____ in our department today.
- Manager 2: Yeah, I know Kevin. I got the memo earlier this morning.
- Manager 1: Oh. Well did you adjust the 2 _____ between any of the exhibits yet?
- Manager 2: I tried. It's hard to move them without messing up the 3 _____, though.
- Manager 1: Yeah, I had the same problem. Let's try to install some 4 _____.
- Manager 2: Oh yeah. That's a good idea.
- Manager 1: That's what I'm thinking. It would 5 _____ visitors from getting too close.
- Manager 2: Good plan. What about trying to use some 6 _____?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- We need to move the ...
- It's hard to do without ...
- Let's try to install some ...

Student A: You are a manager. Talk to Student B about:

- difficulties with moving barriers
- suggestions for installing barriers
- result of using chosen barriers

Student B: You are a manager. Talk to Student A about physical barriers.

Writing

9 Use the conversation from Task 8 to complete the email.

Randall Ulrich
Chief Operating Officer

Dear Mr. Ulrich,
I'm writing to update you on the physical barrier situation. My department recently made a few changes, which we feel you should know about.

First of all, we _____

Additionally, we _____

Regards,
Brent Carlton