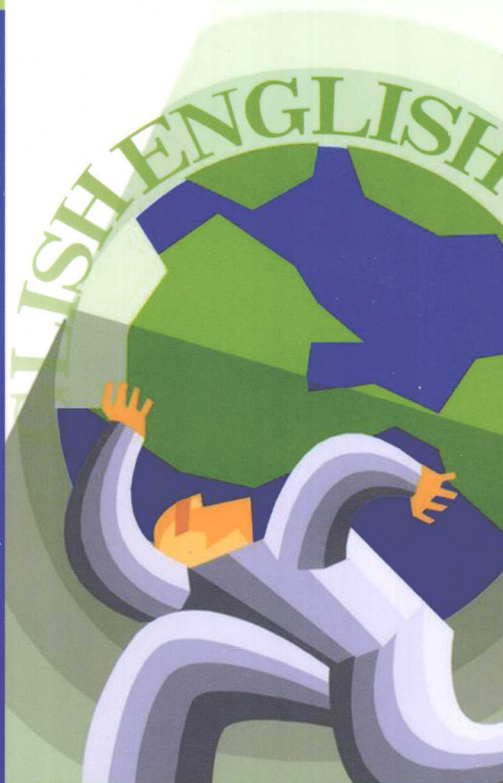


|任务驱动型研究生公共英语系列教材|

总主编 刘文字 王慧莉 金启军

# 口语交际 任务



## Task-Based Oral Communication

主编 邱进 李强 李梅

● 任务驱动型研究生公共英语系列教材 ●  
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# “任务驱动型研究生公共英语系列教材”前言 >>>

“任务驱动型研究生公共英语系列教材”是大连理工大学研究生院2007年教改基金立项资助项目。

任务驱动型教材旨在教学设计过程中，以具体的任务为主线，使学生在完成任务的过程中探索、发现有关的知识技能。任务驱动型改革教材基于建构主义的教育思想，把“任务驱动”教学法有机结合在教材编写过程中，实现教学内容和教学方法的统一；以技能培养为本位，“理实一体化”，利于英语技能型人才培养。具体而言，本系列教材在编写过程中满足了以下几个条件：

- (1) 正确把握“任务驱动”本质内涵，科学合理设计“任务”。关键是根据教学内容，把“任务”设计得科学合理。在学习情境设计时，关键是创设实施“任务”真实情境的体验环境。在学习组织设计时，关键是突出以在教师帮助指导下的学生自主学习和协作学习为重点。
- (2) 更新教学观念，转变教学过程中的角色。任务驱动型教材编写模式是一种新的教材编写模式，基于全新的教学观念。传统教材编写的基本特征是：“以知识为主线，教师为主体，学生为客体”，教师的“教”是立足点。而任务驱动型教材的编写模式具有“以任务为主线，教师为主导，学生为主体”的基本特征，立足点是学生的“学”，这一编写模式与现有的研究生公共英语教学模式的指导思想不谋而合。
- (3) 注意了理论与实践的紧密结合，把教学内容中的理论知识应用于实践范例，巧妙地设计成“任务”，把在传统教材编写中以理论知识体系为主的“明线”，变为“暗线”的知识链，把任务链设计为“明线”，任务链与知识链有机结合，把知识链这一“暗线”，合理地包含在任务链这一“明线”之中，通过科学合理的“任务”体系，实现了教材中的理论知识与运用理论知识的实践进程的紧密结合。

本系列教材主要包括:《任务型学术写作》、《口语交际任务》、《英美名著赏析》和《英美文化体验》。每一本教材由若干个任务构成(相当于传统教材的单元),每一个任务下面由若干个活动构成(相当于传统教材的练习)。每一个任务由任务目标(task objective)、任务准备(task preparation)、任务实现(task realization)、任务拓展(task transfer)四个部分构成。

任务驱动型系列教材不仅可以使学生学到教学内容所要求的英语基础知识,还能够培养学生运用所学的基础知识用英语解决实际问题、完成实际“任务”的能力。任务驱动型系列教材在教学中的作用定位在“教”和“学”,更注重学生“学”的需要,把学生作为教学中的主体,注重教材与学习主体的内在关系,重视“学法”,把“教程”转变为“学程”。

英语口语学习一直是困扰中国学生的一大难题。传统的口语学习方法一般是背诵一些日常用语，或者是练习一些简单的场景对话，虽然能够在一定程度上帮助提高口语水平，但到了实际应用中，学生仍然觉得难以开口。因为缺少使用语言的真实语境，学生在课堂上嗅到的一点点英语气息往往在课后消失得无影无踪，以至于到了研究生阶段，哑巴英语的现象仍然非常普遍。

另一方面，与其他层次的英语学习者相比，非英语专业研究生由于面临学术交流和求职的需要，迫切希望提高英语口语水平。而他们思想相对成熟，简单的日常口语交流无法满足他们的需求。

为了解决非英语专业研究生开口难的问题，我们编写了这本任务型英语口语教材。本书分为四个大的单元，每一个单元由与该单元主题相关的三个任务构成，每一个任务下面设有若干个活动，包括任务目标（**task objective**）、任务准备（**task preparation**）、任务实现（**task realization**）、任务拓展（**task transfer**）四个部分。

与传统的口语教材相比，本书具有以下几个显著的特点：

(1) 话题与研究生学习和生活息息相关，兼具趣味性和实用性。

本书四个单元对应四个不同的主题，包括 **Campus Life**（校园生活），**Future Career**（职业生涯），**Family Life**（婚姻家庭）和 **Hard Choice**（艰难抉择）。前三个单元分别涉及研究生学习、工作、家庭各个方面值得探讨的话题，包括压力、师生关系、诚信、求职、创业、婚姻等，第四个单元 **Hard Choice**（艰难抉择）则引入更有深度的社会热点话题，启发研究生在学会用英语表达自己观点的同时提高自己的社会责任感。

(2) 内容按任务编排，循序渐进，有的放矢。

全书每个任务都设有特定的目标，其他部分均围绕该目标来设计。任务准备（**task preparation**）部分除了包含相关的听力或阅读练习以及内容丰富的 data

bank, 还会描述一个真实生活中可能出现的复杂情景, 并据此提出一个特定的问题, 而在任务实现 (task realization) 部分则要求学生以表演、辩论、脱口秀等多样的形式解决这个问题。由于 data bank 部分提供了学生在任务实现 (task realization) 部分可能用到的各种表达方法, 学生在准备和展示的过程中可以将其活学活用。任务拓展 (task transfer) 部分往往给出一些与任务主题相关但层次更深的话题, 以此锻炼学生在无事先准备的情况下就已经比较熟悉的话题表达自己观点的能力。

### (3) 活动安排充分体现“协作学习”的教学理念。

所有任务实现 (task realization) 部分的活动均要求学生以小组为单位来完成, 不同年龄、不同英语水平的学生可以发挥各自的优势, 一起完成活动的准备和展示, 在共同提高英语口语的同时培养团队合作精神和协调能力。

有一段英文句子这样写道: Teach me, I will forget. Show me, I may remember. Involve me, I will understand. (你教我, 我就忘了; 做给我看, 我可能会记得; 让我参与, 我一定会明白。) 本书的宗旨就是让学生参与到尽可能真实的情景中, 习得自然地道的英语, 同时培养其就复杂的话题用英语表达自己思想的能力。

本书主要对象是非英语专业硕士生和博士生, 也可作为大学英语四级后的拓展教材以及英语强化班、英语双学位以及各种口语提高班的高级口语教材使用。

编者

2008年7月



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# Chapter

## One



# Campus Life



- ❖ **Section 1**  
**Conquering Stress**
- ❖ **Section 2**  
**Tackling Advisor-Student Relationship**
- ❖ **Section 3**  
**Dealing with Honesty Issues**

# Section



## Conquering Stress

## 克服压力

### TASK OBJECTIVE



任务目标

任务准备

任务实现

任务拓展

In this unit, you'll be able to accomplish the following task.

Help a college student out of the overwhelming stress.

### TASK PREPARATION



任务目标

任务准备

任务实现

任务拓展

1. Listen to an interview on stress between therapist Dr. Benjamin O'Dell and a college student Chris and finish the following table.

Stress for College Students	
1. Causes of stress for Chris:	
1) _____	
2) _____	
2. Causes for the above problems:	
3) He is _____	
4) He _____	
3. Ways to remedy the situation:	
5) Be more _____	
6) Think more about _____	
4. Difficulties:	
The remedy takes a lot of 7) _____ and 8) _____	
5. Best way to deal with stress suggested by Dr. O'Dell:	
Understanding 9) _____ and finding ways to 10) _____	



- ② Here is the Data Bank. Practice these patterns and expressions used in showing your anger, concern and comforting and cheering up others.

### Showing anger: ◆◆◆

1) For roommates:

- Knock it off.
- Get out of my face.
- Leave me alone.
- Take a hike! (哪儿凉快哪儿歇着去吧!)
- You piss me off.
- It's none of your business.
- What's the meaning of this?
- How dare you!
- Cut it out.
- You have a lot of nerve.
- I'm fed up.
- I can't take it anymore.
- I've had enough of your garbage.
- How can you say that?
- You are out of your mind.
- Give me a break.
- I'm about to explode!
- You've gone too far! / You're away too far.
- Can't you do anything right?
- You asked for it.

2) For breaking-up of partners:

- I never want to see your face again!
- I wish I had never met you.
- You're a disgrace.
- I'll never forgive you!
- I hate/loathe/detest you!





- Don't be that way!
- You're impossible.
- Don't touch me!
- Get away from me!
- We're through.
- I want to break up.
- There's someone else.
- We're not meant for each other.
- I need some time alone.
- We're better off as friends.

#### Showing concern:



- Are you okay/all right?
- What's going on?
- Is something on your mind?/ What's on your mind?
- Why are you so glum?
- Why the long face?
- Something is wrong with you today.
- You're not yourself today.
- You seem different today.
- Who are you irritated with?/ Who has irritated you?

#### Comforting others:



- I'm sorry about that.
- (That's) too bad.
- Tough luck.
- It happens (to anyone)!
- It must be tough for you./ It must be hard on you.
- Oh, poor thing!
- I know how you feel. / I understand the way you feel.
- Never mind.
- Don't concern yourself./ Don't give it another thought.



- It's no big deal.
- Don't be so hard on yourself.
- It'll work out.
- Everything will be fine.

### Cheering up others: ◆◆◆

- Pull yourself together.
- Keep your chin up.
- Don't let it get you down. It will be over with soon.
- Cheer up! Things will work out for the best.
- Take heart—we'll find a way out.
- Loosen up! It's not worth getting upset about.
- Hang in there. Things will get better.
- Things are never as bad as they seem.
- Win a few, lose a few. That's life.
- Every cloud has a silver lining.
- When God closes a door, he opens a window.
- Tomorrow is another day.

### Making and accepting apologies: ◆◆◆

- I'm sorry for what I've done.
- I honestly didn't mean it.
- I didn't mean to do that.
- You were right and I was wrong. I apologize.
- It's all my fault. I'll try to make it up to you.
- My mistake. It won't happen again.
- I owe you an apology for what I did last night.
- Forgive me. I didn't mean to offend you.
- That's okay.
- No harm done.
- Forget it.
- I won't hold it against you.





- ③ Read the following monologue by a college student and familiarize yourself with the situation.

**The situation**

I moved in with Jeff and Brad this school year. I am very close to Jeff. Brad used to be a good friend of mine, too.

Jeff and I had some doubts about moving in with Brad before, but we quashed them because he was/is our friend. Now we are paying for it.

Brad has very different standards of cleanliness. He never takes responsibility for anything, and is constantly bringing up issues with the two of us in an incredibly patronizing manner. He even admits that he's being patronizing, and says he's doing it because the issues are so obvious to him that he can't help it. He is far from perfect himself, but never admits to making any messes or being anything other than perfect. I think the issue is differing styles of living—Jeff and I clean things up when we see them, not worrying about who created a mess, whereas Brad demands that a mess get cleaned up. We have cleaned up Brad's messes several times, but he often drags us out of studying/doing other productive things to clean up messes that he claims that we created.

Secondly, despite his attitude, he seems unable to keep his music at a reasonable volume. The issue is his subwoofer, which is right above my room. I constantly have to ask him to turn it down—he claims that the volume changes from song to song, so he doesn't know what a "reasonable" volume is. Can he shield his subwoofer somehow so I'm not subjected to constant bass beats?

It just comes down to a fundamental incompatibility.

- ④ Read the introduction to the four characters: Daniel, Maggie, Brad and Jeff and get yourself familiar with each role.

**Role A: Daniel**







He's been haunted by bad luck these days. First he fails the Physics exam, and then gets dumped by his girlfriend, Maggie and fired by his part-time employer. Finally he explodes under the series of stresses by throwing himself into a fierce fight with his irritating roommate Brad, who he always has some difficulty in getting along with.

- A stressed college junior.
- A below average student.
- Not a good part-time employee.
- A good friend who is always ready to help.
- Frank but imprudent sometimes.

#### Role B: Maggie



She is Daniel's girlfriend.

- An honor student and scholarship winner.
- Active in Student Union activities.
- Having been Daniel's girlfriend for three years.
- Extremely determined to break up with Daniel.

#### Role C: Brad





He is Daniel's irritating roommate.

- Born with a silver spoon in his mouth.
- Self-centered and arrogant.
- Obsessed with his own cleanness.
- Often making messes in the room and leave them there for more than two days.
- Never taking a suggestion or criticism.
- Unable to keep his music at a reasonable volume.
- Showing no sympathy for Daniel's misfortunes.

Role C: Jeff



He's Daniel's roommate and friend.

- Sympathetic, considerate and easy-going.
- Able to cheer others up.
- A mediator between Daniel and Jeff.

## TASK REALIZATION



任务目标

任务准备

任务实现

任务拓展

Discuss in groups of four what can cause roommate conflicts; what consequences can roommate conflicts result in and how to solve them effectively?

And then based on your discussion make a play by playing the above four roles, helping Daniel figure a way out of those stresses. Do remember the word bank offers a good reference for you.





## TASK TRANSFER



任务目标

任务准备

任务实现

任务拓展

### Discuss:

- 1) Do you think it a good habit to stay up late before an examination? Why or why not?
- 2) Do you think pressure is always a bad thing? Why or why not?
- 3) Do you think school authorities are paying enough attention to students' psychological health? Please explain.
- 4) Do you think psychological counseling can help students relieve their stress? Why or why not?



## SELF-EVALUATION

To get along with your roommate, it is essential you take a moment to self-evaluate. Ask yourself the following questions:

- Are you open or obsessive?
- Are you a slob?
- Do you play loud music?
- Do you keep to yourself or are you cliquey?
- Do you spend hours and hours on the phone?
- Do you share your personal belongings with others, and do you borrow things without asking?
- Are you a morning person or a night owl?
- Do you drink or smoke?
- Will you be having many visitors to the room?
- What do you expect from your roommate?

