

综合教程

研究生英语



# 沟通英语



——高级实用英语视听说技能 (第二版)

教师用书 主编 任林静 / 主审 张卫平

POSTGRADUATE  
ENGLISH

 中国人民大学出版社

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(第二版) 教师用书

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中国人民大学出版社  
· 北京 ·

图书在版编目(CIP)数据

沟通英语:高级实用英语视听说技能(第二版)教师用书/任林静主编. —北京:中国人民大学出版社, 2012.4

研究生英语综合教程

ISBN 978-7-300-15653-8

I. ①沟… II. ①任 III. ①英语—听说教学—研究生—教学参考资料 IV. ①H319.9

中国版本图书馆CIP数据核字(2012)第076307号

研究生英语综合教程

沟通英语——高级实用英语视听说技能(第二版)教师用书

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出版发行 中国人民大学出版社

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010-62511398(质管部)

010-82501766(邮购部)

010-62514148(门市部)

010-62515195(发行公司)

010-62515275(盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com>(人大教研网)

经 销 新华书店

印 刷 北京市易丰印刷有限责任公司

版 次 2006年4月第1版

规 格 185 mm × 240 mm 16开本

2012年5月第2版

印 张 13.25

印 次 2012年5月第1次印刷

字 数 259 000

定 价 25.00 元

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# **Module 1**

## **Lesson Plans**





# Unit One

## Communication Skills:

### Conversational Skills

#### A. Lesson Plan

**Duration:** 90 minutes

**Subject matter:** Conversational Skills/Listening & Speaking

**Objectives:** Upon completing this lesson, students will be able to

- understand the importance of small talk
- use effective strategies to start, continue, and end conversations
- use appropriate conversational starters
- identify mistakes in small talk
- use notetaking skill/understanding the importance of note taking
- explain the importance of good communication skills

**Motivation:** Do you think you are a good conversationalist in English? Why or why not?

**Vocabulary:** small talk, ice breaker, elaboration technique

**Materials:** tape/CD, overhead projector/display screen/video

**Procedures:**

1. Take a few minutes to have the whole class brainstorm the answers to questions in *Pre-listening* to get started. Introduce students to the importance of asking questions in first contacts with people they don't know or don't know well. You may have to watch the time so that this part does not drag too long.
2. Before you move on to *Listening Task*, give a brief introduction about the importance of note taking. You can introduce to them some key points in *Note Taking Skills* in Student Book.
3. Play the tape/CD, and have students listen only for the main idea the first time. Listening exercise 2 is designed to test students' ability to understand supporting details. Encourage students to check their notes by talking to each other. Finally, check students' notes against the finished note module you displayed on the screen.
4. Do *Post-listening Activity 1* to give students a chance to practice what they have just learned about how to be a better conversationalist. Give students enough time to cover the three parts: start a conversation, keep it going and end the conversation. Ask students (in pairs) to come to the front of the classroom to initiate a conversation following the three steps.

5. *Post-listening Activity 2* can be done individually, in pairs or as a class. It may also be assigned as homework if time runs out.
6. *Video Lesson* can be done towards the end of the class as an extended listening exercise or speaking activity. Play the video once or twice depending on students' ability to understand. Post-viewing questions are to be discussed either in pairs or in groups.



## B. Screen/Blackboard

### Vocabulary

**small talk** – conversation about everyday matters, usu. at a social event

**ice breaker** – an ice breaker is what you say to get a conversation started. You need ice breakers to start conversations with people you don't know or don't know well.

**elaboration technique** – it involves asking follow-up questions to keep a conversation going. You should use this technique when you want a conversation to continue.

### Note Module 1

#### I. HOW TO START A CONVERSATION

##### A. Opening lines = ice breakers

positive (not complaints)

ex:

1. compliments
2. news events

##### B. Be sincere, respectful, interested.

#### II. HOW TO KEEP A CONVERSATION GOING

##### A. Asking questions = elaboration technique

1. Don't ask questions requiring just a yes or no answer.
2. Ask questions showing your genuine interest.
3. Ask questions based on the last thing a person says.

##### B. Seven tips

1. Be aware of your own body & facial language.
2. Don't gossip.
3. Cultivate a wide range of topics.
4. Have a sense of humor.
5. Don't interrupt.

6. Be enthusiastic & upbeat.

7. Be flexible in your point of view.

### III. HOW TO END A CONVERSATION

Signals:

- A. Break eye contact.
- B. Use transition words.
- C. Recap (sum up) what was said.
- D. Give handshake.

**Note Module Two** (less formal)

### I. HOW TO START A CONVERSATION

Opening lines = ice breakers

- positive (not complaints)
- ex: compliments & news events
- sincere, respectful, interested

### II. HOW TO KEEP A CONVERSATION GOING

Asking questions –

- use elaboration technique
- use who, what, when, where, why questions (not just yes-no)

7 Tips

- be aware of body + facial lang.
- don't gossip
- have wide range of topics
- have sense of humor
- don't interrupt
- be enthusiastic
- be flex.

### III. HOW TO END A CONVERSATION

Signals

- break eye contact
- use transition words (well, at any rate)
- sum up
- give handshake (final impression as important as initial)



## C. Supplementary Reading

### Small Talk: Who, What, Where, When, Why?

#### WHO makes small talk?

People with many different relationships use small talk. The most common type of people to use small talk are those who do not know each other at all. Though we often teach children not to talk to strangers, adults are expected to say at least a few words in certain situations (see WHERE). It is also common for people who are only acquaintances, often called a “friend of a friend”, to use small talk. Other people who have short casual conversations are office employees who may not be good friends but work in the same department. Customer service representatives, waitresses, hairdressers and receptionists often make small talk with customers. If you happen to be outside when the mailman comes to your door you might make small talk with him too.

#### WHAT do people make small talk about?

There are certain “safe” topics that people usually make small talk about. The weather is probably the number one thing that people who do not know each other well discuss. Sometimes even friends and family members discuss the weather when they meet or start a conversation. Another topic that is generally safe is current events. As long as you are not discussing a controversial issue, such as a recent law concerning equal rights, it is usually safe to discuss the news. Sports news is a very common topic, especially if a local team or player is in a tournament or play-off or doing extremely well or badly. Entertainment news, such as a celebrity who is in town, is another good topic. If there is something that you and the other speaker have in common, that may also be acceptable to talk about. For example, if the bus is extremely full and there are no seats available you might talk about reasons why. Similarly, people in an office might casually discuss the new paint or furniture. There are also some subjects that are not considered acceptable when making small talk. Discussing personal information such as salaries or a recent divorce is not done between people who do not know each other well. Compliments on clothing or hair are acceptable; however, you should never say something (good or bad) about a person’s body. Negative comments about another person not involved in the conversation are also not acceptable: when you do not know a person well you cannot be sure who their friends are. You do not talk about private issues either, because you do not know if you can trust the other person with your secrets or personal information. Also, it is not safe to discuss subjects that society deems controversial such as religion or politics. Lastly, it is not wise to continue talking about an issue that the other person does not seem comfortable with or interested in.

**WHERE do people make small talk?**

People make small talk just about anywhere, but there are certain places where it is very common. Most often, small talk occurs in places where people are waiting for something. For example, you might chat with another person who is waiting for the bus to arrive, or to the person beside you waiting to get on an aeroplane. People also make small talk in a doctor's or dentist's waiting room, or in queues at the grocery store. At the office, people make small talk in elevators or lunchrooms and even in restrooms, especially if there is a line-up. Some social events (such as a party) require small talk among guests who do not know each other very well. For example, you might talk to someone you do not know at the punch bowl, or at the poolside. It is called "mingling" when people walk around in a social setting and talk to a variety of people.

**WHEN do people make small talk?**

The most common time for small talk to occur is the first time you see or meet someone on a given day. For example, if you see a co-worker in the lounge you might say hello and discuss the sports or weather. However, the next time you see each other you might just smile and say nothing. If there is very little noise, that might be an indication that it is the right time to initiate a casual conversation. You should only spark up a conversation after someone smiles and acknowledges you. Do not interrupt two people in order to discuss something unimportant such as the weather. If someone is reading a book or writing a letter at the bus stop it is not appropriate to initiate a conversation either. Another good time to make small talk is during a break in a meeting or presentation when there is nothing important going on. Finally, it is important to recognize the cue when the other person wants the conversation to stop.

**WHY do people make small talk?**

There are a few different reasons why people use small talk. The first, and most obvious, is to break an uncomfortable silence. Another reason, however, is simply to fill time. That is why it is so common to make small talk when you are waiting for something. Some people make small talk in order to be polite. You may not feel like chatting with anyone at a party, but it is rude to just sit in a corner by yourself. After someone introduces you to another person, and you do not know anything about him or her, so in order to show a polite interest in getting to know him or her better, you have to start with some small talk.

# Unit Two

## Communication Skills:

### Nonverbal Communication



#### A. Lesson Plan

**Duration:** 90 minutes

**Subject matter:** Communication Skills/NVC

**Objectives:** Upon completing this lesson, students will be able to

- define nonverbal communication
- identify the four types of nvc
- understand the importance of nvc in cross-cultural communication
- use nonverbal cues to communicate
- use notetaking skill/recognizing the sections of a talk

**Motivation:** What do we mean when we say that actions speak louder than words?

**Vocabulary:** expression, gesture, intimate, kinesics, posture, tone, dynamic, static

**Materials:** tape/CD, pictures, overhead projector/display screen/video

**Procedures:**

1. The whole class brainstorms the answers to questions in *Pre-listening* to get started. Introduce students to the importance of nvc in cross-cultural communication. You may like to show your students more nvc pictures from your own source.
2. You may like to explain words in *Vocabulary* before you ask students to listen. Also, tell them to listen for marker words and phrases which help them recognize the sections of a talk. You can refer to *Note Taking Skills* at the end of Unit Two in Student Book.
3. *Listening Exercise 1* and *2* are designed to test students' ability to understand the main idea and supporting details. Ask students to pay special attention to numbers and statistics when they listen again for details.
4. *Post-listening Activities* are designed to reinforce students' understanding of the importance of nvc in cross-cultural communication. You may get your students to read the passages silently and then discuss the answers in pairs or you may take answers from students as a class after they finish reading. You may also ask students to role play the situations after reading.

5. To see how well your students use nonverbal cues to communicate, you may ask several students to the front to demonstrate and compare certain gestures. (see *Nonverbal Cues, Screen/Blackboard*)
6. *Video Lesson* can be done towards the end of the class as both an extended listening exercise and a speaking activity. Play the video once or twice depending on students' ability to understand. Students can compare their notes or discuss their ideas in pairs.

## B. Screen/Blackboard

### Vocabulary

**expression** – a look on someone’s face that shows what she/he is thinking or feeling  
**gesture** – a movement of your arms, hands, or head that shows how you feel about someone or something  
**intimate** – having a very close relationship with someone  
**kinesics** – the study of body movements, expressions of the face, etc. as forms of communication  
**posture** – the position you hold your body in when you sit or stand  
**tone** – the way your voice sounds that shows how you are feeling or what you mean  
**dynamic** – of power or forces that produce movement  
**static** – not moving or changing; stationary

### Recognizing Sections of Talk

#### Introduction Section

(What)	I'd like to ... I'm going to ... I want to ... I intend to ...	(is) ...
--------	---	----------

#### Transition

Well ...	Good ...
Right ...	O.K. ...
Now ...	Alright ...
So ...	Then ...



(So ... Well ... Good... etc.	I'd like to move on to ... I'd like to look now at ...	(Y) (the new topic)
	turning now to ... moving on now to ...	
	Having look at (X)... Let's now consider ... Let's now pass on to ... This brings us to ...	

**Summary (Conclusion)**

<p>For these reasons, ...                  In conclusion ...                  In short .../ In brief ...                  So ...                  Summarizing / To summarize ...                  Summing up / To sum up ...                  This lecture has covered ...                  To recapitulate ...                  To wrap up, / To finish up, ...                  We've seen, then, ...</p>
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**Note Module**

<p>I. INTRODUCTION                  A. Nonverbal communication (NVC) = <u>communication through actions</u>                  B. Actions are more important than words.</p> <p>II. G. W. PORTER – 4 TYPES NVC                  A. Physical = <u>body language</u> = <u>kinesics</u>                  1. Static                  a. <u>Distance</u>                  b. <u>Orientation</u>                  c. <u>Posture</u>                  d. <u>Physical contact</u></p>
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