

综合教程

研究生英语



沟通英语

——高级实用英语听说技能

主编 任林静 主审 张卫平

POSTGRADUATE ENGLISH

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研究生英语
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藏书章

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前 言

一、指导思想

在我们的日常活动中，大多数人 55% 的沟通时间花在倾听上，23% 的时间花在会话上，剩下的时间则花在阅读和写作上。也就是说，我们将近 80% 的时间是在进行口头交流和倾听别人的谈话。无论是同学之间、同事之间、上下级之间、男女之间、背景不同的人之间，能够有效沟通，就意味着能够清楚而有说服力地传递信息、想法以及态度。良好的英语听说沟通技能将有助于个人学业和事业的更大发展，有助于提高个人和团队的成功率。

本教材旨在加强和训练英语学习者的英语听说应用能力，强调内容的实用性、知识性和趣味性，以满足当前大学英语和研究生英语听说课的实际需要。

二、主要目的

本教材通过精心设计的强化听力训练、强化口语训练以及强化技能训练，旨在最大程度地激发学生的学习能动性，帮助学生实现英语听说能力的提高和突破，掌握听说沟通的方法和技能。听力方面着重培养学生的笔录能力，帮助学生培养听英语讲座的能力，以提高学生的学术性听力水平。口语方面则通过以学生为中心的课堂活动，运用角色扮演、案例分析、模拟项目讨论、辩论等教学方式进行实景演练，提高学生发言、对话时的逻辑性和条理性。在沟通技能方面，本教材着重介绍和各单元内容相关的听说沟通技巧，培养学生从文化层面进行沟通的能力。

三、教材组成与设计

该教材由“学生用书”和“教师用书”两册组成，听力部分配有 CD。“学生用书”分五个部分：

A. Pre-listening

学生将在本部分中了解本单元的话题及个人在这方面的知识情况，以问卷、小测试、讨论及图表等形式引发学生对本单元内容的预测和思考。

B. Listening Activities

学生将带着不同的听力训练任务倾听该单元的英语讲座。这部分将训练学生听大意、抓细节和做笔录的能力。学生的复述能力也将在此得到加强和提高。

C. Post-listening Activities

学生将在各种口语活动实践中练习和提高口头表达能力。课堂口语活动形式多样：对话、角色扮演、案例分析、演讲、辩论等。

D. Developing Communication Skills

学生将在这一部分了解和本单元内容相关的沟通技巧，扩大知识面，巩固和拓展课堂所学的内容。

E. Note Taking Skills

学生将在这一部分进一步学习和掌握作笔记的方法和技巧。

“教师用书”分三个部分：

A. Lesson Plans

该部分为每个单元的课堂教学提供了详细的教学方案和实施计划，包括课堂上教师所需的多媒体文本模块，以及相关的背景知识和补充材料，为教师备课和搜集资料提供便利。

B. Answer Keys

这部分提供“学生用书”所有练习的答案。

C. CD Scripts

这部分提供“学生用书”所有听力内容（CD形式）的录音原文。

感谢外籍专家 Michael Webster, Iris Maurer 以及 Jessica Allen 对编者的帮助。热诚欢迎使用该教材的教师对该教材提出宝贵的意见。

编 者

2006 年 4 月

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UNIT ONE

Communication Skills: Conversational Skills

A. Pre-listening

When we meet someone for the first time and start up a conversation, it is important to find points of common interest so that the conversation can run smoothly. This is called **small talk**. Many of us have some difficulty knowing what to say when we meet new people or talk with people we don't know well. Talk about this with a partner as you write short notes in the chart below.

Question	Answer
Who makes small talk?	
What do people make small talk about?	
Where do people make small talk?	
When do people make small talk?	
Why do people make small talk?	
Did you ever start a conversation with a stranger or someone you didn't know well?	
What did you talk about? How did you keep the conversation going? How did you end the conversation?	

B. Listening Activities

Listening Task

Exercise 1

Directions: Listen to a lecture on how to be a good conversationalist. This lecture has been divided into three parts. Write the main idea of each part in the blank space below.

Part 1 _____

Part 2 _____

Part 3 _____

Exercise 2

Directions: Listen to the lecture again. Write down necessary relevant details below the main subtopic to which they belong.

I. HOW TO START A CONVERSATION

A. Opening lines =

positive (not _____)

examples:

a. _____

b. _____

B. Be _____, _____, _____.

II. HOW TO KEEP A CONVERSATION GOING

A. Asking questions=

1. don't ask questions requiring a _____ answer.

2. ask questions showing your _____.

3. ask questions based on _____.

B. Seven tips

1. _____

2. _____

3. _____

4. _____
5. _____
6. _____
7. _____

III. HOW TO END A CONVERSATION

Signals:

1. _____
2. _____
3. _____
4. _____

Exercise 3

Directions: Listen to the lecture a third time, checking to be sure that your notes are complete. Then in pairs, use your notes to reproduce sections of the lecture. Student A will present the introduction and subtopic 1, including details, to Student B. Student B will present subtopics 2 and 3 with details to Student A. Check what you hear against your notes. If you don't understand or you disagree with what you hear, wait until your partner finishes. Then bring your notes into agreement by seeking clarification, as follows:

- Excuse me. I didn't hear your examples for good icebreakers. Could you repeat them, please?
- I missed the point about the elaboration technique. Could you explain it?
- I don't think I agree with what you said about the seven tips. I think the seven tips are...
- I'm afraid my notes are different from yours...

When verifying your notes with your partner, do not show each other your notes; ask specific questions to get the information you need.

C. Post-listening Activities

Exercise 1

Directions: Imagine that your classroom is the scene of a party and that you need to make

small talk with people whom you don't know well. First, use an ice breaker to start a conversation with a person standing near you. Then use the elaboration technique to try to keep the conversation going. When your teacher claps his or her hands or rings a bell, use one of the signals recommended by the speaker to end the conversation. Then walk over to another student and use an ice breaker to start another conversation. Continue this procedure for as long as your class wishes.

Exercise 2

Directions: Read the two small talks below. In each small talk there are 6 mistakes. Identify the mistakes and then check your answers.

At a Bus Stop

Woman: We couldn't ask for a better day, could we?

Man: I know. There isn't a cloud in the sky. I love this time of year.

Woman: Me too. The cherry blossoms are beautiful, aren't they?

Man: They sure are. But I heard they are calling for rain all weekend.

Woman: Really? Oh well, I have to work all weekend anyway. I'm a doctor.

Man: Wow. I'm sure you make good money with that diamond watch you have on.

Woman: Ah, this bus seems to be running late. How long have you been waiting?

Man: I've been here for at least fifteen minutes now.

Woman: Where are you heading today?

Man: Actually, I'm going to the City Hall to cast my vote for mayor.

Woman: Oh, what a coincidence. So am I! Who are you voting for?

Man: Um, well... I'm still thinking about it.

Woman: "Here comes a bus now.

Man: Oh good. Wait, that's not the bus we want. That bus goes downtown.

Woman: Well, it looks like we'll be waiting a little longer. I guess I'll use this time to catch up on my reading.

Man: I love reading. Right now I'm reading a Stephen King book. Do you like Stephen King?

Woman: Not really.

Man: Oh, here's our bus.

Woman: Oh great. I thought it would never come. Well, have a nice day.

Man: Say, did you catch the news today?

At a Party

Woman 1: (Standing in a corner drinking a glass of wine by herself)

Man: Hi there. Why aren't you dancing?

Woman 1: (Smiles. No response.)

Man: Hello. Have you tried Felicia's punch yet?

Woman 2: No, but I was just about to.

Man: Don't. It's terrible.

Woman 2: Oh. Okay.

Man: So, how do you know Rick?

Woman 2: Oh, Rick and I go way back. We studied nursing together.

Man: Nursing. Hmm. I heard on the radio today that all of you nurses are on strike. Are they not paying you enough?

Woman 2: Actually it's about working conditions.

Man: I see. So, have you had a chance to take a dip in the pool yet?

Woman 2: No, not yet. How about you?

Man: No, I need to lose some weight before I put on a bathing suit. But you have a great figure.

Woman 2: Uh, thanks. Well, I better go and mingle. There are a few people I haven't said hello to yet.

Man: Wait! Did you hear that the Pope is coming to town?

Woman 2: Ya. I heard that on the news today. I bet it'll be really tough to get to see him.

Man: I know. But I'm not Catholic anyway. Are you?

Woman 2: Yes, I am actually. Well, it looks like the sun is finally coming out. I think I'll go take that swim.

Man: You better hurry. I hear they are calling for thunderstorms this afternoon.

D. Developing Communication Skills

1. Why Communication Skills Are So Important

Why you need to get your message across

The purpose of communication is to get your message across to others. This is a process that involves both the sender of the message and the receiver. This process leaves

room for error, with messages often misinterpreted by one or more of the parties involved. This causes unnecessary confusion and counter productivity.

By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communications breakdown and creating roadblocks that stand in the way of your goals—both personally and professionally.

In a recent survey of recruiters from companies with more than 50,000 employees, communication skills were cited as the single more important decisive factor in choosing managers. The survey, conducted by the University of Pittsburgh's Katz Business School, points out that communication skills, including written and oral presentations, as well as an ability to work with others, are the main factor contributing to job success.

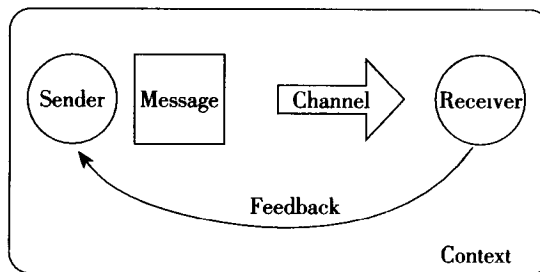
In spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively—whether in verbal or written format. This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression.

Getting your message across is paramount to progressing. To do this, you must understand what your message is, what audience you are sending it to, and how it will be perceived. You must also weigh-in the circumstances surrounding your communications, such as situational and cultural context.

Communications skills—the importance of removing barriers

Communication barriers can pop-up at every stage of the communication process (which consists of sender, message, channel, receiver, feedback and context—see the diagram below) and have the potential to create misunderstanding and confusion.

The Communications Process



To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well-planned communications. We follow the process through below.

Sender

To establish yourself as an effective communicator, you must first establish credibility. In the business arena, this involves displaying knowledge of the subject, the audience and the context in which the message is delivered.

You must also know your audience (individuals or groups to which you are delivering your message). Failure to understand who you are communicating to will result in delivering messages that are misunderstood.

Message

Next, consider the message itself. Written, oral and nonverbal communications are effected by the sender's tone, method of organization, validity of the argument, what is communicated and what is left out, as well as your individual style of communicating. Messages also have intellectual and emotional components, with intellect allowing us the ability to reason and emotion allowing us to present motivational appeals, ultimately changing minds and actions.

Channel

Messages are conveyed through channels, with verbal including face-to-face meetings, telephone and videoconferencing; and written including letters, e-mails, memos and reports.

Receiver

These messages are delivered to an audience. No doubt, you have in mind the actions or reactions you hope your message prompts from this audience. Keep in mind, your audience also enters into the communication process with ideas and feelings that will undoubtedly influence their understanding of your message and their response. To be a successful communicator, you should consider these before delivering your message, acting appropriately.

Feedback

Your audience will provide you with feedback, verbal and nonverbal reactions to your communicated message. Pay close attention to this feedback as it is crucial to ensuring the audience understood your message.

Context

The situation in which your message is delivered is the context. This may include the surrounding environment or broader culture (i. e. corporate culture, international cultures, etc.).

Removing barriers at all these stages

To deliver your messages effectively, you must commit to breaking down the barriers that exist in each of these stages of the communication process.

Let's begin with the message itself. If your message is too lengthy, disorganized, or contains errors, you can expect the message to be misunderstood and misinterpreted. Use of poor verbal and body language can also confuse the message.

Barriers in context tend to stem from senders offering too much information too fast. When in doubt here, less is oftentimes more. It is best to be mindful of the demands on other people's time, especially in today's ultra-busy society.

Once you understand this, you need to work to understand your audience's culture, making sure you can converse and deliver your message to people of different backgrounds and cultures within your own organization, in this country and even abroad.

2. Useful Conversational Starters

Talking About the Weather

- Beautiful day, isn't it?
- Can you believe all of this rain we've been having?
- It looks like it's going to snow.
- It sure would be nice to be in Hawaii right about now.
- I hear they're calling for thunderstorms all weekend.
- We couldn't ask for a nicer day, could we?
- How about this weather?
- Did you order this sunshine?

Talking About Current Events

- Did you catch the news today?
- Did you hear about that fire on Fourth Street?
- What do you think about this transit strike?
- I read in the paper today that the Sears Mall is closing.
- I heard on the radio today that they are finally going to start building the new bridge.
- How about those Reds? Do you think they're going to win tonight?

At the Office

- Looking forward to the weekend?
- Have you worked here long?
- I can't believe how busy/quiet we are today, can you?
- Has it been a long week?
- You look like you could use a cup of coffee.
- What do you think of the new computers?

At a Social Event

- So, how do you know Justin?
- Have you tried the cabbage rolls that Sandy made?
- Are you enjoying yourself?
- It looks like you could use another drink.
- Pretty nice place, huh?
- I love your dress. Can I ask where you got it?

Out for a Walk

- How old is your baby?
- What's your puppy's name?
- The tulips are sure beautiful at this time of year, aren't they?
- How do you like the new park?
- Nice day to be outside, isn't it?

Waiting Somewhere

- I didn't think it would be so busy today.
- You look like you've got your hands full (with children or goods).

- The bus must be running late today.
- It looks like we are going to be here a while, huh?
- I'll have to remember not to come here on Mondays.
- How long have you been waiting?

E. Note Taking Skills

The importance of taking notes

- Taking notes develops a sense of listening, allowing you to recognize main ideas and to understand the organization of the material.
- Not only does the student record significant facts but the lecturer's emphases and perspectives are recorded as well.
- Lecture notes provide the clearest and best indication of what the student should encounter on the exam.
- Taking lecture notes in class keeps the student's attention focused on the lecture, thereby increasing concentration, retention and understanding.
- Taking notes in class makes the student an active participant in the learning process rather than a passive listener or daydreamer.
- Taking notes in class means, most significantly, that you are present in class, a most honorable action to take as a serious student.
- Taking notes helps the student sort out important information—by synthesizing and beginning the actual learning process the student is actually making the material his own.
- The notes taken will become a study aid, an external memory device, and an instrument to aid in review and recitation. This process leads to long-term learning.

Below are some **tips** to help you take better notes in listening class:

- Be on time for class—have your lecture materials out and ready to go when the professor walks in the door.
- Be ready to start LISTENING as soon as the professor walks in the door.
- Have more than one pen or pencil ready.
- Use a loose-leaf notebook so you can rearrange pages and add in hand-outs where they belong. (Also, you're less apt to lose notes when using a loose-leaf.)

- Always title and date your notes.
- Be prepared for class. If possible, read ahead so the lecture information makes sense and is familiar to you.
- Listen closely for changes in pitch, volume and tone. Watch closely for changes in movement and gestures. Most of these cues signal that a main point is about to be presented.
- If the professor repeats something, **MAKE SURE YOU WRITE IT DOWN.**
- Be especially aware of lists and problems or examples and write them down.
- Take notes, not dictation. That means being able to develop your own form of notehand. Try your hardest to take notes in your own words.
- Take notes selectively. Write down only the major points and important information. Use keywords. Do NOT try to write down every word. Remember that the average lecturer speaks approximately 125 to 140 words per minute, and the average note-taker writes at a rate of about 25 words per minute.
- Use as many abbreviations as possible. Make up your own! Be consistent to avoid confusion.
- Don't be concerned with spelling and grammar.
- Write legibly. Notes are useless if you cannot read them later!
- Use a pen, ink lasts longer!
- Use various notations or indentation to point out main ideas and important details. (* stars, arrows, brackets, boxes, etc.)
- Don't be afraid to use a good deal of paper. Give yourself plenty of room!
- If you miss something or fall behind, leave a space and move on. Get the missing information from a classmate or the instructor later.
- Don't be afraid to ask questions. If you cannot interrupt a lecture, make a quick note of your question and ask it later.
- Review your notes daily or as often as possible. Get together with classmates after lecture and pool your notes. That way you can be sure you have everything down. It will also help make sure you understand what you have written down.

Listening and note taking are **SKILLS**. The more you practice these techniques, the more skilled you will become. **REALLY TRY TO USE AND IMPROVE THESE SKILLS.** Soon you will be able to record the fastest lecturer to your satisfaction.