

综合教程

研究生英语



沟通英语



——高级实用英语听说技能

(教师用书)

主编 任林静 主审 张卫平

POSTGRADUATE ENGLISH

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出版说明

《沟通英语——高级实用英语听说技能》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。

《沟通英语——高级实用英语听说技能》（教师用书）为配合学生用书而编写。“教师用书”分三个部分。一是课堂教学计划（Lesson Plans），为每个单元的课堂教学提供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；二是练习答案（Answer Keys），这部分提供“学生用书”所有练习的答案；三是录音原文（CD Scripts），这部分提供“学生用书”所有听力内容（CD）的录音原文。

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编者

2006年9月

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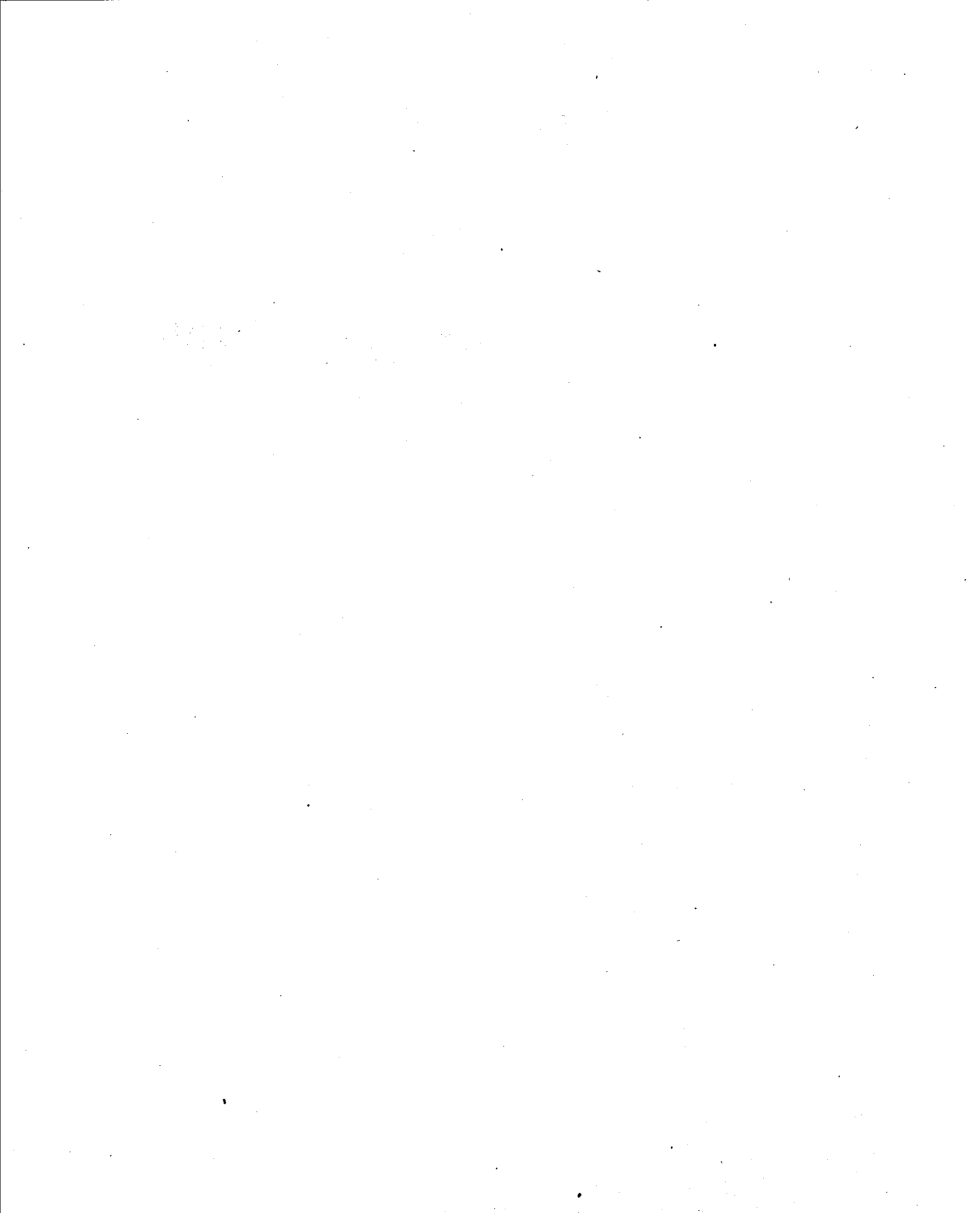
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Lesson Plans



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
- notetaking skill/understanding the importance of notetaking

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

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 notetaking. You can introduce to them some key points in *Notetaking 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.

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**=icebreakers

positive (not complaints)

ex:

a. compliments

b. 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:

1. break eye contact
2. use transition words
3. recap (sum up) what was said
4. give handshake

Note Module 2 (less formal)

I. HOW TO START A CONVERSATION

Opening lines=icebreakers

- 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 trans. wds (well, at any rate)
- sum up
- give handshake (final impression as import 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 af-

ter 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.
- 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

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*)

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...	I'd like to move on to...	(Y) (the new topic)
Well...	I'd like to look now at...	
Good...	turning now to...	
etc.	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,...</p> <p>In conclusion. . .</p> <p>In short... / In brief...</p> <p>So...</p> <p>Summarizing / To summarize...</p> <p>Summing up / To sum up...</p> <p>This lecture has covered...</p> <p>To recapitulate...</p> <p>To wrap up, / To finish up,...</p> <p>We've seen, then,...</p>

Note Module

<p>I. INTRODUCTION</p> <p>A. Nonverbal communication (NVC) = <u>communication through actions</u></p> <p>B. Actions are more important than words.</p>
