

根据教育部2004年《大学英语课程教学要求（试行）》编写

大学能力英语选修课 系列教材

总顾问◎胡壮麟
总主编◎王正元

Social Communication I

大学能力英语 走进社交 I

ABILITIES IN ENGLISH FOR
COLLEGE STUDENTS

主编◎李冬琦 张东辉 主审◎(美)William Galvin

Abilities in English
Task-based learning
Listening Speaking Reading
Writing Translating



机械工业出版社
CHINA MACHINE PRESS



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COLLEGE STUDENTS

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根据教育部 2004 年《大学英语课程教学要求（试行）》的精神，为保证学生大学英语学习四年不断线，由全国部分重点大学合作编写了这套大学能力英语选修课系列教材。

《大学能力英语》基于“以任务为导向”（task-based learning）的编写理念，突出语用行为原则，每单元围绕某一专题从听、说、读、写、译五方面训练学生的语言交际能力。每册图书配赠一张听力光盘。

《大学能力英语——走进社交 I》涵盖自我介绍、面试、人际交往和沟通、自我表达、遭遇紧急情况等生动实用的社交话题，共 15 个单元。

本书适合做大学本科低年级非英语专业选修课教材，也可供学生自学使用。

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《大学英语课程教学要求〈试行〉》是当前我国大学英语教学改革的指导文件。这个文件对大学英语的教学性质和目标、教学要求、课程设置、教学模式、教学评估、教学管理都有详尽而清楚的阐述。字里行间，洋溢着崭新的现代教学理念。如：

“大学英语是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，以外语教学理论为指导，并集多种教学模式和教学手段为一体的教学体系。大学英语的教学目标是培养学生的英语综合能力和应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化修养，以适应我国社会发展和国际交流的需要。”

“各高等学校应当根据实际情况，……设计各自的大学英语课程体系，将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，……以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”

由于各校有关大学英语教学的领导和教师对这个文件非常熟悉，我不一一引述。我只想就这两段谈谈我的看法。我觉得《教学要求》颁布后，大学英语界，特别是出版社在出版大学英语教材方面的认识有所提高，如或在大学英语教材中增加听说内容，以弥补现有教材的不足；或单独编写或引进出版听说教材，从实处上突出听说教学；除纸质教材外，大力开发网络课程教学系统；在教材编写方面，尽量贯彻“个性化学习/自主学习”的原则，等等。但我总觉得这还不够，大学英语界对上述第二条引文没有表现出太大的兴趣。人们似乎满足于“综合英语类”的教材和教学，对“语言技能类、语言应用类、语言文化类和专业英语类”的教材和教学考虑较少。事实上，没有这些选修课程的配合，很难实现“提高综合文化修养，以适应我国社会发展和国际交流的需要”；很难做到“必修课程和选修课程有机结合”；很难“保证不同层次的学生在英语应用能力方面得到充分的训练和提高”；也无法完成向“注重培养语言运用能力和自主学习能力的教学模式的转变”。

令人宽慰的是总有一些出版社（如出版本系列的机械工业出版社）和教师（如以王正元教授领衔的各校教师）目标明确、不惧困难，埋头苦干，众志成城。“大学能力英语选修课系列教材”的出版是最好的说明。我个人认为这套教材具有以下特色：

- 教材编写依据上有《教学要求》，下有各校的具体需求。
- 选材原则注意时代性、实用性、趣味性、多样性。
- 编写原则突出任务型教学，反映了当代功能主义的教学理论。
- 每个单元，围绕主题，听、说、读、写、译有效整合。
- 培养学生在语境中自主学习，掌握语用能力。

显然，这些特色来自较多先进的教学理念，其核心是“任务型教学”。国内任务型教学在中小学教材和教学中出现较多，在大学圈内也有倡导的。从反馈看，肯定的多，持

异议的也有。如今“大学能力英语选修课系列教材”的出版，将为我们提供宝贵的经验。具体说，一套教材只有在使用中才能得到检验和完善。在学中干，在干中学，我们的编者本身就是在体验实施“任务型教学”。我相信他们能够成功。我预祝他们成功。

胡壮麟

2005 年 7 月

北京大学蓝旗营

前言

根据教育部《大学英语课程教学要求（试行）》“培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”的大学英语教学目标和“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，形成一个完整的大学英语课程体系，以确保不同层次的学生在英语应用能力方面得到充分的训练和提高”的大学英语教学改革的要求，我们编写了这套大学能力英语选修课系列教材。我们在编写过程中力图使教材突出以下特点：

1. 确定以培养学生英语能力为目标

我们在编写这套教材时，大家认真讨论了这样一个问题：学习英语干什么？为了用英语交际。靠什么去交际？靠英语能力。所以我们在编写过程中坚持以培养学生英语能力为目标，而教学互动、情景功能、体验等最终应当落在英语能力的打造上；英语能力是英语学习的最终目标，其他大多数都是为打造能力服务的方法；形成不了英语能力的学习，应该说是效果不佳的学习。所以，我们在这套教材编写大纲中确定了以培养学生英语能力为目标，把这套教材定名为“大学能力英语”。

2. 坚持“以任务为导向”（task-based learning）的外语教学理念

我们在教材编写中考虑的第二个问题是：既然教材的主旨是培养学生的英语能力，那么什么形式能更有效地培养学生的英语能力呢？语言专家和学者们经过长期的探索和经验积累提出了很多科学的外语教学法，这其中以完成任务为导向的学习法对培养学生英语能力更直接、更有效。比如说让学生去听两个美国人围绕一个话题说英语，按照范文去套写一篇英语文章，这样的学习者只是站在第三者的立场上为学习而学习，是一种模仿学习。这种学习往往是被动的、等待的，缺乏带着任务学的身临其境的感受和动力。如果把课程设计成让学生去完成某种任务，以言行事，以言取效，把语言看成是取效行为，这样会有力地调动学生的学习积极性。所以我们在编写这套教材时，尽量明确交际任务，让学生主动地去体验如何完成交际任务，把完成交际任务作为培养提升能力的导向。完成任务型的“实战演练”是培养、打造学生英语能力的有效方法。所以，我们设计的这套教材努力体现：任务的相关性，输入、活动、目标、教师角色、学生角色和环境任务构成的六个因素，输入、加工、输出行为，发展学生的思维能力和以言行事的言语取效行为。

3. 突出学习者为主体的角色行为

我们在编写这套教材时始终注意的另一点是，不要把学生看成单纯的英语学习者，单纯的学习者往往是被动的背诵者、复述者、消极地接受输入者，他们像站在圈外向圈内看的观众，因输入多、输出少而缺乏言语行为的动力。如果我们把学习者看成是任务

的完成者,把他们放到交际环境中去扮演一个角色,而且这个角色同他们将来可能的工作能结合到一起,这会使他们有一种完成任务的使命感,在以言行事的言语交际行为实践中提高在一定语境中的语用能力。我们考虑的另外一点是,一个人的能力是在实践中锻炼提高的,语言学习也是如此,如果脱离了语言实践,很难有真正的语言交际能力。所以我们在这套教材设计中把学习者设计成完成工作任务的“角色”,以增强语言交际锻炼的目的性、实践性;每课都以完成任务作为贯穿全篇培养英语听、说、读、写、译能力的主线,听、说、读、写、译的交际活动都是为了完成任务的交际行为,力求把任务的完成与学习者的岗位、责任、生涯意识结合在一起。

本套教材的构成及使用建议:

为了满足不同层次学生在英语应用能力方面得到锻炼和提高的要求和高校不同专业学生对不同专业英语的需求以及人才市场对就业学生英语能力的要求,本着实用性、知识性和趣味性相结合的原则,为学生的个性化、自主式学习提供选择和方便,这套大学能力英语选修课系列教材分四类共八本:《大学能力英语——走进国际商务》I、II;《大学能力英语——走进社交》I、II;《大学能力英语——走进多元文化》I、II;《大学能力英语——走进科学世界》I、II,可供非英语专业大学三、四年级作英语选修课教材,也可用作非英语专业大学英语任选课、必选课教材。每课包括以完成任务为主线的听、说、读、写、译五部分;每本书都附有所听力CD、练习答案,因此本套教材也可作为非英语专业学生的自修教材。

我国著名语言学家、博士生导师胡壮麟教授担任本套教材总顾问,燕山大学外语学院王正元教授担任总主编。各册主编分别为:

- | | |
|---------------------|--------------|
| 《大学能力英语——走进国际商务 I》 | 王正元教授 |
| 《大学能力英语——走进国际商务 II》 | 吴敏华副教授 |
| 《大学能力英语——走进社交 I》 | 李冬琦教授 张东辉副教授 |
| 《大学能力英语——走进社交 II》 | 王燕教授 |
| 《大学能力英语——走进多元文化 I》 | 王正元教授 |
| 《大学能力英语——走进多元文化 II》 | 张萍教授 |
| 《大学能力英语——走进科学世界 I》 | 谢亚琴教授 钟秀平副教授 |
| 《大学能力英语——走进科学世界 II》 | 陆军副教授 欧阳铨教授 |

本套教材的编写工作得到了主编单位的大力支持;哈尔滨工程大学、天津大学、辽宁大学、哈尔滨工业大学、燕山大学、天津医科大学、沈阳师范大学、北京外国语大学等十几所高校的三十余名英语专家、教授、副教授、中青年骨干教师参加了本套教材的编写工作,英、美籍英语专家审读了全部书稿;燕山大学外语学院刘德慧院长、辽宁大学外语学院陈峰院长对本套教材的编写工作给予了大力支持,在此一并表示衷心感谢。

大学英语改革是一项艰巨而又十分重要的工作,教材建设任重而道远。编写这套以完成任务为导向、以培养交际能力为目的的教材是一种探索,一定会有缺点和不足,欢迎专家、学者、师生批评指正,提出改进意见。

王正元
2005 年元月

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Unit 1

Introducing Yourself

自我介绍

Tasks

Suppose you are Lin Tao, fresh from university and you just go into society. In this unit you are expected to develop your abilities of introducing yourself.

You should have the following abilities:

- ◆ adapting yourself to a new environment;
- ◆ initiating the dialogue with a stranger;
- ◆ keeping the dialogue smooth;
- ◆ being polite, frank in the conversation;
- ◆ writing an autobiography.

I Listening

Mr. Lin graduated from Northeast University. On his first day, he is warmly welcomed in the office. He introduces himself to his colleagues.

Task A

Warm up with these words and phrases

hesitate	pause before doing something, or do something very slowly, usually because you are nervous, embarrassed, or worried
punctuality	arriving or happening at the time agreed on
appreciate	be grateful for something
assistance	help given to someone or help that allows something to be done
in charge with	having command

Task B

Listening Comprehension: Listen to the tape recording and fill in the blanks

Listen to this tape recording and fill in the blanks below.

Conversation 1

- Helen: Hello, Mary, I'd like you to meet the new (1) in our office, Mr. Lin. Have you ever met each other?
- Mary: No, I don't think I have. How do you do?
- Mr. Lin: How do you do?
- Helen: Mary, Mr. Lin and you will (2) be working in close (3) together.
- Mary: Welcome to our department, Mr. Lin. I hope you'll like the work here.
- Mr. Lin: Oh, I've been (4) working here. I'll surely like it and need your help.

Conversation 2

- Peter: Morning, everybody! May I introduce Mr. Lin? (5).
- Mr. Lin: Nice to meet all of you.
- Peter: Now everybody, (6)?
- Smith: Hello, I'm Smith, the secretary.
- Allen: Hi! I'm Allen, (7).
- White: My name is White, (8).
- Mr. Lin: I'll appreciate your assistance in the future.
- Smith: Certainly.
- Allen: No problem.
- White: My pleasure.

Conversation 3

Bob: How do you do? My name is Bob.

Mr. Lin: (9) .

Bob: I'll be in charge of helping you for this position, so if you are in trouble with your work, please don't hesitate to ask me.

Mr. Lin: (10) .

Bob: By the way, your desk will be next to John. He's the section chief. John is very strict on appearance and punctuality.

Mr. Lin: (11) .

Conversation 4

Jack: Hello, I'm Jack.

Mr. Lin: (12) .

Jack: Nice to meet you, too.

Mr. Lin: (13) .

Jack: Oh, really, which university are you from?

Mr. Lin: (14) .

Jack: (15) . We graduated from the same university.

Mr. Lin: Great! I hope we'll be good friends.



True or False

Listen to this passage and decide whether the following statements are true or false. Choose **T** if you think the statement is true and **F** if you think it is false.

Mr. Lin is asked to chair the meeting in the company. Now he is introducing the distinguished guests present.

Questions 1 –4 are based on the passage.

T/F 1. We come to know the third Special Lecture of our Time.

T/F 2. Professor Stephen Urey, a native of California, holds the B. S. and M. S. degrees from the Florida Institute of Technology and the B. S. from Massachusetts Institute of Technology.

T/F 3. Professor Stephen Urey's field of interest and his professional career have been the development of software and its application.

T/F 4. This afternoon the special lecture will be well worth attention.

II Speaking



Situational Dialogue 1

Mr. Lin attends a dinner party held by his company, where he meets many new and old friends. Suppose you are Mr. Lin, and you are at the party now. Take turns to act different roles in the following dialogues.

Conversation 1

- David: Hello, Mr. Lin, ____ (1) ____ (fancy).
Mr. Lin: Oh, it's you, David. ____ (2) ____.
David: ____ (3) ____?
Mr. Lin: Just so-so, and ____ (4) ____?
David: The same old thing. I have got a new job in a big company. So today I'm here attending this party.
Mr. Lin: David, I would like to introduce my colleague, Mr. Smith to you. ____ (5) ____?
David: Great. Let's go.
Mr. Lin: Mr. Smith, this is my former alumnus, David. David, this is my colleague, Mr. Smith.
Smith: ____ (6) ____?
David: How do you do, Mr. Smith? ____ (7) ____.
Smith: David, ____ (8) ____?
David: No, we were in different departments.
Mr. Lin: Mr. Smith, David is a good basketball player, and he has played it for years.
Smith: Oh, really? I ____ (9) ____.
Mr. Lin: Would you like ____ (10) ____ (play, next week)?
Smith: Yes, I would. Thank you.

Conversation 2

- Joan: How do you do? I'm Joan Smith.
Mr. Lin: ____ (11) ____.
Joan: ____ (12) ____?
Mr. Lin: I'm working for an Import and Export Company. And ____ (13) ____?

- Joan: I'm with the W Group. You may have heard of us. We (14) (design, manufacture, sales manager).
- Mr. Lin: Oh, I see.
- Joan: Mr. Lin, I'm not sure (15) ?
- Mr. Lin: Our head office is (16) ?
- Joan: Ours is in Shanghai. We have (17) (branch offices).
- Mr. Lin: (18) ?
- Joan: Fairly long. I have worked for them for five years now. (19) ?
- Mr. Lin: Yes, I would say so. Our turnover is nearly \$ 90, 000, 000, and we have (20) (work-force).
- Joan: (21) .
- Mr. Lin: How about the staff?
- Joan: Oh, about 100 full-time staff, that is. We are a private company, by the way, still family owned. But I reckon (22) (go public).
- Mr. Lin: Oh, really? Your company must be doing very well.
- Joan: Ah, I think I have noticed your firm's name when (23) (share prices, recently).

III Reading

Task

Read the Following Passage

Mr. Lin is reading an article, which refers to the etiquette on how to introduce oneself. The following is an excerpt from the article.

When you go into the social life, your first step should be, of course, the securing of an introduction. Introductions still play an important part in social intercourse, and many errors are often harmful by those ignorant of politeness. When introducing a young lady to a stranger, for example, it is not appropriate to simply say, "Mr. Roe, I want you to shake hands with my friend Dorothy." It's a usual practice to introduce as follows: "Dorothy (or Miss Doe), please let me introduce Mr. Roe to you." Always give the name of the lady first, unless you are introducing someone to the President of the United States or some VIPs, etc. The person who is being "introduced" then extends his (or her) right hand and says some greeting words like "How do you do?", "It's warm (cool) for November (May).", to which the other replies, "How do you do?", "So it is."

More often, there exists an interesting question of introducing two people to each

other, neither of whose names you can remember. This is generally done by saying very quickly to one of the parties, "Of course you know Miss Unkunkunk." Say the last "unk" very quickly, so that it sounds like any name from Ab to Zinc. You might even sneeze violently. Of course, in nine cases out of ten, one of the two people will at once say, "I didn't get the name," at which you laugh, "Ha! Ha! Ha!" in a carefree manner several times, saying at the same time, "Well, well... so you didn't get the name... You didn't get the name... Well, well." The smart way for the person who wants to know to whom he or she is being introduced, he will say "I haven't the honor to know you before, madam or sir. Here is my card." He or she should hand her or him a business card containing his or her name and address. If there are any other persons around, it is correct to leave cards for them also. Be sure that the cards are clean, as the name on the card is generally sufficient for identification purposes without the addition of the thumbprint. Or the person being introduced can come right out and say "I'm Helen Smith. Glad to meet you."

Task B Words and Phrases Understanding

Check if you understand the following words and phrases from the above passage.

intercourse _____
etiquette _____
appropriate _____
sneeze _____
identification _____

Task C Reading Comprehension

*Questions 1 – 5 are based on the information from the above reading material.
Read the passage again and answer the questions.*

1. What is the passage mainly about?

Answer: _____

2. What does the underlined word "intercourse" mean?

Answer: _____

3. How do you usually introduce two strangers, a young lady and a man under the rules of the etiquette?

Answer: _____

4. How does the person who is being introduced do?

Answer: _____

5. When you want to introduce two people to each other, neither of whose names you can remember, what should you generally do?

Answer: _____

IV Writing

Writing Guide—Autobiography

1. *Autobiography is written to the authorities including the employers or the admission office of the schools when a candidate is applying for a job or a degree.*
2. *Autobiography should focus on the information of personality and abilities of the candidate.*
3. *Autobiography should cover the candidate's desires as well as personal experiences.*
4. *Autobiography should come to the point of the list of facts without dwelling on the details.*

Here are some useful patterns and sentences in autobiography:

1. *I've been hoping to have a career in the field of . . . , ever since my childhood.*
2. *Upon my graduation from . . . , I took a job in . . .*
3. *My keen interest in this field, coupled with the encouragement of my parents and my own diligence, helped me gain excellent results in . . .*
4. *I learned the skill of incorporating abstract knowledge into practical usage.*
5. *I have made up my mind to further my research and development in your company.*
6. *I worked hard and was always ready to work extra time and help others.*
7. *I applied my knowledge acquired at university to work, producing good profits and helping the growth of the company.*
8. *I was awarded the title of . . .*

Writing Task

Mr. Lin is writing an autobiography in the application form. He should mention his personal background (a graduate with honors) , qualifications (language competence, credentials) and hobbies. Suppose you are Lin Tao, and you continue to complete the autobiography.

My name is Lin Tao. I graduated with honors in 1998, and was employed by Garments Importing and Exporting Company as an importing staff for 2 years, my main job is . . .

...

...

V Translating

Task Translate the following passage from Chinese into English

A candidate, who comes to the company for interview, is introducing himself to the Human Resource Manager. Suppose you are Mr. Lin, you are asked to interpret.

我获得电子工程学士学位以后，顺利地考上了研究生，攻读国际贸易专业。求学期间，除了学到很多专业知识外，我还提高了个人素质，培养了交际能力，荣幸地当选为研究生会主席，组织了各种各样的社团活动。这不仅有助于我个人学术提高，而且也发挥了我的领导能力，我被授予优秀研究生称号。