

# New Wonder English

## 学术交流英语

主编：周红红 Reid E. Thompson

主审：Dean Luther



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·北京·

## 内 容 简 介

英语, 怎么说才字正腔圆? 会多少词才够用? 怎么听最有效? 怎么写才地道? 怎么译才达意? 怎么练才能成就英语达人? 这些秘密很快就将成为你努力奋斗的目标和引以为豪的资本。

本教材面向具有一定英语水平的学生, 由讲授学期分册和游戏学期分册两部分组成。在讲授学期, 你将了解英语学习的秘密并接受独特的语音训练和游戏活动以练就纯正的英语; 在游戏学期, 你将介绍中国文化、走访名山大川、申请世界名校、参与模拟联合国辩论、在国际学术研讨会上发言、参加竞选、求职面试, 在用英语完成五花八门的任务中不知不觉地提升英语水平。同时, 你收获的不仅仅是语言能力, 还有获取信息能力、社交能力、组织能力和管理能力等。

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学习英语的真谛是什么？是能够熟练地将英语运用于实际交流中，是在听到英语时能在心里产生共鸣，是在看到英文时能理解符号所传递的信息，是在想说英语时脱口而出，是在想写英文时一挥而就，是在不同的场合对不同的人能任意切换英文或中文语码以确保交流顺畅……这种畅快淋漓、这份挥洒自如，你或许会在使用本教材时初次品味，但希望你能通过本教材的训练而终身拥有。

本教材是中西英语教学理念的结合，是多所院校高端英语教学经验的荟萃。经过一个学年即两个学期的学习，有了一定英语基础的你将重新领略英语发音的秘诀，掌握英语词汇的奥秘，了解阅读与写作的精粹，体验使用英语的自豪与乐趣。更具体地说，在讲授学期，汤姆森教授将揭示一些英语学习中的基本事实并引导大家通过独特的语音训练和游戏活动帮助你“说出英文味”；在游戏学期，同学们将参与七个模块的小组活动：介绍中国文化、走访名山大川、申请世界名校、参与模拟联合国辩论、在国际学术研讨会上发言、参加竞选、求职面试，通过用英语完成不同形式的任务，在不知不觉中实现英语水平的突飞猛进。

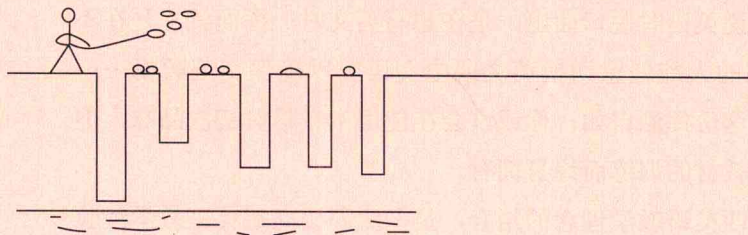
基于教育心理学关于“在游戏中学习”和建构主义理论关于“在解决问题中学习”的理念，我们的教学注重思想观念的发掘和培养而不是事实和语言点的死记硬背，引导学生们进行探究性学习，激发学习兴趣，激活求知欲望，培养创造性思维能力，使大家在发现问题、探索问题及解决问题的过程中不断获取知识、掌握技巧、提升能力。

本课程强调英语学习的主动性、实践性、创造性和社会性，对提高学生的英语运用能力，以及科研能力和组织管理能力都具有很高的实践意义。

我们热切地希望分享大家使用此教材的快乐，真诚地盼望聆听各位同仁和同学的宝贵意见和建议。

编者于红果园  
2011年夏

# Introduction to the Course



Look at this drawing. What do you think of?

It is a good metaphor for English learning. Most of our students have been learning English for over a decade but are still shy when they encounter English-speaking occasions. Every new period of our learning section, like the beginning of university life or the start of a new term, we make up our minds to concentrate on improving our language ability and then start digging a new well. At the end of that section we stop somewhere in the course. We have worked hard and achieved something. But we have never enjoyed the success of finishing digging the well, of having water splashing out; that is, we have never enjoyed the confidence and freedom in English communication, the pleasure when English words and sentences flow out fluently to express our ideas instead of being searched for and constructed desperately in our minds.

When, then, can we achieve that goal? When can we enjoy that kind of pleasure? Take a second look at the above drawing and you will see that for some, it's only digging out the last several spades of earth; but for others, there is still quite some work left to do.

What is optimistic about the drawing is that it ensures us that there is water underneath, that as long as we work hard enough we are sure to achieve our goal.

But how can we? Is it possible for us to take some shortcuts to improve our English efficiently and effectively? Surely it is! Here in this course, Doctor Rosy Zhou and Doctor Reid Thompson have joined their efforts and ideas to provide us with the most enjoyable course in our English learning with the intention to push us ahead to our goal. *New Wonder English* is a combination of a two-semester course to refresh our ideas in English learning, providing us with some professional and practical training, and involving us in various interesting activities in which we will be able to gain a good command of the language through real situational communication. In the lecture semester, Professor Thompson is going to reveal some fundamental truths in English and lead us through different individual practices to help us talk like a native English speaker. In the game semester, we will work in groups to fulfill different tasks, to compete with one another and achieve fluency in English. These lectures and games aim at lending us the spade to dig out the last bit of earth so we can see the "lights come on" or feel the "water springs out"; we can enjoy the happy and exciting experience in being able to communicate fluently in English.

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# Volume One

## The Lecture Semester

### Section One Introduction

It has been said that after a week in China, it is possible to write a book; after a month, an article; after a year... nothing at all!

This book is based upon my accumulated experiences of teaching and traveling in China for nine years.

Often I have said that I am not really a teacher — I am just an old country doctor that tells stories and jokes. In olden times, the word for “doctor” and “teacher” was the same. Thinking about my years of practice in rural Montana, mainly my job consisted of listening to people discuss their problems, then — deciding on a useful set of tests that could help define the problem. Montanans are practical, so the process had to conserve both time and money. Often it was like looking at a partly constructed jigsaw puzzle and trying to see the picture. The next step was teaching — explaining the problem with simple language and vocabulary, using analogies, metaphors, and word picture comparisons to items in the patients’ daily lives. I felt it essential that the patient understand as much as possible about the problem, what caused it, and their treatment choices. Working together, instead of following “doctor’s orders” (I always shudder when I hear that phrase) means fewer problems with malpractice lawsuits, and a higher level of cooperation. Finally, in the treatment phase of the doctor-patient relationship, the doctor uses accumulated professional knowledge and experience to attempt to intervene in a helpful way. In my view the conversation and teaching is equally important to the medical treatment.

So for anyone reading so far, I want to say that I am no expert teacher, linguist, or Sinologist. I’m just not! I am not even qualified to teach American culture.



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The ideas here are not intended to be a “stand-alone” pedagogy. After teaching in China for a while, I began to ask these questions:

1. Chinese students often have 10+ years of English experience — but they hesitate to speak. What kinds of activities could encourage them and improve their confidence?
2. Do Chinese English learners (college and adult) need more grammar rules, syntax, or vocabulary? (often NOT)
3. What reasonable expectations can be set for a semester’s oral English course?
4. How can a lesson hierarchy be built that strengthens and encourages oral English practice, week-by-week?

Exploring further, what are the main problems we see in the oral English classroom (for foreign teachers)?

1. Often, “favorite” students do all the speaking, the majority mainly remains silent.
2. Students know many words in a superficial way — they can recognize them but not use them in a sentence, or cannot pronounce them.
3. Over reliance by students on rules, memorization, textbooks, and self-study.
4. The mix of very bright (10%), average (70%), and those who really need more help (20%) in the same classroom. “Teaching to the middle” tends to bore the best students — and overwhelm those who have less experience with native English speakers. Up to a third of the class may feel dispossessed.

The advantage of this class ‘mix’ is that the students spend a lot of time with one another — they stay together, often for years. The relationships formed in school form a lifetime foundation for “connections” within Chinese society. Also, bright students routinely help their classmates (this makes uninformed western/foreign teachers crazy!).

5. Classroom layout
  - Too large rooms
  - Students who sit in back to avoid participation
  - Cell phone, MP3 and other distractions

How to deal with these problems?

My first step was to develop the idea of the ‘professional learning environment’. The second step was to focus on specific pronunciation issues; if students can listen and understand one another, it creates the possibility of discussion and interaction — a lively classroom. The third step was to develop a set of lessons that would allow the possibility that every student would have the chance to speak at least one time in every classroom session.

The hidden goal was to give each student a chance to experience language at Maslow’s 4<sup>th</sup>

level in the learning hierarchy — Unconscious Competence. When it happens, often you can see the “lights come on” — it is a happy and exciting experience.

The idea has been to avoid direct confrontation with problems that cannot be changed whenever possible; to “trap” students’ interest early on; to help them forget about earlier bad experiences with English; and to give everyone a fresh start and a new beginning.

This works extremely well in pronunciation, where each student literally has a somewhat different challenge or issue. It is useful to remember that there is quite a large range of experience in any given class. I frequently survey students and ask them questions. Even teaching postgraduate students at the Master’s or PhD level, it is possible that I am their very first foreign (native English) speaker! Then again, some students have had more than five foreign teachers (a secret — these are frequently NOT the best English students in the class).

To get to the students who sit far to the back, teachers have to be active and move around a lot. Think of it as exercise!

Finally, I try to “meet in the middle” — in an international classroom — to be aware of cultural differences, but also to insist on meeting my own needs for sane and logical classroom rules and structure and procedures. It takes time and experience to get it right. I am still learning, seven years later.

## 1.1 Teaching Plan of the Lecture Semester

### Week 1

- ☆ Introduction to the class and to the teacher; class rules; “creating the professional learning environment”
- ☆ Dog and baby picture
- ☆ PPT — Introduction to the Jingles
- ☆ Jingles 1 & 2 — begin

### Week 2

- ☆ PPT — Unity, Coherence and the Main Idea
- ☆ Review Jingles 1 & 2; add 3 & 4
- ☆ Video 1 — “*I Love Sky*” (if time)

### Week 3

- ☆ The first 100 words

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- ☆ Review Jingles 1~4; add 5 & 6
- ☆ *World's Best Trick* video — *La Chance* Video & Small French Lesson

**Week 4**

- ☆ PPT — The W's
- ☆ Review Jingles 1~6; add 7, maybe 8
- ☆ Set Speaking Assignment 1 — Show and Tell  
Show and Tell is just like it says — a student uses a prop and speaks about it for 2~3 minutes.  
Remind the students to use the concepts in the W's to develop the main idea.

**Week 5**

- ☆ PPT — Minimal Pairs
- ☆ Begin Speaking Assignment 1 — Show and Tell (about 1/4 of the class)
- ☆ Add Jingle 8/9

**Week 6**

- ☆ Introduce TED talks
- ☆ Show and Tell continues (2/4)
- ☆ Add Jingle 9~10
- ☆ Music Translation Lesson (if time) — Chinese to English

**Week 7**

- ☆ Show and Tell continues (3/4)
- ☆ Review Jingles 1~9; add 10 if necessary

**Week 8**

This is a “change week” — all the critical work has been done on pronunciation. Pronunciation practice continues weekly, with less time spent and an increased emphasis on interactive conversational English between students and teacher.

- ☆ “Have you ever...” interactive speaking exercise
- ☆ Review the Jingles (all)

**Week 9**

- ☆ PPT — the Power of Quotations
- ☆ The Highwayman — Music Lesson and Discussion

- ☆ Review Jingles (all)

### **Week 10**

- ☆ Set Speaking Assignment 2

The assignment is to speak for up to 5 minutes on one of the mini-topics listed below. The idea is to provide structure while allowing maximum creativity and flexibility.

1. The best advice I've ever received...
2. I thought I was dead when...
3. My friend's greatest victory...
4. I never believed in ghosts until...
5. The best book I've ever read was...
6. The person who influenced me the most was...
7. The funniest thing I've ever seen was...
8. Time stood still when...

- ☆ Class discussion — What's on your mind?

- ☆ Jingles Review (all)

### **Week 11**

- ☆ Begin Speaking Assignment 2 (about 1/5 of class)
- ☆ Jingles Review (all)
- ☆ Current Topic — like *Feng Sister and Brother Sharp*
- ☆ Bucket List — *PPT* and Class Discussion

### **Week 12**

- ☆ The Shipwreck Game
- ☆ Continue Speaking Assignment 2 (2/5)
- ☆ Jingles Review (all)

### **Week 13**

- ☆ Continue Speaking Assignment 2 (3/5)
- ☆ Add a Lesson Module (if time)
- ☆ Jingles Review

### **Week 14**

- ☆ Continue Speaking Assignment 2 (4/5)

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☆ Jingles Review and Practice for Exam

### **Week 15**

- ☆ PPT — 5 Easy Pieces
- ☆ Review Jingles — one last time!
- ☆ Complete Speaking Assignment 2 (if necessary)

### **Week 16**

☆ Final Exam on Oral English — Jingles and Conversation Practice (one by one)

*Teacher's Notes:*

*Please remember this is lesson plan for college level and above.*

*There is flexibility to add or subtract lesson modules.*

*This is a sample curriculum for one semester; some extra lesson plans are included.*

## **1.2 The Grading Dilemma**

*You do not define anyone with your judgment. You only define yourself as someone who needs to judge. — Wayne Dyer*

After struggling to find a grading system that worked, here is what I do.

100 point scale:

- 25 points for Speaking Assignment 1
- 25 points for Speaking Assignment 2
- 25 points for the final exam, which consists of speaking a few Jingles and a brief conversation practice one-on-one with the teacher (me). I ask a few simple questions to see whether they “get it” and can follow simple conversational English. For example:
  - “What will you be doing over the summer? CNY holiday?”
  - “Tell me about your English practice during the semester.”
  - “What was your favorite lesson?” — Or something personal I recall from the class discussions. “How old is your son now? What is he doing these days?”
- 25 points for participation. Participation is not the same as attendance, but... since oral English is participatory, there should be some kind of standard. I recommend you consult with your school policies and procedures and make the best choice in this regard.

For me, participation and citizenship is more of a ‘decider’ than an absolute mark. It is a way for marginal students to help themselves. If they are between a B and a C and they are strong participators or good citizens (helping the teacher when the multimedia is dysfunctional, etc.), then I give them a boost. I do not (though often have been tempted!) to decrease marks for students who flaunt class rules or show poor manners. My idea is that the workplace will provide a stronger, more incentivized lesson!

After all, we are teachers, not police officers.

My rule is that students must have 3 grades to pass (60); 4 grades to receive an ‘80’ or better.

**Example:** SA 1 — 19 points; SA 2 — 22 points; Final exam — 22 points; Participation — 23 points

Final grade = 86–88 (for exceptional participation may raise grade — subjective)

Keep grading simple and keep your life simple!

### 1.3 Class Rules

Creating the Professional Learning Environment = Taking Responsibility!

▲ No devices — no MP3, 4, 5, etc.!

This is a zero-tolerance activity under any circumstance. Follow your school’s disciplinary policy in any case.

▲ No texting.

No cell phone calls in the classroom. My policy is that — sometimes, there are situations that require immediate attention. In that case, the student will take the cell phone or blackberry outside the classroom, conduct the necessary business, then quietly return, sit down, and resume class participation.

▲ No outside books.

Oral English requires active listening skills. Most of the students are at Level III (Conscious Competence) and must remain focused to understand the lecture or activity.

▲ A time to talk and a time to listen.

This applies for both the foreign teacher and the students. It can be so tempting for the teacher to keep up the nervous chatter. Often there are some very long, uncomfortable silences. It is OK to repeat the question, but then let the students have time to answer.

▲ The “WC dance”.

My students are told that — this is something they know far more about than I do! When they



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## New Wonder English

need to “go”, just go! Then return quietly and resume classroom activities. This rule requires a mature student population and may not be a good idea for certain demographics, even for certain college populations.

### ▲ Sick time/leave.

Since the lessons build in a hierarchical way, students are encouraged to share notes and ideas with absent friends.

### ▲ *Mi Casa es Su Casa.*

In Spanish this means, “my house is your house” — in the classroom, it means that whatever I have in my (teaching) notebook computer, students are permitted to copy for their own use. I continue to be surprised at what students want to keep — and what they do not!

## 1.4 Speaking Assignments

### *Speaking Assignment 1 — Show and Tell*

This assignment begins roughly 4 weeks into the semester.

Use pronunciation aids to coach improvements in oral English skills.

Each student is to speak for roughly 2~3 minutes based on the topic and following the requirements.

#### **Topic:**

- ★ Choose something personal — something that you love or something unique in your life. Tell the class about it.

The idea is to use a prop to help develop a natural speaking style. A special gift — a photo — a cell phone — anything is OK as long as it is personal.

#### **Requirements:**

1. Provide a list of key words used in the talk.
2. Provide the main idea.
3. Provide a simple outline. Text is OK but key words preferred.

### *Speaking Assignment 2 — Challenging Topics*

This assignment begins roughly at 11 weeks into the semester.

#### **Speaking topics that challenge the imagination:**

- ★ The best advice I’ve ever received...
- ★ I thought I was dead when...



- ★ My friend's greatest victory...
- ★ I never believed in ghosts until...
- ★ The best book I've ever read was...
- ★ The person who influenced me the most was...
- ★ The funniest thing I've ever seen was...
- ★ Time stood still when...

**Requirements:**

1. Speak for 5~7 minutes.
2. Students may choose a topic from this list.
3. Provide at the beginning of the talk:
  - 1) Notes including key words, main idea, and the name of your talk
  - 2) Your name in *pinyin* and your English name (if you have one)
  - 3) Your student number

This is the last graded assignment before the final exam. It is an opportunity for students to demonstrate their speaking quality and progress during the semester.

*Teacher's Notes:*

*I decided NOT to accept PowerPoint presentations for the time being. I still offer a teaching module for PPT but... the students who do stand-alone talks do a better job. After all, we are trying to improve and encourage oral English. For the right group of students, PowerPoint would be a logical evolutionary step.*

*I ask the students to practice their talks before they give them in class! Some do, some don't. In addition, if they do not provide meaningful notes and key words, there is a significant reduction. I do expect them to try and use the systems I teach. Some will; some won't.*