

大学英语立体化网络化系列教材·拓展课程教材



文化与口语

陈晓霞 主编

Advanced Project-Based
College English



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Culture and Speaking

Advanced Project-Based College English

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Preface



For Students

After several years of studying English in a traditional classroom environment, many college students are eager to apply their English language skills to real life scenarios and other applications relative to their majors. This course book is a guide for creative team projects and presentations, class activities, and relative supplemental readings which can be applied to the course projects.

It is time to move away from "forced" vocabulary, grammar, and repetition by using your skills learned in the other Chinese classes to help prepare you to be a better speaker and presenter while working on your skills to advance your English to a professional level. This book is specifically designed for Chinese college students to apply their advanced English skills by organizing, preparing, and presenting projects based on real life scenarios while integrating different subjects across the curriculum. Your teacher will be a vital tool by sharing his or her life stories in context to the projects as you discuss them. Course teachers will guide groups of college students for further reading by advising extra supplementary books to read such as culture, marketing, and accounting. Good luck working with teachers and fellow students on these challenging projects!

Project-based education provides a medium for interactive and experiential learning, which encourage students to think creatively to solve problems, ask questions, reflect on the knowledge and information presented, and actively participate in the learning process. Completing the projects requires multiple class formats, including traditional teacher-centered lectures, student-centered interactive tutorial workshops, student presentations, feedback and critical reviews of student presentations and ideas during post-presentation question sessions from both peers and the course facilitator. Through these projects, students can develop teamwork and communication skills, gain a higher level of confidence for public speaking, and learn valuable business skills and job skills, as well as discuss, present, and debate popular contemporary topics, such as culture, nature and the environment, economic development, global advertising and media marketing.



This course book provides comprehensive projects for advanced college-level English language courses, which can be applied to a range of majors, including English language studies, international business, business management, economics, marketing, social sciences, and biological sciences. Each project in this book contains a description of the context, project instructions, “jobs” or team member roles, guidelines for the team presentations, and complementary notebook assignments. It is recommended that facilitators use a combination of teaching methods to implement the projects, including lectures, team discussions and workshops, and student presentations followed by question and answer, teacher feedback, and/or peer feedback sessions. Although at first, the implementation of the projects requires careful planning, following this simple implementation design will allow both students and teachers to enjoy the course and experience both modern and traditional teaching methods.

Lecture (2 hours)→Tutorial Workshop (2 hours)→Team Presentations and feedback (4 hours)

The projects may be implemented most effectively when the project descriptions and relative concepts are presented via a more traditional teacher-centered lecture format with complementary team discussions and workshop sessions, where students can share their creative ideas, discuss their roles in their teams, and their roles in the project. It is recommended that facilitators plan for 2 hours of class time to introduce each project, explain vital concepts, establish project guidelines suitable for the class size and class schedule, and to introduce the notebook assignments. Another 2 hours should be allotted for interactive tutorial workshops.

The teacher-guided tutorial workshops can provide students with time to discuss ideas, ask questions about the projects, and interact with the facilitator. Ask students to bring their course books and notebooks during this time so that they may write down any specialized terms or important concepts, work on the notebook assignments, and make plans for the presentation content and organization. Facilitators may want to use this time to read and discuss the supplemental readings or to implement supplemental activities. Students can use this time to decide which speaker in their team will act as the team leader, who will give the presentation’s introduction, make transitions between speakers or introduce the next speaker, and give the conclusion. The team should also discuss which speakers will present first (the introduction), second, third, fourth, and last (the conclusion). For larger teams, two students may present together at the same time, but this kind of presentation should be well-rehearsed. Interactive tutorials are beneficial for

students to further develop the content, organization, and creativity of their project presentations.

To ensure that students understand the projects fully, each chapter contains a notebook assignment, consisting of a series of questions. It is recommended that students have a course notebook where they may record all of their responses for the notebook assignments. This aspect of the book is essential for students so that they may listen to the project descriptions during class, take notes on important concepts, and respond to the notebook questions to reflect on their personal performance during presentations and to critique other team's presentations. The notebook questions are designed to help students review and evaluate their own progress through the course and review important concepts and understand applied skills.

The final stage of a project is when students actually share their ideas with the class by giving team business presentations. The facilitator may divide the class into teams or groups of four to six students for the presentations. This stage of the project is most effective if each class has two class periods per week, with a maximum of 25 students per class. If this is not possible due to larger class sizes, such as 45 or 50 students, it is recommended that each class be divided into two sections, so that each section may have only one class period per week with a class size of 25 students. Each university and department has different requirements, so it is up to the facilitator to develop their preferred scheduling options and class sizes. During one 2-hour class period, two teams may give their presentations, each one followed by a question and answer session. During this question sessions, the facilitator and students may provide positive critical feedback to evaluate the ideas and concepts presented by the team, in addition to evaluating the team's presentation skills. Depending on the class size, more or less than 4 hours may be necessary to complete the team presentations.

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Chapter 1

Introduction to Public Speaking



1.1 Team Presentation: Public Speaking

Public speaking is a regular activity for most college students and professional employees. Public speaking comes in many forms, including presentations, meetings, speeches, employee orientations, tours, translating, customer service, and public relations. There are an overwhelming amount of opportunities for public speaking in daily life. If you want people to listen, to learn, and to recognize your expertise, it will take years of practice and making mistakes to become a professional and confident speaker.

Take these 17 public speaking tips to heart because public speaking will be a useful skill beginning with your college years until your retirement:

Tip 1 Organization—Every speech and presentation follows a basic five-part structure. The first part is the **introduction**. For both speeches and presentations, the opening should be entertaining, engaging, shocking, or interesting; the introduction should grab the attention of the audience. During the first minute of a presentation or speech, the audience will develop a first impression of the speaker. If the first speaker or the team is not ready to present or if the beginning is disorganized, the audience will not get the impression of a confident expert speaker. The first speaker should introduce the team members and their job titles, introduce the topic of the presentation, and list at least 3 important points that the next speakers will discuss.

The next 3 parts of the speech or presentation are called the **body**. During this part of the presentation, one or more speakers should discuss at least 3 important points. For each important point, the speaker should discuss one or two examples or stories. The last part of the presentation is the **conclusion**. In the conclusion, the last speaker will review the 3 important points and say “thank you” to the audience. Usually, the audience will have some extra time for a question and answer session after presentations. For



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questions, a presentation team should sit together in the front of the room (do not stand because standing together in a group is awkward). For questions, a single speaker may remain standing.

1. Introduction
2. Point 1
3. Point 2
4. Point 3
5. Conclusion

⇐ Five Parts of a Speech

Tip 2 Be Happy and Have a Clear Purpose—Speeches should be entertaining and informative. Simply reciting dry facts without any passion or humor will make people less likely to pay attention. This might be hard to do if you have to give a presentation about accounting, but it can be done! Please always remember to smile!

Tip 3 Speak with Confidence—If you are nervous, try to slow down your talking speed. If you speak too quickly, few people will be able to understand your message clearly. Stand up straight, speak loudly and clearly so that everyone can hear you. If you have a few important points that you want everyone to remember, it is okay to slow down your speech when you talk about these points.

Tip 4 Eye Contact—Look at everyone all around the room. If you only focus your attention on the person you think is the most important, then others in the room will be ignored. Sometimes, the others in the room have significant influence over the decisions of leaders and supervisors. Not every company distributes power in the same way. For example, during a sales presentation you only gave eye contact to the company supervisors, but you did not know that the secretaries have the final decision on the company purchases. You may have lost millions of dollars by looking at the wrong people. Everyone in the room is important.

Tip 5 Notes—It is best if you do not use any notes at all. If you must use notes, the piece of paper should be very small, like the size of a business card. Do not write full sentences on your note card, for it will be easier for you to find the information if it is written in outline form.

Tip 6 Make Simple and Clear Visuals—You are giving the presentation, not the visual aid. Do not write full sentences on your PowerPoint. You want people to listen to you, not read a visual, so make the visuals simple with a few important points or a photo. If the computer is not available or your visual can not be set up, keep talking and forget

about it!

Tip 7 Speak Naturally and Avoid Reading—Avoid reading your notes or the words on the PowerPoint screen. If a speaker reads, the audience will not think he or she is an expert on the subject material. Reading means that you do not understand what you are saying or that you do not have enough experience on this topic.

Tip 8 Use Examples and Stories—The audience wants to hear interesting examples and stories. Simply giving facts and information is not enough to grab their attention. Stories and examples can help the audience to remember the information. Stories can also be used to capture the emotions of the audience and get them personally interested in the presentation information.

Tip 9 Professional Appearance—If you are giving a team presentation, before and after your turn to speak, maintain professional appearance and behavior. By sitting up straight and paying attention to your team members when they are speaking, the audience will see that you are engaged in your own presentation. If your team members are talking to each other while they are waiting for their turns to speak, this will confuse the audience. The audience will also begin to talk. Support your team members by paying attention to their speeches.

Tip 10 Confident Body Language—For small audiences (25 people or less) try to show your entire body during the presentation. Stand in the front and center of the room, if possible. If you hide behind a computer desk or podium, this shows a lack of confidence. Use all of the open space available to you by walking around the room. Avoid putting your hands in your pockets or crossing your arms. If you do not know what to do with your hands, then put them at your sides.

Tip 11 Control the Room—You are giving a professional presentation, so you can not just clap your hands and tell someone to “shut up” when they are talking during your speech. That is rude (and the person talking might be an important decision maker). If you want a person in the audience to stop talking, naturally and slowly walk closer to that person and speak a little louder. Remember that you are not walking closer to the person to talk to them, you are still talking to everyone in the room. Walking closer to people makes them pay more attention to your speech. Be careful with this tactic, it takes years of experience to perfect!

Tip 12 The Audience Wants to See Your Face—No one wants to see your rump! The audience wants to see your entire body. If you need to glance at the PowerPoint, stand in a location where you will not need to completely turn around to see the screen. For example, if you are standing in the center of the room, you will need to walk backwards



slowly to get closer to the screen, then you can turn to your side to glance at the screen. This way the audience can still see half of your face.

Tip 13 Be Prepared—Know exactly where you are going to sit and how the computer works. Have all of your information on the computer before you start. Is your PowerPoint ready? What will you do if the computer is unavailable? You must give the presentation no matter what, do not cancel the talk because the technology fails. What can you do if the computer does not work? Bring some copies of the basic information to give to the audience. Bring printed copies of photos. Set up stands with large posters. Come early so that you can be prepared if something goes wrong.

Tip 14 Get Practice—Practice your speaking skills regularly in front of an audience. The more presentations you give, the less nervous you will be in the future.

Tip 15 Keep Going—If you make a mistake or say a word incorrectly, do not apologize, just keep on talking. If you say “I’m sorry,” this will draw more attention to your mistakes. If you keep talking and ignore the mistake, the audience will ignore it too.

Tip 16 Understand the Audience—Who is sitting in the audience: teachers, students, parents, children, employees, supervisors? What does the audience want to know? What do they want to learn about? What are their interests? For example, would you want to give a two-hour lecture about physics to a group of children? If you had to talk to children about physics, your presentation should be simple and include hands-on activities.

Tip 17 Thank You—When your presentation is finished, avoid saying “That is all” or “the end.” It is always best to simply say “thank you” at the end of your presentation.



1.2 Answering Questions

To answer questions, use these two techniques to help you speak more fluently: (1) Repeat the question in the answer, (2) Tell a story, explain your idea using the words “because” or “for example.”

You can make your English speaking sound more fluid by repeating the question in the answer.

Question: “What is your favorite food dish?”

Answer: “Egg and tomato.”

This answer (response) is too short and simple. You can speak for a longer period of time and speak more naturally if you repeat the question in the answer. For example:

Question: “What is your favorite food dish?”

Answer: “**My favorite food dish is...** egg and tomato.”

Next, explain your idea more specifically. Explain your idea by telling a story or using the words “because” or “for example.”

Question: “What is your favorite food dish?”

Answer: “**My favorite food dish is** scrambled eggs and tomatoes **because** every weekend my mother cooks this dish with chopped garlic, onions, and sliced eggplant; this dish reminds me of spending time with my mother.”

Practice answering questions using the two techniques:

1. What will you do during the Spring Festival?

During the Spring Festival I will...

For example...

2. What is your favorite food dish?

My favorite food dish is...

Because...

3. Describe a photo.

My favorite photo is a picture of...

It reminds me of a time when...

4. What is your favorite holiday?

My favorite holiday is the...

Because...

For example...

5. What is your favorite class this semester?

This semester, I like many of my classes, for example...

I like my _____ class because...

Answering and asking questions is vital. Remember that the more questions you ask and/or answer, the better your personal and group grade. Make sure when you ask questions that you are cordial, respectful, polite, specific, and sincere. For example, if a group talked about a sports car that can change its color according to your mood, and you ask:

“What color is the car?”

Clearly this shows that you were not paying attention to the group! A good technique is to ask a question that has no right or wrong answer. For example, you could ask:

“I find it very intriguing about the car that changes color, could you explain more about this?”

You could make your questions even more specific by asking something like:



“I find a car that changes colors fascinating, but what if I am depressed and I do not want others to know about it?”

For each project, there is a list of suggested questions. Each group should be responsible for preparing a solid answer for those questions. Each student should go beyond those suggested questions and ask their own specific question. So remember, the more questions the class asks, the more you respect the group, the class, and the more of a chance for you and the class to speak real fluid English (and to think in English).

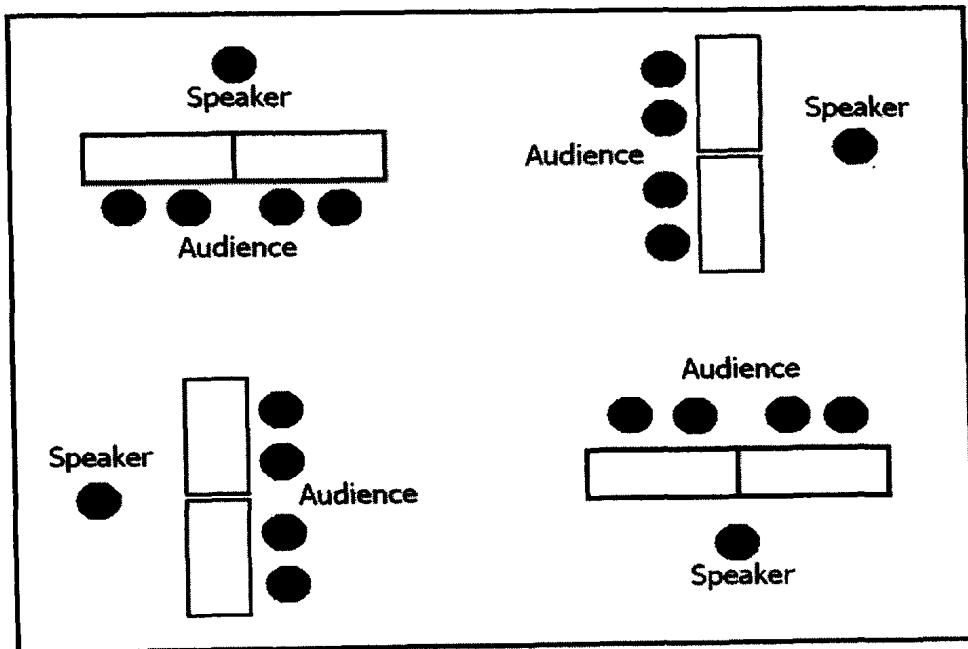


1.3 Presentation Practice

In small groups, take turns giving short 3-minute presentations about the questions below. For each question, quickly think of three important points that you would like to discuss. Talk about these three points during the short presentations. To make the presentations more interesting, for each point, talk about an example or tell a short story.

Please move the desks to face opposite directions so that each group can hear their speakers clearly.

Classroom Set-Up:



1. This year, what are your academic (student) goals?
2. Describe your dream dormitory. Compare and contrast it with your real dorm room.
3. What is the most exciting event that happened to you this week?
4. What is the most exciting event that happened to you today?

5. Which of your classes are the most boring and tedious?
6. Where is your favorite place on the college campus?
7. What is the most crazy thing you have done in the past week?
8. What is the plot of the most-recent book you have read?
9. What do you want to eat right now? Why?
10. Do you want to get married? If so, do you want to have a baby? If yes, do you prefer a boy or a girl?
11. If your class was your family, who would be your little sister, little brother, big sister, big brother, father, mother, uncle, aunt, and the dog? Explain each character.
12. Which country, province, and city do you want to live in after you graduate?
13. Pick two English idioms that are examples of your personal philosophy on life. Explain why.



1.4 Teamwork

You are a part of a team when your group is presenting and answering questions. What is teamwork? What does it mean to delegate, motivate, organize, and understand each part as well as the whole? Well, if a group just delegates responsibilities and students merely memorize a short speech, when it is time to answer questions, your group will suffer greatly. Have you ever seen a presentation when the speaker spoke monotone the entire time, memorized every word, and did not really know what they were saying? I have, and it is a disaster on all accounts! First, the audience will lose interest because they know you do not know what you are saying. Second, you are not utilizing your strengths in the group, and you are just doing what you are supposed to. Third, your group will suffer because you fragmented each duty instead of knowing and discussing the topic with your group. Poor groups never meet and say you do part a, you do part b, and I will do part c. Good groups meet once and discuss the project as a whole. Great groups meet several times and discuss the project in Chinese, then in English, and then practice the presentation and practice possible questions as well. Is your group going to be a poor, good, or great group?

Practice class activity:

Break up into groups and find out what the strengths are in your group.

In your group:

Who is the best artist?

Who can draw?



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Who is the most humorous?

Who is the most organized?

Who is the best at math?

Who speaks Chinese the best?

Who motivates to meet in groups?

Who makes the best Power Points?

Who is the most professional?

Who is the most energetic?

Find out what your strengths are for your group and have a team member address your strength with an example.

For example:

“I want to introduce our team member Paul Lee. Paul is the most humorous member in our group because he is always telling jokes before class. Yesterday, he told us a joke about how a wind storm caused the McDonald’s arch to break and move making it spell WC. Paul said, hey, do you want to go to the WC and have a coffee? Paul is hilarious! We are going to use this talent in our group when we give presentations this semester!”



1.5 Persuasive Speech

Symbols and Slogans for Tourism

The provincial government would like to open a competition for companies to submit their ideas about developing tourism in the province. The government has asked each company’s team to select and design three symbols to attract more tourists to the province. In your team, please discuss several symbols that can represent the local culture, people, historical buildings, traditional foods, nature and unique places, and the values of the province. You may only select three symbols to represent the entire province. In your team, please also create a tourism slogan for the province. A slogan is a short and simple phrase or saying which displays a significant message about the province’s philosophy, natural places, cultural relics, or historical resources. These three symbols and the slogan will be used as tourism icons for the marketing campaigns of the Bureau of Tourism.

For the persuasive speech competition, please form teams consisting of six people. Select one person from each team to be a judge. The judges will not take part in the persuasive speeches. The judges will form a separate team and work together as a panel of judges. Judges, your job is to: 1) listen to the persuasive speeches, 2) take notes on each team’s presentation, 3) discuss the strengths of each team’s ideas, and 4) vote on

the team that you think selected the most appropriate representative symbols for the province.

Each team, please prepare a 10 minute persuasive speech to convince the province to choose your three tourist symbols and your slogan. This is an informal presentation, so a visual aid (such as a PowerPoint presentation) is not required. The team leader may want to speak during both the introduction and the conclusion, and have a special talent for persuasive argumentation. The other team members may want to each discuss one of the three symbols or the slogan. For example;

1. Introduction (Team member 1)

- a. Introduce your company and team members.
- b. Introduce the province and it's tourism industry.
- c. What is your opinion? How can your team's three symbols attract more tourists?
Why is your team's idea the best?

2. Symbol A (Team member 2)

- a. What is your symbol?
- b. Why is this symbol important for tourism?
- c. Convince the judges that this symbol is the best!

3. Symbol B (Team member 3)

- a. What is your symbol?
- b. Why is this symbol important for tourism?
- c. Convince the judges that this symbol is the best!

4. Symbol C (Team member 4)

- a. What is your symbol?
- b. Why is this symbol important for tourism?
- c. Convince the judges that this symbol is the best!

5. Slogan (Team member 5)

- a. What is your slogan?
- b. Why is this symbol important for tourism?
- c. Convince the judges that this slogan is the best!

6. Conclusion (Team member 1)

- a. What are the three symbols and the slogan?
- b. Why are they important for tourism?
- c. Convince the judges that your team is the best!

During your team's speech, the speakers may want to tell stories and give examples to get the judges more interested in the symbols and slogan!



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Judges, please take notes on the three symbols discussed by each team, then after the presentations, discuss your notes with the other judges. After the judge panel has made the final decision, they will speak to the class. Each judge, please explain the strengths of each team's plan, then at last, announce your final decision for the winning team. The symbols and slogan of the winning team will be used by the Tourism Bureau for their new tourism marketing strategy.

Classroom Set-Up

