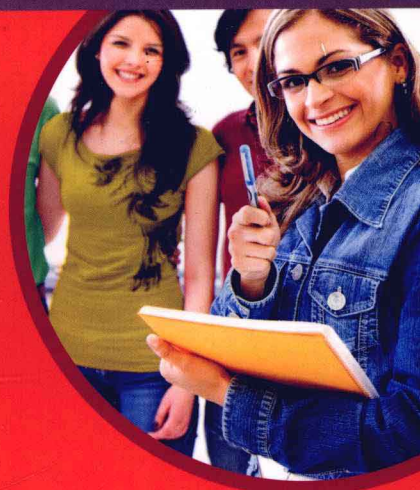


# CA COMPREHENSIVE POSTGRADUATE ENGLISH CURRICULUM

THIRTY-TWO  
WEEKLY LESSONS  
FOR DEVELOPING  
LIFE SKILLS IN  
AMERICAN  
ENGLISH

## 研究生英语综合能力提升课程

Robert L. Stanelle 著



ZHEJIANG UNIVERSITY PRESS

浙江大学出版社

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## 图书在版编目(CIP)数据

研究生英语综合能力提升课程= A Comprehensive  
Postgraduate English Curriculum/(美)斯坦利(Stanelle,  
R. L.) 著. —杭州: 浙江大学出版社, 2010.11  
ISBN 978-7-308-08111-5

I. ①研… II. ①斯… III. ①英语—研究生—教学  
参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字(2010)第 219437 号

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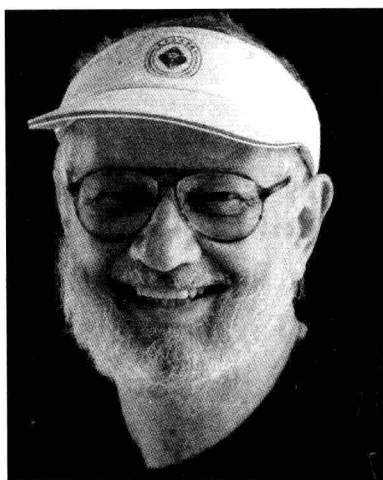
责任编辑	林汉枫
文字编辑	张凌静
封面设计	俞亚彤
出版发行	浙江大学出版社 (杭州市天目山路 148 号 邮政编码 310007) (网址: <a href="http://www.zjupress.com">http://www.zjupress.com</a> )
排 版	杭州中大图文设计有限公司
印 刷	杭州浙大同心教育彩印有限公司
开 本	787mm × 1092mm 1/16
印 张	14.75
字 数	513 千
版 次	2010 年 11 月第 1 版 2010 年 11 月第 1 次印刷
书 号	ISBN 978-7-308-08111-5
定 价	39.50 元(含光盘)

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浙江大学出版社发行部邮购电话 (0571)88925591

**To my Grandfather, Jacob A. Schwindt,  
and to my former students at  
Wuhan Textile University,  
with thanks for all that you taught me.**

## About the Author



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Known as a visionary change artist who builds teams and develops superior departments and programs worldwide, Robert has expertise in both the corporate and educational worlds of recruiting, teaching, training, counseling and developing effective leaders. He has extensive travel and cross-cultural knowledge supporting his outstanding presentation skills, having lead workshops and seminars worldwide. He has also served in positions of leadership for several professional associations.

With a bachelor's degree from Ball State and master's and doctoral studies at the University of Tennessee, all in the field of education and leadership, he has worked in teaching and administration at several universities in the USA plus taught or lectured in six countries on four continents in addition to directing the recruiting efforts for a Fortune 100 company in America. He has spent approximately half his career in human resources and half in education with proven ability to adapt to and communicate effectively across a variety of cultures.

Following his "retirement," he came to Wuhan, China, where for the last five years he has served as the English Program Coordinator for the Department of Postgraduate Affairs at Wuhan Textile University, formerly Wuhan University of Science & Engineering, and where he has revolutionized the English curriculum for students seeking their master's degrees.

Finally, Robert is also a published songwriter and photographer plus he plays a pretty good game of table tennis!

# **The Many Ways We Learn**

## **Reading**

**Read many things all your life**

---

## **Listening / Hearing**

**You learn much from listening to others  
Pay attention**

---

## **Seeing / Observing**

**Look around you, see everything in details**

---

## **Doing / Practicing**

**We learn much from our own mistakes  
Practice, practice, practice**

---

## **Asking Questions**

**When you talk, you can only say what you already know  
You learn by speaking ONLY when asking a question**

---

**Knowledge is power.**

——*Francis Bacon*

**Imagination is more important than knowledge.**

——*Albert Einstein*

**One should not strive to become a person of success, but strive to  
become a person of value.**

——*Albert Einstein*

**Success will follow a person of value.**

——*Albert Einstein*



# Preface

---

## Introduction

The author's personal experience with Chinese students, predominantly postgraduate students, has shown him that most students know English better than they give themselves credit for. They especially read and write reasonably well. They do not speak as well, mainly because they have had few, if any, foreign teachers in the past, and have had few, if any, opportunities to speak English. Thus, they lack confidence in their pronunciation and their ability to speak English. They have not had the opportunity to do the most important thing one can do in learning a language: practice, practice, practice.

Confidence and practice are the chicken and egg in language speaking. Neither comes before the other, but both are an integral part of the other. A prime responsibility of the teacher is to practice with students and to build the confidence part of this equation. In that respect, our lessons start out somewhat easier and more basic, and build to learning of the more difficult life skills needed for success. We seek to build confidence at every level and positive belief in one's self. Positive belief is the foundation of all excellence.

This text is also perhaps unique in that it is written for both students and teachers working together. The author has intentionally chosen not to produce a separate "Teacher's Edition," but to encourage students and teachers to work more closely, as one, to achieve their goals. Success, the author believes, comes best from a unified effort.

Finally, though this work is written primarily to provide an improved and more practical textbook for postgraduate students of English, many of the basic concepts within can be used at all levels of instruction to benefit students of English as a foreign language. The concepts can also be used by the individual reader student to improve their personal command of the language. It is my sincere desire that all who use this text will gain both skill and confidence in speaking and effectively using the English language.

## **Curriculum Purposes and Specific Goals**

Ten specific goals are set for this course, all to be accomplished using predominantly the English language:

- Learn correct American pronunciation of all English letters and words used.
- Develop your skills in listening and “thinking” in English.
- Develop improved analytical skills in detailed “thick” description of what you see.
- Greatly improve your public speaking and presentation skills.
- Learn to organize and develop a professional educational conference in your field of study.
- Learn to write your Curriculum Vitae / Resumé suitable for use with an international organization / company / business firm / university.
- Learn to find and apply for positions with international firms and / or graduate or doctoral studies teaching or research opportunities.
- Learn and develop the interviewing skills necessary to obtain a position with an international organization / company / business firm.
- Broaden your knowledge and use of English for both the business community and the university educational fields.
- Learn more about the “culture” of the western world, with emphasis on the United States of America.

## **Learning & Development of Basic Skills**

Learning English is not easy but then it is not supposed to be easy! Learning another language is never easy for most people. However, the advantages for you, as an individual, are significant. Most importantly, making the effort to learn another language will likely greatly improve your future in whatever field you may choose.

Skills needed by all workers to succeed, no matter what your degree area is, include:

- Written & oral communication skills;
- Teamwork & people skills;
- Basic technological skills, i.e., computer and Internet;
- Leadership skills are a big plus.

In this text and in teaching we will touch only lightly on technological skills. We will primarily read, lecture, study and work to improve your skills in all of the other three skills necessary to succeed.

1) *Written & Oral Communication Skills* In various surveys taken, virtually all employers in every field agree that to be able to communicate effectively, both orally and in writing, is the most important skill one can have. It is self-evident when one looks at the life of any individual who has managed to achieve some form of “greatness” in the world: political,



monetarily, creatively or other. Examples would include political leaders: Mao Zedong, Zhou Enlai, Deng Xiaoping, Ho Chi Minh, George Washington, Abraham Lincoln, Franklin D. Roosevelt and Barack Obama. Joseph Stalin and Adolph Hitler can even be added to this category. Though they may not have always used their leadership for good purposes, they could never have risen to leadership without their excellent communication skills. Business leaders include Warren Buffet, Bill Gates and Henry Ford. Others in various fields include Mahatma Gandhi, Martin Luther King and the Native American, Geronimo. You can search in any field you choose and you will always find the leaders are primarily the best communicators.

Now add this to your language skills and think what you can achieve? If you speak Chinese only, you can communicate with about 1.5 billion people. If you speak English only you also can communicate with about 1.5 billion. If you speak both Chinese and English, you can then communicate with about 3 billion people—twice as many. Adding other languages, the numbers become even greater. Simply put, the more languages you can master, the more people you can effectively communicate with, lead, teach, train, sell or do whatever you want to do.

- 2) *Teamwork & People Skills* Most great leaders do not achieve much of anything by themselves. In fact, it is perhaps near impossible to achieve much of anything by oneself. Leaders achieve by getting others to believe in them and then follow their lead in getting done what needs to be done. It is those that follow that do the majority of the research, manufacturing, teaching and / or sales that take an idea to success. Getting people to work together, to achieve greatness as a team, are marks of a successful person. A sports example would be Michael Jordan. He won no championships by himself, but the coach/teacher got everyone around him to work as a team and win five such championships. Some may remember how Steve Kerr, a substitute player on the Chicago Bulls, made the winning basket for one championship because all others were guarding Michael and Michael, working as a team player, passed Steve the ball prior to his making the winning shot.
- 3) *Basic Technological Skills, i.e., Computer and Internet* These should require little explanation. We live in a world of constantly changing and developing technology. Business, education or any other field, without the basic technological skills utilized and thus required in your particular field of work one cannot survive, let alone compete effectively.
- 4) *Leadership Skills Are a Big Plus* It is true that everyone cannot be a “great” leader. In fact, our society needs more followers than leaders. If everyone was a leader, who would they lead with no one to follow? However, good leaders are always needed. Those who can lead even a small group of others as a project team leader, department head, skill trainer, teacher, administrator or other such title are always needed. Simply put, the more leadership skills you can develop and exhibit, the more personal success you are likely to achieve, including the emotional and financial rewards that may come with such success.

In summary, these are the four basic skills desired by all employers in virtually every field. We hope that this text and learning activities included will help you to develop in all these areas utilizing the English language.

### **General Classroom Expectations**

- Pay Attention. Develop your listening skills. The more you hear, the more you will learn.
- Ask questions if you do not completely understand something.
- Show courtesy and respect when others are speaking.
- All assignments are due in the week shown that they are due. You will not be given extra time or a second chance to do something. It is your responsibility to do your work correctly the first time. That is what your future employer will expect of you.
- If an assignment is due and you are not in class, the assignment is still due. It is your responsibility to get your assignment to your teacher on time.
- Be responsible as a student and as a person. It is a key to success in your future.
- Attend class. You do not learn oral English if you do not regularly practice oral English.
- Practice, Practice, Practice

Let us look at each of these individually:

1) *Pay attention. Develop your listening skills. The more you hear, the more you will learn.* Most people like to speak, or at least to hear themselves speak. Yet one cannot learn by speaking, only by listening. The Russians have a proverb, “Do not hurry to speak, hurry to listen.” When one is speaking, one can never learn anything new, for one can only say what they already know. When one chooses to listen, there arises an opportunity to learn something new. Listening is not easy. One just doesn’t sit and automatically comprehend everything that is said around them. One may hear a sound, but not comprehend. Listening to comprehend, like all skills, must be developed through work, a sincere concentrated effort. However, such an effort has big rewards for your future. Let us take three examples of students A, B and C. I will use the male pronoun in my examples, but everything we say applies equally to both males and females.

Student A has not worked very hard to develop his individual listening skills. He has been lazy in his efforts and only comprehends about 30% of what he has an opportunity to hear and learn from those around him. Therefore, he only has an opportunity to increase his own knowledge within that limit. Student B has worked a little harder to develop his individual listening skills. He has developed to the point that he comprehends about 60% of what he has an opportunity to hear and learn from those around him. Therefore, he only has an opportunity to increase his own knowledge within that limit. His skills are not yet where they need to be, but he is listening, comprehending and therefore learning, TWICE as much as Student A. Student C has worked very hard to develop his individual listening skills. He has progressed

to the point that he comprehends about 90% of what he has an opportunity to hear and learn from those around him. Therefore, he has an opportunity to increase his own knowledge within a much greater limit. He is listening, comprehending and therefore learning, THREE times as much as Student A and 50% more than Student B.

Now ask yourself a simple question. If you have learned 50% more than another or 300% more than another, who is more likely to be successful in whatever career they pursue? Training your mind to listen is hard work, but it will pay big dividends for your future.

- 2) *Ask questions if you do not completely understand something.* You will find in your life that most people are happy to help you and answer questions for you. You need only ask. No one can answer a question for you if you do not ask it. Teachers, parents and other family members, fellow workers and others will gladly assist you to understand whatever it is you wish to learn more about. Ask and more knowledge will be revealed to you.
- 3) *Show courtesy and respect when others are speaking.* Everyone knows something that you do not know! I know things that my students do not know, but my students also know things that I do not know. Any individual student knows things that many of his classmates do not know. Every person has had different experiences in their respective lives and, through these experiences, has learned different things. So I repeat, everyone knows something you do not know – everyone. This speaks directly to why it is important to train your mind to listen to everyone. You do not know who knows things you do not know until they say those things. When they do, you have an “Ah Hah!” moment. When you hear something you did not previously know, your mind goes “Ah Hah!” and you recognize a new piece of information that may assist you in some way in the future. If you are sincere about learning, listen to everyone and respect all when they are speaking. In return, you will gain greater knowledge and mutual respect for what you are speaking. Again, “Do not hurry to speak, hurry to listen.”
- 4) *All assignments are due in the week shown that they are due.* You will not be given extra time or a second chance to do something. It is your responsibility to do your work correctly the first time. That is what your future employer will expect of you. This text and the lessons included are all designed to assist you in learning for life. Life is not easy. Life is a very competitive environment. Very little is given to you as a certainty in life. One has to compete and earn what they receive from your grades in school, entrance exams for university, scholarships to study, or the best jobs available. In fact, our lives are filled with competition. How we meet that competition greatly determines our individual success. When you work for a company, there will be deadlines to meet, a project that must be completed by a particular deadline to satisfy a customer and/or to increase the profits for your company. If you cannot meet the demands of the customer, the customer will go somewhere else and your company will fail to do business. Deadlines must be met for success. When you are studying in a university, school and studying is your job at this point in your life. If you wish to be successful, you must do your job well. This includes making a habit of meeting all deadlines,

just as you would be expected to do by any future employer. You may also be working on several assignments or projects at the same time, just as you will do with an employer in the future. You are given sufficient time within the curriculum to complete all assignments. It is your personal responsibility to plan and budget your time so as to meet all your responsibilities and complete all your work in a timely manner. Being late is NOT acceptable in school or at work.

- 5) *If an assignment is due and you are not in class, the assignment is still due. It is your responsibility to get your assignment to your teacher on time.* This ties directly with the above. Success does not come to those who fail to complete their work on time, no matter what the reason is. The customer does not care if you are “sick” or any other reason. The customer only cares that they receive their product on time and it is of excellent quality. The same is true during your school years. You learn nothing lying in bed. It’s true you that should not come to class if you are very sick and communicable to others. But it is not acceptable not to come to class just because you have a small headache or stomach ache. You are in school to learn and you learn nothing when you are not in class. Either way, your work is to be completed on time. Build the habit of responsibility and you are also building success.
- 6) *Be responsible as a student and as a person. It is a key to success in your future.* Simply put, can people trust you? Will people know that if you say something will be done and by a certain time—it will be done and by the time stated? Are you responsible for your words? Can you be trusted to do what you say? A person who can be described as responsible and one you can trust will always be successful and respected.
- 7) *Attend class. You do not learn oral English if you do not regularly speak oral English.* Again, you learn nothing lying in bed. That you don’t come to class because you are very sick and communicable to others is one thing. But that you don’t come to class because you have a small headache or stomach ache is not acceptable. You are in school to learn and you learn little or nothing when you are not in class, particularly in studying a foreign language.
- 8) *Practice, practice, practice.* Practice is the key to learning and developing any skill, including that of a foreign language. It does not matter if you are learning basketball, table tennis, ballroom dancing or kite flying. You become better by practice, practice, practice.

A teacher, parent or other people can give you ideas, suggestions, thoughts and activities to learn from but no teacher, parent or other people can make you learn. You choose to learn. It is your individual responsibility to choose to learn by practice, practice, practice. No one else can do that for you. It is your personal choice to put forth the effort.

During the first year teaching the author had a student, McGrady, who was shy, seemed to have a great deal of difficulty with his English pronunciation and lacked confidence in speaking. Three of them, McGrady, Logic and the author spent a day together wandering

around Wuhan and talking. Later that afternoon, McGrady told the author that the author was the first foreign teacher he had ever spoken to and how he was pleased to see that he could talk to a foreigner! He resolved to work harder to improve.

The author later learned that upon returning to the university, McGrady told Logic and their third roommate, Alan, that from now on they would only speak English in their dormitory room so that they could all improve! By the end of the year they had all improved considerably and particularly McGrady. The author had done nothing special for them as a teacher. They had chosen to practice, practice, practice.

### **Extra Homework / Outside Work**

This section is included at the end of each lesson as an option for those students interested in additional learning outside of their more formal classroom lessons. This section is perhaps of most importance to those who plan to take the Test of English as a Foreign Language (TOEFL) or Graduate Record Exam (GRE) with an interest in possibly studying for an additional degree in the United States, working in international business, or other situation where they feel the need to improve their English vocabulary. We list only a few words that may be found on these particular exams. We choose neither emphasize nor expand greatly on this section as there is a great amount of available literature in book stores that already addresses these tests and issues. We strongly suggest you obtain and study such literature if your future plans include any of the above.

For introductory learning purposes, this section consists of three parts each week:

- 1) *Ten Common English Expressions / Analogies / Idioms / Acronyms*. Americans usually say what we mean but we don't always mean exactly what we say and Americans do that often! We will list various examples you can choose to learn about if you wish.
- 2) *TOEFL Ten*—A limited word list from past TOEFL examinations.
- 3) *GRE Ten*—A limited word list from past GRE examinations.

*Robert L. Stanelle*  
Wuhan Textile University

# Contents

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<b>Lesson One</b>	Introductions and Tongue Twisters I	1
<b>Lesson Two</b>	“Murder of a very Famous Person” Activity	6
<b>Lesson Three</b>	Photo Observation Training	9
<b>Lesson Four</b>	Photo Observation Examination	16
<b>Lesson Five</b>	Creativity and You	20
<b>Lesson Six</b>	“Creative Thinking” Activity	28
<b>Lesson Seven</b>	“Wander Walk” Activity	32
<b>Lesson Eight</b>	“Dating Game” Activity	34
<b>Lesson Nine</b>	“Student Photo” or “Wander Walk” Presentations I	37
<b>Lesson Ten</b>	“Student Photo” or “Wander Walk” Presentations II	39
<b>Lesson Eleven (Option 1)</b>	Cultural Lesson: American Football and Baseball	41
<b>Lesson Eleven (Option 2)</b>	Cultural Lesson: American Music and Dance History	44
<b>Lesson Twelve</b>	Public Speaking and Presentation Skills	48
<b>Lesson Thirteen</b>	Cultural Lesson: American Holidays / Christmas	58
<b>Lesson Fourteen</b>	Student Selected Topical Presentations I	65
<b>Lesson Fifteen</b>	Student Selected Topical Presentations II	67
<b>Lesson Sixteen</b>	First Semester Tongue Twister Final Examination	69
<b>Lesson Seventeen</b>	Spring Festival Reports and Tongue Twisters II	72
<b>Lesson Eighteen</b>	“Clues to a Death” Activity	75

## Contents

<b>Lesson Nineteen</b>	Conference Planning and Organization	78
<b>Lesson Twenty</b>	Conference Committee Responsibilities	85
<b>Lesson Twenty-One</b>	Resumé / C.V. Writing Skills	97
<b>Lesson Twenty-Two</b>	Cover Letter Writing Skills	117
<b>Lesson Twenty-Three</b>	“Twenty Years from Now” Activity	124
<b>Lesson Twenty-Four</b>	Individual Resumé Evaluations and Critiques	127
<b>Lesson Twenty-Five</b>	Finding Opportunities for Today & Tomorrow	129
<b>Lesson Twenty-Six</b>	Conference Committee Presentations	145
<b>Lesson Twenty-Seven</b>	Job Search Applications	147
<b>Lesson Twenty-Eight</b>	Interviewing Skills I	150
<b>Lesson Twenty-Nine</b>	Interviewing Skills II	168
<b>Lesson Thirty</b>	Answers to Interview Questions	182
<b>Lesson Thirty-One</b>	Interview Practice and Evaluations	188
<b>Lesson Thirty-Two</b>	Second Semester Tongue Twister Final Examination	190
<b>Appendix</b>		194



# Lesson One

## Introductions and Tongue Twisters I

**Primary Goal:** To learn and improve proper pronunciation for all letters of the English alphabet.

**Assignment:** Students are to practice a given set of tongue twisters regularly over the semester, both in class and on one's own time. In class, students are to introduce themselves and something about them.

**New Assignment:** Introduce journal requirement for semester.

### Handouts or Visual Aids Recommended or to Be Considered

The teacher may choose to use the list of tongue twisters listed here below or to hand out a set of their own that they have chosen to create for the class. The teacher may also choose to have the tongue twisters presented in a PowerPoint (see included Teacher's CD) or similar format for the class to follow and pronounce.

### Lesson Instructions & Comments to Consider

Begin this class and each week's class with pronunciation of all of the tongue twisters. This only takes a few minutes and serves two purposes:

- 1) It guarantees that every student practices pronouncing every letter correctly in every class.
- 2) It guarantees that every student, no matter how quiet or shy, will speak at least some English in every class.

One of the foundations for learning to speak English correctly is developing correct pronunciation skills for each letter of the English alphabet. With that in mind, the teacher introduces a set of "tongue twisters" and each student is required to learn to speak correctly and to do so at the beginning of every class. At first glance, some of them will look impossible or, at least, very difficult to you. However, you will find nothing is impossible if one follows some simple rules in learning.

Tips for learning tongue twisters and English in general:

Always speak slowly—Do not concern yourself with speed. Concern yourself only with

pronunciation. Being understood is the goal, which has nothing to do with speed. When you are learning a language, proper pronunciation and being understood correctly are what is important. Think back to when you were a small child learning to speak your own native language, no matter what that native language is. Remember? You did not speak fast to your parents or teachers. You spoke slowly and often loudly when learning the language and the correct words. Speed in your native language only came with time. The same situation exists when learning any new language. Stay slow, speak strongly, and concentrate on pronunciation and understanding. Be the tortoise and not the hare to eventually conquer.

Always speak strongly (loudly)—This may seem strange to many students but it serves a specific purpose. When you speak strongly, you are forced to speak slower and automatically concentrate on pronunciation and understanding. It comes with the territory (method) so to speak. Just as a small child often speaks loudly to make their mother, father or others understand them. Combine the two, speaking slowly and strongly, and your pronunciation will improve. Improved pronunciation and subsequent understanding by others will instill you with greater confidence over time and thus speed, also over time, will automatically come to you. One instinctively does everything at a faster pace as one gains skill and confidence.

## **Tasks**

### **Tongue Twisters I**

- A. If I assist sassy sister Sarah, will sassy sister Sarah's sissy sister Sandy assist me?
- B. A big bug bit a bold bald bear and the bold bald bear bled blood badly.
- C. Carolyn cooked chicken with cheese while Charles chose to play a piece on his piano.
- D. Darling Dora donned a dainty dress to dance with devilish Dan.
- E. Easy Eddie eyed eleven elves eagerly eating eagle eggs.
- F. Five frantic frogs fled from fifty fierce fish.
- G. Great Greek grape growers grow great Greek grapes.
- H. Though Hannah was heavy, her head was happy and her heart was healthy as a horse.
- I. Can you imagine an imaginary menagerie manager managing an imaginary menagerie?
- J. A gentle judge judged Judy justly.
- K. Kitty keenly keeps King Karl's copper kettles clean.
- L. Lesser leather never weathered lesser wetter weather.
- M. I miss my many, many, merry Misses and my many, many, merry Misses miss me.
- N. If you notice this notice, you will notice that this notice is not worth noticing.
- O. "Under the mother otter," muttered the other otter.
- P. Picky people pick Peter Pan Peanut Butter, as it's the peanut butter picky people pick.
- Q. The quack quietly quit asking quizzical questions.
- R. Round and round the rugged rocks the ragged rascal rabbit ran.
- S. I saw a saw that could not saw any other saw I ever saw, saw. If you've got a saw that can not saw the saw I saw saw, then I'd like to see your saw saw.
- T. I thought a thought, but the thought I thought wasn't the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.
- U. If you understand, say understand. If you don't understand, say don't understand. But if you