



# 大学功能口语

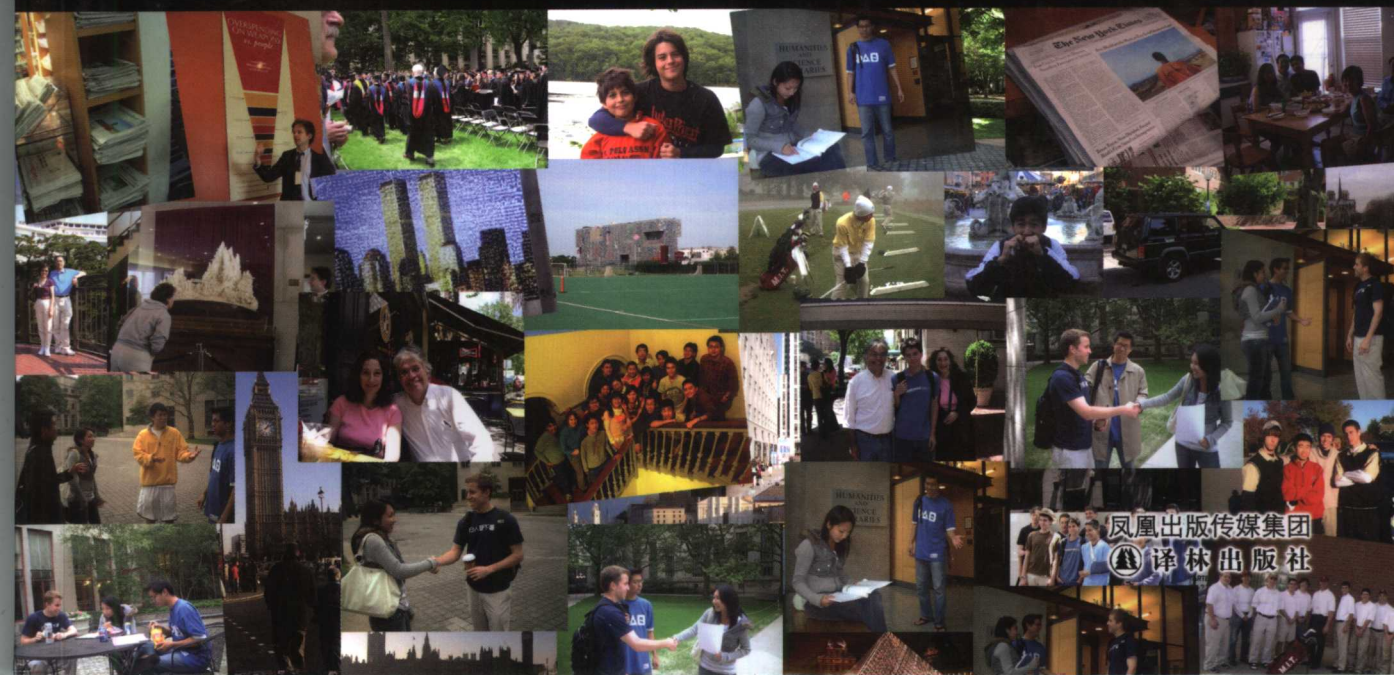
## Functional Spoken English for College Students

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下

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## Preface

**Purpose of the book:** Functional Spoken English for College Students is a textbook that aims at providing an easier and more practical approach for Chinese college students, who need spoken English skills to express themselves, not only for the purpose of daily communication but also for their academic study and other serious ends.

**Principles of the book:** This book adopts functional approach in providing input. Different from other functional books that center round daily communicational functions, we approach functions from Chinese students' specific needs in dealing with study and life. This book also follows Communicative Principles in the design of output tasks. Throughout the textbook, genuine communicative tasks form the core of activities. Considering that a large number of learners who just start to talk would need consolidation exercise, we also include a few drill-oriented activities to ensure that the target expressions and techniques are enhanced.

**Organization of the book:** The book is organized around subjects which students are most likely to talk about in an EFL environment. It has two volumes: Book A and Book B. Each consists of two big subjects labeled Part, under which five related sub-subjects are grouped and labeled Unit. Part 1 in Volume A is about daily basics, where we introduce most frequently used expressions students would need when carrying out daily conversations such as greeting and talking about opinions. From Part 2 to Part 4, subjects concerning students' campus life, academic study as well as cultural and political affairs are grouped together, covering a wide range of topics: courses, majors, extra-curricular activities, dining, accommodation, entertainment, financial aid, job hunting, career planning, as well as cultural and political issues such as globalization.

Each unit is further broken down into two sections, under each of which are four components: 1. Lead-in Dialogue, where a sample conversation on the subject is illustrated; 2. Core Expressions, where subject-related expressions and patterns are presented, which we consider the fundamental bricks for building up the speaking competence; 3. Cultural Notes, in which we inform learners of the Western customs and cultural-specific ways related to the subject, so that they know what culturally appropriate behavior is; and 4. Tasks, where a quantity of focused practices are provided to help learners consolidate and master target expressions.

A unique feature of this book is its cultural intensiveness. Besides Cultural Notes and other cultural information revealed through the dialogues, we invented Charlie's Home Page, a collection of real-life experiences of Charlie Chen Si, a real student of MIT in its 2007 class. The stories he

told should appeal to Chinese students both for their interesting contents and for the messages that students may find enlightening. The last part of a unit is Integrated Activities, where we provide six more comprehensive activities that integrate the skills and expressions introduced in the whole unit.

**Acknowledgements:** We feel thankful to many people, whose generous help contributed a great deal to this book. First of all, we would like to thank our American advisors Ellen Kaufman, Larry Slattery, James Tyrrell, and Tom Mervin, who took time off from their extremely busy schedules to proof-read and revise our entire book unit by unit. We also want to thank Trevor Chang Joey Wong, Matt Welsh, Jimmy Li, Debra Lin and Jie Tyrrell for taking real-life pictures in the United States especially for this book. Our thanks also go to Charlie Chen Si for his contribution to Charlie's Home Page, which he wrote with great enthusiasm. Finally, we greatly appreciate the work of our publisher Yilin Press, especially Ms. Li Fang, Mr. Jiang Ming, and Ms. Hou Haiping; their insightful suggestions and meticulous editing has helped to bring the book to the present shape.

Wang Weijia  
Shi Furong

2007-6-8  
Nanjing

## **How to Use the Book**

### **A Teacher's Guide**

When we were planning for this book, we pictured the teacher as an organizer who motivates students, organizes class activities, and maximizes class hours for students to speak; we also pictured him/her as a facilitator who explains to students the points which they find difficult, helping them in whatever ways that can make their learning easier. Such is the teacher's role that we think appropriate for a speaking class and for using a book like ours.

We have provided a large amount of input throughout the book in Lead-in Dialogues, Core Expressions, Cultural Notes, and Charlie's Home Pages, but they are neither meant to be lectured by the teacher nor memorized by the students. Rather, they are there as tools to help students to speak. With Lead-in Dialogue, we would recommend that students read it in groups or in pairs, role-play it in class if time allows, while the teacher pays attention to their pronunciation and sees to it that they understand it properly.

Core Expressions is the most important input that we provide but is also the most difficult item to teach. We have intended it to function partly as a handbook so that learners can refer to it when speaking on related subjects. We would suggest that the teacher put students into groups and let them go through the expressions by themselves, while the teacher moves around to answer students' questions. We have sorted out words that are beyond college English syllabus in an annotated list at the end of Part 4, so teachers may feel comfortable to let students take control here.

With regard to Cultural Notes, they are only meant for students to get some cultural insights, therefore there is no need to spend too much time on it. Maybe just ask a few questions to see if students get the messages properly, or just leave it to the students totally. As to Charlie's Home Page, treat it as an extra reading for students. But each question raised by Charlie can be a very good topic for class discussion.

We have also designed plenty of tasks for each unit and sequenced them for easy classroom operation. Teachers only need to plan their time well when following the sequence. However, we have included a lot more activities than can possibly finish in limited class hours. Therefore, not all the tasks are meant to be done in class, and they are there for the teacher to choose and adapt for his/her own needs.

Having said above, we strongly urge that teachers use the book flexibly and creatively. Tailor the book to meet the needs of your own class and your own students. Most important of all, we think it is crucial to motivate students and put confidence in them. Let them know that the only way to learn to speak is through speaking. And ask them to be brave and active. Do not worry too much about the correctness of grammar. Just say it, and get their ideas across.

Wang Weijia  
Shi Furong

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## **Part 3**

# **Academic Study and Career Planning**



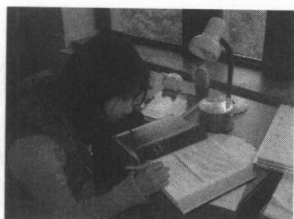
# 1

## Talking about Majors and Career Development

### Talking about Majors

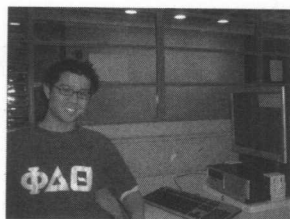
#### Lead-in Dialogue

#### MAIN CHARACTERS OF THE BOOK



**Joey:** *a Chinese girl from the mainland who is a freshman at Massachusetts Institute of Technology (MIT)*

**Trevor:** *an American-born Chinese (ABC) boy who is a sophomore at MIT, majoring in Electrical Engineering*



**Matt:** *an American boy, a senior at MIT, majoring in architecture*

**Situation:** *Joey and her classmate Larry are talking about what majors to take.*

Larry: Have you decided on your major yet?

Joey: No, not yet, but I definitely won't take any science major. I'm thinking about studying economics or finance as I am very much interested in managing money. :-)

Larry: Ha! What exactly is economics and finance about?

Joey: Oh, finance is a branch of economics that is concerned with how to allocate resources as well as how to acquire, invest and manage them. To make it simple, finance deals with matters related to money and

the market.

Larry: I see. Sounds interesting.

Joey: I will probably take political science as my second major or minor.

Larry: Why?

Joey: See, I want to work in the government in the future, and political science deals with government-related issues.

Larry: I heard political science studies the relations between governments, and relations between governments and people.

Joey: Exactly! How about you, Larry?

Larry: I want to major in biochemistry, but I can't decide where to take it, from a chemistry department or a biology department since both offer such a program.

Joey: You'd better consult your advisor.

Larry: Yes, I will. Right now, I'm leaning towards taking it in the chemistry department. I went to their website and was attracted by their description of chemistry.

Joey: What did it say?

Larry: It says that chemistry is the study of the nanoworld, the world of atoms and molecules; and chemists study the architecture of this miniature world. Sounds fascinating, doesn't it?

Joey: Yeah! I feel kind of attracted to it, too. Oh, you know what? I need to take one chemistry course to meet our school's general requirements. I'll talk to Prof. Tyrrell, my academic advisor and see what he suggests I should take from chemistry that will help with my future career.

Larry: You have already taken four courses — a full load. It may sound like fun but that's a lot to learn.

Joey: I know, but I can switch a course or take it next semester.

*(to be continued)*



## Core Expressions

### FREQUENTLY USED ACADEMIC TERMS

**About Majors:** double majors; minor; a science major; a social science major; to major in architecture/agriculture/law/medicine ...

**About Academic Disciplines:** natural/social/formal sciences; applied sciences; liberal arts; fine arts; a(n) field/area of study; sub-discipline; subfield; division; interdisciplinary studies; multi-disciplinary studies; a deep subject

**About Academic Meetings:** conference; seminar; symposium; colloquial; workshop; lecture; talk; keynote speech; keynote speaker

**About Research Methods:** basic research; exploratory research; constructive research; empirical research; qualitative/quantitative research method; investigation; data collection; survey; questionnaire; case study; sampling; interview; data analysis; experiment; experimental design; reliability; approach; subjects; statistics; model

**About Research Paper:** thesis; dissertation; proposal; abstract; literature review; reference; bibliography; APA Style; MLA style; Chicago Manual of Style; Turabian Style; plagiarism

**Some Important Journals:** Nature; Science; National Geographic; The Journal of Business; The Journal of Geology; The Journal of Law and Economics; Crime and Justice; American Journal of Sociology; Critical Inquiry; Comparative Education Review; The Quarterly Review of Biology

**Useful Expressions:** to attend a lecture/seminar/conference ...; to do research; to take/adopt an approach/a method; to do an investigation; to carry out/do/conduct an experiment; to collect/process/analyze data; to conduct a survey; to formulate/test/confirm a hypothesis; to draw a conclusion; to cite/quote from authorities

## MAJORS IN CHINESE UNIVERSITIES

### Majors in Social Science, Humanities and Arts:

- Archeology 考古学
- Accounting 财会
- Art 艺术
- Philosophy 哲学
- Sociology 社会学
- Applied Psychology 应用心理学
- History 历史
- Journalism 新闻学
- Communications 传播学
- Law 法学
- Economics 经济学
- International Economics and Trade 国际贸易与商务



- Finance 金融学
- Business Administration 工商管理
- Marketing 营销
- Banking 银行学
- Electronic Business 电子商务
- Literature 文学
- Linguistics 语言学
- Public Business Administration 公共商务管理
- Administration and Management 行政与管理
- Social Work 社会工作
- Geographic Information System 地理信息学
- Information Management and Information System 信息管理和信息系统
- Engineering Management 工程管理

#### **Majors in Science and Technology:**

- Mathematics 数学
- Astronomy 天文学
- Geology 地质学
- Applied Chemistry 应用化学
- Biochemistry 生物化学
- Digital/Information and Computer Science 信息与计算机科学
- Material Chemistry 材料化学
- Material Physics 材料物理
- Environmental Science 环境科学
- Applied Meteorology 应用气象学
- Statistics 统计学
- Computer Science and Technology 计算机科学与技术
- Biological Engineering 生物工程
- Biological Technology 生物技术
- Medicine Preparation and Manufacture 药物制剂
- Mechanism Design Manufacture and Automation 机械设计制造及自动化
- Techniques and Instruments for Metering and Calibration 测控技术与仪器
- Automation 自动化

#### **Majors in Engineering:**

- Chemical Engineering and Applications 化学工程与应用

- Perambulation Techniques and Engineering 勘查技术与工程
- Inorganic Nonmetal Material Engineering 无机非金属材料工程
- Macromolecule Materials and Engineering 高分子材料与工程
- Metal Material Engineering 金属材料工程
- Compound Materials and Engineering 复合材料与工程
- Process Equipment and Controlling Engineering 过程装备与控制工程
- Mechanical Engineering and Automation 机械工程与自动化
- Industrial Engineering 工业工程
- Communication Engineering 通信工程
- Water Supply and Drainage Engineering 给排水工程
- Building Environment and Equipment Engineering 建筑环境与设备工程
- Civil Engineering 土木工程
- Environmental Science and Engineering 环境工程
- Engineering Surveying and Drawing 测绘工程
- Security Engineering 安全工程
- Pharmaceutical Engineering 制药工程
- Transportation Engineering 交通工程
- Food Science and Engineering 食品科学与工程
- Light Chemical Engineering 轻化工程
- Biological Engineering 生物工程
- Thermal and Power Engineering 热能与动力工程

### Cultural Notes

- ♣ In the United States, students often enter college without a pre-decided major. Most colleges give students one or two years to choose their majors. It is also very easy to change majors if students do not like what they have chosen. Some students take two or even three majors in college, while many others take one major and one minor. In the UK, however, students enter college with a pre-decided major just like we do in China.
- ♣ In the US, the UK, and many other countries, quite a number of students take a year off after they finish high school before they go on to colleges,

which some of them refer to as a Gap Year. These young people are not eager to settle down on a career immediately. So they will use this one year to do some traveling or voluntary jobs in places like Africa, and to enjoy this diversified life experience. They regard it as a good chance to think about what they really want to do in the future.

## Tasks

- ① Pair work: Between you and your peer, read aloud the lead-in dialogue twice; each of you should assume a role, and switch roles after the first reading. Pay attention to your pronunciation and intonation while you read.
- ② Pair work: Retell what is happening in the dialogue in your own words.
- ③ Pair Work: Talk about your majors by answering the following questions, and by following the bold words in the sample that follows:
  - a. What is your major?
  - b. Which discipline does your major fall into?
  - c. What are the other majors in this discipline?
  - d. Why did you choose this major?
  - e. What subjects do you study with this major?
  - f. What other majors do you like to study if you are to take another major or minor?

*My major is black studies, which aims to critique, analyze, and interpret cultural and historical roles of people of African descent throughout the world in the context of life in the United States of America. This major belongs to the field of area studies or cultural studies. Other majors under this discipline include Catholic studies, Chinese studies, Eastern European studies, Native American studies, etc. I choose black studies because I am fascinated by the contributions the black have made to human civilization in terms of literature, music and culture while they always seem to be suffering from discrimination. For black studies, I learn subjects like African American literature, American literature, history, psychology, sociology, speech, etc. If possible, I'd like to take Jewish studies as a minor for the Jewish people, too, have both a brilliant and humiliated history.*

- ④ Group work: Provide a group definition for the following concepts, and compare your version with those of other groups' after you are done.
  - a. natural science
  - b. social science
  - c. formal science
  - d. applied science
  - e. liberal arts
  - f. fine arts
  - g. technology
  - h. engineering
- ⑤ Group work: Talk freely about a research that you or others are doing if you are a science major; if you are a social science or humanities major, talk about what types of research that people in your fields do. Try to give examples.

## **Career Planning**

### **Lead-in Dialogue**

- Larry: So Joey, if you take economics as your major, what jobs are you likely to take in the future?
- Joey: I hope either to enter an investment bank or a consulting company such as McKinsey after I graduate.
- Larry: Then you will go back to school for graduate study in a few years, right?
- Joey: Right. I'm hoping to attend a good MBA program after a couple of years' working experience. Most MBA programs require that.
- Larry: That makes sense. You said just now that you are interested in working for government?
- Joey: Yes. I hope in the future I'll have a chance to go back to my country, and serve it with the expertise I've learned here.
- Larry: You may work for a government agency such as the Ministry of Commerce.
- Joey: That's what I have in mind.



- Larry: Very ambitious! I wish you all the best of luck!
- Joey: How about you, Larry? Do you want to be working in a company or an institute if you major in biochemistry?
- Larry: Both are fine with me. I'll just have to see how things work out.
- Joey: Ten years from now if we meet again, we should be all set on our path of career development, don't you think?
- Larry: I'm positive about that.

## Core Expressions

### JOBS & POSITIONS

**Government, Education & Healthcare:** civil servant; governor; vice governor; mayor; department director; office director; clerk; receptionist; supervisor; administrator; chancellor; dean; athletic coach; researcher; research assistant; research fellow; psychiatrist; dentist; physician; surgeon; pharmacist; hospital manager

**High-tech & Engineering:** technology executive; systems engineer; web designer; software developer; IT consultant; technical-support professional; data-processing specialist; engineering manager; technical consultant; safety manager; project manager; mechanic; architect

**Finance & Business:** consultant; accountant; financial analyst; chief analyst; marketing researcher; cash-flow manager; broker; financial sales executive; trader; economist; market/communication executive; human resources specialist; sales assistant; sales representative; real estate sales professional; general manager; customer-service representative; personnel officer; public relations officer; office manager

**Media & Entertainment:** journalist; media host; anchor; freelance writer; movie director; model; composer; stage designer; actor/actress; agent

**Miscellaneous:** police officer; fire fighter; secret agent; lawyer; astronaut; farmer; tailor/dressmaker; carpenter; plumber; chef; flight attendant; flight engineer; interior-designer; security guard

### VOCABULARY DESCRIBING GENERAL JOB QUALIFICATIONS

**Adjectives:** flexible; adaptable; detailed; creative; innovative; responsible; active; effective; proficient; qualified; versatile; resourceful; competent; professional; personable; high-caliber; high-quality (staff); highly motivated

**Noun Phrases:** personal makeup; quality people; a balanced person; an attractive appearance; a forceful personality; good characters; self-confidence; intellectual equipment; a broad range of human qualities; good time management; crisis management; leadership; negotiation skills; public speaking skills; relationship-building skills; problem-solving abilities; prior experiences; educational background; essential knowledge; foundation/basic qualities; reliability; sound judgment; promotion; advancement; team work

#### Verb Phrases:

- to demonstrate one's knowledge/leadership
- to review/refine/implement/pioneer the plan
- to organize/manage/conduct activities
- to initiate/generate/conceive idea
- to diagnose/identify/sort out/classify/analyze/resolve problems
- to facilitate/promote/co-ordinate/guide/motivate team work
- to think conceptually
- to attain the goal
- to qualify for/to excel in a job
- (a job) to be compatible with one's skills
- to contribute to the success of ...

### Cultural Notes

- ♣ Universities in the West usually have career offices that help students find jobs, either part-time or full-time ones. They also provide training programs for prospective graduates, coaching them on interview skills, CV writing, etc. They also organize job fairs where companies are invited over to meet potential employees.
- ♣ Similar to situations in China, some employers in the West may give preferences to people of certain age, race, gender, or ethnic background.