



大学功能口语

Functional Spoken English
for College Students

主编

王维佳 史伏荣

顾问

Ellen Kaufman, Larry Slattery, James Tyrrell, Tom Mervin



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主编

王维佳 史伏荣


副主编

黄浩

编写

陈琳 侯膺 卢慧 章刚 徐小芳

凤凰出版传媒集团

 译林出版社

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主 编	王维佳 史伏荣
副 主 编	黄 浩
编 写	陈 琳 侯 膺 卢 慧 章 刚 徐小芳
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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 2, 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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Meeting and Inviting People

Meeting People

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)

Part 1

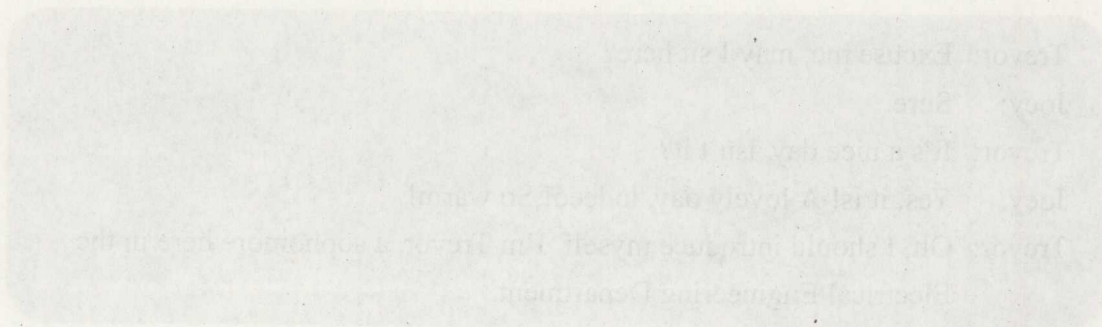
Conversation Basics

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



Man: an American boy, a senior at MIT,
majoring in Architecture

Situation: Joey is reading a book on a bench by the library when Trevor walks up.



1

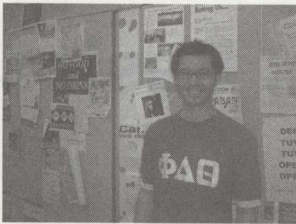
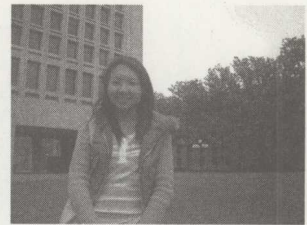
Meeting and Inviting People

Meeting People

Lead-in Dialogue

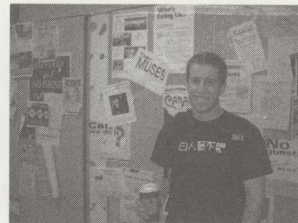
MAIN CHARACTERS OF THE BOOK

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 is reading a book on a bench by the library when Trevor walks up.*

Trevor: Excuse me, may I sit here?

Joey: Sure.

Trevor: It's a nice day, isn't it?

Joey: Yes, it is! A lovely day, indeed! So warm!

Trevor: Oh, I should introduce myself. I'm Trevor, a sophomore here in the Electrical Engineering Department.

Joey: Oh, my name is Joey Wong. Wong is my family name; Joey is my first name. You can call me Joey.

Trevor: Joey. What a beautiful name. Where are you from? I don't recall seeing you around campus; are you new?

Joey: I'm a freshman, and just came from China.

Trevor: Nice to have you here. Welcome to MIT!

Joey: Thanks! It feels good to be a member of this great school!
(*Matt, Trevor's roommate, walks over.*)

Matt: Hi, Trevor!

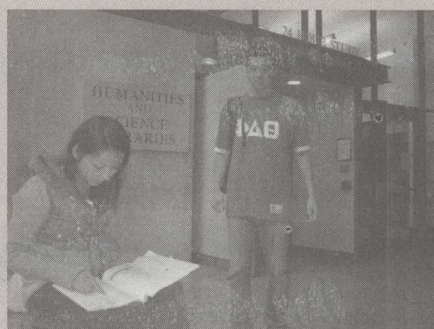
Trevor: Hi, Matt. Going to the library?

Matt: Yes.

Trevor: Oh, Matt, let me introduce Joey to you. She's a freshman, from China.

Matt: Hi, nice to meet you. I'm Matt, Trevor's roommate. I study architecture.

Joey: I'm Joey. Nice to meet you, too.
(*to be continued*)



Core Expressions

GREETINGS	RESPONSES
A: Hello/Hi!	B: Hello/Hi!
A: (Good) morning/afternoon/evening!	B: (Good) morning/afternoon/evening!
A: How are you?	B: Fine, thank you, and you?
A: How are you doing?	B: Good, and you?
A: How do you do?	B: How do you do?
A: Nice/Pleased to meet you!	B: Nice/Pleased to meet you, too!
A: How is everything going?	B: Good/Not bad/Great!
A: Hi! What's up?	B: Nothing much!
A: Fancy seeing you here!	B: Wonderful/Couldn't be better/So far,
How are things going?	so good!

STARTING A CONVERSATION	USUAL RESPONSES
A: A nice day, isn't it?	B: Yes, it is!
A: Excuse me, may I sit here?	B: Sure!/Sorry, my friend will be here in a minute. (give a reason or excuse)
A: Excuse me, are you Judith (name)?	B: Yes, I am. You are ...?/No, I'm not. You must have taken me for someone else.
A: Hey, have I met you somewhere before?	B: Yes, at the school cafeteria (place)./No, I don't think so. You must have taken me for someone else.
A: Sorry to interrupt, but may I have a word with you?	B: Sure!/Sorry, I'm busy now. Give me five minutes, OK? (give a reason and schedule a later time)

INTRODUCING ONESELF

- I should introduce myself ...
- My name is ...
- I'm ...

INTRODUCING OTHERS	RESPONSES
A: I'd like you to meet my friend Judith.	B: Nice/Pleased to meet you!/Hi!
A: This is Andrew, and this is Judith.	B: Nice/Pleased to meet you!/Hi!
A: Let me introduce Judith to you.	B: Nice/Pleased to meet you!/Hi!
A: Allow me to introduce Judith to you.	B: Nice/Pleased to meet you!/Hi!

Cultural Notes

- ♠ Always remember that when people greet you, you should respond by greeting them. The responses can vary according to your situations, but people do not usually complain to strangers when they are asked "how are you".

- ♠ Always remember to introduce the person with you to the group or person that you meet. It's considered nice.
- ♠ There are certain things people in the West do not ask each other about unless they are very close to each other. These include one's salary and financial situations; age, especially a lady's age; marital status, and religious beliefs.

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 Write down the basic facts of yourself: name, nationality, where you are from, the schools you went for primary and secondary education, family members and hobbies, etc.
- 3 Go around in class to introduce yourself to five people, telling them the information you have written in Task 2.
- 4 Pair work: Go around the classroom with your speaking partner to meet five peers, first introducing him/her to them respectively, and then filling in the following chart with information about the five peers you meet. An example is provided in the first line.

First Name	Last Name	Sex	Home Town	Family Members	Hobbies
Joey	Wong	F	Nanjing, China	mom, dad, and a brother	dancing, singing, reading, shopping, watching TV and traveling

Inviting People

Lead-in Dialogue

- Joey: Are you guys doing anything special tonight? I heard that the Chinese Students' Association is going to host a concert tonight. The money they collect will be donated to the Hope Project in China. Do you want to go?
- Trevor: Oh, absolutely. I want to help the poor children and have some fun, too.
- Matt: I'd love to, but I already have plans for tonight. Too bad.
- Joey: It's OK. They'll host another concert next week, I heard.
- Matt: That's great. I really want to do my bit for kids who need help. OK, I have to go now. There is a class in 10 minutes. See you around, Joey. Bye, Trevor.
- Joey: Bye. It's nice meeting you.
- Trevor: Bye-bye.
- Joey: I'll be leaving now. I have to finish my homework. See you tonight, Trevor!
- Trevor: OK, bye! See you soon!

Core Expressions

SETTING UP A DATE

- Are you going to be busy tonight? I'd like to invite you to dinner.
- Do you have time tonight? I'd like to take you to a movie.
- I'm thinking of doing some shopping tonight. Would you like to come?
- Do you have any plans for tonight? I was wondering if you could go to a movie with me.
- We are going camping today, would you like to join us?
- Could we agree on a date to meet up/for the interview?
- I'd like to make/fix/set up an appointment with you for tomorrow afternoon.
- Is Friday good for you?
- How about a meeting in classroom 613?
- Let's make it Friday at ten, OK?

RESPONSES

Saying yes:

- Sure! What time?
- Great! Where to meet?
- I'd like to.
- I'd love to.
- Friday would be good/great/convenient for me.
- It's a good/great/terrific/wonderful idea.
- Certainly! That's very nice of you.
- That sounds good!
- No problem!

Saying no:

- It's very kind/nice of you, but I'm afraid I can't make it. I have tons of work to do (give a reason or an excuse).
- Thank you so much for the invitation, but I don't feel well today (give a reason or an excuse).
- Sorry, I'll be busy this evening. How about tomorrow night?
- Tonight is a problem. How about another time?
- Sorry, I have a lot to do tonight. What about another time?
- Sorry, I've already got plans for tonight.
- That is not a convenient time for me.
- Would you mind putting it off until Friday?

SAYING GOODBYE

- I'm afraid I have to go now. Goodbye!
- Oh, got to leave now. Bye!
- Sorry, have to go. Bye-bye!
- I'll be leaving now. Bye!
- Nice meeting you!
- See you soon/around/again! Bye!
- I had a wonderful time. Thank you very much. Bye!
- Thank you for coming. Hope to see you again soon. Bye!
- Well, I must be off now. Bye!
- Have a good day! Bye!

- So long!
- Look after yourself! Bye!
- Take care. Bye!

Cultural Notes

- ♠ People usually ask about others' plans before inviting them, so as to make sure that the person is available.
- ♠ When people turn down an invitation, they usually find a good excuse for themselves or find something nice to say, and then promise to make it up later.
- ♠ People use more formal expressions when they talk to their elders, strangers, or people of a higher rank.
- ♠ People in the West usually do not feel offended if you do not walk them to your door when they are leaving your house. Neither will they be upset if you do not stand up when they leave. They have simple formality for saying goodbye.

Tasks

- 1 Pair work: Between you and your peer, read aloud the dialogues in this section a few times; 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: In the following dialogues, Rosemary invites Andrew to do a few things. Parts of the conversations are left blank for you to complete. Assume a role, Rosemary or Andrew, and fill in the blanks while carrying out the conversation.

Suggested activities:

- go to a(n) concert/opera/movie
- work out in a gym
- take a walk
- play soccer/basketball/ping-pong

A

Rosemary: Do you have any plan for _____? I'd like to _____.

Andrew: Oh, It's great. I'd _____.

Rosemary: When will be a good time for you?

Andrew: Maybe around _____?

Rosemary: Good. See you _____.

B

Rosemary: Are you busy _____? Do you want to _____?

Andrew: It's a great idea, but _____.

Rosemary: Sorry to hear that. Maybe another time.

Andrew: Sure.

- 3 Group work: Imagine the following situations and discuss how to say goodbye in a proper way.

a. You are introduced to a senior for the first time. After a few words, you have to leave. What do you say?

b. You are introduced to a person of your age. You have to leave now. What do you say?

c. Your friend gave you a treat (take you to a movie, etc.). Before you leave, what do you say?

d. You have finished a class with your classmates and will meet again in 20 minutes for another class. What do you say before you leave?

Charlie's Home Page

Hi, I'm Charlie

Hi there! My name is Charlie Chen Si. I am currently a student at Massachusetts Institute of Technology (MIT), studying economics. I grew up in Nanjing, China. I moved to the United States when I was 16, and attended Dublin Coffman High School in Dublin, Ohio. I came to Cambridge, Massachusetts in 2003 to start MIT. In 2005, I spent a year at Cambridge University in the UK as an exchange student, where I made many great friends and traveled around Europe. I'll graduate from MIT in June 2007, and I have accepted a job as a business analyst at McKinsey & Company, a global management consultancy.



I enjoy doing many things in my spare time: I love all kinds of sports, especially golf and football; I play a little bit piano and can't live without my MP3 player; and I love visiting new places and meeting new friends. I've got to learn many interesting things through my experiences, which I'd like to share with you through Charlie's Home Page. Hopefully you will find them interesting as well!

Cheers,
Charlie

Charlie's Question: Do you think a young person should develop a few hobbies? Why?