

1

UNIT

The true value of education

Unit overview

College years can be full of fun, but they also come with a variety of challenges. Aside from trying to achieve academic distinction, students need to learn to budget their money, strike a balance between their studies and social life, maintain a good relationship with teachers and fellow students, and formulate plans for their career or future studies. Many students rise to the challenges, turning them into opportunities for growth and development. Others just coast through their college years, squandering precious opportunities for self-improvement.

Reading 1 comprises two short passages: “The commencement speech you’ll never hear” and “College: An all-forgiving world?” The two authors present two contrasting views on whether or not college years prepare one for life. Professor Neusner laments the failure of colleges to prepare students for the “real world.” According to him, colleges allow students to quit when confronting difficulties, to defend errors rather than learning from them, and to settle for mediocrity. In contrast, Ida Timothee, a student, offers a more positive perspective on the role of college education in the development of students. She points out that colleges do help prepare students for the real world by helping them develop important skills and qualities such as independence, tolerance, and a sense of responsibility.

The author of the passage in Reading 2 tells a story about an interesting professor and an unforgettable college final exam. What is of particular interest is how the author managed to come up with her own answer to the problem the professor presented to the class in the final exam. After learning that the problem was taken directly from the textbook, she felt somewhat embarrassed for not following the professor’s instructions, but she did feel proud of having worked out the problem on her own. She also expresses her gratitude toward the professor for trying to push students to think. By painting college education in both broad and narrow strokes, the passages shed light on the true value of education and how college students can make good use of their college years and achieve all-around development.

Reading 1

Get ready to read

Scripts

Every year as summer approaches, important people flock to American colleges to give graduates their two cents about life, work, and everything else. The commencement speech has become its own advice-filled genre. But when did there appear so many seasonal advice-givers?

It remains unclear which university started the trend of getting celebrities to speak at graduations, but over the past three or four decades their numbers have grown considerably.

Notable politicians have been part of graduation ceremonies since the very earliest ones: Massachusetts Governor John Winthrop attended Harvard's first commencement in 1642. But early commencement ceremonies were less about outside speakers than about hearing from the students themselves. Those graduating would give orations in Hebrew, Greek and Latin as well as "disputations" — formal academic debates on philosophic questions.

Anthony Grafton, professor of intellectual history at Princeton University, says the commencement speech is "a very old custom and it goes with the idea that oratory was one of the central things that students were learning, and one of the central skills of the university." Other speakers would also be academics, Grafton adds, who would demonstrate the level of disputation possible at different ranks of academic achievement.

Over time, however, oratory began to lose its place as a central skill students were expected to acquire at college. Accordingly, students' displays of knowledge became a smaller part of the commencement exercises. To fill the gap, in came the guest speakers.

Even so, those early commencement speakers tended to be from the university in question or statesmen of some sort, not cultural figures. Over time, however, artists and businessmen began to creep in among the academics. By the 2000s, the school featured speakers with more celebrity backgrounds, about as often as world leaders and academics.

One reason why it may seem like there are more commencement speeches than ever is numbers: Some individuals are sought after every year, and it has become normal for presidents to give multiple speeches each year. And sure, recent speeches are easier to find and more likely to be relevant to our lives today. But that also reflects something deeper: changes in which jobs are considered important, whose advice is considered valuable, where we find counsel and whom we most admire.

Reference answers

Listen for information

1. It is advice-filled.
2. Philosophic questions.
3. Because oratory was one of the central skills students learned in universities.
4. Academics and statesmen.
5. Because some speakers are invited to talk every year, and some give multiple speeches a year.

Listen and discuss

1. I don't particularly want big names such as famous athletes, businessmen, or movie stars as my commencement speaker. I would rather have an alumnus deliver the speech, even though he / she might not be very famous or successful. The main reason is that our alumni have taken roughly the same path that we are taking now, so they understand our expectations and concerns about the future. I am sure, therefore, that what they share with us would be both relatable and inspirational.
2. Reminiscences about the good old days are fun, but I want more than just a trip down memory lane. What I really want to hear about is how to realize my plans for the future, such as how to achieve my career goals, because that is what I will be thinking about as a graduating student. Therefore, I think the speaker should share a realistic story about his / her personal growth with the audience, without sugarcoating it. Such a story will be relatable to the audience, especially the graduating students. I am sure the audience will feel both inspired and encouraged by it.

Teaching tips

T can have Ss nominate commencement speakers of their choice and then have the class vote for the top three speakers.

Reading passage

Background information

Jacob Neusner (1932-2016), author of “The commencement speech you’ll never hear,” was one of the most prolific and influential 20th-century scholars of American Judaism. He was also one of the most published authors in history, having written or edited more than 900 books. “The commencement speech you’ll never hear” was published as an essay in Brown University’s campus newspaper, *The Brown Daily Herald*.

Language points

1. **But starting now, in the world to which you go, failure marks you. (Para. 1, First passage)**

mark: v.

- 1) make a mark on sth. in a way that spoils its appearance or damages it, or become spoiled in this way (在…)留下痕迹; 弄污

e.g. As we walked, we passed from grass and mud to a stone-paved road, wet and dirty and marked with wheel tracks.

- 2) write or draw on sth. so that sb. will notice what you have written 写(画)…来做记号; 在…上做记号

e.g. They have placed it in a sealed envelope marked “Private and Confidential.”

- 3) celebrate an important event 庆祝, 纪念(重要事件)

e.g. Carter’s 90th birthday will be marked with a large party at the Savoy Hotel.

2. **Confronting difficulty by quitting leaves you changed. (Para. 1, First passage)**

leave: vt. if an event, accident, illness, etc. leaves you in a particular condition, you are in that condition because of it 造成, 使留下(某种后果)

e.g. An explosion at the chemical plant has left one worker dead and four injured.

3. **With us you could argue about why errors were not errors, why mediocre work really was excellent, why you could take pride in routine and slipshod presentations. (Para. 2, First passage)**

routine: a.

- 1) ordinary and boring 一般的; 平淡的; 乏味的

e.g. He does not like routine tasks such as washing-up.

- 2) happening as a normal part of a job or process 常规的; 例行的; 惯常的

e.g. The best advice is to send your machine in for routine service rather than tolerate intermittent problems.

4. **You will be ill-advised to demand praise for what does not deserve it, and abuse those who do not give it. (Para. 2, First passage)**

College has spoiled you by reading papers that don't deserve to be read, listening to comments that don't deserve a hearing, paying attention even to the lazy, ill-informed and rude. (Para. 7, First passage)

Here, "ill-" is a prefix, meaning "badly or not enough."

- e.g.*
- When people speak spontaneously, they sometimes produce ill-formed sentences.
 - An ill-judged price reduction may have an opposite effect to that desired.

5. **For years we have created an altogether forgiving world, in which whatever slight effort you gave was all that was demanded. (Para. 3, First passage)**

whatever: *det. & pron.*

1) used to say that it is not important what happens, what you do, etc. because it does not change the situation 无论什么; 不管什么

e.g. If you are unable to attend the interview, for whatever reason, you should inform us immediately.

2) any or every; anything or everything 任何; 每一; 任何事物; 一切事物

e.g. Each student donated whatever amount he / she could afford to help the girl in poverty.

6. **When you were garrulous and talked to hear yourselves talk, we listened as if it mattered. (Para. 4, First passage)**

Paraphrase: When you kept on talking about unimportant things, we listened patiently as if they were actually of great significance.

Here, "talk to hear yourself talk" is derived from the expression "like to hear oneself talk," which means "be self-absorbed and self-important in one's speech, without having much or any regard for those to whom one is talking."

e.g. I learned pretty quickly that the boss just likes to hear herself talk, and she'll find any excuse to give you a long-winded lecture about something that you already know.

7. **It has failed you by being easy, free, forgiving, attentive, comfortable, interesting, unchallenging fun. (Para. 7, First passage)**

The word "fun" is a noun modified by the adjective "unchallenging." The use of a noun phrase after a string of adjectives does not conform to the grammatical rule regarding parallel structures. This might be because the passage was intended to be a speech and therefore the author did not think it was imperative that he should adhere to grammatical rules so strictly.

The whole sentence can be understood as: Since college can be characterized as being easy, free, forgiving, attentive, comfortable, interesting, and a place where students can enjoy themselves without being challenged, it has failed to help students make adequate preparations for the future.

8. **I mean, when they give you what you want but have not earned, don't abuse them, insult them, act out with them your parlous relationships with your parents. (Para. 9, First passage)**

As mentioned in Para. 4, it is common for students to get what they want but have not earned in college. For instance, even though they didn't really work hard on their writing, teachers would read it and mark it. However, as Neusner says in Para. 2, this didn't always make students happy, as they might want a higher score or a better evaluation from the teacher, and they might "argue ... why mediocre work really was excellent ...". Therefore, at the end of the passage, Neusner cautions students not to do the same to their co-workers and bosses.

9. **If your grade point average is not **reasonably** high for a number of classes, you just don't get your degree. (Para. 4, Second passage)**

reasonably: *ad.*

1) quite or to a satisfactory degree, but not completely 尚可; 还可以

e.g. With a strong educational background, my future may look reasonably bright, but everything just feels pretty gloomy now.

2) in a way that is right or fair 合理地; 公平地

e.g. I think the standard of fiction can reasonably be said to be rising.

3) in a sensible way 理智地; 明智地

e.g. We tried to discuss the matter calmly and reasonably.

10. **When the going gets tough, the tough have to get down to work ... (Para. 4, Second passage)**

The combination of the definite article "the" and an adjective forms a noun phrase which refers to a group.

e.g. The old retired to bed early while the young partied all night.

Reference answers

Read and understand

Global understanding

- | | |
|---------------------------------|--------------------------------|
| 1) all-forgiving | 2) a world that does not exist |
| 3) leaves no record | 4) their errors |
| 5) bothered | 6) Unlearn the lies |
| 7) what Prof. Neusner describes | 8) their own decisions |
| 9) their time and money | 10) does leave a record |

Detailed understanding

1. F 2. F 3. T 4. T 5. T 6. T 7. F 8. NG

Read and think

Why a commencement speech “you’ll never hear”?

Step

①

I think “The commencement speech you’ll never hear” is rightly titled, because it is quite different from conventional commencement speeches. Firstly, instead of celebrating what students have achieved in their college years, Prof. Neusner criticizes them for their lack of courage and perseverance in the face of difficulties, and their tendency to settle for mediocrity. Secondly, unlike most commencement speeches that encourage graduates to embrace life after graduation, Prof. Neusner cautions them against the difficulties that will confront them in the real world. Thirdly, rather than offering them tips on what to do to make it in the real world, Prof. Neusner advises them what NOT to do. Finally, the tone of Prof. Neusner’s speech is pretty sarcastic, whereas most conventional commencement speeches usually have an uplifting tone.

Step

②

Personally, I think the passage serves a twofold purpose. Since this is a “commencement speech,” it seems reasonable to assume that Prof. Neusner’s primary purpose in writing it is to caution graduates to mind the gap between life in college and life in the real world. Although a university is a miniature society, there are still fundamental differences between it and the real world. Students might have trouble adapting themselves to life in the real world, especially if they are not aware of such differences. Thus, by pointing out the privileges that are only enjoyed in universities, Prof. Neusner brings the attention of the graduates to the differences between the two worlds and the challenges lying ahead. Meanwhile, this passage, which was published in the campus newspaper, would also be read by students other than those who were about to graduate. Thus, it makes sense to assume that Prof. Neusner probably also hopes to motivate other students to further improve themselves by sharing with them what he finds problematic in the way students confront difficulties and in their attitudes toward errors and their own work.

The role of college

Step

①

- I will side with Prof. Neusner. Admittedly, his words do sound rather harsh. But I think he is telling the truth. I wouldn’t go so far as to say that college is an all-forgiving world. However, we have

to admit that most of our teachers are understanding and tend to be tolerant of our mistakes. This probably won't be the case in the real world, where there is a lot of competition and much less tolerance for errors. Therefore, students do need to be humble and cherish those times when they are tolerated; meanwhile, they should realize that complacency is the enemy of further improvement. Only in this way can they stand a better chance of making it in the real world.

- I agree with Ida Timothee. For me, college is a good preparatory school for the future. As she said in the passage, college is the time when we truly start to become independent. College also provides us with ample opportunities to acquire interpersonal skills, develop our work ethic, and widen our horizons. Besides, college also helps us prepare for the future by continually challenging us. The high academic standards required of students, which Ida Timothee described in her passage, are quite common at college. Therefore, I do think she is right for believing in the effectiveness of college education.

Step

2

I believe, in order to succeed in today's fast-changing world, college students need to develop a number of important skills. The first one on my list is problem-solving skills, because our world is full of complex problems we probably couldn't even conceive of a few years back. Therefore, the more college focuses on developing students' ability to devise creative and effective solutions to real-world problems, the more successful they will be. Secondly, in our age of big data, students need to develop analytical thinking skills, as analytical thinkers can see data and information in many different dimensions and from multiple angles, and are thus able to conceptualize, organize, classify, and synthesize knowledge in an effective way. Thirdly, with the trend of globalization, students need to be able to communicate with a wide variety of people from diverse cultural backgrounds both online and face to face. Lastly, students need to develop the ability to cooperate with others, as many of today's complex tasks cannot be tackled by any individual alone. It is, therefore, imperative for students to learn to collaborate with their teammates.

Read and Practice

Word building

- | | | |
|--------------|----------------|----------------|
| 1. education | 2. imaginative | 3. preparation |
| 4. attentive | 5. tolerant | |

Synonyms

- | | | |
|------------|-------------|------------|
| 1. broaden | 2. mediocre | 3. slight |
| 4. tossing | 5. adequate | 6. faculty |

Language in use

1. got down to revising
2. popped into my mind
3. by no means an inexperienced teacher
4. looked back on
5. take a closer look at
6. get away with

Banked cloze

- | | | | | |
|-------------|-------------|-------------|-------------|-----------------|
| 1) finals | 2) due | 3) adequate | 4) assigned | 5) review |
| 6) involved | 7) deadline | 8) mediocre | 9) edited | 10) preparatory |

Read and translate

Boasting a long history, Chinese education is rich in educational thoughts, which have accumulated over the centuries. The basic features of Chinese educational thoughts are as follows. First, much emphasis has been laid on the social function of education, as education is believed to be important for governing a country and maintaining social stability. Second, education has long been highlighted as necessary for the healthy development of individuals. Third, it has been considered imperative to combine moral education with intellectual education. In terms of teaching, Chinese educators emphasize the importance of tailoring education to students' aptitude, holding that teachers should select teaching content and methods in accordance with students' ability level. Meanwhile, educators also propose that teachers should inspire students and use the technique of elicitation to motivate students.

Read and write

Step

1

I think Ida refutes Prof. Neusner's arguments by using both logic and factual evidence. In Para. 3, Ida presents evidence such as students learning to be independent and tolerant to support her argument that college does help students learn useful skills for the real world, which, consequently, proves that Prof. Neusner's argument, i.e., college does not prepare students for real life, is logically invalid. In Para. 4, Ida uses a number of compelling pieces of factual evidence of the academic challenges college students face to refute Prof. Neusner's argument that "failure leaves no record" in college and college is an "all-forgiving world."

Step

2

I think Ida Timothee more or less organizes her refutation paragraphs in accordance with the three-part organizational pattern. She begins both Para. 3 and Para. 4 with the main arguments of Prof. Neusner that she wants to refute, i.e., college does not prepare students for real life (Para. 3) and in college failure leaves no record (Para. 4). She does not make clear the nature of her disagreement with Prof. Neusner's argument, though. She merely expresses her attitude toward Prof. Neusner's argument. However, she does put together a quite elaborate refutation with factual evidence and logical argument.

Step

3

Is learning what is not relevant to your major pointless?

In this paragraph, the writer argues that rather than forcing students to take certain core classes that have little use for their future career, colleges should offer classes which help students survive in the real world.

There is no doubt that the writer should have contemplated the issue more before voicing his / her opinion. The suggestions offered are, in my opinion, rather absurd.

Are core classes "that you don't care about and will never use in the future" pointless, as argued by the writer? I don't share this opinion and I believe there is a large hole in the logic, i.e., there is no way you can be a hundred percent sure that a certain course will be completely useless in your future career. As a student, you are in the process of finding out what you may want to do in the future. In other words, you do not really know which courses are truly "relevant" and thus "useful" to your future work. Even if you have already made a decision regarding your future career, you may have to change it due to unforeseeable circumstances in either your personal life or your chosen profession. A course which is now seemingly irrelevant to your planned future may very likely turn out to be of some use or even importance.

To sum up, evaluating a course merely on its relevance to one's major is irrational and short-sighted.

Translation of the passage

你们永远不会听到的毕业典礼演讲

作为教师，我们对于在你们身上所取得的教育成就毫无骄傲可言。一直以来，我们都在帮助你们为一个不存在，并且也不可能存在的世界做着准备。四年来，你们一直以为失败不会留下记录。在布朗大学你们所学到的是，如果你们学得不好，那么最省事的解决办法就是退学。但是从现在开始，在你们即将步入的世界，失败会在你们身上留下印迹。面对困难知难而退将改变你们。离开了布朗大学，知难而退的人绝非英雄。

你们可以跟我们争辩为何你们的错误并非错误，为何你们的平庸之作实为优秀，为何你们会为普通、马虎的课堂报告感到骄傲。毕竟，你们中的大多数人都能在你们所学的大部分课上得到高分。因此，在布朗大学，分数并不能作为区分优等生与学业平平的学生的依据。但是，今后，在你们即将步入的世界，你们最好不要为自己的错误辩解，而应从中吸取教训。假如你们要求得到不配得到的表扬，并且诋毁那些不表扬你们的人，这是不明智的。

多年来，我们创造了一个完全宽容的世界，无论你们付出多么微不足道的努力，在这里都算达标。当你们没有按时赴约时，我们就重约时间。当你们没有按时交作业时，我们就假装无所谓。

更糟的是，当你们的言谈枯燥乏味时，我们却假装你们说的是重要的事情。当你们喋喋不休、自说自话时，我们耐心聆听，仿佛你们说的内容事关重大。当你们将马虎应付的作业扔在我们桌上时，我们阅读甚至还做出回应，仿佛你们的作业值得回应一般。当你们愚笨时，我们假装你们聪慧。当你们的言谈老套乏味、毫无想象力、平平无奇时，我们装作听到了新奇美妙的事物一般。当你们要求免费的午餐时，我们拱手奉上。所有这一切都是为了什么呢？

不论你们如何想入非非，我们这样做并非是想讨你们的欢心。我们只是不想被你们打扰罢了，而最简单的方法就是假装：微笑，然后让你们都轻轻松松地得个B。

在这样的演讲中引用他人的话实属惯例。在此让我来引用一位你们从未听说过的人的话，这个人就是罗格斯大学的卡特·A·丹尼尔教授。他说：

“我们阅读你们那些不值一读的论文，听你们那些不值一听的评论，甚至要去关心你们中那些懒惰、孤陋寡闻并且粗俗的人。因此，大学惯坏了你们。为了教育，我们不得不如此。但没有人会再这样做了。在过去的五十年中，大学剥夺了你们为进入社会做好充分准备的机会。大学成了一个轻松、自由、宽容、体贴、舒适、有趣、毫无挑战的好玩的地方，因此它辜负了你们。祝你们未来好运。”

这也就是为什么在这个毕业日，我们没有任何可以引以为傲的成就。

哦，对了，还有一件事。尽可能不要像对待我们一样对待你们的同事和上司。我的意思是，当他们给予了你们你们想要但不应得的东西时，不要侮辱他们，不要在他们身上重

演你们和父母之间那种糟糕的关系。这一切，我们也都忍了。正如我说过的，我们这样做并非是想讨好你们。没有几个教授会真的在乎他们是否得到了那些因过于在意同龄人的意见而无法独立思考的青少年的欢心。这帮傻瓜肤浅地以为教授们不关心教育，而只在乎是否受学生欢迎。我们这样做，也还是为了摆脱你们。所以，去吧，摒弃我们给你们造成的假象，投身到真实的生活中去吧！

大学：一个完全宽容的世界？

在《你们永远不会听到的毕业典礼演讲》中，雅各布·纽斯纳认为，根据我们大学的经历，我们相信“失败不会留下记录”，并且一切都唾手可得。在纽斯纳看来，大学并非一所能帮助我们应对生活的好的预备学校，因为它培养我们面对的是“一个不存在的世界”。

毫无疑问，在表达如此强烈的观点之前，纽斯纳应当先好好看看大学生活的真实面目。他完全无视学生们为获得成功而身负的压力和经历的艰辛。大学完全不是他所描绘的那样。

大学难道真的像纽斯纳所说的那样，没有帮助我们为现实生活做好准备吗？我们在大学的各种经历难道真的对真实世界毫无用处，不值一学吗？当我想到纽斯纳的观点时，这些问题跃入了我的脑海。我认为他大错特错。对于我们中的许多人而言，大学是我们开始独立，需要自己做出重要决定，并为这些决定承担责任的时期。在大学里，我们必须学会安排时间（以及金钱！），并且学会包容（否则我们无法在拥挤的宿舍里生存下去！）。我们遇到来自世界各地的人，这不仅开阔了我们的视野，也帮助我们更好地理解彼此。如果这些都对于现实世界中的生活毫无用处的话，那么我不知道还有什么是有用的。

纽斯纳认为，大学教育使我们相信“失败不会留下记录”，因为据说哪怕犯了错，我们也能够轻而易举地逃避惩罚。我要告诉他的是，如果你一门考试不及格，你无法再考一次，或者即便老师觉得你余生都会憎恨他，他也不会抹去你的成绩。如果你中途退课，那么下个学期你就必须选更多的课。如果你成绩不高，那么你就几乎不可能进入一所好的研究生院。如果你好几门课的平均学分绩点不够高的话，你就无法取得学位。当期中期末考试来临时，没有人能逃避它们。当学习变得紧张时，那些本就用功的学生也只能更加努力地学习，因为大学并不像纽斯纳所认为的那样，会为错误提供“省事的”解决办法。它并不是一个“完全宽容的世界”，当学生错过截止日期或没有在要求的时间内完成任务时，老师们也决不会“假装无所谓”。

对我而言，住在拥挤的宿舍，在多门期末考试前只有一天的阅读时间，在同一周内需要应付一堆的阅读、论文和期中考试，这样的大学绝非我心目中“轻松、自由、宽容、体贴、舒适、有趣、毫无挑战的好玩的地方”。

Reading 2

Get ready to read

Scripts

Charles Knight (Edge Hill University):

When I think about good university teaching, I think about three elements. The first element is about preparation — one of the most successful comedians the UK has ever seen was a guy called Tommy Cooper. Tommy Cooper's act was that he was a dreadful magician on stage. But, in reality, Tommy practiced for hours and hours and hours and was on top of his craft. Is this your card? No?! But the thing about Tommy was all of that practice meant that when he went to do it, it worked perfectly. So my first thing about what really good teaching looks like: You've got to do the preparation. Lecture (Lectures) should be research-informed, and also practice-informed, so that all underpins (underpin) what happens in the classroom. That's the first stage. The second stage, to me, is that when you are in the classroom, it has to be engaging. The students have to feel like you are in the room with them and that you are enjoying it as much as they are — those are the two first critical elements. And the final element, and sometimes this is missing, but it's always got to be there. There's always got to be a gap. There has to be a gap for the students to step into. What do I mean by a gap? If I said to you, "You are in a driverless car and the driverless car might run over a person on the street, or crash into a tree and kill you, what should you do?" That's a gap. The students can discuss that for hours and hours and hours. It can't be that it's just you transmitting knowledge to them — there's always got to be a gap for the students to step into and come up with their own answers.

Rebecca Bushell (University of South Wales):

Good university teaching is all about not only teaching your students the subject knowledge that they need, but also the employability skills and the higher-order processing skills. So it's about preparing them for when they get out into the real world so that they can actually make some advances to the economy and to the industries they go into. We always prepare them with subject knowledge, but nowadays they also need to be able to be innovative, and they need to be creative, and to do that they need more than just that subject knowledge. So whenever I'm teaching, I'm trying to get them to think for themselves, I'm trying to get them to analyze things, to be problem-solvers, and to come up with their own solutions. Its part of the challenge is trying to work out how you get your students to challenge what you're saying, so they don't just think that what you say is right. Some of the best answers you get are the ones you haven't even thought of yourself. So for me, good teaching is when you get students coming back to you,

challenging what you are saying, challenging your perceptions, and then you can have the discussion around it. It's about getting them to use their own thought processes and justify what they are thinking about.

Sara Wolfson (Canterbury Christ Church University):

I think good teaching should really prioritize the sense of partnership between the student and the lecturer. I think that, in terms of, you know, as an educator, good university teaching should really be about developing the whole person, educating the individual, not only be educate (educating) them in terms of the subject content, but helping develop their skill set, their socio-cultural skill set and their moral skill set as well. So it's not just about, informing them, you know, about the subject, which is of course really important, but it's about making sure they have the skills to take that beyond the ivory towers of academia into the wider world as well.

Reference answers

Watch for information

- | | | | |
|----------------|----------------------|----------------------|-------------|
| 1) preparation | 2) research-informed | 3) engaging | 4) gap |
| 5) subject | 6) processing | 7) thought processes | 8) partners |
| 9) whole | 10) moral | | |

Watch and discuss

1. I quite agree with what these three teachers said about good university teaching. I think teachers should come prepared for each class. So should students, of course, if they want to study efficiently in class. I also appreciate teachers who treat us as equals and encourage us to think for ourselves. And teachers who help to cultivate our socio-cultural and moral skill sets will do us a great favor, for these are essential to our future development and happiness.
2. I believe the most important quality a good university teacher should have is being able to communicate effectively. A teacher who is a strong communicator is able to put information across in a clear and understandable manner. Meanwhile, he / she is also skilled in listening, and is thus able to understand students and tailor lessons to them. The second important quality would be a strong engaging capability. A good teacher is able to engage students with humor and creative lessons. He / she can also relate what is taught to students' life and the real world. Lastly, I think a good teacher respects students and treats each student friendly and fairly. This will make students feel that the teacher really cares about them and is really trying to help them.

Additional activity

Would you let him pass?

Suppose you were a college teacher, and you had a student who was a senior and would graduate in the summer. He only came to class twice and didn't finish his assignments as required. He did come to the final though, but did rather poorly. After the final, you got an email from him, begging you to let him pass. What would you do?

Reference answers

- I don't think I would let him pass, because it would be really unfair to those students who did attend class and did finish their assignments as required. I do understand that some seniors have a lot on their plate, but that cannot be an excuse for not doing what they should. Anyway, a credit is something that you earn, not something handed out for free.
- I would really hate to see him not being able to get his diploma because of failing this course. Therefore, I would give him a second chance and he should also explain why he did not come to class and do his assignments as required. If he was willing to try and did reasonably well this time, I would let him pass.

Reading passage

Language points

1. Then he **stunned** us all by announcing, "This is an open exam. You may look through your books, your notes or anything that will help. You may also do any research you like." (Para. 2)

stun: *vt. (not in progressive)* surprise or upset sb. so much that they do not react immediately 使(某人)震惊

e.g. It still stuns me to this day that they said this and truly saw no problem with it.

2. Write the report, briefly explaining that this was not **marketable**, cut your losses and move on to something practical. (Para. 5)

marketable: *a.* marketable goods, skills, etc. can be sold easily because people want them (商品、技能等)有市场的, 有销路的, 畅销的

e.g. Frustrated savers sell their bonds and invest the proceeds in marketable commodities.

3. **Slowly, I started to think about large warehouses, factories . . . places you store things, like food, paper, boxes, grains . . . industrial facilities. (Para. 7)**

facility: *n.*

- 1) [pl.] rooms, equipment, or services that are provided for a particular purpose (为某种目的而提供的) 设施, 设备

e.g. The hotel has its own pool and leisure facilities.

- 2) [C, usu. sing.] a special part of a piece of equipment or a system which makes it possible to do sth. (设备或系统的) 特殊装置, 特色功能

e.g. Is there a call-back facility on this phone?

- 3) [C] a place or building used for a particular activity or industry, or for providing a particular type of service (特定用途的) 场所, 建筑

e.g. There is a top-secret research facility on this military base.

4. **Yes, they have room to place this huge device somewhere. (Para. 7)**

Here, “device” refers to a piece of equipment, usually a small electronic one, that does a special job.

e.g. The aim of nanotechnology is to manipulate molecules atom by atom, treating them like mechanical devices with gears, wheels, levers, hooks, pivots, locks and keys.

The word “device” is often modified by such words as “electronic,” “labor-saving,” “security,” “safety,” “handheld,” “storage,” and “medical.” Its closest synonym is “gadget,” which refers to a small, useful and cleverly-designed tool or machine.

5. **It was logical, reasonable and feasible. (Para. 8)**

feasible: *a.* a plan, idea, or method that is feasible is possible and is likely to work (计划、想法或方法) 可行的, 可实行的, 行得通的

e.g. Steady advances in digital memory technology are making mass-storage devices technologically feasible and increasingly cost-effective.

6. **He handed out the graded finals and the groans were audible. (Para. 11)**

In the word “audible,” “aud-” is a Latin root, meaning “hearing.” Words such as “audio,” “audience,” and “auditorium” are derivationally related to “aud-.”

7. **Then, there was dead silence as we read it. (Para. 13)**

In this sentence, the word “dead” means “complete; exact.” It is used to emphasize what you are saying.

e.g. Everyone sat there in dead silence for a moment, quietly digesting what they’d just heard.

Reference answers

Read and understand

Global understanding

- | | |
|------------------------------|--|
| 1) grumpy old man | 2) expensive and big electronic rat trap |
| 3) marketable | 4) 20-page |
| 5) warehouses | 6) taken straight out of |
| 7) figured / reasoned it out | 8) thinking |

Detailed understanding

1. B 2. B 3. C 4. C 5. B 6. A

Read and think

Use of short sentences in narratives

Step

①

In “The wicker chair,” there are quite a few short sentences in Paras. 5, 6, 7 and 8, for instance, in the middle of Para. 5: “So, I sat there staring and thinking. Finally, I got it! The answer was clear. You couldn’t sell it.”, and in Para. 7: “Yes! Keep going. What else? Stores, supermarkets, restaurants. They could afford this. I was starting to get excited.”

Step

②

The two excerpts both feature the use of vivid and descriptive language, especially a variety of well-selected verbs, which depict what is going on in the characters’ minds. Moreover, both excerpts feature the use of short sentences, which adds to the tension built in each narrative.

Step

③

I think the use of short sentences is quite effective in building tension, which improves the overall readability of a novel or story. In the excerpt from *The Old Man and the Sea*, short sentences convey a sense of urgency as the old man tries to figure out how to beat the big fish. Similarly, in the excerpt from *Take over, Bos’n*, short sentences help readers feel the narrator’s anxiety as he struggles to keep himself awake. In “The wicker chair,” by using short sentences, the author succeeds in describing vividly how her mind races as she tries to work out a marketing plan for the expensive rat trap in the final exam.

Professor Wickert

Step

①

I would say Professor Wickert is a very strict and experienced teacher. He has high demands on the students. It’s difficult to get a good grade

in his class. Plus, he also seems to have a clear sense of how hard students in his class will work, which indicates that he must be very experienced. He is not without a sense of humor, which can be seen from the way he introduces his name.

As for his teaching style, I would say he probably doesn't care about building rapport with students, as he constantly taunts and jeers at them. One might even say that he deliberately tries to provoke students. Maybe this is his way of motivating them to try harder. Meanwhile, he also shows some flexibility in his approach to teaching, as he allows students to use whatever means they deem effective in the final exam.

- Step 2** It's hard to say if he is a good teacher. For good students, such as the author, his approach may be effective, as she was able to rise up to the challenge. However, to less capable students, he would come across as too demanding. Plus, students, at least some of them, may be unwilling to communicate with a teacher who often treats them with contempt. I agree with the author that Professor Wickert probably tries to motivate his students to think on their own, but his approach may not work for everybody.

Additional activity

How should students be tested?

Work in groups to do the following activities.

- Step 1** Form groups and discuss possible alternatives to finals for evaluating students' performance.
- Step 2** Choose an alternative you prefer and form a new group with those who share your opinion. List the advantages and disadvantages of your group's choice.
- Step 3** A representative from each group reports the alternative and its advantages and disadvantages to the class.

Example:

A possible alternative for evaluation: group projects

Advantages:

- More creativity can be expected.
- Rote learning may be discouraged.
- Interpersonal skills can be developed.

Disadvantages:

- It is hard to evaluate everyone's share of the work.
- It is difficult to develop reasonable criteria for grading group performance.

Reference answers

Quizzes

Advantages:

- There is less pressure for students.
- It's possible to have many quizzes each semester.

Disadvantages:

- It is difficult for students to get a global picture of what has been taught in class.
- They usually don't require much thinking and reasoning.

Presentations

Advantages:

- More creativity can be expected on the part of students.
- It is easy to organize presentations.

Disadvantages:

- They are time-consuming.
- Presentation skills may weigh more in evaluation than the content.

Seminars and group discussions

Advantages:

- They allow peer observation.
- Cooperative skills may be cultivated.

Disadvantages:

- Students may not get equal opportunities to participate.
- Shy students may not express themselves adequately.

Read and practice

Word building

1. visualized 2. Oddly 3. industrial 4. marketable 5. interruptions

Meaning in context

1. D 2. C 3. B 4. C 5. B 6. A

Sentence structure

1. She went out of the room in a hurry, taking the guitar with her.
2. Not having her phone number, we couldn't contact her.
3. Being extremely busy himself, he couldn't help us with our research project.
4. The man lit the fuse and after a few seconds up went the rocket.
5. The teacher blew a whistle and off ran the children toward the finish line.
6. The child tiptoed quietly to the bird, but away it flew just as he was about to catch it.

Error correction

- | | | |
|--------------------|-------------------------------|---------------|
| 1. in → out | 2. even → still | 3. off → up |
| 4. sought → looked | 5. expectation → expectations | 6. save → cut |

Read and translate

本科班级规模的扩大给评分者增加了工作负荷。其中，作业的批改占据了很大的工作量。一个可行的解决方案是只从每次布置的任务中抽取一部分题目进行批改。然而，在该方案下，作业的批改时间仍然很长，却少有对学习有益的反馈。在另一些情况下，教授只布置作业却不收取作业。

然而，不批改作业被证明会妨碍学习，因为学生失去了一些充分思考课堂教学内容的宝贵机会。

近年来，用于开发交互式任务的网络工具取得了显著进步，许多大学也已开始尝试在线布置作业。从普通化学和数学到社会学和微观经济学等各种大学课程都证明了在线作业的有效性。大多数情形下，学生对这些在线作业系统都比较认可，这是因为它们：一、引导学生完成解题步骤；二、允许学生多次尝试；三、提供即时反馈；四、有条理地保存与课程有关的所有文件。

Translation of the passage

柳条椅

大四那年，我选了一门营销学课程。任课教师是一个坏脾气的老头。在上课的第一天，他做了一些预测。首先，他说我们将永远不会忘记他的名字。只要想象一个放在柳条椅上的南瓜灯就能永远记住杰克·维克特这个名字。其次，他说大多数学生不会在这门课上取得好成绩，因为他不能容忍不做作业并且不听指令的学生。最后，他说在全班四十名同学中，得到A的不会超过三个人。

他让我们整个学期都感到很焦虑。他嘲弄、讥讽我们，并且骂我们笨。然而，我们的确学到了一些产品营销的创新方式。期末考试被安排在学期的倒数第二周，而我们将在最后一晚的课上复盘考试结果。考试那晚，杰克·维克特告诉全班，只有一道考题，并对我

们宣布：“这是开卷考试。你们可以看书、看笔记或其他任何有用的东西，也可以做你们想要做的任何研究。”这令大家感到很震惊。

然后，维克特将考题写在了黑板上：为一个售价为五百美金的电子捕鼠器设计一个营销方案。

我看了一眼我的一个朋友。他扬起眉毛，耸了耸肩并摇了摇头。要营销的是什么糟糕的产品啊！谁会花一周的薪水去买一个捕鼠器？假如你的住所真的有老鼠，那么估计你住在贫民窟，肯定买不起这么昂贵的产品。而如果你负担得起这样的价格，你的住所应该不会有老鼠。

我就坐在那里，盯着黑板看。我知道这里一定有什么陷阱。我了解维克特，我可以肯定他使了什么花招，而且答案一定很简单。他就知道我们太笨了想不到。于是，我就坐在那里，盯着那道题思考。最后，我想到了！答案很清楚。你没法把这个产品卖出去。写报告吧，简要说明这个产品没法卖，及早脱手以减少损失，然后开始做切实可行的事情。于是，我用一页纸的篇幅写完了我的想法。我开始收拾东西，一抬头正看到维克特先生带着自鸣得意又不怀好意的目光看着我。他的神情告诉我他觉得自己已经赢了。我坐在那儿看着他，而他就那么满面笑容地坐在那儿，假装在阅读。

于是，我不得不仔细思考那个捕鼠器。它如此昂贵而又巨大（我们知道它的尺寸）。就算能买得起，你又能把它放哪儿呢？我对这个问题逐渐深思起来，越想越深入。

慢慢地，我想到了大型仓库、厂房、存放食品、纸张、盒子、谷物、工业设施等东西的场所。对！继续。还有什么？商店、超市、饭店，这些地方的人能买得起。我开始兴奋起来。对，他们有地方存放这个大家伙。

但这可能会减少职业灭虫害者的收入吧。对！职业灭虫害者。这可是一个大市场！他们可以买进捕鼠器，再将它们卖给他们的顾客。要是他们可以通过租赁捕鼠器获得高额利润，那就更好了。于是我便开始答题。那天晚上，我完成了一个二十页的营销方案。它合乎逻辑、合理并且可行。

我对自己的营销方案相当满意，并在十点前将它放到了维克特的桌上。他看上去仍然是一副自鸣得意的样子。但无论如何，我尽力了。

下一周周三的课上，他带着考试结果出现了。他宣布：“你们达到了我的最低预期。大多数人都没答到点子上，而你们的成绩也反映了这一点。虽然不乐意，但我不得不比我预计的多给了一个A。”他尖锐地注视着我。“本学期有四名同学得了A。”

他将打了分的期末考卷发给我们，同学们发出了不满的抱怨。然而，我得了A。可为什么我觉得他不会让我为此感到开心呢？

维克特打断了大家的抱怨。“我刚上课时就曾警告过各位，偷懒就要付出代价。如果你们听进去了我的话，那么期末考试便是轻而易举的事。现在考试已经结束了，我可以告诉你们了。这道题就是我直接从课本上找的。一个字都没改，我甚至连案例的名字都没换。我就知道你们不会注意到的。”

我们手忙脚乱地翻着课本，查着索引，寻找着这个案例，你可以听到翻动书页发出的沙沙声。然后，当我们读到这个案例时，教室里一片死寂。说也奇怪，这个案例的营销方案居然和我的颇有相似之处。他们想到了一些我没想到的，而我也想到了一些他们没想到的。

“只有三名同学弄明白了期末考题我是怎么出的，并从课本上找到了答案。”他说，

“但有一名同学费了很大力气，自己想出了答案。如果她按照我所要求的做，本可以少花很多时间。”

是的，那将会为我节约时间并令我免受尴尬。但我的确自己想出了答案，尽管我没有按照他的指令做。我自己想通了，并且得出了正确答案。维克特会不会是一直在努力促使同学们进行独立思考呢？

时至今日，我仍然好奇维克特是否也暗自为我感到骄傲呢。

Unit project

Reference answers

Step

①

The biggest problems students face:

in their studies: academic difficulty, lack of motivation which results in not studying enough, difficulty in deciding what to major in, poor time-management skills, etc.;

in extracurricular activities: too many chores in some clubs, too many meetings, not enough fun activities, etc.;

in interpersonal relationships: lacking communication skills, not being good at resolving conflicts, etc.;

in part-time jobs or internships: having difficulty in juggling work and studies, feeling exhausted, not getting properly paid, etc.

Step

⑤

Act 1 (Lunch time, in the cafeteria)

Student 1: Hey, you look upset. What's happened?

Student 2: I flunked the algebra quiz today.

Student 1: It can't be that bad. I think it is easier than the last one.

Student 2: Really? I guess I haven't put in enough time and effort lately. You know, I just don't feel like studying algebra most of the time.

Student 1: Well, you've got to figure out a way to force yourself to study. Algebra is tough.

Student 2: I know. I've tried to focus better in class, review what was taught and finish my homework. I just don't feel motivated. I often drift off when reviewing the lessons and sometimes I put off doing homework until midnight. How do you manage to do so well in the course?

Student 1: I don't know. I guess it's because I've always been interested in math.

Student 2: I wish I could be more like you.

Student 1: Hey, have you tried talking to your counselor? Maybe he could give you some advice. You probably should make an appointment first.

Student 2: That's a good idea. I will send him an email and make an appointment.

Act 2 (In counselor's office)

Student 2: May I come in?

Counselor: Yes, please. Oh, hello, Li Hua.

Student 2: Hello, Mr. Wang.

Counselor: Please take a seat.

Student 2: Thank you.

Counselor: Well, you mentioned in your email that you'd like to talk to me about your algebra course.

Student 2: Yes. I have been having trouble with this course. And I did rather poorly in the last quiz.

Counselor: What do you think is the main problem?

Student 2: I just feel that I lack the motivation to study algebra. I often find my mind wandering when I am trying to review what I've learned and I tend to put off doing my homework until the last minute.

Counselor: Do you have trouble following the professor in class?

Student 2: I do, sometimes. But I usually turn to my classmates for help after class.

Counselor: That's good. But I think you may also try asking your professor questions after class. You can visit him during office hours or leave him a message online.

Student 2: There are so many students in the class. I don't want to become a bother.

Counselor: You're not. It's important for teachers to know how effective their teaching is. Your feedback can help teachers adjust their teaching and help you learn better in class.

Student 2: I see. I will try to do it next time.

Counselor: There is another thing you can try: joining a study group.

Student 2: You mean studying with other students, like my classmates?

Counselor: Yes. There are many benefits. For instance, you've mentioned

that you tend to procrastinate when you need to do your algebra homework, right?

Student 2: Yes.

Counselor: Well, since study groups meet at regular times, it can help to prevent you from procrastinating. Plus, in a study group, you can learn more quickly by asking questions, instead of spending a long time puzzling over the difficulty alone. A study group may also help you see the study materials from different perspectives. And you may also learn some new study skills from your group members.

Student 2: Wow! That sounds wonderful. I should have tried joining a study group earlier. Thank you, Mr. Wang.

Counselor: Don't mention it. Good luck with your studies!

Teaching tips

Ss may use some PowerPoint slides to help create the settings of the scene. They can also use certain props to help with their performance.