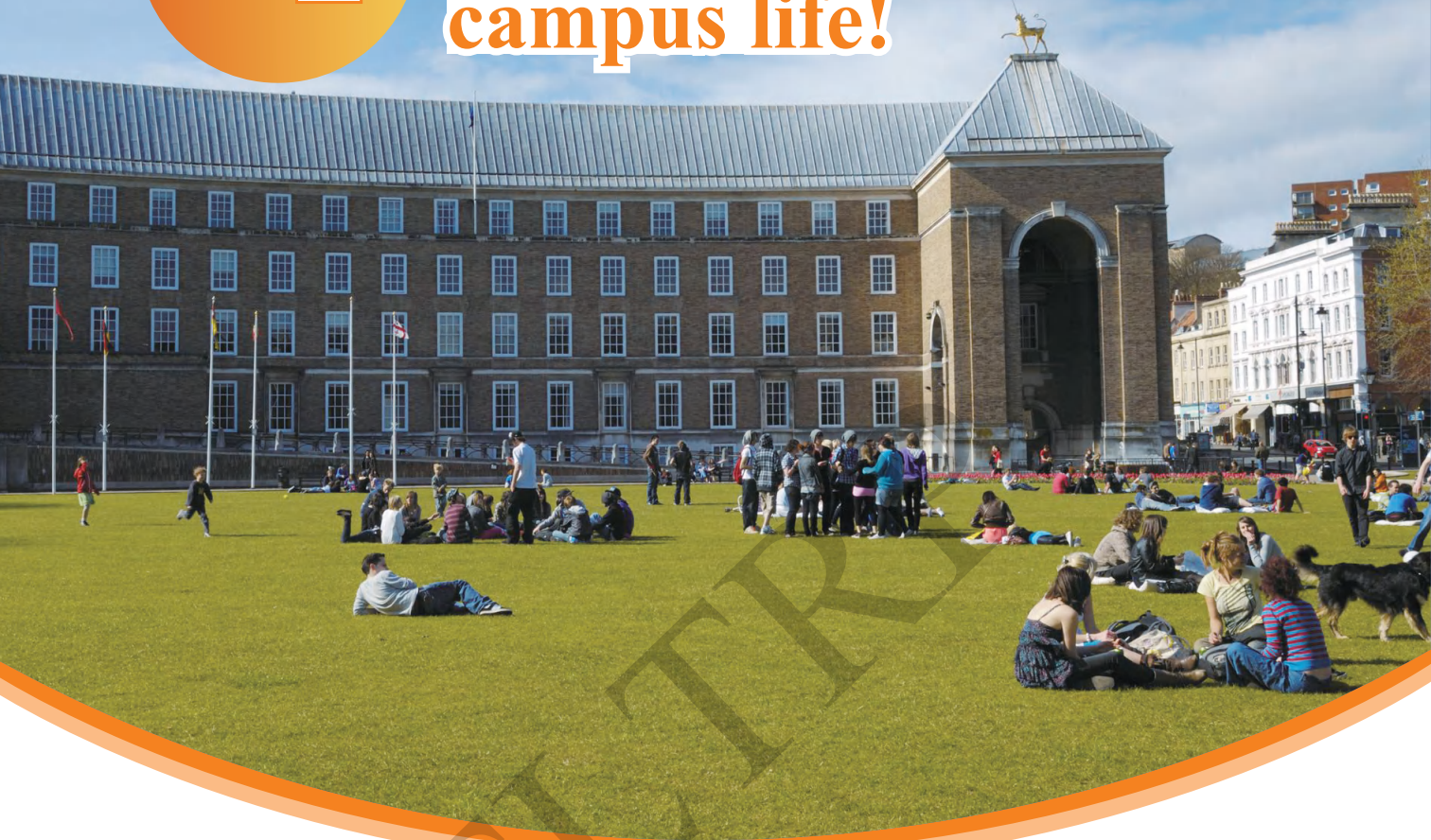


Unit

1

Enjoy the colorful campus life!



I

Lead-in

Work in groups of four to brainstorm as many study skills as possible and add them to the list. Vote for the three most important skills and give your reasons.

Study skills	Check (✓) your choice
1. Make good use of time.	
2. Find a quiet place to study.	
3. Draw up a study plan and stick to it.	
4.	
5.	

Enjoy the colorful campus life!

Aims

- Talking about college education and campus life
- Asking for and giving advice

I Lead-in

For reference

Study skills
1. Make good use of time.
2. Find a quiet place to study.
3. Draw up a study plan and stick to it.
4. Preview the lesson.
5. Listen attentively and take notes in class.
6. Review what you've learned in class.
7. Read extensively after class.
8. Write summaries after reading.
9. Assign yourself homework if the teacher has not assigned anything.
10. Study together with a good student.
11. Participate in a study group so that you can share ideas with one another.
12. Follow the instructions the teacher has given.
...

Those skills are all good, and I will try to adopt them in my studies. However, three of them seem especially important.

You know, our time is limited and valuable. It is essential to make good use of our time, instead of idling it away.

Even with plenty of time, we may not be able to make a lot of progress. Only by drawing up a detailed plan and sticking to it, can we hope to focus on our aim and advance step by step.

Of the other skills, extensive reading is of primary importance. I believe input is more important than output. Through wide reading, we can be exposed to a wide range of information and subconsciously acquire useful knowledge.

II Basic listening practice

Listen to the dialogs and choose the best answer to each question you hear.



- 1 A) English writing.
B) French writing.
C) Marketing.
D) Economics.

- 2 A) Sarah asks him to attend the lecture.
B) He can borrow notes from Sarah.
C) She can lend him her notes right now but he'd better take notes himself next time.
D) She can't lend him her notes right now and he'd better attend the lecture.

- 3 A) To study fashion design.
B) To look at pretty girls.
C) To review lessons for an exam.
D) To prepare for a class presentation.

- 4 A) Steven works hard, but Susan does not.
B) Susan works hard, but Steven does not.
C) Both work hard.
D) Neither works hard.

- 5 A) The teaching is very practical.
B) The teaching is given by famous Harvard professors.
C) The teaching is based on the professors' own experience.
D) The teaching is given by those who run their own business.

Word tips

elective /ɪˈlektɪv/ 选修课 (a course of study that you choose to do, rather than one that you must do)

compulsory /kəmˈpʌlsəri/ 必须做的, 强制的 (that must be done because of a rule or law)

Sarah /serə/ 萨拉 [人名]

statistics /stəˈtɪstɪks/ 统计学 (the science of using numbers to represent facts and describe situations)

Steven /ˈstɪvɪn/ 史蒂文 [人名]

Susan /ˈsuzn/ 苏珊 [人名]

case /keɪs/ 事例, 实例 (an example of a particular situation, problem, etc.)

Language and culture tip

pull one's weight do one's share of work

II Basic listening practice

1. Script

W: Have you chosen your electives for next semester yet? Are you taking French writing again?

M: Yes, I am, but it's compulsory for us next semester. So I think I'm going to take marketing as an elective instead.

Q: Which class will the man choose as his elective?

C) Marketing.

2. Script

M: Did you go to that business strategy lecture on Friday? I missed it and need to copy your notes.

W: I'd say you could borrow my notes, but Sarah has got them. Be careful not to miss Professor Brown's lecture. He takes attendance in that.

Q: What does the woman tell the man?

D) She can't lend him her notes right now and he'd better attend the lecture.

3. Script

W: Wow, Steven! In the library! What brings you here?

M: I'm enjoying the view. All the girls in fashion design are here preparing for an exam on Monday.

Q: Why is the man in the library?

B) To look at pretty girls.

4. Script

W: How's your group doing with this statistics presentation? Mine's doing a terrible job.

M: Yeah, mine too. David and Mike are OK, but Steven doesn't pull his weight and Susan's never around. I don't see how we can pass unless Steven and Susan realize that this is their last chance.

Q: What is true of Steven and Susan?

D) Neither works hard.

5. Script

W: You took an MBA at Harvard Business School, didn't you? What's it like?

M: It's expensive, about US\$40,000 a year, plus the cost of food and housing. But the teaching is first-class. The professors have a lot of practical experience. They use the case system of teaching, that is, you study how actual businesses grew or failed.

Q: Why is the MBA teaching in Harvard Business School first-class?

A) The teaching is very practical.

III Listening in



Task 1

On the first day

Listen to the dialog and fill in the blanks with what you hear.

Seeing that Jenny has bought the books for the biology class, Harrison says nobody does much on (1) _____ because it's still add-drop, which means students are (2) _____ from class to class to find out which is best. Jenny hears the professor is (3) _____, but Harrison warns her that the professor is good only if students are (4) _____, for he expects a lot.

After class, Jenny admits that half of what the professor said (5) _____, and Harrison assures her that a lot of what the professor said is (6) _____ in the reading. When Jenny asks to borrow Harrison's (7) _____, he says "no problem", for they don't have class until (8) _____. Finally, Harrison says (9) _____ in the discussion at the seminar is an important part of the (10) _____ there.

Now listen again and check your answers.

Word tips

Harrison /'herɪsn/ 哈里森 [人名]

Jenny /'dʒeni/ 詹妮 [人名]

seminar /'semi,nɑː/ 研讨课 (a class in which a small group of students and a teacher discuss or study a particular subject)

Language and culture tips

catch up with come from behind and reach someone in front of you by going faster

go over one's head be difficult to understand

III Listening in

Teaching tip

If students do the listening task out of class, teachers may use the Additional activity to check. The Additional activity can also be used as an alternative to the tasks and activities in the Student's Book. This tip can also be used in the rest units of the book.

Task 1 On the first day

Additional activity

If time allows, ask a few pairs of students to role-play the dialog in class.

Script

(Voice-over: *Harrison meets Jenny before the first class.*)

Harrison: I'm Harrison. Good to meet you.

Jenny: Good to meet you. I'm Jenny.

Harrison: So, you've bought the books for this biology class.

Jenny: Yeah. I think everyone had to before class started.

Harrison: No. Usually no one does much on the first day because it's still add-drop.

Jenny: What's that?

Harrison: Changing from class to class to find out which is best.

Jenny: Have you had this teacher before? I've heard he is really good.

Harrison: He's good if you're a hard worker. He expects a lot.

Jenny: Oh, I guess that's good. I hope I can keep up with everyone else in the class. Maybe I need your help after class.

Harrison: You're welcome.

(Voice-over: *Jenny catches up with Harrison after the first class.*)

Jenny: Harrison, wait up!

Harrison: So what do you think of the professor's lecture?

Jenny: I think about half of what he said went over my head.

Harrison: Don't worry. A lot of what he said is explained in the reading.

Jenny: Hey, would you mind if I borrowed your notes tonight to look them over?

Harrison: No problem. We don't have class until Wednesday. Here you go.

Jenny: Thanks. I just want to make sure I'm prepared for the seminar.

Harrison: Yeah. Participation in the discussion is an important part of the education here.

Key

(1) the first day

(3) really good

(5) went over her head

(7) notes

(9) participation

(2) changing

(4) hard workers

(6) explained

(8) Wednesday

(10) education



Task 2

How to select elective courses?

Listen to the passage and complete the table with what you hear.

Tips	Reasons	Examples
1. Select the courses that fit your profession.	Potential employers will appreciate every bit of (1) _____ and knowledge that they don't have to give you.	① A science major can select electives in (2) _____, biology or even physics. ② A business major can select (3) _____, business administration, and even computing.
2. Select an education that includes (4) _____.	Some employers will believe that you have (5) _____.	If you have courses in science along with your (6) _____, you could possibly win a job over someone who majored purely in business.
3. Select a(n) (7) _____ elective course.	You should learn (8) _____ and get a(n) (9) _____ of the world.	You can consider a philosophy elective if you've been told that you are a little (10) _____.

Now listen again and check your answers.

Word tips

corporate /'kɔ:p(ə)rət/ 公司的 (of a corporation or business)

well-rounded /,wel 'raundɪd/ 多方面发展的; 全面的 (good in many aspects)

Language and culture tip

come in handy be useful

Task 2

How to select elective courses?

Additional activity

Ask students to discuss the questions.

What elective courses are offered at your university? What courses have you selected? Why?

Script

Consider these tips on elective courses and you'll choose those that will serve you best.

To begin with, you should select the courses that fit your profession. It is a good idea to choose elective courses closely related to your chosen profession. Potential employers will appreciate every bit of extra training and knowledge that they don't have to give you. For example, you may select elective courses in chemistry, biology or even physics if you are doing a science major. For business majors, select electives in accounting, business administration, and even computing, as you'll never know when these will come in handy in the corporate world.

Moreover, you can choose an education that includes many fields of study. If you are taking a heavy load of career-related courses, you may prefer electives that are not directly related to your major. If you receive a well-rounded education, some employers believe that you have better potential. For example, if you have courses in science along with your business degree, you could possibly win a job over someone who majored purely in business with no outside electives.

Finally, you can also select a challenging elective course. Part of getting an education is learning how to learn, and elective courses should help you achieve this goal. You need not to memorize all the information from each class, but you should get a better understanding of the world. So, pick elective courses that challenge your belief system and make you look at the world in a different way. For instance, you can consider a philosophy elective if you have been told that you are a little narrow-minded.

Key

(1) extra training

(3) accounting

(5) better potential

(7) challenging

(9) better understanding

(2) chemistry

(4) many fields of study

(6) business degree

(8) how to learn

(10) narrow-minded



Task 3

How to get straight A's?

Listen to the passage and choose the best answer to each question you hear.

- A) They won't eat snacks.
B) They won't play computer games.
C) They won't answer phone calls.
D) They won't watch TV.
- A) He worked out every day.
B) To save time he did not even brush his teeth.
C) He used his spare time to memorize new terms.
D) He read actively and thought deeply.
- A) Sitting up late.
B) Getting up early.
C) Reviewing immediately after class.
D) Having a certain period of time every day for studying.
- A) One who likes asking questions for a full understanding.
B) One who focuses on the most difficult parts of a book.
C) One who reads extensively.
D) One who reads fast and understands everything.
- A) How bottom students become top students.
B) How to educate super-achievers.
C) The strong and weak points of some top students.
D) Secrets of successful students.

Word tips

straight /streɪt/ **A** 全优的 (all A's)

super-achiever /'supə ə'tʃi:vər/ 超级成功者 (one who achieves far more than others)

priority /praɪ'ɔ:rəti/ 优先事项 (the thing that you think is the most important)

intrusion /ɪn'tru:ʒn/ 干扰, 侵扰 (something that affects a peaceful situation or a private event)

Claudia Hill /'klɔ:diə 'hɪl/ 克劳迪娅·希尔 [人名]

consistency /kən'sɪstənsi/ 连贯性, 一致性 (the quality of always being the same, doing things in the same way, etc.)

Language and culture tip

work out exercise

Now listen again and check your answers.

Task 3

How to get straight A's?

Additional activities

1. Ask students to answer the question.

What are the four good qualities of super-achievers mentioned in the passage?

(They know how to set priorities, can study anywhere and everywhere, schedule their time well, and know how to read.)

2. Ask students to discuss the question.

What study habits do you think are common among successful students?

Script

It is interesting to note how straight A students achieve academic excellence. Here, according to educational experts and students themselves, are the secrets of super-achievers.

First, they know how to set priorities. Top students allow no intrusions on their study time. Once the books are open or the computer is turned on, phone calls go unanswered, TV shows unwatched, snacks ignored. Study is business, and business comes before recreation.

Also, good students can study anywhere and everywhere. Claudia Hill, an Arizona State University business professor recalls a runner who worked out every day. Hill persuaded him to use his spare time to memorize biology terms. Then he posted a list of biology terms on the mirror in the bathroom. He learned a few terms every day while brushing his teeth. Eventually, he scored high in the final examination.

Moreover, top students schedule their time well. Study time is strictly a matter of personal preference. Some work late at night when the house is quiet. Others get up early. Still others study as soon as they come home from school when the work is fresh in their minds. All agreed, however, on the need for consistency. One student said, "Whatever I was doing, I maintained a certain period of time every day for studying."

Another important characteristic of super-achievers is that they know how to read. According to a book entitled *Getting Straight A's*, the secret of good reading is to be "an active reader—one who continually asks questions that lead to a full understanding of the author's message".

Questions and key

- Which of the following is NOT mentioned about super-achievers starting to study?
B) They won't play computer games.
- What did the runner do to score high in the exam?
C) He used his spare time to memorize new terms.
- What is the thing all top students agree on?
D) Having a certain period of time every day for studying.
- What does the speaker mean by "an active reader"?
A) One who likes asking questions for a full understanding.
- What is the main idea of the passage?
D) Secrets of successful students.

IV Speaking out

Asking for and giving advice

Model 1 You're just going to have to study hard.

1. Watch the video clip and pay attention to the blanks. If you have difficulty understanding the words missing from the blanks, you may refer to the boxes of useful expressions.

Nora: Only our first day back at school, and (1)_____.

Chris: Only our first day back at school, and (2)_____.

Nora: You're going to (3)_____ if you want to keep your grades up.

Chris: Tell me about it! I already have two reports, two book reports, a composition, an oral report, and a research project—all due before midterms.

Nora: We could study together. Maybe some of my organized study habits would (4)_____.

Chris: Better yet, maybe you could do my homework for me.

Nora: Forget it! That would be cheating.

Chris: All right, all right. I have yet to write a term paper. Can you recommend any articles and books? You'd better give me the exact pages where I can find what I want.

Nora: You could borrow ideas from those references, but if you quote without giving the sources, you're plagiarizing.

Chris: The quiz next week will be a headache. If you don't help me, I'll have to prepare some study sheets and hide them in my hand when I take the test.

Nora: Oh, no! If you're caught, the professor will definitely give you an F. (5)_____. You're just going to have to study hard.

Chris: All right. I'll take your advice. The library is going to be my new home, and in the dorm (6)_____.



Nora advises Chris to study hard instead of cheating in the exam.

Word tips

plagiarize /'pleɪdʒə,raɪz/ 抄袭 (copy another person's ideas, words, etc. and pretend that they are your own)

study sheet 作弊用的小纸片 (a piece of paper with information on it prepared for cheating in an exam)

Language and culture tips

up to one's ears in homework fully occupied with homework

hit the books study hard

rub off on someone give someone an example to follow

IV Speaking out

Asking for and giving advice

Teaching tips

1. The first line in each box of useful expressions is the original script from the video clip. If students have difficulty understanding the video clip, ask them to refer to the box of useful expressions.
2. If there is enough time, the pair of students can continue the role-play by changing roles.
3. These tips can also be used in the rest units of the book.

Model 1

You're just going to have to study hard.

Script

Nora: Only our first day back at school, and (1)already I feel like I've learned a lot.

Chris: Only our first day back at school and (2)I already feel like I'm up to my ears in homework.

Nora: You're going to (3)have to hit the books if you want to keep your grades up.

Chris: Tell me about it! I already have two reports, two book reports, a composition, an oral report, and a research project—all due before midterms.

Nora: We could study together. Maybe some of my organized study habits would (4)rub off on you.

Chris: Better yet, maybe you could do my homework for me.

Nora: Forget it! That would be cheating.

Chris: All right, all right. I have yet to write a term paper. Can you recommend any articles and books? You'd better give me the exact pages where I can find what I want.

Nora: You could borrow ideas from those references, but if you quote without giving the sources, you're plagiarizing.

Chris: The quiz next week will be a headache. If you don't help me, I'll have to prepare some study sheets and hide them in my hand when I take the test.

Nora: Oh, no! If you're caught, the professor will definitely give you an F. (5)Probably, you'll have to repeat the year. You're just going to have to study hard.

Chris: All right. I'll take your advice. The library is going to be my new home, and in the dorm (6)I'll be burning the midnight oil.

Useful expressions

(1) a. already I feel like I've learned a lot b. I feel I've learned a great deal c. I feel as if I've learned a great deal	(4) a. rub off on you b. set an example for you c. show you how to get ahead
(2) a. I already feel like I'm up to my ears in homework b. I'm already up to my neck in homework c. I already have my hands full with assignments	(5) a. Probably, you'll have to repeat the year b. Maybe you'll have to repeat the grade c. You'll probably have to do the year again
(3) a. have to hit the books b. must do some serious studying c. have to buckle down to work	(6) a. I'll be burning the midnight oil b. I'll be sitting up c. I'll be working like a slave

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You may use the optional expressions in the boxes.

Model 2 → Which class do you prefer?

1. Watch the video clip and pay attention to the blanks. If you have difficulty understanding the words missing from the blanks, you may refer to the boxes of useful expressions.



Chris and Nora talk about the classes they have this semester.

Chris: First period is math with Mr. Woods. I don't know (1)_____.

Nora: I like Mr. Woods. He's interesting.

Chris: He's boring! (2)_____! Who do you have for economics?

Nora: Mrs. Jenkins. She's smart. Students really learn a lot from her.

Chris: (3)_____! You have to work hard in her class, or you'll probably fail.

Useful expressions

<p>(1)</p> <p>a. already I feel like I've learned a lot</p> <p>b. I feel I've learned a great deal</p> <p>c. I feel as if I've learned a great deal</p> <p>d. I have taken in a lot</p>	<p>(4)</p> <p>a. rub off on you</p> <p>b. set an example for you</p> <p>c. show you how to get ahead</p> <p>d. help you develop yours</p>
<p>(2)</p> <p>a. I already feel like I'm up to my ears in homework</p> <p>b. I'm already up to my neck in homework</p> <p>c. I already have my hands full with assignments</p> <p>d. I feel overwhelmed by homework</p>	<p>(5)</p> <p>a. Probably, you'll have to repeat the year</p> <p>b. Maybe you'll have to repeat the grade</p> <p>c. You'll probably have to do the year again</p> <p>d. You might be held back a year</p>
<p>(3)</p> <p>a. have to hit the books</p> <p>b. must do some serious studying</p> <p>c. have to buckle down to work</p> <p>d. need to study hard</p>	<p>(6)</p> <p>a. I'll be burning the midnight oil</p> <p>b. I'll be sitting up</p> <p>c. I'll be working like a slave</p> <p>d. I'll be staying up late</p>

Model 2

Which class do you prefer?

Script

Chris: First period is math with Mr. Woods. I don't know (1)how I'm going to stay awake.

Nora: I like Mr. Woods. He's interesting.

Chris: He's boring! (2)He could put the entire basketball team to sleep—during the championship game! Who do you have for economics?

Nora: Mrs. Jenkins. She's smart. Students really learn a lot from her.

Chris: (3)She's tough! You have to work hard in her class, or you'll probably fail.

Nora: (4)_____!

Chris: Nonsense. You could have learned even more with Mr. Sharp. But not many students opt for his class.

Nora: What's wrong with him?

Chris: Often, the highest grade he gives on a term paper is a C+, and (5)_____.

Nora: No wonder he's got the nickname Mr. Shark. Well, how about PE? What are you doing this semester?

Chris: That's the worst part. In PE, we're learning t'ai chi. (6)_____.

Nora: Ha ha! Not to rub salt into the wound, but our class is playing your favorite sport: basketball.

Chris: That figures! This is going to be a terrible semester.

Nora: This is going to be a great semester!

Word tips

Woods /wudz/ 伍兹 [人名]

Jenkins /'dʒekɪns/ 詹金斯 [人名]

Sharp /farp/ 夏普 [人名]

opt /ɑpt/ 选择 (choose)

Language and culture tips

rub salt into the wound make things worse

that figures that's to be expected / just as I thought

Useful expressions

- | | |
|--|---|
| (1) a. how I'm going to stay awake
b. how I can manage to keep awake
c. how I'm going to keep my eyes open | (4) a. No pain, no gain
b. Nothing worthwhile is won without effort
c. The road to achievement runs only through hardship |
| (2) a. He could put the entire basketball team to sleep—during the championship game
b. The whole audience would surely fall asleep during his lecture
c. If you want to sleep soundly for an hour, take his class | (5) a. he usually fails half of the students
b. he regularly flunks half the class
c. normally, only half of the students can pass his exam |
| (3) a. She's tough
b. She's difficult to deal with
c. She's strict | (6) a. I'm bored to death
b. I'm extremely bored
c. I'm suffering from terminal boredom |

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You may use the optional expressions in the boxes.

Nora: (4)**No pain, no gain!**

Chris: Nonsense. You could have learned even more with Mr. Sharp. But not many students opt for his class.

Nora: What's wrong with him?

Chris: Often, the highest grade he gives on a term paper is a C+, and (5)**he usually fails half of the students.**

Nora: No wonder he's got the nickname Mr. Shark. Well, how about PE? What are you doing this semester?

Chris: That's the worst part. In PE, we're learning t'ai chi. (6)**I'm bored to death.**

Nora: Ha ha! Not to rub salt into the wound, but our class is playing your favorite sport: basketball.

Chris: That figures! This is going to be a terrible semester.

Nora: This is going to be a great semester!

Useful expressions

<p>(1)</p> <p>a. how I'm going to stay awake</p> <p>b. how I can manage to keep awake</p> <p>c. how I'm going to keep my eyes open</p> <p>d. how to stop myself from dozing off</p>	<p>(4)</p> <p>a. No pain, no gain</p> <p>b. Nothing worthwhile is won without effort</p> <p>c. The road to achievement runs only through hardship</p> <p>d. no guts, no glory</p>
<p>(2)</p> <p>a. He could put the entire basketball team to sleep—during the championship game</p> <p>b. The whole audience would surely fall asleep during his lecture</p> <p>c. If you want to sleep soundly for an hour, take his class</p> <p>d. He bores me to tears</p>	<p>(5)</p> <p>a. he usually fails half of the students</p> <p>b. he regularly flunks half the class</p> <p>c. normally, only half of the students can pass his exam</p> <p>d. 50 percent of students flunk his class</p>
<p>(3)</p> <p>a. She's tough</p> <p>b. She's difficult to deal with</p> <p>c. She's strict</p> <p>d. She's demanding</p>	<p>(6)</p> <p>a. I'm bored to death</p> <p>b. I'm extremely bored</p> <p>c. I'm suffering from terminal boredom</p> <p>d. I'm dying of boredom</p>

Model 3 Publish or perish!

1. Watch the video clip and pay attention to the blanks. If you have difficulty understanding the words missing from the blanks, you may refer to the boxes of useful expressions.



Professor Grant tells Chris the duties and pressures of being a professor.

Word tips

Grant /grænt/ 格兰特 [人名]

perish /'perɪʃ/ 灭亡 (die, especially in a terrible or sudden way)

grant /grænt/ 拨款 (an amount of money given by the government or an organization for a special purpose, such as research or study)

assistantship /ə'sɪstəntʃɪp/ 助教职位; 助教津贴 (the position or money for a teaching assistant)

newsletter /'nu:z,letər/ 简讯 (a short written report of news about a club, organization, etc.)

Chris: Tell us, Professor Grant, (1)_____?

Professor Grant: Well, (2)_____. It's tough being an associate professor. It's publish or perish.

Chris: So, you spend a lot of time in your office?

Professor Grant: Yes, but I also have to prepare class notes, give lectures, hold office hours. (3)_____.

Chris: With all those responsibilities, you must make a lot of money.

Professor Grant: Hmm, I wish. Actually, I spend a lot of time (4)_____. Then I can offer assistantships and scholarships to the worthy graduate students who can help me with my research project.

Chris: I see why they call you "the boss". But (5)_____.

Professor Grant: Actually, I think you were in one of my classes...

Chris: Um... I think you're mistaken, Professor Grant!

Professor Grant: No, I remember very clearly now! You owe me an essay!

Chris: Sorry, I have too much work to do for the Student Union newsletter, and I have to work two jobs to pay for school.

Professor Grant: (6)_____.

Chris: What...


 Model 3

Publish or perish!

Script

Chris: Tell us, Professor Grant, (1)what are your primary duties as a professor?

Professor Grant: Well, (2)I do a lot of research and writing. It's tough being an associate professor. It's publish or perish.

Chris: So, you spend a lot of time in your office?

Professor Grant: Yes, but I also have to prepare class notes, give lectures, hold office hours. (3)Teaching is an important part of being a professor.

Chris: With all those responsibilities, you must make a lot of money.

Professor Grant: Hmm, I wish. Actually, I spend a lot of time (4)applying for grants to fund my research. Then I can offer assistantships and scholarships to the worthy graduate students who can help me with my research project.

Chris: I see why they call you "the boss". But (5)being a professor sounds pretty competitive.

Professor Grant: Actually, I think you were in one of my classes...

Chris: Um... I think you're mistaken, Professor Grant!

Professor Grant: No, I remember very clearly now! You owe me an essay!

Chris: Sorry, I have too much work to do for the Student Union newsletter, and I have to work two jobs to pay for school.

Professor Grant: (6)So you get an F in this course.

Chris: What...

Useful expressions

- | | |
|---|--|
| (1) a. what are your primary duties as a professor
b. as a professor, what are your main responsibilities
c. what are your important obligations as a professor | (4) a. applying for grants to fund my research
b. applying for grants to support my research
c. asking for grants to support my research |
| (2) a. I do a lot of research and writing
b. I'm mainly engaged in research and writing
c. research and writing play a large part in my career | (5) a. being a professor sounds pretty competitive
b. it's certainly competitive to be a professor
c. it seems the competition among professors are keen |
| (3) a. Teaching is an important part of being a professor
b. For a professor, teaching is important
c. Teaching is one of a professor's principal tasks | (6) a. So you get an F in this course
b. So you should get an F for the course
c. So I have to fail you in the course |

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You may use the optional expressions in the boxes.



Useful expressions

<p>(1)</p> <p>a. what are your primary duties as a professor</p> <p>b. as a professor, what are your main responsibilities</p> <p>c. what are your important obligations as a professor</p> <p>d. what are your major tasks in your career as a professor</p>	<p>(4)</p> <p>a. applying for grants to fund my research</p> <p>b. applying for grants to support my research</p> <p>c. asking for grants to support my research</p> <p>d. supporting my research by looking for grants</p>
<p>(2)</p> <p>a. I do a lot of research and writing</p> <p>b. I'm mainly engaged in research and writing</p> <p>c. Research and writing play a large part in my career</p> <p>d. I'm occupied mainly with research and writing</p>	<p>(5)</p> <p>a. being a professor sounds pretty competitive</p> <p>b. it's certainly competitive to be a professor</p> <p>c. it seems the competition among professors are keen</p> <p>d. being a professor is quite challenging</p>
<p>(3)</p> <p>a. Teaching is an important part of being a professor</p> <p>b. For a professor, teaching is important</p> <p>c. Teaching is one of a professor's principal tasks</p> <p>d. Lecturing is a major part of a professor's duties</p>	<p>(6)</p> <p>a. So you get an F in this course</p> <p>b. So you should get an F for the course</p> <p>c. So I have to fail you in the course</p> <p>d. you, therefore, have failed the course</p>

Now your turn

1. Create a dialog with your partner according to the given situation, using the expressions in the following table as well as the expressions in the previous model dialogs. The first two lines have been done for you.

Situation

David worries about his term paper and a test and mentions ways of cheating. Susan promises to help but warns against any form of cheating, and finally David promises to study hard.



David: We're going to have a test, and I also have a term paper to finish. But I haven't done a thing. I'm really worried now. Can you tell me what to do?

Susan: You're going to have to hit the books if you don't want to fail in the course.

David: ...

Asking for advice

Giving advice

Can you recommend...?	Probably / Maybe, you'll / you can...
Could you suggest...?	How about...?
What ought I to do?	Why don't you...
Give me some advice on...	You're just going to...
Tell me what to do.	If I were you, I would...
What would you do (in this situation)?	It might be a good idea to...
What do you advise me to do?	Have you considered...?

Now your turn

Teaching tip

If students can't talk on the topic, you can display the reference dialog on the screen for a few minutes as an example. This tip can also be used in the rest units of the book.

1. For reference

David: We're going to have a test, and I also have a term paper to finish. But I haven't done a thing. I'm really worried now. Can you tell me what to do?

Susan: You're going to have to hit the books if you don't want to fail in the course.

David: But this course is so difficult that I really don't understand it at all.

Susan: We could study together. Maybe some of my organized study habits can help you.

David: Better yet, maybe you could write a term paper for me.

Susan: Forget it! That would be cheating.

David: All right, all right. What do you advise me to do then? Maybe I can download some articles from the Internet and piece them together.

Susan: You can borrow ideas from those articles, but if you just copy and paste and quote without giving the sources, you're plagiarizing.

David: OK... also, the test next week will be a headache. What could I do? If you don't help me, I'll have to prepare a study sheet and hide it in my hand during the test.

Susan: Oh, no! You shouldn't do that. If you're caught, the professor will definitely fail you.

David: I'll try to be careful.

Susan: If I were you, I wouldn't do such a thing. If the professor catches you, you'll have to repeat the year. You're just going to have to study hard.

David: OK, I'll take your advice. The library's going to be my new home, and in the dorm I'll be burning the midnight oil.

- 2. Work in groups of four and list the factors you will consider when you choose an elective course. Vote for the single most important factor and give your reasons.**



2. For reference

- my interest in the content of the course;
- the practical applications of the course in future;
- the teacher's academic proficiency;
- the teacher's personality;
- whether the teacher gives high grades or not;
- previous students' evaluation of the teacher;
- ...

FLTRP



Let's talk

Maintaining the quality or increasing the intake?

1. Watch the video clip for the main idea. Then listen to it again and fill in the blanks with what you hear.

Interviewee: It's a really difficult balance to strike, actually maintaining the (1)_____ but making sure as many (2)_____ people as possible and older people as well—there's been a surge in the number of over 25s applying, and we take many people who are over (3)_____. But we've got to get that balance right. It's going to be terribly (4)_____ for us next year.

Hostess: Given the cuts that the (5)_____ announced a couple of weeks ago, and the numbers that we know in terms of applications, where are you going to draw that line? Are you going to have to look at cutting intake in order to maintain the (6)_____ of the courses?

Interviewee: We're trying not to (7)_____ intake at the moment. But what it means is we're going to have to be (8)_____ in the number of offers we make, because we simply cannot (9)_____ to go over our quota of the number of places that we can offer. Because if we do, it means that we could be fined, or we just simply haven't got enough money to make sure the students' (10)_____ is right. So it means that maybe last year we would allow a few (11)_____ people to have an offer. This year is going to be tougher.

Hostess: Do you lay some of the (12)_____ for the situation at the door of the government?

Interviewee: If you look to France, Sarkozy is actually increasing the (13)_____ for higher education. Obama in the U.S. has done the same thing. So we're just slightly (14)_____ as to why the government seems to be cutting back on higher education rather than pumping more money into what we think is a(n) (15)_____ that is absolutely vital for the economy.

Now watch the video clip again and check your answers.

Word tips

surge /sɜːrdʒ/ 急剧增加 (a sudden increase)

intake /'ɪn,tetk/ 招收人数 (the number of people allowed to enter a school, profession, etc.)

quota /'kwoutə/ 定额 (the number of something officially allowed)

fine /faɪn/ 处以罚金 (make someone pay money as a punishment)

Sarkozy /'sarkouzi/ 萨科奇 [人名]

Obama /ou'bama/ 奥巴马 [人名]

Language and culture tips

Sarkozy 23rd President of France (2007-)

Obama 44th President of the U.S. (2009-)

pump money into something
invest a lot of money into something

V Let's talk

Maintaining the quality or increasing the intake?

1

Teaching tip

If students find the interview too difficult to understand, display the complete script on the screen for them to read before they listen to the video clip again. This tip can also be used in the rest units of the book.

Script and key

Interviewee: It's a really difficult balance to strike, actually maintaining the (1)**quality** but making sure as many (2)**young** people as possible and older people as well—there's been a surge in the number of over 25s applying, and we take many people who are over (3)**25**. But we've got to get that balance right. It's going to be terribly (4)**difficult** for us next year.

Hostess: Given the cuts that the (5)**government** announced a couple of weeks ago, and the numbers that we know in terms of applications, where are you going to draw that line? Are you going to have to look at cutting intake in order to maintain the (6)**quality** of the courses?

Interviewee: We're trying not to (7)**cut** intake at the moment. But what it means is we're going to have to be (8)**extra-cautious** in the number of offers we make, because we simply cannot (9)**afford** to go over our quota of the number of places that we can offer. Because if we do, it means that we could be fined, or we just simply haven't got enough money to make sure the students' (10)**experience** is right. So it means that maybe last year we would allow a few (11)**more** people to have an offer. This year is going to be tougher.

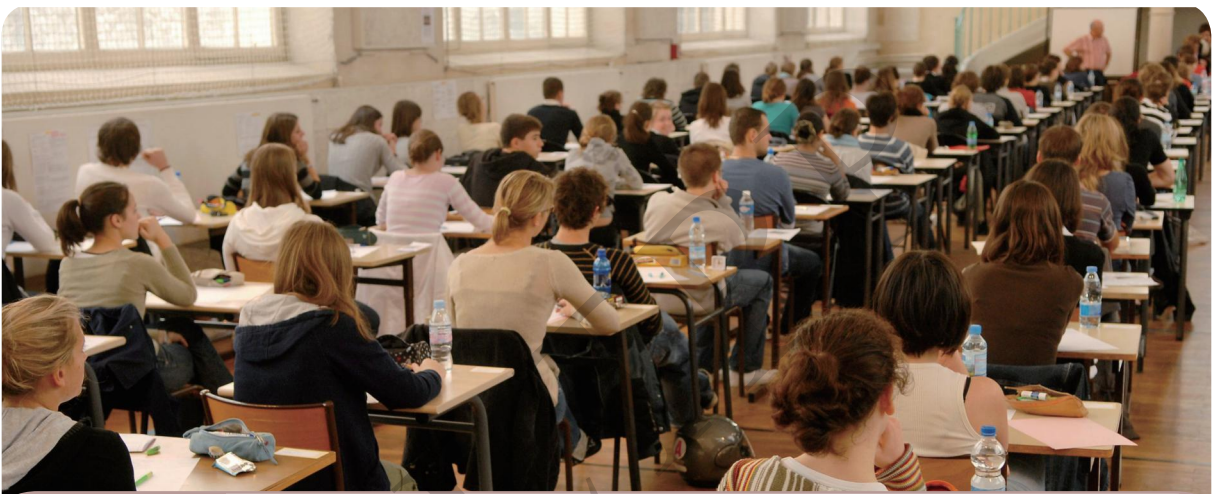
Hostess: Do you lay some of the (12)**blame** for the situation at the door of the government?

Interviewee: If you look to France, Sarkozy is actually increasing the (13)**budget** for higher education. Obama in the U.S. has done the same thing. So we're just slightly (14)**puzzled** as to why the government seems to be cutting back on higher education rather than pumping more money into what we think is a (15)**service** that is absolutely vital for the economy.

Notes

1. **It's a really difficult balance to strike, actually maintaining the quality but making sure as many young people as possible and older people as well...** This spoken sentence is incomplete, and words like "are admitted" could be added at the end of the sentence.
2. **where are you going to draw that line** how are you going to achieve a balance
3. **the number of offers we make** the number of students we can admit
4. **the students' experience is right** the students can experience a proper education

2. Work in pairs and discuss the questions.



- 1) What is the difficulty the higher education faces according to the interviewee? Is China facing the same problem?
- 2) How are the French and American educational systems different from the Britain's in terms of budget? Do you think China should increase its educational budget like France and the U.S. or cut its budget like the U.K.? Why?

3. Read the proposal below and list the arguments both in favor of and against the proposal.

PROPOSAL

Intake expansion in Chinese universities is justified.

Work in groups of four. Some groups speak in favor of the proposal and some groups against it.

2. For reference

- 1) According to the interviewee, it's difficult to strike a balance between maintaining the educational quality and making sure as many people as possible receive university education. In the past years, China has been confronted with the same problem. The university enrollment has been on the increase and some institutions of higher learning do not have enough teachers and teaching facilities, thus affecting the educational quality.
- 2) France and America are increasing their budget for higher education, while Britain is cutting back on higher education funding. I think in China, higher education is important and should receive more funding. At the present stage of development, China still falls behind advanced nations in science and education. To sharpen its competitive edge, China needs to invest more money in education.

3. For reference

Teaching tips

1. Suggested format for the debate:
 - Step 1: Affirmative team's opening arguments
 - Step 2: Negative team's opening arguments
 - Step 3: Negative team questioning the affirmative team
 - Step 4: Affirmative team questioning the negative team
 - Step 5: Class questioning both teams
2. Each team should develop at least three arguments to support the team's position. Their arguments should include relevant and helpful examples to support their ideas. Suggested form to follow is: "We agree / disagree with this statement for the following reasons: reason one with examples; reason two...; etc."
3. The judge should take notes during the debate and be prepared to question the debaters.
4. While the teams are debating, the teacher move around the class and stop by to listen. Give help if necessary.

Affirmative:

- More young people can realize their dream of receiving a college education.
- If more people can receive a college education, the overall quality of the nation will improve.
- In many advanced countries, a large proportion of people receive a college education. We should do the same to bridge the gap between China and advanced nations.
- If more young people go to college, then fewer young people will enter the job market immediately. This means less pressure on the job market.
- The expansion of education involves an increase in the demand of teaching facilities, thus promoting the development of the national economy.

Negative:

- With more students, the academic standards may not be ensured. There might be more make-up exams and a change of teaching plans to suit larger classes.
- To enlarge the student population, we have to enlarge the teaching staff correspondingly. Sometimes, it is not easy to find enough competent teachers.
- With more students, the class size often becomes larger, and the students receive less individual attention.
- With more students, the size of facilities such as labs and dormitories may become inadequate.
- When there are more college students, employment pressure is just postponed rather than being solved.

VI Further listening and speaking

Listening

Task 1

Problems with our educational system

Listen to the passage and complete the table with what you hear.

Problems	Results
1. Educators just want to give (1) _____, which focus only on academic performance and neglect students' (2) _____ in other areas.	Kids lose (3) _____ in learning.
2. Educators often exert a lot of (4) _____ on students to be as (5) _____ as possible.	Some intelligent kids can't (6) _____.
3. "Weak" students are separated from (7) _____.	Their grades go (8) _____.

Now listen again and check your answers.

Task 2

The final exam

Listen to the passage three times. When the passage is read for the first time, listen for the general idea. When the passage is read for the second time, fill in the blanks numbered from S1 to S7 with the exact words you hear. For blanks numbered from S8 to S10, write down either the exact words you hear or the main points in your own words. When the passage is read for the third time, check what you have written.

At a university, there were four sophomores taking a chemistry (S1) _____. They were doing so well on all the (S2) _____, midterms, labs, etc. that each had an "A" so far for the (S3) _____.

These four friends were so (S4) _____ that on the weekend before the final, they decided to go up to the University of Virginia and (S5) _____ with some friends there. They had a great time and didn't (S6) _____ it back to school until early Monday morning.

Rather than taking the final then, they decided to find their professor after the final and explain to him why they (S7) _____ it. They

Word tips

sophomore /'sɒfə,mɔːr/ 大学二年级学生 (a second-year college student)

spare /sper/ 备用品 (an additional thing that you keep so that it is available)

elated /ɪ'leɪtɪd/ 兴高采烈的 (extremely happy and excited)

explained that they had planned to come back in time for the final exam, but, unfortunately, (S8) _____
_____. As a result, they missed the final.

The professor thought it over and then agreed they could make up the final the following day. The guys were relieved and elated. The next day, the professor (S9) _____,
_____ and told them to begin.

They looked at the first problem, worth five points. It was a simple question on a chemical reaction. "Cool," they all thought at the same time, each one in his separate room, "this is going to be easy." Each finished the problem and then turned the page.

(S10) _____?"

VI Further listening and speaking

Listening

Task 1

Problems with our educational system

Script

Hi, everybody. My topic today is “Problems with our educational system”.

I disagree on a lot of the ways that things have happened for a long time in our educational system. It seems that educators just want to give standardized tests, which focus only on academic performance and neglect students' abilities and interest in other areas. I think there are a lot of people who are very intelligent, but haven't had the opportunities they could have had if they had learned in a broader-minded educational system. I feel that a lot of courses that students are required to take in high school are too academic, and, as a result, many kids have lost their interest in learning.

Educators often fail to recognize various kinds of intelligence. They simply exert a lot of pressure on students to be as well-rounded as possible. I think being well-rounded isn't really possible. And as a consequence, some students I believe to be intelligent can't get into good colleges if they, you know, haven't scored well on the math section, even if they are brilliant writers.

Another thing that disturbs me is that the so-called weak students are separated from the rest of the school. Some kids are kept in a separate class if their grades are lower than others'. And they're very aware of their social position, you know. I think it causes them to act in a way that is not really positive. They're just acting in a way they are expected. Often their grades go from bad to worse. And that's pretty sad. I think that many of the kids in those classes are intelligent, but they never actually realize their potential because of the way they are treated early on in their education.

Key

- (1) standardized tests
- (3) interest
- (5) well-rounded
- (7) the rest of the school

- (2) abilities and interest
- (4) pressure
- (6) get into good colleges
- (8) from bad to worse

Task 2

The final exam

Script and key

At a university, there were four sophomores taking a chemistry (S1)**course**. They were doing so well on all the (S2)**quizzes**, midterms, labs, etc. that each had an “A” so far for the (S3)**semester**.

These four friends were so (S4)**confident** that on the weekend before the final, they decided to go up to the University of Virginia and (S5)**party** with some friends there. They had a great time and didn't (S6)**make** it back to school until early Monday morning.

Rather than taking the final then, they decided to find their professor after the final and explain to him why they (S7)**missed** it. They explained that they had planned to come back in time for the final exam, but, unfortunately, (S8)**they had a flat tire on the way back and didn't have a spare**. As a result, they missed the final.

The professor thought it over and then agreed they could make up the final the following day. The guys were relieved and elated. The next day, the professor (S9)**placed them in separate rooms, handed each of them a paper**, and told them to begin.

They looked at the first problem, worth five points. It was a simple question on a chemical reaction. “Cool,” they all thought at the same time, each one in his separate room, “this is going to be easy.” Each finished the problem and then turned the page.

(S10)**On the second page was a question worth 95 points: “Which of the tires was flat?”**



Task 3 Harvard University

Listen to the passage and choose the best answer to each question you hear.

1. A) The past and present size of Harvard University.
B) The development of Harvard University.
C) Some important presidents of Harvard University.
D) The religious influence on Harvard University.
2. A) 1. B) 10.
C) 9. D) 18.
3. A) It was not influenced by any religion.
B) It was heavily influenced by one religious group.
C) It was not dominated by a single religious group.
D) It was devoted only to religion.
4. A) Increasing the professors' pay.
B) Increasing financial aid to students.
C) Improving the facilities.
D) Promoting the university's research.
5. A) He tried to identify some of Harvard's main intellectual priorities.
B) He paid attention to the quality of undergraduate teaching.
C) He allowed students with limited finances to enter the university.
D) All of the above.

Word tips

affiliate /ə'fɪli,et/ 附属于 (be officially connected with a larger organization)

Pusey /'pjuzi/ 普西 [人名]

fundraising /'fʌnd,reizɪŋ/ 集资; 募捐 (moneyraising)

professorship /prə'fesə,ʃɪp/ 教授职位 (the position of a professor)

Neil L. Rudenstine /rudən'staɪn/ 尼尔·L·鲁登斯坦 [人名]

coordination /kou'ɔ:di,neiʃn/ 协调 (the process of organizing people or things in order to make them work together effectively)

era /'ɛrə/ 时代 (a long period of time in history known for a particular event or particular qualities)

Language and culture tips

Pilgrim a member of the group of English people who sailed to Plymouth, Massachusetts in the U.S. in 1620 (清教徒移民)

Puritan a member of an English religious group of the 16th and 17th centuries who wanted to make religion simpler. Many Puritans moved to America in the 17th century. (清教徒)

New England the group of states in the northeastern U.S. where the first English people arrived in the 17th century (新英格兰)

Now listen again and check your answers.


Task 3

Harvard University

Script

Harvard University is the oldest institute of higher learning in the United States. Founded 16 years after the arrival of the Pilgrims at Plymouth, the university has grown from nine students with a single master to the present enrollment of more than 21,000 students, including undergraduates and students in 10 graduate and professional schools. Over 14,000 people work at Harvard, including more than 2,100 faculty members. Harvard has produced eight American presidents and many Nobel Prize winners.

During its early years, Harvard offered a classic academic course based on the model of English universities, but consistent with the prevailing Puritan philosophy. Although many of its early graduates became ministers in Puritan churches throughout New England, the university was never formally affiliated with a specific religious group.

Under President Pusey, Harvard started what was then the largest fundraising campaign in the history of American higher education. It was an 82.5-million-dollar program for the university. The program increased faculty salaries, broadened student aid, created new professorships, and expanded Harvard's physical facilities.

Neil L. Rudenstine took office as Harvard's 26th president in 1991. As part of an overall effort to achieve greater coordination among the university's schools and faculties, Rudenstine encouraged academic planning and identified some of Harvard's main intellectual priorities. He also stressed the importance of the university's excellence in undergraduate education, the significance of keeping Harvard's doors open to students from families of different economic backgrounds, and the task of adapting the research university to an era of both rapid information growth and serious fund shortage.

Questions and key

1. What is the main idea of the passage?
B) The development of Harvard University.
2. How many teachers did Harvard have at the very beginning?
A) 1.
3. What was the relationship between Harvard University and religion during its early years?
C) It was not dominated by a single religious group.
4. Which of the following is NOT mentioned as an achievement of President Pusey's fundraising program?
D) Promoting the university's research.
5. What did President Rudenstine do?
D) All of the above.

Viewing and speaking

University budget cuts

1. Watch the video clip for the main idea. Then listen to it again and fill in the blanks with what you hear.

Questions	The Minister's answers
Q1: How do these cuts tie in with your much trumpeted commitment to (1) _____ higher education?	We will spend well over (2) _____ billion pounds on higher education this year.
	There will be (3) _____ students at university next year than ever before in our history.
	It's important that when students get to university, they have good (4) _____, good buildings, they have good contact with their (5) _____, and those from (6) _____ backgrounds receive a grant.
	Forty percent of students who are going to university are in receipt of some (7) _____.
Q2: So there's going to be less money next year?	We are asking universities to make a(n) (8) _____ percent cut in their teaching grant. That's 51 million out of a total (9) _____ of over five billion.
	There are families across the country preparing for Christmas spending a bit (10) _____.
	This is reasonable to ask universities [to cut the grant] if we are to ensure that we can continue to send more (11) _____ people to university.
Q3: What about these two-year degrees? This is a reduction in standards, isn't it?	Students aren't just the (12) _____ 18- to 21-year-old undergraduates.
	We want mature students. We want more (13) _____ students.
	Over the last few years we've been (14) _____ the number of foundation degree, (15) _____ degrees that ensure that transition into high university and high level skills.

Now watch the video clip again and check your answers.

Word tips

David Lammy /,deɪvɪd læmi/ 戴维·拉米 [人名]

Westminster /ˈwest,mɪnstər/ 威斯敏斯特 (the Palace of Westminster, also known as the Houses of Parliament)

trumpet /ˈtrʌmpɪt/ 宣扬, 鼓吹 (boast about something in public)

commitment /kə'mɪtmənt/ 承诺 (a promise to do

something or behave in a particular way)

bottom line the most basic fact or issue in a situation
最基本的事实

foundation /faʊn'deɪʃn/ **degree** 副学士学位 (a vocational qualification which combines academic study with workplace learning)

Language and culture tip

tie in with agree with

Viewing and speaking

University budget cuts

Teaching tip

If students find the interview too difficult to understand, display the complete script on the screen for them to read before they listen again. This tip can also be used in the rest units of the book.

Script

- Host:** Well, David Lammy, the University Minister, joins me from Westminster. Now thanks for joining us this lunchtime, Mr. Lammy. How do these cuts... tie in with your much trumpeted commitment to increasing higher education?
- Interviewee:** Well, I think it's important to remind viewers that we will spend well over 12 billion pounds on higher education this year and to also say that there will be more students at university next year than ever before in our history. But what is important is that when they get to university, is that they have good facilities, good buildings, that they have good contact with their lecturers and, for students from poorer backgrounds that they receive a grant. And you know 40 percent of students who are going to university are in receipt of some grants. So we have to plan...
- Host:** But there's going to be less money next year. That's the bottom line, isn't it?
- Interviewee:** Er, we are asking universities to make a one percent cut in their teaching grant. That's 51 million out of a total budget of over five billion. Look, I think there are families across the country preparing for Christmas spending a bit less and they're, you know, it's a lot more than one percent that they're, they're feeling. So I think this is reasonable to ask universities if we are to ensure that we can continue to send more young people to university and we remain committed to that.
- Host:** And briefly, what about these two-year degrees? This is a reduction in standards, isn't it?
- Interviewee:** Well, we, we, we... It's important in this country that we remember that students aren't just the classic 18- to 21-year-old undergraduates. We want mature students. We want more part-time students and over the last few years we've been growing the number of foundation degree, two-year degrees that ensure that transition into high university and high level skills. That's what we want to support and that's what we're indicating in the grant letter that we've sent to universities over the last few days.
- Host:** OK. David Lammy, thank you so much for joining us.
- Interviewee:** Thank you.

1. Key

- | | |
|----------------|----------------|
| (1) increasing | (2) 12 |
| (3) more | (4) facilities |
| (5) lecturers | (6) poorer |
| (7) grant | (8) one |
| (9) budget | (10) less |
| (11) young | (12) classic |
| (13) part-time | (14) growing |
| (15) two-year | |

Notes

- 1. But what is important is that when they get to university, is that they have good facilities, good buildings, that they have good contact with their lecturers and, for students from poorer backgrounds that they receive a grant.** This sentence means “But what is important is that when they get to university, they have good facilities, good buildings, they have good contact with their lecturers, and students from poorer backgrounds receive a grant.”
- 2. it’s a lot more than one percent that they’re, they’re feeling...** they feel the cut is a lot more than one percent...

2. Work in groups and discuss the questions.

- 1) According to the interviewee, what good things can be achieved after spending over 12 billion pounds on higher education this year?
- 2) If your university received 100 million *yuan*, what suggestions would you make as to how to spend it? You may refer to the following tips, and you can add more.

Areas of investment	Possible benefits	Check (✓) your choice
• enlarge the campus and build more classrooms		
• equip the classrooms with better facilities		
• buy more advanced equipment for research		
• increase the salaries of the teachers		
• send teachers abroad to update their knowledge		
• provide subsidies for a larger proportion of the students		
• increase the financial aid to needy students		
• increase the scholarships for outstanding students		

Work in groups and explain the benefits of the investment in each area, and finally vote for three priority areas for investment.

2. For reference

- 1) —There will be more students at universities next year than ever before in our history.
 —When they get to university, they have good facilities, good buildings, as well as good contact with their lecturers.
 —Students from poorer backgrounds receive a grant.
 —Forty percent of students who are going to university will receive some sort of grant.

2)

Areas of investment	Possible benefits
• enlarge the campus and build more classrooms	• enroll more students
• equip the classrooms with better facilities	• improve the teaching quality
• buy more advanced equipment for research	• transform from a teaching university to a research university
• increase the salaries of the teachers	• motivate the teachers and make them devoted to teaching and research
• send teachers abroad to update their knowledge	• improve the teaching and research level of the university
• provide subsidies for a larger proportion of the students	• help students concentrate on studies and do fewer part-time jobs
• increase the financial aid to needy students	• ensure that students from poor backgrounds receive equal education
• increase the scholarships for outstanding students	• motivate the students to study harder