

**UNIT 1**

# Live and learn

**Janet and  
Kate discuss  
learning styles**

**How would you  
like to think?**

**Join a class on how to  
create mind maps**

**What's happened to  
our brains?**

**We love the digital age – but do we still  
know how to read and think?**

**Where does the time go?**

**Tips to help manage your time**

## UNIT 1

# Live and learn

## Unit overview

### Inside view

#### Conversation 1

Mark and Janet do a newspaper true-or-false quiz about memory.

#### Conversation 2

Janet tells Kate she is having trouble adapting to the style of learning and critical thinking expected at a British university.

### Outside view

The video clip shows a teacher talking to a class about mind maps and mind mapping.

- Part 1 focuses on the uses of mind maps.
- Part 2 focuses on their design and personal preferences in their creation.

### Listening in

#### Short conversations

The five short conversations all relate to study matters and illustrate the use of such phrases as: *think straight, it just doesn't add up* and *so he claimed*.

#### Lecture

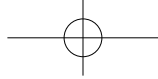
The lecture concerns the ways in which computers and the digital revolution may be having a bad effect on our minds.

#### Interview

The interview centres on time management for college students.

### Pronunciation

This section focuses on syllable stress in words, falling intonation in questions and plosion.



# Starting point

Work in pairs and find the answers to the riddles.

- 1 What goes around the world but stays in a corner?
- 2 I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I?
- 3 Give me food, and I will live; give me water, and I will die. What am I?
- 4 You use a knife to slice my head and weep beside me when I am dead. What am I?
- 5 What gets wetter as it dries?

Now turn to Page 97 and check your answers.

# Inside view

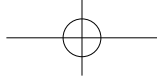
Conversation 1

1 Work in pairs and decide whether the statements in the table below are true or false.

	You		Mark		The newspaper	
	True	False	True	False	True	False
1 Physical exercise improves your memory.						
2 Thirty per cent of people have a visual memory.						
3 When you're tired, it's more difficult to remember things.						
4 If you do one activity for a long time, your memory will improve.						
5 Eating fruit and vegetables can improve your memory.						

2 Watch Conversation 1 and check (✓) Mark's and the newspaper's answers in the table in Activity 1.





## Classroom language for teachers

### Orienting students to the course

- Welcome to this English class.
- I hope everyone here is eager to take full advantage of the opportunities this course will offer to practise and improve your English.
- I expect you to use English at all times during the lessons.
- Let me give you a rough outline of the course and what you will be learning.
- It might be a good idea for us to talk for a moment about our aims.
- How can we best achieve these aims?
- Learners don't need to be embarrassed about making mistakes as that is an important part of the learning process. I'd prefer you to make mistakes than to be silent.

## Starting point

### TEACHING STEPS 教学步骤

- Introduce the idea of riddles. Explain they depend on looking at words and meanings in different ways, one of the themes of the unit.
- Ask Ss to try to work out answers. Let it be a short introductory talk with their partners.
- Ask for suggested answers. If there are not many, do some simple mimes while reading out the riddles (eg posting a letter, chopping an onion).
- Look at the correct answers and ask for explanations.

### Answers

- 1 A stamp. (A postage stamp is stuck in the right-hand corner of a letter and then the letter travels far.)
- 2 A sponge. (A bath / cleaning sponge holds / retains water.)
- 3 A fire. (You feed a fire with wood, coal etc and

put it out with water.)

- 4 An onion. (Many people's eyes water when they peel an onion. This riddle also rhymes.)
- 5 A towel. (The towel gets wet as it dries its user.)

### Additional activity

Ask students to brainstorm a list of learning methods and activities (eg doing research, memorization, extensive and intensive reading, role-plays, keeping a word book etc).

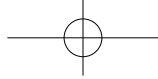
## Inside view

### Conversation 1

#### 1

#### Example answers

- 1 A I doubt that. Won't exercise make you tired and less likely to remember things? I don't usually feel like working after a game of basketball.  
B No, I think it gets the blood moving in your brain. Sitting watching television is more likely to send your brain to sleep!
- 2 A A visual memory – what's that?  
B It must be something to do with vision or sight. When you remember something you see it in your mind.
- 3 That's common sense. When you're tired you cannot learn properly. You have to go and freshen yourself up.
- 4 A I suppose if you keep on playing a piece of music you learn it more and more. Is that what they mean?  
B I'm not sure – but repeating over and over again can make you sleepy.
- 5 A Fruit and vegetables seem good for most things, so yes.  
B I agree – lots of vitamins and minerals are good for the brain.



## Unit 1 Live and learn

### Conversation 1

**statement** /'stɛrtmənt/ *n.* 陈述

**physical** /'fɪzɪkl/ *a.* 身体的, 体力的

**visual** /'vɪʒuəl/ *a.* 看得见的, 视觉的

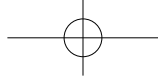


### 3 Watch Conversation 1 again and choose the best answer to the questions.

- 1 What is the title of the quiz?
  - (a) How good is your memory?
  - (b) How much is your memory?
  - (c) How much do you know about memory?
  - (d) Have you got a good memory?
- 2 What does Mark say about his memory?
  - (a) It's pretty bad.
  - (b) It's very good.
  - (c) It's OK.
  - (d) It's pretty good.
- 3 What does Mark say he can't do?
  - (a) He can't always remember things.
  - (b) He can't remember things when he's tired.
  - (c) He can't do one activity for a long time.
  - (d) He can't improve his memory.
- 4 What does Janet say at the end of the conversation?
  - (a) "What a bad memory you have!"
  - (b) "Haven't you got a good memory?"
  - (c) "You have a good memory."
  - (d) "What a good memory you have!"
- 5 Why does Janet laugh?
  - (a) Because Mark forgot to go to a lecture.
  - (b) Because Mark told her a joke.
  - (c) Because Mark had to go somewhere quickly.
  - (d) Because Mark forgot something while they were talking about memory.

### Language and culture

**The Times** (《泰晤士报》) is a daily national newspaper in the UK. It is a serious newspaper and its readers are mostly well-educated.



## Language points

Note the many signals of hesitation and doubt in the text. Mark is not sure of the answers and does not want to seem too confident:

**might as well:** a phrase indicating that it is probably better to do something than not to do it.

**I suppose:** I am not sure

**sound like:** seem likely to be

**True?:** question, marked by rising intonation to show uncertainty

**Really?:** question, marked by rising intonation to show uncertainty

**I read something:** vague and inexact

**visual memory:** memory which uses mental images or pictures

**pretty good:** fairly / quite good

**Oh!:** used to express surprise

**fruit and vegetables:** Note the plural form *fruits* is rarely used. The word is strongly uncountable (unlike *vegetable/s*).

**What a good memory you have!:** an example of irony, saying the opposite of what you mean so as to make a point

### 2

#### Answers

	Mark		The newspaper	
	True	False	True	False
1	√		√	
2	√			√
3	√		√	
4	√			√
5	√		√	

### 3

#### Answers

1 (c) 2 (d) 3 (b) 4 (d) 5 (d)



Conversation 2

4 Work in pairs. Check (✓) the study skills that Janet might have difficulty with during her first term at Oxford.

- 1 asking questions during tutorials
- 2 memorizing information
- 3 critical thinking
- 4 having discussions during tutorials
- 5 having a large amount of work to do

5 Watch Conversation 2 and find out the answers to the questions.

- 1 "What's up?"
- 2 "You have to memorize a lot, don't you?"
- 3 "What do you mean by critical thinking?"
- 4 "Why do you say that?"
- 5 "Can you give an example of some research?"

Conversation 2

**memorize** /'memə,raɪz/ v. 记住, 熟记

**critical** /'krɪtɪkəl/ a. 思辨的

**justify** /'dʒʌstɪfaɪ/ v. 证明, 辩明

**tutor** /'tju:tə/ n. (学院或大学里的) 导师, 助教

**starving** /'stɑ:vɪŋ/ a.

(非正式) 非常饿的, 饥饿难忍的

6 Watch Conversation 2 again and complete the sentences.

**Kate** You're looking a bit down, Janet. What's up?

**Janet** Well ... I'm finding studying at Oxford quite hard.

**Kate** You're telling me! There's so much work!

**Janet** It's not the amount of work – but everything's so different. In China, (1) \_\_\_\_\_ we have large classes, we don't have tutorials. And (2) \_\_\_\_\_, our teacher tells us what we should do. So I'm not used to asking questions or discussing things. (3) \_\_\_\_\_

**Kate** You have to memorize a lot, don't you?

**Janet** Yes, but I'm good at that.

**Kate** You're lucky. There's so much to remember studying law! (4) \_\_\_\_\_ sometimes, I really do.

**Janet** Yes, well, we've been trained to do that. But we don't have so much training in critical thinking.

**Kate** What do you mean by critical thinking?

**Janet** Let me think ... I think it's giving your opinion and then justifying it.

**Kate** Yes, I suppose that's what our teachers have always encouraged us to do.

**Janet** I am (5) \_\_\_\_\_, I suppose.

**Kate** Hey! How about this? Let's pretend I'm your tutor. I'll make a statement. (6) \_\_\_\_\_ to examine it and then ask questions.

**Janet** OK.

**Kate** (7) \_\_\_\_\_ learning a second language. Go on, ask a question!

**Janet** Why do you say that?

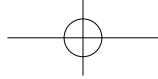
**Kate** That's what the research tells us. (8) \_\_\_\_\_

**Janet** Can you give an example of some research?

**Kate** Um ... No! Look, I'm starving and I can't think at all when I'm hungry.

## Language and culture

A **tutorial** is a lesson in which a student or a small group of students discuss a subject with a tutor, especially at a university or college. At the University of Oxford, there are two main types of teaching: tutorials and lectures which are open to everyone studying the relevant course.



## Conversation 2

## Culture points

**There's so much to remember studying law!:** English Common Law depends on past case decisions going back hundreds of years and constantly being revised and adapted to new situations. Legal arguments must refer to these cases and law students do indeed have to remember huge amounts of material.

## Language points

**a bit down:** rather depressed; a bit sad

**What's up?:** What's wrong? What's the matter?

**justifying:** giving arguments to show it is right

**Hey!:** used to show one has just had a clever idea

**starving:** a common exaggeration to show one is really hungry

## TEACHING TECHNIQUES

## 教学策略

T can pick out important words from the conversation and show Ss how they belong to useful word families. For example:

- **memorize:** memorization, memory, memorable (worth remembering), memorial (a monument to remind us of someone or something), memoir (a piece of writing recalling an event), memo (office note, reminder), memento (something kept to remember someone), immemorial (going back far into the past), commemorate (observe a ceremony remembering a person or event), commemoration, remember, remembrance (the act of remembering the dead), unremembered (forgotten)
- **critical:** criticism, critic, crisis, criterion, criteria, critique
- **justify:** justifiable, justification, just, justice, adjust

4

## Answers

The study skills that Janet has difficulty with at Oxford are 1, 3 and 4.

5

## Answers

- 1 Well ... I'm finding studying at Oxford quite hard.
- 2 Yes, but I'm good at that.
- 3 Let me think ... I think it's giving your opinion and then justifying it.
- 4 That's what the research tells us.
- 5 Um ... No!

6

## Answers

- (1) generally
- (2) mostly
- (3) I find it difficult
- (4) I have difficulty
- (5) getting better at it
- (6) Your task is
- (7) Everyone is capable of
- (8) Now ask another one



## Everyday English

Do you want to have a go?  
 might as well  
 Right.  
 You're looking a bit down.  
 What's up?  
 Hey!

### 7 Work in pairs and answer the questions about Everyday English.

- 1 *Do you want to have a go?* Does this mean (a) do you want to try to do it, or (b) do you want to leave?
- 2 *might as well* Does this mean (a) you'll do it because you can't think of anything better to do, or (b) you might try it?
- 3 *Right.* Does this mean (a) you're right, or (b) OK?
- 4 *You're looking a bit down.* Does this mean (a) you're looking a bit sad, or (b) you're looking a bit tired?
- 5 *What's up?* Does this mean (a) what's the matter, or (b) why?
- 6 *Hey!* Does this mean (a) listen, or (b) I've got an idea?

### 8 Work in pairs and act out the conversation.

**Student A** Talk about the things you enjoy and are good at in the subject you are studying.

**Student B** Comment on what Student A has said.

**Student A** Say that the problem is there's a lot to remember in your subject and you're finding it difficult.

**Student B** Say that Student A is getting better at this. Tell Student A an interesting fact about memory.

**Student A** Make a comment.

**Student B** Tell Student A another fact.

**Student A** Contradict Student B.

**Student B** Tell Student A you read these facts in a newspaper article.

**Student A** Say that Student B must be right.

### Correcting

Wrong, I'm afraid.  
 In fact, ...  
 Actually, ...

### Talking about ability

I find it difficult.  
 I'm good at ...  
 I have difficulty ...  
 I'm getting better at ...  
 Everyone is capable of ...

### Generalizing

Physical exercise improves ...  
 If / When you (do) ..., you (do / will) ...  
 Mostly / Generally, ...

### Giving instructions

You have to ...  
 Your task is to ... and then ...  
 Now ...

## Talking point

### 1 Work in pairs and make a list of everyday objects. Here are some suggestions:

- a box
- a hat
- a bottle
- a paper clip

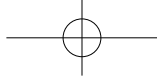
### 2 Talk about the alternative uses the objects could have.

*You could use a hat to carry things.*  
*You can hang a hat on the wall as a decoration.*  
*A hat can be used as a cover.*

### 3 Work with another pair and decide which is:

- the strangest idea
  - the most practical idea
  - the most creative idea
- The strangest idea is the cover.*

*I disagree. I think it's very strange to use a hat to carry things!*

**7****Answers**

- 1 (a) 2 (a) 3 (b)  
4 (a) 5 (a) 6 (b)

**8****TEACHING STEPS** 教学步骤

- Remind Ss that the aim of this activity is to practise speaking English and expand their vocabulary by using some of the words and phrases they have heard in the two conversations.
- Ss should discuss what they are going to say. This planning and choosing phrases stage will increase the amount of English they use for the activity.
- Once Ss have decided roughly what they are going to say, they can hold the conversation.
- T can circulate, listening, commenting and helping. If there is time, ask a couple of good pairs to perform for the class.

**Example answer**

- A** I am mostly enjoying this business course. I am good at maths so economics is not a problem, and am getting better at economic theory.
- B** That was all new at first. Everyone finds a subject easier as they get used to it.
- A** Yes, but I am not so happy about business law. There's so much to remember. I really do have difficulty with that. I spend hours trying to memorize all the rules.
- B** But you're getting better at it. Well, don't forget physical activity improves the memory, so take breaks and do some exercise every hour or so.
- A** I'll try that. It sounds good advice. Any more?
- B** Yes, try to connect what you remember with a mental picture. Many people have good visual memories.
- A** I think you are wrong there. Only a few do.

- B** No, I read it in an article in the *Shanghai Daily* last week. Actually, about 60 per cent of people have good visual memories.
- A** OK, I trust them. Thanks for the idea. In fact, it might work for me. I think my memory is quite visual.

**Talking point****2****Example answers**

- a wok as a:
- hanging lamp
  - satellite dish
  - gong
  - bird bath
  - weighing pan
  - rain hat
  - safety helmet
  - small sledge for a pet dog

**3****Example answers**

- **A** I think the strangest idea is the sledge for a pet dog. Would anyone really take a dog and a wok out into the snow and push it down a slope? Crazy!
- **B** Yes, it is pretty mad, but walking along in the rain with a wok on your head is also very strange!
- Well, the bird bath is a practical idea. Just stand it outside with some water in it and I bet the birds will come and drink and splash around.
- I think the hanging lamp is creative. You could hang it up the right way and put a candle in it or turn it over with a bulb underneath. You could paint a pretty design on it too.

# Outside view

1 Complete the sentences with the correct form of the words and expressions in the box.

brainstorm creative generate highlight issue  
think laterally noticeable overview radiate

- 1 He's a very \_\_\_\_\_ person and paints and writes poetry.
- 2 The manager said that he would like to discuss several important \_\_\_\_\_ at the meeting.
- 3 I used a yellow pen to \_\_\_\_\_ the things I wanted to remember.
- 4 It was \_\_\_\_\_ that Mike was very interested in the girl opposite him, as he kept looking at her.
- 5 The discussion was very helpful and \_\_\_\_\_ a lot of good ideas.
- 6 When you study a new topic, it's a good idea to begin with a(n) \_\_\_\_\_ of the subject.
- 7 If you \_\_\_\_\_, you think in a way that is different or unusual.
- 8 The lines in the picture \_\_\_\_\_ out from the centre.
- 9 To find the best ideas, the group spent five minutes \_\_\_\_\_, and everyone made lots of suggestions.

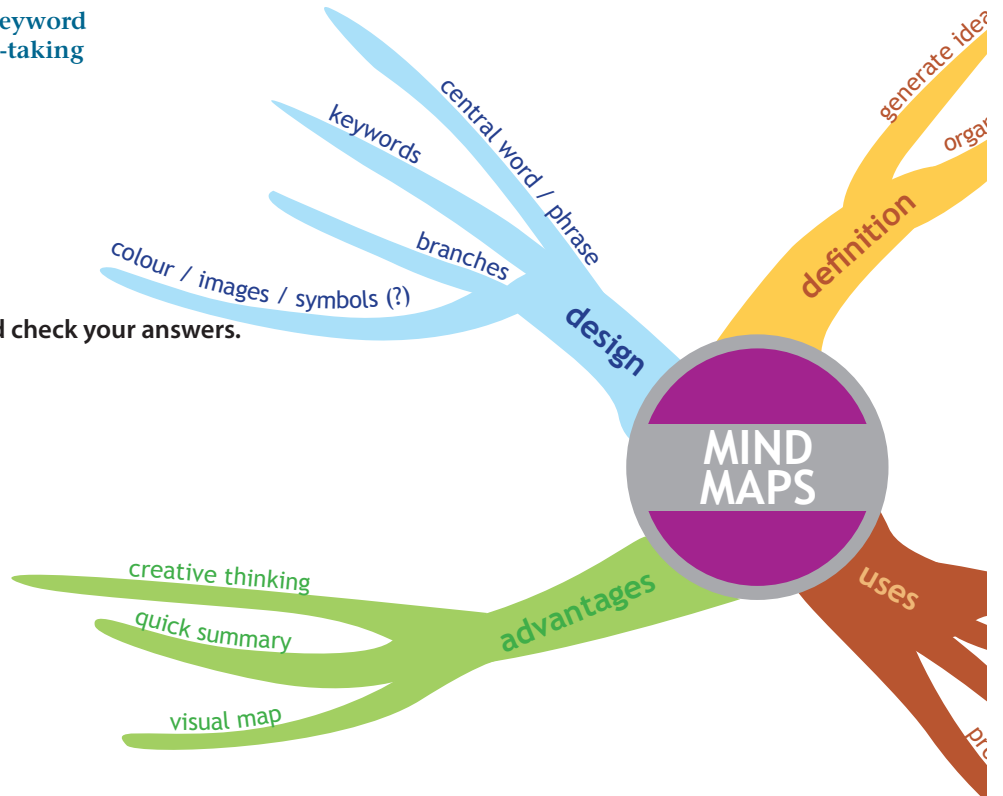
2 Work in pairs and answer the questions. Use the words and expressions in Activity 1 and below to help you.

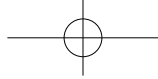
diagram organize connection keyword  
creative thinking (il)logical note-taking  
problem-solving

- 1 What is a mind map?
- 2 Have you ever used one?
- 3 Why do we use them?
- 4 What are the advantages of using mind maps over writing notes?

Now watch Part 1 of the video clip and check your answers.

- diagram** /'daɪəgræm/ *n.* 图表, 示意图
- generate** /'dʒenəreɪt/ *v.* 引起, 引发
- relate** /rɪ'leɪt/ *v.* (把……) 联系起来, 有关联
- brainstorm** /'breɪnstɔ:m/ *v.* 自由讨论, 集体解决难题
- overview** /'əʊvəvju:z/ *n.* 概述, 概观
- revision** /rɪ'vɪʒn/ *n.* 复习
- capture** /'kæptʃə/ *v.* 获得
- alternative** /ɔ:l'tɜ:nətɪv/ *n.* 供替代的选择, 供选择的东西
- option** /'ɒpʃn/ *n.* 选择, 供选择的东西
- perspective** /pə'spektɪv/ *n.* 看法, 观点, 视角
- grasp** /grɑ:sp/ *v.* 理解, 明白, 领会
- think laterally** /'læt(ə)rəli/ 横向思维 (打破既有的思维模式)
- illogical** /ɪ'lɒdʒɪkl/ *a.* 不合逻辑的
- aspect** /'æspekt/ *n.* 方面, 特色
- noticeable** /'nəʊtɪsəbl/ *a.* 显而易见的, 明显的
- striking** /'straɪkɪŋ/ *a.* 引人注目的, 显著的
- concentrate** /'kɒnsn'treɪt/ *v.* 集中注意力, 专注
- radiate** /'reɪdi.ət/ *v.* 辐射, 发射
- spiral** /'spaɪrəl/ *v.* 螺旋形行进
- and so forth** 诸如此类, 等等
- highlight** /'haɪlaɪt/ *v.* 突出
- image** /'ɪmɪdʒ/ *n.* 图像
- symbol** /'sɪmbl/ *n.* 符号, 记号
- bubble** /'bʌbl/ *n.* (漫画中用于圈起人物所说的话的) 对话框
- identify** /aɪ'dentɪfaɪ/ *v.* 识别, (经考虑) 确定





## Outside view

①

### TEACHING TECHNIQUES 教学策略

T could ask Ss to find the related words and make sentences using them clearly.

Or in every class ask one student to have a word from the unit prepared in advance and give a short talk to the class on it. The more the Ss contribute to their own lessons, the more they are using English and making progress.

#### Answers

- 1 creative
- 2 issues
- 3 highlight
- 4 noticeable
- 5 generated
- 6 overview
- 7 think laterally
- 8 radiate
- 9 brainstorming

②

### TEACHING TIPS 教学建议

By doing this activity, Ss will know what they are listening for. Remind students that their ideas are predictions which may or may not be correct. In general, make sure Ss have read the questions before they listen so that they have a focus and do not get lost in detail.

#### Example answers

- 1 A mind map is a diagram which helps us think about a topic and organize our ideas on it. We use keywords and make connections among them.
- 2 Yes, but not often – we have been shown them in some classes. I think we used them a bit in English classes last year.

- 3 They are a quick and interesting way of organizing our thoughts. They help us think creatively.
- 4 Notes give us less of an overview of a topic. We organize them logically but with a mind map we can think in new ways and notice new connections. Note-taking can be very routine and without much thought.

### Culture points

**mind map:** Diagram like a mind map has been in use from early times. It was popularized in the 1950s by Tony Buzan ( v ), a British popular psychology writer.

### Language points

**capture the general understanding:** express the main idea; summarize

**given subject:** whatever subject is being considered

**think outside the box:** be original; avoid the usual predictable way of thinking

### TEACHING TECHNIQUES 教学策略

T can make use of the text to draw attention to useful word families. For example:

- **contribute:** contributor, contribution, contributory, non-contributory
- **collect:** collection, collector, collective, collectively
- **prepare:** preparation, preparatory, preparer
- **option:** opt, optional, optionally
- **solve:** solver, solution, solvable, unsolvable, resolve
- **identify:** identity, identical, identification

## Watching and understanding

3 Watch Part 1 again and underline the correct way to complete the sentences.

- 1 Mind maps are diagrams which help us to *generate ideas / think clearly*, and also to organize or structure our ideas related to a topic.
- 2 OK, brainstorming is *one of the most important uses / the most important use* of mind maps.
- 3 Before an exam, after having studied for many, many days or even weeks, you might want to *check what you know / capture a very general understanding* about the subject.
- 4 They give us almost a picture, a different perspective in terms of a picture, or a diagram of understanding information or understanding connected ideas, which is very helpful for people who like to learn *from a different way / by making connections*.
- 5 As you can see, we have main ideas throughout our mind map, not *sentences / long texts*.
- 6 Mind maps are illogical and by being illogical they encourage us to think *creatively / differently*, you might say.

4 Watch Part 2 of the video clip and find out the response to these sentences.

- 1 And then I'd just like you to have a look at this mind map and tell me what some of the most noticeable or striking features are that we can talk about.
- 2 What else do you notice about the design of this mind map?
- 3 What other aspects of design do you notice here?
- 4 Are there any other aspects of design which you notice in this particular map?

5 Watch Part 2 again and choose the best way to complete the sentences.

- 1 In the centre of a mind map there is \_\_\_\_\_.
  - (a) a keyword
  - (b) a central word
  - (c) a central word or phrase
  - (d) a central word, phrase, sentence or question
- 2 The teacher says that the keywords help us to \_\_\_\_\_.
  - (a) think about the main ideas
  - (b) think about the main ideas and make connections
  - (c) concentrate
  - (d) think visually
- 3 The teacher says that colours \_\_\_\_\_.
  - (a) are a personal choice
  - (b) are very important
  - (c) should not be used too often
  - (d) help to plan your thinking
- 4 The teacher says that \_\_\_\_\_.
  - (a) people often use symbols
  - (b) people can use images or pictures related to the keywords
  - (c) she uses a speech bubble symbol with her keywords
  - (d) she uses thought bubbles a lot



### Developing critical thinking

6 Work in pairs and discuss the questions.

- 1 What do you think of the teacher's explanation of mind maps?
- 2 In what situations aren't mind maps helpful?
- 3 Has the talk persuaded you to use mind maps? Why / Why not?
- 4 How do you think your mind works – creatively or logically?

generate ideas  
organize ideas

brainstorming  
note-taking  
revision  
problem-solving  
eg travel plans  
eg essay topics  
eg reasons for an argument

## Watching and understanding

3

### Answers

- 1 generate ideas
- 2 one of the most important uses
- 3 capture a very general understanding
- 4 from a different way
- 5 long texts
- 6 creatively

4

### Answers

- 1 There is a centre.
- 2 There are only words, not sentences.
- 3 It looks like a tree.
- 4 You used a lot of colours.

5

### Answers

- 1 (d) 2 (b) 3 (a) 4 (c)

## Developing critical thinking

6

TEACHING	TECHNIQUES
教学策略	
<p>In this activity Ss should express opinions and give reasons for them. For this they may need to set up criteria to judge against. They should also examine other possible answers and ask what could be said for or against them.</p> <p>Other language functions they will need to use are:</p> <ul style="list-style-type: none"> <li>• agreeing</li> <li>• disagreeing</li> <li>• asking for clarification</li> <li>• expressing ideas hesitantly</li> <li>• summing up</li> </ul>	

### Example answers

- 1
  - I thought she explained her ideas well, going step by step. It was not just a lecture. It was very clear that she liked mind maps a lot.
  - Do you think she should speak like this? I mean, she was not just explaining mind

maps, but trying to sell them. Is that what a teacher should do? Maybe she would agree mind maps do not suit everyone.

- 2 Maybe we should start with what the teacher said about their strengths. She said they were illogical, allowed creative thinking and gave a general overview of a topic. So it follows they are not so useful when you want to be very logical and follow a process step by step as in a flow chart or time chart, or when you want to focus on detail.
- 3
  - I can see they might be good for presentations, say, for explaining a business to new employees or improving the techniques of the sales staff.
  - A mind map is a good way of putting ideas in a clear and easily remembered form, but I don't think they are likely to be of much use to me when I am learning business law or applying economic theories and models to data.
- 4
  - I like things to be clear and straightforward. I like solving mathematical equations. I want the world to be logical. When I take a decision I write down the points for and against and try to take a logical decision.
  - No, my best ideas just come to me. I am not fond of maths. I get pleasure from creating something new – a story, a design, a tune. I think I am the creative type.

### Additional activity

Ask Ss in larger groups to create mind maps. They can either choose their own topic or be assigned one (for example, Chinese cooking, tourism in China, planning a holiday, sport, health, pets, emotions, language learning etc). The mind map must then be displayed in some way for the rest of class to see while the group members explain their ideas and how the mind map is developed.

# Listening in

## Short conversations

### 1 Listen to the five short conversations and choose the best answer to the questions.

- 1 (a) She needn't use the library.  
(b) She should use the library.  
(c) She isn't very intelligent.  
(d) She is very intelligent.
- 2 (a) In a classroom.  
(b) In a computer shop.  
(c) In an Internet café.  
(d) In a bookshop.
- 3 (a) The woman would like more information.  
(b) The woman doesn't believe the results are correct.  
(c) The speakers don't really have an opinion.  
(d) The speakers disagree with each other.
- 4 (a) The music is too loud.  
(b) She doesn't like the music.  
(c) She thinks the music is great.  
(d) She's a little deaf.
- 5 (a) He hopes her lessons are good.  
(b) He hopes the woman won't do the same thing again.  
(c) He expects the woman will probably do the same thing again.  
(d) He hopes the woman will get a better grade next time.

## Short conversations

**assignment** /ə'saɪnmənt/ *n.* 作业, 分派的任务

**artificial intelligence** 人工智能

**claim** /kleɪm/ *v.* 声称, 主张, 断言

## Lecture

### 2 Work in pairs and answer the questions.

- 1 To what extent do you use the digital world (the Internet) in order to obtain information? Do you prefer to use the Internet rather than books?
- 2 Do you find that obtaining information so easily helps you to think in a creative and original way?
- 3 Do you sometimes think that there is too much information online?

## Listening and understanding

### 3 Listen to the lecture and check (✓) the true statements.

- 1 We should think about the digital world and its effect on how we read, think and learn.
- 2 Many people think that the digital revolution doesn't greatly help our formal education.
- 3 Reading is a skill that needs to be learnt and has changed our brains.
- 4 The speaker wonders if the fact that we can get information very quickly prevents real thought.
- 5 It may not be important to teach young people to read well before they begin using computers.
- 6 Some people may think that it's more important to take in large amounts of new information online than to think in new ways.
- 7 The speaker believes that the best thinkers of our time will be destroyed by the digital world.

## Lecture

**academic** /ækə'demɪk/ **year** 学年

**digital** /dɪdʒɪtl/ *a.* 数字的, 数码的

**formal** /fɔːml/ *a.* 正规的

**keyboard** /kiːboɪd/ *n.* (计算机) 键盘

**miracle** /mɪrəkl/ *n.* 奇迹

## Listening in

### Short conversations

1

### Language points

**She can't be thinking straight.:** To think straight is to think sensibly, so the man states again that the idea of doing all the research from the Internet is silly.

**so he claimed:** We say someone claimed something when they did not offer proof. We imply our own possible doubts.

**it just doesn't add up:** an idiom which means the sum is incorrect; something is wrong or does not make sense

**I can't hear myself think!:** The noise makes proper thought impossible.

**of course I got a bad grade:** The speaker admits her action was not sensible; rushed work is unlikely to be good.

### Answers

- 1 (b) Her statement about not needing the library is a foolish one, but this one mistake does not mean she is not intelligent.
- 2 (d) The woman is offering a suggestion about where to find books on a topic so it is likely they are in a place with books.
- 3 (b) Both are doubtful about the idea, but the woman's doubts are stronger than the man's.
- 4 (a) She complains the noise is too great to concentrate. Possibly she would like the piece of music if it were being played more quietly.
- 5 (b) He suggests she needs to plan her time more carefully so as to avoid it happening again. Naturally, he hopes she will listen to him, especially as he is aware she created the problem herself.

### Additional activity

Ask Ss to prepare questions like Question 2. For example:

**A** *A green tea and a vanilla, please.*

**B** *Will that be in a cone or cup?*

**A** *Cup, please.*

*(In an ice-cream shop.)*

**A** *Your floor?*

**B** *Fourth, please.*

**A** *No, this one doesn't stop until the 15th.*

*(In a lift / an elevator.)*

### Lecture

2

### TEACHING TIPS 教学建议

The lecture is not easy and this preparatory activity is important. When asking Ss to report on their discussions, T should try to ensure the question of how technology might change the way we think is covered.

## Listening and understanding

3

### Answers

The true statements are 1, 3, 4 and 6.



4 Listen to the lecture again and complete the sentences.

At the start of the new academic year, it's a good chance to think about the digital world we live in, and its effect on how we read, how we think, how we learn, and how we use knowledge (1) \_\_\_\_\_.

Many claim that the digital revolution can bring benefits to our formal education as well as to our lifelong learning. With a few (2) \_\_\_\_\_ on our keyboards, we can call up huge amounts of information.

But you see, sometimes (3) \_\_\_\_\_ two points. Firstly, no human was born to read. It's a skill that needs to be taught. Secondly, the act of reading is a miracle which, over 5,000 years, (4) \_\_\_\_\_ our brains and influenced our thought processes.

The question I ask is this: Does getting information quickly and easily have an effect on the traditional reading process? Does reading online get in the way of real thought? There is a huge difference between getting information and getting to the heart of (5) \_\_\_\_\_.

In fact, it may even (6) \_\_\_\_\_ to make sure our young people develop expert reading skills before we let them use their computers for study.

Of course some people may say it's better to be able to process vast amounts of new information in our digital world than to go beyond (7) \_\_\_\_\_ and think new thought.

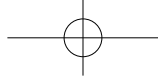
I don't know. But the point I want to make is this: It would be a shame if the great minds which created our digital world could (8) \_\_\_\_\_ by it.

**Listening to natural English: using introductory phrases**

The language of lectures is generally formal and the ideas presented can be difficult to follow. When speakers are about to ask an important question or make an important point they often use an introductory phrase that signals to listeners that they are going to do this. The effect is that people listen carefully to the next sentence.

*The question I ask is this: Does getting information quickly and easily have an effect on the traditional reading process?  
But the point I want to make is this: It would be a shame if the great minds which created our digital world ...*





4

### Answers

- (1) in the future
- (2) movements
- (3) we forget
- (4) has changed
- (5) knowledge
- (6) be important
- (7) the text
- (8) be destroyed

## DID YOU KNOW ...?

Research on computer use has found:

- The brain is more active when searching for information on the World Wide Web than when reading a book.
- People who are presented with only a text to read remember far more of it than those who get the text with videos and hyperlinks. Too much information may cause poor understanding.
- Internet use and computer gaming increase the speed of our decision taking and our ability to do more than one thing at a time.
- Heavy computer use lowers our ability to understand other people's feelings.

*If these results are indeed true, what sort of person will be typical of the next generation?*

## Interview

## 5 Do the questionnaire.

## EXAMS – how do you prepare?

- 1 When you are preparing for an exam, do you \_\_\_\_\_?  
 (a) make a study plan with detailed tasks  
 (b) make a study plan but not a detailed one  
 (c) prefer not to have a study plan
- 2 Do you find that your study plans are \_\_\_\_\_?  
 (a) practical and you are able to keep to them  
 (b) quite practical but you don't always keep to them  
 (c) impractical and you're unable to keep to them
- 3 In the month before the exam, do you \_\_\_\_\_?  
 (a) spend most of the time working, with very little time to relax  
 (b) allow yourself time to relax  
 (c) allow yourself plenty of time to relax as you find you work better that way
- 4 Do you spend a lot of time reviewing \_\_\_\_\_?  
 (a) past exams  
 (b) notes you took in class  
 (c) textbooks

Now work in pairs and compare your answers.

### Listening and understanding

## 6 Listen to the interview and number the steps in the order you hear them.

- Put your plan somewhere you can see it.
- Put your detailed tasks into the available hours on your daily plan.
- Make a plan of what you need to do by the dates when the exams take place.
- Get a daily plan.
- Mark out all the times when you won't be working.
- Make a more detailed plan.

## Interview

**deadline** /'ded,laɪn/ *n.* 最后期限

**objective** /əb'dʒektɪv/ *n.* 目标

**highlighter** /'haɪ,laɪtə/ *n.* 荧光笔

## 7 Listen to the interview again and choose the best way to complete the sentences.

- 1 The first step is to \_\_\_\_\_.  
 (a) manage your time at college  
 (b) write down the dates when the exams take place  
 (c) realize you have to manage your time  
 (d) know when the exams take place
- 2 Step four is to make sure \_\_\_\_\_.  
 (a) you organize your work into smaller tasks  
 (b) you achieve results  
 (c) your tasks can be expressed as results  
 (d) you work for four hours at a time
- 3 Step seven is to \_\_\_\_\_.  
 (a) look at recent exams  
 (b) add in time for relaxation  
 (c) add in time for reviewing past exams  
 (d) make sure you have enough time to review your work
- 4 Step nine is to \_\_\_\_\_.  
 (a) make sure your plan is practical  
 (b) accept that your plan won't always be practical  
 (c) accept that sometimes something which you didn't expect will slow you down  
 (d) make sure you put in social events you expect to take place
- 5 The last step is to \_\_\_\_\_.  
 (a) keep checking your plan so you know what you have to achieve  
 (b) cross things off on your plan when you've achieved them  
 (c) make sure you keep to your plan  
 (d) try and keep to your plan so you make real progress

## Interview

⑤

**TEACHING TIPS** 教学建议

Follow up Ss' discussions by collecting the results by a show of hands and discuss why the class has the preferences it does.

## Example answers

- 1 A I chose (a). I like to plan everything, but I see you are very different and prefer to have no study plan.  
 B Well, I suppose I do have a sort of plan, but it is in my head. If I say I will do one subject on Monday morning but then really don't feel like that one, I want to feel free to change.  
 A But a plan forces you to do something you don't want. That's what I like about it.  
 B I find I don't learn well if I am not in the right mood.
- 2 A As I don't have a plan, this question isn't really for me. But the reason I gave up plans is that I found I never kept to them. As I said, if my mood changes the plan has to change too.  
 B I sometimes allow the plan to change so I chose (b), but I don't change unless there is a practical reason like feeling ill or having to help someone.
- 3 A Ha ha, we've both put (a). We are hardworking students.  
 B We wouldn't be here if we weren't. But I do have one friend who would choose (d). He says he learns far better when he is relaxed.  
 A Perhaps we should try to be more like (b) in future and see if it works for us.  
 B Good idea!
- 4 A My real answer is all those choices, but if I must choose one I think it's (b). I am careful to keep full notes and find them very useful.  
 B I used to do all the exam papers I could

find, but now at tertiary level I am more of a textbook person. Sadly my notes aren't always as good as yours must be, so a textbook is more reliable.

- A I guess our answers might also change according to the subject. Textbooks are right for a subject like economics, but one's notes are often better for arts subjects.

## Listening and understanding

⑥

**TEACHING TIPS** 教学建议

Remind Ss the instruction is to number in order of appearance in the interview. There are ten steps but they are not asked to match the statements here with the steps.

## Answers

The correct order is 6-5-1-3-4-2.

⑦

## Answers

1 (d) 2 (c) 3 (c) 4 (a) 5 (b)

## Pronunciation

### 1 Listen and repeat. Check (✓) the words in which the stressed syllable changes.

- |                          |             |                |
|--------------------------|-------------|----------------|
| <input type="checkbox"/> | visual      | visualize      |
| <input type="checkbox"/> | tutor       | tutorial       |
| <input type="checkbox"/> | memorize    | memorization   |
| <input type="checkbox"/> | critical    | critique       |
| <input type="checkbox"/> | justify     | justification  |
| <input type="checkbox"/> | starve      | starvation     |
| <input type="checkbox"/> | generate    | generation     |
| <input type="checkbox"/> | contribute  | contribution   |
| <input type="checkbox"/> | creatively  | creativity     |
| <input type="checkbox"/> | radiate     | radiation      |
| <input type="checkbox"/> | concentrate | concentration  |
| <input type="checkbox"/> | symbol      | symbolic       |
| <input type="checkbox"/> | identify    | identification |
| <input type="checkbox"/> | miracle     | miraculous     |

#### Syllable stress in words

We have already seen that we stress the word which we consider to be the most important in a sentence. But syllable stress in words is not a matter of personal interpretation. There is a correct and an incorrect way to stress syllables in words of more than one syllable. It's important to learn which syllables are stressed when we learn the meaning of the word.

### 2 Listen and notice how the speaker's voice falls at the end of the questions.

- 1 You're looking a bit down, Janet. What's up? ↘
- 2 Hey! How about this? ↘
- 3 Why do you say that? ↘
- 4 What are some of the reasons for using mind maps? ↘
- 5 What else do you notice about the design of this mind map? ↘
- 6 Have any of you actually used mind maps in the past? ↘
- 7 Are there any other uses that you can think of for mind mapping? ↘
- 8 Are there any other advantages you can think of? ↘

Now read the questions aloud. Make sure you use a falling intonation.

#### Falling intonation in questions

When we use a question word (*who, what, why, how*), we use a falling intonation at the end of the question. We can also use a falling intonation with *Yes / No* questions when we know the answer.

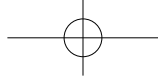
### 3 Listen and notice the /t/, /d/, /k/ and /p/ sounds in the underlined words.

I perhaps use too many colours. I have used different colour to show the different keywords or different aspects of mind mapping. You might like to use different colours to highlight different sections of a mind map or key information. Or you may, you may choose to have it all in one colour. It's very much a personal choice, depending on how you like to, to think and, and, and plan your thinking. You might also like to use images or pictures related to some of the keywords. Or you might even use symbols. We'll put a question mark because this again is a personal choice and how you like to design mind maps. For example, I might choose to use a thought bubble as a symbol, highlighting or identifying my central phrase, mind maps. This could be a, a feature of my own mind maps. Whenever I design a mind map, I highlight my central thought using a speech bubble symbol.

Now read the passage aloud. Make sure you pronounce the /t/, /d/, /k/ and /p/ sounds correctly.

#### Plosion

When words finish with /t/, /d/, /k/ or /p/, the final sounds in some words disappear completely or almost completely when the first consonants of the next words are /t/, /k/, /d/, /f/, /s/, /m/, or /b/.



# Pronunciation

## 1

### Answers

tutor    tutorial  
shifts from the first syllable to the second

memorize    memorization  
shifts from the first to the fourth

critical    critique  
shifts from the first to the second

justify    justification  
shifts from the first to the fourth

starve    starvation  
shifts from the first to the second

generate    generation  
shifts from the first to the third

contribute    contribution  
shifts from the second to the third

creatively    creativity  
shifts from the second to the third

radiate    radiation  
shifts from the first to the third

concentrate    concentration  
shifts from the first to the third

symbol    symbolic  
shifts from the first to the second

identify    identification  
shifts from the second to the fifth

miracle    miraculous  
shifts from the first to the second

## 2

### TEACHING

### TIPS

### 教学建议

Suggest Ss exaggerate the rises and falls in the first reading and then meditate them in later readings.

## Unit task

### Carrying out a survey on study skills

1 Work in groups and carry out a survey on the kinds of study skills students have. Think about:

- essay writing
- research
- revising for exams
- attending lectures

2 Think of questions to ask about study skills for each area of work.

*At lectures, do you take notes or just listen?*

*When you're writing an essay, how much time do you spend planning it?*

*How do you learn vocabulary?*

*Do you use mind maps?*

**Now think of questions to ask students about what new study skills they would like to develop.**

3 Interview some other students and make notes of their answers.

4 Work in groups. Compare the answers you got to the survey and prepare for a report.

*Most people take quite detailed notes during lectures. People spend about one-third of their time planning their essay.*

*Two people have vocabulary notebooks.*

*Chung finds mind maps very useful.*

5 Work with the whole class and give your report on the survey.

6 Discuss your reactions to the survey.

## Unit file

### FUNCTIONS

#### Correcting

Wrong, I'm afraid.

In fact, ...

Actually, ...

#### Talking about ability

I find it difficult.

I'm good at ...

I have difficulty ...

I'm getting better at ...

Everyone is capable of ...

#### Generalizing

Physical exercise improves ...

If / When you (do) ..., you (do / will) ...

Mostly / Generally, ...

### Giving instructions

You have to ...

Your task is to ... and then ...

Now ...

### EVERYDAY ENGLISH

Do you want to have a go?

might as well

Right.

You're looking a bit down.

What's up?

Hey!

### PRONUNCIATION

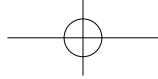
#### Syllable stress in words

#### Falling intonation in questions

#### Plosion

### UNIT TASK

#### Carrying out a survey on study skills



## Unit task

### Carrying out a survey on study skills

2

#### TEACHING TIPS 教学建议

Some extra questions are:

- Do you draw up a plan before writing an essay?
- Do you write a first draft and then improve it?
- Do you rewrite your lecture notes soon after taking them down?
- Are your notes well-organized?
- Do you break up tasks into smaller units before doing them?
- Are you reviewing all the time or only before tests and exams?
- Is your work always handed in on time?
- Do you ever work overnight?
- Does your attention wander during lectures?
- Is your reading speed satisfactory?
- Do you always reword material you have found from reference sources?
- Do you make use of a number of different sources when doing an assignment?
- What is your greatest weakness in studying?
- Do you think study skills workshops are useful?
- Do you read with a clear purpose?
- Are you a member of any study groups?
- Do you volunteer to speak in class?
- Do you actively ask questions in class?

All but one of those questioned claimed to be good at meeting assignment deadlines, but all also said they sometimes had to work overnight to achieve this.

All were aware of the process of writing a draft, working on it and producing an improved version, but only a few said they actually did this on a regular basis. Most drew up a short plan and then wrote.

Only one was a member of a study group. Most worked on their own, but also admitted a group could be useful.

Very few claimed to have any language programme of their own. Most were content to rely on their teachers and classes, but did agree one really needed more practice than they could provide.

Over half of those we spoke to said reading was their greatest weakness. They wanted to read faster and with more understanding. All but one said they thought reading skills workshops might help.

5

#### Example answer

We interviewed ten students and our survey produced some quite interesting results.

Most of those we spoke to thought their notes were careful and neat and contained a lot of useful information. They also reported that note-taking helped them pay attention during lectures, but most also said they did not make good use of their notes, often returning to textbooks when they needed to review.