



## UNIT 1

# A new start

## Introduction

Around the world, with economic development, the need for more advanced skills in the workplace and the information technology revolution, more and more young people are undergoing higher education. The change from the controlled world of secondary education to the far freer life of a university student can be a difficult one for students, especially if they are also living away from their families or even moving to a distant city. This unit looks at some of the problems which new college-level students meet.

The first two passages take a light-hearted and informal approach. The first consists of advice for new students from an older person who has experienced the same, and the second is a humorous diary of a new student who is finding her new life very strange. The third contains the comments of three students from different countries about their early problems.

The activities based around the passages will give the class, who are themselves in the same situation, plenty of opportunity to talk about their own experiences and feelings. Perhaps some of the advice given will also be helpful to them.

## Activities to start the unit

The Starting point activities provide a smooth entry into the topic of the unit, but you may wish to supply even more in the way of introduction.

- Announce the topic: “You are all new students here and are meeting many new things. So our first unit is about being a freshman or fresher. So what do you think a freshman or fresher is?” (This helps the class begin to build up vocabulary on the topic.)
- The next step is to ask Ss to predict what the content of the unit will be. Ask Ss around the room to suggest the sort of problems new Ss have and the sort of advice given to them. Write this on the board so that a useful vocabulary is created.
- It is useful to train Ss to give answers to some questions quickly around the class. Tell Ss the order in which they should reply (front to back, left to right etc) so you do not need to spend time calling on individuals. This style of quick answering is only suitable when the task is fairly easy. Then ask the class to suggest words other than those you have on the board likely to come up in the unit. Add these to the list on the board.
- Then move to the Starting point.

## Starting point

### 1

#### Scripts:

A student calls up his mother from college, and asks her for some money.

His mother says, "Why?"

"I've run out," replies the student.

"Already? But you've only been at college for a week," says his mother. "Oh well, sure. I'll send you some money. By the way, you also left a textbook here. Do you want me to send that too?"

"OK, thanks," replies the student.

So his mother wraps up the book along with two checks in a package and goes to the post office to mail it.

When she gets back, her husband asks, "How much did you give the boy?"

She says, "Oh, I wrote two checks, one for \$20 and the other for \$1,000."

"That's \$1,020!" shouted her husband. "Are you crazy?"

"Don't worry," she says. "I put the \$20 check inside the front page of his book, but I put the \$1,000 one somewhere between the pages at the back of the book!"

### TEACHING STEPS

教学步骤

- Introduce the activity: "Here is a rather funny story about a new student, money and his mother."
- Check if Ss understand the instructions and are ready to listen for extra words.
- Play the recording. Tell Ss to check their answers with one another.
- Play the recording again, asking Ss to remember as many of the missing words as possible.
- Work together as a class to get a full text.
- Ask if anyone wants help with any words. Only explain the word yourself if no student can be found to do it.
- Do not comment on the final part as that is in Activity 2.

### 2

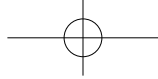
### TEACHING STEPS

教学步骤

- Tell Ss they are now going to talk about the passage with their partner. Tell them who their partner is. This will depend on classroom organization, seating etc.
- Discuss the words given in the book. Ask Ss who know the meanings to stand up and give sentences showing their uses.
- Remind the class that the purpose of the various discussion exercises is to give them an opportunity to use English. They should try to make the exchanges last as long as possible. They can bear in mind that they are just role-playing and do not need to speak the exact truth. They can answer Question 2 thus:

*A: I am not too worried. My parents are giving me money every month.*

*B: That's nice, but don't you find shopping here expensive?*



*A: Yes, you are right. Do you have money every month?*

*B: No, I have one payment for the semester. I am worried I will use it too fast.*

*A: We must find cheap places to eat.*

*B: Yes, that's a good idea.*

- Tell Ss in advance you will ask different pairs to report their answers to the class.
- Give Ss time to go through the questions.
- Ask for a few reports. The number you ask for depends on your classroom time. Try to have enough to show the exercise has value.

- 1 He will only find the money if he reads the book from beginning to end. It will be a reward if he works hard. (Some Ss may want to point out the risk of it falling out and being lost, or his finding it by chance. These are true points, but of course the story is a light-hearted one to make a point, and not a serious suggestion.)
- 2 Yes, I have already spent much more than I expected. (See above for a longer example.)
- 3
  - I think I might need to find a job at night.
  - I might ask my uncle for help. He is very kind.
  - I don't know. I will have to eat very simple food if I spend more than my budget.
- 4
  - I thought I was, but now I am here I am not sure. Everything is so new.
  - I am missing my family a lot. My mother does so much for me. I must change a lot.
  - I think I am quite well prepared. I have been to camps before and learnt to do many things for myself.
- 5
  - It's a bit of both. I mean it is what I expected, but everything happens so quickly. I haven't had time to stop and think.
  - I was very nervous before coming, but I am really enjoying everything. People are so friendly and helpful.

## Classroom language for teachers

### Reacting to students' answers

#### For correct answers

- Exactly right!
- Thanks, that's what I wanted.
- Right. Good.
- Correct. Well done!
- Did you all hear that? (Repeat the answer.)
- Splendid work!
- Yes, you hit the nail on the head.

#### For half-correct answers

- Nearly – can you expand a bit on that?
- Getting close, but needs a bit more.
- Can you reword that a little?

- Yes, the meaning's right, though this is a verb not a noun.
- You are 80 per cent right, but ...

**For incorrect answers**

- Sorry, that's not quite it.
- Thanks for trying, but that's not really it.
- I can see what you are thinking, but that doesn't work here.
- Mm, can we look again at the context?
- Good try, but not right.

## Active reading

### Five things I wish I'd known when I started college

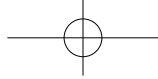
①

- **what the passage is about**  
The title is clear – it is about starting college. The photo also shows college students at Virginia Tech.
- **who wrote it**  
We are not told exactly but from the title we know it is an ex-student recalling his own fresher days.
- **who it was written for**  
It's probably advice for freshers.
- **where you might read it**  
Perhaps in a magazine for new students or some handouts to help them.
- **when you might read it**  
During our first days at college.

## TEACHING TECHNIQUES

教学策略

It is best to vary how you tackle the main reading passage. Sometimes you can ask Ss to prepare it in advance; in others, you may want them to meet the passage for the first time in class and start with some scanning questions to teach them how to extract meaning without slowly reading every word. Sometimes you may wish to read it to the class, asking questions as you go. Another time you may want individuals to read it sentence by sentence. Perhaps this is a good occasion to put Ss into groups of three or four for the first time and ask them to work together on a particular paragraph deciding how it should be read. You can then call on a group for each paragraph, encouraging the listening students to ask the performing group any question they wish. Perhaps the group can ask for T's help when they cannot answer their classmates' queries. In this way a collaborative understanding of the passage will be reached and the following exercises be made much easier.



## Main idea of the passage

The passage advises students to look after themselves properly, work hard but also have plenty of fun. The secret of success is to have a balanced life. The passage is written in an informal American style (see vocabulary items such as *play sports*, *math*, *semester*, *subway*, *movie* and *mom*). The conversational tone could suit a confidence-building talk for new students or a light magazine article.

## Culture points

While living on campus is valued as an important aspect of a university education, and is indeed compulsory in some places, in many others it is not possible owing to a lack of accommodation facilities. The huge growth in student numbers at the tertiary level has left universities without enough land or finance to house so many people. In many cases students are offered one year on campus and the other years must be spent in rented accommodation, either shared flats or bed-sits (a single room with bed, desk, simple cooking facilities etc). Some students choose to study at a university near their home so they can continue to live with their families as this is a much cheaper option.

## Language points

### 1 Your parents are really proud of you ... relieved too, I guess. (Line 2, Para 1)

**relieved too:** The parents no longer need to worry what their child will do after leaving school, and will hope that a good education will lead to a successful life.

### 2 College is the best place to broaden your horizons ..., to fall in and out of love, ... (Line 1, Para 2)

**broaden your horizons:** a common idiom for gaining experience of life outside one's own small world

**fall in and out of love:** Among American young adults changes in boyfriends and girlfriends are rather frequent.

### 3 But faced with so much choice, is it ... to do? (Line 1, Para 3)

**faced with:** The expression is usually used of difficulties, bad news, problems etc. Both active and passive are possible.

*We face difficulties and are faced with them.*

Choice is usually seen as good, but here too much choice is seen as a possible problem.

### 4 Hope your professor is OK with that! (Line 2, Para 6)

At first you think you have time to do many activities, but actually you do not. So your work will be late. The writer hopes the college teacher won't be angry with it.

### 5 So why did I make so many friends in the first semester and spend five semesters unmaking them? (Line 2, Para 7)

The speaker made a lot of friends at first because he lacked confidence and worried about not being loved, but afterwards lost them because he found university life was not miserable and probably because he didn't have much time to spend with them.

**unmake:** The word might be used of laws or a reputation but sounds a little strange used of friends, whom we more usually lose. But the expression suits the humorous tone of the passage.

**6 Although check your personal freshness, you know what I mean. (Line 7, Para 8)**

If you cannot make friends perhaps it is because you or your clothes are not clean enough and you smell sweaty. The writer is being humorous.

**you know what I mean:** an expression used when one does not want to go into details as they are embarrassing

**7 Get the rhythm of your day right. (Line 1, Para 11)**

One way in which music is made is by changing the speed of the notes. Life is the same. Your daily life needs a mixture of different activities.

**8 ... and maybe even find some quiet time for yourself. (Line 6, Para 11)**

**quiet time for yourself:** time spent along doing something you like, eg listening to music, reading, walking in the park etc

**9 ... it wasn't until my late twenties that I finally found my true path in life. (Line 3, Para 13)**

I had many career plans at school, but until I was 28 or 29 I finally knew what I really wanted to do as my career.

**late twenties:** The decades of our lives are divided into early, mid and late, so the writer uses late twenties here.

*She is in her early teens (13 or 14), mid twenties (25 or 26), late thirties (38 or 39).*

**10 But don't let your ambition frustrate you. (Line 2, Para 14)**

Do not let a plan for the future control the present completely. You may change your mind.

**11 ... shivering on the edge of life, but by diving into a pool ... (Line 5, Para 15)**

The writer here compares life to a swimming pool. The metaphor is of someone on a cold day standing by some water and feeling cold, and afraid to jump in. But when they jump in and start swimming they can warm up and enjoy themselves.

## Reading and understanding

2

### TEACHING TIPS

教学建议

The answers are not absolute. Encourage Ss to disagree and explain why the comments can match more than one topic.

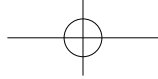
1 (a) (c)

2 (b) (d)

3 (b)

4 (e)

5 (c)

**3****TEACHING TECHNIQUES**

教学策略

Varying the way the class handles questions is also recommended. Pairs can work on the questions for a few minutes and T then calls on selected Ss to give answers. Perhaps a few answers can be gathered and then the best chosen. Or T and class can work as a whole. T can even ask a group to prepare the passage in advance and oversee the lesson themselves. Asking Ss to act as leaders of the class can be a good way to build confidence and create a warm atmosphere of cooperation.

- 1 College is the best place to broaden your horizons and the best time to meet people, to work hard, to play sports, to fall in and out of love, to find out about our great big world.
- 2 Because there are too many possible choices.
- 3 You should write down what you have to do and calculate how much free time you have and then plan how to use it.
- 4 Because he lacked confidence and was scared of being unloved.
- 5 You will have a balanced life with health, friends and success in your studies.
- 6 Late twenties / Nearly 30.
- 7 It can teach you about life and what you can actually achieve. You can learn to be more realistic.
- 8 Being open to people, ideas and experiences.

**Dealing with unfamiliar words****4**

- 1 (b)    2 (b)    3 (a)    4 (b)    5 (b)    6 (a)    7 (a)    8 (b)

**5**

- 1 pursue
- 2 brilliant
- 3 relieve
- 4 confidence
- 5 inadequate
- 6 basic
- 7 horizons

**6**

- 1 neglect
- 2 frustrates
- 3 shivers
- 4 what's your ideal when you leave university?
- 5 assured
- 6 I bet
- 7 confessed
- 8 rhythm

7

- 1 stay up
- 2 try out
- 3 hand in
- 4 hold on
- 5 Go ahead

**A**dditional activity

Ask Ss to complete the sentences with the correct form of the words and expressions in the box.

ambitious budget calculate confess confidence detect lecture loan  
miserable neglect realistic relieve run out smart stay up

- 1 This is a very good class and all the students are very \_\_\_\_\_.
- 2 We searched the room carefully hoping to \_\_\_\_\_ some fingerprints or other signs of the robbers.
- 3 The car has stopped. We have \_\_\_\_\_ of petrol.
- 4 I love Dr He's \_\_\_\_\_. He makes things so easy to understand.
- 5 You cannot give a good presentation unless you have \_\_\_\_\_ and speak clearly.
- 6 We want to have a holiday, but our \_\_\_\_\_ is small so we cannot go far.
- 7 His girlfriend is not happy because he \_\_\_\_\_ her. They don't go out for walks or movies.
- 8 He \_\_\_\_\_ to the police that he had taken the money.
- 9 You want an Olympic gold medal. You are very \_\_\_\_\_.
- 10 There's no bed for us tonight. We must \_\_\_\_\_ and finish this work.
- 11 She felt \_\_\_\_\_ for months after she got her divorce.
- 12 The professor liked my presentation. I feel very \_\_\_\_\_. I was not sure it was the correct way to do it.
- 13 You must be \_\_\_\_\_. She will never pay you that much money.
- 14 I \_\_\_\_\_ it will take five days to finish the work.
- 15 Have you spent all your \_\_\_\_\_? You will have to stop going shopping.

**Answers**

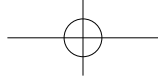
- |              |             |              |              |              |
|--------------|-------------|--------------|--------------|--------------|
| 1 smart      | 2 detect    | 3 run out    | 4 lecture    | 5 confidence |
| 6 budget     | 7 neglects  | 8 confessed  | 9 ambitious  | 10 stay up   |
| 11 miserable | 12 relieved | 13 realistic | 14 calculate | 15 loan      |

**Reading and interpreting**

8

- 1 questions which the writer answers
- 2 informal and conversational words and expressions
- 3 informal and conversational words and expressions and questions which the writer answers
- 4 informal and conversational words and expressions and humour





- 5 informal and conversational words and expressions and humour
- 6 informal and conversational words and expressions

**9****TEACHING TIPS**

教学建议

The questions will be difficult if Ss simply face them after reading the passage, but if there have been lots of discussions, questions and sharing of ideas, the points will already have been covered and individual students can be called upon to repeat and sum up the ideas. These are of interest and value themselves, but using the language and repeating it in different ways is more important here in a language classroom.

- 1 It refers to the calculations about how much free time the students will have. They will probably think they can do things more quickly than they actually can. They will also forget things they must do.
- 2 The writer made a lot of friends at first because he lacked confidence and worried about being unloved, but he afterwards lost them because he found university life was not very miserable and probably because he didn't have enough time to spend with them.
- 3 How clean you are, especially how you smell.
- 4 The balance of different types of activities during the day. / How much time you spend on work, relaxation, sport, looking after yourself, sleep etc.  
Jumping into water for the first time is frightening. We are not sure if we will swim properly or not, but when we are swimming it is very enjoyable.
- 5 shivering on the edge of life: standing feeling cold on the side of things  
diving into a pool of new friendships: meeting a lot of new people  
swimming around lots of new ideas, drying off in the warm sunshine of new experience: hearing about many new ideas, and enjoying a happy new life  
The writer uses the swimming activity to give readers a clearer and more vivid idea of what university life should be.

Ask Ss to create a similar metaphor about learning English.

*Don't just stand on the side of the English swimming pool shivering and feeling nervous. Jump in and enjoy swimming around in new words and grammar. Then dry yourself off in the warm sunshine of knowing another language.*

**A**dditional  
Activity**Developing critical thinking****TEACHING TIPS**

教学建议

One important side of critical thinking is being able to see alternatives and understand there are different points of view even if you do not agree with them. Tell Ss to take it in turns to start the discussion. The second student must not agree with the first but offer the opposite or an alternative response.

Ask some pairs to act out their conversations in front of the class. Offer advice if their discussions are too brief. It may help to show them the first example answer below.

## 10

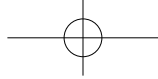
- 1 A: My main aim is to have a useful qualification so I can start a good career and be a successful person.  
 B: Well, I am sure we all want that or we would not come here, but don't you think there is a lot more than that? I am not sure it is my main aim.  
 A: You surprise me. What do you think is more important?  
 B: When we come here we are still like children. My main aim is to grow up, to meet new people, learn more about the world outside my home town and learn how to work with different types of people.  
 A: That is a good aim, but do you need to go to university to do that? Can't you learn about life by getting a job?  
 B: That's a good point. I think you will meet more ideas and people at university, but perhaps I should change my opinion and say I have two equal main aims: to get a qualification and to grow up.  
 A: I can agree with that.
- 2 • I hope I don't change much. My basic character and values come from my family and I do not want to lose those, but, of course, I will learn a lot and have far broader horizons.  
 • I can feel I am already changing and growing up. There is so much I did not know about. My view of the world is already changing. I think most changes will be good, but some may be bad. Maybe I will become more realistic about the world. I may lose some ideals.
- 3 • It is very sensible to choose those who can help you as friends. In our society, connections are important. I want to know people who are going to be successful, but only if they are nice people too.  
 • I want real friends. I want people I like and who like me, people who understand my way of thinking and share a love of the same sort of music and ideas.
- 4 • I hope they will do a bit of both! We are young and we need teaching not only about our subjects but about life and right and wrong. I hope my tutor will look after me and give me advice.  
 • I think it is not realistic to expect the professors to look after us. They are very busy. Anyway, being very smart at math does not necessarily make you a good teacher about life. We are old enough to look after ourselves.

## Talking point

### TEACHING STEPS

### 教学步骤

- Ask different Ss to read out the questionnaire one line at a time.
- Check understanding if anyone looks puzzled or whispers questions.
- Ask Ss to note down their answers ready for their partner to look at. Sometimes it is good to collect the results for the class by a show of hands, but as these questions are slightly personal it is better not to risk embarrassing anyone.
- Tell Ss to look at their partner's answers, compare them with their own and then talk about them. After this they should turn to the other two questions in Activity 2.

**2**

- 1 A: I see we both gave the same answer to Question 1. I am not confident to knock on doors, but I can slowly make friends when I meet people in the canteen queue or in class.  
B: Yes, I think most people are like this. But we are very different on Question 4. I answered (d), but you are not at all careful. (b) is not a good answer!  
A: I know it isn't, but it is true. I have spent so much already. But I hope I can learn from you.
- 2 I thought none of the answers to Question 6 was very sensible. When I have an assignment I talk about it with my friends and then start some planning. I don't want to be too fast or too slow.
- 3 I think there could be a question: Is the college life like you expected?

## Language for teachers and students

### Reacting to other people's opinions

#### Telling people our feelings

- I am surprised you are so homesick.
- It surprises me a lot that you worry so little about your work.
- I sympathize completely with your shyness.
- I can't understand why you think that.
- I like your self-confidence.

#### Asking questions

- Why do you miss home so much?
- What is it that makes you so nervous?
- How do you wake up so early every day?
- When do you have time for some fun?
- How often do you eat out?
- Do you really go home every weekend?
- Where do you do most of your work?

#### Asking for more help in understanding

- Can you give me an example of someone being unfriendly to you?
- Can you say that another way?
- Do you mean that you never do any work until the last minute?

#### Using words of comparison

- You are more confident than I am.
- You are more hard-working than I am.
- You feel more strongly about this than I do.
- You are a lot more optimistic than I feel.
- I worry about these things more than you.

#### Agreeing and disagreeing

- We think the same on that.
- I really cannot agree there.
- I used to think that, but now I have changed my mind.
- It's a good point, but don't you think ...?

## Additional activity

In order to bring the unit even closer to the experience of the class (the more they are talking about something that really matters to them, the more they will forget they are using English and communicate naturally), write on the board:

*What has been the best surprise about life here?*

*What has been the worst surprise about life here?*

- Ask Ss to offer a number of choices (eg *the excellent food, the sports grounds, the low prices, the new classrooms, the IT equipment* etc, and *the standard of the canteen, the pollution, the traffic jams, the small rooms, the broken lifts* etc).
- Encourage Ss to share experiences good and bad (*The campus is so large. It takes me 30 minutes to walk from the Language Centre to the lab, and I keep on getting lost. / I love tennis but have never had such good courts to play on. It's wonderful.*)
- Do a survey of the class by a show of hands, and then ask Ss to write a summary. (*We have been very happily surprised by the lovely modern classroom and the high standard of food in the canteen. We have been sadly surprised that the transport is so difficult and the prices in town so high.*)

## Language in use

1

- 1 unkind
- 2 unimportant
- 3 untidy
- 4 incorrect
- 5 unfair
- 6 unusual
- 7 inexpensive
- 8 unlucky
- 9 unsafe

## Additional activity

- Ask the class to call out some more *un-* / *in-* words as they can.

### Example answers

*un-*

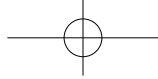
able, afraid, amused, ashamed, attractive, believable, burnt, certain, civilized, comfortable, common, conscious, expected, forgettable, happy, helpful, known, pleasant, real, reasonable, wanted, willing

*in-*

accurate, audible, capable, complete, convenient, decent, dependent, effective, finite, human, sane, sensitive, sincere, valid

Some may mention the variant forms of *in-*: illegal, impossible, irregular etc.

- Follow up by asking for sentences using the words clearly. This should be done at speed round the class.



**2**

- 1 I wish I'd finished my essay yesterday.
- 2 I wish you'd told me all this last week.
- 3 I wish she had come on Tuesday.
- 4 I wish I'd done some research.
- 5 I wish I'd known you were in town.
- 6 I wish I hadn't arrived at work late this morning.

**3**

- 1 The second sentence, because the subject of the sentence, "I", is the one who does the looking: I look back at my college years and I wish ...
- 2 The first sentence. "Faced with so much choice" can be written as "you are faced with so much choice", which means the choice is a situation which happens to you.

- 1 Thinking
- 2 Supported
- 3 Encouraged
- 4 Looking
- 5 Believing
- 6 Faced

**4**

- 1 It wasn't until midnight that I realized I had to hand in the essay the next day.
- 2 It wasn't until Wednesday that I got my season ticket for the buses.
- 3 It wasn't until after the break that Emma and Paul arrived.
- 4 It wasn't until my mid-twenties that I realized I wanted to go to university.
- 5 It wasn't until the end of the course that we were asked to give our opinions.
- 6 It wasn't until the final act that everything suddenly made sense.

**5**

- 1 I learnt a lot while I was there – it was difficult not to.
- 2 I wasn't able to speak to Roger this morning but I hope to tomorrow.
- 3 We would love you to come and see us, but only if you want to.
- 4 A lot of people cried when they heard the news. It was hard not to.
- 5 You can read this article by Popper if you like, but you don't have to.
- 6 I don't do this sort of thing any more, but I used to until quite recently.

**6**

- 1 要说开阔眼界，大学是最好的地方；要说交朋结友、刻苦用功、体育运动、热恋失恋、了解这个伟大而广阔的世界，大学是最好的时期。
- 2 其实，在大学里过得真的很惨不是那么容易的，而比我聪明的人也不是那么多，我当时要是知道这些就好了！

- 3 这是人类的基本需求，所以不要忽视。哪怕你睡觉只是因为妈妈擅长发现你熬夜或逃课。
- 4 大学也许会使你更加现实，更加清楚地认识到拥有一份体面的薪水，一个温暖、支持你的家庭以及幸福感与拥有辉煌的事业一样重要，也许更重要。
- 5 但是，我真希望当时知道，人生变得美好，不仅仅是靠按时交作业以及在人生边缘犹豫再三是否要投身其中，而是要一头扎进去，结交新朋友，了解新主张，感受新体验。

7

- 1 She is a good student, but she is shy and lacks confidence.
- 2 He confessed that he had not set realistic targets / goals, so he did not do as well in the exams as he had expected.
- 3 How to organize time and how to make friends are challenges that freshmen are faced with.
- 4 It wasn't until graduation that I realized college life was not all about studying. It could have been more colourful.
- 5 College years are the best years of a person's life. Enjoy your college life because these moments will never come again.

## Further reading

### Diary of a fresher

1

A diary is where you write what happens every day. So we will read about the life of a new college student.

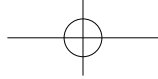
#### Background information

This diary is intended to be humorous and achieves this mainly by exaggeration. The girl writing it has been totally spoilt by her family and does not know how to look after herself. No one is actually as bad as this, but we laugh when shown someone totally lazy, greedy, stupid etc, and there is a serious side too: We may be a bit like this at times. The passage is written in British English (see such vocabulary items as *fresher*, *lift* and *mum*).

#### Culture points

**coffee morning:** A coffee morning is a social event with an informal atmosphere. Coffee and cakes are served in a large room. This provides an opportunity for people to move round, meet new people and settle various arrangements. If a similar arrangement is made for the afternoon, it will instead be a tea party.

**tutor:** someone on the college staff who you can take your problems to, a teacher who takes special care of a number of students



**bell-ringing:** England is full of old churches with bells in their towers, and many people enjoy ringing them in interesting musical ways.

**I have to swear ...:** This is a reference to the ancient Bodleian Library at Oxford where one does indeed have to swear not to bring fire into the library. Such ancient customs are not normal at other colleges.

## Language points

### 1 After one minute, my father climbs out. (Line 1, Para 2)

It is so crowded that the father has to go over people rather than around. This is an exaggerated way of saying the room is so small.

### 2 I can lie on the bed and touch three walls without moving a muscle. (Line 3, Para 2)

For example, her head is against one wall and her outstretched arms touching the two side walls. This is an exaggerated way of saying the room is too small.

### 3 ... who looks determined to be pleasant. (Line 2, Para 5)

The coffee morning is an embarrassing event. The tutor is being polite, but is not really interested in the students for he asks them all the same question and pays no attention to their answers.

### 4 Splendid! (Line 1, Para 8)

The answer does not really fit here as the writer has said nothing worth praise or congratulation. This shows that the tutor is not really interested in the students' answers.

### 5 She asks if I've met my tutor yet. (Line 1, Para 9)

The point is that she has, but it has not meant anything. She does not know him yet.

### 6 ... and find that I can have three meals a day in the dining hall. (Line 3, Para 10)

It's an exaggeration of how badly prepared for her new life she is.

### 7 Not feeling very hungry any more. (Line 1, Para 14)

The strange eating habit of the boy takes away her wish to eat. She is disgusted by his action of mixing so many types of food.

### 8 No one has woken me. Strange. (Line 1, Para 16)

Her family have always helped her get up on time. She cannot understand why no one does it now.

### 9 How can she tell? (Line 3, Para 17)

From the sentence we can assume the writer's hair and clothes are very untidy.

### 10 I'm not sure what happens to my dirty clothes after putting them in the clothes basket and before finding them clean, ironed and folded in my cupboard. (Line 2, Para 25)

Not only has the writer never washed her own clothes, but has never wondered how clean ones keep on appearing in her room!

## TEACHING TECHNIQUES

教学策略

Check that Ss are using the context in which they find new words to work out their meaning. Using a dictionary is an important part of language learning, but looking up too many words takes too much time.

**I collect a set of keys at the porter's lodge:** The porter's lodge is not an expression likely to be known to students, but they can use their experience of life to think where one goes to get room keys in a place like a hall of residence or hotel. They can also think who would have such keys. In this way they can work out that a porter is the person who takes care of the building and they have some sort of office or desk where you can see them.

**short of breath:** If the student knows breath, it is easy to imagine what a not very fit person's breathing is like after climbing all those stairs.

**the room is barely big enough for one:** The context shows the writer is saying how small the room is so we can substitute *barely* with *hardly* or *only just*.

**dining hall:** The writer goes there to eat so it is clear what a dining hall is, but one can also see a connection with *dinner* (which is why so many students spell this word as *dinning*, not realizing that the participle comes from the verb *dine*).

## Reading and understanding

2

The true statements are 1, 2, 4, 7 and 8.

3

1 (a) 2 (d) 3 (d) 4 (d) 5 (d) 6 (a)

## Dealing with unfamiliar words

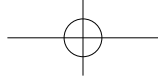
4

- 1 barely
- 2 spill
- 3 ignorant
- 4 sign up
- 5 artificial
- 6 rent
- 7 burst into tears
- 8 breathe
- 9 extreme

5

- 1 gap





- 2 impressed
- 3 intelligent
- 4 surrounding
- 5 checked in
- 6 sip
- 7 sworn
- 8 run out of

**sherry:** an alcoholic drink traditionally drunk in small quantities before dinner, a rather formal custom

## Reading across cultures

### Settling down at college around the world

#### Background information

Three students from countries far apart answer a question about their mistakes when they first started college.

Note that Tanya as an international student mixes British English and American English. This is best avoided, but of course people do not always realize they are doing it.

#### Main idea of the passage

Each of the replies brings out a different problem. The first warns against doing nothing but work on one's own. The second student needed to change his method of study: He was only trying to remember facts and did not think. The third did not know how to organize her time and how to handle her money sensibly.

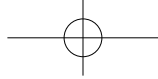
#### 1

- 1 Tanya worked all the time. Miguel tried to make notes about everything the professors said. Francine found the freedom and the lack of guidance difficult, and had trouble managing her money.
- 2 Tanya decided to enjoy herself more. Miguel decided to think more carefully about what to make notes on. Francine decided to organize her life better.
- 3 Tanya realized she was missing out on a lot of fun at university. Miguel realized he was not learning properly because he was writing too much. Francine kept finding herself short of money.
- 4 Tanya did not have any friends at first. Miguel found he had to listen and think more. Francine had to look after herself and not rely on others.
- 5 Probably Francine as, in addition to study and social problems, she spent her money too quickly and could not eat properly.
- 6 It is hard to say – but maybe Miguel as he only mentions a small study problem.

- 2
- 1
    - No, I wasn't nervous – well, only a little bit. Some of my friends are here with me and I am close to home so it was only the work I had to worry a bit about.
    - Yes, I was nervous in a sort of excited way. I wanted to enjoy a new busy life with lots of new friends and activities, but I also knew I was going from all that I knew to a place which I knew nothing about. That made me a bit afraid, but in fact it was all OK and everyone was very helpful.
  - 2 I am not used to doing my own washing, managing my own money and having a lot of freedom. Everything is also bigger – this city is bigger than my home town and this university far bigger than my school. There are more people, more teachers, more clubs. It just isn't like my old life!
  - 3 I think my studying takes up more of my time than leisure. We have a lot of courses to do and some of them are difficult for me so I must work hard, but I do have evenings out with my friends and play sport a couple of days a week.
  - 4 I think it is basically the same. Studying means listening, looking, reading, thinking and writing. That has not changed. Of course, at school teachers watch you more closely. Here you have to look after yourself. Lectures are much bigger than school classes, and at seminars we have to speak more than we did at school. It's the same but at a higher level.
  - 5
    - Not really – I keep a budget and write down what I spend so I am managing quite well.
    - Yes, I have. Everything is more expensive than I expected. I am going to have to spend less or there will be a problem. I may need to find a part-time job, but it will be hard to spare the time.
  - 6 I have learnt that school is like a restaurant where the food is brought to the table for you, but university is like a self-service canteen. If you just sit at the table, nothing will happen. You have to go and get and choose things for yourself. There're lots of things available but you must make an effort to find them.

## Guided writing

- 1
- 1 This time last year
  - 2 At first
  - 3 But
  - 4 One day
  - 5 now
- 2
- 6, 3, 1, 4, 2, 7, 5

**3**

Three months ago I was a nervous new student at my university who spent almost all my time in the library. I missed my family, and was counting the days until the holidays. But then I understood that I was wasting many opportunities. One day a group of friends suggested we all join a dance club to get more exercise. I was not sure it was a good idea, but went along with the group. It was great fun. I realized that I was more efficient in studying after this activity, and felt a lot happier. Now I've lots of new friends and I learn as much from them as from my books.

## Unit task

### Writing a letter to students at your senior high school

#### Language support

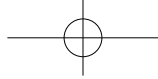
first priority, high and low priority, of more or less importance, unimportant, primary aim, secondary, waste of a university education, valuable side-effect, crucial, sums up the rest

**Some useful ideas:** learning, qualifications leading to a good job, meeting new people, becoming independent, gaining experience, organizing time, keeping healthy, having good friends, keeping busy, language skills, social skills, how to cook, how to sew, how to iron clothes, getting lost, lack of daily skills, great friends

Dear All,

I have now been at university for a few weeks. I promised to write to you and I am keeping my promise, although I did not know then how busy I would be. I never seem to have a single spare minute. There is so much to do here! This is a great experience and I hope you all will do your best to get a university place. Now that I am here I can see why my parents and teachers all advised me to work hard to get here. I believe tertiary education really prepares one for life. I feel I am learning so much in many different ways. First, I am gaining a lot of knowledge in many different areas. Second, I am learning how to be independent and to make good decisions for myself. I am becoming an adult with more experience of life. Third, I am learning about people as there are so many different types here. I think I will leave university far more able to look after myself and with a qualification which will help me get a good job and lead a successful and useful life. And while you gain all this you also have a great time and make some fantastic new friends.

Being here has also made me realize some of my weaknesses. I wish I had better language skills. There is so much reading and writing to do and so many people to talk to. One does need to be good at Chinese and English. I also wish my social skills had been better. I said some very stupid things at first and have to learn fast how to get on well with all sorts of people.



I have learnt quickly how to survive university life. You have to organize your time – work comes first, but you must have fixed time for sport, seeing friends, doing your chores, keeping up with the news and simply relaxing. You must keep healthy – it is easy to eat badly and stay at your computer all day. Fresh air and a good diet are important. You must keep busy – and that is very easy to do, but there are some people who sit around too much and think about home and things they are missing and then become unhappy. If they were playing football, going on hikes, playing in a band and so on, they would be much happier! Most important of all is to have good friends who you can share things with, who will help you, advise you and make you laugh.

My first week saw one disaster after another. The campus here is so large that I kept on getting lost, and then I walked into the wrong rooms and was late for class – very embarrassing. I was saying sorry many times a day! I was finding out how poor my practical skills were and I think I only ate pot noodles for days. But things started getting better when I made some really great friends.

Now I must get back to university life. Keep busy, keep well and keep smiling.

Yours,  
XXXXXX

## Thought for the day

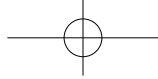
To help Ss become familiar with some English sentence patterns, write the Thought on the board and encourage them to learn it. In the next class, check how many can remember it.

*All life is an experiment. The more experiments you make, the better.*

Ralph Waldo Emerson (1803–1882), American writer and philosopher

### Questions for students

- 1 What is the purpose of an experiment?
- 2 In what way is the quote relevant to the unit?
- 3 What limits are there to the advice?
- 4 What experiments have the students made since coming to their new college?
- 5 Can the saying help with language learning?



# Translation of the passages

## Active reading

### 给大学新生的五条建议

恭喜！你刻苦用功之后终于上了大学，你父母很是为你自豪……同时也如释重负吧，我想。

接下去呢？要说开阔眼界，大学是最好的地方；要说交朋结友、刻苦用功、体育运动、热恋失恋、了解这个伟大而广阔的世界，大学是最好的时期。

但面临这么多选择，有时你无所适从，这是不是有些出人意料？回首我的大学生涯，我真希望自己当初知道：

#### 如何安排时间

终于，你上高中时就期待的自由到来了！

但你有了自由之后准备怎么办呢？看看你的讲座和作业时间表，写下来你需要多少时间。然后计算一下一天还剩多少属于你自己的时间，你可以利用这些时间尝试一切可以尝试的东西。

我可以向你保证，你第一次计算时间的时候，一定会算错。希望你的教授不会介意！但下一次，你就会弄对了。你是聪明人，不然根本就不能上这儿来。

#### 如何交友

你在大学交的朋友很可能会是你终生的朋友。所以，我为何第一个学期结交很多朋友，再花五个学期和他们断交呢？

因为我缺乏信心，怕得不到爱。我还觉得不够格——每个人似乎都比我聪明！其实，在大学里过得真的很惨不是那么容易的，而比我聪明的人也不是那么多，我当时要是知道这些就好了！我敢打赌，你一定会交到朋友。交不到朋友简直是不可能的。（不过你得注意一下个人卫生，你知道我指的是什么。）

#### 如何保证充足的睡眠

没有人会告诉你该上床睡觉了！你愿意的话，可以熬到后半夜！

不过等一下。我真希望我当时记得：我需要的睡眠量和高中时候是一样的。

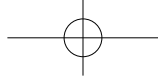
把握好每天的节奏。如果你住在校外，这节奏也许得从坐地铁开始，然后就是你的第一堂讲座课或讨论课。其中还包括在图书馆学习的时间，也应包括一些体育活动在内。而且你也要吃饭、和朋友聊天、看电影，甚至抽一些时间安静独处。

但是，在此之后，休息是非常重要的！这是人类的基本需求，所以不要忽视。哪怕你睡觉只是因为妈妈擅长发现你熬夜或逃课。

#### 如何规划未来

在中学的时候，我对自己的事业有很多规划。但实际上，我的规划多年来是不断变化的。非常坦诚地说，我是直到快30岁的时候，才最终找到了我人生的真正道路。

诚然，上大一的时候就有梦想是个不错的主意。所以勇往直前追寻你的理想吧。但是



不要让你的抱负挫伤你。大学也许会使你更加现实，更加清楚地认识到拥有一份体面的薪水，一个温暖、支持你的家庭以及幸福感与拥有辉煌的事业一样重要，也许更重要。我19岁的时候比现在更有抱负，但我现在觉得更幸福。

### 如何享受人生

一言以蔽之，我本以为只要埋头读书，就是在做正确的事。但是，我真希望当时知道，人生变得美好，不仅仅是靠按时交作业以及在人生边缘犹豫再三是否要投身其中，而是要一头扎进去，结交新朋友，了解新主张，感受新体验。平衡各种关系不容易，但请你不断作出尝试，这是值得的！

## Further reading

### 新生日记

#### 周日

从家出发后，我们开车开了很久才到达我住的宿舍。我去办了入住手续，从楼管那里拿到了一串钥匙和房间号。我的房间在六层，可电梯坏了。最后，我们找到了8号房间，这时，我妈已经脸色通红、气喘吁吁了。我打开房门，大家都进去了。

但我爸马上就从我里面钻了出来。这房间一个人待着都不够大，何况是全家人。我躺在床上，不用动弹，就可以碰到三面墙。

幸亏我哥哥和狗没来。

后来，我爸妈走了，我独自一人待在宿舍，四周是书和一个行李箱。接下来我该做什么？

#### 周一

大一新生有“早间咖啡例会”。我在那儿见到了我的导师（编者注：英国导师制是一名导师带一个或几个学生小班授课的教学方式），他看上去下定了决心要显得和蔼可亲。

他问我：“你是远道而来吗？”他一边说话，脑袋一边左摇右晃，咖啡都洒到托盘里了。

我解释说：“我住在爱丁堡附近，开车大约六个小时。”

“太好了！”他说，然后就走向我身边的女生，问道：“你是远道而来吗？”还没等人家回答，他就说：“太好了！”然后又继续向前走。他啜了一口咖啡，却惊讶地发现杯子已经空了。

我妈打电话了，问我见没见到导师。

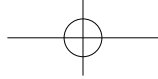
#### 周二

我有点儿饿，这才意识到我都两天没吃饭了。我下了楼，得知我可以在食堂一天吃三顿饭。我走进食堂，排起了长队。

“早饭有什么？”我问前边的男生。

“我也不知道。我来晚了，没赶上早饭。这是午饭。”

午饭是自助餐，今天的菜单上有鸡肉、米饭、土豆、沙拉、蔬菜、奶酪、酸奶和水果。我前边的那个男生把所有这些全堆在盘子里，付了钱，就去找座了。



我再也不觉得饿了。  
我妈打电话了，问我有没有正经吃饭。

### 周三

我9点钟有讲座课，醒时已经8:45了。怎么没人叫我起床呢。怪了。

我穿好衣服，冲到报告厅，坐在一个女生旁边，她看了我一眼，问：“刚起床吧？”她怎么知道的？

讲座课上了一个小时。最后，我看了一眼自己的笔记，我根本看不懂自己写的字。

那个女生名叫索菲，和我一样，也是英语文学专业的。她看起来很聪明，我们听完讲座聊天的时候，她告诉我，她在空档年（编者注：原文是gap year，指学生自愿休学一年，去国外旅游、参加社会工作等）已经把这学期书单上的书全读完了。她让我非常佩服，我觉得自己真无知，都不应该和她呼吸一样的空气。

我妈打电话了，问我睡得怎么样。

### 周四

今天是招新的日子，我和索菲一起，想去看看可以加入多少社团，能结交多少朋友。我报名参加了民族舞俱乐部、人工智能协会、敲钟俱乐部和极限运动俱乐部。索菲报名参加了莫扎特交响乐团和辩论社。

我不知道我和索菲能不能做长久的好朋友。

妈妈来电话了。哥哥想把我在家里的卧室租出去。妈妈向我保证，我的卧室还是我的卧室，我的家还是我的家，他们非常想我，我的狗尤其想我。我眼泪狂飏。

### 周五

我早上去图书馆了。但好像我得有证件才可以进去。不知何故，我还得宣誓不会损坏书籍或违反图书馆规则，否则就要蹲监狱。（凭什么？说话声音太大也算？）图书馆看上去很旧，学校还因为它很是自豪。

今晚有迪斯科舞会，但我没有干净衣服了。我不知道，把脏衣服放进衣物筐之后、发现衣服已经洗好熨好叠好放在我柜子里之前，我的衣服究竟被怎么处理了？也许妈妈很快又会打电话了。

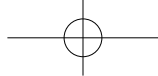
## Reading across cultures

### 适应校园生活——来自世界各地的访谈

#### 塔尼娅·扎茹茨卡娅 莫斯科，俄罗斯

去年这个时候，我因为自己要过上新生活而紧张。我没有朋友，又是第一次离开家。刚开始，我整天用功学习，听讲座，晚上学习到深夜。

但是，我后来意识到，自己错过了大学里面的很多东西。一天，我们宿舍楼的一个女生邀请楼里所有的人去聚餐。我不知道她是从哪儿买的那些吃的，也不清楚她怎么有那么多钱。她穿得跟模特儿一样。我不知道她干嘛还费劲上大学！现在我认识了很多有趣的人，过得相当开心，同时也没忘了用功学习。



**米古尔·方斯卡 瓜达拉哈拉，墨西哥**

我刚进大学的时候，不管老师在讲座里讲的什么，都全部记下来。结果我光顾写了，没顾上听。我学的是化学，所有的东西好像都比以前学校里学的要复杂。但是，我随后意识到：在这里，你得多听多思考。现在我明白了新信息和旧知识之间的区别。

**弗兰辛·博内 里昂，法国**

我刚来的时候，感觉这所大学似乎很大，也很不友好。我先是觉得自由和缺乏指导是一件不好对付的事；上中学的时候，我习惯了有时间表、晚上写作业。

我在管理花销方面也碰到了许多麻烦。你得买食品、书籍、公交车票、衣服什么的，所以和小时候在家住时兜里有零花钱是不一样的。每学期的钱是一次性汇来的，所以一开始我总觉得手头相当宽裕。然后我就大手大脚地花钱，搞到后来我每天只能吃一个三明治！

但现在我意识到，照顾我不再是爸妈或老师的责任了。长这么大第一次，我该自己打理自己的生活了……而我却不知道该怎么办！