

College culture

Unit overview

<p>Inside view</p> <p>Conversation 1 Conversation 2</p>	<ul style="list-style-type: none"> • C1 presents a discussion among Janet, Mark and Kate about their idea for running a charity event – sponsored punting. • C2 shows Janet, Mark and Kate going out punting, during which they talk about the organization of their sponsorships.
<p>Outside view</p> <p>Part 1 Part 2</p>	<ul style="list-style-type: none"> • This clip shows Harvard University campus and interviews with the staff and Ss about the university, their studies, leisure, social life and the use of the Internet on campus. • All the speakers use American accents.
<p>Listening in</p> <p>News report Passage 1 Passage 2</p>	<ul style="list-style-type: none"> • The news report is about Stanford University's financial aid policy for students from low-income families. • P1 is a university radio report of students' views of university life. Speakers in this passage have different accents. • P2 is a monologue describing key information about Oxbridge, and the main features of the two universities.
<p>Presentation skills</p> <p>Giving a talk</p>	<p>This section focuses on the skills used in giving an informal talk. It offers Ss a framework to prepare an informal talk in English. This framework helps Ss to involve the audience, express opinions and include their personal stories.</p>
<p>Pronunciation</p> <p>Silent letters Linking sounds Sense groups</p>	<p>This section shows three features of pronunciation in order to help Ss to notice silent sounds in some words and speak fluently with linking sounds, and to express meanings through sense groups.</p>

Inside view

Conversation 1

1

Example answers

- 1 Janet, Mark and Kate are in a punt on a river.
- 2 They are punting, which is a leisure activity that involves pushing a small boat along a river with a long pole.
- 3 It looks like a fun, relaxing activity because they are smiling.
- 4 You could charge people to take them on the punt and donate the money to charity.

2

Answer

They have decided on 2, 4, 5 and 6.

3

Teaching steps

- Ss read the questions, watch the conversation again, and then answer the questions.
- In pairs, Ss take turns to read the questions and share their answers. Student A reads Q1 and Student B gives the answer, and then Student B reads Q2 and Student A gives the answer.
- Quickly go over the correct answers as a check.

Answers

- 1 Some people in college are organizing charity events, and they've decided to get involved.
- 2 She says that in China people raise money for charity, but students don't usually do that.
- 3 She explains what sponsored punting means: People will sponsor students to punt, so the students go punting and give the money they raise to charity.
- 4 He shows them a sponsorship form.
- 5 Because it's a very beautiful route from there.

Conversation 2

4

Teaching tips

Remind Ss that they should predict what will happen during the sponsored punting before they watch the conversation. Encourage Ss to give reasons for their predictions.

Example answers

- 1 She might offer to punt. Surely most people would want a turn.
- 2 This is possible because the river scenery will surely be worth looking at.
- 3 She might, but Mark seems quite confident, so he would probably know how to punt.
- 4 This seems very likely. Generally sponsorship money is collected after the event.
- 5 This is possible because contacting people who promised to pay money may take time and the money needs to be collected.
- 6 Yes, the purpose is to collect money for a charity, so surely they would discuss the amount.
- 7 Yes, because they need to check the total amount of money and report back to the charity and hand over the money. They may also want to make a report to everyone who donated money so that they know the total amount raised.
- 8 We can't be sure that he will actually fall into the river during the sponsored punting.

Note: In the actual conversation, 1, 2, 3, 4, 6 and 7 take place.

5

Teaching tips

After the predictions in Activity 4, Ss watch and listen for some specific information.

Ask Ss to look through the items and the choices (a, b, c and d).

Ss watch and choose the best way to complete the sentences.

When Ss have finished, T can give feedback on the correct answers. Instead of T simply stating what the correct answers are, the

feedback can involve Ss in additional language practice. For example, ask Ss to read the completed sentences in a natural way. It is better not to read all the choices aloud, as this sounds very artificial or like a quiz when it is spoken.

When a student has read out the correctly completed sentence, ask another student to give a brief conversational reply or comment on the sentence for additional practice. T will probably need to demonstrate how this works at first, using examples like those given below. Once Ss understand the idea they can practise such comments and replies in similar tasks in later units.

Answers

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

Example comments

- 1 No, I don't think Mark is used to boats, either!
- 2 Obviously they are going for quite a long trip ... for, well, over an hour, anyway.
- 3 It sounds as if she's organized the money collection really well.
- 4 I'm sure this money will be a good donation for the charity.
- 5 Yes, it would be better to have a picnic on the river bank, rather than in the boat, wouldn't it?

6

Teaching tips

After Ss have completed the sentences, ask them to form groups of three in order to read through the completed conversation (Student A is Janet, B is Mark, and C is Kate). Ss should try to make their reading sound as natural and fluent as possible.

Answers

- (1) I didn't mean to
- (2) got the hang of it
- (3) take over
- (4) how I imagined life here
- (5) the sponsorship money
- (6) count it all up
- (7) I've got a suggestion

7

Answers

- 1 (b) This is similar to *No doubt*, *Beyond question* or *Unquestionably*, ie something is definitely true.
- 2 (b) This indicates understanding or support for what someone has said.
- 3 (a) This is similar to *Look out*, *Mind out* or *Take care*.
- 4 (a) This indicates the start of a journey, a race or a competition. *Off* (informal) means the beginning of something.
- 5 (a) This means to learn how to do something, to use something or to understand something.
- 6 (b) *Chance* here means the opportunity to do something.

8

Teaching steps

- Allow Ss a few moments to look through the cues and functional expressions in the box on Page 4. Meanwhile choose two students and ask them to prepare to read through the example dialogue.
- The two students perform the example dialogue to the class.
- Ask the class about the planned event and what it is for.
- In pairs, Ss work out and perform their own conversations.
- Choose one or two pairs to perform their dialogues to the rest of the class.

Example answer

Student A You know, I've been thinking about some of the children and students who survived the Sichuan earthquake. I was reminded about them when I spoke to someone in the Music Society. She said there are still young people who need help because their families lost everything at that time.

Student B That's a coincidence! I was just thinking of the same thing.

Student A Maybe we should try to raise some money for one of the Sichuan charities? We'd need to think of an event and maybe ask people to sponsor it.

Student B Yes, I think that's a good idea. How about organizing a sponsored swim? Or we could arrange a sponsored music marathon, perhaps?

Student A A music marathon? You mean an event where people play music for a long time? Maybe all day long, and people sponsor the musicians ... That sounds more interesting than a sponsored swim, because people could drop in at any time to hear the music – and maybe dance too?

Student B OK. One of the first things we should do is check with the Students' Union and book a hall for the performances. And we'll need a sponsorship form and some posters too. And we can contact as many people who play music as we can, all kinds of music, I guess.

Student A OK. So that's decided: a music marathon with all kinds of music; it lasts all day. We try to hold it in a hall, with the support of the Students' Union.

Student B Yes, we'll contact as many musicians as we can. Oh, we'll need to decide on a date ... I think a Saturday might be best, including Saturday evening. Don't you think so?

Talking point

1

Teaching steps

- In pairs, Ss go through the quiz items and keep a record of their choices for each question. Encourage Ss to make comments and discuss their answers (examples below).
- In pairs, Ss add up how many As, Bs, Cs, Ds or Es they gave in their answers.
- Ss then check on Page 114, where they can find brief descriptions of five types of Ss. Ss see what type they are by checking their scores against the descriptions or they can make their own profile of a combination of different types, according to their scores.
- Ask one or two Ss about their scores and what type of students they are according to the quiz. Ask the class if they think the quiz gives accurate descriptions.
- In pairs, Ss review the descriptions on Page 114 to discuss whether Chinese students are like this, and whether they can think of other types of students.

Example comments

- A** No way, I turn up on time, every time!

B Maybe sometimes – it's good to keep fit.

C Not at all. I can't afford to miss lectures like that.

D I might arrive a little early but not that early, and in any case I wouldn't be nervous.

E Well, yes, who wants to be late? Anyway, I respect the teacher so I don't want to be late.
- A** No, I have to study more than that and I can't spend time drinking.

B Well, sometimes I do have important sports activities, but that doesn't stop me studying.

C No, who can start studying at midnight? The lights go out long before that!

D This sounds extreme – and it's not a good way to be successful, is it?

E True, although I do need to balance studying with social and leisure activities.
- A** Yes, I would like to know them better, although we meet several times a week.

B Actually, I don't think they support my football team, but they're still all right!

C Yes, I get along with them well too, but I don't mind talking about work. It's interesting. We do sometimes talk about other things.

D I wouldn't want to bother my teachers with emails unless it's something really important.

E Well, we don't have the opportunity of tutorials, as some Western students may have, but we can always discuss things with teachers, or with each other at other times.

- A** I don't think so!

B Not at that time of night!

C Unless there's a special event, I'll be sleeping.

D No. It's not me.

E Possibly ... but I'm more likely to be asleep.

2

Teaching tips

It seems unlikely that many Chinese students really fit into these categories, nor do many Western students. The quiz is really just for fun, but maybe some students would like to be one of these types. In most European universities, the reality is that many students work part-time because they need the money to live or to pay their university fees, and so relaxation time may be limited to the weekends or special occasions.

Example answers

The Joker: An extrovert, you like laughs and don't take studying too seriously. You only study when have to. You believe life is a joke and you should have fun.

The Clue-Seeker: Keen to do well in exams, you listen carefully to the teacher for any hint or clue about the assignments or exam questions and what the teacher wants, and occasionally you talk to the teacher after class to get extra ideas. You remember these carefully and make sure to include them in your work.

The Butterfly: You are interested in just about everything. You jump from one thing to another, without really concentrating on the main issue. You're popular because you are chiefly occupied with the pursuit of pleasure.

The Chameleon: You don't like to be noticed much. You try to blend in with everyone else in the class, changing colour if necessary. Actually, you can be very smart, you have a quick tongue and you are a survivor.

The Parrot: You are colourful, sometimes noisy and good at learning the right words. You talk a lot but sometimes you don't actually understand what you are saying, and the words seem empty to others.

Outside view

1

Example answers

- 1 Harvard University is in the city of Cambridge, Massachusetts, in the US.
- 2 I know that it's America's oldest university, that it's part of the Ivy League group, and that it's world famous for its high standard of education.
- 3
 - I expect them to say that academic life is very busy, with a lot of difficult work to do. I expect there are lots of assignments and exams.
 - They would probably say that social life is fun and varied. Harvard is a big university, so I imagine there are many clubs and societies that students can join.
 - I think they would say that research facilities are excellent and some of the best in the world.
 - I expect they would say that the students are very varied in their backgrounds and personalities. Harvard attracts students from all over the world for many reasons. Perhaps some students are more academic, while others are more interested in sport.

Watching and understanding

2

Teaching steps

- Ask Ss to read the statements.
- Play the video clip. Ss answer according to what they've seen and heard.
- To check the answers, give six Ss a number from one to six. They should take turns to say "true" or "false" to each of the statements, according to their assigned number. Ask another student to help if they have difficulty.

Answers

- 1 Although this may be true in general, Cambridge University in the UK is not mentioned in the clip.
- 2 This may be true, but Alex says that Harvard

attracts the best students from around the world, not just the US.

- 3 ✓
- 4 They don't say that everyone enjoys the social life. They just say there's a good social life. Adam says a friend of his sits in the room and studies all night, so obviously not everyone joins in the social life.
- 5 ✓
- 6 Students can use the Internet for leisure purposes.

Language and culture

CNN is an acronym for Cable News Network, a popular American news channel. Founded in 1980, it was the first news network to introduce 24-hour news coverage.

The **Boston Red Sox** is a professional baseball team based in Boston, Massachusetts. Not surprisingly, the name comes from the colour of their socks.

3

Teaching tips

Explain that the activity is about focused listening for particular phrases in context. Ss need to write no more than five words for each gap.

Give Ss time to read through the printed transcript before playing Part 1 of the video clip.

Either ask ten Ss to read their answers to the class or, more challengingly, ask seven Ss to read the complete transcript to the class.

Answers

- (1) one of the best universities
- (2) most talented students
- (3) well known around the world
- (4) have open doors
- (5) good social life
- (6) you want it to be

- (7) on another campus
- (8) it's a fun place
- (9) go to concerts
- (10) during the week

4

Teaching tips

Explain that Ss should answer the questions in a few words. Then ask two competent Ss to conduct a mini-interview in which Student A asks the questions and Student B gives the answers.

Answers

- 1 Ashley gets information for her research papers from the library system online.
- 2 Ashley uses the Internet three or four times a week.
- 3 Brian uses the Internet to check his stocks.
- 4 John mostly uses the Internet for leisure purposes, such as following news and sport or playing games.
- 5 John does most of his university work in the libraries.

- 2 The best and most talented students are highly motivated and study hard. They are intelligent, gifted, and they usually have good teachers, a supportive family and access to good facilities.
- 3 A university and its students can contribute to the development of knowledge and technology within the country. Universities also help the world by producing educated individuals who are qualified, intelligent and creative. These people make good citizens and help form an educated workforce.

Developing critical thinking

5

Teaching steps

- Ask Ss to work in pairs to think carefully about the questions and discuss their opinions.
- Walk around the class, listen and help Ss express their ideas.
- Choose three pairs or groups to share their answers with the class. Tell them this in advance so that they are prepared.

Teaching tips

Explain to Ss that there are no fixed answers and encourage them to give reasons for their conclusions.

Example answers

- 1 Offering high-quality teaching, attracting good students, developing good research and new technology, producing highly employable graduates, attracting international staff and students and getting research grants, donations and financial support.

Listening in

News report

1

Answers

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

Passage 1

2

Teaching tips

If some Ss find it difficult or embarrassing to talk about their own problems, they could answer the questions from the viewpoint of what they believe most Ss would say.

Example answers

- Not many, really. I suppose everyone needs a short time to settle in, but once I have made friends it is easy.
- What I most enjoy is having good friends and sharing social activities, but we have also to study a bit, sometimes.

Listening and understanding

Language and culture

British universities use a grading system to classify undergraduate degrees. Most degrees are with honours:

- first-class honours ("a first", written 1st)
- upper second-class honours (written 2-1 or II i and pronounced "two-one")
- lower second-class honours (written 2-2 or II ii and pronounced "two-two")
- third-class honours ("a third", written 3rd or III)

Most students receive an upper or lower second-class degree. There is also an ordinary degree (or a pass degree without honours).

A master's degree is usually not classified, but some universities award a master's with distinction for exceptional work. There are currently discussions about changing this traditional classification system, and some universities may use a grade point average (GPA) system similar to that used in the US or China, or they may give a grade profile from different courses rather than a single overall result.

3

Teaching tips

The radio interviewer is not counted as a speaker here, so the numbers for the speakers in the recording refer to the student interviewees.

Answers

	Speakers					
	1	2	3	4	5	6
1		✓				
2						✓
3	✓					
4					✓	
5			✓			
6				✓		

4

Answers

- It's a university radio station.
- How are you finding uni?
- She is writing for the university newspaper.
- He went home at Christmas for a month.
- She didn't do enough work.
- Because he has joined a couple of clubs.
- She has taken a part-time job as a waitress.
- Work is the part that matters most.

Developing critical thinking

5

Example answers

- We learn a wide range of subjects at school, so at university we should just focus on our chosen subject. It's what we need for the workplace.
 - I think that learning other skills at university is vital for producing knowledgeable, well-rounded graduates. It's bad for education to promote a narrow view of the world.
- I would say they are very important. Most degrees are tailored to a certain career path, so if you study law, you'll probably become a lawyer.
 - Well, to some degree what you study affects what job you get, but many people have careers that are unrelated to their studies. My brother studied computer science but he's now a salesman.
- The advantages are that you can earn extra money, be more independent and get some work experience. The downside is that it takes up a lot of time that could be spent studying or socializing.

Passage 2

Listening and understanding

7

Answers

- 1 Because they are similar.
- 2 Because they both regularly come top in any ranking of the world's best universities.
- 3 They are old and very beautiful buildings.
- 4 Oxford and Cambridge have produced great writers, world leaders and politicians. Cambridge has produced many great scientists.
- 5 The Oxford Union, Footlights (Cambridge's comedy club), and The Oxford University Dramatic Society.

8

Answers

	Oxford	Cambridge
near London	✓	✓
900 years old	✓	
founded in 1209		✓
38 colleges	✓	
31 colleges		✓
produced great scientists		✓
world-famous debating society	✓	
comedy club Footlights		✓
OUDS	✓	
the Boat Race	✓	✓

9

Teaching tips

As an alternative way to check the answers, choose five pairs of Ss to tell the class their answers: Within each pair, Student A reads the completed sentence with their choice and Student B confirms or disagrees with the answer (*That's right, That's true, Yes, that's correct, or Actually, I think that's not right ... it should be ...*). Encourage Student B to vary the way they confirm or disagree.

Answers

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

Additional activity**A Mini Quiz About Oxbridge**

- Ask Ss to form groups of three or four and then read the questions at a normal speed. Ss listen to the questions and make a quick note of the answers – “yes” or “no”. If necessary, Ss guess the answers.
- Go through the correct answers quickly. Ss give themselves 1 point for each correct answer.
- Groups quickly confer with other groups to see which has the highest score.

Questions

- 1 Does “Oxbridge” refer to a bridge for oxen?
No, it refers to Oxford and Cambridge.
- 2 Is Cambridge University older than Oxford?
No, Oxford is older.
- 3 Does Oxford have more colleges than Cambridge?
Yes, Oxford has 38, Cambridge has 31.
- 4 Has Cambridge produced more scientists than Oxford?
Yes.
- 5 Are Oxford and Cambridge both on the River Thames?
No, Cambridge is on the River Cam.

- 6 Is the Oxford and Cambridge Boat Race the same length as an Olympic race?

No, it is over three times longer than an Olympic race.

- 7 Is it true that to become a student at Oxford or Cambridge, you need a long interview?

Yes, there's a long interview for all students before they are offered a place.

Developing critical thinking

10

Example answers

- 1 They are much older, they consist of a lot more separate colleges, they have old and beautiful architecture and they are visited by many tourists.
- 2 You have the opportunity to go to lectures by famous scientists and scholars and to mix with the best students. You can, perhaps, walk in the footsteps of many famous people who studied at these universities, recently or hundreds of years ago. They are very prestigious universities, so if you have a degree from one of them it is likely to be helpful in your later career.

Presentation skills

Giving a talk

Teaching tips

Ask Ss to work in pairs to prepare the talk. They should help each other with ideas, questions, and comments, but take notes individually to prepare for an individual presentation.

This preparation could also be done out of class. If time is short, talks could be limited to 90 seconds (the example below should take about 90 seconds), or Ss could give their presentations in groups of four or five, which takes much less class time than a whole-class presentation.

Example answer

During the first week at college I remember I felt a bit shy and nervous. Well, we all know what it was like, don't we? But I suspect that not many would admit they were nervous, but, you know what? We were all behaving as though we owned a chain of five-star hotels!

Confident, just a bit too proud, perhaps, because we had passed the entrance exams and arrived here. Thinking back, though, none of us wanted to admit that we really didn't know much, we were just novices who hardly knew what we didn't know. I remember one English class in the first week when I got the picture of what we still need to learn – I hardly understood a word and couldn't open my mouth ... in English anyway. Now it's a bit better, as I hope you can agree!

So have we changed? Well, speaking for myself, yes. I think that touch of pride was knocked out of me. I still feel confident, but it's a different kind of confidence – instead of feeling like a hotel owner, I feel confident about my hard work and effort. What I mean is, I have a better idea of where I am going in my studies and I know that with hard work I can get there. That's not the pride of the hotel owner, it's the small confidence of the new desk clerk, a hard-working person who wants to learn enough and make the effort to become a manager ... one day!

Group comments after hearing this presentation

Student A I thought she spoke rather well. Her point about the hotel owner made me think that I'm just a new desk clerk too. My friend Wang over there thinks he's a five-star guest!

Student B No, we're all new clerks! But what I liked was the fact that she shared her feelings. As she said, most of us wouldn't admit that we were nervous and, yes, I agree that some of us were a bit too proud ... then, not now.

Student C She spoke quite fluently and I noticed she used some good informal phrases.

Student D I agree with all of you. I'd just like to add that my hotel only has three stars ... just joking. She spoke clearly and quite fluently, and I could understand and agree with what she said.

Pronunciation

Teaching tips

Highlight that Ss should be aware of some letters which are written but not pronounced, and practise some features of normal speech: linking words together and speaking in sense groups.

1

Answers

design answer halfway Christmas
psychiatric debt

Unit task

Organizing a social event

Example answer

Hello everyone. "Kalispera" ... that's "Good evening" in Greek. In our group we discussed the idea of a Greek evening. Using the expertise of a couple of students who have visited Greece, a visiting student who comes from Greece, and one of the foreign experts who studied Classics, we plan to have a social evening event on the theme of Greece.

There will be Greek food – we hope the Catering Management Centre can help here, with foods such as freshly made vine leaves, olives, moussaka, taramasalata, spinach and cheese pie and delicious Greek desserts (such as Greek honey pie and baklava). We'll have Greek music for dancing, and one of the visiting Greek students has promised to teach a couple of Greek dances. She says they're lively and fun and easy to learn. We'll contact the Sports Department to see if some students can put on a display of Greek athletics ... you know, things like throwing the discus and javelin, running races and Greek wrestling ... the sort of thing they had in the ancient Olympic Games. Another idea might be to have a short open debate on a current topic, the sort of thing Socrates and Plato might discuss if they were alive today. We'll contact the Drama Department to see if they can present a short Greek drama. We know they study classical Greek theatre.

Everyone will be encouraged to wear a Greek costume ... actually they're really simple to make, if you can find old sheets and white linen. You've probably seen pictures of ancient Greek robes and long dresses in the film *Troy* ... or people can come in fancy dresses, dressed up as figures from Greek mythology and history.

We'll hold the main events outdoors, probably in late spring when the weather is suitable. Once the date is fixed, we can make wall posters and Internet adverts to publicize the event.