

# Starting out

## Unit overview

Unit key features		Organizing suggestions
<p><b>Passage 1</b> Diary of a fresher</p> <p><b>Passage 2</b> Extract from <i>'Tis: A Memoir</i></p>	Both passages are personal narratives and personal. Passage 1 is informal and about the present; Passage 2 is formal and about the past.	<ul style="list-style-type: none"> <li>• Spend less time on Passage 1, since it is a narrative text and easy to understand. The language is colloquial.</li> <li>• Spend more time on Passage 2, especially on unfamiliar words and cultural items.</li> </ul>
<b>Reading skills</b>	(a) Predicting (b) Appreciating humour through exaggeration (c) Inferring (d) Reading for main ideas	<ul style="list-style-type: none"> <li>• Use predicting as a brief warm-up activity.</li> <li>• Spend more time on skill (b) for Passage 1 and skill (c) for Passage 2.</li> <li>• Both passages can be read for main ideas.</li> </ul>
<b>Speaking skills</b>	<ul style="list-style-type: none"> <li>• Describing</li> <li>• Comparing and contrasting</li> <li>• Giving advice</li> </ul>	Use speaking activities to: <ul style="list-style-type: none"> <li>• brainstorm ideas – briefly</li> <li>• practise the use of unfamiliar words – briefly, but precisely</li> <li>• practise description, comparison and contrast – in pairs / groups</li> </ul>
<b>Writing skills and tasks</b>	<ul style="list-style-type: none"> <li>• Guided writing: Writing a narrative</li> <li>• Unit task: Preparing a welcome guide for next year's freshers</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students (Ss) to write a narrative by considering the sentence functions.</li> <li>• Ask Ss to prepare a welcome guide for next year's freshers and request a 5-minute presentation from selected pairs / groups.</li> </ul>
<b>Cognitive skills</b>	<ul style="list-style-type: none"> <li>• Developing critical thinking</li> <li>• Developing individual answers</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage Ss to use their own experience and thinking.</li> <li>• Praise Ss for using both known and new words to express themselves.</li> </ul>
<p><b>Reading across cultures</b> Settling down at college around the world</p>	This is a narrative about university lifestyles in different countries.	<ul style="list-style-type: none"> <li>• Ask Ss to check unfamiliar names and events online before class.</li> <li>• Ask Ss to report their findings in class briefly.</li> <li>• Ask Ss to interpret university lifestyles in different countries.</li> </ul>

# Teaching suggestions and answer keys

## Active reading (1)

### 1 Teaching steps

- Ask Ss to look at the title of the passage (only) and make predictions about the likely contents, the writer, the type of writing (fact or fiction) and the style.
- Ask Ss to check their predictions with each other in pairs. (Are they similar?)

The predictions may be summarized using a table with additional comments.

<b>Likely contents</b>	new courses, friends and social events	depending on what the writer is interested in – a personal record of experience and of what the writer thought at the time
<b>Writer</b>	a fresher	male or female?
<b>Type of writing</b>	factual	the writer's personal record of college life
<b>Style</b>	informal, maybe chatty	Maybe in note form, more or less detailed. Some diarists intend to revise their words later for publication.

## Diary of a fresher

### Background information

Passage 1 is a diary. There is a long tradition of writing and sometimes publishing diaries in Western literature. Famous examples include the diaries in English of Samuel Pepys about 17th-century London, including an account of the Great Fire of London in 1666, and in Dutch of Anne Frank about a Jewish family hiding from the Nazis in the Second World War.

### Teaching tips

To develop Ss' involvement in reading the passage, choose some of the following techniques. These techniques can also be used for other passages in the textbook.

- Ask Ss to scan the diary for 30–60 seconds, then read an extract from any section and ask Ss to quickly say which day the extract is from (Sunday, Monday, Tuesday etc).
- Choose different pairs of Ss to read each day's extract aloud. Give them a short time to make preparations and decide who reads which paragraphs.
- Read one extract aloud at normal speed, but with a few deliberate errors. Ss should correct T by following the passage.

### Teaching steps

- Ask Ss to read the passage silently to themselves, and give them time to look through the Language and culture box before they do the Reading and understanding activities.
- Ask Ss to locate the Language and culture items in the passage: Where do they first appear?

**coffee morning:** Para 5      **ballroom dancing:** Para 20  
**gap year:** Para 18      **bell-ringing:** Para 20  
**Freshers' Fair:** Para 20      **Club Night:** Para 23

- Discuss the Language and culture items, using the Culture points and Language points below.
- Ask Ss to discuss in pairs how they survived their first days at college.

### Culture points

A **fresher** is a student in their first year at university, especially a new arrival. The word *fresher* emphasizes that students are new arrivals; *freshmen* (*AmE*) refers to students in their first year at university. Some other terms are:

Year of study	British expression	American expression
first year	first-year student / fresher (in first months of study)	freshman
second year	second-year student	sophomore
third year	third-year student / final-year student (of a three-year programme)	junior
fourth year	fourth-year student / final-year student (of a four-year programme)	senior

A **hall of residence** (*AmE* dormitory) is a place where students live, often a large building or a series of buildings with accommodation and some social facilities. Food may be provided or the hall may be self-catering (students arrange their own meals and cook for themselves).

A **warden** is an adult who looks after the buildings and facilities in a hall of residence. A warden may also be an academic teacher. He or she may be assisted by *sub-wardens*, who are generally postgraduate students (they receive some payment and free / cheap accommodation).

A **coffee morning** refers to an informal gathering with coffee, where people with a common interest meet for an hour or so and get to know each other better. In this case it's for the new students, but it might be for residents in a neighbourhood or for new neighbours.

A **tutor** in the UK is a teacher or lecturer who has particular responsibility for a small group of students (a personal tutor who sees particular tutees). A *tutorial* is a period of teaching in a university which emphasizes critical discussion between one student, or a small group, and a tutor. Generally this is on a prepared topic, and sometimes students bring prepared writing (notes or a draft essay) and make a presentation to the tutor and other students, which is then discussed.

An **English literature major** is a degree in English or a student reading English, perhaps with a subsidiary subject. In American usage, the main subject of study or specialization for a degree is often combined with a less-studied subject (*a minor*).

Students sometimes take a **gap year** after leaving school and before going to university to broaden their experience and, generally, to earn money. Some students choose a temporary job in a field related to what they intend to study (this helps their studies and improves their prospects for employment later). Other students travel around their country or to other countries to find out more about other cultures, learn another language, and gain experience of different aspects of life.

A **Freshers' Fair** is largely arranged by university faculties, student societies and clubs to give information to new students in their first week at university, and to attract new members. Often faculties, departments, societies and clubs will set up a table or tent on campus where they display the information about the faculty, society or club, and about how they are able to help students. They give out information packs to students. Sometimes they also give students small gifts or discount vouchers for nearby restaurants, pubs or shops. For new students in the UK, there is usually an induction week when they receive a lot of information about their courses.

**Bell-ringing** is a musical activity which involves a group of six to ten people. Each person has two bells, one in each hand, and takes turns to ring them. Each bell has a different musical note, so when the bells are rung in turn, the group can make musical melodies and harmonies. Traditionally, church bells were rung to tell people nearby that a church service was about to begin.

## Language points

### 1 After a **wearisome** expedition by car from home, we arrive at my hall of residence, and I **check in**. (Para 1)

**wearisome:** a. a wearisome activity or time is one that makes you feel tired or bored 使人疲倦的；令人厌倦的

*Sometimes travelling for a long time is not entertaining but wearisome.* 有时候，长时间旅行并不让人愉悦，而是使人疲倦。

**Note:** 后缀 -some 表示“引起…的”。由 -some 构成的常见形容词还有 troublesome、bothersome、burdensome 等。

#### check in:

1 to arrive at a hotel or a private hospital where you have arranged to stay and give your personal details to the person working at the reception desk 登记住宿；登记住院  
*Have you checked in yet?* 你登记了吗？

**Note:** 与 check in 相反的英语表达是 check out。

2 to arrive at an airport and show your ticket to an official (在机场) 办理登机手续  
*You must check in at least one hour before your flight.* 你必须在航班起飞至少一个小时前办理登机手续。

**Note:** check-in 是其名词形式；机场“办理登机手续处”称为 check-in desk (BrE) 或 check-in counter (AmE)。

### 2 My room is five floors up, and the lift has a sign on it, "**Out of order**". (Para 1)

**Meaning:** My room is on the fifth floor. But there is a sign on the lift, saying that the lift is not working. (So the writer and her parents have to climb up to the fifth floor. That is why the writer says her mother is flushed and gasping for breath in the next sentence.)

**out of order:** a machine or piece of equipment that is out of order is not working correctly ( 机器或设备 ) 出故障的, 运作不正常的

*The washing machine has been out of order for weeks and nobody has it repaired.* 洗衣机已经坏了好几周了, 没有人报修。

### 3 Finally, with my mother flushed and gasping for breath, we find Room 8 ... (Para 1)

**Note:** with sb doing sth 结构通常表示与句子主语动作相伴随的动作或状况。如: *With my friend dancing, I sang the song I wrote.* 在朋友的伴舞下, 我唱起了自创的歌曲。

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

**climb out:** The writer uses the expression *climbs out* to indicate that the room is too small. It is so small that one needs to "climb in and out" instead of "walk in and out". Here the writer is exaggerating, as she does in some of the coming paragraphs.

### 5 The room is barely big enough for one ... I can stretch out full-length on the bed and touch three walls without moving a muscle. (Para 2)

**Meaning:** The room is too small. When I lie on the bed, I can touch three walls even when I am not moving my body. The writer is using exaggeration to say how small the room is.

**barely:** *ad.* used for saying that something almost does not happen or exist, or is almost not possible 几乎不; 几乎没有

*The roads were barely wide enough for two cars to pass.* 路几乎不够两辆车通行。

**stretch out:** to lie down, usually in order to relax or sleep 躺下 ( 放松或睡觉 )

*After a long day's work, she likes to stretch out on her bed to rest after a hot bath.* 在经历了一天漫长的工作后, 她喜欢在洗完热水澡后躺在床上休息。

**full-length:** *ad.* if you are lying full-length, you are lying down with your legs stretched out 平躺地; 双腿伸直地

*She stretched out full-length on the couch.* 她伸着腿平躺在沙发上。

### 6 Later. (Para 4)

**Note:** Usually *later* is not used as a sentence. But in writing a diary the writer may write casually, not rigidly following grammatical rules.

### 7 I'm here alone, hemmed in by my books and a suitcase. (Para 4)

**hem in:** to enclose someone or something and prevent them from moving or leaving 围住; 堵住

*The soldier was hemmed in by enemies in the secret chamber.* 士兵被敌人困在密室中。

### 8 There's a coffee morning for first-year students. I meet my tutor, a lofty man with sloping shoulders, who looks determined to be affable. (Para 5)

"Have you come far?" He peers down at me. As he speaks, his head jerks wildly from side to side, which makes his coffee spill into the saucer. (Para 6)

**Meaning:** In these two paragraphs, the writer gives a vivid physical description of her tutor who is uncomfortable in the situation and doesn't know how to act. He's trying to be relaxed and friendly, but it doesn't come naturally to him, and he doesn't manage to establish a good relationship with the students.

**affable:** *a.* friendly, relaxed, and easy to talk to 友善的; 随和的; 容易交谈的

*His affable style and dedication to his work have won him popularity among the students.* 他态度和蔼, 对工作投入, 在学生中很受欢迎。

**peer:** *vi.* to look very carefully, especially because something is difficult to see 仔细看; (尤指) 费力地看

**Note:** 该词常与 *into, through, at, over* 等介词搭配使用。  
*He peered at the tag to read the price.* 他细看标签以辨认价格。

- 9 **"Splendid!" he says, and moves on to the freshman standing beside me. "Have you come far?" he asks. "Splendid," he barks, without waiting for the answer, and moves on. (Para 8)**

**Meaning:** The tutor asks the same question and gives the same response to students' answers. He moves on to the next student without even waiting to hear the previous student's answer. This indicates that the tutor is not really interested in talking to the students. Also note that the writer uses the word *barks* to indicate how unpleasant the tutor is in his way of speaking.

**Note:** 为了避免性别歧视, 英语中由 *-man* 之类的词衍生出了一些中性的词语, 如 *chairperson* (对应 *chairman* 与 *chairwoman*), *spokesperson* (对应 *spokesman* 与 *spokeswoman*), *businessperson* (对应 *businessman* 与 *businesswoman*) 等。

- 10 **He takes a sip of coffee, and looks thunderstruck to discover the cup is empty. (Para 8)**

**thunderstruck:** *a.* very surprised or shocked 非常吃惊的; 极其震惊的  
*He was thunderstruck to meet me in this remote place.* 他很惊讶在这个偏僻的地方遇到我。

**Note:** The expression *looks thunderstruck* further reinforces the unpleasant image of the tutor. Of course, the writer is exaggerating in using the word *thunderstruck*.

- 11 **Am feeling a bit peckish, and it occurs to me that ... (Para 10)**

**occur to:** if a thought or idea occurs to you, you suddenly and unexpectedly start to think about it (想法或主意) 被想到, 被想起

*The thought of giving up never occurred to me.* 我从未想过要放弃。

**Note:** 这个词组经常用在 *it occurs to sb that* 的结构中。如:  
*It had never occurred to him that he might be falling in love with her.* 他从未想到自己会爱上她。

**Note:** 这句话在语法上不是一个完整的句子, 省略了主语 *I*。写日记时, 作者可以采用自由随意的风格。而在正式文体中, 则应避免这种自由随意的风格。

- 12 **The boy in front piles it all onto his plate ... (Para 13)**

**Meaning:** This is not the usual amount of food that one eats at a meal. The writer is exaggerating.

- 13 **I pull on some clothes, and dash over to the lecture hall. (Para 16)**

**Meaning:** The expression *pull on some clothes* indicates that the writer puts on her clothes in a hurry because she was afraid that she might be late for class.

- 14 **The lecture takes an hour, and at the end I look at my notes. I can't read my handwriting. (Para 17)**

**Meaning:** From this we know how absent-minded the writer is in the class.

- 15 **She's a bit impressive, and I feel so ignorant ... I don't even think I should breathe the same air as her. (Para 18)**

**Meaning:** This sentence is exaggerated and humorous, emphasizing the gap between the writer and Sophie – Sophie seems much more intelligent, knowledgeable and enthusiastic than the writer. In comparison, the writer feels so ignorant that she thinks she doesn't deserve to breathe the same air as Sophie.

16 ... so I **sign up for** ballroom dancing ... (Para 20)

**sign up for:** to agree to do something or to join a course or organization 同意从事; 报名参加  
*I am thinking of signing up for a yoga course.* 我在考虑报个瑜伽班。

17 Mum **reassures** me that it's mine for **as long as** I need it ... (Para 21)

**reassure:** vt. to make someone feel less worried about something 使放心; 使安心  
*The salesman reassures me that the machine is safe to use.* 销售员让我放心, 这台机器是可以安全使用的。

**as long as:** used before saying the conditions that will make something else happen or be true 只要  
*My parents don't care what college I go to as long as I'm happy.* 我父母不在乎我上什么大学, 只要我高兴就行。

18 For some reason, I also have to **swear** that I won't damage the books or break the library rules, and if I do, I'll be sent to prison. (Para 22)

**Meaning:** Again, this is humour through exaggeration. All libraries have rules, but those who break the rules are unlikely to go to prison. The expression *for some reason* indicates that the writer doesn't understand why she needs to swear to follow the library rules.

**swear:** vt. to make a promise to do something 发誓, 许诺 (要做某事)  
*He swore that he would never see her again.* 他发誓再也不会和她见面。

19 (What!? For speaking too loudly?) (Para 22)

**Note:** The sentence is in brackets. This is what the writer thinks to herself. She does not say it out loud.

20 ... but I've **run out of** clean clothes. (Para 23)

**run out of:** to use all of something and not have any left 用光; 耗尽  
*People seldom realize the seriousness of the problem until they have run out of resources.* 人们很少意识到问题的严重性, 直到他们把资源都耗尽了。

21 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 wardrobe. (Para 23)

**Meaning:** This is a humorous reference to the fact that at home, her mother does all of her washing. Hence she claims not to know what happens to her clothes, as she is not involved in cleaning them.

## Text analysis

### Features of a diary

1 First-person account _____	The warden gives me a set of keys and a room number.
2 Actual events _____	My mother calls.
3 Personal viewpoint _____	I don't even think I should breathe the same air as her.
4 Day or date _____	<b>Wednesday</b> I have a lecture at 9 am.
5 Abbreviated or ungrammatical sentence _____	Later. Am feeling a bit peckish ...
6 Informal style _____	What!? For speaking too loudly?

## Writing style

<b>Genre type</b> Diary	–	<b>Formality</b> Informal	–	<b>Style</b> Informative, exaggerating	–	<b>Average sentence length</b> 12 words (fairly short)
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This text is a series of diary entries that relate real-life events. The purpose of the text is to record the writer's experiences so that she can more easily recall them later. Therefore, the reader is likely to be only the writer, though the diary could be shared or even published. Given the humorous nature of the text, the writer seems keen to entertain readers.

The style is informal, personal and chatty. It is generally an easy text to read, with fairly short sentences, and simple events and conversations being recounted. However, the writer uses some fairly long and formal words at times (*wearisome expedition, enquires, inordinately proud*), usually for comic effect. The writer also employs exaggeration in a humorous way ("... and if I do, I'll be sent to prison"). This results in a dramatic tone usually associated more with a young person than with an adult.

As the writer is recounting experiences that matter to her rather than attempting a faithful retelling of all her experiences, the text moves quickly from one event to another with little regard for continuity or narrative consistency. This episodic, rambling structure is typical for a diary, and also reflects how busy and chaotic her life is.

The writer uses actual speech and actions to underline and explain what she is feeling or thinking. For example, she doesn't state that she gets up late on Tuesday, but notes that lunch is being served when she gets up. The text contains a significant amount of direct speech, in addition to reported speech, which brings the situations to life and contributes to the conversational tone of the piece.

As noted, the writer often uses long and formal words for effect. She also uses some American English words such as *guy* and *buddies*, which are uncommon in British English. These uses again mark her out as a younger person, more at ease with international English and slang than older writers.

The writer often uses adverbs, adjectives and strong verbs, for example, the tutor *jerks* his head and *barks*, while the boy *piles* food onto his plate. These uses contribute further to the exaggerated and dramatic tone of the diary. As befits the text type, the writing is subjective and presented in the first person. While based on actual events, the writer's playfulness indicates that readers are not meant to take all of the events seriously.

There are few literary devices such as metaphor or alliteration used in the text, with the writer's thoughts and feelings presented openly. The main themes of the text are uncertainty about the future, confusion during a major life juncture, and homesickness.

## Reading and understanding

**2** 1, 2, 4

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



## Dealing with unfamiliar words

4 1 barely 2 spill 3 ignorant 4 intelligent 5 Sip 6 peered 7 impressive

5 1 stumbled across 2 rent out 3 stretched out 4 run out of 5 checked in

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

## Reading and interpreting

### Teaching tips

The important point here is to help Ss see the effect the writer's style has achieved. In this case, the writer uses humour and exaggeration, and leaves quite a lot unsaid, so readers should draw their own conclusions.

- 7 1 I have the impression that the tutor is trying to appear friendly and interested, though he actually has no interest in the students.
- 2 No, it seems not. His answer of "Splendid" does not match his action.
- 3 No, the boy is either very hungry or greedy, and this is exaggerated behaviour.
- 4 The writer thinks that Sophie is superior and very academic (intelligent / hard-working). The comment about breathing the same air is exaggeration.

## Developing critical thinking

### Teaching tips

Compared with the previous activities, this activity demands more thought and imagination. The reason for this is that most of the questions depend on personal ideas, contexts, situations and circumstances. Encourage Ss to think of different contexts in which the questions might be answered differently. One way to do this is simply to ask, "What does it depend on?" The answers below can be a guide to help Ss think broadly. They should consider further questions and implications. They should not be satisfied with yes / no answers, but should give more elaborate answers.

- 8 1 I find it interesting how little the writer seems to know about how life would be at university – she is shocked by the size of her room and doesn't know when meals are. I like the way that the writer uses humour to disguise the homesickness and worry that she clearly feels.
- 2 As a Chinese student, I find the coffee morning and Club Night very interesting. They could be introduced to Chinese universities. The coffee morning would allow students to get to know their tutors in an informal and enjoyable environment. The Club Night would provide a great opportunity for students to make more friends!
- 3 I would like to introduce orientation week to Chinese universities. I think orientation week would make freshers at Chinese universities more comfortable in their first days at school. During orientation week, freshers can get familiar with the campus, the student clubs, and their fellow schoolmates through a series of activities and lectures that the university holds.

## Talking point

### Teaching steps

- Ask Ss to read and discuss each item in pairs.
- Ss should put the items in rank order (number each item with a number between 1 and 10).
- Encourage Ss to discuss the reasons for their priorities. Within pairs, Ss may have individual ideas, so their rank order may be different. This is acceptable, but they should share their ideas and reasons.
- Finally, ask a couple of pairs to share their rank order(s) with the class.

### Teaching tips

- Ss are likely to vary in their ranking of priorities here. Many will put academic aspects high and social or personal development aspects low. Getting a good job may be ranked very highly by Ss in China and is closely linked with being successful. Ask the class if this is generally the case.
- If some Ss put personal and social elements higher than academic ones, does this mean that they are not good Ss?
- Would senior / final-year Ss have the same priorities? Ask some Ss to find out.

## Active reading (2)

### 1 Teaching steps

- Ask Ss to read the blurb carefully in pairs and discuss anything they are not sure about.
- Ask Ss to go through the questions. They should note that these questions are about prediction. Therefore their answers should go beyond the words of the blurb. They should think about the implications and what they believe, from their knowledge of the world, is likely.
- Ask a couple of pairs to summarize their answers for the class.

- 1 He might have had difficulties in continuing his education to qualify as a teacher (he has no formal education) and then in finding work – perhaps he was treated as an outsider. He would probably face loneliness at first and might experience some culture shock from living in a different society.
- 2 He had no formal education, which would be necessary for many jobs. People might mistake his lack of formal education for lack of intelligence or lack of experience. Some might think he had no training in anything, or even that he was illiterate.
- 3 “Survival” suggests that he overcame difficulties in the new situation and it was not an easy life.
- 4 **Facts:** This book comes after *Angela’s Ashes*, Frank McCourt’s first volume of memoirs; this second volume tells the story of his American journey; it follows his progress as an immigrant.

**Opinions:** He is a brilliant storyteller and schoolteacher; this is a vivid story about survival.

**Additional activity**

**Ask Ss what they think 'tis means in the title of this memoir.**

The word in the title, 'tis, is an abbreviation for "it is". It is old-fashioned, and by using it the writer is trying to evoke the feel of a memoir. It is often used assertively to contradict something that has just been said or to confirm what other people have denied. Therefore we can guess that this memoir gives a different view of the world based on the writer's experience.

**2 Teaching steps**

- Ask Ss to read the extract, and make a note of anything that indicates where the extract comes from in the novel (the beginning, middle or end?).
- Encourage Ss to think about the evidence in the passage which can support a decision about where the extract comes from in the novel.
- Give Ss the following table, showing only the evidence, so that Ss think about the implications and decision, and then complete the table by themselves.

Evidence	Implications
He's working full-time.	He has had enough time to find a job.
He's studying part-time.	He has had enough time to register and to find out about courses.
He doesn't have a broad cultural background about America.	He hasn't been there for a long time.
He is unfamiliar with university classes. (These are his first classes; he doesn't know how to take notes; he's afraid to ask questions; he's unfamiliar with American mid-term and final exams.)	He is a new student.
He's afraid to open his mouth, because the American students will know he's not one of them.	He's conscious of his Irish accent. A person who has been in America for a few weeks or months would probably be less conscious of this.
He knows the university cafeteria and some Greenwich Village coffee shop.	He's not a complete newcomer to the city.
<b>Decision:</b> This seems early on in the book, after his recent arrival. (Actually, it is in Chapter 36 out of 90 short chapters.)	

**Extract from 'Tis: A Memoir**  
**Background information**

**Frank McCourt** (1930–2009) was born in New York to Irish parents, but grew up in Limerick, the Republic of Ireland. Aged 19, he returned to New York and did a variety of manual jobs before he went to college, without even a high school diploma. His strong desire for education was based solely on his habit of reading. After qualifying as a teacher, he taught English and creative writing in high schools and colleges for 30 years. He wrote a prize-winning childhood memoir, *Angela's Ashes* (1996), and *'Tis: A Memoir* (1999), about his return to New York. McCourt's writing has a humorous style, based on exaggeration and amusing dialogues.

## Culture points

### Teaching tips

Ask Ss to check unfamiliar names and events online and in reference books before class by distributing some of the following items to different groups.

**Dostoyevsky** (Feodor Dostoyevsky, 1821–1881) was an outstanding 19th-century Russian novelist. His most famous novels are *Crime and Punishment* and *The Idiot*. His works also include *The Brothers Karamazov* and *The Gambler*. He is sometimes credited as the creator of the modern psychological novel.

**Melville** (Herman Melville, 1819–1891) was an American writer who wrote a long novel called *Moby Dick* (*Moby Dick* is the name of a white whale). He also wrote short stories and poetry. *Moby Dick* (1851) is an adventure about hunting whales, and has been made into several films.

**NYU** is the shortened form for New York University. As a large city, New York has many universities and smaller colleges, including the State University of New York (SUNY) and the City University of New York (CUNY).

A **brogue** is a strong local accent, especially an Irish or a Scottish accent. *Accent* and *brogue* both refer to pronunciation features. *Accent* is a more general term. *Brogue* emphasizes the locality of the accent, particularly referring to an Irish or a Scottish accent. For example, the common expression *an Irish brogue* means the person has a strong Irish accent.

**The Pilgrims** refer to the 17th-century settlers who left England to avoid religious persecution (traditionally known as the Pilgrim Fathers, although the group included women and children). More generally, a pilgrim is someone who makes a journey (pilgrimage) to a holy place or religious shrine.

**The Reformation** refers to a period of religious change in Europe in the 16th century, when the Protestant Church was started. During the Reformation, efforts to reform religious practices and beliefs resulted in the development of a variety of new churches with differing ideas about individualism and authority, broadly still called Protestant churches. This was followed by the Counter-Reformation, during which the Catholic Church made efforts to change, reform and defend itself. Both Protestants and Catholics are Christians, of course, but in the past they have fought violent wars against each other, and even today there is violence in Northern Ireland which is in part based on religious differences.

**Children of the Reformation** refers to the Pilgrims who went to America and who had inherited ideas from the Reformation. Their world view included ideas about religious freedom (the right to worship in their own way), independence and individualism, economic and political freedom, and the importance of education for children.

**Greenwich Village** is an area of New York City that was especially fashionable in the 1960s. The area was famous for avant-garde writers, poets, artists and film-makers.

## Language points

- 1 I don't know why I have to be introduced to literature but the woman in the admissions office says it's a requirement even though I've read Dostoyevsky and Melville and that's admirable for someone without a high school education. (Para 1)

**Meaning:** The writer resents having to take the Introduction to Literature course because he believes that he has read widely, and knows literature already. He gives Dostoyevsky and Melville as examples because their novels are long and complex. The woman is following the rule that "it's a requirement", and she is condescending when she says it's "admirable", because she reminds him of his lack of formal education.

- 2 I'm in heaven and ... (Para 2)

**I'm in heaven:** The expression implies that the writer is overjoyed because he has now registered as a student and is ready to start classes.

- 3 All around me are students scribbling away in their notebooks and I wish I knew what to scribble myself. (Para 3)

**Note:** 本句使用了倒装结构。其正常语序应为 Students are scribbling away in their notebooks all around me. 在英语中, 表示时间、地点、方向的介词短语作状语位于句首时, 句子一般使用倒装结构。如:

*Then begins the meeting.* 之后会议开始了。

*Under the road run pipes for gas and water.* 在马路下面铺着煤气管道和自来水管。

*Down jumped the burglar from the tenth floor when the policeman pointed a pistol at him.* 当警察用枪对准强盗时, 他从十层跳了下来。

- 4 How am I supposed to know what's important out of all the things she's saying up there? (Para 3)

**Meaning:** This is a rhetorical question, implying that the writer finds it impossible to decide which things are important enough to note down.

**be supposed to do sth:** to be generally expected or considered to have a particular quality or skill 应该是; 应该有

*This restaurant is supposed to make excellent salads.* 人们普遍认为这家餐馆的沙拉味道极好。

- 5 ... Do I detect an Irish brogue? (Para 3)

**Note:** Here "I" refers to someone around him in the class. The question is other people's possible response when they hear the writer speak English. As this is a piece of informal writing, the writer omits the quotation marks. A similar case is "Well, I think." in Paragraph 5.

Do I detect ...? 是一个口语常用句型, 汉语一般不需要将 Do I detect 直译出来。比如本句可译为“好像有爱尔兰口音?”, 而不宜译为“我发现了爱尔兰口音?”。又如:

*Do I detect a note of criticism?* 好像带有批评的口吻吧?

*Do I detect a note of irony in your voice?* 听起来你是在说反话吧?

*Do I detect a touch of jealousy in that remark?* 听起来那话里有点儿妒忌之意吧?

- 6 Then the professor tells us ideas don't drop fully formed from the skies ... (Para 6)

**Meaning:** Ideas have precedents and a history. They don't come from nothing, but are born in the context of previous ideas.

- 7 ... that the Pilgrims were, **in the long run**, children of the Reformation with an accompanying world view and their attitudes to children were so informed. (Para 6)

**Meaning:** Seen in the long run, the Pilgrims were the children (products) of the religious movement of the Reformation. They inherited the Reformation's world view, and their attitudes to children were based on and influenced by such a view. Here the professor is reminding the class that the historical and cultural context is important.

**in the long run:** not immediately but at a time in the future 从长远来看; 终究  
*In the long run, it's better to choose a job that you like.* 从长远来看, 要选择一份你喜欢的工作。

**Note:** so 这个词在本句中是语法上的替代词, 指 affected by the Reformation and the world view of the time。

- 8 I know there will be examinations, a **mid-term** and a **final** ... (Para 8)

**mid-term:** mid-term examination

**final:** final examination or end-of-term examination

- 9 If the professor talks and talks and the textbook is 700 pages I'll surely **be lost**. (Para 8)

**Meaning:** The writer worries about the exams and about where the exam questions come from. There are so many potential questions because the professor talks a lot and the textbook is very thick.

**be / feel lost:** not to feel confident about what to do or how to behave 迷惑; 困惑; 不知所措  
*Some people seem so happy to be retired, but I feel lost.* 有些人似乎很乐于退休, 而我却觉得迷惘。

- 10 ... and chat with the girl about the Pilgrims and their Puritan ways and how they frightened the life out of their children. (Para 9)

**Meaning:** The Puritans were known for their strict moral attitudes. They brought up children to be conscious that if they were good they would go to Heaven, but if they were bad they would go to Hell. Thus *frighten the life out of their children* means making the children very much afraid of going to Hell.

## Reading and understanding

### 3 Teaching tips

This activity aims to develop scanning skills, by asking Ss to find answers to specific questions, but not necessarily to focus on the main idea. Guide Ss to focus on the question areas by asking them to go through the questions before they read the passage. But do not allow Ss to go back to the questions while reading.

- 1 Because he's even read Dostoyevsky (a Russian novelist) and Melville (an American writer) whose novels are lengthy and hard for students.
- 2 He feels uncertain. He lacks confidence and seems insecure. He doesn't know what kind of notes to write or what he's supposed to remember.
- 3 So that he can sound like the other students, like Americans.
- 4 No, not really. The writer is puzzled because he has a different view based on Irish history. His view is that the English persecuted the Irish and other people, so he wonders why

the English would escape from persecution. He wants to tell the professor about the Irish suffering.

- 5 He's not confident at the moment about his success. He's worried about the exams because he doesn't know where the questions will come from. The professor talks a lot and the textbook is thick – there seems to be too much to learn.

## Dealing with unfamiliar words

4 1 detect 2 admirable 3 subway 4 inadequate 5 scribbling 6 persecution

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

## Reading and interpreting

### 6 Teaching tips

This activity is designed to get Ss to:

- read beyond the words and understand implications
- interpret the context with empathy
- become aware of the writer's situation and feelings

When Ss have finished the activity, ask them to share some points in a class discussion. Try to encourage alternative ideas or explanations so that Ss understand that a variety of views are possible. Some alternative answers are also provided below.

- The writer may be exaggerating. Perhaps the woman in the admissions office did not actually say that his education was "inadequate", but she made him feel like this.
  - The woman may have a point. If all the American students have a high school diploma and the writer doesn't have one, then he is not qualified in the expected way (and might be considered lucky to have this chance of university education).
- He is not sure what to write and what sort of notes to take. He has no experience of note-taking, and feels puzzled as no one has given him any guidance.
- No, he feels different because of his accent and background.
- It reveals that the writer lacks self-confidence. Despite wanting to share something important with the class, he worries that his accent will mark him as an outsider.
- It seems he has not made friends yet. He's dreaming (or fantasizing) about a romance.
  - He must feel like a stranger, a bit lonely.
  - He'd like to share what he knows with someone, but he feels he can't do this in class.

## Developing critical thinking

- 7 1 This phenomenon is very common in Chinese universities. Our tutors have high expectations of us, and the fear of not being able to keep up with our peers is a source of almost overwhelming pressure. University is very competitive, and excellent students are everywhere. We all worry that if we are not good enough, we will fall behind the other students.

- 2 • Some students think that it is important to question professors, provided that you are polite and have reasons to back up your opinion. A valuable part of university education is learning to think critically, so some professors welcome this form of discussion.
  - Other students think that professors know best and should not be questioned unless they have clearly made a mistake. After all, professors are highly educated and very knowledgeable in their fields, and that's why we choose to learn from them.
- 3 • It's equally important to be independent and to learn to think for yourself to prepare you for work and life.
  - It's very important to get on with people and learn to work as part of a team. Every adult should learn how to do this. Improving IT and communication skills is also important.

## Talking point

### 1 • To Mary from Oxford

Try joining some student societies (but only ones you are actually interested in), talk to your classmates during breaks and before / after class, talk to others in your hall of residence. This may seem hard at first, but don't worry, you'll soon make friends if you are friendly to others.

### • To Tony from Manchester

Get a cookbook and learn to cook a few basic dishes. Ask someone to show you how to cook a dish or two (buy the ingredients for them and share the meal).

### • To John from London

Talk to the teacher – ask for advice and see if you can find any details about the format and style of the exam. Maybe you can get some past papers from last year from the library or from other students.

### • To Katy from Stirling

Phone home, send text messages or emails. Keep busy with studies and try to make friends.

### • To Jo from Exeter

Keep track of your spending by writing down major expenses. Some banks give students personal advice and leaflets with guidance about financial management. If you find you are in difficulty, the Students' Union in British universities will offer advice and support.

### • To Callum from Belfast

Students may have to learn to study more independently at university and of course to study in more depth. Many students study completely different subjects and disciplines compared with what they learnt at school. Universities also provide an environment for you to read and discuss topics widely. You can also join a lot of social, sports and leisure activities.



## 2 Teaching steps

- Ask Ss individually to read through each piece of advice and choose the best. Ss should give reasons for their choice.
- In groups, Ss should share what they think is the best advice from the list (and give reasons). Then they discuss any other advice they can think of which is not on the list.
- Take a brief class vote on which Ss think is the best advice (from the list or not).

## Teaching tips

Each piece of advice here has some good points, but ideas about the best advice depend on individual circumstances. So help Ss to think about their individual situation or that of others whom they think are homesick.

Possible criteria for evaluating advice include:

- what is practical
- what is feasible or realistic
- what is best for a particular person (specify what kind of people would find which advice most useful)

- **Call home once a day.**  
This may be a good idea if you can afford it.
- **Have familiar things around you, such as photos of your family and friends.**  
This is a good idea and easy to arrange.
- **Cook your favourite food.**  
This is also good if you have a kitchen. Otherwise buy some favourite food.
- **Take lots of exercise, especially in the first few weeks.**  
This is a useful and practical idea if you can make time.
- **Join clubs and societies.**  
It is a good idea to join some clubs and societies to make friends. But be careful: Don't join too many, because you will have limited time. Only join the ones you are interested in.
- **Check you know everyone in the rooms near yours. If you don't, knock on the door and introduce yourself.**  
This is a good way to make friends and learn to be sociable and independent.
- **Go shopping.**  
This depends on whether you have time and money to spare. It also depends on whether you like shopping or not.

## Language in use

### *with ... + present participle*

- 1** The first sentence: (b)  
The second sentence: (a)
- 2**
- 1 With my father waiting in the corridor
  - 2 with me waiting in the queue
  - 3 With the rain pouring down
  - 4 With the music playing loudly
  - 5 With the lecture running late
  - 6 With my head spinning with ideas

### *It occurs to ... that ...*

- 3**
- 1 It occurs to my father that the room is barely big enough for one person, so he leaves.
  - 2 It had never occurred to me that my handwriting is so bad that I can't read it.
  - 3 It occurs to me that I've run out of clean clothes.
  - 4 Has it occurred to him that he doesn't know what to write for his term paper?
  - 5 It occurs to him that he could speak in an American accent so they wouldn't recognize him as a foreigner.

### Collocations

- 4**
- 1 (a) Because the room is very small.  
(b) You would climb into bed if you are so tired that it feels like a huge effort.  
(c) You would probably need to bend over, and crawl through the hole.
  - 2 (a) You have accidentally knocked over a cup / mug and the coffee has gone (uncontrolled) all over the desk.  
(b) The toys are in a container, such as a box, and either the box is too full so some toys are falling out onto the carpet, or the box has been tipped over so most of the toys have fallen out of the box.  
(c) Many people would be leaving the bars and restaurants all at once, probably because they were closing for the night.
  - 3 (a) When there is a war or the person wants to serve their country by becoming a soldier.  
(b) A new football player has joined the club.  
(c) Clean the neighbourhood, help with the elderly, organize fundraising for the community etc.
  - 4 (a) The writer suddenly starts crying.  
(b) Flowers, when they emerge from buds.  
(c) Put out the flames immediately if you can, or keep well clear and call the emergency services (the fire brigade).

- 5 (a) This refers to a driving licence. It means that you have been driving safely or at least you have no penalty points on the licence – a person gets such points as a punishment after breaking the law on the roads, eg speeding or causing an accident, and the licence then has a note on it (it's not "clean") and the police have a record.  
 (b) You avoid using swear words or other examples of bad language.  
 (c) Here this phrase is used metaphorically and means something is working properly, for example, a car might have a clean bill of health after a check or test that it is working properly.
- 6 (a) A person who is easy on the eye is pleasant to look at in appearance and in the way they dress.  
 (b) When something is easier said than done, it is easy to talk about, but difficult to achieve.  
 (c) When someone tells you to "take it easy", they can mean either of two things: You should rest and not do things that will make you tired, or you should keep calm, being less upset or angry.

5	1 spilt out of	2 burst into tears	3 clean language
	4 easier said than done	5 climb through	6 signed up for
	7 burst into bloom	8 clean licence	9 easy on the eye

## Translation

- 6 如今，间隔年最为普遍的含义是指上大学前的一年。在这一年中，美国学生或是学习高级学术类课程，或是做一些志愿服务，以此来提高自己的知识水平、成熟度、决策力、领导力、独立性、自给自足以及多方面的能力，力求在上大学之前让自己的简历变得更加完善。然而，英国和欧洲的学生更倾向于把间隔年当作假期来看待。他们通常用 3–6 个月的时间打打工，然后利用剩余的时间在大学开学前环球旅行。这样，在上大学前，他们可以增长见识，提升自信，丰富阅历，培养兴趣。与美国的间隔年不同，英国和欧洲的做法没有那么周密的安排。家长们通常把间隔年看作是年轻人成长起来的一年，他们在开始大学生活之前变得独立，并学会承担很多责任。
- 7 Today, many Chinese universities attach great importance to cultivating innovation awareness and entrepreneurship. Many prestigious universities establish long-term relationships with a lot of companies. These companies recruit qualified graduates from the universities on a regular basis. What's more, some alumni even create start-up funds to support students in starting their own business. The presidents of some universities say that doing business and studying are not in conflict and that encouraging students to set up businesses can help them put their specialized knowledge into practice and raise their competitiveness.

# Reading across cultures

## Settling down at college around the world

### 1 Teaching steps

Use the questions given to train Ss to scan the passage for specific information. Require Ss to read the questions first. In order to save time, organize Ss into pairs or groups.

- Give each pair / group one question to answer. Some pairs or groups will have the same question.
- Ask them to read the passage only for the answer they need to find.
- Ask them to put their hands up as soon as they have found the answer.
- Ask some pairs or groups to report their answer. If their answer is not correct or not appropriate, ask other pairs or groups with the same number.

- 1 Tanya worked and studied all the time. Miguel tried to write notes about everything. Francine found the freedom, lack of guidance and managing money difficult.
- 2 Tanya made friends and had a social life. Miguel learnt to listen and think more. Francine realized that she was responsible for looking after herself.
- 3 Tanya realized the need to change when she was invited to a party. Miguel suddenly realized that he needed to change. Francine gained an understanding of her responsibility.
- 4 Francine now realizes she has the freedom and responsibility to take care of herself, but she does not know what to do about her money and study problems, so she still has problems with looking after herself.
- 5 It seems that Miguel has solved his problem. He does not mention any social difficulties.

### 2 Teaching tips

The main point here is that Ss should discuss and reflect upon their own experience.

- 1 Like most new students, I felt a bit nervous about making friends (or being away from home, about money, studies, accommodation, food, loneliness etc), because I did not know anyone and I was far from home.
- 2 The main differences are that I have to take care of myself and plan my studies at college.
- 3 I think so. It seems to me that the way of studying at college is to be more independent.
- 4 I have to study hard, but I try to have a balance between study and social life.
- 5 Yes, I tend to spend my money too quickly at the beginning of the month. I need to make a budget so that I won't starve towards the end of the month.
- 6 I have learnt to use my money wisely and to study more independently.

# Guided writing

## Writing a narrative

### 1 Teaching steps

- Get Ss to look carefully through Activity 1 and notice the functions of the sentences from the first section of the passage in Reading across cultures.
- Get Ss to analyze the other two sections of the passage about Miguel and Francine in the same way, paying attention to the functions.

Sentence	Function
<p><b>Miguel</b></p> <p>1 When I first arrived at university, I tried to make notes about everything the professors said in their lectures.</p>	Describe your feelings or lifestyle in the past.
<p>2 But I ended up being too busy writing to listen. I'm studying chemistry, and everything seemed more complicated than what we learnt at school.</p>	Give more information about your feelings or lifestyle when you first arrived at college.
<p>3 But then I realized that here, you have to listen and think more.</p>	Describe how something changed.
<p>4 I've now understood the difference between new information and things which I knew already.</p>	Describe how life is today.
<p><b>Francine</b></p> <p>1 When I first arrived, the university seemed very large and unfriendly. I found the freedom and the lack of guidance difficult at first. At school, I was used to a timetable with homework in the evening.</p>	Describe your feelings or lifestyle in the past.
<p>2 I also had a lot of trouble managing my allowance. You have to buy food, books, bus fares, clothes and everything, so it's not like the pocket money you had as a kid at home. The money arrives all in one go, so I felt pretty rich at the start of the term.</p>	Give more information about your feelings or lifestyle when you first arrived at college.
<p>3 Then I spent too much, and could only afford to eat a sandwich once a day!</p>	Describe why the change happened.
<p>4 But now I've realized that it's no longer my parents' or teachers' responsibility to look after me.</p>	Describe how something changed.
<p>5 For the first time, it's me who's responsible for my life ... and I don't know what to do!</p>	Describe how life is today.

### 2 Teaching tips

This is a guided writing activity. Ss are given the sentence prompts to start them off so that they have an idea of what to write. The sequence of the prompts also helps them to structure their writing. The use of the writing frame needs to be flexible, though, because the prompts may not suit everyone (perhaps some Ss don't actually miss their family), so allow Ss to adapt it. Ss could also give a fictional response, writing as if they were someone else.

**Example:**

Three months ago I was preparing for my university entrance exam. Although I studied hard, I was very anxious and nervous. But my parents looked after me at home. When I first arrived at college, I missed my family and my school friends. But then I understood that I had to make friends in a new place. One day a group of friends suggested we should form a football team in our department. Now I have lots of new friends and we have played a couple of matches. We study together and my university life is not lonely anymore.

## Unit task

### Preparing a welcome guide for next year's freshers

#### 2 Teaching tips

- Ask Ss to think about realistic advice and use clear language.
- Ask Ss to revise and elaborate on their suggestions or add extra points.

Dear new students,

From our experience of being new students last year, we'd like to offer you a few suggestions.

#### Settling in:

- Make sure you know the locations of your classes, the hall of residence, the dining hall, shops, laundry facilities, banks and the sports centre.
- Ask for your timetable for different subjects and find out the names of the teachers.
- Get the learning materials and books as soon as you receive the information from your university teachers. Remember you can buy some of the books second-hand to save money.
- Get hold of a map of the local city and find out the transport routes out of campus.

#### Making friends:

- Get to know your roommates first.
- Introduce yourself to your classmates. Talk to them before and after class.
- Join some sports clubs and student societies.

#### Managing your money:

- Try to work out the essential costs for food, accommodation, clothes, books, transport and telecommunications so that you make sure you have enough money for them.
- Buy the things you believe you will need.

#### Managing your studies:

- Studying at university is different from studying at school. You have more freedom about what and how to study. It also requires you to use your time wisely.
- University study requires you to be a more independent thinker and learner.
- Ask for help from your professors. It saves your time and theirs if you prepare specific questions before meeting them.

**3 Teaching steps**

- Ask Ss to work together to organize the material for their welcome guides.
- If they have difficulty, provide them with categories to think of, such as the cover, the introduction, the main section, and a closing section titled "For further information".
- The main section will contain the suggestions Ss have made, along with their photos of different activities.

**4 Teaching steps**

- Ask Ss to work together to divide up their welcome guides into two speaking parts.
- Remind Ss that presentations are not just about reading prepared statements; they should consider their gestures, body language and enunciation when making their presentations.
- Ask pairs to come to the front of the room and face the other Ss when presenting their welcome guides.

**5 Teaching steps**

This activity allows for self-reflection, debate, critical thinking and communication.

- Write the pairs' names on the board.
- Ask Ss to write down positive and negative points for each pair, including their own. Ask them to think about the contents of the welcome guides as well as how they were written and presented.
- Elicit opinions on each pair's guide from Ss and encourage them to debate the positive and negative points.
- Ask Ss to score the guides from 1 (poor) to 5 (excellent) in each of the following areas: contents, ease of comprehension, and presentation.
- Have Ss come to the board and write down their scores next to the pairs' names.
- Ask a student to total the scores and announce the best welcome guide.

**Additional activity**

As an alternative to Activities 1-5 or as a supplementary activity, use the Photocopiable worksheet given at the end of this unit.

- Ask Ss in pairs to complete the speech bubbles to write a dialogue using the language of this unit.
- Ask Ss to exchange their dialogues with at least one other pair and read each other's work aloud.
- Ask Ss in pairs / groups to make up a short role-play based on the dialogues. There can be more than one "new" student or "more experienced" student and perhaps a narrator.
- One role-play could be performed to the class.
- Ask Ss to use these ideas to write a short letter to a friend or to their family.

## Translation of the passages

### Active reading (1)

#### 大一新生日记

##### 星期日

从家里驱车经过一段疲惫的旅程才到达我住的宿舍楼。我进去登记。宿舍管理员给了我一串钥匙，并告诉了我房间号。我的房间在6楼，可电梯上写着“电梯已坏”。等我们终于找到8号房间的时候，妈妈已经涨红了脸，累得上气不接下气。我打开房门，我们都走了进去。

但爸爸马上就从里面爬了出来。这个房间刚刚够一个人住，一家人都进去，肯定容不下。我躺在床上，把全身伸直，不动弹就可以碰到三面墙。

幸亏我哥哥和我的狗没有一起来。

后来，爸爸妈妈就走了，只剩下我孤零零一个人，周围只有书和一个箱子。接下来我该做什么呢？

##### 星期一

早上，有一个为一年级新生举办的咖啡早茶会。我见到了我的导师，他个子高高的，斜肩，好像打定了主意要平易近人。

“你是从很远的地方来的吗？”他居高临下地看着我问道。他边说话边晃动脑袋，咖啡都洒到杯托里了。

“我家离爱丁堡不太远，开车大约6个小时，”我说。

“好极了！”他说，接着又转向站在我旁边的那个新生。“你是从很远的地方来的吗？”他问。但不等那人作出任何回答，他就喊道，“好极了！”然后就继续询问他人。他啜了一口咖啡，却惊讶地发现杯子是空的。

妈妈打来电话，问我是不是见到了导师。

##### 星期二

我觉得有点儿饿，这才意识到我已经两天没吃东西了。我下楼去，踉踉跄跄地到了餐厅，得知一日三餐可以在餐厅里吃。我走下去排队，那队伍像一条长龙弯弯曲曲一直排到了门外。

“早餐吃什么？”我问前面的男生。

“不知道。我来得太晚，没赶上早饭。这是午饭。”

午饭是自助餐，今天的饭有鸡肉、米饭、土豆、沙拉、蔬菜、奶酪、酸奶和水果。前面的男生每样儿都取了一些放到托盘上，付了钱，坐下来吃。而我好像已经没胃口了。

妈妈打来电话，问我有没有好好吃饭。

##### 星期三

我早上9点钟有个讲座。我醒时已经8:45了。竟然没有人叫我起床。奇怪。

我穿好衣服，急匆匆地跑到大讲堂。我在一个睡眼惺忪的女生旁边坐下。她打量我一下，问：“刚起床？”她是怎么看出来的？

讲座持续了1个小时。结束时我看了看笔记，我根本就看不清我写了些什么。

那名女生名叫苏菲，和我一样，也是英语文学专业的学生。她看起来惊人地聪明。听完讲座后我们一起闲聊。她告诉我在间隔年里，她已经把这学期书单上的书全都读完了。她令人敬佩，我觉得自己太无知了，我甚至不配跟她呼吸同样的空气。



妈妈打来电话，问我睡得好不好。

#### 星期四

今天有新生集会。我和苏菲跑去看我们能加入多少个俱乐部。我们俩都认为我们应该多结交朋友，所以我报名参加了交谊舞俱乐部、人工智能协会、手铃俱乐部和极限运动俱乐部。苏菲则报名参加了业余剧社和莫扎特合唱团。我不知道苏菲和我还能不能继续做好朋友。

妈妈来电话了。她告诉我哥哥曾试图把家里我的卧室租出去。妈妈向我保证只要我需要，那永远是她的房间。她还说那是我的家，他们都非常想我，尤其是我的狗。我忍不住泪流满面。

#### 星期五

早上我去了图书馆。可是好像我需要能证明我身份的证件才能进图书馆。可我现在还没有。出于某种原因，我还得发誓不会损坏书籍、不会违反图书馆的规定，否则我就要进监狱。（什么！？就因为大声说话吗？）图书馆看上去很古老，学校为此感到特别自豪。

今晚学生会举办“社团之夜”晚会，可我已经没有干净衣服穿了。我可不清楚把脏衣服扔进脏衣篮之后到它们干干净净、熨烫笔挺并叠好放进衣柜之前都发生了什么。也许妈妈快来电话了。

## Active reading (2)

### 《回忆录》(节选)

由于我不是高中毕业生，而且有一份全职工作，所以他们允许我只选修两门课程：“文学概论”和“美国教育史”。我不知道为什么我非得了解文学。可是招生办公室的那位女士说，虽然我读过陀思妥耶夫斯基和梅尔维尔的小说，虽然一个没上过高中的人能读这些书的确令人敬佩，但这门课是必修课。她说由于我接受的欧洲教育不全面，“美国教育史”能使我具备广博的文化背景知识。

我乐得飘飘然了，第一件事就是去买所需要的课本，然后用纽约大学紫白相间的护封把它们套起来，这样地铁里的乘客就会向我投来艳羡的目光了。

我对大学课堂的了解全部来自很久以前我在利默里克看的那些电影，我现在就坐在大学课堂里听一门课——“美国教育史”。玛克辛·格林教授在讲台上给我们讲移居美国的英国清教徒是如何教育他们的下一代的。我周围的同学全都在不停地记笔记。我真希望自己也知道记点儿什么。我怎么知道她在讲台上说的哪些话是重要的呢？她说的每一句话我都要记住吗？有些同学举手问问题，可我永远不能那么做，因为全班同学都会盯着我，不知道那个说话带口音的家伙究竟是谁。我可以尝试用美国口音说话，可是却说得并不地道。我试着用美音说话时，人们总是微笑着说，是不是听到爱尔兰土腔了？

教授说清教徒离开英国是为了逃避宗教迫害，这让我大惑不解，因为清教徒本身就是英国人，而英国人总是到处迫害别人，尤其是爱尔兰人。我真想举手告诉教授爱尔兰人几百年来在英国的统治下所遭受的痛苦，但我知道班上的每个人都有高中文凭，只要我一开口，他们就会知道我和他们不一样。

其他同学都从容自信地举手发言。他们总是说：嗯，我认为……

总有一天我也会举手发言，说：嗯，我认为……可对清教徒和他们的教育问题，我还真不知道该如何认为。接着，教授告诉我们，观念并不是从天而降的现成品。从长远来看，清教徒是宗教改革运动的产物，他们继承了宗教改革运动的世界观，并且他们对孩子的态度也由此体现了宗教改革运动的思想。

教室里记笔记的沙沙声更响了，女生比男生更忙活。女生们不停地记，就好像从格林教授嘴里说出的每个字都很重要似的。

接下来我开始琢磨，为什么我要买这本厚厚的关于美国教育的课本呢？为什么我要带着它坐地铁，好让大家都羡慕我是个大学生呢？我知道会有考试，有期中考试，有期末考试，可是考试题会从哪里出呢？如果教授不停地讲啊讲，而课本又有700页之多的话，到时候我肯定会不知所措的。

班上有的女生漂亮迷人，我想问问其中的一个她是否知道我该掌握什么内容以应付七周后的期中考试。我愿意和她一起去学校的自助餐厅或是格林尼治村的咖啡馆，一块儿谈谈清教徒和他们极端拘谨的生活方式，谈谈他们是怎么把孩子吓破胆的。我可以告诉那名女生我是如何读陀思妥耶夫斯基和梅尔维尔的小说的。说不定她会被我打动，继而爱上我，然后我们一起研读美国教育史。

## Reading across cultures

### 适应校园生活——来自世界各地的访谈

塔尼亚·扎茹茨卡娅 莫斯科，俄罗斯

去年的这个时候，我对新生活感到很紧张。我没有朋友，也是第一次离开家。一开始，我一天到晚都在忙功课：上课，并且学习到深夜。

可后来我意识到我错过了大学里许多其他活动。一天，跟我住同一幢宿舍楼的一个女孩儿邀请全楼的人去参加一个晚宴。我不知道她在哪儿买的那些吃的，也不清楚她怎么会有足够的钱。而且她穿得像个模特儿。我真不知道她干嘛还要费劲儿上大学！现在我结识了许多有趣的人，并且我既努力学习，也快乐地生活。

米古尔·方斯卡 瓜达拉哈拉，墨西哥

刚上大学的时候，我尽量把教授们在课堂上说的每一句话都记下来。结果我光忙着记笔记，都顾不上听课了。我现在学的是化学，现在学的东西似乎都比我们在中学里学的复杂。不过我意识到，在大学里，你应该更多地去听、去思考。现在，我已经弄清新知识和过去所学知识之间的差别了。

弗兰辛·博内 里昂，法国

我刚来时，感觉这所大学似乎很大，也很不友好。一开始，我觉得很难适应这种自由和缺乏指导的生活。上中学的时候，我已经习惯了学校的课程表，习惯了晚上做家庭作业。如何支配生活费也让我感到很头疼。你得买食品、书、公交车票、衣服等东西，这和小时候在家花零花钱大不一样。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，到后来每天只能吃一个三明治！但是我现在认识到家长或老师不再有照顾我的责任了。长这么大第一次，我该自己打理自己的生活了……可我却不知道该怎么办！

# Further teacher development

## Developing guided writing: problem-solution texts

This section introduces a discourse approach to developing guided writing. The general approach is a valuable way of helping students to take notes from reading and to develop speaking skills. In this unit, the example is based on texts which structure the information as problems and solutions.

### Problem-solution texts

Many short texts (and stretches of talk) are structured around problems and solutions. Typically, in these texts some problem is indicated and a solution is suggested. "Problem" can be understood broadly to include a difficulty, concern, an accident, something that is wrong, not working, harmful, and so on. "Solution" includes an idea, approach or attempt to solve a problem and may overlap with the idea of responding to a problematic situation to improve it. Sometimes a text has only these elements, but often there are more elaborate texts with four elements, generally in the following order: A situation is referred to, a problem is described, a solution is suggested, and an evaluation of the solution is given. These elements can be identified by the content and often by the use of indicative lexical items which can be seen as signals of discourse structure.

Once students understand such patterns of structuring texts through common ways of presenting ideas (coherence patterns), they can use them as a guide for developing their own writing in English, including using relevant key vocabulary. In reading and speaking, they can learn to predict the direction a text or conversation is taking by understanding these patterns. This approach often uses visuals (in this unit, a diagram) which may be particularly useful for those students who prefer a more visually orientated learning style.

Students can be helped to understand how these elements work by asking questions and examining the discourse functions of relevant stretches of texts. This is shown in the following chart.

Problem-solution texts		
Discourse element	Function and key questions	Typical vocabulary used as discourse signals
<b>Situation</b>	To describe a situation: What is the situation? What has happened?	Reference to a setting in time ( <i>when</i> ), place ( <i>where</i> ), circumstance ( <i>what</i> ) and people ( <i>who</i> )
<b>Problem</b>	To indicate a problem or concern: What is the problem? What is wrong?	<i>problem, difficulty, drawback, issue, danger, disadvantage, concern, worry ...</i>
<b>Solution / Response and result</b>	To suggest a possible solution to the problem: What is the solution to the problem? What can we do?	<i>solution, resolution, remedy, intervention, realize, understand, solve, tackle, achieve ...</i>
<b>Evaluation</b>	To evaluate the solution: How is the solution evaluated? What is the effect of the solution?	<i>effect, improvement, (dis)advantage, (un)successful, (un)satisfactory, (in)appropriate, succeed, fail, change ...</i>

Here is an example, adapting Francine's account of settling down at college in Reading across cultures.

Discourse element	Text content	Key words / phrases
<b>Situation</b>	When I first arrived ...	<i>first arrived</i>
<b>Problems</b>	<ol style="list-style-type: none"> <li>1 ... the university seemed very large and unfriendly.</li> <li>2 I found the freedom and the lack of guidance difficult at first.</li> <li>3 I also had a lot of trouble managing my allowance ... Then I spent too much, and could only afford to eat a sandwich once a day!</li> </ol>	<i>unfriendly, lack of guidance, difficult, trouble</i>
<b>Solution</b>	But now I've realized that it's no longer my parents' or teachers' responsibility to look after me.	<i>realized, responsibility</i>
<b>More solutions suggested</b>	<ol style="list-style-type: none"> <li>1 Maybe I could ask my teachers for some guidance about how to study here or perhaps there's a book in the library that would give me a few good ideas.</li> <li>2 I suppose I should make an effort to find new friends ... I'll join a couple of societies and talk more to my classmates.</li> <li>3 I think I'd better keep a record of what I'm spending at the moment. I don't really know where all the money goes! I should set a limit on what I spend each week and make a budget.</li> </ol>	<i>guidance, good ideas, suppose, should, effort, keep a record, set a limit, make a budget</i>
<b>Evaluation / New problems</b>	<ol style="list-style-type: none"> <li>1 ... and I don't know what to do!</li> <li>2 ... somehow I can't apply what I now understand to my own situation.</li> </ol>	<i>don't know, can't apply</i>

Students could use this as an additional approach to write the short passage in Activity 2 of Guided writing.

Discourse element	Content of the writing
<b>Situation</b>	Three months ago I was at home with my family ... Now I'm living with many other students in a large hall of residence.
<b>Problem</b>	At first I felt a bit lonely and homesick because I did not really know anyone here.
<b>Solution 1</b>	Then I realized that nearly everyone here probably felt the same, at least in the first few weeks.
<b>Evaluation 1</b>	But simply understanding this wasn't really enough to solve the problem. I knew I would have to do something to make friends.

<b>Discourse element</b>	<b>Content of the writing</b>
<b>Solution 2</b>	One day a group of classmates suggested that we should go boating in Central Park. In the boat, I started to talk about my feelings with them.
<b>Evaluation 2</b>	To my surprise, they all felt exactly the same as I did! Now these are my best friends here. I think we can talk about anything and share ideas, so I'm not lonely anymore.

A problem-solution approach could be used to write the Unit task of preparing a welcome guide. In this case, the writer wants to make the text friendly and easy to read, as if there is a dialogue between the writer and the readers.

<b>Discourse element</b>	<b>Your guidance</b>
<b>Situation</b>	So you're a new student here, just like me last year.
<b>Problem</b>	Perhaps you feel a little bit lonely at the moment. After all, you're away from your family and probably you feel you don't really have any friends here.
<b>Solutions</b>	<p>Actually, most new students feel this way sometimes, at least at first. I'd like to suggest that:</p> <ul style="list-style-type: none"> <li>• You talk to your classmates before or after class. Perhaps some might be interested in making a small study group;</li> <li>• You talk to your roommates. You may suggest having a meal together or going out to the park or shopping;</li> <li>• You join a couple of student societies or clubs. There's a huge choice here, so there will be some that really interest you.</li> </ul>
<b>Evaluation</b>	In this way, you may get over your loneliness and homesickness more quickly. You will find your university life full of fun and challenges!

# Photocopiable worksheet: Giving advice about settling down

- Complete the speech bubbles to write a dialogue using the language of this unit.
- Make up a short role-play in pairs / groups based on the dialogue.
- Use the ideas to write a short letter to a friend or to your family.

**Situation:** A fresher shares some problems with a student who has settled down, who feels positive about living and studying at college, and who offers advice.

I know these are only the first few weeks, but I don't think I like life here. Actually, I have a few problems.

## Problem 1: homesickness

Well, I miss my family and ...  
I've never ...  
I really feel so ... and ...

## Problem 2: no friends at college

Another thing is that I don't really ... so I feel a bit ...  
and ...

## Problem 3: unable to study effectively

It is different here, not like the school really. I find studying ...  
I don't really know how to ...  
I'm not at all sure about ...

Tell me. Maybe I can help you.  
I'm a good listener and you know what they say: A problem shared is a problem halved!

## Possible solution 1

Well, you could try ...  
and also ...

## Possible solution 2

Well, what I do is ... and  
another idea is ...

## Possible solution 3

I've noticed that the best students ...  
So what I do is ... and ...

## Overall evaluation

Many people have a few problems at first, but I think living and studying at college can be ...  
Your problems are ... You can solve them and, all in all, it's ...

# Photocopiable worksheet: Giving advice about settling down (Answer sheet)

Here is an example of a complete dialogue.

**Situation:** A fresher shares some problems with a student who has settled down, who feels positive about living and studying at college, and who offers advice.

I know these are only the first few weeks, but I don't think I like life here. Actually, I have a few problems.

## Problem 1: homesickness

Well, I miss my family and all the food at home. I've never really been away from my family before. I really feel so lonely, a bit cut off, because my home is so far away and I just can't travel there.

## Problem 2: no friends at college

Another thing is that I don't really know many people here and I don't seem to have any friends, so I feel a bit lost and lonely and you know, I don't find it easy to make friends so quickly.

## Problem 3: unable to study effectively

It is different here, not like the school really. I find studying a challenge. There's so much to learn and I can't learn it all at once. I don't really know how to take notes in class. I'm not at all sure about managing my time and studies.

Tell me. Maybe I can help you. I'm a good listener and you know what they say: A problem shared is a problem halved!

## Possible solution 1

Well, you could try giving your family a call sometimes, and also remember your family want you to be successful.

## Possible solution 2

Well, what I do is to get to know my roommates and some classmates – I talk to them before and after class, and another idea is to join some clubs and societies. You can imagine that no one has many friends at first.

## Possible solution 3

I've noticed that the best students don't try to write down everything. So what I do is to make a brief note of some main ideas and things I want to know more about, and I give myself a specific task each day.

## Overall evaluation

Many people have a few problems at first, but I think living and studying at college can be interesting and you'll soon make friends. Your problems are actually quite common and I'm sure they won't last long. You can solve them and, all in all, it's going to be OK. Just be patient and stick with it.