

# College culture

## Unit overview

Unit key features		Organizing suggestions
<p><b>Passage 1</b> College just isn't special any more</p> <p><b>Passage 2</b> The post-everything generation</p>	<p>Passage 1 is an opinion piece which discusses college life in the 1960s and now. Passage 2 is another piece of writing showing a personal opinion through reminiscence. A number of historical events are referred to in the passages.</p>	<ul style="list-style-type: none"> <li>Use slightly more time on Passage 2, since T may need time to explain some language and cultural information for Ss' comprehension of the passage.</li> <li>Highlight to Ss: Which parts are opinions and which are facts; how the opinions are expressed in the passages.</li> </ul>
<b>Reading skills</b>	<p>(a) Predicting</p> <p>(b) Distinguishing between main ideas and supporting ideas</p> <p>(c) Understanding implied meanings and paradox</p>	<ul style="list-style-type: none"> <li>Both passages can be used for skill (a).</li> <li>Use Passage 1 and the activity designed to identify main ideas and supporting ideas.</li> <li>Use Passage 2 to find and interpret sentences which include a paradox.</li> </ul>
<b>Speaking skills</b>	<ul style="list-style-type: none"> <li>Discussing differences of student life from Ss' expectations</li> <li>Comparing and predicting student life in the past and future</li> </ul>	<ul style="list-style-type: none"> <li>Express opinions of student life in the past and future.</li> <li>Organize a debate for teams to give opposite opinions with evidence.</li> </ul>
<b>Writing skills and tasks</b>	<ul style="list-style-type: none"> <li>Using highlighted expressions in Language in use to improve writing at sentence level</li> <li>Guided writing: Writing a historical overview</li> <li>Unit task: Preparing a campus guide for overseas students</li> </ul>	<ul style="list-style-type: none"> <li>Guide Ss to use the highlighted expression practice in class.</li> <li>Use the given outlines to write a historical overview.</li> <li>Use real campus and university information to write the campus guide.</li> </ul>
<b>Cognitive skills</b>	<ul style="list-style-type: none"> <li>Discussing rather philosophical questions, eg about means and ends</li> <li>Thinking through paradoxes as a way to question issues</li> </ul>	<ul style="list-style-type: none"> <li>Ask Ss to express their opinions by using a paradox.</li> <li>Urge Ss to ask some philosophical questions about university and student life.</li> </ul>
<p><b>Reading across cultures</b> Student power</p>	<ul style="list-style-type: none"> <li>A historical account of student life at the oldest European university</li> <li>This passage presents some facts and shows some reasons for the importance and roles of students in the 13th century</li> </ul>	<ul style="list-style-type: none"> <li>Use this passage as an example of writing a historical overview.</li> <li>Ask Ss to practise phrases and expressions for indicating time in the past and practise using passive voice.</li> </ul>

# Teaching suggestions and answer keys

## Active reading (1)

### 1 Teaching tips

- Although the expected correct prediction is Sentence 3, it may not be correct for a Chinese context. The passage is about Western universities. Thus T may ask Ss to debate and compare situations between the West and China. They may also debate whether the university should be *a means to an end* (eg going to university to get a job afterwards) or *an end in itself* (eg going to university to learn, just for its own sake) – there has been a long-standing debate about this in Britain, with strong arguments on both sides.
- T may also ask Ss to make a list of similarities and differences between universities in the West and China as a way of discussion.

3 In the past going to college or university was a more interesting experience.

## College just isn't special any more

### Culture points

**Radicalism** is a way of thinking or behaving that is based on the belief that important political and social changes are necessary. Wanting a “radical change” means that you want something very different from the usual way.

**The Vietnam War** broke out in 1959 and ended in 1975, involving the US in a long and increasingly unpopular war. There were widespread anti-war protests in 1969, in universities and other places, and American troops left Vietnam in 1973.

**President de Gaulle** (1890–1970) was a French army general who became the dominant political leader of France after the Second World War and President of France (1959–1969).

**Prime Minister Blair** (1953– ) was a lawyer from Scotland and the north of England who became leader of the Labour Party in 1994 and Prime Minister of Britain (1997–2007).

**The British Council** is a non-government organization founded in 1934, a major international cultural relations organization which runs a wide variety of projects and activities to exchange knowledge and ideas in education, English language teaching and learning, the arts, sports, science and technology.

**The French Revolution** began in 1789 and ended in 1799. It changed the feudal structure of France after the Storming of the Bastille on 14 July 1789, celebrated as a national holiday in France today. The monarchy was abolished and in the Reign of Terror (1793–1794) the King, Queen, and many noblemen and opponents were executed. Chaos continued until 1799 when Napoleon Bonaparte became leader and then Emperor in 1804. At first, in 1789, before the Reign of Terror, many Romantics celebrated the freedom of the French Revolution.

## Language points

### 1 If you can remember anything about the 1960s, you weren't really there ... (Para 1)

**Meaning:** This saying makes a joking comment on the years of the 1960s: It was a time in the West when many young people took drugs. Though they were there, they didn't really remember much of what happened because of the drugs, which put them "in a haze of marijuana smoke".

### 2 In the 1960s, California's colleges and universities had transformed the state into the world's seventh largest economy. (Para 2)

**Meaning:** In the 1960s, California's colleges and universities made great contributions to California's economy. Education has been recognized as a significant factor in the development of the State of California's economy.

### 3 ... he asked if Californians would allow "a great university to be brought to its knees by a noisy, dissident minority". (Para 2)

**Meaning:** *A noisy, dissident minority* refers to those who took part in or supported the student demonstrations and strikes. By asking the question, Ronald Reagan meant that he didn't want to see the University of California weakened or crippled by the student demonstrations and strikes.

#### bring sb / sth to their knees:

- 1 to have such a bad effect on an organization, activity etc that it cannot continue 使（组织、活动等）难以继续  
*The strike nearly brought the government to its knees.* 罢工使政府濒临崩溃的边缘。
- 2 to almost defeat someone, or make them extremely weak 使某人屈服；拖垮某人  
*The bombing was supposed to bring the country to its knees.* 轰炸的目的据说是为了让这个国家屈服。

### 4 ... mass socialist or communist movements gave rise to increasingly violent clashes ... (Para 3)

**give rise to sth:** to make something happen or begin, especially something unpleasant or unexpected 引起（或导致）某事（尤指令人不快或出人意料的事）  
*Delays could give rise to further problems.* 拖延只会带来更多的问题。

### 5 ... which ultimately brought about the resignation of President de Gaulle. (Para 3)

**bring about:** to make something happen, especially to cause changes in a situation 使发生；导致，引起，造成（尤指变化）  
*A lot of environmental damage has been brought about by pollution.* 污染造成了很大的环境破坏。

### 6 These days political, social and creative awakening seems to happen not because of college, but in spite of it. (Para 5)

**Meaning:** Nowadays colleges are playing a negative rather than positive role in political and social development and in creative fields.

### 7 Some people drop out, but the most apathetic stay the course because it's too much effort to leave. (Para 5)

**Meaning:** Some students drop out of college, but those who do not care stay because they think leaving college is something troublesome to do.

**drop out:** to leave something such as an activity, school, or competition before you have finished what you intended to do 退出活动; 退学; 退出比赛

*He dropped out of college after the first year.* 他读完大学一年级就辍学了。

**stay the course:** to continue doing or working on something despite difficulties 坚持到底

*He decided to drop out of the hard training, but his coach encouraged him to stay the course.* 他打算退出艰苦的训练, 但教练鼓励他坚持到底。

**8 College has become a means to an end ... (Para 6)**

**means to an end:** a way of getting or achieving something you want 达到目的的方法

*Information management is simply a means to an end.* 信息管理仅仅是达到目的的方法而已。

**9 Gone are the days when a son or daughter rang home once or twice a term. (Para 7)**

**Note:** This is an inverted sentence. The normal word order is: *The days when a son ... are gone.* As the subject of the sentence is too long, inversion is used to keep the sentence in balance.

**10 Today students are umbilically linked to their parents by their cell phones. (Para 7)**

**Meaning:** Today students are closely and tightly linked to their parents by mobile phones.

**11 And as for finding like-minded friends to share a passion for obscure literature or music ... (Para 7)**

**Meaning:** *Like-minded friends* are friends who share similar interests or opinions. *Obscure literature or music* refers to works which are not well-known, and perhaps difficult to understand. What the writer is saying is that in the 1960s students went to college to find friends with similar interests, tastes or opinions to discuss such works, but now in the communications revolution such discussions can be done electronically.

**12 "Bliss was it in that dawn to be alive,  
But to be young was very heaven!" (Para 8)**

**Note:** William Wordsworth, a great English Romantic poet, wrote these words about the early days (*dawn*) of the French Revolution. He had lived in France and was impressed by the Revolution. But the massacres (mass killings) that happened later led many people who had supported the Revolution to change their minds. What the two lines try to convey is: It was complete happiness (*bliss*) to be alive in the Revolution, but to be young was even better. It was like being in paradise (*very heaven*).

## Reading and understanding

**2** 2, 3, 4, 6, 7, 10, 12

## Dealing with unfamiliar words

### Teaching tips

This section with four activities gets Ss to practise some unfamiliar words and the usage of the words. T may divide Ss into four groups. Each focuses on one activity and then reports back to the class so that the class can move forwards faster. If time allows, T may ask Ss to make some sentences of their own with the target words.

3 (1) campus (2) protests (3) establishment (4) prospects  
(5) employment (6) launch (7) opportunity

4 1 clashes  
2 alliance (The two parties formed an alliance to respond to the problem.)  
3 liberal (I've always considered myself as a liberal.)  
4 governor  
5 economy  
6 characterized (The 1960s were characterized by a new type of popular music.)  
7 liberating (For many people, listening to their music was a liberating experience.)

5 1 gave rise to 2 keep ... off 3 was brought about  
4 dropping out / to drop out 5 set up 6 was brought to its knees

6 1 (b) 2 (a) 3 (b) 4 (b) 5 (b) 6 (b) 7 (a) 8 (a) 9 (b)

## Reading and interpreting

### 7 Teaching tips

Ss may also consider other choices for their answers. T may encourage them to debate and give their evidence to support their arguments. The following is mainly a suggested answer and reasons for it.

1 (d)

(**Tips** ▶) The writer makes it clear at the very beginning and end that it was an exciting and stimulating time for students; later he emphasizes the freedom. **Supporting quotes:** ... the most exciting and stimulating experience of your life; ... a moment of unimaginable freedom, the most liberating in your life; ... the heady atmosphere of freedom ...)

2 (b)

(**Tips** ▶) The writer gives the idea that today's students are more serious and less passionate. **Supporting quotes:** But where's the passion today? What's the matter with college? ... students today are much more serious. So why aren't they true for the students of today?)

## Developing critical thinking

### 8 Teaching tips

- T may divide the class into two groups (G1 & G2). Ss in G1 discuss Questions 1–2 and Ss in G2 discuss Question 3 (If they have extra time they can go through other questions).
- T may choose two students randomly from each group to be the judges for the later pair presentations. There will be five people who form a panel of judges, ie four students and one teacher.

- T may ask Ss to present their discussion to the class. Each member from the panel of judges will give their individual marks out of 10 (1 = the lowest score; 10 = the highest score) and then average the marks for the presentation (ie the total marks divided by 5 is the final mark for each pair). Congratulate the winning pair!

- 1 I believe the purpose of a university education is to train people to think creatively in the best possible environment. Universities have a duty to transmit theories, knowledge and skills to their students. In this sense, a university education is an end in itself. At the same time, universities also have a responsibility to give students the necessary abilities to survive in the real world and to contribute to society. In this sense a university education is a means to an end. In short, it should be both: You enjoy the journey (the means) but you want to arrive at the destination (the end) too.
- 2 I suppose young people have no fear. They have a philosophy and boundless energy, and they believe they can change the world, just like that. On the other hand, I suppose young people are more easily manipulated by others, since their life experience is limited.
- 3 I think in some ways they are, because many of them are the only child of the family. They have great pressure from their parents and grandparents to do well. They feel all the hopes of the family are on their shoulders. However, at the same time, some of them may have been spoiled by the family, because their family always tries to give them the best.

## Talking point

1	Positive	Partially positive	Negative
	The teachers are friendlier than I thought they would be. They always answer emails.	I've got mixed feelings about the living conditions. The room's too small and the walls are very thin, but the food's better than I expected.	The atmosphere on campus is very intense; I like to get away at weekends if I can.
	One of the best things about student life is the friends you make – I've made some very good friends here.		The facilities aren't very good. The computers are old, and the library closes too early in the evening.
			Before I came here I didn't realize how hard it would be to organize my free time. You have to plan everything.

### Why do you think the reality of student life is so different from what they expected?

Students probably have a lot of expectations about student life that they've gathered from TV programmes and films. These make student life look really fun and event-filled, while the

reality is very different. Also, some students are expecting university to be a lot like school, and don't realize that they will have to be independent and plan their own time.

## 2 Teaching tips

T may divide the class into a few groups. Within each group, Ss work in pairs to focus on one or two aspects of student life for discussion. These could include: intellectual development, living conditions, the learning facilities such as libraries, labs and computer centres, recreational and sports facilities, the roles of the student union and student societies, travelling, finance and work opportunities etc.

### Example:

A: One problem for some of us is the travelling: My home is many hours' journey ...

B: Yes, but we did expect that, didn't we? And I'd rather be in a good university, even if I have to travel. And you've got a phone – you can phone home ...

A: Yes, but I can't get home cooking by phone. Sometimes I want to actually be there!

B: Well, the facilities for eating here aren't bad at all and there are plenty of choices. Shall we turn to the topic of teaching and the facilities for learning?

## Active reading (2)

### 1 Teaching tips

- Some Ss may not know what *postmodern* means. For the purpose of this activity, now, Ss could think of *postmodern* as meaning current or fashionable (later, they can think more carefully about what the term means when they read the passage – see the Culture points below).
- Any answers may be valid, as long as Ss have reasons for whatever they suggest. In fact, in the passage, *cool* and *sleepy* occur twice; *rebel* or *rebellious* five times (but not *rebellious*) and a related word, *revolution*, seven times; *uninspired* and *dynamic* do not occur (but *inspirational* does once), so this gives an idea of how the writer describes today's students.

## The post-everything generation

### Background information

This is adapted from a 2007 essay by Nicholas Handler, then a junior at Yale University, who wrote it for *The New York Times* college essay competition, "What's the Matter with College?" Handler's essay won the first prize.

### Culture points

**Gender theory** refers to theories of literature and values involving society and culture (not just biological sexes) from a feminist perspective. Feminists since the 1960s have been concerned with the social experience of women, with women in relation to access to knowledge and

power in society, and with recognizing the multiple voices of women and minorities.

**Post-colonialism** refers to diverse writings, from the 1980s onwards, which examine the cultural and literary dimensions of colonial or imperial discourse. Post-colonialist writers are critical of the Western values and thinking which they believe have been imposed elsewhere in the world and which marginalize non-Western traditions and forms of cultural expression.

**Postmodernism** refers to a complex series of ideas, attitudes, styles of art, and forms of social and literary theory that have developed since 1945. As the name suggests, it is viewed as the successor to modernism, an early 20th-century movement that broke with 19th-century realism and developed a more self-reflective element, with, often, a pessimistic or tragic view of a fragmented, decayed, alienating world, in which communication is difficult and identity is problematic. Nonetheless, modernists still held positive views on the possibility of objectivity and the value of science and reason. **Postmodernists** of the late 20th century, in contrast, doubt the possibility of objectivity and are skeptical of rationality. They are suspicious of claims that some things are universal, and they have a distrust of grand theories (“meta-narratives”) that are intended to explain the world with only a few principles. Instead, knowledge, truth and reality are held to be socially constituted, and historically and locally situated, and can be represented and defined in many ways. Postmodernists probably doubt the validity of single definitions, including the definition of postmodernism itself.

**Live Strong bracelets** are yellow wristbands sold to raise funds to help people fight cancer. They are promoted by the Livestrong Foundation, a cancer support charity in the US.

**Live Aid** refers to a series of rock concerts held in 1985, which raised over \$100 million for famine relief. Live Aid was a precedent for many other concerts.

**Live Earth** refers to a series of concerts in 2007 aimed at raising awareness of global warming.

**Ernesto Che Guevara** (1928–1967) was a Marxist revolutionary leader, an Argentinian doctor who was a guerrilla in the Cuban revolution, then a minister in the Cuban government (1961–1965). He died in Bolivia in a failed attempt to instigate a guerrilla war there.

## Language points

### 1 The post-everything generation (Title)

**Note:** *Post-* is a prefix meaning “after or later than”. Expressions formed with the prefix in the passage include: post-colonialism, postmodernism, postmodern, post-Cold War, post-industrial, post-baby boom, post-9/11. In the title *post-everything* means after all these “posts”: post-post.

### 2 But when I started to study postmodernism, something **clicked** ... (Para 1)

**click:** if something clicks, you suddenly understand or realize it 突然明白; 顿悟

### 3 We're a generation that comes from what has been called the short century (1914–1989) ... (Para 3)

**Note:** This is a reference to the British historian Eric Hobsbawm's book *The Age of Extremes* (1994) which describes the years 1914–1989 as “the short century”. The short



20th century in this analysis includes the First World War, the Russian Revolution, the Great Depression and the collapse of the international economy, the Second World War, and the Cold War.

#### 4 Do we **take to** the streets ... (Para 4)

**take to:** to go to a place 到; 去

#### 5 But what do we **stand for**? (Para 5)

**stand for:**

- 1 to support a particular set of ideas, values, or principles 主张; 支持; 拥护  
*We have no idea what they stand for.* 我们不清楚他们是什么主张。
- 2 if a letter or symbol stands for something, it represents a word or an idea, especially as a short form 代表; 象征  
*What does the letter in the upper right corner stand for?* 右上角的那个字母代表什么?

#### 6 ... we're the generation of the Che Guevara T-shirt. (Para 5)

**Note:** The Che Guevara T-shirt came from a photo taken in 1960 by Alberto Korda in Cuba, who called the photo one of "a heroic fighter". The T-shirt image was redesigned for a poster in the late 1960s and then made into a T-shirt design. The Che Guevara T-shirt was popular among young people in the 1960s. The image was interpreted in various ways: from anti-capitalist to anti-war, from armed struggle to anti-globalization.

#### 7 "Campus takeover" sounds less like students invading campus buildings and taking staff hostage, more like one of those school shootings which happen too often these days. (Para 9)

**Meaning:** In the past, "campus takeover" refers to students occupying campus buildings or holding staff hostage. But now "campus takeover" more likely reminds people of the many school shootings which occur on a more or less regular basis in the US, such as the shootings at Virginia Tech in 2007.

#### 8 It's **work in progress**, but it's there. (Para 10)

**work in progress:** something that is developing but not finished or completed yet. Here it means technological revolution is indeed in progress.

#### 9 Perhaps when our parents stop pointing out everything they were and everything we're not, maybe they'll see that the post-everything generation is speaking a language which **makes sense**. (Para 10)

**Meaning:** The writer thinks the generation of his parents who were students in the 1960s or 1970s keeps pointing out the strong points they had and the shortcomings his generation has. If they stop doing this, they'll find that there is something in what his generation says.

**make sense:** if something makes sense, there seems to be a good reason or explanation for it 解释得通; 有道理

*What he said did make some sense, though it was not presented in the right way.* 虽然表达的方式不太合适, 但他的话确实有一定的道理。

## Text analysis

### Features of an opinion piece

1 Title _____	The post-everything generation
2 Character information _____	Frank Thomas is a sophomore at Princeton.
3 Background _____	The term was first used in 1949.
4 Opinions _____	We're the generation of the Che Guevara T-shirt.
5 Summary _____	We're writing the revolution, and we're using our own words to do so.

### Writing style

<b>Genre type</b> Argumentative	–	<b>Formality</b> Informal	–	<b>Style</b> Colloquial, fragmentary, illustrative	–	<b>Average sentence length</b> 18 words (medium)
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An opinion piece is an argumentative text that seeks to lay out an opinion or argument. The writer, who is usually named, gives the background to the topic being addressed and then seeks to explain his opinion on the topic in a compelling manner. Opinion pieces can be found in newspapers and magazines, on news and lifestyle websites, and in blogs. An opinion piece is generally more subjective and less persuasive than an editorial, for example. The intended audience is general, but readers will most likely be young people and students due to the topic being covered. This suggestion is reinforced by the frequent use of *we* by the writer when discussing characteristics of his generation: "We have no way to describe our political commitment."

The style is colloquial and conversational, meaning that the level of formality is lower than would usually be expected in a published text. The writer uses slang (*cool*), short forms (*9/11*) and rhetorical questions, marking him out as a young person writing for young people. With phrases such as "a T-shirt with some ironic comment on it" and "it's just kind of negative", the writer seems to be deliberately vague, either refusing to specify details or discounting the details as irrelevant. The use of dashes and ellipses to end sentences or append further comments adds to the sense of casual conversation.

The style is also fragmentary and even incoherent. The thrust of the argument seems to move hesitantly, without a clear rationale. The writer writes of postmodernism, the short century, his generation's characteristics, then of modern student life and technology, without seeming to tie them together. Rather than reasons and evidence, the writer uses examples and illustrations to support his points, from Live Strong, Live Aid and Live Earth to Facebook and Twitter, trusting that these will serve as sufficient points of reference for his peers and readers. Notably, these phrases, along with iPod, are trademarks and connected to the media industry.

There is a significant amount of repetition used in the passage, such as the nine instances of we in Paragraph 5, and the four “no”-sentences in the same paragraph. Paragraph 5 is telling, as the writer often defines things negatively, by saying what they are not. Therefore, postmodernism is “negative and against everything that came before it”, today’s students “rebel by not rebelling”, and instead of demonstrating, they “do the opposite”. In its fragmentary, vague style, its difficulty in applying definitions, and its reliance on popular culture, the passage is itself postmodern.

## Reading and understanding

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

## Dealing with unfamiliar words

3 1 rebel 2 assert 3 era 4 Industrial  
5 philosophy 6 gender 7 destruction

4 1 majored in 2 make sense 3 stand for  
4 asserted ourselves 5 is associated with

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

## Reading and interpreting

6 1 critical 2 critical 3 critical  
4 approving or critical 5 approving or critical 6 approving

7 1 (b)

(**Tips** ▶ In the context, students’ parents rebelled a lot and that generation is nostalgic about this. They expect the younger generation to rebel too. This younger generation rebels by not rebelling, that is, they rebel against the expectation that they should rebel. This can be interpreted as rebelling in a different way.)

2 (b)

(**Tips** ▶ The writer says it is difficult to say what postmodernism is, because it is against everything that came before it. From Paragraph 2 of the passage we can find that the writer says “almost by definition it can’t be defined” to mean it is hard to give a definition to postmodernism because different people use it to mean different things.)

**Additional activity**

In groups, Ss discuss the following paradoxes: How do they work and what do they mean? Different groups could work quickly on one example and choose a representative to explain how they understand the paradox to the class.

- This sentence is false and Santa Claus does not exist.
- All rules have exceptions, including this one.
- In this world, everything changes, except change itself.
- Expect the unexpected.
- Nostalgia isn't what it used to be.
- The more you know, the less you think you know.
- How do you seek the truth? It is like riding an ox in search of an ox.
- The supreme triumph of reason is to cast doubt on its own validity.
- Trying to define humour is one of the definitions of humour.

**Developing critical thinking**

- 8** 1 • Both passages are about student life and experience. Both mention events of the 1960s or later and say something about revolution or protest. They both include nostalgia for the past (from the writer or from students' parents) and both find something exciting about being a student (freedom and stimulation, or the ideas of postmodernism).
- Both passages are critical of today's students. In Passage 1, the writer says students do not rebel or feel passion; they see study only as a means to an end. In Passage 2, the writer points out that students are cool and sleepy, not radical or rebellious. The second passage mitigates the criticism by the softening comment at the end that today's students are writing the revolution in technology, whereas the first passage ends by lamenting that today's students don't feel the excitement of change. On balance, the first passage is more critical.
- 2 This is hard to say because there are so many students in China – more than in the US – and we shouldn't expect them to be all the same. Some of them are "sleepy and cool", others are excited about what they study (like the American students in Passage 2); some see study as a means to an end (like the Americans in Passage 1). In general, many Chinese students are quieter, less radical, and more hardworking than American students and they want to get good jobs and help their families and their country – but these aren't criticisms, are they?
- 3 Not at all. We can find inspiration wherever we look! My teachers are really inspiring, so are Olympic gold medalists, Nobel Prize winners and some figures in history or fiction.

## Talking point

### 1 Teaching tips

- This may be a challenge for some Ss because it depends on cultural knowledge. Ss could discuss the pictures in groups; each tries to say one thing about one of the icons.
- T could give clues to the whole class from the information below. Ss in their groups say which icons match the clues:
  - Two of them were songwriters and musicians; they both played the guitar. (Bob Dylan and John Lennon)
  - One of them said, "I have a dream ..." and "I have been to the mountain top ... and I have seen the promised land." (Martin Luther King)
  - One of them sang, "The answer is blowing in the wind." (Bob Dylan)
  - Only one was British (John Lennon); the others were American.
  - Only one was black (Martin Luther King); the others were white.
  - Two were assassinated. (Martin Luther King and John Lennon)
  - One was thought of as a Hollywood sex symbol. (Marilyn Monroe)
  - Three were activists in different ways. (Bob Dylan with protest songs, John Lennon with songs about peace, Martin Luther King with speeches and marches for civil rights)
  - One was married to a Japanese artist. (John Lennon, married to Yoko Ono)
  - One was married to an American playwright. (Marilyn Monroe, married to Arthur Miller)

The four drawings show some famous people who are thought to represent particular ideas of the 1960s. From left to right:

**Bob Dylan** (1941–) is an American songwriter who had great influence on pop, rock and folk music through his personal songs. He played acoustic guitar, later electric guitar. Many of his songs have become classics and are very widely known, including *Blowin' in the Wind*, *Mr Tambourine Man*, *Like a Rolling Stone*, *Don't Think Twice, It's All Right*, *Farewell Angelina*, and *Masters of War*.

**Marilyn Monroe** (1926–1962) was an American film star who made 30 films; her glamour, beauty and sensuality seemed to personify Hollywood. Her films include *Some Like It Hot*, *Gentlemen Prefer Blondes*, *The Misfits*, and *There's No Business like Show Business*.

**John Lennon** (1940–1980) was a British songwriter and musician who played the guitar and sang. He was a member of The Beatles and famous later for ideas about world peace. Many of his songs are classics, including *Imagine*, *Norwegian Wood*, *Strawberry Fields Forever*, *Give Peace a Chance*, and *All You Need Is Love*.

**Martin Luther King** (1929–1968) was an American preacher and civil rights leader, famous for his speeches for the rights of black Americans. He was awarded the 1964 Nobel Prize for Peace.

- 2 Well, some of today's students – even some of us – will become famous, no doubt, in different fields, and perhaps the rest of us will be able to say to our grandchildren, "Yes, I studied with them, you know." Generally, I'm not sure if this generation of students as a group are doing anything distinctive enough to be remembered in 50 years' time, but I hope they will be remembered for the achievements they made.

## Language in use

### Teaching tips

Since the activities below are not difficult for students of this level, T may arrange a few Ss to lead the class for Activities 1–3. They may think of some ways to lead their classmates to learn the words and expressions by organizing any class activity they would like to. They may also add some other relevant words and expressions they know to the activities.

### Word formation: *-ment*, *-ism* and *post-*

- |                |                 |               |                 |
|----------------|-----------------|---------------|-----------------|
| 1 1 government | 2 Postmodernism | 3 development | 4 individualism |
| 5 agreement    | 6 investment    | 7 romanticism | 8 post-war      |

### *mean*

- 2 1 Starting out at college means meeting lots of interesting people.  
 2 Going to bed too late means not being able to concentrate the next day.  
 3 Doing a course in Literary Theory means spending a lot of time on difficult subjects.  
 4 Being interested in literature means having an open mind about other ways of life.  
 5 Going to college today means spending a lot of time thinking about what you will do afterwards.

### Collocations

- |  |                                |
|--|--------------------------------|
| 3 1 peaceful protests                                  | 2 caused ... frustration       |
| 3 critical / decisive / important / key / major factor | 4 golden / unique opportunity  |
| 5 close / powerful alliance                            | 6 complete / total destruction |
| 7 complete / total destruction                         |                                |

### Translation

- 4 篮球运动是一个名叫詹姆斯·奈史密斯的体育老师发明的。1891年冬天，他接到一个任务，要求他发明一种运动，让田径运动员既保持良好的身体状态，又能不受伤害。篮球在大学校园里很快流行起来。20世纪40年代，职业联赛开始之后，美国职业篮球联赛一直从大学毕业生里招募球员。这样做对美国职业篮球联赛和大学双方都有好处：大学留住了可能转向职业篮球赛的学生，而美国职业篮球联赛无需花钱组建一个小职业篮球联盟。大学篮球在全国的普遍推广以及美国大

学体育协会对“疯狂三月”（即美国大学体育协会甲级联赛男篮锦标赛）的市场推广，使得这项大学体育赛事一直在蓬勃发展。

- 5 Volunteering has now become the norm for college students in China. The volunteers may provide community services for senior citizens, support students in mountain areas in education, organize fundraising activities to help those in need, or work for major international projects such as the World Expo and the Olympic Games. Doing volunteer work is a useful way for students to enhance their professional skills and social experience as well as promoting their moral development. The majority of college students believe that it is their duty and obligation to participate in volunteer activities. They hope that they can do something meaningful and promote the development of social harmony.

## Reading across cultures

### Student power

- 1 1 The University of Bologna is about 900 years old.
- 2 Students paid the lecturers for their work.
- 3 Five students were the minimum number needed to attend a lecture.
- 4 The lecturer was declared absent and given a fixed fine.
- 5 There were a number of other reasons for a lecturer to be punished. These included: if lecturers failed to meet the standards set out in the university statutes; if they started lectures a minute late or if they went on beyond the approved time; if they failed to cover the syllabus according to an agreed timetable; and if they passed over a difficult subject or failed to emphasize each part of a difficult syllabus.
- 6 Four students were elected as spies.
- 7 They were obliged to report irregularities such as bad lecturing technique, failure to cover the syllabus, or absence without leave.
- 8 Students lost their power over lecturers by 1350 because the payment system was changed. Lecturers were appointed and paid by the local town council.

### 2 Teaching tips

T may use the activity to help Ss discuss their concept of university and compare between traditional and modern universities.

- 1 It's hard to name or single out the oldest university in China, but the oldest universities in the modern sense include St. John's University (圣约翰大学) established in Shanghai in 1879, the University of Nanking (金陵大学) in 1888, Beiyang University (北洋大学) in Tianjin in 1895, Peking University in 1898 and Tsinghua University in 1911.
- 2 I believe the relationship was not like the one at Bologna, because traditional Chinese teaching emphasized having respect for teachers for their knowledge, skills and morality. At the same time, teachers had a duty to care for students academically, socially and personally, so the relationship was reciprocal.

- 3
  - I guess there are different kinds of student-teacher relationships: Some are more traditional and formal (we are sometimes in fear of these teachers); others are more informal (teachers may attend students' parties and visit students' dormitories). Both kinds of teachers care for their students, but in different ways.
  - The student-teacher relationship in my university is one that combines the two: We respect our teachers and our teachers care for us students. It is a harmonious relationship.
- 4
  - My parents pay for my education and the government pays our teachers.
  - I have to get a loan from the bank to pay for my living expenses. I got a government grant for my fees, because I come from a poor area.
- 5
  - No, we have a lot more pressures, eg the extra exams for English and information and communication technology (computers) in addition to our course exams. We also worry about how to get a job after graduation. The competition is tough.
  - Yes, in some ways, it is easier, because we have got much better facilities for learning, eg the Internet, e-books and e-journals, a better library and an improved system of opening hours.

## Guided writing

### Writing a historical overview

- 1
  - ... at the beginning of each academic year the lecturer had to deposit a sum of money with a city banker ...
  - At the beginning of the academic year the students and the lecturers decided which material was to be taught that year and when it was to be taught.
  - By 1350 almost all the lecturers were appointed and paid by the local town council.
- 2
  - If he failed to do so, he was declared absent and given a fixed fine.
  - ... a lecturer who didn't pay his fines was not allowed to collect fees from the students ...
  - He was fined if he started his lectures a minute late or if he went on beyond the approved time.
  - If he failed to end the lecture punctually, the students were obliged by the statutes to leave the room immediately.
  - The lecturer was also fined if he failed to cover the syllabus according to an agreed timetable.
  - A lecturer who passed over a difficult subject or who failed to emphasize each part of a difficult syllabus would be penalized.
  - All students were encouraged to denounce lecturers who were absent without leave ...
  - They were obliged to report irregularities such as bad lecturing technique, failure to cover the syllabus, or absence without leave.
  - If denunciations were received from at least two students, the lecturers were punished.
  - By 1350 almost all the lecturers were appointed and paid by the local town council.



### Additional activity

#### A condition-consequence game

T can point out to Ss that there are many sentences in the passage with *if* (stating a **condition**) and a **consequence** (what would happen if the condition applied). Usually these are separated by a comma. In fact, Ss should have noticed many of these in Activity 2. In English, the condition may come first, or the consequence may come first.

- Ask Ss in pairs to find examples of **conditions** signalled by *if*. For each example, they should mark them with a pencil and also identify the **consequence** (what would happen).
- In the same pairs, Student A closes the book; Student B chooses one of the *if* examples, and reads or explains the condition while A tries to remember (or work out) what the consequence was. After several turns, they change roles.

eg

B: What would happen if the lecturer didn't return within an agreed time? [condition]

A: He had to pay a fine. [consequence]

B: What would happen if the lecturer failed to attract an audience of at least five students at every lecture? [condition]

A: He was fined. [consequence]

B: Actually he was declared absent and given a fixed fine. [elaborates the consequence]

- Ask Ss to find one example of condition-consequence which is not signalled by *if*.  
(**Answer:** A lecturer who passed over a difficult subject [condition] or who failed to emphasize each part of a difficult syllabus [another condition] would be penalized [consequence].)

### 3 Teaching tips

T may encourage Ss to find out history and stories of their university. Ss can use the guide to start their sentences, but are encouraged to add their own sentences to expand the writing whenever there is an opportunity. They may have to delete one or two words and / or modify the tense given to get their sentences to fit with the meaning and context.

#### Example:

My university dates from 1931 as a provincial education college. It became a state teachers' college in 1944, with its main focus on training teachers. It trained many teachers from all over the province, because the country needed teachers to offer education to both children and adult learners.

The most interesting thing about my university is that the founder of China's geomechanics, Prof. Li Siguang (李四光 1889–1971) was the person who persuaded the authorities to change the university from an education college to a teacher training college, even though he did not have an official position at the university. At that time, my university only had a few departments with limited resources. Later, after 1949, the university expanded with its graduates working in different professions, although its main focus was still to train teachers.

Today my university is one of the key comprehensive universities, offering courses from undergraduate to doctoral degrees to over 18,000 students, producing qualified teachers as well as engineers, lawyers, scientists, mathematicians, economists and management professionals.

## Unit task

### Preparing a campus guide for overseas students

#### 4 Teaching tips

T reads the example below (not too quickly) to the class (or asks a student to do so) and asks Ss to draw a map to illustrate the campus as it is described (also asks two or three competent Ss to draw their map on the board). Ss then check each other's maps in pairs or groups and look at the examples on the board.

#### Example:

Welcome to our university. Like many Chinese universities, our campus is self-contained, with all the main academic departments, student and staff accommodation, sports and leisure facilities, and shops and restaurants all located within the campus walls. Of course, it is easy to go off campus by bike or by bus, and the city centre is only about 10 or 15 minutes away. The main gate and all the bus stops are on the east side of the campus.

The first thing that you should notice is that running through the middle of the campus is the canal which links two lakes. Since this forms a kind of north-south axis, with the smaller lake to the north and the larger lake to the south, most people orient themselves at the campus according to the canal and lakes. Make sure you understand this idea because all directions and locations will depend on it! Your student accommodation will either be south of the South Lake, where most students stay because the majority of dormitories are in the south, or perhaps you will stay in the north-western corner in the new student residences there.

Most academic departments, especially the Science and Technology departments, are east of the South Lake, but Arts and Humanities are west of this lake. Among these buildings in the west is the Chinese Language and Culture Centre. It's a new building in the middle of the Humanities area, between the Foreign Languages and the Social Studies departments, in front of the History departments: You will probably take courses in all these departments because they work closely together. Other international students have programmes in the Management Centre; that's located just north of the Science departments over on the east of the South Lake.

The administrative offices are located west of the North Lake; you should note that the International Office is on the second floor of the central administrative building – this is where your International Student Liaison Office is based. You will find most sports facilities, including the new stadium and the Olympic-size swimming pool, east of the North Lake. The new Theatre and the Music and Dance Centres are both north of the North Lake. The Museum is south-west of the South Lake.

## Translation of the passages

### Active reading (1)

#### 大学已经不再特别了

有这么一种说法：“要是你能记得20世纪60年代的任何事情，你就没有真正经历过那段岁月。”对于在大麻烟雾中度过大学时光的那些人，这话可能是真的。但是，20世纪60年代有一件事人人都记得，那就是：上大学是你一生中 most 激动人心、最刺激的经历。

20世纪60年代，加州的高校把本州变成了世界第七大经济实体。然而，加州大学的主校园伯克利分校也以学生示威、罢课以及激进的政治氛围而著名。1966年，罗纳德·里根竞选加州州长，他问加州是否允许“一所伟大的大学被喧闹的、唱反调的少数人征服”。自由派人士回答说，大学之所以伟大正是因为它们有能力容忍喧闹的、唱反调的少数人。

在欧洲的大学校园里，大学生以新的姿态和激情投入到争取自由和正义的事业中去，大规模的社会主义或共产主义运动引发了他们与当权者之间日益升级的暴力冲突。许多抗议是针对越南战争的。可是在法国，巴黎大学索邦神学院的学生与工会联盟发动了一场大罢工，最终导致戴高乐总统下台。

20世纪60年代大学生活的特点并不仅仅是激进的行动。不论在什么地方，上大学都意味着你初次品尝真正自由的滋味，初次品尝更深更半夜在宿舍或学生活动室里讨论人生意义的滋味。你往往得上了大学才能阅读你的第一本禁书，看你的第一部独立影人电影，或者找到和你一样痴迷吉米·亨德里克斯或兰尼·布鲁斯的志同道合者。那是一段难以想象的自由时光，你一生中最无拘无束的时光。

可如今那份激情哪儿去了？大学怎么了？现在，政治、社会和创造意识的觉醒似乎不是凭借大学的助力，而是冲破其阻力才发生的。当然，一点不假，高等教育仍然重要。例如，在英国，布莱尔首相几乎实现了到2010年让50%的30岁以下的人上大学的目标（即使愤世嫉俗的人会说，这是要把他们排除在失业统计数据之外）。不过，大学教育已不再是全民重视的话题了。如今，大学被视为人们急于逃离的一种小镇。有些人辍学，但大多数已经有些麻木，还是坚持混到毕业，因为离开学校实在是太费事了。

没有了20世纪60年代大学生所发现的令人头脑发热的自由气氛，如今的大学生要严肃得多。英国文化协会最近做了一项调查，研究外国留学生在决定上哪所大学时所考虑的因素。这些因素从高到低依次是：课程质量、就业前景、学费负担、人身安全问题、生活方式，以及各种便利。大学已变成实现目的的手段，是在就业市场上增加就业几率的一个机会，上大学本身不再是目的，这给你一个机会，让你暂时想象一下：你能够改变世界。

童年与大学之间的距离已缩小了，大学与现实世界之间的距离也缩小了。其中的一个原因可能和经济有关。在一个没有保障的世界里，现在的许多孩子依赖父母资助的时间比以前的孩子更长。21世纪的学生大学毕业后根本无法自立门户，因为那太昂贵了。另一个可能的原因是通信革命。子女每学期往家里打一两回电话的日子一去不复返了。如今，大学生通过手机与父母保持着脐带式联系。至于寻找痴迷无名文学或音乐的同道好友，没问题，我们有互联网和聊天室来帮助我们做到这一点。

“幸福啊，活在那个黎明之中，  
年轻更是如进天堂！”

华兹华斯的诗句说的可能是法国大革命，但是对于20世纪60年代的大学生而言，这样的诗句同样真实生动。可是为什么对于如今的大学生来说，它们就不真实了呢？

## Active reading (2)

### 后一切的一代

弗兰克·托马斯是普林斯顿大学二年级学生，主修文学理论专业。他希望当人权律师。

我从没指望通过上文学理论课来了解我这一代人的特征，或了解美国大学在如何变化。这门课是让你在课堂上扮酷的——带着一丝熬夜太多的困劲儿，穿着一件印有揶揄意味俏皮话的T恤衫。我是这样在课上消磨时间的：一边费力地听着性别理论和后殖民主义这样艰深的话题，一边用我的iPod检索着好听的音乐。可是当我开始学习后现代主义的时候，我突然咔嗒一声开了窍。我提起精神，开始重新审视大学生活。

那么，什么是后现代主义呢？很难说，从定义角度来说，后现代主义几乎是无法定义的……就是有点儿否定和反对先前一切的意思。这就让人很难看清它究竟指的是什么。这一术语于1949年被首次使用，可是迄今为止还没有人能断定，对于文化或社会的未来，后现代态度究竟意味着什么。但对我来说，它令我感到好奇，因为后现代似乎说的正是我那些酷劲十足、困兮兮的和冷嘲热讽、穿T恤衫的朋友们。

我们在很多方面都是“后”的：后冷战、后工业时代、后生育高峰、后9·11。我们这一代人来自所谓的短世纪（1914-1989），处于其末尾。这个世纪充满了战争和革命，它改变了人类文明，推翻了强权政府，给我们留下了比从前任何一代人都多的非同寻常的机会和特权。

可是我们在干什么呢？像历代大学生那样去造反、叛逆吗？在街上一遍又一遍地高喊“不看到变化，我们决不离开”吗？不，我们做着相反的事情：我们去参战，根本不问为什么；我们放弃自己的公民自由权；我们每天在晚间新闻中观看死亡和破坏。

在大学里，我们在请愿书上签名，加入各种组织，把自己的名字添加到各种邮件通讯录中，戴“坚强活着”的标志腕带，观看电视转播的“拯救生命”和“拯救地球”明星义演音乐会——甚至去音乐会现场，假如能搞到票的话。可是我们代表什么呢？就像真正的后现代一代那样，我们无法描述我们的政治抱负，我们没有可以激发灵感、鼓舞斗志的领袖人物，我们没有哲学，我们没有方向或主题。我们只是被我们之前的一切所定义，我们是穿切·格瓦拉T恤衫的一代。

我们身处一场运动中，好像是鼓励个人集体地表现自我，似乎是在等待革命。作为年轻人，人们期待我们愤怒，因为那是年轻人的正常行为。

但是，我们如何反叛怀念革命的父母一代？我们如何去反叛有时候比我们更想闹革命的父母？我们不反叛。不反叛就是我们的反叛。

我们真正的精力不是放在校园里，而是放在互联网上。它给我们提供了一个交流思想和受挫感的机会，使我们不断成长。我们不再游行示威；我们不再到街上去，我们去用脸书和推特。

我们以往所知的拥有激进行为和游行倾向的美国大学即将终结。对我这一代人来说，与激进主义相关的是“基地”组织，而不是“气象员”组织。“校园接管”听起来不大像学生占领教学楼或挟持教务人员为人质，更像近来频繁发生的校园枪击事件。这些词语的寓意属于另一个时代，并不反映当今的现实。

可是，科技革命就像20世纪60年代的革命一样真实而深刻——只是不那么明显而已。它是正在推进中的未完成的事业，但它实实在在地存在。也许等到我们的父母不再说他们样样都好而我们一无是处时，他们或许会明白，后一切的一代说的话也有一定的道理。我们在书写革命，我们在用自己的语言书写革命。

## Reading across cultures

### 学生的权力

意大利的博洛尼亚大学创办于12世纪，是欧洲最古老的大学。在13世纪早期，大学的管理权都掌握在学生手里。这种权力是基于他们对教师的经济控制。那时候，大多数大学教师的教学收入都依赖从学生那里收取的学费。教师每堂课必须吸引至少五名学生来听讲。如果做不到，学校就会宣布他旷课，并处以一定的罚款。

为了保证良好的教学质量，每个学年之初，教师都要在为学生服务的市内银行预存一笔钱。如果教师没有达到大学章程规定的标准，学生法庭就会判决从这笔存款中扣除罚款。教师不得不同意这样的处理，因为不交罚款的教师不允许收学费，这就中断了他的收入来源。

教师会因各种各样的缘故而受到惩罚。如果晚一分钟上课，或者拖堂，他就会被罚款。如果他不能按时下课，学生按照章程必须立刻离开教室。如果教师不能按照既定的进度讲完教学大纲规定的内容，他也要被罚款。每年开学的时候，学生和教师共同决定教材内容和教学时间。跳过难点或没有逐一重点讲解难课的教师会被罚款。

学生的控制权不仅仅限于课堂，还延伸到教师的私生活。例如，假如一位教师希望在学期中间离开博洛尼亚几天，他就得事先征得学生官员的许可。如果不按时返回，他就得缴纳罚款。

学校鼓励所有的学生告发不请假就缺课或以其他任何方式违规的教师。此外，还有一个有组织的秘密告发系统。有四名学生被秘密选举出来监视教师。他们有义务报告诸如教学技巧拙劣、未完成教学大纲规定的教学内容或不请假就缺课之类的违规行为。如果有两个以上的学生告发，教师就会受到惩罚。

从13世纪早期至14世纪中期，学生的权力在博洛尼亚持续了一百余年。与它的起始一样，它的终结也直接与学费有关。到了1350年，几乎所有教师都是由当地的市政厅聘用和发薪。随着教师薪酬支付方式的变化，学生实际上就失去了对大学的控制。

# Further teacher development

## The VAK learning styles model

The VAK model refers to visual, auditory, and kinesthetic learning styles, theorized to exist in varying degrees in all individual learners. However, some people may have a preference for one or two of these styles in their learning. It has been emphasized that everyone has a mixture of different learning styles, different preferences in the ways of learning in different contexts, and different competences in learning skills. This model is only a tool for individuals to identify their overall preferences in learning, and may not apply accurately to different specific learning contexts.

The research on learning styles has a long history, involving many psychologists and teaching specialists (Cassidy 2004). Thus many models have been established to explain learning styles. One of them is the VAK model (Dunn et al. 1975–1997).

- **The visual learning style** refers to the use of pictures, charts, diagrams, displays, handouts and objects for observation as an aid in learning. In their learning, people using this style may tend to say things like: “I see what you mean” and “I get the picture”.
- **The auditory learning style** means these learners use their listening skills, such as in lectures or in oral discussion, for their learning needs. They may say: “I get the message” or “That sounds correct to me”.
- **The kinesthetic learning style** involves learning by practising and actual touching, holding and feeling things to understand concepts and obtain skills. People using this style may express themselves by saying: “I have a good grasp of the point now” or “I feel I can relate to it”.

The VAK learning styles model has provided a base for some tests so that learners can use the results to identify their preferred learning styles and then improve their abilities by training themselves to use other senses for learning. This kind of test is presented in a questionnaire format, with a number of scenarios in a general or particular context. Each item offers three choices for learners to tick. For example, one of the tests, which is widely used with 30 scenarios ([www.businessballs.com/vaklearningstylestest.htm](http://www.businessballs.com/vaklearningstylestest.htm)), includes a scenario like:

When I operate new equipment I generally:

- a) read the instructions first
- b) listen to an explanation from someone who has used it before
- c) go ahead and have a go, I can figure it out as I use it

Learners find out their preferred learning style(s) according to the sum of their choices for each style. If there are more ticks on Type a) answers, it indicates that this learner is more of a **visual** learner. If more ticks are on Type b), it indicates the learner prefers an **auditory** learning style. If the ticks are mainly on Type c), it indicates a preference for the **kinesthetic** style of learning.

The test has been very popular in Western countries, especially in schools to help learners to identify their preferred learning styles. However, the VAK learning styles model and the test have attracted a number of criticisms (eg Sharp et al. 2007). Some comments show concern that the test results could be misleading to learners, because the test scenarios are context-

general and context-limited. It is difficult to generalize someone's learning styles from a few examples. Also, this kind of test might lead people to think that learning styles are rigid and permanent learner preferences. Some point out that there is a lack of evidence to support the claim that some people turn out to be certain types of learners.

Even though the VAK test has been widely used in the schools in the West, it is important to be cautious when using such a test. It should not be used to label a person's learning style, but rather to identify some preferences in learning methods within the context given.

**References:**

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# Photocopiable worksheet: How do you prefer to learn English?

The following questionnaire is an example of scenarios written for this photocopiable sheet, based on the VAK test for learners to identify their preferences in their learning styles, visual, auditory or kinesthetic. The original tests cannot be used here due to copyright regulations. However, there are many free VAK tests available for individuals online (eg [www.businessballs.com/vaklearningstyletest.htm](http://www.businessballs.com/vaklearningstyletest.htm)).

The VAK learning styles model indicates that some people may have a preference for one or two of these styles in their learning. It has been emphasized that everyone has a mixture of different learning styles, or preferences in ways of learning in different contexts, as well as different learning competences. This model is only a tool for individuals to identify their overall preferences in learning, and may not apply accurately in certain specific learning contexts.

The following scenarios give some examples about learning English. They do not represent all situations.

- 1 When I read a new English text, I tend to \_\_\_\_\_.
  - (a) read every word to understand the meaning of the text
  - (b) listen to the recording of the text to understand the text better
  - (c) copy the text so that I learn the text well
- 2 When I learn new words, I like to \_\_\_\_\_.
  - (a) look at the spelling and remember the spelling in my mind
  - (b) listen to the sound of the new words and remember the sound
  - (c) write down the spelling many times in order to learn the words
- 3 When I prepare for an English exam, I prefer to \_\_\_\_\_.
  - (a) revise lots of lecture notes to remember the points
  - (b) have an oral discussion with my friends or talk to myself about the revision points
  - (c) make revision charts based on my notes and practise mock exam questions
- 4 In an English class, I like to \_\_\_\_\_.
  - (a) copy the notes from the lecturer
  - (b) listen to the explanation given by the lecturer
  - (c) make my own notes and try the things explained by the lecturer
- 5 Out of an English class, I often \_\_\_\_\_.
  - (a) read intensively in order to prepare for the class
  - (b) use the language lab to practise listening and speaking for the class
  - (c) use role-play or do exercises in order to understand the content
- 6 I find it easier to remember English grammar \_\_\_\_\_.
  - (a) when it is written down
  - (b) when it is explained to me orally
  - (c) when I do targeted exercises

Please write down the total number of (a), (b) and (c) that you have ticked:

(a) =                      (b) =                      (c) =



# Photocopiable worksheet: How do you prefer to learn English? (Answer sheet)

The following is only a brief guide for teachers to help Ss with the understanding of their questionnaire results. If Ss are interested in finding out more about the VAK test, you may advise Ss to read online the information provided earlier. Remember to warn them about the weaknesses of the VAK test.

- 1 If a student has a higher score
  - 1) for (a), it indicates that this student has a tendency to learn visually;
  - 2) for (b), this student may prefer auditory learning, and
  - 3) for (c), the student may like doing things and experiencing them during learning, ie kinesthetic learning.
- 2 This does not mean that this person uses the preferred learning style all the time and for all subjects.
- 3 If this student strongly believes that the results match well with his or her preferences in English learning and would like to expand the capacity so that the learning becomes even more efficient, there are free online exercises available for them to try other ways of learning.
- 4 It is likely that many of your Ss may use one or two or three ways of learning English at the same time. It is good to encourage Ss to do so, since it is beneficial for more senses to be involved in learning.
- 5 As with other guides to learning styles, it is always useful for Ss to try out styles which they feel are not their main choices: Sometimes Ss express preferences for a style without actually trying it out.