

Unit 1

Higher Education



Objectives:

- ◇ Listen to the materials on higher education.
- ◇ Compare the university systems in different countries.
- ◇ Understand the aims of higher education and the role of universities in society.
- ◇ Practise note-taking and outlining skills.

Listening Aids

1	band together		unite in order to achieve sth.
2	chapel /'tʃæpəl/	<i>n.</i>	a small church
3	CITIC Bank		中信实业银行
	credentials /kri'denʃəlz/	<i>n.</i>	personal qualities, achievements, or experiences that make sb. suitable for sth.
	GMAT		Graduate Management Admission Test
	LSAT		Law School Admission Test
4	abstruse /æb'stru:s/	<i>adj.</i>	unnecessarily complicated and difficult to understand



	competent /'kɒmpɪtənt/	adj.	having enough skill or knowledge to do sth. to a satisfactory standard
	swap /swɒp; swɔ:p/	n.	change
	underestimate /ˌʌndər'estɪmeɪt/	v.	低估, 对……估计不足
5	curriculum /kə'rɪkjʊləm/	n.	the subjects that are taught in a school, college, etc.
	encompass /ɪn'kʌmpəs/	v.	include
	Hispanic /hɪ'spænik/	adj.	from or connected with countries where Spanish or Portuguese are spoken, esp. ones in Latin America
	microcosm /'maɪkrəʊkɒzəm/	n.	缩影
	postsecondary /ˌpəʊst'sekəndəri/	adj.	relating to schools or education after one has finished high school
	prestigious /pre'stɪdʒəs; -'sti:-/	adj.	admired as one of the best and most important
	well-rounded /'wel'raʊndɪd/	adj.	having a wide range of interests, knowledge and skills
6	commodity /kə'mɒdətɪ/	n.	a product that can be bought and sold
	confer /kən'fɜ:(r)/	v.	give
	impediment /ɪm'pedɪmənt/	n.	a situation or event that makes it difficult or impossible for sb. or sth. to succeed or make progress
	instill /ɪn'stɪl/	v.	逐渐灌输; 逐步培养
	integrate /'ɪntɪɡreɪt/	n.	bring together; combine
	praiseworthy /'preɪzəwɜ:ðɪ/	adj.	deserving praise
	repository /rɪ'pɒzɪtəri/	n.	a place or container where large quantities of sth. are stored
	revenue /'revənju:; -nu:z/	n.	income, esp. that the government receives from tax
	sisal /'saɪsəl; 'sɪ-/	n.	波罗麻, 剑麻
	Tanzania /tænzə'ni:ə; ˌtɑ:nzɑ:'ni:ɑ:/		坦桑尼亚[东非国家]
7	Alma Mater /'ælmə'mɑ:tə(r)/	n.	the school, college, or university that sb. used to attend 母校
	embodiment /ɪm'bɒdɪmənt/	n.	sb. or sth. that represents or is very typical of an idea or quality



exquisite /'ekskwɪzɪt; ek'skwɪzɪt/ *adj.* extremely beautiful
 teem (with) /ti:m/ *v.* be full of

Task 1

This is the first part of Pedro's letter in which he describes his experience at Cambridge.

A. Fill in the blanks with what you hear on the tape.

My coming to Cambridge has been an _____ experience. From _____ country one comes as a student one cannot _____ the influence of the Cambridge _____ — and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the past, the _____ and even the future. It's easy to see in the old _____ stone buildings how the past has _____ the present and how the present is giving _____ to the future. So let me tell you a little of what this university town looks like and how it came to be _____ at all.

B. Fill in the following chart.

A Chronicle of Cambridge's Early Years

Years	Events
1209	
1284	
1440	



C. Answer the following questions.

1) In what ways was college life strict in the Middle Ages?

2) What was the pleasant custom mentioned by Erasmus?

3) List at least five great men who once studied at Cambridge.

Task 2

In the second part of his letter, Pedro describes his walk around the pleasant town of Cambridge.

A. Choose the best answer.

1) In the centre of Cambridge, _____ often race bicycles along the streets without considering their own safety.

- a) undergraduates b) graduates c) country traders

2) _____ have/has been described as the loveliest man-made view in England.

- a) The colleges b) The “Backs” c) The centre of the Cambridge town

3) _____ is the largest and most beautiful building in Cambridge.

- a) King’s College Chapel b) Queens’ College c) The Granta

4) At Cambridge, there are _____ colleges including those for women students.

- a) 28 b) 30 c) 31

B. Answer the following questions.

1) What do students at Cambridge usually wear? How can you distinguish a graduate from an undergraduate there?



2) What does Petro say about the women students at Cambridge?

C. Fill in the blanks with what you hear on the tape.

- 1) It is indeed beautiful. To the left, across the stream, there are no buildings, merely _____, colleges' gardens and lines of tall trees. Everything is very _____ and _____. On the river bank are willow trees with their branches _____ the water and, at _____ along the river, stone bridges cross the stream and lead into the colleges which line the right bank. The _____ brick or stone of the college walls, sometimes red and sometimes grey, is 500 years old. The walls rise out of their own _____ in the water and their colour _____ charmingly with glimpses of the many green _____.
- 2) It is difficult to walk around the quiet courts of the colleges without feeling a sense of _____ and _____. And the sense of _____ that green lawns always _____ to me is found in the town too, for often one is surprised to meet open _____ of grass in the midst of the streets and houses giving a _____ countryside effect and reminding one of the more _____ days of the eighteenth century.

Task 3

A US visa official presented "Five Secrets" for getting a student visa.

A. Choose the best answer.

- 1) What does the example of the conversation between a visa officer and applicant illustrate?
- a) An applicant must be thoroughly prepared.
 - b) An applicant must avoid a prepared speech.
 - c) An applicant must be honest.
- 2) A student comes back to China on vacation _____ when he/she returns to the US.
- a) does not need a visa
 - b) must go to the US embassy to get a visa
 - c) may get a visa through the service offered at the CITIC Bank



B. Complete the following outline of the passage.

“Five Secrets” for Getting a Student Visa

Secret One: Get _____ by _____.

Secret Two: Be _____.

Bring: I-20 form or IAP-66 form;

_____;

_____;

_____ from the school, esp. those discussing financial aid;

_____;

_____;

Any other documents that might be important.

Secret Three: Answer _____. Don't give the visa officer _____.

Secret Four: Tell _____.

Secret Five: Come back to _____ in two ways.

1) _____.

2) _____.

Task 4

In this conversation, two university students, one American, Peter, and the other English, John, discuss the differences between the university systems of their countries.

A. Write down what the idioms mean in the dialogue.

1) You are not cut out for it.

Meaning: _____

2) You've burnt your bridges.

Meaning: _____

3) You can't just change the horse in midstream.

Meaning: _____



B. Choose the best answer.

- 1) John thinks that _____.
 - a) school education is very important for bright people
 - b) bright people can do well in their careers by learning things in real life
 - c) school education and practical experience are equally important for bright people
- 2) In Britain, children start to specialize at about _____.
 - a) 14
 - b) 15
 - c) 16
- 3) According to John, a student for A-level in England usually doesn't study _____ at the same time.
 - a) French and English
 - b) Physics and Chemistry
 - c) English and Biology
- 4) _____ claim(s) that most students have not decided what they want to do by the age of 16.
 - a) John
 - b) Peter
 - c) Both Peter and John
- 5) Peter thinks that John has _____ the importance of pure learning.
 - a) underestimated
 - b) exaggerated
 - c) got a fair idea of
- 6) Which of the following statements is true?
 - a) One can easily change subjects at a British university.
 - b) John claims American college students can choose their subjects within certain limits.
 - c) Both Peter and John agree American undergraduates specialize in a narrow area of study.

C. Debate on the following topic in class.

University students should take a broader course of study.

Task 5

In this passage, the speaker discusses the dominant features of the American higher education.

Take notes while listening, and complete the following summary based on your notes.

American higher education has four major features, which make it attractive to both _____ and foreign students. These features are size, _____, _____, and



accessibility. Today, there are _____ institutions of higher education in the US, some of which have dozens of _____ and hundreds of thousands of _____. Higher education has become one of the biggest _____ in the US, employing _____ people.

American higher education is diverse in several ways. The system consists of both prestigious private universities (e.g. _____) and publicly funded _____, both huge _____ and small private institutions. They are highly diverse in the number of foreign students, _____, visiting scholars, female students, and students and faculty from _____.

American higher education is also unique in offering a wide variety of _____. It is _____-centered and _____-oriented. The variety of programs and courses contributes to the _____ of the American system. Undergraduates usually do not have to _____ in the first year of their study. Most academic programs include _____, which students can take outside their main field of study.

American higher education is also characterized by its accessibility. Americans believe everybody should have a right to _____. A large portion of young people can pursue _____ studies. Moreover, an increasing number of older people are attending colleges and universities for additional training or for preparing for a _____. Even a large number of _____ enroll in noncredit college courses.

Task 6

In this task, you are going to hear an address on the aims of education.

A. Choose the best answer.

- 1) The speaker explores the aim of education from a(n) _____ perspective.
 - a) global
 - b) African
 - c) Western
- 2) In the phrase “to emulate the material achievements of Europe and America”, “emulate” means _____.
 - a) try to do as well as
 - b) avoid the influence of
 - c) accept critically
- 3) The speaker argues that the primary purpose of education is _____.
 - a) the liberation of man



- b) more material achievements
- c) a better understanding of the society
- 4) The speaker believes that the liberation of man means _____.
 - a) a liberation of their physical and material life
 - b) a liberation of their spiritual life
 - c) a liberation of their physical, material and spiritual life
- 5) The example of professional men illustrates the _____.
 - a) fact that professional men are not properly paid in the country
 - b) failure of the current educational system in the country
 - c) idea that no human being should be given a market value

B. Listen to the second part of the speech again, take notes and complete the outline.

I. Why and how should we combine two systems?

A. Both of the systems are imperfect on their own.

- 1. A formal school system without close links with the society is of _____.
- 2. Learning only by living and doing in the existing society doesn't enable us _____.

B. The solution lies in:

- 1. Integrating _____ with _____, and
- 2. Using education as a _____ for _____.

II. We need some time to change, for we have a number of problems to solve.

The problems include:

- A. How we can build sufficient confidence to refuse what we regard as _____ and choose _____
- B. How we can _____
- C. How we can overcome the belief that _____

III. It is not a failure within _____, but of _____.

The society has not yet accepted that character, _____ and _____ are relevant to a person's ability to benefit from further training.



Task 7

This is a passage about the beauty of Oxford.

Dictation