

Unit 1

College culture

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

Teaching suggestions and answer keys

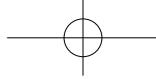
Starting point

Teaching tips

- The activities in the Starting point may not be easy, because the student life in the 1960s in the West or in China may be well beyond the knowledge and experience of Ss today. So T may suggest that Ss answer the questions in Activity 1 by giving a description of what they are doing now, in addition to putting a tick in the box. T should encourage replies and comments too.
- For Activity 2, T may suggest that Ss interview their parents or grandparents to find out what they did in the 1960s and report back in small groups later.

1 Check (✓) the statements which are true for you.

- 1 I need at least two alarm clocks to get me up in the morning.
No, I always get up early in the morning to practise my English in a corner on campus.
- 2 I always leave writing essays until the last minute.
Yes, I tend to do this. But this does not mean I do not work on my essays. I normally collect information and do relevant reading before I write the essays.
- 3 The best thing about my life as a student is the partying.
Oh, yes! But unfortunately we don't do this very often. After all, we have to study, you know.
- 4 I take part in every protest on campus.
Well, no. This doesn't sound like a campus activity to me.
- 5 I think I may be studying the wrong subject.
I do sometimes question myself about this. Some people have doubts like this occasionally.
- 6 I came to college to get an education, I'm not thinking about what job I'd like.
Well, I don't think I have the luxury of thinking this way. I certainly do think about what job I'd like to get after graduating, and so do my friends.
- 7 I'm crazy about the Beatles.
Their songs certainly still give me a good feeling, but I'm not crazy about them.
- 8 I think no one has ever improved on the miniskirt.
No. I don't agree with this. They're unfashionable and cold in winter.
- 9 I'm not interested in politics.
No, I am not.
- 10 I feel young people can change the world.
Yes, I think so.



2 Work in pairs and discuss the questions.

- 1 What do you think student life was like in the 1960s?

Well, student life in the 1960s was 60 years ago. So I phoned my father who contacted my grandfather to ask about his student life in the 1960s. I was told that student life then was very different: Universities in China were closed for quite a few years in the 1960s. Before they were closed in about 1967, student life was quite peaceful and intellectual, although students were sent to the countryside to help with political movements. I guess this is slightly like some Western students having campus political demonstrations, but not really.

- 2 How do you think it has changed?

I assume student life now is very different from the 1960s. The political movements are certainly not the focus of our university life. We all study hard and use the time well to equip ourselves with knowledge and skills to face the real life outside the university. Well, I would say a big change is that quite a lot of students would think about or actually engage in some entrepreneurial experiments (eg setting up a business on campus or online) while studying. This would have been unthinkable in the 1960s.

Active reading (1)

1 Look at the title of the passage and decide what it is about.

Teaching tips

- Although the expected correct prediction is Sentence 3, it may not be the one for a Chinese context. The passage is about Western universities. Thus T may ask Ss to debate and compare situations they know about universities between the West and China for their prediction. They may even 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.

1 There are too many colleges and universities today.

2 Colleges and universities today are not as specialized as they used to be.

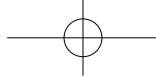
3 In the past going to college or university was a more interesting experience.

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, involved 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 (1896–1970) 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 14th July 1789, celebrated as a national holiday in France today. The monarchy was abolished and in the Reign of Terror (1792–1794) 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)

This saying makes a joking comment about these years: This was a time in the West when many young people took drugs (like cocaine, marijuana and LSD), so they were there and didn’t really remember much of what happened (because of the drugs, they were “in a haze of marijuana smoke”). If someone does remember, they weren’t really there – they must have been somewhere else, without drugs.

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

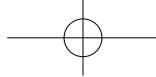
The University of California sees itself as the link between education and the economy in California and has been recognized as a very significant factor for many years. The Californian economy includes Hollywood (entertainment), Los Angeles (tourism), the Central Valley (agriculture: California is the world’s fifth largest supplier of food and agricultural products), Silicon Valley (computers, high technology) and wine production. Different tables (2002–2008) put California as between the world’s seventh to tenth largest economies, roughly that of Spain or Italy. This state is responsible for 13% of the US’ gross domestic product (GDP) but it experienced a severe economic downturn in 2008. Still, industry and manufacturing related to Internet activities have been developing to balance agricultural output.

3 Today students are umbilically linked to their parents ... (Para 7)

Simply it means students are closely and tightly linked to their parents.

4 obscure literature or music (Para 7)

These are works which are not well-known or hardly known, and perhaps difficult to understand. The writer is saying 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 held electronically.



5 **“Bliss was it in that dawn to be alive,
But to be young was very heaven!” (Paras 8–9)**

The major English romantic poet, William Wordsworth (1770–1850) wrote these words about the early days (the “dawn”) of the French Revolution. He had lived in France and was impressed by the Revolution but on his return to England he found that many people who had supported it changed their minds when they saw the massacres (killings) that happened later. These words try to catch the spirit of the enthusiasts: It was complete happiness (“bliss”) to be alive in the Revolution, but to be young was even better. It was perfect, like in paradise (“very heaven”).

Reading and understanding

2 Check (✓) the true statements.

In the 1960s ...

- 1 students at the University of California, Berkeley did not protest.
- 2 students in Europe and the US spent a lot of time protesting.
- 3 there was violence on university campuses in Europe.
- 4 students and workers went on strike together in France.
- 5 the UK Prime Minister had to resign because of student protests.
- 6 students discovered a sense of freedom on campus.

In the UK today ...

- 7 more young people than ever go to university.
- 8 most students fail to complete their studies.
- 9 international students are more interested in lifestyle than quality of courses.
- 10 students need their parents for financial help.
- 11 students don't contact their parents as often as they used to.
- 12 students don't enjoy university life as much as they used to.

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 and each focuses on one activity and then reports back to the class so that the class can move forward faster. If time allows, T may ask Ss to make some sentences of their own with the target words.

3 Match the words in the box with their definitions.

- 1 a subject that people discuss or argue about (**issue**)
- 2 a chance to do something (**opportunity**)
- 3 the most important and powerful people in the country (**establishment**)
- 4 an area of land containing all the main buildings of a university (**campus**)
- 5 something such as a meeting or public statement by people who strongly disagree with a policy, law etc (**protest**)