

1

# Starting out

## Unit overview

<p><b>Inside view</b></p> <p>Conversation 1 Conversation 2 Conversation 3</p>	<ul style="list-style-type: none"> <li>• C1 is about Janet's experience of getting her room keys from a porter in the college.</li> <li>• C2 is a clip about introductions in a new environment.</li> <li>• C3 is a clip about having a conversation with people you do not know.</li> </ul>
<p><b>Outside view</b></p>	<p>This is an interview of a staff member and a student who talk about their work and life experiences of college traditions at Oxford University.</p>
<p><b>Listening in</b></p> <p>News report Passage 1 Passage 2</p>	<ul style="list-style-type: none"> <li>• The news report introduces why more state school students want to go to Oxford.</li> <li>• P1 is an interview about the Ivy League universities in the US.</li> <li>• P2 is a conversation about the film <i>A Beautiful Mind</i>, which is about the academic and personal life of the genius mathematician and Nobel Prize winner John Forbes Nash.</li> </ul>
<p><b>Presentation skills</b></p> <p>Giving a factual presentation</p>	<p>This section highlights the presentation skills of giving facts by asking Ss to present factual information about their own university.</p>
<p><b>Pronunciation</b></p> <p>Stressed words Rising intonation in unfinished sentences Sense groups</p>	<ul style="list-style-type: none"> <li>• This section gives opportunities to practise stressed words and rising intonation.</li> <li>• It explains how pauses between sense groups form a part of meaning and help fluency of speech.</li> </ul>



1

# Starting out

*Janet, Kate and Mark arrive at Oxford*

**Oxford traditions**

How important are they to college life?

**Magic numbers**

Learn why more state school students want to go to Oxford

**The Ivy League**

Learn all about America's top universities

***A Beautiful Mind***

Find out how mathematician Forbes Nash conquered his demons

# Inside view

## Predicting

Before we listen in class, we usually make predictions by looking at the photos and any other illustrations (such as the form below), and think about:

How many people am I likely to hear?  
What's the situation likely to be?

## Conversation 1

- 1 Work in pairs. Look at the form and talk about when you're likely to see or use a form like this.
- 2 Watch Conversation 1 and complete the form in Activity 1.
- 3 Watch Conversation 1 again and answer the questions.
  - 1 What does the porter ask Janet?
  - 2 What does the porter give Janet?
  - 3 What does Janet call the porter at first?
  - 4 What does the porter ask Janet to call him?
  - 5 What does the porter ask Janet to do?

### Conversation 1

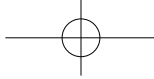
Hertford /'hɑ:t,fə:d/ College 赫特福德学院

staircase /'steə,keɪs/ n. 楼梯间

Stewart /'st.ju:ət/ 斯图尔特

sign for 签收

	
Hertford College	
Accommodation Form	
First name	<input type="text"/>
Family name	<input type="text"/>
Staircase number	<input type="text"/>
Room number	<input type="text"/>
Keys	_____
	(sign here)



# Inside view

## Conversation 1

### Language and culture

**Hertford College** was founded in 1740. It is one of the 38 colleges of Oxford University. It is made up of three quads which are joined by a pedestrian bridge (seen in Conversation 1) called the Bridge of Sighs, after a similar bridge in Venice. Former students include the poet John Donne, the philosopher Thomas Hobbes, the satirist and writer Jonathan Swift, and the novelist Evelyn Waugh. It was also one of the first Oxford colleges to admit women.

**Staircase 6, Room 5** shows that the building is quite large and complex.

**Sharing a room** refers to two or more people living in one bedroom. In Britain, students may share university accommodation but they more often have their own bedrooms and share the bathroom and the kitchen.

1

### Example answer

When you first arrive at your university accommodation and collect your room keys.

2

### Answers

#### Hertford College Accommodation Form

First name	Janet
Family name	Li
Staircase number	6
Room number	5
Keys	Janet Li (sign here)

3

### Teaching steps

- Ask Ss to note down short answers while they watch.
- Check the answers by asking one or two Ss what they have written.
- Share some of the cultural information about Hertford College.

### Answers

- 1 Her family name and her first name.
- 2 The porter gives Janet the keys to her room.
- 3 Janet calls the porter sir at first.
- 4 The porter asks Janet to call him Stewart.
- 5 The porter asks Janet to sign for her keys.

## Conversation 2

4

### Example answers

- Janet is speaking to another student.
- They are in the college dormitory.
- They probably do not know each other.
- They are likely to introduce themselves and tell each other where they are from and what they are studying.

5

### Teaching tips

As a different way to check the answers, ask two Ss to perform a role-play. Ask one to introduce herself as Janet and the other as Kate. The pair uses the information from their completed tables while other Ss check their answers.

### Answers

	Janet	Kate
English name	Janet Li	Kate Santos
Chinese name	Li Hui	
Home town	Anshan	New York

6

### Teaching tips

Give Ss time to quickly look through the written dialogue before playing Conversation 2 again.

To check the answers, ask two Ss to read out the completed dialogue. Encourage them to read with meaning.

### Answers

- (1) neighbours
- (2) How about you
- (3) My Chinese name is
- (4) it's short for
- (5) Everyone calls me

T 3



**Language and culture**

In English-speaking countries and many Western countries, people have a **first name** and a **family name**.

The first name is often called the Christian name, or given name. The first name goes before the family name.

In English-speaking countries, the family name always used to be the father's name, and a woman always used to change her name and use her husband's family name upon marriage. This is still common, but these days many women keep their own family name. Some fathers and mothers give their children two family names.

## Conversation 2



**4** Work in pairs. Look at the photo and talk about:

- who Janet is speaking to
- where they are
- if they know each other
- what they're likely to say

**5** Watch Conversation 2 and complete the table.

	Janet	Kate
English name		
Chinese name		
Home town		

**6** Watch Conversation 2 again and complete the sentences.

*Kate* Hi, have you just arrived too?

*Janet* Yes!

*Kate* I guess we're (1) \_\_\_\_\_. My name's Kate Santos.

*Janet* I'm Janet Li. Where are you from?

*Kate* From New York. (2) \_\_\_\_\_?

*Janet* I'm from Anshan in China.

*Kate* Is Janet your real name?

*Janet* No, it's my English name. (3) \_\_\_\_\_  
\_\_\_\_\_ Li Hui. Is Kate your full name?

*Kate* No, (4) \_\_\_\_\_ Catherine.

*Janet* So do I call you Catherine or Kate?

*Kate* (5) \_\_\_\_\_ Kate.

## Conversation 3



### Language and culture

**PPE** is short for Politics, Philosophy and Economics.

It combines study from the three disciplines, and was originally only offered at the University of Oxford, but is increasingly being offered at universities elsewhere.

#### Conversation 3

awesome /'ɔːs(ə)m/ a. 棒极了

#### Asking about names

Can I have your family name, please?  
What's your first name?  
Is Janet your real name?  
And you are ...?

#### Making introductions

No need to call me ...  
Please call me ...  
My Chinese name is ...  
It's short for Catherine.  
Everyone calls me ...

**7** Work in pairs. Look at the answers to some questions in Conversation 3 and predict the questions.

- 1 Yes, I'm from London.
- 2 I'm Li Hui. I'm from China.
- 3 English.
- 4 My major is law.
- 5 I'm studying PPE.

Now watch Conversation 3 and check your answers.

**8** Work in pairs and answer the questions about Everyday English.

#### EVERYDAY ENGLISH

There you are.  
No need to call me sir.  
This is awesome!  
by the way  
How can you tell?  
And you are ...?

- 1 **There you are.** Is the porter (a) giving Janet something, or (b) finding her name on the list?
- 2 **No need to call me sir.** Does this mean (a) she has to, or (b) she doesn't have to call him sir?
- 3 **This is awesome!** Does this mean they are (a) impressed, or (b) disappointed?
- 4 **by the way** Does this mean you expect the speaker to mention (a) a main idea, or (b) some extra information?
- 5 **How can you tell?** Can Mark tell Kate is American by (a) her name, or (b) her accent?
- 6 **And you are ...?** Is the correct reply (a) I'm Li Hui, or (b) I'm a student?

**9** Work in pairs and act out the conversation.

**Student A** Introduce yourself to Student B.

**Student B** Greet Student A and introduce yourself.

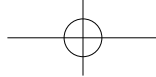
**Student A** Ask where Student B is from.

**Student B** Say where you're from. Ask where Student A is from.

**Student A** Say where you're from. Ask what Student B is studying.

**Student B** Say what you're studying. Ask what Student A is studying.

**Student A** Say what you're studying.



## Conversation 3

### Language and culture

Oxford students and some staff eat in the **dining hall**. This may also happen in other universities but more often there is a snack bar, café or restaurant. Staff may eat separately in a senior common room. Ss are often in self-catering accommodation, so they cook for themselves and eat in a small kitchen.

7

### Teaching steps

- Tell Ss this is a prediction task and make sure they understand what this means.
- Ask Ss to discuss the five items in pairs.
- Choose five pairs to give their answers to the class one at a time. Student A gives the predicted questions and Student B gives the answers.
- Play Conversation 3 for Ss to check their answers.

### Teaching tips

Make sure Ss appreciate how alternative answers are possible for predictions.

### Example questions

- 1 Are you from Britain? / It sounds as if you're from England, right?
- 2 What's your name? Where are you from?
- 3 What are you studying? / What's your mother tongue?
- 4 What are you studying? / Are you studying English too?
- 5 And how about you? / What are you studying here?

### Questions in Conversation 3

- 1 You're British, huh?
- 2 And you are ...?
- 3 What are you reading?

- 4 How about you, Kate?
- 5 And you?

8

### Teaching steps

- Ask Ss to work in pairs and choose (a) or (b) according to the meaning of the phrase in the context of the conversation.
- Go over the answers by reading the complete sentences.

### Answers

- 1 (b)    2 (b)    3 (a)    4 (b)    5 (b)    6 (a)

9

### Teaching steps

- Ask Ss to read through the functional expressions box.
- Ask Ss in pairs to use the cues to make a conversation using appropriate language from the unit.
- Choose one or two pairs to act out their conversation to the class.

### Example answer

- Student A** Hello, it's nice to meet you. I'm Zhu Hongmei, but people call me Holly.
- Student B** Hello Holly, I'm Wang Yanqing. My English name is Yana.
- Student A** Where are you from, Yana?
- Student B** I'm from Wuhan. And you?
- Student A** I'm from a small place near Xi'an. What's your major, Yana?
- Student B** It's psychology, but I'm also learning Spanish. How about you?
- Student A** I'm studying electronic engineering.



# Talking point

## Teaching steps

- Choose one proverb as an example and explain briefly to the class what it means. Add a personal reason why you think it is important or why you like it.
- Ask Ss to read through all the proverbs in pairs and take turns to explain what the proverbs mean to each other.
- During the discussion time, walk around the classroom and listen to Ss. Offer help if they have any difficulties.
- After the discussion time, ask Ss to choose their favourite proverbs from those given.
- Choose several Ss to tell the class which is their favourite proverb, what it means and why they particularly like it.
- Ask other Ss if they have any additional comments and share more comments of your own.

## Example answers

- 1 Wise people are concise; they don't waste words talking unnecessarily.
- 2 When you read a book you can learn a lot, but a teacher can explain things to you according to what you've already learnt and what you want to know.
- 3 A wise person will try to understand what the other person is saying, and what they want to say but don't actually put into words.
- 4 We learn continuously throughout our lives.
- 5 It is important to teach people to look after themselves and become independent.
- 6 We have to take the initiative and responsibility for ourselves.
- 7 Our actions have good, bad or unknown results. We cannot plan for everything.
- 8 Teachers are always learning from the teaching materials and their students.
- 9 Books contain beautiful ideas, thoughts and images, and you can carry them in your pocket.

# Talking point

Work in pairs. Look at the proverbs and explain what they mean.

**1** Spanish proverb:  
Who knows most, speaks least.

**4** Yiddish proverb:  
As we live, so we learn.

**7** Spanish proverb:  
More grows in the garden than  
the gardener knows he has sown.

**2** German proverb:  
A teacher is better than two  
books.

**5** Chinese proverb:  
Give a man a fish, and he'll eat for  
a day. Teach him how to fish, and  
he'll eat forever.

**8** Japanese proverb:  
To teach is to learn.

**3** Yiddish proverb:  
A wise man hears one word and  
understands two.

**6** German proverb:  
God gives the nuts, but he  
doesn't crack them.

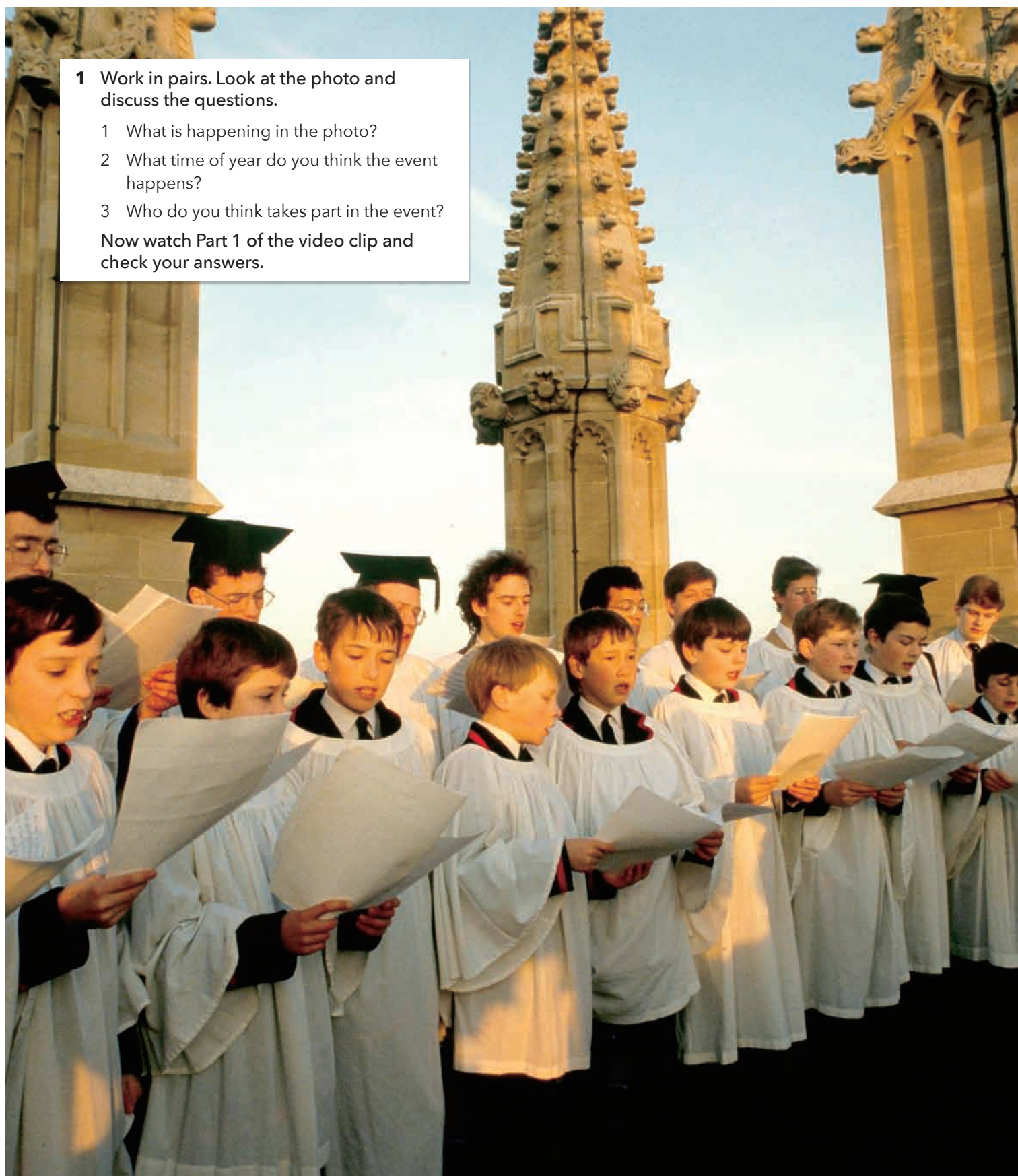
**9** Arab proverb:  
A book is like a garden carried in  
the pocket.

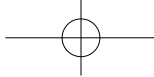
Now choose your favourite proverbs and learn them.



# Outside view

- 1** Work in pairs. Look at the photo and discuss the questions.
- 1 What is happening in the photo?
  - 2 What time of year do you think the event happens?
  - 3 Who do you think takes part in the event?
- Now watch Part 1 of the video clip and check your answers.





# Outside view

1

## Example answers

- 1 A choir is singing on top of the tower at Magdalen College of Oxford.
- 2 On the first day of May.
- 3 Students and the public who may come to listen to the singing.

## Language and culture

**Studying modern languages** normally means that students study two languages, probably chosen among French, German, Spanish, Italian, sometimes among Portuguese, Dutch, Swedish or Eastern European languages. "Modern" is distinct from "Classics" (Latin and Greek) and, usually, from "Oriental" languages (Chinese, Japanese, Korean and so on).

**Conservative** is a general term to describe social or political attitudes in which people are not willing to accept much change, especially in the traditional values of society.

**The Oxford Union Society**, usually referred to as the **Oxford Union**, is a university debating society (similar to the Cambridge Union Society at Cambridge University). Dating from 1823, it provides a forum for sophisticated debating of ideas among students. The Oxford Union has featured many world-class speakers, including many prime ministers and presidents of different countries, and has been a place where many of Britain's famous speakers have developed their eloquence. Before each formal debate there is a 45-minute optional informal debate for students on a current issue (the topic is chosen a few days ahead by members). This gives first-time speakers a chance to practise their debating skills. The formal debate features a motion, or proposal, with two main speakers who support it and two who oppose it. After their contributions other students speak or ask questions before votes are taken for and against the motion. Topics for the debate may be political or ethical issues or controversial topics, or simply light-hearted topics (for example, *This House accepts that aliens exist*).

**Summer Eights** is an annual series of rowing events over four days in which teams from different

Colleges compete in races on the River Thames. An "eight" is a rowing boat with eight oarsmen (or women) and a cox (who steers the boat). The best-known race is the Oxford versus Cambridge **Boat Race** on the River Thames. Members of the first teams for rowing and other sporting events between Oxford and Cambridge receive the sports honour of **a blue**. Dark blue represents Oxford and light blue represents Cambridge.

**Subfusc** refers to the formal academic dress worn during exams and degree ceremonies. The term comes from the Latin *subfuscus*, meaning "dark clothes". The gowns date from the Middle Ages, when scholars were members of the Church and wore ecclesiastical clothes to classes.

## Watching and understanding

**2**

### Answers

- 1 No. Julie is the Director of International Programmes at Hertford College. Eugene was once a student at Oxford.
- 2 They are associated with the colleges, the times of the year, sport, eating etc.
- 3 Formal Hall is when all the professors and students eat together in college.
- 4 Oxford Union and May Day.

**3**

### Answer

The true statements are: 1, 2 and 4.



## Watching and understanding

2 Watch Part 1 of the video clip again and answer the questions.

- 1 Were Julie Dearden and Eugene Berger both students at Oxford?
- 2 What are the Oxford traditions associated with?
- 3 What is Formal Hall?
- 4 What traditions make Oxford unique according to Eugene Berger?

3 Watch Part 1 of the video clip again and check (✓) the true statements according to the clip.

- 1 Eugene Berger studied modern languages for four years at Somerville College.
- 2 Formal Hall takes place at seven in the evening and professors and students eat by candlelight.
- 3 Most of the speakers at the Oxford Union are British.
- 4 Everybody gets up very early on May Day to listen to a choir singing.

## Listening to natural English: identifying types of listening materials

You'll hear English in many different types of listening materials:

- announcements
- advertisements
- conversations
- stories or storylines
- lectures or speeches
- documentaries or reports
- messages
- news bulletins
- interviews
- jokes

All of these have certain distinctive features which include:

- the number of speakers
- the type of interaction between the speakers, eg a speech usually has only one speaker, a story may involve the listeners, a conversation usually involves everyone
- the formality or informality of the situation
- special language that's used

Identifying the type of listening material may give you some useful clues to the meaning of what you hear. Look through the listening types, and decide which distinctive features they may have.

Julie Dearden /'dʒi:deɪdn/ 朱莉·迪尔登  
Eugene Berger /ju:ˌdʒi:n 'bɜ:ɪdʒə/ 尤金·伯杰  
Somerville /'sʌməvɪl/ College 萨默维尔学院  
liberal /'lɪb(ə)rəl/ a. (社会或机构等)思想开放的  
high table n. (BrE) (正式宴会中的)贵宾桌  
forum /'fɔ:rəm/ n. 论坛, 研讨会  
celebration /ˌselɪ'breɪʃn/ n. 庆祝活动, 庆典  
choir /kwaɪə/ n. (学校的)合唱团  
Magdalen /'mɑ:dəlɪn/ College 莫德林学院  
rower /'rəʊə/ n. 桨手, 划船者

gradually /'grædʒuəli/ ad. 渐渐地, 逐渐地  
gown /gaʊn/ n. 长袍, 长外衣  
Latin /'lætɪn/ a. 拉丁语的  
inconvenient /ˌɪnkən'vi:niənt/ a. 引起不便的  
buttonhole /'bʌtn,həʊl/ n. 纽扣, 扣眼  
carnation /kɑ:'neɪʃn/ n. 康乃馨  
starched /stɑ:tʃd/ a. (衣服)上过浆的  
bow tie /ˌbəʊ'taɪ/ n. (蝶形)领结  
mortarboard /'mɔ:tə,bɔ:d/ n. 方顶帽, 学位帽  
whilst /waɪlst/ conj. 在……时

**4 Watch Part 2 of the video clip and complete the sentences.**

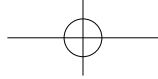
- 1 And Summer Eights is a \_\_\_\_\_, held in May in the summer term.
- 2 And in this competition, each college is trying to \_\_\_\_\_ which it won the previous year.
- 3 When the students take exams, they must go to a special building and it's called Examination Schools. And also they must wear a \_\_\_\_\_.
- 4 The women wear a \_\_\_\_\_ and a black skirt or black trousers.
- 5 I think the Oxford traditions lend character to the place, and it's such an old institution, it \_\_\_\_\_, but they can be very inconvenient.
- 6 So when you take your first exam you wear a \_\_\_\_\_ flower, and when you take your second exam you wear a \_\_\_\_\_ flower, and when you take your final examination you wear a \_\_\_\_\_ carnation.
- 7 And to write an exam in the \_\_\_\_\_ whilst wearing all that, which you're not allowed to take off, is uncomfortable.
- 8 I really like the Oxford traditions, I think it's part of \_\_\_\_\_, and part of being a student or a teacher here at Oxford University.



**Developing critical thinking**

**5 Work in pairs and discuss the questions.**

- 1 Which of these Oxford traditions do you consider to be strange?
- 2 What are the possible risks of a system which is based too much on traditions?
- 3 How would you encourage or discourage such traditions?



4

Teaching steps

- Ask Ss to quickly look through the sentences and notice the gaps.
- Ask Ss to watch the video clip and complete the sentences.
- Go over the answers.

Teaching tips

To go through the answers, ask Ss to work in pairs. Student A reads the completed sentence and then Student B asks a conversational question to follow up the statement. Then A and B exchange roles for the next sentence, and so on. Examples of possible conversational questions are given below. Use some of these to demonstrate the idea of conversational questions to the class.

Answers

- rowing competition  
*Question:* Where does the Summer Eights take place? On the River Thames?
- improve its place  
*Question:* Is there a prize for the top teams or the overall winning team?
- special uniform  
*Question:* Why do they take exams so seriously?
- white shirt  
*Question:* If it's such an old tradition, how is it that the women can wear trousers? That sounds rather modern, doesn't it?
- should have traditions  
*Question:* Is it really inconvenient to wear special clothes for an important exam? Doesn't it make you feel special for a special occasion?
- white; pink; red  
*Question:* Where do all these flowers come from?

7 summer heat

*Question:* Don't they have any facilities or services for cooling down the place where they take the exam?

8 our history

*Question:* Mm ... do you think that some of these traditions might prevent the modernization of Oxford?

Developing critical thinking

5

Example answers

- I think wearing an old-fashioned uniform when taking exams is strange. Not only does it sound hot and uncomfortable, but there is also a bizarre system of coloured flowers that you need to follow! Eating by candlelight in Formal Hall is also a little strange.
- Well, it's possible that if there are too many strange traditions, people won't take the system seriously. Also, the system could get stuck in the past and stop innovating. It could bring about a backward-looking attitude.
- To encourage such traditions, you have to make sure that everyone takes part, as optional traditions might slowly die out. You could also make the traditions fun and rewarding, and perhaps adapt them occasionally.
  - The most effective way to discourage such traditions is to invent rules against them, or to make them costly in terms of money or time.



# Listening in

## News report

1

### Answers

1 (c) 2 (b)

## Passage 1

2

### Teaching steps

- Ask Ss to look at the factfile in the Student's Book and discuss what they already know in pairs.
- After a short discussion, choose one or two pairs to say something under each heading.
- Play Passage 1 and ask Ss to listen and note down answers.
- Ask Ss to check their answers in pairs or ask a competent pair to act out a role-play. Student A asks Student B questions, using the headings, and Student B gives the answers while other Ss check their answers.

### Answers

**Number of institutions:** eight

**Location:** the US (the Northeast)

**Origin of name:** Roman numeral IV (meaning four) or ivy plants growing on walls

**Oldest institution:** Harvard

**Acceptance rate:** seven per cent to 20 per cent

# Listening in

## News report

1 Listen to a news report and choose the best answer to the questions you hear.

- 1 (a) The acceptance rate of Oxford University.  
(b) The formal traditions of Oxford University.  
(c) The growing popularity of Oxford University.  
(d) The competition to get into Oxford University.
- 2 (a) They get to follow Harry's adventures at Oxford.  
(b) They get to wear robes and eat in a grand dining hall.  
(c) There are more spots available for state school students.  
(d) They think they can learn more about *Harry Potter* at Oxford.

## Passage 1

2 Work in pairs. Look at the factfile and discuss what you know about the Ivy League.

THE IVY LEAGUE	
Number of institutions	
Sporting importance	Each institution has its own sports team and students who excel in sports.
Academic importance	near or at the top of the USA rankings
Social importance	having a reputation for social elitism; most students are white, rich and intellectual
Location	
Origin of name	
Oldest institution	
Largest number of undergraduates	Cornell, about 13,500
Acceptance rate	
Famous alumni	George Bush, John F Kennedy

Now listen to Passage 1 and complete the factfile.

### News report

Hogwarts /'hɒg,wɜ:ts/ 霍格沃茨 (魔法学校)

similarity /,sɪmɪ'lærəti/ *n.* 相似之处

embrace /ɪm'breɪs/ *v.* 欣然接受

robe /rəʊb/ *n.* 袍服

### Passage 1

Ivy League /'aɪvi ,li:g/ (美) 常春藤联合会

Cornell /kɔ:'nel/ 康奈尔 (大学)

Dartmouth /'dɑ:tməθ/ 达特茅斯 (学院)

Princeton /'prɪnstən/ 普林斯顿 (大学)

University of Pennsylvania /,pensɪl'veɪniə/ 宾夕法尼亚大学

originally /ə'ɪdʒɪn(ə)li/ *ad.* 起初, 原来

ice hockey *n.* 冰球 (运动)

academically /,ækə'demɪkli/ *ad.* 学术地

ranking /'ræŋkɪŋ/ *n.* 排名

financial /fai'næŋʃl/ *a.* 财政的, 金融的

presume /prɪ'zju:m/ *v.* 认为, 认定

scale /skeɪl/ *n.* 等级, 级别

elitism /ɪ'li:tɪz(ə)m/ *n.* 精英主义

intellectual /,ɪntɪ'lektʃuəl/ *a.* 才智超群的

Anglo-Saxon /,æŋgləʊ 'sæksn/ *n.* 盎格鲁 - 撒克逊人

derivation /,derɪ'veɪʃn/ *n.* 起源, 由来

Roman numeral /,rəʊmən 'nju:mərəl/ *n.* 罗马数字

undergraduate /,ʌndə'grædʒuət/ *n.* 大学本科

acceptance rate 录取率

alumni /ə'ɪlʌmnaɪ/ *n.* (*sing.* alumnus) 校友

definitely /'def(ə)nətli/ *ad.* 肯定地



## Listening and understanding

3 Listen to Passage 1 again and choose the best way to complete the sentences.

- 1 The Ivy League originally refers to \_\_\_\_\_.  
(a) the university sports teams  
(b) the universities which are academically excellent  
(c) the universities with a long history  
(d) the universities famous for social elitism
- 2 In recent years, Ivy League schools have accepted a wider range of students because \_\_\_\_\_.  
(a) they needed professional sportsmen  
(b) they were unsuccessful at research  
(c) they were thought to be too socially elite  
(d) it wasn't possible to be both world-famous for research and top-class in sport
- 3 They are among the top one per cent of the world's academic institutions for \_\_\_\_\_.  
(a) research  
(b) financial resources  
(c) sporting talent  
(d) their age
- 4 The oldest institution of the Ivy League was founded in \_\_\_\_\_.  
(a) the 15th century  
(b) the 16th century  
(c) the 17th century  
(d) the 18th century
- 5 The fewest undergraduates are at \_\_\_\_\_.  
(a) Brown  
(b) Harvard  
(c) Princeton  
(d) Dartmouth

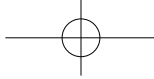
4 Work in pairs and check your answers to Activities 2 and 3.

## Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 What advantages and disadvantages over other universities does an Ivy League university have?
- 2 Should a university education encourage elitism or should it be accessible to everyone?
- 3 Is the purpose of a university education a practical one, to prepare people for their working lives, or a more spiritual one, an opportunity to study and explore fundamental knowledge of life?





## Listening and understanding

3

### Teaching tips

Ask Ss to read through the sentences quickly before listening to the passage. Encourage Ss to explain why the other answers are not the best.

### Answers

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

## Developing critical thinking

5

### Teaching steps

- Ask Ss to discuss the questions critically in pairs.
- Encourage Ss to think of more than one reason for their answers and consider other viewpoints and likely reasons.
- While Ss are discussing the questions, walk around and help Ss express their arguments.
- Choose several pairs to share their main ideas with the class. Encourage them to give reasons and, if possible, alternative views.

### Example answers

- 1 • These universities are world-famous for the quality of their teaching and research. They generally have excellent resources. Employers often headhunt people from the Ivy League universities and you can make connections with many future business and political leaders at these universities.
  - Ivy League universities are very expensive. Also students will experience a lot of stress from the intellectual and social demands they face.

- 2 It's very difficult to argue that elitism has any benefits. Ideally, university should be open to everyone and everyone should enjoy the same opportunities. Education should be about helping people achieve as much as they can, not limiting people.
- 3 I would say it's a bit of both. A university education is very important these days if you want to be a professional. It can also help you develop yourself and open your mind. People study for many reasons.

## Passage 2

6

### Teaching steps

- Explain that this is a prediction activity and ask Ss to read the sentences individually and write the numbers accordingly.
- Play Passage 2 and ask Ss to check the numbering of the sentences while listening.
- Choose several Ss to share their answers by reading the sentences in the correct order.

### Answer

3-7-4-1-6-2-5

## Listening and understanding

7

### Teaching steps

- Allow Ss a quick look at the questions.
- Play Passage 2 again.
- Ask Ss to check their answers in pairs.
- Alternatively, ask one pair to do an interview: Student A asks Student B the questions and Student B shares the answers with the class.

### Answers

- 1 The story begins at Princeton University.
- 2 Nash admits to Charles that he is better with numbers than people and the main thing he's looking for is a truly original idea for his thesis paper.
- 3 Nash is not good at relationships.
- 4 When Nash is put in a psychiatric hospital he thinks the Soviets have captured him.

## Developing critical thinking

8

### Teaching steps

- Give Ss time to consider each question briefly.
- Ask Ss to discuss the questions in depth in pairs.
- Choose several pairs to give their answers to the class.

### Example answers

- 1 I learnt that people with mental illness can be successful and creative, and also that they face a lot of difficulties and discrimination. It also increased my understanding of mental illness. I agree with the message of the film, though it is definitely a dramatized version of reality.
- 2 • There might be some truth to that, as many famous creative people have had mental illness. I think it gives them a different perspective.  
• I'm not sure I agree. I suspect this is just a stereotype about "mad geniuses". Perhaps if we looked at a data set we'd see that creative people are no more prone to mental illness than anyone else.

## Passage 2

6 Read and number the sentences in the order you expect to hear them.

- When he finishes his studies at Princeton, he accepts a job at Massachusetts Institute of Technology.
- The story ends when he goes on to win the Nobel Prize in Economics.
- Five years later, he meets Alicia, a student who he falls in love with and eventually marries.
- A Beautiful Mind* is a film about John Forbes Nash, the mathematician who won the Nobel Prize.
- He's given this painful treatment which affects his relationship with his wife and his intellectual skills. So he stops the medicine.
- The story begins in the early years of Nash's life as a graduate student.
- Nash believes that he's been asked to work by William Parcher for the US Department of Defense on breaking Soviet codes.

Now listen to Passage 2 and check your answers.

### Listening and understanding

7 Listen to Passage 2 again and answer the questions.

- 1 Where does the story begin?
- 2 What does Nash admit to Charles?
- 3 How successful is Nash in relationships?
- 4 Where does Nash think he is when he's put in a psychiatric hospital?

Now work in pairs and check your answers.

### Developing critical thinking

8 Work in pairs and discuss the questions.

- 1 What message did you learn from the film? Do you agree with it?
- 2 It is said that "Creativity could be tied to both sanity and madness." Do you agree? Why / Why not?



#### Passage 2

mathematician /,mæθ(ə)mə'tɪʃn/ n. 数学家

Russell Crowe /,rʌs(ə)l 'krəʊ/ 罗素·克劳

thesis /'θi:zɪs/ n. (学位) 论文

ultimately /'ʌltɪmətli/ ad. 最终, 终于

genius /'dʒi:niəs/ n. 天才

Massachusetts /,mæsə'tʃu:zɪts/ Institute of Technology

麻省理工大学

Alicia /ə'lɪ:siə/ 艾丽西亚

break a code 破译密码

chase /tʃeɪs/ v. 追踪

trailer /'treɪlə/ n. 预告片

psychiatric /,sɑ:kɪ'ætrɪk/ hospital 精神病医院

capture /'kæptʃə/ v. 捕获

complicated /'kɒmplɪ'keɪtɪd/ a. 复杂的, 难办的

rival /'raɪvl/ n. 竞争对手

economics /,ekə'nɒmɪks/ n. 经济学

# Presentation skills

## Giving a factual presentation

1 Work in pairs and complete the factfile.

Factfile on my university	
Location	
Year of foundation	
Number of undergraduates	
Number of graduates	
Number of faculties	
Sports facilities	
Libraries and museums	
Student clubs	
Famous alumni	

2 Work in groups of five or six and give a presentation about your university to overseas visitors.

*Student A* Give your presentation. When you have finished, invite the audience to ask questions.

*Rest of group* Imagine you are the visitors to China. Listen to Student A's presentation, and think of questions you'd like to ask.

Change round when you're ready.

3 Work with the whole class and continue giving your presentations. Ask and answer questions about your university.



### Giving a factual presentation

Giving a presentation is one of the most common activities we'll do in our English classes, and one of the most useful real-life skills as well. When we prepare a presentation, we write down the information we want to present in note form, such as in the factfile.

In order to sound natural and to attract the interest of the audience, it's important not to read out our presentation but to use our notes as a guide.

When we begin, we'll need to attract people's attention, to make them listen to us.

We should try to prepare how we're going to start our presentation and how we'll finish it. If we can choose some suitable expressions and learn them by heart, we'll sound more fluent and relaxed.

Finally, we should remember to look at the audience, not at our notes, and smile.

### Attracting people's attention

Could I have your attention, please?  
Hello / Good morning / Good afternoon / Good evening, everyone!

### Starting a presentation

Thank you for giving me the opportunity to tell you about ...  
I'd like to present you with some information about ...  
As you know, I've been asked to talk about ...

### Finishing a presentation

There's lots more I can say about ... but that's all there's time for today.  
That's all I have to say about ...  
Thank you for listening.  
If you have any questions, I'd be delighted to answer them.

# Presentation skills

## Giving a factual presentation

1

### Teaching steps

- Ask Ss to research the necessary facts for the university factfile before the class.
- Explain that Ss need to make factual notes to prepare for a presentation.
- Ask Ss to share what they already know about their university in pairs.
- Go through the factfile with the class and make sure that everyone has the correct answers.

### Example answers

**Location:** Nankai University in Tianjin

**Year of foundation:** founded in 1919

**Number of undergraduates:** about 13,000 (2015)

**Number of graduates:** about 8,200 masters and 3,300 doctoral students (2015)

**Number of faculties:** 30 academic colleges and institutes

**Sports facilities:** good sports facilities for most sports

**Libraries and museums:** over 3 million volumes in the main library, plus over 20 other libraries in colleges

**Student clubs:** a large range of student clubs

**Famous alumni:** Premier Zhou Enlai, Chen Xingshen (mathematician), Cao Yu (playwright)

2

### Teaching steps

- Ask Ss to form groups of five or six.
- Give groups time to look through the "Giving a factual presentation" box. Stress the importance of using these phrases to get attention, start and conclude the presentations.
- Within each group, ask Ss to take turns to give their presentations.
- Walk around, giving comments on Ss' presentations or helping with Ss' expressions.

- Choose one or two groups to give a brief presentation to the whole class. Give them extra ideas if needed.

3

### Teaching steps

- Ask all groups to stop and introduce the one or two groups chosen for the class presentation.
- Encourage other group members to ask questions or add comments.

### Language support

A key / specialized / normal / multi-disciplinary university

section – department – faculty

shared accommodation in dormitories on campus

places where we can relax / hang out / have fun / study together

student societies and clubs – organize sports / social events

study hard and relax well / a good work-life balance

### Example answer

Hello, everyone. I'm an undergraduate student here at Nankai University and I'm happy I was asked to tell you something about it. Nankai is actually one of the oldest universities in China, founded in 1919, and it's a renowned multi-disciplinary university well known for research.

Alumni from Nankai include the late Premier Zhou Enlai, the mathematician Chen Xingshen and the playwright Cao Yu, among many others.

The university is quite international and is keen to develop even more links. Of course, there's a lot more to say about the university and I'm sure you'll have questions as we go around the campus. The campus environment is very pleasant, with the lakes and trees, and we students enjoy studying here.

I would like to stop here. Thank you very much for listening to my presentation. I will be very happy to answer your questions if you have any.



# Pronunciation

1

## Teaching steps

- Before playing the recording, tell Ss to look at the words and read them.
- Play the recording.
- As a check, ask Ss to say some of the names. One way to do this in context is to ask which ones are girls' names (*Catherine, Alicia*), which one was a president (*Kennedy*), which one was a mathematician (*Forbes Nash*) and which ones are Ivy League universities (*Yale, Columbia, Cornell, Dartmouth, Princeton, Pennsylvania*).

2

## Teaching steps

- Remind Ss that there are sets of English words in which the stressed syllable can shift.
- Play the recording. Allow Ss to look at their books and repeat each word after the speaker.
- As a check, ask Ss to read the words with the correct stressed syllables to each other in pairs. Student A reads the words in the left column and Student B reads those on the right. Then ask them to switch roles. Walk around to listen to different pairs.

3

## Teaching steps

- Remind Ss that stressing different words in English can often give a different meaning, emphasis or attitude to the content. The stress is usually on key words.
- Play the recording.
- Ask Ss to listen silently and underline the words stressed by the speaker.

## Answers

**Mark** Hi Janet. Welcome to England. What are you reading?

**Janet** English.

**Mark** How about you, Kate?

**Kate** My major is law. And you?

**Mark** I'm studying PPE.

**Kate** That's a special Oxford subject, isn't it?

5

## Teaching steps

- Give Ss a moment to read the "Rising intonation in unfinished sentences" box.
- Play the recording.
- Ask Ss to work in pairs and take turns to read the passage to each other. Walk around to listen to Ss and offer comments.

6

## Teaching steps

- Give Ss a moment to read the "Sense groups" box.
- Play the recording. Ask Ss to listen and note down where the pauses are.
- Ask five Ss to read the sentences with the same pauses as the speakers on the recording.

## Answers

- 1 Originally / the Ivy League / referred to the sports teams / from the universities / which competed against each other, / especially / in football, / basketball / and ice hockey.
- 2 But / in the last 50 years, / Ivy League schools / have accepted / a wider range of students / because / it wasn't possible / to be / both world-famous / for research / and also / top-class / in sport.
- 3 But / I suppose / worldwide, / the two / that would be definitely known / all over the world / would certainly be / George Bush, / who went to Yale, / and John F Kennedy, / President Kennedy, / who was at Harvard.
- 4 Nash believes / that he's been asked to work / by William Parcher / for the US Department of Defense / on breaking / Soviet codes.
- 5 And so / the story ends / when he goes on / to win the Nobel Prize / in Economics.

# Pronunciation

## 1 Listen and repeat.

Hertford College Cambridge Yale  
Columbia Cornell Dartmouth Princeton  
Pennsylvania Santos Stewart Catherine  
Kennedy Forbes Nash Alicia Hansen

## 2 Listen and repeat. Notice how the stressed syllable changes.

institute	institution
finance	financial
protest	protestant
derive	derivation
symbol	symbolic
mathematics	mathematician

## 3 Listen and underline the words which the speakers stress.

**Mark** Hi Janet. Welcome to England. What are you reading?

**Janet** English.

**Mark** How about you, Kate?

**Kate** My major is law. And you?

**Mark** I'm studying PPE.

**Kate** That's a special Oxford subject, isn't it?

### Stressed words

In English we stress the words which we consider to be important. We sometimes call them key words.

## 4 Listen to the conversation in Activity 3 again and read the lines aloud. Make sure you stress the words correctly.

## 5 Listen and notice how the speaker's voice rises to show he hasn't finished the sentences.

Oxford is a very old university, ↗ the oldest English-speaking university in the world. And so there're many traditions ↗ which are associated with the colleges, ↗ with the times of the year, ↗ and with sport, ↗ and with eating, for example.

Formal Hall is when we all eat together here in college, ↗ the professors and the students. Usually it takes place at seven o'clock in the evening, ↗ and the professors sit on high table, ↗

which is the table over here, and the students sit on common table, ↗ which are the tables here. But everybody eats together. It's a very beautiful evening ↗ because there's a special meal ↗ and we eat by candlelight.

When the students take exams, ↗ they must go to a special building and it's called Examination Schools.

Now read the passage aloud. Make sure your voice rises in unfinished sentences.

### Rising intonation in unfinished sentences

Our voices usually fall at the end of sentences, although not always at the end of questions. In longer or complex sentences, our voices rise at the end of the first part of the sentence to show the sentence is unfinished.

## 6 Listen and notice how the speakers pause after each sense group. Mark the pause with "/".

- 1 Originally the Ivy League referred to the sports teams from the universities which competed against each other, especially in football, basketball and ice hockey.
- 2 But in the last 50 years, Ivy League schools have accepted a wider range of students because it wasn't possible to be both world-famous for research and also top-class in sport.
- 3 But I suppose worldwide, the two that would be definitely known all over the world would certainly be George Bush, who went to Yale, and John F Kennedy, President Kennedy, who was at Harvard.
- 4 Nash believes that he's been asked to work by William Parcher for the US Department of Defense on breaking Soviet codes.
- 5 And so the story ends when he goes on to win the Nobel Prize in Economics.

### Sense groups

When you hear people speaking English, they pause after each sense group. It may not be a long pause, but it's just enough to mark the end of one sense group and the start of the next one. If you can pause after sense groups, you'll sound more fluent.

# Unit task

## Making a factfile about students in your class



Work in groups of two or three. Make a factfile about the students in your class.

- Make a list of things to ask students in your class. Think about:
  - ▶ name
  - ▶ nickname
  - ▶ English name
  - ▶ home town
- Go round the class, asking and answering questions, and take notes. Make sure you don't meet the same people as other members of your group.
- Return to your original group and talk about what you have found out. Share and add to the notes you made.
- Put all the information in a factfile, and take a photo of each person.

# Unit file

## Functions

### Asking about names

Can I have your family name, please?  
What's your first name?  
Is Janet your real name?  
And you are ...?

### Making introductions

No need to call me ...  
Please call me ...  
My Chinese name is ...  
It's short for Catherine.  
Everyone calls me ...

### Attracting people's attention

Could I have your attention, please?  
Hello / Good morning / Good afternoon / Good evening, everyone!

## Starting a presentation

Thank you for giving me the opportunity to tell you about ...  
I'd like to present you with some information about ...  
As you know, I've been asked to talk about ...

## Finishing a presentation

There's lots more I can say about ... but that's all there's time for today.  
That's all I have to say about ...  
Thank you for listening.  
If you have any questions, I'd be delighted to answer them.

## Everyday English

There you are.  
No need to call me sir.  
This is awesome!  
by the way  
How can you tell?  
And you are ...?

## Presentation skills

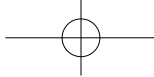
Giving a factual presentation

## Pronunciation

Stressed words  
Rising intonation in unfinished sentences  
Sense groups

## Unit task

Making a factfile about students in your class



# Unit task

## Making a factfile about students in your class

### Teaching steps

- Ask Ss to work in groups of two or three and make a list of topics for questions about other people's backgrounds. Questions should not be too personal.
- Encourage Ss to vary the ways they ask. For example:  
*Can you tell me your name?*  
*I'm sorry, I can't remember your name ... It's ...?*  
*Do you have a nickname?*  
*How about a nickname? Do you have one?*  
*Some people use an English name. Do you?*  
*I wonder if you use an English name.*  
*Where's your home town?*  
*Where do you come from?*
- Tell Ss to walk around to ask other groups and take notes. Walk around to make sure everyone is engaged in the task and give help where needed.
- Give a signal for Ss to return to their original groups.
- Ss in each group share the information they have discovered and compile the information they have noted to make a factfile. This can be illustrated with photos if Ss have cameras or mobile phone cameras / videos.