

**Unit
1**

College culture

**Janet, Kate and Mark
go punting**

Welcome to Harvard!

**Meet some of the world's
most talented students**

So, how's it going?

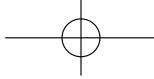
**Hear students talk about their first six
months at uni**

Oxford and Cambridge

Learn more about the two great rivals

New Standard
College English





Starting point

Work in pairs and discuss the questions.

- 1 How much do you enjoy living on campus?
- 2 How much do you enjoy college food?
- 3 How noisy is it at night when you're trying to sleep?
- 4 How comfortable is your room?
- 5 How much privacy do you have?
- 6 How well do you get on with the students in your dormitory?
- 7 How much are you looking forward to living on campus next year?

Inside view

Conversation 1

1 Look at the photos and answer the questions.

- 1 What is happening in the photos?
- 2 How do people raise money for charities in China?
- 3 What happens when you sponsor someone for a charity event?

2 Watch Conversation 1 and check (✓) what Kate, Janet and Mark have decided on.

- 1 the charity they will raise money for
- 2 the way they are going to raise the money
- 3 the date of the charity event
- 4 the design of the sponsorship form
- 5 who will change the wording of the sponsorship form
- 6 where the sponsored punting will start from

3 Watch Conversation 1 again and answer the questions.

- 1 Why have Mark and Kate decided to raise money for charity?
- 2 What does Janet say about this?
- 3 What does Kate explain to Janet?
- 4 What does Mark show the girls?
- 5 Why does Mark suggest starting the punt from the Cherwell Boathouse?

Language and culture

A **punt** is a long flat boat with square ends that you move by pushing a long pole against the bottom of the river. Punts were originally used to carry cargo but today they are used only for pleasure trips on the rivers in the university towns of Oxford and Cambridge.

In a **sponsored punting** event, people raise money for charity by asking other people to sponsor them to go punting, in other words, to give them money to go punting.



Conversation 1

boathouse /'bəʊt.haʊs/ *n.* (常设于河边或湖边的) 停船场所, 停船棚屋

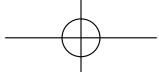
punt /pʌnt/ *v.* (用篙) 撑方头平底船

charity /'tʃærəti/ *n.* 慈善事业

sponsorship /'spɒnsəʃɪp/ *n.* 资助, 赞助

route /ru:t/ *n.* 路线, 航线





Conversation 2

4 Work in pairs and check (✓) the events that you think will happen during the sponsored punting.

- 1 Kate offers to punt.
- 2 Janet admires the scenery.
- 3 Kate criticizes the way Mark punts.
- 4 The friends discuss arrangements to collect the sponsorship money.
- 5 Kate complains that a lot of people have not paid their sponsorship money yet.
- 6 The friends discuss the amount of money that has been raised.
- 7 The friends arrange a meeting.
- 8 Mark falls into the river.

5 Watch Conversation 2 and choose the best way to complete the sentences.

- 1** Janet says that she _____.
 - (a) loves boats
 - (b) has never punted before
 - (c) isn't used to boats
 - (d) is scared she might fall in
- 2** Mark suggests that he punt for _____.
 - (a) half an hour
 - (b) the first 20 minutes
 - (c) the first hour
 - (d) most of the trip
- 3** Kate says she will have all the sponsorship money by _____.
 - (a) Friday
 - (b) next Friday
 - (c) Thursday
 - (d) next Thursday
- 4** The friends have raised _____.
 - (a) about £600
 - (b) £600
 - (c) about £700
 - (d) £700
- 5** Mark suggests that they _____.
 - (a) eat their picnic while travelling along the river
 - (b) move over to the bank and stop for a while
 - (c) eat their picnic in about ten minutes
 - (d) move over to the bank and eat their picnic

6 Watch Conversation 2 again and complete the sentences.

- Janet** I'm not used to boats – Woah!
- Mark** Whoops!
- Kate** Watch out! You nearly hit me with that thing!
- Mark** Sorry! I didn't mean to. ... OK, we're off!
- Kate** (1) _____ do the punting.
- Mark** It's fine. I've got the hang of it now – give me a chance.
- Kate** Well, I'd like to have a go.
- Mark** (2) _____ I do the first hour. Then you can take over for a while, if you want to.
- Kate** Yes, great.
- Janet** You're really good at it, Mark! This is fantastic! It's exactly how I imagined life here! Look over there – isn't it lovely!
- Kate** Yes, it is.
- ...
- Janet** Kate, (3) _____ for collecting the sponsorship money?
- Kate** Yes, (4) _____ get the money to me by next Friday – if they haven't paid online. (5) _____.
- Janet** Good. (6) _____ have a meeting soon after that, don't you think? How much have we raised?
- Kate** About 600.
- Janet** Fantastic! I'm so enjoying this!
- Mark** Hey guys, (7) _____ – (8) _____ moving over to the bank and we can have our picnic! Hey, look, there's Louise and Sophie!
- Mark** Whoa ...
- Girls** Mark!
- Janet** Are you all right?
- Mark** Er ... Of course I'm all right. Kate, I think it's your turn to punt!

Everyday English

- No question!
I'm with you on that.
Watch out!
OK, we're off!
I've got the hang of it.
Give me a chance!

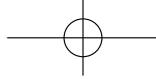
7 Work in pairs and answer the questions about Everyday English.

- 1 No question!** Does this mean (a) don't ask about this, or (b) I'm sure of this?
- 2 I'm with you on that.** Does this mean (a) I've heard that too, or (b) I agree?
- 3 Watch out!** Does this mean (a) be careful, or (b) look?
- 4 OK, we're off!** Does this mean (a) we're moving, or (b) we're successful?
- 5 I've got the hang of it.** Does this mean (a) I've learnt how to do it, or (b) I'm OK?
- 6 Give me a chance!** Does this mean (a) give me help, or (b) give me time?

8 Work in pairs and act out the conversation.

- Student A** Tell student B you've been thinking about a particular person or group of people who need financial help and you'd like to help them.
- Student B** Tell student A you've been thinking the same.
- Student A** Suggest organizing an event to raise money for this cause.
- Student B** Agree and make some suggestions about what the event should be.
- Student A** Say what you think of these suggestions.
- Students A&B** Make some plans using a list about what you need to do.
- Student A** Sum up and mention one or two things you've agreed on so far.
- Student B** Mention one other thing you've agreed on.





Checking and confirming decisions and arrangements

So that's decided then.

Everything's organized, isn't it, ...?

I've arranged (for ...) to ...

Making plans

Let's make a list of things we need to do.

I'll ...

One of the first things we should do is ...

We need to ...

We have to ...

We'd better ...

Making suggestions

Maybe I should ...

Supposing ...

I've got a suggestion.

How about ...?

Talking point

1 Do the quiz.

- 1 When you have a lecture at nine o'clock, do you ...?
- A turn up 45 minutes late and get a black look from the lecturer
 - B arrive out of breath, straight from the gym
 - C sleep through it – you only got back at 2 am after a great party
 - D wait nervously outside the lecture hall 30 minutes before it starts
 - E arrive punctually – hate to miss anything

2 How much time do you spend studying?

- A I might have a quick look at my notes when I'm in the bar.
- B Not much time this week: I've got to practise for the match on Saturday.
- C As much time as I need, but I don't usually start until midnight.
- D Most of the day (and all of the night).
- E A lot of time – that's why I'm at university!

3 How do you get on with your tutors?

- A I don't know them very well as I don't see them that often.
- B They're all right if they support my football team.
- C I get on fine with them, as long as we don't have to talk about work.
- D I send them a lot of emails but for some reason they don't always reply.
- E I think they like me and we always have interesting discussions during tutorials.

4 What will you be doing at 11 o'clock this evening?

- A Watching TV in the bar.
- B Still working out in the gym.
- C On my way to another party.
- D Researching on the Internet: I want to check something from today's lecture.
- E Sitting in bed reading through my assignment for next week.

Now turn to Page 123 and find out what type of student you are.

2 Work in pairs. Discuss the types of students and decide whether Chinese students fall into similar categories. Can you think of any more types of students?





Outside view

talented /'tæləntɪd/ *a.* 才华横溢的
fraternity /frə'tɜːnəti/ *n.* 大学男生联谊会
rehearsal /rɪ'hɜːsl/ *n.* 排演, 排练
fairly /'feəli/ *ad.* 相当, 还算
stock /stɒk/ *n.* 股票
leisure /'leɪzə/ *n.* 娱乐
current /'kʌrənt/ *a.* 当前的

1 Work in pairs. Look at the photos and answer the questions.

- 1 What do you think they show?
- 2 Who are the speakers?
- 3 What are they talking about?

Watching and understanding

2 Watch the video clip and check (✓) the true statements according to the clip.

- 1 Harvard and Cambridge are among the best universities in the world.
- 2 Harvard attracts the most talented students from anywhere in the US.
- 3 There are a number of famous schools at Harvard.
- 4 Everyone joins in the social life of the university.
- 5 There are lots of parties, movies, concerts, and music groups.
- 6 Students can go online to use the library, do research, check the stock market, use emails, but can't use the Internet for leisure purposes.

Listening to natural English: understanding natural everyday English

The most common features of natural everyday English are that most speakers hesitate and use vague language because the speakers are thinking as they're speaking. They also construct sentences which are not grammatically correct.

When the speaker hesitates, they often use a filler word such as *er* or *um*. If we're trying to understand every word, we may think the filler word means something, so it's a good idea to be able to recognize them in order to ignore them.

Our business school is particularly well-known around the world, as is the medical school and law school, so, um, and, and the Kennedy School of Government, for the John F Kennedy School of Government, so, er, we do seek very, very talented students and we have open doors for them.

Vague language includes expressions such as *kind of* and *sort of*.

Um, I use the Internet mostly for, er, I'd say, sort of leisure purposes.

Ungrammatical sentences are also very common, especially when the speaker doesn't know how they're going to finish the sentence, or if the sentence makes sense in the context of what has just been said.

Um, I, I use it a fairly good amount.

I mean, I play, um, I use it for a lot of, I don't, we don't have TV in my room, so I use it, uh, uh, go to the CNN website, keep up on current events, things like that.

We may also have learnt that we shouldn't start a sentence with *and*. But this is extremely common in natural everyday English.

And a lot of my classes, you know, have to do research papers.

Of course, we don't need to use these features when we speak English, but it's useful to be able to recognize them.

**3 Watch Part 1 of the video clip and complete the sentences.**

Voice-over Harvard University in Cambridge is (1) _____ in the world. We spoke to Alex Jude, the university's Head of Communications. He explained that Harvard looks for the best and (2) _____ from around the world.

Alex Harvard actually seeks students from around the world, the best students that we can find, to study chemistry, or study literature, or study government, or business. Our business school is particularly (3) _____, as is the medical school and law school, so, um, and, and the Kennedy School of Government, or the John F Kennedy School of Government, so, er, we do seek very, very talented students and we (4) _____ for them.

Voice-over We asked five students at Harvard to tell us what kind of social life they have.

Ashley Um, well relaxing is a little hard to do around here, but basically, I mean, I still, I, I live nearby anyway, so I see a lot of my friends, and ... Um, there's a (5) _____ here if you look for it. I go to the gym, run. So that's what I do.

Adam It's, it's whatever (6) _____. It's good. If you wanna go out party, do anything you can. If you wanna sit in your room and study all night like my friend over here, you can also do that.

Brian Socially, like he said, it's, it's a lot of what you make it. Um, we don't have fraternities here, and so, you know, that's, it's obviously not as social. There's not as many parties as there would be (7) _____. Um, but on a Friday or Saturday night, there, there, there will be a party. Usually we end up studying until about 10 o'clock. And then we, and then we'll go out and have fun maybe, or just watch a movie with friends, or, you know, whatever is going on for the night.

Jodie Not everyone would agree with me, obviously, but it's, I think (8) _____ to be.

Interviewer Have you made a lot of friends?

Jodie Oh, definitely.

Interviewer Mm.

Jodie Many.

Interviewer What, what do you do with your friends?

Jodie Um, well, I like to (9) _____. I'm in three music groups, so I have lots of rehearsals (10) _____ for that. Um, just do, you know, some fun things, on the weekend.

4 Watch Part 2 of the video clip and answer the questions.

- 1 Where does Ashley get information for her research papers?
- 2 How often does Ashley use the Internet?
- 3 Who uses the Internet to check their stocks?
- 4 What does John mostly use the Internet for?
- 5 Where does John do most of his university work?

Developing critical thinking**5 Work in pairs and discuss the questions.**

- 1 What makes a university "one of the best in the world"?
- 2 What makes "the best and most talented" students?
- 3 Do you think there would be more talented students if there were fewer top universities, and everyone had the same educational opportunities?
- 4 What can a university and its students contribute to their country and to the world?



Listening in

Passage 1

1 Work in pairs and answer the questions.

- 1 What kind of problems do you have in your first six months at university?
- 2 What do you most enjoy about university?

Listening and understanding

2 Listen to Passage 1 and check (✓) the correct answers in the table.

	Speaker					
	1	2	3	4	5	6
1 Who is very homesick?						
2 Who wants to be a university lecturer?						
3 Who wants to be a journalist?						
4 Who has a financial problem?						
5 Who has made a lot of friends?						
6 Who has been quite lonely?						

3 Listen to Passage 1 again and answer the questions.

- 1 What kind of radio station is it?
- 2 What is the question that the programme is asking freshers?
- 3 What is the first speaker doing to help herself in her career?
- 4 What has helped the second speaker to feel less homesick?
- 5 What was the third speaker's problem in the first few months?
- 6 Why is the fourth speaker feeling better now?
- 7 What has the fifth speaker done to improve her finances?
- 8 What part of university life matters most to the sixth speaker?

Developing critical thinking

4 Work in pairs and discuss the questions.

- 1 Which speaker do you most resemble?
- 2 What advice would you give to the second speaker?
- 3 What other answers might students give to the question asked?

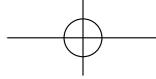


Passage 1

ambitious /æm'biʃəs/ *a.* 雄心勃勃的
ladder /'lædə/ *n.* (发迹、晋升等的) 阶梯, 途径
unemployed /,ʌnɪm'plɔɪd/ *a.* 失业的
financially /faɪ'nænʃli/ *ad.* 财务上地
grant /grɑ:nt/ *n.* 助学金
Nigerian /naɪ'dʒɪəriən/ *a.* 尼日利亚人的, 尼日利亚的

Passage 2

regularly /'regjʊləli/ *ad.* 经常地
dispute /dr'spju:t/ *n.* 争论, 争端
townspeople /'taʊnzpi:pl/ *n.* 镇民, 市民
competitive /kəm'petətɪv/ *a.* 有竞争力的
comedian /kə'mi:diən/ *n.* 喜剧演员
dramatic /drə'mætɪk/ *a.* 戏剧的
excellence /'eksələns/ *n.* 优秀, 卓越, 杰出



Passage 2

5 Work in pairs and discuss what you have learnt about Oxford University from watching the conversations between Kate, Janet and Mark.

Listening and understanding

6 Listen to Passage 2 and answer the questions.

- 1 Why are Oxford University and Cambridge University often spoken of as “Oxbridge”?
- 2 Why are the two universities important?
- 3 What is special about their college buildings?
- 4 What kind of people have they produced?
- 5 What famous institutions do they have?

7 Listen to Passage 2 again and match the universities with the information.

	Oxford	Cambridge
1 near London		
2 900 years old		
3 founded in 1209		
4 39 colleges		
5 31 colleges		
6 produced great scientists		
7 world-famous debating society		
8 comedy club Footlights		
9 OUDS		
10 the Boat Race		

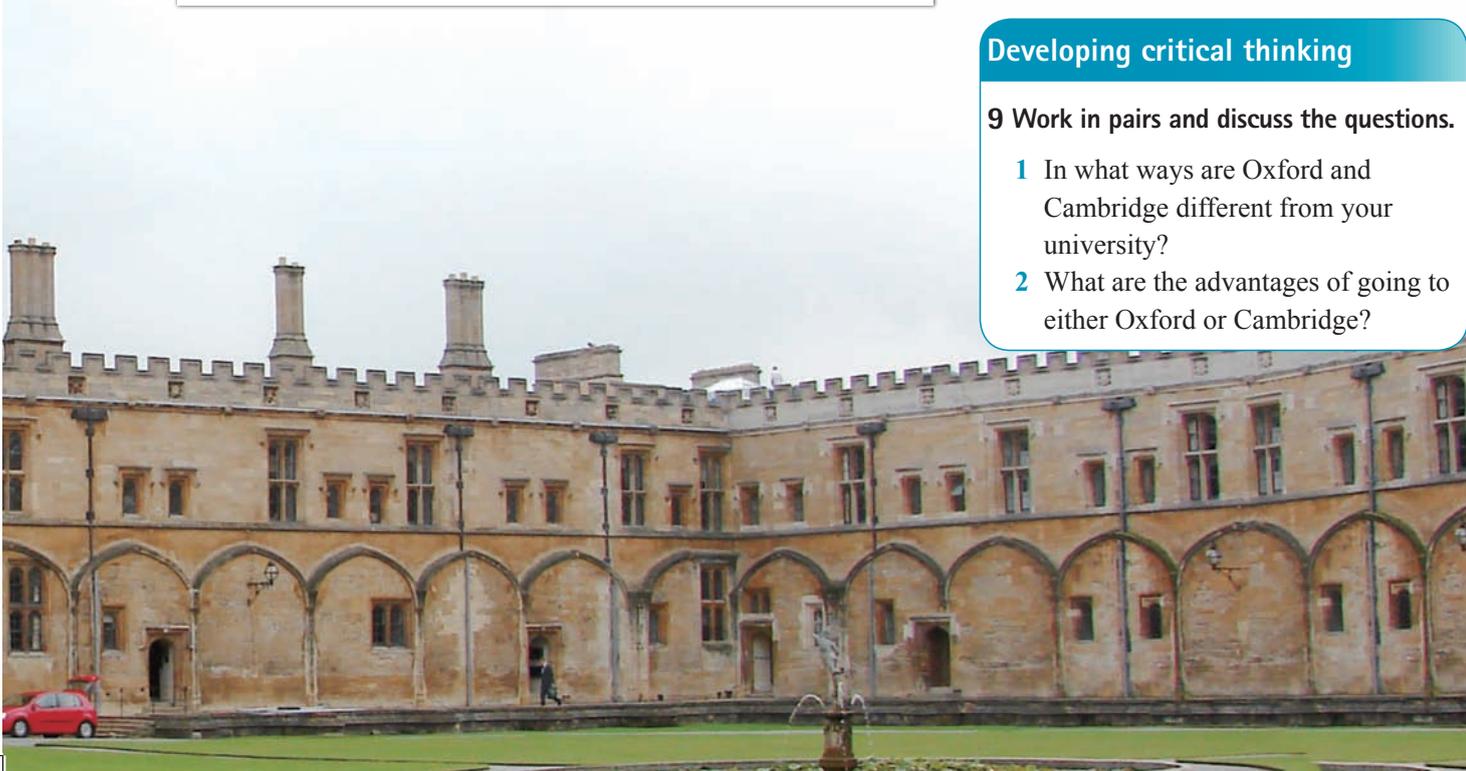
8 Listen to Passage 2 again and choose the best way to complete the sentences.

- 1 Oxford University and Cambridge University are _____.
 - (a) both very near London
 - (b) both fairly near London
 - (c) near each other
 - (d) very far away from each other
- 2 Cambridge University was founded as a result of a dispute between _____.
 - (a) Oxford University teachers
 - (b) Oxford University students and teachers
 - (c) Oxford students
 - (d) the university and the townspeople of Oxford
- 3 The distance between Oxford and Cambridge is _____ miles.
 - (a) 94 (b) 92 (c) 86 (d) 84
- 4 In the interviews, students need to show that they are _____.
 - (a) highly intelligent (b) creative
 - (c) unusual (d) very logical
- 5 The Oxford and Cambridge Boat Race takes place every year in _____.
 - (a) March or April
 - (b) March or May
 - (c) April or May
 - (d) May or June

Developing critical thinking

9 Work in pairs and discuss the questions.

- 1 In what ways are Oxford and Cambridge different from your university?
- 2 What are the advantages of going to either Oxford or Cambridge?





Unit 1 College culture



Presentation skills

Giving a talk

1 Work in pairs and give a talk called "My first term at college".

Think about:

- your feelings before you started college
- your first day
- the first week
- making friends
- lectures and tutorials
- studying on your own
- funny or memorable things that happened (eg at lectures, parties)
- how you've changed

2 Take turns to discuss the topics in Activity 1 and other topics you would like to talk about. Help each other by asking questions. Make notes for your talk.

3 Work with the whole class and give your talk.

4 Work in small groups and take turns to tell each person what you like about their talk.

Giving a talk

A talk such as this is informal and personal. Here are some tips:

- Use informal language, for example, when giving opinions.
- We can tell little stories, experiences that had an effect on us, for example, the first real friend we made or how we felt the first time we wrote an essay.
- We can involve the audience in our talk as they share our experiences. From time to time, address them directly. For example, *But you know what? / But you know all about that, don't you?* And since we share the same experiences with the audience, make generalizations, eg *We've all had the same experiences. / We all know what it's like to feel homesick.*
- Mention one or two people in the audience – gesture towards them and say something like, *You were there that day, Lee, weren't you?* These techniques will make our audience feel interested and involved.
- Finally, the most important thing is to relax and be ourselves – the audience will like us for it.

Giving opinions (informal)

I reckon ...

I guess ...

I kind of / sort of think ...

I think ...

Introducing a little story

I remember, one day, ...

I won't forget the first week easily.

I won't forget the afternoon that ...

Actually, I had a bad / great time that day.

What happened was, ...

Involving the audience

Yes, that's her, over there!

You remember that, ...!

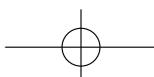
You were there that day, weren't you?

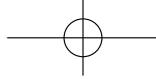
But you know what?

But you know all about that, don't you?

We've all had the same experiences.

We all know what it's like to ...





Pronunciation

1 Listen and cross out the letters which the speaker doesn't pronounce.

design answer halfway Christmas
psychiatric debt

Now say the words aloud. Make sure you don't pronounce the silent letters.

Silent letters

In English there are a number of words which we spell with letters, but which we don't pronounce. Unfortunately, there's no way of predicting which letters these are likely to be, and we need to learn the pronunciation of each word.

2 Listen and notice how the speaker links the underlined words.

It's cool. It's everything I hoped it would be. I'm very ambitious, I want to be a journalist and I want to get to the top of the profession. I've started writing for the university newspaper so I've got my foot on the ladder already.

"How am I finding uni?" It's great. It's not perfect, nothing is, but, like, I've got a brilliant social life, just brilliant, and I've made lots of friends. For the first few months I just didn't do, really enough work. But I – I talked about it with my parents and I'm working harder now and getting good grades.

Now read the passage aloud. Make sure you link the underlined words.

Linking sounds

Remember that in connected speech, we usually link two words together, especially when the second word begins with a vowel. If we don't link the words, we'll sound very formal and correct, but not at all English.

3 Listen and notice how the speaker pauses at the end of the sense groups.

Oxford and Cambridge – / two universities so similar / that they are often spoken of together / as "Oxbridge". / They're both in the UK, / fairly near London, / and both / regularly come top / in any

ranking of the world's best universities.

The two universities / began within a century / of each other. / Oxford University, / now 900 years old, / was founded towards the end of the 11th century. / In 1209 / there was a dispute between the university / and the townspeople of Oxford. / As a result, / some of the Oxford teachers left / and founded a university in the town of Cambridge, / some 84 miles away. / Ever since then, / the two institutions / have been very competitive.

Now read the passage aloud. Make sure you pause after each sense group.

Sense groups

We usually pause briefly after each sense group before we continue. It's hardly noticeable, but just enough to distinguish between a native speaker and a non-native speaker of English. If we can manage to pause, we'll sound more fluent.





UNIT TASK

Organizing a social event

1 Work in groups of four and decide on a social event that you'd like to organize for other students. Here are some ideas:

- a party
- a dance
- a sporting event

2 Plan the event. Decide:

- what arrangements need to be made
- what you need to buy, borrow or make
- where and when the event will take place

- how to make it enjoyable and fun
- how you will publicize it
- who will be responsible for the different arrangements

3 Work with the whole class and talk about your plan of the event.

4 Vote for the event you would most like to attend.

UNIT FILE

FUNCTIONS

Checking and confirming decisions and arrangements

So that's decided then.

Everything's organized, isn't it, ...?

I've arranged (for ...) to ...

Making plans

Let's make a list of things we need to do.

I'll ...

One of the first things we should do is ...

We need to ...

We have to ...

We'd better ...

Making suggestions

Maybe I should ...

Supposing ...

I've got a suggestion.

How about ...?

Giving opinions (informal)

I reckon ...

I guess ...

I kind of / sort of think ...

I think ...

Introducing a little story

I remember, one day, ...

I won't forget the first week easily.

I won't forget the afternoon that ...

Actually, I had a bad / great time that day.

What happened was, ...

Involving the audience

Yes, that's her, over there!

You remember that, ...!

You were there that day, weren't you?

But you know what?

But you know all about that, don't you?

We've all had the same experiences.

We all know what it's like to ...

EVERYDAY ENGLISH

No question!

I'm with you on that.

Watch out!

OK, we're off!

I've got the hang of it.

Give me a chance!

PRESENTATION SKILLS

Giving a talk

PRONUNCIATION

Silent letters

Linking sounds

Sense groups

UNIT TASK

Organizing a social event