

Unit 1 Talking about college education and campus life!

II. Basic Listening Practice

1. Script

W: Have you chosen your electives for next semester yet? Are you taking French writing again?

M: Yes, I am, but it's compulsory for us next semester. So I think I'm going to take marketing as an elective instead.

Q: Which class will the man choose as his elective?

2. Script

M: Did you go to that business strategy lecture on Friday? I missed it and need to copy your notes.

W: I'd say you could borrow my notes, but Sarah has got them. Be careful not to miss Professor Brown's lecture; he takes attendance in that.

Q: What does the woman tell the man?

3. Script

W: Wow, Steven! In the library! What brings you here?

M: I'm enjoying the view. All the girls in fashion design are here preparing for an exam on Monday.

Q: Why is the man in the library?

4. Script

W: How's your group doing with this statistics presentation? Mine's doing a terrible job.

M: Yeah, mine too. David and Mike are OK, but Steven doesn't pull his weight and Suzan's never around. I don't see how we can pass unless Steven and Suzan realize that this is their last chance.

Q: What is true of Steven and Suzan?

5. Script

W: You took an MBA at Harvard Business School, didn't you? What's it like?

M: It's expensive, about U.S. \$ 40,000 a year, plus the cost of food and housing. But the teaching is first-class. The professors have a lot of practical experience. They use the case system of teaching, that is, you study how actual businesses grew or failed.

Q: Why is he MBA teaching in Harvard Business School first-class?

Key: 1.C 2.D 3.B 4.D 5.A

III. Listening In

Task 1 On the first day

Script

(Voice-over: Harrison meets Jenny before the first class.)

Harrison: I'm Harrison. Good to meet you

Jenny: Good to meet you. I'm Jenny.

Harrison: So, you've bought the books for this biology class.

Jenny: Yeah. I think everyone had to before class started.

Harrison: No. Usually no one does much on the first day because it's still add-drop.

Jenny: What's that?

Harrison: Changing from class to class to find out which is best.

Jenny: Have you had this teacher before? I've heard he is really good.

Harrison: He's good if you're a hard worker. He expects a lot.

Jenny: Oh, I guess that's good. I hope I can keep up with everyone else in the class. Maybe I need your help after class.

Harrison: You're welcome.

(Voice-over: Jenny catches up with Harrison after the first class.)

Jenny: Harrison, wait up!

Harrison: So what do you think of the professor's lecture?

Jenny: I think about half of what he said went over my head.

Harrison: Don't worry. A lot of what he said is explained in the reading.

Jenny: Hey, would you mind if I borrowed your notes tonight to look them over?

Harrison: No problem. We don't have class until Wednesday. Here you go.

Jenny: Thanks. I just want to make sure I'm prepared for the seminar.

Harrison: Yeah. Participation in the discussion is an important part of the education here.

Key

(1) the first day (2) changing (3) really good (4) hard workers (5) went over her head (6) explained (7) notes (8) Wednesday (9) participation (10) education

Task 2: How to select elective courses?

Script

Consider these tips on elective courses and you'll choose those that will serve you best. To begin with, you should select the courses that fit your profession. It is a good idea to choose elective courses closely related to your chosen profession. Potential employers will appreciate every bit of extra training and knowledge that they don't have to give you. For example, you may select elective courses in chemistry, biology or even physics if you are doing a science major. For business majors, select electives in accounting, business administration, and even computing, as you will never know when these will come in handy in the corporate world.

Moreover, you can choose an education that includes many fields of study. If you are taking a heavy load of career-related courses, you may prefer electives that are not directly related to your major. If you receive a well-rounded education, some employers believe that you have better potential. For example, if you have courses in science along with your business degree, you could possibly win a job over someone who majored purely in business with no outside electives.

Finally, you can also select a challenging elective course. Part of getting an education is learning how to learn, and elective courses should help you achieve this goal. You need not to memorize all the information from each class, but you should get a better

understanding of the world. So, pick elective courses that challenge your belief system and make you look at the world in a different way. For instance, you can consider a philosophy elective if you have been told that you are a little narrow-minded.

Key

1.extra training 2.chemistry 3.accounting 4.many fields of study 5.better potential
6.business degree 7.challenging 8.how to learn 9.better understanding
10. narrow-minded

Task3: How to Get Straight A's

Script

It is interesting to note how straight A students achieve academic excellence. Here, according to educational experts and students themselves, are the secrets of super-achievers.

First, they know how to set priorities. Top students allow no intrusions on their study time. Once the books are open or the computer is turned on, phone calls go unanswered, TV shows unwatched, snacks ignored. Study is business, and business comes before recreation.

Also, good students can study anywhere and everywhere. Claudia Hill, an Arizona State University business professor recalls a runner who worked out every day. Hill persuaded him to use his spare time to memorize biology terms. Then he posted a list of biology terms on the mirror in the bathroom. He learned a few terms every day while brushing his teeth. Eventually, he scored high in the final examination.

Moreover, top students schedule their time well. Study time is strictly a matter of personal preference. Some work late at night when the house is quiet. Others get up early. Still others study as soon as they come home from school when the work is fresh in their minds. All agreed, however, on the need for consistency. One student said, "Whatever I was doing, I maintained a certain period of time every day for studying." Another important characteristic of super-achievers is that they know how to read. According to a book entitled *Getting Straight A's*, the secret of good reading is to be "an active reader-one who continually asks questions that lead to a full understanding of the author's message".

Questions and Key

1. Which of the following is NOT mentioned about super-achievers starting to study?
2. What did the runner do to score high in the exam?
3. What is the thing all top students agree on?
4. What does the speaker mean by "an active reader"?
5. What is the main idea of the passage?

Key: 1.B 2.C 3.D 4.A 5.D

V. let's talk Maintaining the quality or increasing the intake?

Script and key

Interviewee: It's a really difficult balance to strike, actually maintaining the(1)quality but making sure as many (2)young people as possible and older people as well--there's been a surge in the number of over 25s applying, and we take many people who are

over (3)25. But we've got to get that balance right. It's going to be terribly (4)difficult for us next year.

Hostess: Given the cuts that the (5)government announced a couple of weeks ago, and the numbers that we know in terms of applications, where are you going to draw that line? Are you going to have to look at cutting intake in order to maintain the (6)quality of the courses?

Interviewee: We're trying not to (7)cut intake at the moment. But what it means is we're going to have to be (8)extra-cautious in the number of offers we make, because we simply cannot (9)afford to go over our quota of the number of places that we can offer. Because if we do, it means that we could be fined, or we just simply haven't got enough money to make sure the students' (10)experience is right. So it means that maybe last year we would allow a few (11)more people to have an offer. This year is going to be tougher.

Hostess: Do you lay some of the (12)blame for the situation at the door of the government?

Interviewee: If you look to France, Sarkozy is actually increasing the (13)budget for higher education. Obama in the U.S. has done the same thing. So we're just slightly (14)puzzled as to why the government seems to be cutting back on higher education rather than pumping more money into what we think is a (15)service that is absolutely vital for the economy.

VI. Further Listening and Speaking

Task1: Problems with our educational system

Script

Hi, everybody. My topic today is "Problems with Our Educational System".

I disagree on a lot of the ways that things have happened for a long time in our educational system. It seems that educators just want to give standardized tests, which focus only on academic performance and neglect students' abilities and interest in other areas. I think there are a lot of people who are very intelligent, but haven't had the opportunities they could have had if they had learned in a broader-minded educational system. I feel that a lot of courses that students are required to take in high school are too academic, and, as a result, many kids have lost their interest in learning.

Educators often fail to recognize various kinds of intelligence. They simply exert a lot of pressure on students to be as well-rounded as possible. I think being well-rounded isn't really possible. And as a consequence, some students I believe to be intelligent can't get into good colleges if they, you know, haven't scored well on the math section, even if they are brilliant writers.

Another thing that disturbs me is that the so-called weak students are separated from the rest of the school. Some kids are kept in a separate class if their grades are lower than others'. And they're very aware of their social position, you know. I think it causes them to act in a way that is not really positive. They're just acting in a way that they are expected. Often their grades go from bad to worse. And that's pretty sad. I think that many of the kids in those classes are intelligent, but they never actually realize their

potential because of the way they are treated early on in their education.

Problems	Results
Educators just want to give <u>standardized tests</u> . They only focus on academic performance but neglect students' <u>abilities and interest</u> in other areas.	Kids lose <u>interest</u> in learning.
Educators often exert a lot of <u>pressure</u> on students to be as <u>well-rounded</u> as possible.	Some intelligent kids can't <u>get into good colleges</u> .
"Weak" students are separated from <u>the rest of the school</u> .	Their grades go <u>from bad to worse</u> .

Task 2: The Final Exam

Script

At a university, there were four sophomores taking a chemistry course. They were doing so well on all the quizzes, midterms, labs, etc. that each had an "A" so far for the semester.

These four friends were so confident that on the weekend before the final, they decided to go up to the University of Virginia and party with some friends there. They had a great time and didn't make it back to school until early Monday morning. Rather than taking the final then, they decided to find their professor after the final and explain to him why they missed it. They explained that they had planned to come back in time for the final exam, but, unfortunately, they had a flat tire on the way back and didn't have a spare. As a result, they missed the final.

The professor thought it over and then agreed they could make up the final the following day. The guys were relieved and elated. The next day, the professor placed them in separate rooms, handed each of them a paper, and told them to begin.

They looked at the first problem, worth five points. It was a simple question on a chemical reaction. "Cool," they thought at the same time, each one in his separate room, "this is going to be easy." Each finished the problem and then turned the page.

On the second page was a question worth 95 points: "Which of the tires was flat?"

Task3: Harvard University

Script

Harvard University is the oldest institute of higher learning in the United States. Founded 16 years after the arrival of the Pilgrims at Plymouth, the university has grown from nine students with a single master to the present enrollment of more than 21,000 students, including undergraduates and students in 10 graduate and professional schools. Over 14, 000 people work at Harvard, including more than 2,100 faculty members. Harvard has produced eight American presidents and many Nobel Prize winners. During its early years, Harvard offered a classic academic course based on the model of English universities, but consistent with the prevailing Puritan philosophy. Although many of its early graduates became ministers in Puritan churches throughout New England, the university was never formally affiliated with a specific religious group.

Under President Pusey, Harvard started what was then the largest fundraising campaign in the history of American higher education. It was an 82.5-million-dollar program for the university. The program increased faculty salaries, broadened student aid, created new professorships, and expanded Harvard's physical facilities.

Neil L. Rudenstine took office as Harvard's 26th president in 1991. As part of an overall effort to achieve greater coordination among the university's schools and faculties, Rudenstine encouraged academic planning and identified some of Harvard's main intellectual priorities. He also stressed the importance of the university's excellence in undergraduate education, the significance of keeping Harvard's doors open to students from families of different economic backgrounds, and the task of adapting the research university to an era of both rapid information growth and serious fund shortage.

1. What is main idea of the passage?
2. How many teachers did Harvard have at the very beginning?
3. What was the relationship between Harvard University and religion during its early years?
4. Which of the following is NOT mentioned as an achievement of President Pusey's fundraising program?
5. What did President Rudenstine do?

Key: 1.B 2.A 3.C 4.D 5.D

Viewing and speaking University budget cuts

Script

Host: Well, David Lammy, the University Minister, joins me from Westminster. Now thanks for joining us this lunchtime, Mr. Lammy. How do these cuts... tie in with your much trumpeted commitment to increasing higher education?

Interviewee: Well, I think it's important to remind viewers that we will spend well over 12 billion pounds on higher education this year and to also say that there will be more students at university next year than ever before in our history. But what is important is that when they get to university, is that they have good facilities, good buildings, that they have good contact with their lecturers and, for students from poorer backgrounds that they receive a grant. And you know 40 percent of students who are going to university are in receipt of some grants. So we have to plan...

Host: But there's going to be less money next year. That's the bottom line, isn't it?

Interviewee: Er, we are asking universities to make a one percent cut in their teaching grant. That's 51 million out of a total budget of over five billion. Look, I think there are families across the country preparing for Christmas spending a bit less and they're, you know, it's a lot more than one percent that they're, they're feeling. So I think this is reasonable to ask universities if we are to ensure that we can continue to send more young people to university and we remain committed to that.

Host: And briefly, what about these two-year degrees? This is a reduction in standards, isn't it?

Interviewee: Well, we, we, we... It's important in this country that we remember that students aren't just the classic 18- to 21-year-old undergraduates. We want mature students. We want more part-time students and over the last few years we've been

growing the number of foundation degree, two-year degrees that ensure that transition into high university and high level skills. That's what we want to support and that's what we're indicating in the grant letter that we've sent to universities over the last few days.

Host: OK. David Lammy, thank you so much for joining us.

Interviewee: Thank you.

Key

(1)increasing (2)12 (3)more (4)facilities (5)lecturers (6)poorer (7)grant
(8)one (9)budget (10)less (11)young (12)classic (13)part-time
(14)growing (15)two-year