# Todo: to record all of the following “transcripts”

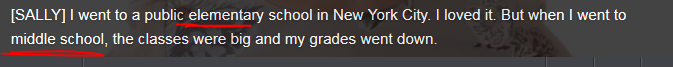
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# Lexical\_EducationRelated

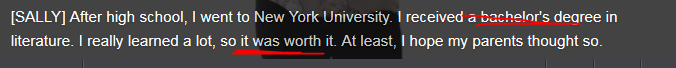
|  |
| --- |
| * a **liberal arts degree**文科学位 * **high school diploma** 高中文凭   e.g. After you receive your **high school diploma** 高中文凭, here are some common degrees you can get at US universities. |
| [ 空档年，间隔年〔指中学毕业后上大学前的一年，有的年轻人利用这一年旅游、挣钱或积累工作经验〕**gap year: 注意连读** ]  A gap year is a year between leaving **high school 高中** and going to university, which some young people use as an opportunity to travel, earn money, or get experience of working  e.g. Some students choose to work in high-tech industries during their **gap year.**  e.g. •She spent her **gap year** hitchhiking around the world. 她在上大学前的空档年 搭便车 环游世界  e.g.      //I’m all for sth = If you are a **proponent** of a particular idea or course of action, you actively support it. (某观念或行为的) 支持者  //**[虚拟语气: a subjunctive mood]**   * I wish I **had done** sth 🡺针对“过去”的情况  e.g. I wish I **had gained** my MSc degree in SMU 10 year ago in Canada (which means I didn’t get that degree at that time), which is a subject I don’t wanna **dwell on**是一个我不想聊的话题。 * I wish I **were** a rich girl. 🡺针对“现在”的情况，我真希望我“现在”是个有钱人, which indicates that I’m not rich now. |
| **[留级：fail the grade]**  If students don't pass the test, they **fail the grade.** |
| [Noun] 模拟考试 mocks: [plural,复数] school examinations taken as practice before official final examinations  •I’m preparing for my **mocks**. 我在复习准备模拟考试。 |
| 挂科; 未通过 (考试或课程)   1. If you **flunk an exam or a course**, you fail to reach the required scores, credits学分, or standard. **[ flunk a subject; flunk my chemistry; flunk my geometry ]** 2. **[因为挂科而被退学: Sb. flunk out of school]** |
| 退学 drop out of school |
| [college counselor]    college counselor  teaching certificate    internship |
| **学历证书: qualifications**  E.g. Your qualifications学历证书 are impressive. Two master's degrees; and you did one in MIT. |
| [**night school, night courses**]  e.g. Ernie has a design degree, but now he's **taking a night course** in economics at the local college. |
| 小册子[ˈbrəʊ**ʃ**ə] brochure [travel brochures旅游小册子]    [N-COUNT](javascript:;)A brochure is a thin magazine with pictures that gives you information about a product or service; a thin book giving information or advertising something. |
| 正在工作的[地]，在职的[地] **on-the-job training 在职培训;** [**on-the-job postgraduate**](file:///C:\Users\IBM_ADMIN\AppData\Local\Youdao\Dict\Application\7.5.2.0\resultui\dict\result.html?keyword=on-the-job%20postgraduate&lang=en)**在职研究生**   * the **incumbent** manager; the **incumbent** CEO = the **sitting** manager * **then-**CEO**; then-**president * **on-the-job training 在职培训;** [**on-the-job postgraduate**](file:///C:\Users\IBM_ADMIN\AppData\Local\Youdao\Dict\Application\7.5.2.0\resultui\dict\result.html?keyword=on-the-job%20postgraduate&lang=en)**在职研究生** |
| [kwest] quest /kwɛst/  1.[N-COUNT](javascript:;)A quest is a long and difficult search for something. (长久而艰难的) 搜寻; 探求  •  My **quest for** a better bank continues.  我继续在搜寻一家更好的银行。  •  ...the **quest for** knowledge …对知识的探求  his long **quest for** truth 他对真理的长期探索  the **quest for** human happiness 对人类幸福的追求  •World leaders are now united in their **quest for peace.** 世界各国领导人现在一致寻求实现和平。  2.[PHRASE](javascript:;)If you go **[in quest of something],** you try to find or obtain it. 寻找/寻求某物  They journeyed to the distant Molucca islands **in quest of** spices. 他们远赴摩鹿加群岛寻找香料  3.[V-I](javascript:;)If you are questing for something, you are searching for it. 搜寻; 探求  •  He had been questing for religious belief from an early age.  他从早年开始就一直在寻求宗教信仰。  •  ...his questing mind and boundless enthusiasm.  …他的探索型头脑和无限的热情 |
| /vəʊˈkeɪʃənəl/ vocation, vocational:  1.[N-VAR](javascript:;)If you have a vocation for a job, you have a strong feeling that you are especially suited to do a particular job or to fulfill a particular role in life, especially because it allows you to help other people 使命感；天职  **[强烈的使命感: a strong sense of vocation; 对(职业 e.g. 教书)有一种使命感/天职: have a strong sense of vocation for a job: ]**  e.g. Jan **has a strong sense of vocation for** teaching. 简对教书有一种使命感。  e.g. Gao songyi **has a strong sense of vocation for** being a doctor.  e.g. It could be well that he has a real vocation.  有种真正的使命感。  2.[N-VAR](javascript:;)〔认为适合自己的〕工作，职业If you refer to your job or profession as your vocation, you feel that **you are particularly suited to it** and you feel it’s right for you. In other words, **you’re such a good fit for that job.**  **[（你错过了适合你的职业）你入错行了 You missed your vocation]**  e.g. At 17 she found her true **vocation as** a writer/model. 她找到了〔**适合自己的〕职业**——当一名作家。  e.g. Her **vocation** **as** an actress is her work.  她**适合的职业**就是当演员  e.g. **(你错过了适合你的职业）你入错行了 You missed your vocation** (= which indicates that you would have been good at another particular job, but not in this job).  e.g. His **vocation** **coincides with** his interests他的职业同他的爱好完全一致。  e.g. She was equipped with knowledge for the **vocation**. 她具备从事这项职业的知识  Adj) vocational training and skills are the training and skills needed for a particular job or profession. 职业的 **[职业培训vocational training; 职业教育: vocational education; vocational skills]** e.g. In BCIT, we have a course designed to provide **vocational training**职业培训in engineering.  …为提供工程学 职业培训 而设计的一门课程  e.g. In the UK, **college** is generally a place where you **quest for** **further or vocational education职业教育 and vocational skills**, **whereas相比之下** **university** is where you study for a graduate or post-graduate degree, like master or **doctorate** in arts areas, science, or education. |
| **[ 当时在任的then-CEO; then-director V.S. 现任的／在职的the incumbent CEO/the sitting CEO]**  e.g. It's been 20 years since Richard, [Hong Kong](https://edition.cnn.com/travel/specials/best-of-hong-kong)'s **then-director** of **civil aviation (连读)民航**, bid farewell and turned off the lights at [Hong Kong Kai Tak International Airport](http://www.cad.gov.hk/english/kaitak.html). |
| bachelor  1.未婚男子，单身汉a man who has never been married **〔尤指在男子结婚前一晚举行的〕单身聚会 [bachelor party= stag night]** a party for a man and his male friends before he gets married, especially on the night before his wedding = a night before a man’s wedding, which he spends with his male friends, drinking or having a party  e.g. Gerald was 38, and a confirmed bachelor (= a man who has decided that he will never marry) .  2. 文学士/理学士/教育学士等bachelor is a first university degree in an arts subject, a science subject   * BA: Bachelor of Arts * BSC: Bachelor of Science * BED: Bachelor of Education etc   e.g .    **Bachelor 🡺 master 🡺 doctorate: 博士学位['dɒkt ə rite]  a doctorate is the highest degree awarded by a university.**   * MA: master of arts * MSC: master of science * MED: master of education   Doctorate: 博士学位['dɒkt ə rɪt,'dɒkt ə rət] : a doctorate is the highest degree awarded by a university.   * MD: doctor of medicine * PhD:   Professor Lanphier obtained his doctorate in **social psychology** from the University of Michigan.  兰菲尔教授从密歇根大学获得了**社会心理学**博士学位 |
| 我很喜欢xxx   * I’m so crazy about it. * **I’m so into it.** * I’m so addicted to it. |
| 社会学[səʊ**ʃɪ**'ɑlədʒi] social🡺 **sociology**  1.[N-UNCOUNT](javascript:;)Sociology is the study of society or of the way society is organized. 社会学  2.[ADJ](javascript:;)社会学的  •  Psychological and sociological studies were emphasizing the importance of the family.  心理学和社会学研究都在强调家庭的重要性。 |
| 相比之下，然而 (引导与主句内容相对比的评论)/wɛərˈæz/ whereas: [CONJ](javascript:;)You use whereas to introduce a comment that **contrasts with** what is said in the main clause.  e.g. The old system was fairly complicated, **whereas** the new system is really very simple. 旧系统相当复杂，**相比之下,而** 新系统却很简单  e.g. In the UK, **college** is generally a place where you **quest for** **further or vocational education职业教育 and vocational skills**, **whereas**相比之下 **university** is where you study for a graduate or post-graduate degree, like master or doctorate in arts areas, science, or education. |

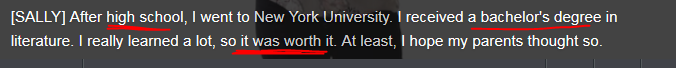
# Part1) Describe education background

##









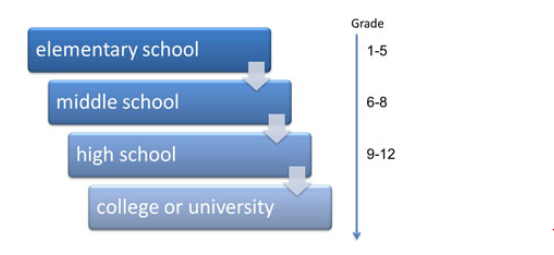
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## Education tiers 梯队 in the US



Most Americans **start their education** at age 5 or 6, in **elementary school**. Then **they graduate to middle schoo**l, and finally **high school**. **Each year of education is called a grade (e.g. 7 grade)**. Each school may be different, but generally:

* **grades** 1 **through** 5 are usually elementary school; (e.g. My son is at grade 2 in the elementary)
* **grades** 6 **through** 8 middle school, and
* **grades** 9 **through** 12 high school.

After **high school,** students can choose to **go on** to a university or college. Universities are larger than colleges and offer more degrees, like a **bachelor's or master's degree, or even doctorate**. **Whereas**, colleges usually offer only bachelor's degrees. Colleges, basically, vary (change according to) to some degree in the U.S. and the UK:

* In the US, a **college** is often a single school offering a liberal arts degree, while/**whereas相比之下**, a **university** has multiple schools, like engineering school, **law school法学院,** business school, etc.).
* By comparison, in the UK, **college** is generally a place where you **quest for寻求** **further education or vocational education 职业教育 and vocational skill 职业技能,whereas相比之下** **university** is where you study for a graduate or post-graduate degree, like master or doctorate.

Students can go to **public schools,** which are **paid for** by state taxes, or families can **pay for** their children to go to **private schools**, which some people believe offer a better education, but **obviously** are usually more expensive.

## 'University' V.S. 'college'

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| In the US, a **college** is often a single school offering a **liberal arts degree**文科学位, **whereas**, a **university** has multiple schools (engineering, law school, business school, etc.). Americans refer to both as **college**, unless they are talking about a specific university. When **university** is used, an article such as **the** usually precedes it. | | |
|  |  |  |
|  | I'm **going to college** in the fall. |  |
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|  | They both went to **Pacific University**. |  |
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|  | We play on the volleyball team at **the university**. |  |
| In the UK, college is generally a place for further or vocational education, whereas相比之下 university is where you study for a graduate or post-graduate degree (like master or docterate). The article the is not usually used with either term.  //vəʊˈkeɪʃənəl/ vocation, vocational: vocational training and skills are the training and skills needed for a particular job or profession. 职业的. **[职业培训vocational training; 职业教育: vocational education]** e.g.  ...a course designed to provide vocational training in engineering.  …为提供工程学职业培训而设计的一门课程 | | |
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## `in college` v.s. `at university`

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| In the US, students say they are **in college**; in the UK, students say they're **at university**. | | |
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|  | Paul and his sister are both **in college**. |  |
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| --- | --- | --- |
|  | Paul and his sister are both **at university**. |  |

## `Public V.S. private ` school

* Students can go to **public schools,** which are **paid for** by **state taxes 国家税收**;
* or families can **pay for** their children to go to **private schools**, which some people believe offer a better education, but are usually more expensive.

## Grammar: sentence stress

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| To communicate more effectively, emphasize the most important words in each sentence by saying them more loudly. Notice that **private** and **expensive** are stressed in this sentence: | | |
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|  | **Private** schools are too **expensive**. | |
| Notice that **high** and **university** are stressed in this sentence: | | |
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|  | After **high** school, I went to a private **university**. | |
| You can change the meaning of a sentence by stressing different words. Notice how the meaning changes if **private** is stressed instead of **university**. The speaker has made it more important that the university was private than the fact that she went to university. | | |
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|  | After **high** school, I went to a **private** university. | |
| Notice how the meaning changes if the speaker stresses **I** in addition to **private**. Now, the speaker is stressing that she went to a private university, and perhaps someone else didn't. | | |
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|  | After **high** school, **I** went to a **private** university. |

Sarah went to a public **high school**.

Alex went to a public **elementary school.**

There weren't any good public **high schools**.

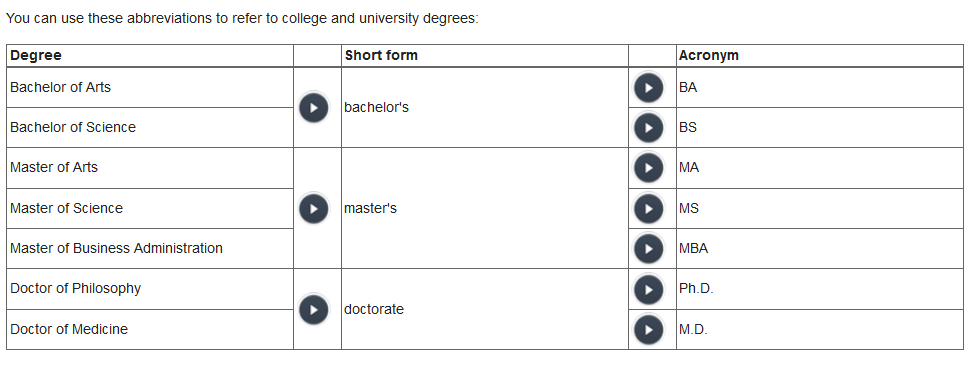
Alex went to a private high school.

Sarah's going to a **private university.**

## University degree

After you receive your **high school diploma 高中文凭**, here are some common degrees you can get at US universities.

|  |  |
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| College or university, or get some **diploma**.   * In **the** US, a **college** is often a single school offering a **liberal arts degree文科学位**, while a **university** has multiple schools (engineering, law school, business school, etc.). * In **the** UK, **college** is generally a place where you **quest for追求/寻求** further education or **vocational education 职业教育**, **whereas**相比之下 **university** is where you study for a graduate or post-graduate degree | 文学士/理学士/教育学士等: a first university degree in an arts subject, a science subject etc   * a **liberal arts degree文科学位** * BA: Bachelor of Arts * BSC: Science * BED: Education etc * **[ a joint degree in maths and economics]** |
| * Master degree * Master of Arts * Master of Science * Master of education * MBA: Master of Business Administration |
| **['dɒkt ə rɪt,'dɒkt ə rət] doctorate**: A doctorate is the highest degree awarded by a university. 博士学位  e.g Professor Lanphier **obtained his doctorate** in social psychology from the University of Michigan.  获得了社会心理学博士学位   * **PhD哲学博士学位；博士学位 (Doctor of Philosophy)** a university degree of a very high level, which involves doing * **MD: Doctor of Medicine 医学博士** |



# STOP>>>>>>>

## Talk about qualifications**学历证书** and degrees

Your boss, Vince, has introduced you to a new employee, Cheryl, who just received her bachelor's degree. Talk to Cheryl about her education, and answer her questions about yours.

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| Use expressions like these to talk about **qualifications学历证书** and degrees: | | |
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|  | I **got** my BS in political science. |  |
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|  | Charles **did his master's** in communications. |  |
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|  | She **has** a doctorate in criminal justice. |  |
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|  | Your **qualifications学历证书** are impressive. Two master's degrees! |  |

* **你哪里上的学/高中/初中？Where did you go to middle school/high school/university/college?**
* 你哪科学的比较好？What subjects did you do **well in**? = What subjects were you good at?
* 有什么学位是你想修的 Is there any degree **you'd ever like to do**?
* 你想修一个硕士学位/博士学位吗？**Would you ever like to do a master’s/do an MBA/do a doctorate** in the future?
* Your **qualifications学历证书** are impressive. Two master's degrees! Can I ask where did you **do your master’s?**

##Dialogue:

After **high school**, I **got** a bachelor's.

I did well in literature.

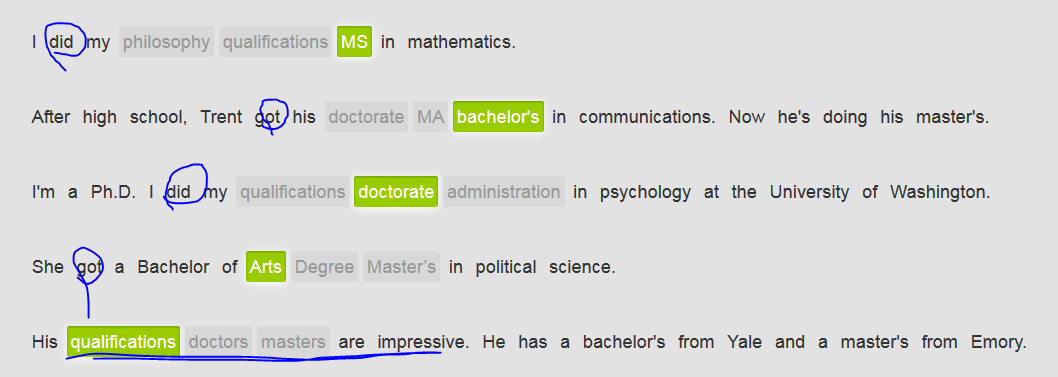
I got my MS in computer science.

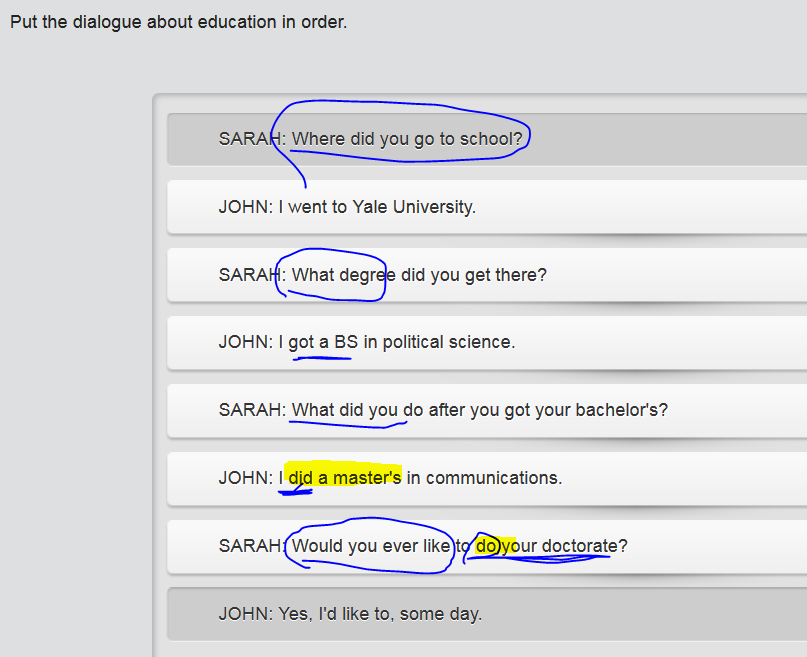
I received a master's in communications.

I'd like to **do a masters/do an MBA/do a doctorate**.

So, **would you ever like to** **do** a master’s/do an MBA/do a doctorate?

Yes, maybe a few years later. You know, right now, I’ve got to work and earn some money





# Part2)



 college counselor

 teaching certificate



internship













Right.

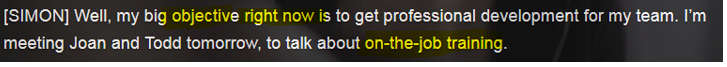


That’s great.



She’s right.



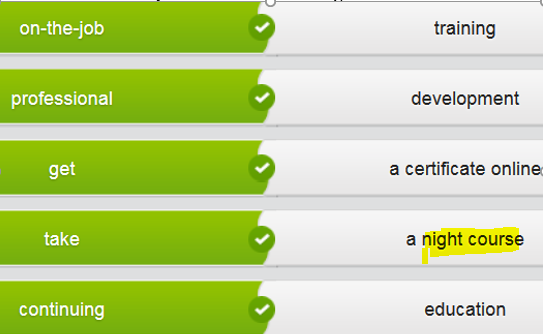


/**/正在工作的[地]，在职的[地] on-the-job training 在职培训;** [**on-the-job postgraduate**](file:///C:\Users\IBM_ADMIN\AppData\Local\Youdao\Dict\Application\7.5.2.0\resultui\dict\result.html?keyword=on-the-job%20postgraduate&lang=en)**在职研究生**



## 'Professional development' and 'continuing education'

**'Professional development' and 'continuing education'**



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| **Professional development** refers to the skills and knowledge you build to enhance your career. Use expressions like these to talk about professional development:  The head teacher **coaches** the other teachers as part of their **professional development** | | | |
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|  | HR scheduled some **on-the-job training** so we can learn how to use the new software. |  | . |
|  |  |  |  |
| **Continuing education** refers to courses an adult takes to enhance education after earning a degree. Use expressions like these to talk about continuing education: | | | |
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|  | Ernie has a design degree, but now he's **taking a night course** in economics at the local college. |  |  |
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|  | Maybe I'll **get a certificate online**. |  |  |

## Professional development

Listen to the **college counselor** and Lisa, a graduating student, talk about professional development and continuing education.

## Grammar: Gerund

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| Expressions that end in a preposition are generally followed by a gerund - a verb that ends in **-ing**. Here are four expressions that are followed by gerunds. You can use them to talk about professional or personal development. | | |
|  | |  |
| **think about +** gerund | | |
|  |  |  |
|  | I've **thought about doing** some professional development. | I've thought about doing some professional development. |
|  |  |  |
| **interested in +** gerund | | |
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| --- | --- | --- |
|  | Jan's **interested in coaching** other employees. | Jan's interested in coaching other employees. |
|  |  |  |
| **plan on +** gerund | | |
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|  | He **plans on getting** his MBA. | He plans on getting his MBA. |
|  |  |  |
| **look forward to +** gerund | | |
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|  | I **look forward to taking** a night course. | I look forward to taking a night course. |

## **Reduction of 'you,' 'and' and 'to'**

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| Not every sound in spoken English is pronounced. Often, **less important words such as pronouns, conjunctions and prepositions are shortened. I**t's important for you to recognize these reduced words when you hear them. | |
|  | |
| Three of the most common reduced words are **you**, **and** and **to**. Listen to the following sentences. Notice that the same sound is used to shorten all three words. | |
|  | |
| **'You**' | |
|  |  |
|  | Are **you** taking a night course? |
|  |  |

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| --- | --- |
|  | Frank's gonna coach **you**. |

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| --- | --- |
| **'And'** | |
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|  | I'm so busy with work **and** school. |
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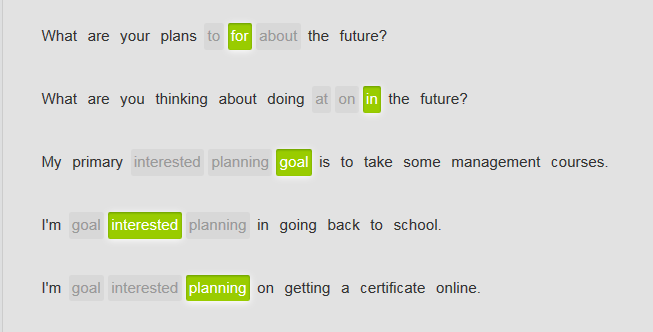
|  |  |
| --- | --- |
|  | **And** then I got my bachelor's. |
|  |  |
| **'To**' | |
|  |  |

|  |  |
| --- | --- |
|  | Liz is planning **to** get a certificate online. |
|  |  |

|  |  |
| --- | --- |
|  | I'd like **to** do some professional development. |

## Mp3 stop

## Talk about goals in the future

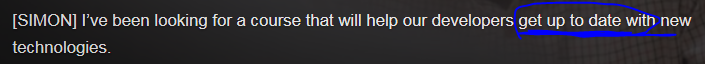


* **Where do you wanna be** in 3 or 5 years?
* **Where do you see yourself** in 3 or 5 years?

# Mp3 stop

# Part3) Online course: Advantages & disadvantages/Upsides V.S. downsides











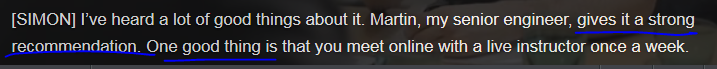


I guess























1. The **online class** is too quiet. I like talking with other students in the **live class**.  
  
2. Your school has a **reputation** for excellence. Everyone says the instructors are the best.  
  
3. The three-month course is too much for my busy **schedule** . Is there a **short course** that takes less time?  
  
4. You don't need to give me your address. I found your location on my mobile phone.  
  
5. Is there any **flexibility** in the schedule? We're so busy on weekends.

## Grammar: Embedded questions

|  |  |  |
| --- | --- | --- |
| You can include/embed question words in statements. Notice the position of the question word **what**, and the verb **be**, in the following example. | | |
|  | |  |
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| --- | --- | --- |
|  | I've been thinking about **what** the best course for me **is**. |  |
| Look for the question words in these examples with **know** and **wonder**.  Notice the structure of the sentences, and the falling intonation. | | |
|  | |  |
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|  |  |  |
| --- | --- | --- |
|  | Bette **knows who** the instructor **is**. |  |
|  |  |  |

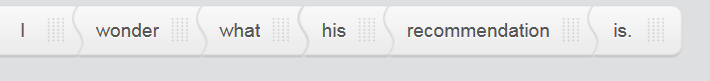
|  |  |  |
| --- | --- | --- |
|  | I **wonder想知道 what** the schedule **is**. |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | I **don't know where** the school **is**. |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | I **wondered想知道 how** good the instructors **were**.   1. I’m just wondering how much it is. 2. Well, I don’t know, but I bet it must **be worth a fortune价值连城**. |  |

e.g. Tracy knows how to **fix the faucet水龙头**

e.g. **Tracy wonders what happened to the faucet; and how to fix it.**





## Question words with '-ever'

 Add **-ever** to question words to talk about an infinite possibility of times, places or things.

* **whenever [wɛn'ɛvɚ] = no matter when sb. do sth**
* **wherever [weər'evə] = no matter where sb. do sth**
* **whatever** = no matter what sb. do
* **whoever = no matter who do**
* **however = no matter how sb. do sth**

**however = NO MATTER HOW  : used to say that it does not matter how big, good, serious etc something is because it will not change a situation in any way 无论多大[好，严重等]**

**e.g. You should report any incident, however minor it is. 任何事件你都应该汇报，不管它多小。**

**e.g. •We have to finish, however long it takes. 我们必须完成，不管需要多长时间。**

|  |  |  |
| --- | --- | --- |
|  | | |
|  | |  |
|  |  |  |
|  | You can study **whenever [wɛn'ɛvɚ]** you want; and **whatever** you are interested in |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | I take my notebook **wherever [weər'evə]** I go. |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | I'm looking forward to **whatever** the instructor teaches. | . |
|  |  |  |

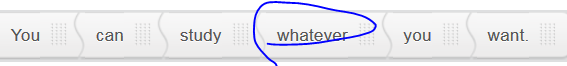
|  |  |  |
| --- | --- | --- |
|  | **Whoever** took this picture is really creative. | . |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | It's a flexible course. You can study **however** you want. |  |

e.g.

MALE: The location of the Wellington school isn't great. It's at 414 Brook Place.  
FEMALE: That's **pretty** far. Well, the instructor could come to our office. He said that he can teach **wherever** we choose.  
MALE: OK. Now, does he **ever** teach on the weekends?  
FEMALE: What ? Oh, no – I don't think so. Not on weekends.  
MALE: Too bad. This Wellington course is short, but … **hmm**. Maybe we should try Bronson's **online course** **instead**. It is longer and there's no instructor, but …  
FEMALE: Yeah, but … then we can study at the office, at a cafe before work …  
MALE: Right. We can study **whenever** we want and **wherever** we want.







## Stop

## Discuss pros and cons

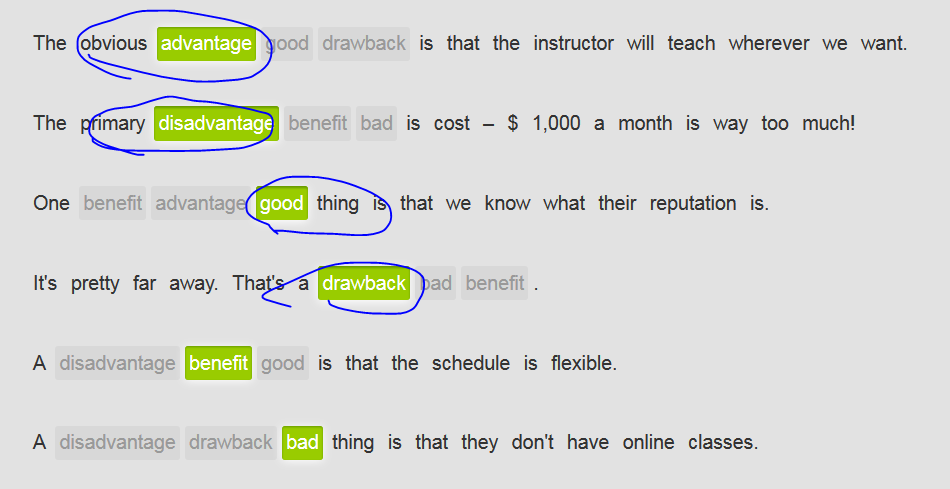
|  |  |
| --- | --- |
| Pros and cons | * pros * cons |
| advantages and disadvantages | The **advantage** is you can study **wherever** you want.  An obvious **disadvantage** is the cost. Compared with A, B is too expensive. |
| upsides and downsides | * 〔不利局面中〕好的一面，积极面The upside of an unpleasant / bad situation is the aspect of it that is more pleasant or positive.  E.g. Residents said the only **upside** would be a **boost to the island's economy**.  居民们说惟一好的方面会是对该岛经济的促进 e.g. **The upside of the whole thing** is that we got a free trip to Jamaica. 整个事情的好处是我们得到一次免费去牙买加的机会 * downside /ˈdaʊnˌsaɪd/: the negative part or disadvantage of something ;〔The downside of a situation is the aspect of it which is less positive, pleasant, or useful than its other aspects. 不利的一面某事物的〕不足之处，不利方面，缺点 e.g. **The downside of** this approach is a lack of clear leadership.  这种方式的不足之处是缺乏明确的指挥 |
| Benefits and drawbacks | * The benefit of something is the help that you get from it or the advantage that results from it. 益处; 成效 e.g. Another **benefit** is that the schedule is flexible. * /ˈdrɔːˌbæk/ drawback: [N-COUNT](javascript:;)A drawback is an aspect of something or someone that makes them less acceptable than they would otherwise be; a disadvantage of a situation, plan, product etc 不利因素；缺点，毛病 e.g.It’s a great city – the only **drawback** is the weather. 这是座很不错的城市，唯一的不足就是天气。 e.g. **The drawback** is we don't know their reputation. e.g.  He felt the apartment's only **drawback** was that it was too small.   他感觉这个公寓惟一的缺点就是太小 |
| good thing; bad thing | **A good thing** is we can start whenever we choose.  There's no live instructor. That's one **bad thing**. |

The advantages are obvious.

The xx have their obvious/outstanding advantages/disadvantages.

Another advantage/disadvantage is that …

One good thing/bad thing is that …



## Choose a training course for staff

Tactics: by comparison, see Venam’s diagram => pros and cons/upsides,downsides/benefits, drawbacks

|  |  |  |
| --- | --- | --- |
|  | **Objects** | |
| **Object’s element** | Online course | Live course |
| reputation |  |  |
| Cost/tuition |  |  |
| Instructor |  |  |
| schedule | Pros: flexible, whenever  Cons: |  |
| place | Wherever |  |

You are researching training courses for staff. Your supervisor, Peter, recommended an online course at United College with an instructor who taught at Yale. Tell your colleague what you know about it.

# Part4)Take a gap year

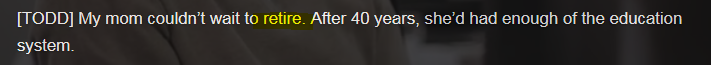
//[ 空档年，间隔年〔指中学毕业后上大学前的一年，有的年轻人利用这一年旅游、挣钱或积累工作经验〕**gap year: 注意连读** ] A gap year is a year between leaving **high school高中** and going to university, which some young people use as an opportunity to travel, earn money, or get experience of working





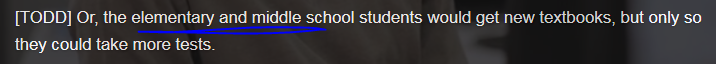
 and now she wanna learn Spanish.



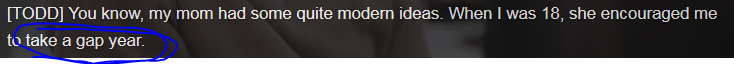




Right.



\



**//gap year: 注意连读**



//I’m all for sth = I’m an **proponent** for sth; If you are a proponent of a particular idea or course of action, you actively support it. (某观念或行为的) 支持者

**//I wish I had done sth 🡺 a subjunctive mood 虚拟语气**











|  |
| --- |
| [ 空档年，间隔年〔指中学毕业后上大学前的一年，有的年轻人利用这一年旅游、挣钱或积累工作经验〕**gap year: 注意连读** ]  A gap year is a year between leaving school and going to university, which some young people use as an opportunity to travel, earn money, or get experience of working; a year's break taken by a student between leaving school and starting further education  e.g. Some students choose to work in high-tech industries during their **gap year.**  e.g.      //I’m all for sth = If you are a **proponent** of a particular idea or course of action, you actively support it. (某观念或行为的) 支持者  //**[虚拟语气: a subjunctive mood]**   * I wish I **had done** sth 🡺针对“过去”的情况  e.g. I wish I **had gained** my MSc degree in SMU 10 year ago in Canada (which means I didn’t get that degree at that time), which is a subject I don’t wanna **dwell on**是一个我不想聊的话题。 * I wish I **were** a rich girl. 🡺针对“现在”的情况，我真希望我“现在”是个有钱人, which indicates that I’m not rich now. |
| [fail the grade] |
| 挂科; 未通过 (考试或课程) If you flunk an exam or a course, you fail to reach the required standard.  **[ 因为挂科而被退学: Sb. flunk out of school ]**  **[ flunk a subject; flunk my chemistry; flunk my geometry ]** |
| **[虚拟语气: a subjunctive mood]**   * I wish I **had done** sth 🡺针对“过去”的情况  e.g. I wish I **had gained** my MSc degree in SMU 10 year ago in Canada (which means I didn’t get that degree at that time), which is a subject I don’t wanna **dwell on**是一个我不想聊的话题。 * I wish I **were** a rich girl. 🡺针对“现在”的情况，我真希望我“现在”是个有钱人, which indicates that I’m not rich now.   e.g.      //[ 空档年，间隔年〔指中学毕业后上大学前的一年，有的年轻人利用这一年旅游、挣钱或积累工作经验〕**gap year: 注意连读** ] a year between leaving school and going to university, which some young people use as an opportunity to travel, earn money, or get experience of working; a year's break taken by a student between leaving school and starting further education |

## It's Test Time

sIt's August, and people are going back to college. They're also taking a lot of English language tests.

"The **trend** in language education is to give students tests many times a year," said Trevor, City College president. "In the 1990s, we only gave tests once a year."

The tests help the college **figure out** which students need special language classes, he said.

"If the student passes the test, he can continue in his regular classes." But what happens if the student doesn't pass? What if the student fails?

"If the student **fails the grade**, there are special classes that can help," Burke said. "Or, sometimes, he can take the test again."

## Talking about what's typical

|  |  |  |
| --- | --- | --- |
| You can use the following expressions to talk about what's typical. If the expression refers to a noun, use the preposition **for**; if the expression refers to a verb, use **to**. | | |
|  | |  |
|  |  |  |
|  | *It's* ***common for*** *older people to go back to school.* |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | *It's pretty* ***normal to*** *start college at 18.* |  |
| You can **add emphasis** to your statement by using **a double negative**. | | |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | *It's* ***not uncommon for*** *classes to start at 2 p.m.* |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  | *It's* ***not unusual to*** *study all night before a test.* |  |
|  | | |

**It's not surprising** that college costs are rising.

**It's the usual story** - work all day, study all night.

**It's pretty normal to** study all night before a test, or even just before **mocks模拟考试**.

**It's common** to go back to school when you're older.

**It's not unusual** for wealthy children to go to college. // **a double negative for emphasis**

**It's not uncommon** for classes to start at 9 a.m. // **a double negative for emphasis**

## Take a stand on an issue表态; 表明立场/态度

|  |
| --- |
| **[表态; 表明立场/态度: take a stand; take a stand on sth]**  e.g. Then you will think it useless to express an opinion, to **take a stand表达立场**, to make an impression; thenoises you have renounced increase the anxiety of your soul.  于是你将发现，陈述观点，表达立场，描绘想法都变得毫无价值；你宣布放弃的声音只是徒然增加灵魂的焦虑。  Ways to **take a stand** on an issue:   * 表示赞同，支撑 * I’m **all for** that. * I support it. * I totally **agree with you**. * I cannot **agree with** you anymore. * I’m a **proponent** for that. If you are a **proponent** of a particular idea or course of action, you actively support it. (某观念或行为的) 支持者 * I’m **in favour of** that. * Exactly. * Right * Oppose: * I’m going **against** that; I’m totally **against** that * I’m an **opponent** for that. * I **disagree with** it. * **I’m not for** that. * **That sounds good, but can I have some different thoughts?**   Match the two halves of the sentences. |
| * Propose 🡺 (**某观念或行为的) 支持者proponent:** If you are a **proponent** of a particular idea or course of action, you actively support it. * Oppose🡺 (**某观念或行为的) 反对者opponent**: someone who disagrees with a plan, idea, or system and wants to try to stop or change it |

## Education in the U.S. – **taking your stand**表明你的立场/态度/观点

I'm **in favor of** technology in education and, in fact, **it's quite common** for US colleges to use technology like internet tech or remote tech. For example, **it's not unusual** (=pretty usual) for students to get degrees online. I'm not surprised, because you can study **whenever** and **wherever** you want.

**There’s another growing trend** that students are buying electronic books, or e-books. **I totally support/I’m all for** the use of e-readers. You can read them on a mobile device – paper books are too heavy to carry! Also, I think it's wrong that paper books cost more than e-books. **It's not unusual** to pay $100 for a paper book. **I'm all for/I’m totally support** technology in education. I just wish that technology could help me pass Monday's test in math class!

## Write about education in your country – **take a stand** on education

Read the class assignment. Then write your response on the class discussion board. Remember to take a stand on the proposal and support your position with reasons and examples.

Type in the input box. Write 45-70 words. Use your own words where possible.

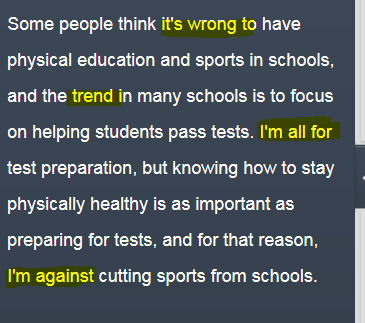
Class: Trends in Education

Professor Wilson

**Assignment:** Read the proposal below. Then **write your opinion, taking a stand (表明立场/观点)**. Support your opinion.

**Proposal:** Our school committee has proposed that the middle and high schools cut physical education and sports classes next year. Instead, students will have classes for test preparation. Students will have three hours of test preparation a week. These test preparation classes will be all year long.

e.g.

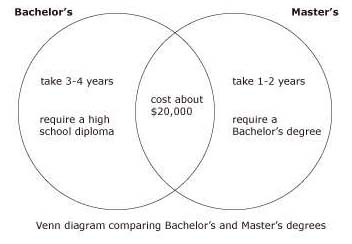


# Part 1) University study

## “Lexical resources” for university study大学学习很多专业词汇

* Lexical resource; A lexical resource (LR) is a database consisting of one or several dictionaries.
* **bursary** /ˈbɜːsərɪ/  a scholarship or grant awarded esp in Scottish and New Zealand schools, universities etc (尤指苏格兰及新西兰学校的)奖学金 (Also called bursarship)
* Yale, MIT, and Haword are the most **prestigious 声望的universities** in U.S. , you know, **the ivy league长春藤名牌大学　［ a prestigious professor; a prestigious institution ］**
* ivory V.S**. ivy league长春藤名牌大学**
* prospect => prospective students [prəu'spektiv] 未来的学生 //prosperity, prosperous
* two different modes of university instruction: professor’s lecture V.S. instructor’s seminar p**rofessor’s lecture 教授的讲座，人多V.S. instructor’s seminar** 研讨会，人少 e.g. Professor Ford’s **lectures** can be hard to follow, so you really have to pay attention.  
  e.g. We had a hot debate regarding whether investment in MBA is **worthwhile** in that **seminar**.
* 辅导课**Tutorials** are available to help you prepare for examinations.　有帮你备考的辅导课 ( tutor n)辅导老师 v. tutor sb　辅导sb., tutorial) e.g. Ken is such a good math student that he is **tutoring other students** 辅导其他学生at the Academic Resource Center this semester.
* 课外活动: extracurricular activities e.g. One of the best things/**merits好处** about university is the **extracurricular activities.** 好处之一是课外活动
* Semester/term: 1st semester
* Money paid for courses that were canceled will be **refunded** next week.
* 考试的成绩单　transcript ['trænskript, 'trænz-, 'trɑ:n-]
  + (根据录音或笔记整理的) 文字本something that has been transcribed; a written record (usually typewritten) of dictated or recorded speech e.g. he read a transcript of the interrogation  e.g. you can obtain a transcript of this radio program by sending a self-addressed envelope to the station
  + 考试的成绩单a reproduction复制品 of a written record (e.g. of a legal or school record)
* 挂科; 未通过 (考试或课程) **Sb. flunk out of school; [ flunk a subject; flunk my chemistry; flunk my geometry ]**  If you flunk an exam or a course, you fail to reach the required standard. E.g. Your son is upset because he **flunked a history exam**. 他没通过历史考试
* 学生的休息室Student lounge: lounge: In a hotel, university, museum, club, or other public place, a lounge is a room where people can sit and relax. 休息厅. E.g. In Korea’s National Museum, there’re tons of lounges for your relaxation.
* 宿舍dorm, dormitory: A dormitory is a large bedroom where several people sleep, for example, in a boarding school.
* Enrol, enrolment center: register formally as a participant or member
* An academic advisor: provide help for your questions and concerns regarding university subjects and course.
* The notice board on main hall
* Basic **protocols/rules** when studying university
* **Sb. major in xxx:学的xxx专业** e.g. When Sandy was an undergraduate, she **majored in history**.
* (学生写的) 短文academic essays: An essay is a short piece of writing on a particular subject written by a student.
* paper, dissertation /ˌdɪsəˈteɪʃən/   **[ Dissert Defense 论文辩论 ]**

A dissertation is a long formal piece of writing on a particular subject, especially for an advanced university degree. (学位) 论文 e.g. He is currently writing a **dissertation** on the Somali civil war.

* 维恩图解（英国逻辑学家维恩制定的一种类逻辑图解）**Venn diagram** “Venn Diagram” is a diagram that uses **circles** to represent set theory集合理论; the position and overlap of the circles indicate the relations among the sets. **We usually use “venn diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.**

## Row 1) lexical resources

* pivotal moment; pivotal point
* **Oxford and Cambridge (Oxbridge )**
* In contrast with the old-fashioned image of universities like Oxford and Cambridge, American universities are seen by some as more forward-thinking, **cutting-edge (with the advanced tech and innovative spirits, at the forefront of tech),** and progressive.
* gather /ˈɡæðə/

1.V-T/V-I If people gather somewhere, or if someone gathers people somewhere, they come together in a group. 聚集 e.g. In the evenings, we gathered around the fireplace and talked. 我们聚在壁炉旁聊天。

2.V-T If you gather things, you collect them together so that you can use them. 收集 e.g. I suggest we gather enough firewood to last the night. 捡拾足够的木柴来度过这个夜晚。

3. Gather up 收集 e.g. When Steinberg had gathered up his papers, he went out.

斯坦伯格收好文件后，走了出去

* (语言流利的)水平　If you show **proficiency** in something, you show ability or skill at it.例：

e.g. What’s your English proficiency? E.g Evidence of basic proficiency in English is part of the admissions requirement. 基本英语水平的证明是录取条件的一部分

* heartfelt /ˈhɑːtˌfɛlt/   Heartfelt is used to describe a deep or sincere feeling or wish. 衷心的 **[ heartfelt gratitude 衷心的感谢； 衷心的慰问 heartfelt sympathy ]**  e.g. Here I'd like to extend my most **heartfelt gratitude** to you all for whatever help you offered] e.g. My **heartfelt sympathy** goes out to all the relatives. 表示衷心的慰问

## Row2) discourse markers (discourse: 论述；谈话；演讲)

**Discourse markers**它把一句话或一段文字中的不同观点进行逻辑连接。这些标记在口语当中没有书面语那么常见，除非是非常正式的讲话。学习这些表示对比的discourse markers

??In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and does not change the meaning of the sentence, and has a somewhat empty meaning. Examples of discourse markers include the particles "oh", "well", "now", "then", "you know", and "I mean", and the connectives "so", "because", "and", "but", and "or".

|  |  |
| --- | --- |
| 和xxx不同**Unlike** many private universities, some public universities in the US are quite affordable. | 和许多私立大学不同，美国的一些公立大学非常便宜。 |
| Accounting is a very popular course. **Similarly**, statistics is hard to get into as well. | 会计是很热门的课程。同样，统计学也很难报上。 |
| The classes I took in high school were very easy **compared to** university courses. | 和大学课程相比，我在中学上的课非常简单。 |
| My **academic advisor** is very helpful. **In contrast/On the contrary/Conversely**, my physics professor is mean! | 我的学习顾问太热心了。相比之下，我的物理教授可够小气的！ |
| My parents don't think I study enough. **On the contrary/In contrast/Conversely,** I study constantly. | 我父母觉得我学得还不够。与此相反，我的学习从未间断。 |
|  |  |
| **Even though/If/although** my university is very expensive, I think it's a good investment; it’s worth it. | 虽然我上的大学很贵，但我认为这是很好的投资。 |
| He's very interested in medicine, **even though/even if/although** he loves history too. | 他对医学很感兴趣，虽然他也酷爱历史。 |
| I thought my roommate was bad. **By comparison**, your roommate is an even worse pig! | 我觉得我的室友已经够坏的了。可相比之下你的室友简直是只猪！ |
| Lectures can have hundreds of students, **whereas (by comparison, but/however**) seminars can have very few. | 听讲座的学生可以有几百人，然而, 研讨会可能只有寥寥数人。 |

## Comparison between British university V.S. U.S. university

We usually use “venn [vɛn] diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.

* In the past, British universities were considered more prestigious声望的 compared to their American counterparts.
* In contrast with the old-fashioned image of universities like Oxford and Cambridge, American universities are seen by some as more forward-thinking, **cutting-edge (with the advanced tech and innovative spirits, at the forefront of tech),** and progressive.
* Although British universities like **Oxford and Cambridge (Oxbridge )** are seen as being steeped in tradition, individual departments and tutors may be working at the **cutting edge**.
* Unlike **Oxford and Cambridge (Oxbridge )** universities, certain American universities, such as MIT or Stanford, may be seen by **prospective students** as not established enough. On the contrary , these institutions attract the highest funding and some of the brightest academic minds.

## Similar->same; different->poles apart

|  |  |
| --- | --- |
| Same or similar (by comparison) | Different (by comparison) |
| Very much the same as | like night and day |
| Identical to sth | bears no resemblance to sth |
| Have a lot in common | be pole[s a]part; be poles apart from sth /z/  \* literal meaning: 完全分开的极点  \* figurative meaning: 截然相反(的观点，意见)；天壤之别；大相径庭 = [world of difference](file:///C:\Users\IBM_ADMIN\AppData\Local\Youdao\Dict\Application\7.5.0.0\resultui\dict\?keyword=world%20of%20difference&lang=en) V.S. disparate 迥然不同的  e.g. My view **is poles apart from** Jim’s, which means we have totally **disparate ideas.** 我的观点与吉姆的观点**截然相反**, 我们有着**迥然不同的观点**  e.g. The challenges are huge, not least because planes and submarines **are normally poles apart.** 飞机和潜艇走了**截然相反的**两条路。 e.g. There is no need to keep arguing; obviously, we have such **disparate /ˈdɪspərɪt/ opinions.** You know, we’re just **poles apart (截然相反).** |
|  | A和B没有可比性(means “天壤之别；大相径庭”)：   |  | | --- | |  |  * Comparing A with B is just like comparing apples and oranges; comparing **chalk粉笔** and cheese. * There is no comparison between A and B. They’re just totally **pole[s a]part (截然相反；天壤之别；大相径庭).** OK? * A is really removed **far away from** B. They’re just totally **pole[s a]part (截然相反；天壤之别；大相径庭).** OK? |
|  | disparate /ˈdɪspərɪt/  1. Disparate things are clearly different from each other in quality or type 迥然不同的(观点, view,想法, perspectives) **[迥然不同的观点: disparate ideas; 迥然不同的价值观 disparate sense of value]**  e.g. Scientists are trying to pull together **disparate ideas** in astronomy. 把天文学界各种**迥然不同的观点**汇集起来。 e.g. My view **is poles apart from** Jim’s, which means we have totally **disparate ideas.** 我的观点与吉姆的观点**截然相反**, 我们有着**迥然不同的观点**  eg. Obviously, we have **disparate sense of value and sense of marriage**, finally, we got divorced.  e.g. There is no need to keep arguing; obviously, we have such **disparate opinions.** You know, we’re just **poles apart (截然相反).**  2. ADJ A disparate/ˈdɪspərɪt/ thing is made up of very different elements. 多元的 **[ 多元化的国家 a disparate nation ]** e.g. U.S. is a very **disparate /ˈdɪspərɪt/ nation**, with enormous regional and cultural differences. It’s full of diversity一个多元化的国家  e.g. Hk is a very **disparate/ˈdɪspərɪt/ semi-autonomous city** with enormous regional and cultural differences |

## Row3) Comparing two different modes of university instruction: professor’s lecture V.S. instructor’s seminar

**Whenever you want compare object A and object B, use the “Venn** venn [vɛn] **Diagram” mindset as follows for comparison and contrast. We usually use “venn diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.**

Although these **modes of instruction** have their differences, both are integral构成整体所必须的 to universities.

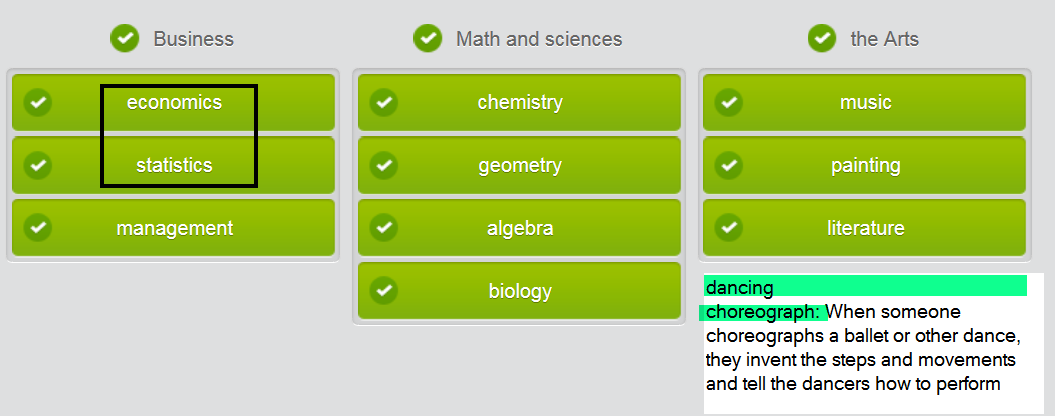
|  |  |  |
| --- | --- | --- |
| **“Venn Diagram” mindset** | Object A (Lecture **教授的讲座)** | Object B ( Seminar　小组研讨会) |
| **Elements of objects that are compared** | **lectures** given by a **professor** | Seminar is guided by **an instructor** |
| Large scope: There might be hundreds of students attending a professor’s lecture | Seminars you attend will usually have fewer students than lectures, normally less than 10 persons |
| One-way affair, only professor is talking. Very few chance to discuss or debate | Two-way interactive between instructor and student, or among students: debate is encouraged |
| Students hold heavy burdens; burdens fall on students | Share responsibility |
| Boring | Lively, so more popular |

## Listen: as students are shown around a university on their first day



# Part 2) Talking about classes in universities

## School subjects (课程)



|  |  |
| --- | --- |
| Arts | Literature: Novels, plays, and poetry are referred to as literature, especially when they are considered to be good or important. 文学 |
| Linguistics: the scientific study of language 语言学 |
| **Phonology: /fəˈnɒlədʒɪ/**  In linguistics, phonology is the study of speech sounds in a particular language. 音韵学 |
| History: You can refer to the events of the past as history. You can also refer to the past events which concern a particular topic or place as its history. 历史 |
| Anthropology: Anthropology is the scientific study of people, society, and culture. 人类学 2人类学家 anthropologist |
| * Archaeology: /ˌɑːkɪˈɒlədʒɪ/ 考古学的 archaeological [,ɑrk**ɪə**'lɑdʒɪkl]; archaeologist  [,ɑːkɪ'ɒlədʒɪst]   Archaeology is the study of the societies and peoples of the past by examining the remains of their buildings, tools, and other objects. 考古学 **[archaeology and museology /ˌmjuːzɪˈɒlədʒɪ/ 考古学及博物馆学 ;** 考古发现: archaeological [,ɑrk**ɪə**'lɑdʒɪkl] discoveries]  **V.S. /ˌɑːkɪˈpɛlɪˌɡəʊ/ archipelago: An archipelago is a group of islands, especially small islands. 群岛; 列岛**  e.g. #实用对话# Wife: Sweetie, have you heard of the Terracotta Army[,tɛrə'kɑtə] from China? 亲爱的，你听说过秦陵兵马俑吗？ // terracotta 赤土陶器; Terracotta Army 秦陵兵马俑  Husband: Sure. Terracotta Army is among the greatest archeological[,ɑrkɪə'lɑdʒɪkl] discoveries in the 20th century. 秦岭兵马俑是20世纪最伟大的考古发现之一。  Wife: You know what? The British Museum will hold its special exhibition next month. 大英博物馆下月要推出兵马俑的特别展览。  Husband: Oh My god. Let’s book the tickets ASAP. 天呐。让我们尽快订票。 |
| **museology** /ˌmjuː**zɪ**ˈɒlədʒɪ/ **[ archaeology and museology考古学及博物馆 ]** the science of museum organization 博物馆学 |
| Politics: Politics are the actions or activities concerned with achieving and using power in a country or society. |
| Science  Science | Astronomy: /əˈs**drɒ**nəmɪ/; astronomical  [,æs**dr**ə'n**ɑ**mɪkl]; **astronomer /əˈstrɒnəmə/天文学家**  **Astronomy** is the scientific study of the stars, planets, and other natural objects in space. 天文学; **astronomer** /əˈs**tr**ɒnəmə/  An astronomer is a scientist who studies the stars, planets, and other natural objects in space. 天文学家 //stellar [ˈstelər] adj. 星的；星球的；主要的；一流的 a stellar employee |
| * Astrology: /əˈs**dr**ɒlədʒɪ/; astrological  [,æs**drə**'lɔdʒikəl]; astrologist/astrologer [ə's**dr**ɑlədʒɪst]  [ə'strɒlədʒə]占星家   Astrology is the study of the movements of the planets, sun, moon, and stars in the belief that these movements can have an influence on people's lives. 占星学 |
| pathology /pəˈθɒlədʒɪ/; pathological /ˌ**pæθə**ˈlɒdʒɪkəl/; pathologist/pəˈθɒlədʒɪst/病理学家  **Pathology** is the study of the way diseases and illnesses develop. 病理学  A **pathologist** is someone who studies or investigates diseases and illnesses, or who examines dead bodies in order to find out the cause of death. 病理学家  🡺  **Pathological** /ˌpæθəˈlɒdʒɪkəl/  1.ADJ You describe a person or their behaviour as pathological/ˌpæθəˈlɒdʒɪkəl/ when they behave in an extreme and unacceptable way, and have very powerful feelings that they cannot control. 病态的 e.g. He experiences chronic, almost **pathological** jealousy.经受着长期的、近乎病态的嫉妒 E.g. He's a **pathological** liar. 他是个近乎病态的说谎  2.ADJ Pathological means relating to pathology or illness. 病理学的; 病理的 e.g. ...pathological conditions in animals. …动物的病理状况 |
|  |
| Algebra: Algebra is a type of mathematics in which letters are used to represent possible quantities. 代数 |
| Calculus: /ˈkælkjʊləs/  Calculus is a branch of advanced mathematics which deals with variable quantities. 微积分学 |
| Geometry: Geometry is the branch of mathematics concerned with the properties and relationships of lines, angles, curves, and shapes. 几何学 e.g. ...the very ordered way in which mathematics and geometry describe nature.  …数学和几何学描述自然的条理性。The geometry of an object is its shape or the relationship of its parts to each other. 几何图形; 几何结构    How would you describe this shape to sb. What information would you give?   * **Shape**: with how many points (e.g. polygon多边形) * **Location**: top-left corner of the page; top-right corner; bottom-left corner, bottom-right corner; top-middle; bottom-middle * **Direction**: e.g. with one point upwards; with one point downwards; with one point directing to the top-left corner * **Size**: e.g. one finger width; with 4cm diameter/radius ['redɪəs] * **Filled-in or not filled-in: 实心/空心** * **the relationship of its parts to each other** |
| Biology: biologist; Biology is the science which is concerned with the study of living things. 生物学 |
| Chemistry; **chemist ['kɛmɪst]:** Chemistry is the scientific study of the structure of substances and of the way that they react with other substances. 化学 |
| Biochemistry;  **biochemist ['baɪo'kɛmɪst]** n. 生物化学家  Biochemistry is the study of the chemical processes that occur in living things. 生物化学 |
| Physics ['fɪzɪks]; physi**cist** /ˈfɪzɪsɪst/  Physics is the scientific study of forces such as heat, light, sound, pressure, gravity, and electricity, and the way that they affect objects. 物理学 [...the laws of physics…物理学定律 ] A physi**cist**/ˈfɪzɪsɪst/  is a person who does research connected with physics or who studies physics. 物理学家 |
| Geology: 1.N  Geology is the study of the Earth's structure, surface, and origins. 地质学,  地质学家 geologist e.g. Geologists have studied the way that heat flows from the earth. 地质学家们已经研究了热量从地表流出的方式。  3.N The geology of an area is the structure of its land, together with the types of rocks and minerals that exist within it. 地质状况 e.g. ...the geology of Asia. …亚洲的地质状况 |
| Geography:  /dʒɪˈɒɡrəfɪ/  1.N Geography is the study of the countries of the world and of such things as the land, seas, mountains, climate, towns, and population. 地理学  2.N The geography of a place is the way that features such as rivers, mountains, towns, or streets are arranged within it. 地形 e.g. ...policemen who knew the local geography. …了解当地地形的警察们 |
| Topography /təˈpɒɡrəfɪ/ V.S. topology    1.N Topography is the study and description of the physical features of an area, for example, its hills, valleys, or rivers, or the representation of these features on maps. 地形学  2.N-COUNT The topography of a particular area is its physical shape, including its hills, valleys, and rivers. 地形 e.g. The topography of the river's basin has changed significantly since the floods. 洪水过后，这条河的流域地形已经明显改变了 |
|  |
|  | philosophy V.S. psychology   * philosophy:  is the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live. 哲学 |
|  | religious education宗教教育   * [Accounting](http://www.smu.ca/academics/accounting.html) ; [Anthropology](http://www.smu.ca/academics/anthropology.html)['ænθrə'pɑlədʒi] n. 人类学 * [Astrophysics](http://www.smu.ca/academics/astrophysics.html) [,æstro'fɪzɪks]  n. 天体物理学 * [Criminology](http://www.smu.ca/academics/criminology.html): ,krɪmɪ'nɑlədʒi] . 犯罪学；刑事学 * [Environmental Science](http://www.smu.ca/academics/environmental-science.html); [Environmental Studies](http://www.smu.ca/academics/environmental-studies.html) * [Film Studies](http://www.smu.ca/academics/film-studies.html); [Finance](http://www.smu.ca/academics/finance.html) * [Forensic Science](http://www.smu.ca/academics/forensic-science.html) /fəˈrɛnsɪk/ |
|  | * mythology: [mi'θɔlɔdʒi] n. 神话；神话学 |

## 1st row University course requirements

## Study in college

People often think that getting into college is the hard part but that once they are in, it’s party time. In the US, at least, this is a mistaken notion that educators and teachers must struggle hard to overcome.

All US colleges and universities have general **education requirements** which must be fulfilled in order to graduate. This means, for example, that even if your **major** is English you will still have to pass a calculus course in order to complete your degree. For generalists this doesn’t pose much of a problem. But for those who are focused only on one specialty subject, general education requirements can cause major problems.

Most schools require general English, math, basic science, chemistry, and history courses for all students—whether your major is Music or Mechanical Engineering.  
Students often work hard in high school and then expect to spend their first year of university having fun and partying with their friends. For many students, this may be the first time in their lives when they are independent and living away from their parents. For some, it’s a rough adjustment. It’s not uncommon for students who did well in high school to flunk out of school their first year. Schools have a special category called “Academic Probation” for those students who must improve their grades or face getting kicked out.

Luckily, most schools have resources available to students adjusting to their first year of school: academic skills centers offer tutors in a wide range of subjects to help struggling students. In addition, many schools allow students to take their first year courses over again if they do poorly—for a fee, of course.

With some awareness that university life demands hard work, diligence and dedication, students can avoid first year headaches and continue to enjoy success.

## 2nd row &3rd row& 4th row: all dialogues

# Part 3) Debating **the merits优点好处; 价值 of further education**

## lexical resources

* **Discourse marker**: In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and **does NOT change the meaning of the sentence, and has a somewhat/to some degree empty meaning**. Examples of discourse markers include the particles "oh", "well", "now", "then", "you know", and "I mean", and the connectives "so", "because", "and", "but", and "or".
* heartfelt /ˈhɑːtˌfɛlt/   Heartfelt is used to describe a deep or sincere feeling or wish. 衷心的 **[ heartfelt gratitude 衷心的感谢； 衷心的慰问 heartfelt sympathy ]**  e.g. Here I'd like to extend my most **heartfelt gratitude** to you all for whatever help you offered] e.g. My **heartfelt sympathy** goes out to all the relatives. 表示衷心的慰问
* merit /ˈmɛrɪt/

1.If something has merit, it has good or **worthwhile** qualities. 优点; 价值 e.g.

The argument seemed to have considerable merit. 这个论点似乎有相当大的价值。 Let’s debate the **merits** of studying MBA, do you think is it worth of it?

2.**The merits of something are its advantages or other good points. XXX（学习，深造）的好处 [ the merits of further education; the merits of overseas studies ]** e.g. They have been persuaded of **the merits of peace** 认识到了**和平的好处**。

3 .V-T If **sb. or sth merits a particular action or treatment, they deserve it. “merit sth = deserve sth”** 应受到,值得 e.g. He said he had done nothing wrong to **merit/deserve a criminal investigation.** 不应该受到刑事调查 e.g. Vivian, our **stellar**星的;一流的 IBM employee, **merits/deserves** manager’s applause and the “ID start” awards.

* ecological ekə-,-**'lɔdʒik**]
* **emerging affluents 暴发户; the so-called emerging affluents: 所谓的暴发户 V.S. a self-made millionaire ...一位白手起家的百万富翁; a self-made businessman ]**
* **If something is worthwhile**, it is enjoyable or useful, and **it’s worth your time, money, or effort that is spent on it.** 值得花时间和精力去做的的
* **Phonology: /fəˈnɒlədʒɪ/**  In linguistics, phonology is the study of speech sounds in a particular language. 音韵学
* **contention /kənˈtɛnʃən/**1.N- Someone's **contention** is the idea or opinion that they are expressing in an argument or discussion. (辩论或讨论中表达的) 观点 **[ 我的观点是It’s my contention that xxxx ] e.g. It is my contention that** death and murder always lurk as potentials in violent relationships. 我的观点是，在暴力关系中总是潜伏着死亡和谋杀的可能。

2.N- If something is **a cause of contention**, it is a cause of disagreement or argument. **争论缘由** e.g. His case has become **a cause of contention** between civil liberties activists and the government. 他的案子已变成了公民自由活动家们和政府之间的**争论缘由**。

* **我还是认为xxx;我还是保留我的观点； I maintain (my contention) that** there are much better ways to spend your money than on an MBA.
* **不是说XXX: Isn't it the case that** having an MBA will likely get you a higher starting salary?
* **这就说到我的重点了: This leads to my main point:** MBAs are nothing but a big
* 诈骗: scam/shenanigan/fraud

shenanigan [ʃi'næniɡən]

* + **恶作剧** reckless or malicious behavior that causes discomfort or annoyance in others, **shenanigan = prank call, mischief, hoax**
  + **诈骗** the use of tricks to deceive someone (usually to extract money from them) **[ business scam; business fraud, business shenanigan 商业诈骗 ]** e.g. Another **business shenanigan** was exposed in the newspaper today.
* **反过来看: The flip side of sth is that xxx** e.g. **The flip side of** that argument is that it's not an expense, but an investment反过来看，这不是花费，而是投资
* **Tantalize sb./ˈtæntəˌlaɪz/; 2.逗引性的, 撩人的 tantalizing**

1.If someone or something **tantalizes you**, they make you feel hopeful and excited about getting what you want, usually before disappointing you by not letting you have what they appeared to offer. (以可望而不可及之物) 逗引 e.g. ...the dreams of democracy that have so **tantalized them**. …让他们可望而不可及的民主梦想。 E.g. A tantalizing aroma of roast beef fills the air. 烤牛肉 **诱人(撩人的)的** 香味弥漫在空气中

|  |  |
| --- | --- |
|  | 。 |

## Indefinite pronouns不定代词

An **indefinite pronoun** is a pronoun such as "someone," "anything," or "nobody," that you use to refer in a general way to a person or thing. 不定代词

## Discussing and debating your **contention**观点

|  |  |
| --- | --- |
| **It's my contention观点 that** an MBA is **worthwhile**, you know, well worth the expense.  // If something is worthwhile, it is enjoyable or useful, and worth the time, money, or effort that is spent on it. 值得花时间去做的的 | **我的观点是**，MBA的学费物有所值。 |
| **I maintain my contention观点 that** there are much better ways to spend your money than on an MBA. | **我还是认为(我还是保留我的观点)**你的钱可以花在比MBA更值的地方。 |
| **Isn't it the case that** having an MBA will **观点**get you a higher starting salary and easy-to-go U.S. visa? | **不是说**有MBA学历会让你的起薪更高吗？ |
| **This leads me to my main point:** MBAs are nothing but a big scam/shenanigan/fraud**骗局**. | **这就说到我的重点了**：MBA就是一个彻底的**骗局**。 |

质疑观点(doubt on sb’s contention)也有很多方式

|  |  |
| --- | --- |
| **I've yet to see any evidence that** MBAs get you a better job and salary. | 我 **还没有看到** 任何证据表明MBA学历可以让你得到更好的工作和更高的薪水。 |
| **The flip side of that** argument is that it's not an expense, but an investment. | **反过来看**，这不是花费，而是投资。 |
| **I would still say that** there are better ways to spend your money. | **我还是认为**你的钱可以花在更值的地方。 |
| **We'll have to agree to disagree on this topic.** | **我们要允许对这个话题有不同看法。** |

|  |
| --- |
|  |

## 4th row Debating **the merits of** further education (好处，优点) (a dialogue)

Your colleague is a self-made businessman 白手起家. He does not believe that advanced education is valuable. Argue in favor of education

# Part 4 ) Comparing schools

**Whenever you want compare object A and object B, use the “Venn** [vɛn] **Diagram” mindset as follows for comparison and contrast. We usually use “venn diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.**

## similar->same; different->poles apart

|  |  |
| --- | --- |
| Same or similar (by comparison) | Different (by comparison) |
| Very much the same as | like night and day |
| Identical to sth | bears no resemblance to sth |
| Have a lot in common | be pole[s a]part; be poles apart from sth /z/  \* literal meaning: 完全分开的极点  \* figurative meaning: 截然相反(的观点，意见)；天壤之别；大相径庭 = [world of difference](file:///C:\Users\IBM_ADMIN\AppData\Local\Youdao\Dict\Application\7.5.0.0\resultui\dict\?keyword=world%20of%20difference&lang=en) V.S. disparate 迥然不同的  e.g. My view **is poles apart from** Jim’s, which means we have totally **disparate ideas.** 我的观点与吉姆的观点**截然相反**, 我们有着**迥然不同的观点**  e.g. The challenges are huge, not least because planes and submarines **are normally poles apart.** 飞机和潜艇走了**截然相反的**两条路。 e.g. There is no need to keep arguing; obviously, we have such **disparate /ˈdɪspərɪt/ opinions.** You know, we’re just **poles apart (截然相反).** |
|  | A和B没有可比性(means “天壤之别；大相径庭”)：   |  | | --- | |  |  * Comparing A with B is just like comparing apples and oranges; comparing **chalk粉笔** and cheese. * There is no comparison between A and B. They’re just totally **pole[s a]part (截然相反；天壤之别；大相径庭).** OK? * A is really removed **far away from** B. They’re just totally **pole[s a]part (截然相反；天壤之别；大相径庭).** OK? |
|  | disparate /ˈdɪspərɪt/  1. Disparate things are clearly different from each other in quality or type 迥然不同的(观点, view,想法, perspectives) **[迥然不同的观点: disparate ideas; 迥然不同的价值观 disparate sense of value]**  e.g. Scientists are trying to pull together **disparate ideas** in astronomy. 把天文学界各种**迥然不同的观点**汇集起来。 e.g. My view **is poles apart from** Jim’s, which means we have totally **disparate ideas.** 我的观点与吉姆的观点**截然相反**, 我们有着**迥然不同的观点**  eg. Obviously, we have **disparate sense of value and sense of marriage**, finally, we got divorced.  e.g. There is no need to keep arguing; obviously, we have such **disparate opinions.** You know, we’re just **poles apart (截然相反).**  2. ADJ A disparate/ˈdɪspərɪt/ thing is made up of very different elements. 多元的 **[ 多元化的国家 a disparate nation ]** e.g. U.S. is a very **disparate /ˈdɪspərɪt/ nation**, with enormous regional and cultural differences. It’s full of diversity一个多元化的国家  e.g. Hk is a very **disparate/ˈdɪspərɪt/ semi-autonomous city** with enormous regional and cultural differences |

## lexical resources

* in no time [戏谑语]立刻，马上，一眨眼工夫，很快地[亦作 in no time at all] e.g. At Saint Mary’s, it’s easy to find your place. With our small class sizes and friendly campus culture, you’ll have plenty of opportunity to make new friends, quickly. Join a [society](http://www.smu.ca/international/societies.html) or take part in one of our [international student events](http://www.smu.ca/international/international-student-events.html), organized by [Students Acting for Global Awareness Group (SAGA)](http://www.smu.ca/international/saga.html) volunteers, and you’ll feel comfortable in no time.
* 省略号 ellipses [ɪ'lɪpsiz] (…) V.S. ellipse/oval 椭圆形.
* eclipse: vt. 使黯然失色；形成蚀 n. 日蚀，月蚀；黯然失色;
* elapse /ɪˈlæps/  (elapsing,elapsed,elapses) 1.V-I When **time elapses,** it passes. (时间) 流逝 e.g. Forty-eight hours have **elapsed** since his arrest. 他被捕后48小时已经过去了。
* intestine [ɪn'tɛstɪn]   [ anatomy ] **解剖(**. 肠**)**   
  Your **intestines** are the tubes in your body through which food passes when it has left your stomach. E.g . This area is always tender to the touch if the **intestines** are not functioning properly. 如果肠功能不正常的话
* **Colon: [**anatomy**] 结肠; colonic [kə'lɔnik]** 冒号  
  Your colon is the part of your **intestine** [ɪn'tɛstɪn] 肠 above your rectum. 结肠 **[ 结肠癌 colon cancer ]** e.g. In the U.S., there are 60,000 deaths a year from **colon cancer**.
* **[ A prestigious institution/university/job/event/professor** ] is respected and admired by people. 有声望的(学校，大学，工作，活动)　e.g. It's one of the best equipped and most **prestigious** schools in the country. 最有声望的学校之一
* If you’d like to **take advantage of/use利用** our free airport pick-up for international students, give the international Centre your complete arrival information at least 72 hours in advance
* **Discourse marker**: In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and **does NOT change the meaning of the sentence, and has a somewhat/to some degree empty meaning**. Examples of discourse markers include the particles "oh", "well", "now", "then", "you know", and "I mean", and the connectives "so", "because", "and", "but", and "or".
* **vocation** /vəʊˈkeɪʃən/, **vocational** **[ 职业培训 vocational training ]**
  + 1. If you **have a vocation**使命感, you have a strong feeling that you are especially suited to do a particular job or to fulfill a particular role in life, especially one that involves helping other people. e.g. It could well be that he **has a real vocation. 有种真正的使命感**。
  + 2. If you refer to your job or profession as your vocation, you feel that you are particularly suited to it. 适合的职业 e.g. Her vocation is her work as an actress. 她适合的职业就是当演员 => Vocational training and skills are the training and skills needed for a particular job or profession. 职业的 **[ 职业培训 vocational training ]** e.g. ...a course designed to provide **vocational training** in engineering. …为提供工程学职业培训而设计的一门课程

## 1st row: Punctuation marks

A punctuation mark is a symbol such as a period, comma, or question mark that you use to divide written words into sentences and clauses. 标点符号

* 省略号 ellipses [ɪ'lɪpsiz]:  In linguistics, ellipsis means leaving out words rather than repeating them unnecessarily; for example, saying "I want to go but I can't" instead of "I want to go but I can't go." (语言学中的)省略; 2. a sequence of three dots (…) indicating an omission in text 省略号 e.g. Click the browse or ellipses (…) icon next to Small icon. 点击小图标旁边的浏览器或者省略号（…）图标
* **[解剖] 结肠；**冒号 : colon
  + 1. A colon is the punctuation mark : which you can use in several ways. For example, you can put it before a list of things or before reported speech. 冒号
  + 2. Your colon is the part of your **intestine [ɪn'tɛstɪn] 肠 above your rectum. 结肠 [ 结肠癌 colon cancer ], colonic [kə'lɔnik]** e.g. In the U.S., there are 60,000 deaths a year from colon cancer. 在美国，每年有６万人死于结肠癌
* **分号; semicolon:**A semicolon is the punctuation mark ; which is used in writing to separate different parts of a sentence or list or to indicate a pause. (；); The semicolon is used to combine two very closely related sentences or to separate a series of phrases or clauses that are long.
* **感叹 ! exclamation mark: ˌɛkskləˈmeɪʃən/**An exclamation is a sound, word, or sentence that is spoken suddenly, loudly, or emphatically and that expresses excitement, admiration, shock, or anger. 惊叫; The exclamation mark is usually used after an interjection or exclamation to indicate strong feelings or high volume.
* **撇号 ` apostrophe /əˈpɒstrəfɪ/**
  + An apostrophe is the mark ' when it is written to indicate that one or more letters have been left out of a word for **contraction**缩写, as in "isn't" and "we'll." It is also added to nouns to form **possessives**, as in "Mike's car."
  + 2. a digression from a discourse, esp an address to an imaginary or absent person or a personification 呼语; 尤指对不在场者或拟人事物所说话语
* , comma ['kɔmə] a punctuation mark (,) used to indicate the separation of elements within the grammatical structure of a sentence
* # hash sign, hash tag
  + A hash is the sign #, found on telephone keypads and computer keyboards. 井号键
  + If you **make a hash of a job or task, you do it very badly, messy it up or screw it up把…弄糟** e.g. The government **made a total hash of** things and squandered a small fortune. 政府把事情弄得一团糟
* **破折号dash:**A dash is a straight, horizontal line used in writing, for example, to separate two main clauses whose meanings are closely connected. 破折号 e..g ...the dash between the birth date and death date. 2009-20-12 …生卒日期之间的破折号
* **连字符hyphen:**A hyphen is the punctuation sign used to join words together to make a compound, as in "left-handed." People also use a hyphen to show that the rest of a word is on the next line. E.g. non - renewable resources
* **脱字符号 ^ caret:**   
  a symbol (‸) used to indicate the place in written or printed matter at which something is to be inserted. E.g. When you’re reviewing a PDF file, use the **caret** to insert your comments. e.g. A set that begins with a caret (^) matches any character NOT included in the set.  以脱字符号 (^) 为开头的集合将匹配集合中不包括的所有字符
* **& ampersand = and**, a punctuation mark (&) used to represent conjunction (and) e.g. A&&B = A and B
* asterisk
* () parenthesis =>plural form: parenthe**ses**; Use parentheses to enclose words or figures that clarify or are used as extra information.
* [] square bracket
* angle bracket:
* {} curly bracket
* | pipe
* \ backslash V.S. / slash or forward slash
* ? question mark: A question mark is the punctuation mark ? which is used in writing at the end of a question. 问号
* “ “ double quotation mark: Quotation marks are punctuation marks that are used in writing to show where speech or a quotation begins and ends. They are usually written or printed as “...”. 引号
* ‘ ‘ single quotation mark

## Why is punctuation is so important

When we speak, we are able to use body language to help emphasize what we mean. We raise our voices or speak quietly, we gesture with our hands, we use facial expressions to enhance our words. These movements and reactions are natural to use and we accompany our words as we speak without even thinking about what gestures we make. These gestures, intonation and tone serve as punctuation to our speech and help our listeners understand our thoughts, mood and meaning. Think about it, if you spoke to someone always in the same tone, without any kind of expression on your face, without moving your hands and your body an inch, they would probably think that there is something wrong with you.

However, in writing, none of these tools are available and expressing meaning and tone becomes more complicated. This is when punctuation comes into play. Paying attention to where we place our commas and exclamation marks allows us to do a pretty good job when putting into words exactly what we want to say

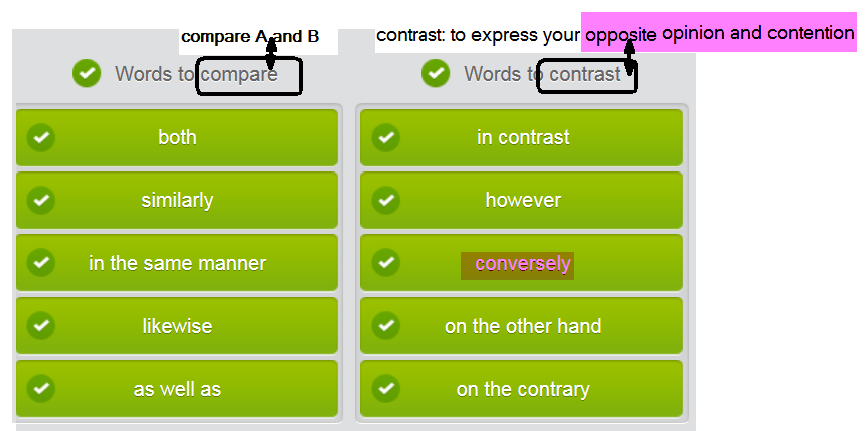
The most commonly used punctuation mark is the period (.) which should appear at the end of every sentence. This rule is applicable unless there is an exclamation mark or a punctuation mark at the end of the sentence – in this case there is no need to add a period. The period is used to show the end of a sentence and that another new sentence with another idea or thought will begin. It is important to place periods where necessary or you will end up with a very long sentence that is difficult to understand for the reader and could be easily misunderstood.

The second-most familiar punctuation mark is the comma (,). It is used to indicate a minor but necessary pause, and its proper use is a must for good writing. It’s very easy to forget about placing commas in the right place but if you don’t, your text could be easily misunderstood. Usually we place commas where you would naturally pause when speaking, after subordinate clauses, when we list things, and in other instances.    
  
**The semicolon (;)** is used to combine two very closely related sentences or to separate a series of phrases or clauses that are long or have punctuation like commas within them.  
  
**The exclamation mark (!)** is usually used after an interjection or exclamation to indicate strong feelings or emotion, and often marks the end of a sentence.

**The question mark (?)** is used at the end of a sentence with no extra period. It turns a sentence into a query and can also be used to indicate uncertainty or incredulity.  
  
**Single or double quotation marks (“, ‘)** mean either speech or a quotation. Neither style is an absolute rule, though double quotation marks are preferred in the United States, and both single and double quotation marks are used in the United Kingdom.  
  
**Use parentheses [ (xxx)   ]** to enclose words or figures that clarify or are used   
as extra information. Use full parentheses to enclose numbers or letters used for listed items. Three periods go inside the parentheses if you want to show that an entire sentence is missing inside the parentheses. Note that the singular form of parentheses (which usually come in twos) is parenthesis.  
  
**Use ellipsis (…)** marks when omitting a word, phrase, line, paragraph, or more from a quoted passage.

**The apostrophe ( ‘)** is used with contractions and is always placed at the spot where the letter(s) has been removed. It can also be used to show possession, and it is usually placed before the s to show singular possession.

## 2nd row: Compare &(ampersand) contrast



## STOP >1st tab dialogue

## STOP: 2nd row >2nd tab > dialogue

## Debating and comparing universities and colleges

Not: use Venn [vɛn] diagram mindset for comparison and contrast notice the consistent order. We usually use “venn diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.



## STOP: 2nd row>3rd tab > dialogue

## STOP: 2nd row> 4th tab > dialogue “Differences between universities and colleges”

Listen to the professor talking about the differences between universities and colleges. Which **discourse markers** does he use to describe their differences and similarities.

**Discourse marker**: In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and does NOT change the meaning of the sentence, and has a somewhat/to some degree empty meaning. Examples of discourse markers include the particles "oh", "well", "now", "then", "you know", and "I mean", and the connectives "so", "because", "and", "but", and "or".

* Similarly
* at the same time/meanwhile
* **Nevertheless [,nɛvɚðə'lɛs] V.S. nonetheless /ˌnʌnðəˈlɛs/**
  + **nevertheless [,nɛvɚðə'lɛs]**  You use nevertheless when saying something that **contrasts with** what has just been said. 然而 e.g. **Nevertheless**, the difference should not be ignored. 然而，这样的差距不应被忽略e.g. The news may be unexpected; **nevertheless**, it is true. 这消息可能是出乎意料的，然而是真实的 e.g. **Although** the market has been flat, residential property costs remain high. **Nevertheless**, the fall-off in demand has had an impact on resale values. 然而需求的减少还是对二手房价格产生了影响
  + **nonetheless** /ˌnʌnðəˈlɛs/ 仍然,然而 e.g. There was still a long way to go. Nonetheless, some progress had been made. 仍然有很长的路要走。不过还是取得了一些进步
* even though/if/although
* 相反的 to express your opposite point or **contention观点**
  + **conversely与之相反的是**: You say conversely to indicate that the situation you are about to describe is **the opposite or reverse of** the one you have just described. 相反地 e.g. Malaysia and Indonesia rely on open markets for forest and fishery products. **Conversely/In contrast/On the contrary,** some Asian countries are highly protectionist. 依靠开放的市场获取林业和渔业产品。**与之相反的是，**一些亚洲国家是高度的保护贸易论者
  + 恰恰相反**In** contrast/**On** the contrary/**In stark contrast to sth** 鲜明的对比
  + On the other hand (相反的，另一方面)
  + **whereas**/but/however/while

## 3rd row: Reading-Compare and contrast essays

### How to structure an academic essay in a clear and logical way or

### How to write an ELTS topic for comparing A and B

**We usually use “venn** [vɛn] **diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.**

There are many different types of **academic essays**, and **they all should follow a clear and logical structure** in order for the reader to be able to **grasp** the idea easily. This week, we will be discussing compare and contrast essays, which are a very common type of essay that you will often be asked to write during your university studies.  
  
Structuring your essay  
There are several ways to write these essays, but we’ll discuss the three main options here. Simply follow the rules on how to write a general essay, and then structure your essay in one of the following formats. **Remember: the most important thing for a successful essay is structure**.   
Let’s take the example of comparing and contrasting a Bachelor’s degree with a Master’s degree to see **how to structure an essay**:  
  
1. Whole-to-Whole  
In this structure, you say everything about one item then everything about the other.   
For instance, describe costs, entry requirements and length of program for the Bachelor’s, and then describe the same elements for the Master’s.

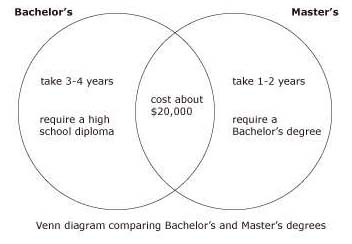
* Parag1: the **whole** information (including costs, entry requirements and length of program ) for the Bachelor’s,
* Parag2: the **whole** information ( including costs, entry requirements and length of program ) for the Master’s

2. Similarities-to-Differences  
  
In this model, you **firstly explain all the similarities about ALL items** being compared and **secondly you explain all the differences among all of them**.   
For instance, you might explain that the cost is similar for Bachelor’s and Master’s degrees, and that they are both awarded by universities, not colleges.  
In the next section you could explain that the entry requirements and length of program are different.  A Bachelor’s takes three or four years to complete, while a Master’s generally takes one or two years.

* Parag1: firstly explain all the **similarities** about **ALL items** being compared
* Parag2: secondly you explain all the **differences** among **ALL items**.

3. Point-by-Point  
  
In the third type, you explain one point of comparison before moving to the next point.   
For instance, you would write about the costs of the Bachelor’s and the Master’s in one paragraph, and then write about the entry requirements for both programs in the next paragraph.

* Parag1: Compare similarities & differences about “**cost” point** between Bachelor V.S. Master
* Parag2: Compare similarities & differences about “**entry requirement” point** between Bachelor V.S. Master
* Parag2: Compare similarities & differences about “**length of program” point** between Bachelor V.S. Master

Graphic Organizers  
  
Graphic organizers are useful tools for gathering details about the items that **you are comparing and contrasting**. For example, a **Venn** [vɛn] **diagram** helps you list the characteristics of each topic, and show what they have in common. //维恩图解（英国逻辑学家维恩制定的一种类逻辑图解）a diagram that uses circles to represent set theory; the position and overlap of the circles indicate the relations among the sets  
You can also use **a compare and contrast chart** to brainstorm a list of ways that the items are alike and different.  
  
  


General Tips  
  
Make sure that you balance the information about the items that you're **comparing and contrasting**, and give them equal time in your essay.  For example, if you discuss costs, entry requirements and length of program for the Bachelor’s, **you need to cover the same elements** for the Master’s.  
  
Be consistent in your approach. The points in each of the sections should be the same and they should be explained **in the same order**.  If you describe first costs, then entry requirements and finally length of program for the Bachelor’s, then discuss them **in the same order** for the Master’s.    
  
If you are using the **point-by-point approach, then always begin with the same item**.  If you have mentioned the Bachelor’s “cost” point first, then keep putting Bachelor’s before Master for other points (e.g. length of program ) throughout your essay.  
  
If you follow these basic rules, then a compare-contrast essay is very easy to write.

### Compare Japanese and American high schools

**We usually use “venn** [vɛn]  **diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.**

Japanese and American high schools differ in a number of ways.

* The most significant difference is probably in the **curriculums** that are used. A curriculum is the subjects comprising a course of study in a school.
  + In Japan there is a national curriculum put together by the Japanese Ministry of Education, so students in every high school in Japan are basically studying the same things and using the same books, **whereas/but**
  + in the US each one of the fifty states that comprise the country can determine its own curriculum. Each state decides what schools must teach, and what books to teach with. This **disparity**明显差异 in structure has big implications for students, especially when it comes to money. American students living in poorer states are not likely to get the same quality of education as students in a richer state. This is not the case in Japan.
* Another big structural difference between Japanese and American high schools is the **amount of time that students actually spend in school**. Japanese students spend approximately 240 days a year in school. **By comparison**, their American counterparts spend about 180 days annually. The implications of this are obvious.
* Japanese students spend a lot more time in academic study and this could give them an educational advantage. The Japanese also do not have long, extended breaks from school. **In contrast/On the contratry/Conversely**,
* American students typically have no school at all during the summer. Some researchers believe that the long breaks in the American school year have negative effects on a student's ability to learn and remember what they learned.
* Finally, another difference between the Japanese and American systems of education is **money**. **Comparatively speaking**, the United States spends considerably more money per student than Japan. Even though the US spends more money, why do Japanese students continue to do so well in comparison to their American counterparts? The answer is in what a lot of the money is spent on in the US. Some estimates show around 40% of educational spending in the US goes to non-academic expenses. Things like transportation, food and athletics would fall into this category. In Japan it's more likely that a student would ride their bike or walk to school than get on a big, yellow school bus. It's not just the amount of money, but what it's spent on as well.

## Compare U.S. and China university ( culture shock)

|  |  |  |
| --- | --- | --- |
| Elements/points | Object A ( U.S. university) | Object B (China university ) |
| **(H) modes of university instruction** | * Professor’s **lecture** (hundreds of students, boring) * Instructor’s **session** (debate, hot discussion, graduate student maybe the instructor * **Tutorial** | * We have only 1 mode, just classes similar with a lectures that is kind of teacher-centric scenario, where only the teacher is speaking during the whole class. Compared with the lecture in U.S. that can hold around hundreds of people, we have smaller accommodation * Hardly have time to discuss with teacher. Unlike the session, we don’t have this two-way interactive instruction mode in CHINA. I can imagine that if we have session, the situation would be awkward because all students are just too shy to debate. We know that U.S. students are famous for their open-minded thinking, straight-forward attitude, and talkative style. On the contrary, students in CHINA is relatively introverted and low-key. |
| **(M)**  **Flexibility ( change you major)** | it’s fairly common to change oyur major in the U.S. | This is the hardly happening case in my country. **Unlike** the U.S. education system, it’s very difficult to change your major, even your subjects/courses. Being able to easily majors makes sense to me, as a person’s interetes might change with time going as well. |
| **(L)** **extra curriculum activities** | Lots of extra curriculum activities. Even though specific activity needs your qualification, at least you have chances to attend, esp to enhance your **professional qualifications** from various aspects of life and study Especially they sports are very important as well aside from the academic studies | Compared with the various xxx. China fewer… Most of students focus on only the academic qualifications. Even though they have spare time, they hardly join any interesting or meaningful extra curriculum activities. That’s why Chinese students are well-known for **stiff nerds or bookworms (呆板的书呆子)** |
| **the level of formality (the relationship between students and professor)** | In U.S., even though professors are respected, they can also be your friends. Students in some classes actually socialize with their professors or instructors. | **In stark contrast to** the causal and unformal style in U.S. campus, I cannot imagine that I would ever make a joke with my teachers in FB or Tittwer or go to a party with them. By comparision, the astomosphere in our univeristy is quiet conservative. |
| **Some similarities** | are pertty much like students in our country. They want to get a good educationn (e.g. struggling to attend the ivy school) so that they can get an excellent job and have a happy life, but they also want to have fun. That’s something I think we can all agree on. | |

## 4th row – Writing: Comparing schools

Write about any two schools and how they are similar or different. It could be two schools in your country or two schools in different countries. You could also compare a school with one of the schools described in this lesson. Use some of the contrast words you learned in this unit.

### How to write an ELTS topic for comparing A and B

**We usually use “venn** [vɛn] **diagram” to compare and contrast different objects with the same or similar elements/properties. Comparison/Contrast structure: whole-to-whole; similarities-to-differences; and point-to-point.**

### Sample: analyse by using the “Venn Diagram”

|  |  |  |
| --- | --- | --- |
| Elements/points | Object A ( U.S. university) | Object B (China university ) |
| **(H) modes of university instruction** | * Professor’s **lecture** (hundreds of students, boring) * Instructor’s **session** (debate, hot discussion, graduate student maybe the instructor * **Tutorial** | * We have only 1 mode, just classes similar with a lectures that is kind of teacher-centric scenario, where only the teacher is speaking during the whole class. Compared with the lecture in U.S. that can hold around hundreds of people, we have smaller accommodation * Hardly have time to discuss with teacher. Unlike the session, we don’t have this two-way interactive instruction mode in CHINA. I can imagine that if we have session, the situation would be awkward because all students are just too shy to debate. We know that U.S. students are famous for their open-minded thinking, straight-forward attitude, and talkative style. On the contrary, students in CHINA is relatively introverted and low-key. |
| **(M)**  **Flexibility ( change you major)** | it’s fairly common to change oyur major in the U.S. | This is the hardly happening case in my country. **Unlike** the U.S. education system, it’s very difficult to change your major, even your subjects/courses. Being able to easily majors makes sense to me, as a person’s interetes might change with time going as well. |
| **(L)** **extra curriculum activities** | Lots of extra curriculum activities. Even though specific activity needs your qualification, at least you have chances to attend, esp to enhance your **professional qualifications** from various aspects of life and study Especially they sports are very important as well aside from the academic studies | Compared with the various xxx. China fewer… Most of students focus on only the academic qualifications. Even though they have spare time, they hardly join any interesting or meaningful extra curriculum activities. That’s why Chinese students are well-known for **stiff nerds or bookworms (呆板的书呆子)** |
| **the level of formality (the relationship between students and professor)** | In U.S., even though professors are respected, they can also be your friends. Students in some classes actually socialize with their professors or instructors. | **In stark contrast to** the causal and unformal style in U.S. campus, I cannot imagine that I would ever make a joke with my teachers in FB or Tittwer or go to a party with them. By comparision, the astomosphere in our univeristy is quiet conservative. |
| **Some similarities** | are pertty much like students in our country. They want to get a good educationn (e.g. struggling to attend the ivy school) so that they can get an excellent job and have a happy life, but they also want to have fun. That’s something I think we can all agree on. | |

(leading sentence) I have a friend who’s attending a university in the U.S.. We often discuss the similarities and differences between university life in the U.S. and in our own country.

* **One of the big differences** is **flexibility**. My friend tells me that it’s fairly common to change oyur major in the U.S. This is the hardly happening case in my country. Unlike the U.S. education system, it’s very difficult to change your major, even your subjects/courses. Being able to easily majors makes sense to me, as a person’s interetes might change with time going as well.
* **Another impressive thing** that my friend tells me is **the level of formality 正式**in campus. In U.S., even though professors are respected, they can also be your friends. Students in some classes actually socialize with their professors or instructors. **In stark contrast to** the causal and unformal style in U.S. campus, I cannot imagine that I would ever make a joke with my teachers in FB or Tittwer or go to a party with them. By comparision, the astomosphere in our univeristy is quiet conservative.
* Just so you don’t think everything is different, my friend tells me that student in U.S. are pertty much like students in our country. They want to get a good educationn (e.g. struggling to attend the ivy school) so that they can get an excellent job and have a happy life, but they also want to have fun. That’s something I think we can all agree on.

### My topic

“Venn Diagram”; Comparison/contrast arch: whole-to-whole; similarities-to-differences; **point-to-point**

(leading sentence) Few years ago, I had a visit in some universities in Canada, which impressed me a lot because there are quite a few noticeable differences between western universities and those in CHINA. Relatively, just few similarities exist there.

**The most obvious difference** comes is the **study modes of university instruction**. Generally, in Canadian universities, they mainly have two distinctive modes of instruction, professor’s lectures that can hold around hundreds of people in the classroom or instructors’ session that accommodates normally less than 10 people. **In comparison,** in CHINA, we have only one instruction mode, that **is similar with** the lecture in Canada, which is usually 99% dominated by the professor. In other words, this mode of instruction is teacher-centric and rather few time and space are left for students to discuss with the teacher. **Unlike** the session in Canada that strongly encourages debate and interactive among teachers and students, the universities in CHINA hardly support this mode. Imagine that even though we open the session in CHINA, I’m afraid that the situation would be awkward because all students may be too shy to debate or voice out. We know that U.S. students are famous for their open-minded thinking, straight-forward attitude, and talkative style. On the contrary, students in CHINA is relatively introverted and low-key.

Another impressive thing is the number and variety of extra curriculum activities. To my surprise, universities in Canada organize enormous interesting activities for students to earn practical experience. Even though specific activity needs your qualification, at least you have chances to attend. From my perspective, they’re studying in a vibrant and colourful atmosphere. In contrast, our universities lack of the sense to provide extra curriculum activities. Upon our education system, students are encouraged to focus on only the academic qualifications, not nurturing the comprehensive ability or professional qualification. Even though students in our universities have spare time, they hardly join any meaningful extra curriculum activities. That’s why Chinese students are well-known for **stiff nerds or bookworms. (呆板的书呆子)**

Of course, students in Canada still have something common with us. We all study hard for a bright future in our life.

|  |  |  |
| --- | --- | --- |
| **(L)** **extra curriculum activities** | Lots of extra curriculum activities. Even though specific activity needs your qualification, at least you have chances to attend, esp to enhance your **professional qualifications** from various aspects of life and study Especially they sports are very important as well aside from the academic studies | Compared with the various xxx. China fewer… Most of students focus on only the academic qualifications. Even though they have spare time, they hardly join any interesting or meaningful extra curriculum activities. That’s why Chinese students are well-known for **stiff nerds or bookworms (呆板的书呆子)** |

# Todo: to record all of the following “transcripts”

# Unit: L7-Intemediate\U5\_Education

C:\Tracy\TW related\English\EF\2 EF oral topics - Script based on Level\EF L7-Intemediate\U5\_Education

# \*\* CNN related news about training, education

# <https://edition.cnn.com/2019/07/16/asia/china-education-reform-intl-hnk/index.html>

# <http://www.smu.ca/>

## Undergraduate Programs

* [Accounting](http://www.smu.ca/academics/accounting.html) ; [Anthropology](http://www.smu.ca/academics/anthropology.html)['ænθrə'pɑlədʒi] n. 人类学
* [Astrophysics](http://www.smu.ca/academics/astrophysics.html) [,æstro'fɪzɪks]  n. 天体物理学
* [Biology](http://www.smu.ca/academics/biology.html) [Chemistry](http://www.smu.ca/academics/chemistry.html) [Classics](http://www.smu.ca/academics/classics.html); [Computing and Information Systems](http://www.smu.ca/academics/computing-and-information-systems.html)
* [Computing Science](http://www.smu.ca/academics/computing-science.html); [Computing Science and Business Administration](http://www.smu.ca/academics/computing-science-and-business-administration.html)
* [Criminology](http://www.smu.ca/academics/criminology.html): ,krɪmɪ'nɑlədʒi] . 犯罪学；刑事学
* [Economics](http://www.smu.ca/academics/economics.html); [English](http://www.smu.ca/academics/english.html)
* [Engineering](http://www.smu.ca/academics/engineering.html); [Entrepreneurship](http://www.smu.ca/academics/entrepreneurship.html)
* [Environmental Science](http://www.smu.ca/academics/environmental-science.html); [Environmental Studies](http://www.smu.ca/academics/environmental-studies.html)
* [Film Studies](http://www.smu.ca/academics/film-studies.html); [Finance](http://www.smu.ca/academics/finance.html)
* [Forensic Science](http://www.smu.ca/academics/forensic-science.html) /fəˈrɛnsɪk/

1.ADJ Forensic is used to describe the work of scientists who examine evidence in order to help the police solve crimes. 法庭科学取证的 e.g. **They were convicted** on **forensic evidence** alone. 他们被仅凭**法庭科学证据定了罪**。E.g. **Forensic experts** searched the area for clues. **法庭科学取证专家**们为寻找线索而搜查了这个地区。

2.N-UNCOUNT Forensics is the use of scientific techniques to solve crimes. 法庭科学取证 ...the newest advances in forensics. …法庭科学取证的最新进展

* [Geography](http://www.smu.ca/academics/geography.html); [Geology](http://www.smu.ca/academics/geology.html)
* [History](http://www.smu.ca/academics/history.html); [Human Resource Management](http://www.smu.ca/academics/human-resource-management.html)
* [Intercultural Studies](http://www.smu.ca/academics/intercultural-studies.html); [International Development Studies](http://www.smu.ca/academics/international-development-studies.html)
* [Linguistics](http://www.smu.ca/academics/linguistics.html)
* [Management](http://www.smu.ca/academics/management.html); [Marketing](http://www.smu.ca/academics/marketing.html)
* [Mathematics](http://www.smu.ca/academics/mathematics.html); [Philosophy](http://www.smu.ca/academics/philosophy.html); [Physics](http://www.smu.ca/academics/physics.html)**,** [**Astrophysics**](http://www.smu.ca/academics/astrophysics.html) **[,æstro'fɪzɪks]  n. 天体物理学**
* [Political Science](http://www.smu.ca/academics/political-science.html); [Psychology](http://www.smu.ca/academics/psychology.html); [**Religious Studies**](http://www.smu.ca/academics/religious-studies.html)
* [**Sociology**](http://www.smu.ca/academics/sociology.html)**[,sosɪ'ɑlədʒi]  n. 社会学** [Spanish & Latin American Studies](http://www.smu.ca/academics/hispanic-studies.html)

## Graduate Programs

### Arts:

* [M.A. in Criminology](http://www.smu.ca/academics/ma-in-criminology.html)
* [M.A. in Geography](http://www.smu.ca/academics/masters-in-geography.html)
* [M.A. in History](http://www.smu.ca/academics/ma-in-history.html)
* [M.A. in International Development Studies](http://www.smu.ca/academics/ma-in-international-development-studies.html)
* [M.A. in Philosophy](http://www.smu.ca/academics/ma-in-philosophy.html)
* [M.A. in Theology and Religious Studies](http://www.smu.ca/academics/ma-in-theology-and-religious-studies.html)
* [M.A. in Women and Gender Studies](http://www.smu.ca/academics/ma-in-women-and-gender-studies.html)

### Business:

* [Master of Business Administration](http://www.smu.ca/academics/master-of-business-administration.html)
* [Executive Master of Business Administration](http://www.smu.ca/academics/executive-master-of-business-administration.html)
* [Master of Finance](http://www.smu.ca/academics/master-of-finance.html)
* [Master of Applied Economics](http://www.smu.ca/academics/master-of-applied-economics.html)
* [Master of Technology Entrepreneurship & Innovation](http://www.smu.ca/academics/MTEI.html)
* [Master of Management - Co-operatives and Credit Unions](http://www.smu.ca/academics/master-of-management.html)

### Science:

* [M.Sc. in Applied Science](http://www.smu.ca/academics/msc-in-applied-science.html)
* [M.Sc. in Astronomy](http://www.smu.ca/academics/msc-in-astronomy.html)
* [M.Sc. in Applied Psychology](http://www.smu.ca/academics/msc-in-applied-psychology.html)
* [M.Sc. in Computing & Data Analytics](http://www.smu.ca/academics/msc-in-computing-and-data-analytics.html)
* [Ph.D in Applied Science](http://www.smu.ca/academics/phd-in-applied-science.html#d.en.78253)
* [Ph.D in Astronomy](http://www.smu.ca/academics/phd-in-astronomy.html)
* [PhD Industrial/Organizational Psychology](http://www.smu.ca/academics/industrial-organization-psychology.html)

## Application

**Language Proficiency** Requirements

If your first language is not English, and you have not attended an English language secondary school recognized by Saint Mary's, you must demonstrate that you have the English language skills necessary to be successful in our degree programs. You must arrange to have results sent to Saint Mary’s from an official testing agency.

Find out more by viewing our [language requirements](http://www.smu.ca/future-students/is-language-requirements.html).

Academic Requirements

Find out how you can [verify your academic admission requirements](http://www.smu.ca/future-students/admission-reqirements-by-country.html), by country.

Related Information

More information is available on our [International Admissions FAQ page](http://www.smu.ca/future-students/international-admissions-faq.html#d.en.41698).

See the [admission requirements for Canadian students.](http://www.smu.ca/future-students/cs-admission-requirements.html#d.en.41608)

For general admission questions you can contact our International Liaison Admissions Officers:

## Language Requirements for International Applicants

Students whose first language is not English, and who have not attended an English language secondary school or have a previous degree completed totally in English, are required to take one of the standardized English **language proficiency tests**. These tests are administered by the University of Michigan, the College Entrance Examination Board, the University of Cambridge, and Saint Mary’s University. The minimum standards for admission to the University are listed below. The Master of Applied Economics, Master of Technology Entrepreneurship and Innovation, MBA, Ph.D. Business Administration (Management), MA in IDS, the PhD in IDS, PhD in Applied Science and the MSc in Computing and Data Analytics have requirements greater than those listed here (see the individual [graduate program descriptions](http://www.smu.ca/academics/academic-calendar.html) for details).

* Test of English as a Foreign Language (TOEFL) - minimum 550 on paper-based - minimum iBT 80, with no band below 20
* International English Language Testing System (IELTS) – minimum 6.5 with no individual score below 6.0
* CanTEST – minimum 4.5 with no individual score below 4.0
* Canadian Academic English Language Assessment (CAEL) – minimum 60 with no individual band below 50
* University of Cambridge ESOL Examinations Certificate of Advanced English (CAE) with grade of A, B or C
* Pearson PTE score of 58
* English for Academic Purposes Level 6 administered by the Language Centre at Saint Mary’s University

Click here for a list of the [Minimum acceptable IELTS and TOEFL scores](http://www.smu.ca/webfiles/FGSR%20Minimum%20IELTS_TOEFL_May2017.pdf).

Applicants should apply directly to one of the following testing centers:

Note:  
International students on visas, student authorization, student permits, or minister’s letter permits are advised that they are responsible for complying with the Immigration Laws of Canada. Students are responsible for keeping informed of revisions and addenda to these Laws.

## Scholarship and **Bursaries** Available to New Students

There are a number of programs that reward students for academic strength or help those in financial need.

Entrance Scholarships/**bursaries**

Saint Mary’s University rewards academic excellence with over $5 million in student scholarships and awards annually. Students with an admissions average of 80% and above, (or an International Baccalaureate result of 28 and above) who submit their applications before March 1, will **automatically** be considered for renewable entrance scholarships/**bursaries** ranging from $3,500 to $14,000 over four years.

## Student life

<http://www.smu.ca/international/student-life.html>

At Saint Mary’s, it’s easy to find your place. With our small class sizes and friendly campus culture, you’ll have plenty of opportunity to make new friends, quickly. Join a [society](http://www.smu.ca/international/societies.html) or take part in one of our [international student events](http://www.smu.ca/international/international-student-events.html), organized by [Students Acting for Global Awareness Group (SAGA)](http://www.smu.ca/international/saga.html) volunteers, and you’ll feel comfortable **in no time/at once.**

An International Focus

Since our student body is almost a quarter international students, you’ll have no trouble finding friends who share your culture, language, and values.

Everything You Need in One City Block

Our small, friendly campus has everything you need. As a Saint Mary’s student, your classes, multiple cafeterias, the library, and **the fitness centre (gym)** are all just a few steps away. And when you leave campus, there’s plenty to explore. We’re conveniently located in the **vibrant/lively**充满生气的 port city of Halifax, **populated by** friendly people and **packed with** a wide variety of shops and cultural activities.

International Student Events

Almost a quarter of our student population **is made up** of international students. And we love to celebrate that diversity. As an international student, you’ll have plenty of opportunities to socialize and network by participating in one of our international student events.

When you’re making plans, be sure to mark **International Night** on your calendar. You’ll start your night with a sampling of **tantalizing ['tæntəlaiz] 撩人的 international cuisine** and dance the night away to the best music from around the world.

And that’s just one of the fantastic/**marvellous** events you’ll experience during our [Global Month](http://www.smu.ca/webfiles/GlobalMonth2017.pdf). Whether you attend a seminar, a film screening or our [Refugee Symposium](http://www.smu.ca/webfiles/SMURefugeeSymposium2017.pdf), International Month is a great time to expand your global knowledge at Saint Mary’s.

The best way to find out about events is to subscribe to the [International Centre email newsletter](http://smu.us3.list-manage1.com/subscribe?u=969f50fad4eadb5596e3338ae&id=1f453fcd35)or drop by the [International Centre](http://www.smu.ca/international/the-international-centre.html#d.en.42171).

## Tips for International Students

10 Tips for a Great University Experience

1. University isn’t just about classes. It’s also about new experiences. Commit to your studies, but don’t forget to have fun, make new friends, and try new things.
2. Whether you need to study, or you’re just too tired to go out, don’t hesitate to say no to a friend. Remember, your friends are students, too—they’ll understand.
3. Don’t worry too much about bringing the right clothes. If you don’t have everything that you need, you can always buy more once you arrive.
4. **Check the expiry date on your study permit regularly.** Is it close to expiring? If so, try to [renew your permit](http://www.cic.gc.ca/english/study/study-extend.asp) at least a month or two ahead of time. Need help? Our [International Centre](http://www.smu.ca/international/the-international-centre.html) staff will be happy to assist.
5. Make sure you have enough cash to get started. But don’t carry too much—although Halifax is a safe city, it’s never a good idea to carry large amounts of money. Consider having a family member send you the rest of your money through your online banking.
6. Make sure you have all the necessary **paperwork**, including your Saint Mary’s acceptance letter and your passport. Be sure to make copies of your documents and keep them separate from your **originals原件**.
7. Try to book your flight so that you arrive early enough to **settle in** before classes start.
8. If you’d like to **take advantage of/use利用** our free airport pick-up for international students, give the international Centre your complete arrival information at least 72 hours in advance. They can be reached at [international.centre@smu.ca](mailto:international.centre@smu.ca).
9. Learn as much as you can about [Nova Scotia](http://www.novascotia.com/en/home/default.aspx) and [Halifax](http://destinationhalifax.com/) before you come.
10. Be sure to attend [your orientation](http://www.smu.ca/international/international-student-orientation.html). This is a great way to get to know other students and the university.

## Alumni [ə'lʌmnaɪ]

http://www.smu.ca/alumni/welcome.html

At Saint Mary’s University, we are always pleased to hear about the diverse experiences and accomplishments of our alumni and to share these stories with you. In this section, we profile just a few of our graduates.You can read more stories about our alumni in the [Maroon and White Magazine](http://www.smu.ca/webfiles/MaroonWhite-Spring2013.pdf)‌.