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## Unit 1 Higher Education

### Lead-in

*Choose Y (yes) or N (no) for the following questions based on your knowledge of Chinese higher education. Correct the information if needed.*

1. After graduating from junior high school, do all students go to senior high school? (Y / N)
2. Does the result of the National Higher Education Entrance Examination, or Gaokao, determine whether a person is allowed to go to university? (Y / N)
3. Is a university's minimum admission score the same all over China? (Y / N)
4. Do Chinese universities operate on a three-tier degree system, offering bachelor's, master's and doctorate degrees? (Y / N)
5. Do students in a comprehensive university (综合性大学) take four years to complete their undergraduate studies? (Y / N)
6. Does it generally take a student three years to finish the studies in a specialized college or institute (专科院校)? (Y / N)

## Part I READING

### Reading 1 Will MOOCs Make College Obsolete?

#### Before Reading

1. *List problems with both traditional college education and online college education in the following columns.*

Problems with traditional college education	Problems with online college courses
too many students in one class	lack of in-person interactions

2. *Discuss what can be done to improve both types of college education.*

### Will MOOCs Make College Obsolete?

Sara Elliott

1 If you have an online degree, or are pursuing one, you may be seeing a shift in the way long distance learning is perceived by employers and the public in general. Early resistance to online education may have been caused by concern about diploma mills or worry about a lack of oversight in the virtual classroom. Those notions and other ideas about using computers and the Internet to educate students may soon be up for revision, too.

2 Massive open online courses (MOOCs) are making waves in academia, and although it's too soon to determine their ultimate impact on the ivy-covered halls of universities across the country and the world, they are inspiring a lively debate among educators and students.

3 The first MOOC arrived on the scene back in 2011 when two Stanford professors offered their artificial intelligence class online — for free. Enrollment topped 160,000, and the unprecedented success of the experiment inspired other schools, many of them top tier universities, to mount their own offerings.

4 On the pro side of the MOOC debate, proponents believe making quality educational instruction available to the masses will provide higher quality and lower cost for many, and might easily be the best instructional model for the future. MOOCs can be attended by thousands or even hundreds of thousands of students at a time. In fact, Sebastian Thrun, one of the Stanford professors who started it all, sees a day in which as few as 10 universities fulfill the world's higher education needs.

5 That may be an extreme view, but a number of companies are springing up to take MOOC learning to the next level, including Coursera, Udacity and EdX. Many big universities are participating in MOOCs to one degree or another, too. Some examples are Stanford, Princeton, the University of California Berkeley and Duke University.

6 Where MOOCs may provide quality instruction for many, opponents often cite that very fact as its biggest failing. MOOCs don't offer any individualized training, much less tutoring or mentoring, and some educators feel adopting it as a for-credit standard in the future will leave some students behind and alienate others. A common argument is that individualized, face-to-face teaching works best in many cases because no single instructional

technique will fulfill the needs of all students. The lively exchange of ideas that can electrify a classroom is the province of the brick-and-mortar school, not the virtual classroom.

7 Some find other aspects of MOOC instruction troubling. In the first MOOCs, plagiarism was a problem and overall completion rates were low. This may have been because some students were curious about the format rather than focused on scholarship. Still, for MOOCs to be widely offered for credit, they will have to be structured to provide oversight, consistency and student accountability.

8 How will MOOCs fare in the future? No one knows for sure, but the ultimate modern classroom may turn out to be a blend of the old and the new, with on-campus activities like labs, debates and other interactive engagements working in concert with massive online offerings to provide a comprehensive, flexible learning experience that's cost-effective and convenient.

(516 words)

(Adapted from <http://people.howstuffworks.com/will-moocs-make-college-obsolete.htm>)

### New Words and Expressions

MOOC Massive Open Online Courses 大规模开放网络课程; 慕课

**resistance** /rɪ'zɪstəns/ *n.* the refusal to accept new ideas or changes 反对; 抗拒

**mill** /mɪl/ *n.* a factory that produces materials such as cotton, cloth, or steel 工厂, 制造厂

**diploma mill** a disreputable university or organization that grants large numbers of educational degrees to unqualified students 滥发文凭的大学; 文凭制造工厂

**oversight**\* /'əʊvəsaɪt/ *n.* the state of being in charge of sb. / sth.; watchfulness 负责; 监管

**notion**\* /'nəʊʃən/ *n.* an idea, belief, or opinion in sb.'s mind; concept 概念; 观念; 看法

be up for be or will be involved in a particular process and esp. one that leads to a decision 打算; 准备

**massive** /'mæsɪv/ *a.* great or greater than usual in degree or amount 大量的; 大规模的

make waves cause a disturbance or trouble, e.g. by suggesting or introducing changes or making criticisms 兴风作浪, 引起混乱

**academia**\* /ækə'di:mɪə/ *n.* the world of learning, teaching, research, etc., and the people involved in it 学术界

**ivy**\* /'aɪvɪ/ *n.* 常春藤

on the scene being in the place of an event or action 出现; 到场

**artificial intelligence** a type of computer technology which is concerned with making machines work in an intelligent way 人工智能

**enrollment**\* /ɪn'rəʊlmənt/ *n.* the number of people registered for sth., e.g. a class 注册人数

**top** *v.* be higher than a particular amount 高于, 超过 (某一数量)

**unprecedented**\*® /ˌʌn'presɪdəntɪd/ *a.* never having happened before 前所未有的, 空前的

**tier** /tɪə(r)/ *n.* one of several levels in an organization or system 层次, 等级

**mount** /maʊnt/ *v.* plan, organize, and begin an event or a course of action 安排; 组织; 开展

**offering** /'ɒfərɪŋ/ *n.* sth. that is produced for other people to use, watch, etc. 用品; 作品

**pro** /prəʊ/ *a.* being in favor of (an action or proposal etc.) 赞成的

**proponent**\* /prəʊ'pəʊnənt/ *n.* a person who supports an idea or course of action 倡导者; 支持者; 拥护者

**fulfill** /fʊl'fɪl/ *v.* do or have what is required or necessary 符合; 具备

**extreme** /ɪks'tri:m/ *a.* far from what most people consider to be normal, reasonable or acceptable 极端的; 偏激的; 过分的

**opponent** /ə'pəʊnənt/ *n.* a person, group, etc., that is against sth. (such as an action, law, or system) 反对者

**cite**<sup>®</sup> /saɪt/ v. mention, esp. as an example in a statement, argument, etc. 引用, 引证, 例证

**failing** /'feɪlɪŋ/ n. a fault, imperfection, or weakness 缺陷, 缺点, 弱点

**individualized** /ˌɪndɪˈvɪdʒʊəlaɪzd/ a. designed for or connected with a particular person or thing 个性化的;  
与个人(或个体)有关的

**much less** used after a negative statement to say that sth. is even less likely or possible than the thing  
previously mentioned 更不用说

**tutor** /tʃʊ:tə(r)/ v. teach an individual student or a small group 进行单独(或小组)辅导

**mentor** /'mentɔ:(r)/ v. teach or give advice or guidance to (sb.) 向……提供意见; 指导

**adopt** /ə'dɒpt/ v. begin to use or have (a different manner, method, etc.) 采纳, 采用; 采取

**credit**<sup>®</sup> /'kredɪt/ n. a successfully completed part of a course at a university or college 学分

**alienate**<sup>\*</sup> /'eɪljənət/ v. cause (sb.) to feel that he or she no longer belongs in a particular group, society, etc. 使  
(与某群体)格格不入; 使疏远

**instructional** /ɪn'strʌkʃənəl/ a. giving information about how to do or use sth.; providing instruction 指导的,  
教育的

**electrify** /ɪ'lektɹɪfaɪ/ v. cause (sb.) to feel great excitement 使激动; 使兴奋

**province** /'prɒvɪns/ n. a person's particular area of knowledge, interest or responsibility 知识(或兴趣、职责)  
范围; 领域

**brick-and-mortar** /'brɪkænd'mɔ:tə(r)/ a. (of a store or business) that is traditional and operates in a building  
rather than on the Internet 砖墙加灰泥式的; 实体的

**plagiarism** /'pleɪdʒərɪzəm/ n. the act of using another person's words or ideas without giving credit to that  
person 剽窃; 抄袭

**overall**<sup>®</sup> /'əʊvərɔ:l/ a. including all the things or people that are involved in a particular situation; general 全  
面的; 综合的; 总体的

**completion** /kəm'pli:ʃən/ n. the act or process of finishing sth; the state of being finished and complete 完成;  
结束

**scholarship** /'skɒləʃɪp/ n. the serious study of an academic subject and the knowledge and methods involved  
学问; 学术; 学术研究

**consistency**<sup>®</sup> /kən'sɪstənsɪ/ n. the state of always keeping to the same principles or course of action  
始终一贯, 一致性, 连贯性

**accountability**<sup>\*</sup> /əˌkaʊntə'bɪlətɪ/ n. 负有责任; 问责性

**fare** /feə(r)/ v. get on in a particular way in doing sth. 进展

**blend** /blend/ n. a mixture of different types of the same thing 混合品, 混合物

**interactive**<sup>®</sup> /ˌɪntər'æktɪv/ a. that involves people working together and having an influence on each other  
合作的; 相互影响的; 互相配合的

**engagement** /ɪn'geɪdʒmənt/ n. the act or state of being involved with sth.; involvement 参与

**in concert** working or acting together, esp. in a united or harmonious way 一齐; 一致

**comprehensive**<sup>®</sup> /kəm'prɪ'hensɪv/ a. thorough; broad; including a lot or everything 广泛的; 全面的; 综  
合的

**cost-effective** /kɒstɪ'fektɪv/ a. producing good results without costing a lot of money 有成本效益的; 划算  
的

## Proper Names

**Sara Elliott** /'sɑ:rə 'eliət/ 萨拉·埃利奥特

**Stanford** /'stænfəd/ 斯坦福大学(美国)

**Sebastian Thrun** /sɪ'bæstjən θrʌn/ 塞巴斯蒂安·特龙

**Coursera** /kɔː(r)'serə/ 免费大型公开在线课程项目（美国）

**Udacity** /juː'dæsɪtɪ/ 优达学城（美国盈利性在线网络课程）

**EdX** /'edeks/ 免费大规模开放在线课堂平台（美国）

**Princeton University** /'prɪnstən/ 普林斯顿大学（美国）

**the University of California Berkeley** /'bɜːkli/ 加州大学伯克利分校（美国）

**Duke University** /dʒuːk/ 杜克大学（美国）

## Global Reading

*Review the reading skill in the box and work on the tasks below.*

### Reading Skill — Skimming (see also “skimming and scanning” in Unit 1, Book 1)

Skimming a passage means reading it quickly (concentrating on content words, like nouns and verbs) to find the main points and get a general idea of how the information is organized. It is not reading for details.

The following are steps and tips for skimming:

- Read the title, any subtitle, and captions (说明性文字) of illustrations / figures.
- Read the first paragraph.
- Read only the first and last sentence of every paragraph.
- Read the last paragraph.

**A. Skim the text by following the steps and tips in the box above.**

**B. Without looking back at the text, choose the best answer to complete each sentence.**

1. The article is mainly about \_\_\_\_\_ of MOOCs.
  - a) the future prospects
  - b) the present situation
2. The article discusses \_\_\_\_\_ of MOOCs.
  - a) both advantages and disadvantages
  - b) only advantages
3. The article presents \_\_\_\_\_ related to MOOCs.
  - a) findings of several surveys
  - b) mainly a cause-effect relationship
4. The author believes that MOOCs will \_\_\_\_\_.
  - a) replace colleges
  - b) combine with colleges

## Close Reading

**1. Read Paragraphs 1-3 and answer the following questions.**

- 1) What two factors made people unwilling to accept online education in the early days?
- 2) How are MOOCs affecting university education?
- 3) Was the first MOOC a success?

**2. Read the rest of the text and complete the notes about the advantages and disadvantages of MOOCs.**

### Advantages and Disadvantages of MOOCs

**Advantages:**

- being 1)\_\_\_\_\_ to the masses
- providing college education of 2)\_\_\_\_\_ and 3)\_\_\_\_\_
- possibility of having just 4)\_\_\_\_\_ universities in the future

- gaining popularity by involving both universities and 5) \_\_\_\_\_ in developing MOOCs

#### Disadvantages:

- mass education leading to lack of 6) \_\_\_\_\_
- without 7) \_\_\_\_\_ that is common in traditional classroom
- two other disturbing problems: 8) \_\_\_\_\_ and having 9) \_\_\_\_\_

#### Conclusion:

Modern classroom will be 10) \_\_\_\_\_ and 11) \_\_\_\_\_ by combining on-campus activities with massive online offerings.

### Critical Thinking

*Discuss the following questions.*

1. Why is college education important?
2. Can technology help college students to learn?

### Language Enhancement

**1. The boldfaced words in the following sentences are either active words or academic words marked in Academic Word List (AWL). Choose a, b, or c that has the closest meaning to the boldfaced words.**

- 1) There has been a lot of **resistance** to tax increases, even those designed to benefit education.  
a. opposition                      b. fighting                      c. defense
- 2) Tuition fees for some top tier universities have reportedly **topped** \$35,000 this year.  
a. been higher than              b. done better than              c. been in the highest position
- 3) The popular science association is **mounting** an exhibition to illustrate how life evolved from water.  
a. climbing                      b. increasing                      c. organizing
- 4) These forms can provide you with easy access to our overseas office to help **fulfil** your international shipping needs.  
a. accomplish                      b. carry out                      c. satisfy
- 5) The candidate's political views were too **extreme** and met with resistance from citizens.  
a. very great in degree      b. very serious              c. unacceptable and unreasonable
- 6) Davis has earned a reputation as an outspoken **opponent** of any kind of nuclear waste dumping (倾倒) at sea.  
a. enemy                      b. competitor                      c. a person who disagrees
- 7) These teaching quality standards have been **adopted** by many colleges and universities; others have established their own standards.  
a. approved by voting              b. accepted and used              c. taken in and brought up
- 8) My American tutor in college advised me to take all the required **credits** in the first two years.  
a. praises                      b. loans                      c. courses

**2. A preposition can be very useful in forming a collocation.**

**A. Scan Reading 1 and fill in the blanks with the prepositions used in the collocations.**

- 1) Early **resistance** \_\_\_\_\_ online education (Para. 1)
- 2) **concern** \_\_\_\_\_ diploma mills (Para. 1)
- 3) a **lack** \_\_\_\_\_ oversight (Para. 1)
- 4) be **up** \_\_\_\_\_ revision (Para. 1)

- 5) their ultimate **impact** \_\_\_\_\_ the ivy-covered halls (Para. 2)
- 6) \_\_\_\_\_ **the pro side of** the MOOC debate (Para. 4)
- 7) making quality educational instruction **available** \_\_\_\_\_ the masses (Para. 4)
- 8) participating in MOOCs \_\_\_\_\_ **one degree or another** (Para. 5)
- 9) **focused** \_\_\_\_\_ scholarship (Para. 7)
- 10) working \_\_\_\_\_ **concert** with massive online offerings (Para. 8)

**B. Complete the sentences with the collocations from Step A. Change the form where necessary.**

- 1) The management is working \_\_\_\_\_ with the staff to upgrade the quality of their products.
- 2) However, many companies concentrate on the technological aspects and neglect to \_\_\_\_\_ the “human side” of the product marketing.
- 3) I wonder if the agency has any idea how much wildlife has been killed by the \_\_\_\_\_ food and water.
- 4) Whether there is any truth in the article is \_\_\_\_\_ discussion but we’d certainly be interested in reading your views on the matter.
- 5) Professor Dodge will act as a mentor — he’ll be \_\_\_\_\_ the tutors with lesson plans or suggestions for activities.

**3. Study the word building skill in the box and work on the tasks below.**

**Word Building Skill — Clipping (I): front clipping & back clipping**

Clipping is the word formation process in which a word is reduced or shortened without changing the meaning of the word. For example, “*exam*” is used in place of “*examination*”. Clipping is often used in modern times, because people tend to be economical in speech and writing.

Front clipping is removing the beginning of a word, e.g. “*phone*” (telephone).

Back clipping is removing the end of a word, e.g. “*ad*” (advertisement).

Front and back clipping is removing both the beginning and the end of a word, e.g. “*flu*” (influenza).

**A. Write down the clipped form of the original word in the following table. The first one has been done as an example. Consult the dictionary where necessary.**

Original word	Clipped word
1) gasoline	gas
2) hamburger	
3) doctor	
4) gymnasium	
5) memorandum	
6) limousine	
7) parachute	
8) cockroach	
9) Internet	
10) refrigerator	

**B. Write down the original form of the clipped word in the following table. The first one has been done as an example. Consult the dictionary where necessary.**

Clipped word	Original word
1) auto	automobile
2) champ	
3) dorm	
4) grad	
5) lab	
6) photo	
7) pro	
8) quake	
9) bro	
10) vet	

**4. Study the translating skill in the box and work on the task below.**

**Translating Skill — Determining the subject (I): choosing another constituent (成分)**

In Chinese-English translation, when keeping the original subject might result in an awkward, unbalanced or incohesive (衔接不好的) English sentence, we should try to adopt another constituent in the original sentence as the subject.

**Source text:** 中国的人均农业土地面积比不上世界上其它许多国家。

**Translation:** *China* compares unfavorably with many other countries in terms of per capita agricultural land. (adjective in the original as the subject)

**Source text:** 在评价关于早期中国文明的记载时，有**很重要的一点**必须记住：公元前三世纪以前的书籍极少流传下来。

**Translation:** *One important point* must be kept in mind in assessing the documentation of early Chinese civilization: few books before the third century BC have survived. (noun phrase in the original as the subject)

**Source text:** 如果说我确实有所成就的话，那也只是**因为我**坚信不断尝试就会成功。

**Translation:** *The only reason* I've managed to accomplish anything is because I am a firm believer in continuous improvement. (conjunction in the original as the subject)

**Source text:** **知己知彼**，百战不殆。

**Translation:** *Knowledge of the enemy and oneself* enables one to fight a hundred battles without defeat. (verbal phrase in the original as the subject)

**Translate into English the following paragraph, choosing the subject of each sentence carefully.**

科技中介学习 (technology-mediated learning) 迅猛扩展，引发了种种吹捧与担忧，不过绝大多数美国传统的高等教育中心都没能正视这一变化的节奏及其对学生的含意。很有可能根本没有人能跟得上这一改变：科技发展得实在是太快了。无论如何，我们坚持努力。这些发展能否真正为我们达成先进教育的目标服务呢？我们迫切地需要知道答案。

**Translation:**

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## Reading 2 Why Do We Steer So Many 18-Year-Olds Towards University Before They Are Ready?

### Before Reading

*Imagine you are allowed one or two years off before going to college.*

1. What will you do during the given time?
2. Is that idea better than going to college straight after graduating from high school?

## Why Do We Steer So Many 18-Year-Olds Towards University Before They Are Ready?

Danny Dorling

1 This autumn (2016), more new students are expected to enrol at UK universities than ever before. The rise is a reflection not only of young people doing better at school but of universities taking more students. They made high numbers of unconditional offers last year and will have admitted more applicants who just missed their offer. They have to, or their incomes will fall.

2 Then there's the fact that other options for young people appear bleak. For more than 30 years we have had high youth unemployment and have failed to offer good apprenticeships. The next generation needs to have real choice at age 18 — but, sadly, that is not going to happen any time soon. Inequality is now so extreme that even a government committed to full employment<sup>1</sup> would take years to implement this.

3 The excessive income earned by a few used to be spread across the population, with income inequality declining from 1918 through to 1978, albeit in fits and starts. Full employment for men was not achieved until the 1950s; we have never had full employment for women. Simply increasing access to education does not ensure full employment — you also have to spread the pay more evenly to be able to afford all the wages.

4 So what are all these keen young students there for? Our universities are arranged in a steep hierarchy. Competition has been manufactured that encourages many young people to aim high and apply early in case they miss out in future, rather than take their time.

5 Today's young adults are rarely advised to take a year or two out to work and make sure they want to go to university. While it's in the short-term interests of both schools and universities for most to go straight away, it's not in the interests of students themselves.

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<sup>1</sup> **full employment:** an economic situation in which all available labor resources are being used in the most efficient way possible. Full employment is seen as the ideal employment rate within an economy. A government or economy often defines full employment as any rate of unemployment below a defined number. If, for example, a country sets full employment at a 5% unemployment rate, any level of unemployment below 5% is considered acceptable.

(Source: <https://www.investopedia.com/terms/f/fullemployment.asp>)

6 My advice to young people about university is to wait until they are 19 or 20 at the earliest. Do you really want more studying immediately after years of continuous exams? And then there is the debt. Even with scholarships for a minority, most students will be paying back loans for decades — including the children of many well-off government ministers and advisers who introduced and support the mass student debt regime.

7 The UK is so socially divided that it is only at university that the more affluent half of young people ever get to mix. The number of young people from the poorer half of society who go to university is still pitifully low and hardly any go to elite universities.

8 When I arrived at Newcastle University as an undergraduate 30 years ago, we had no fees. Today rents are far higher, fees are £9,000 and rising, and becoming a graduate does not make you stand out from the crowd because so many now have degrees. You need to be far surer of what you are doing in 2016 than I had to be in 1986.

9 In 1986 we also had great fears for the future, just like today's students. I didn't worry about what job I would later do because there was so much else to worry about. My generation was afraid nuclear war was imminent. In 2015, climate change prompted the setting of the doomsday clock<sup>2</sup> back to just three minutes to midnight, as it last stood in my student years. Young people today have just as much to worry about as my generation but they might, if lucky, not see poverty and inequality sweep across the UK, becoming more rooted every year of their adult lives, as I have.

10 Charging for university education was just being envisioned in the 1980s. Today we are finally coming to realise that the fees regime is neither fair nor sustainable.

11 One sensible way to cut fees would be to reduce them first for young adults who delay going to university. The later you go, the less you owe. And the richest adults should pay the cost through decent taxation, as their children — whose tuition fees they have been able to pay upfront — are able to avoid loans. Start with that and we could progress to education free at the point of delivery<sup>3</sup>.

12 The present system is designed to maximize income and debt rather than learning and engagement. This would be a way to encourage students to be sure they are doing the right thing, to the benefit of everyone.

(730 words)

(Adapted from <https://www.theguardian.com/education/2016/sep/19/university-tuition-fees-students-delay-going>)

## New Words and Expressions

**enrol** /ɪn'rəʊl/ v. make (oneself or another person) officially join a course, school, etc. (使) 注册; 入学

**reflection** /rɪ'flekʃən/ n. a sign that shows the state or nature of sth. 反映; 显示

**bleak**<sup>★</sup> /blik/ a. not hopeful or encouraging; depressing 没有希望的; 暗淡的; 令人沮丧的

**apprenticeship**<sup>▲</sup> /ə'prentɪsʃɪp/ n. (the condition or period of having) a job as an apprentice 学徒身份; 学徒期; 学徒工作

**extreme** /ɪk'stri:m/ a. not ordinary or usual; very serious or severe 异乎寻常的; 严重的; 严厉的

**commit**<sup>®</sup> /kə'mɪt/ v. say that (sb. or sth.) will definitely do something; make (sb. or sth.) obligated to do sth. 使作出保证; 使承担义务

**implement**<sup>®</sup> /ɪm'plɪmənt/ v. carry out or put into practice 实施; 执行, 贯彻

<sup>2</sup> the doomsday clock: a design depicted since 1947 on every cover of *The Bulletin of the Atomic Scientists*, a publication in Chicago. *The Bulletin* doesn't use the clock to make any real doomsday predictions. Rather, the clock is a visual metaphor to warn the public about how close the world is to a potentially civilization-ending catastrophe. Each year, the magazine's board analyzes threats to humanity's survival to decide where the Doomsday Clock's hands should be set. On the clock, midnight is the doomsday.

(Adapted from <https://thebulletin.org/overview> and <https://www.scientificamerican.com/article/doomsday-clock-set-at-3-minutes-to-midnight/>)

<sup>3</sup> free at the point of delivery: if you get something "free at the point of delivery", you get something real and useful, of lasting value, and you pay nothing in monetary terms for it.

(Adapted from <https://www.englishforums.com/English/FreeAtThePointOfDelivery/dpqhx/post.htm>)

**albeit**<sup>®</sup> /ɔ:l'bi:t/ *conj.* although 尽管；虽然

**in fits and starts** by stopping and starting again many times, in a way that is not constant or steady 一阵阵地；断断续续地；间歇地

**evenly**<sup>\*</sup> /'i:vənli/ *ad.* with equal amounts for each person or in each place 平均地；均等地

**keen** /ki:n/ *a.* enthusiastic about an activity or idea, etc. 热情的；热心的

**hierarchy**<sup>★</sup> /'haɪə'rɑ:kɪ/ *n.* a system in which people or things are placed in a series of levels with different importance or status 等级制度；层次体系

**manufacture** /ˌmænʃu'fæktʃə(r)/ *v.* create (sth., such as a false story or explanation) by using one's imagination often in order to trick or deceive sb. 编造；捏造

**in case** for the purpose of being ready for sth. that might happen 免得；以防

**miss out** lose an opportunity to do or have sth. 错过机会

**short-term** *a.* concerning a short period of time 短期的，暂时的

**straight** /streɪt/ *ad.* directly and esp. without delay; immediately 不延误地；立即

**at the earliest** at the earliest possible time when sth. will happen or be done 作为最早时间；至早

**continuous** /kən'tɪnjʊəs/ *a.* continuing without interruption; going along without stopping 持续的，不间断的

**loan** /ləʊn/ *n.* money that is lent to sb. with a promise that it will be paid back 借款；贷款

**well-off**<sup>\*</sup> /'wel'ɒf/ *a.* having a lot of money 富有的；富裕的

**adviser** /əd'vaɪzə(r)/ *n.* a person who gives advice, esp. sb. who knows a lot about a particular subject 顾问；提供意见者

**regime**<sup>★</sup> /reɪ'ʒi:m/ *n.* a method or system of organizing or managing sth. 组织方法；管理体制

**divided** /dɪ'vaɪdɪd/ *a.* separated into two or more parts or groups 分裂的；分化的

**affluent**<sup>\*</sup> /'æflʊənt/ *a.* having a lot of money and a good standard of living 富裕的

**pitifully** /'pɪtɪfʊli/ *ad.* in a way that causes or deserves pity 值得同情地，可怜地

**stand out** be better or more important than the other people or things in a group in a way that is easily seen or noticed 杰出，突出

**imminent**<sup>\*</sup> /'ɪmɪnənt/ *a.* likely to happen very soon 即将发生的；临近的

**doomsday** /'du:mzdeɪ/ *n.* the last day of the world when Christians believe that everyone will be judged by God 最后审判日，世界末日

**poverty** /'pɒvəti/ *n.* the state of being poor 贫穷，贫困

**sweep** /swi:p/ *v.* move quickly and powerfully (all over) 横扫，掠过，席卷

**rooted** /ru:tɪd/ *a.* existing for a long time and very difficult to change; firmly established 根深蒂固的

**envision** /ɪn'veɪʒən/ *v.* imagine what a situation will be like in the future 展望；想象

**sensible** /'sensəbl/ *a.* having or showing good sense; reasonable 明智的；合理的

**decent** /'di:sənt/ *a.* of a good enough standard or quality 像样的；相当不错的

**taxation** /tæk'seɪʃən/ *n.* money that has to be paid as taxes 税；税款；税收

**tuition**<sup>\*</sup> /tju:'ɪʃən/ *n.* money that is paid to a school for the right to study there 学费

**upfront**<sup>\*</sup> /'ʌpfrʌnt/ *ad.* paid in advance, before other payments are made 预付的；预交的

**at the point of** at the particular time when sth. is about to happen 正要……之际，就要……之时

## Proper Names

**Danny Dorling** /'dæni 'dɔ:lɪŋ/ 丹尼·多林

**Newcastle** /'nju:kɑ:s/ **University** 纽卡斯尔大学（英国）

## Global Reading

### 1. Review the reading skill in the box and work on the tasks.

#### Reading Skill — Scanning (see also “skimming and scanning” in Unit 1, Book 1)

Scanning involves searching a text quickly for a specific piece of information.

When you scan, you move your eyes quickly over the text, focusing on what kind of information you are looking for.

- For “dates and times”, you scan for **numbers**;
- For “names of people or places”, you scan for **capital letters**;
- For “a sequence of events”, you scan for **numbers** and **signal words** such as “first”, “secondly”, “after that”;
- For “examples”, you scan for **signal words and phrases** like “such as”, “for example”, “like”;
- For “certain ideas, opinions”, you scan for **signal words and phrases** such as “say”, “disagree”, “controversial ideas”.

*Scan the text and find answers to the following questions. What has helped you to locate the information?*

- 1) Which country’s problems does the author discuss?
- 2) How long did youth unemployment rate stay high?
- 3) When did the author go to university?

### 2. Answer the following two questions.

- 1) Why are so many 18-year-olds steered towards university before they are ready?
- 2) What advice does the author give to young students?

## Close Reading

### 1. Read Paragraphs 1-5. Are the following statements true (T) or false (F)? Give reasons for your judgment.

- 1) UK universities did not admit enough students in 2015, so they increased the number in 2016.
- 2) One of the reasons why more youths go to college is that they don’t have better choices.
- 3) Full employment can be achieved if more people get college education.
- 4) High school students are taught to decide early on what university to attend.
- 5) The author believes going to college directly does not benefit students in the long term.

### 2. Read the rest of the text and choose the best answer for each question.

- 1) What is the author’s major concern when advising young people to go to college later?
  - a) The students have done too many examinations.
  - b) The universities are too divided by wealth.
  - c) Receiving college education always means debts.
- 2) What is true of university attendance?
  - a) Very few students of poor families go to prestigious universities.
  - b) Students from rich families are always mixed up with those from poor families.
  - c) Almost an equal number of college students come from rich families and poor families.
- 3) Which of the following is true of college graduates in 2016?
  - a) They cannot afford the high tuition.
  - b) College degrees do not guarantee a job.
  - c) Male graduates are more likely to get employed.

- 4) What does the author imply concerning the future of Britain?
  - a) Poverty and inequality will persist.
  - b) Climate change may result in the doomsday.
  - c) Young people will have less to worry about.
- 5) Which group of students can avoid loans?
  - a) Students with scholarships.
  - b) Students with the richest parents.
  - c) Students whose parents are well-off government ministers and advisers.

## Critical Thinking

Discuss the following questions.

1. What do you think the author means by “**ready**” when he asks “why do we steer so many 18-year-olds towards university before they are **ready**?” Were you **ready** when you first came to your university?
2. In China, do college students have the same worries of loans and unemployment as British students do?

## Language Enhancement

1. The **bold-faced words** below are either active words or academic words marked in Academic Word List (AWL).

A. Match the words in the left column with their meanings in the right. Use the context of the word in the text to help you decide.

- |   |                        |
|---|------------------------|
| ___ 1) <b>enrol</b> at UK universities (Para. 1)                  | a. obliged             |
| ___ 2) Inequality is now so <b>extreme</b> (Para. 2)              | b. although            |
| ___ 3) a government <b>committed</b> to full employment (Para. 2) | c. join; register      |
| ___ 4) take years to <b>implement</b> this (Para. 2)              | d. created; invented   |
| ___ 5) <b>albeit</b> in fits and starts (Para. 3)                 | e. enthusiastic        |
| ___ 6) these <b>keen</b> young students (Para. 4)                 | f. uninterrupted       |
| ___ 7) Competition has been <b>manufactured</b> (Para. 4)         | g. money being lent    |
| ___ 8) years of <b>continuous</b> exams (Para. 6)                 | h. carry out           |
| ___ 9) paying back <b>loans</b> (Para. 6)                         | i. state of being poor |
| ___ 10) <b>poverty</b> and inequality (Para. 9)                   | j. severe              |
| ___ 11) One <b>sensible</b> way (Para. 11)                        | k. reasonable          |

B. Complete the sentences with the bold-faced words from Step A. Change the form where necessary.

- 1) Anybody who has not yet been \_\_\_\_\_ for the English course should contact the tutor straight away.
- 2) An international team has been set up to \_\_\_\_\_ recent UN recommendations for the conflict areas.
- 3) Seven out of every 10 residents in this remote village live in \_\_\_\_\_ and half cannot read or write.
- 4) Failure to pay back student \_\_\_\_\_ within the specified time can ruin the borrower’s credit rating.
- 5) The World Health Organization has called for developing countries to be \_\_\_\_\_ to programs dedicated to fighting plagues (瘟疫).
- 6) It would have been more \_\_\_\_\_ to invest your scholarships in learning than to spend it all on entertainment.
- 7) Although we nearly always need extra drivers, we cannot guarantee \_\_\_\_\_ employment at any time.
- 8) If the media can \_\_\_\_\_ stories like this, then who are we supposed to believe?

**2. Complete the sentences with phrases from Reading 2. Their meanings and paragraph numbers have been given in brackets.**

- 1) Somehow, the machine tends to go forward \_\_\_\_\_, sometimes quite quickly but at other times embarrassingly slowly. (*by stopping and starting again and again*; Para. 3)
- 2) \_\_\_\_\_ there is any loss or damage of your belongings, we'll be responsible for up to ten times the original value. (*for the purpose of being ready*; Para. 4)
- 3) Some children \_\_\_\_\_ because their parents cannot afford the tuition fees. (*lose opportunities*; Para. 4)
- 4) Although he did not \_\_\_\_\_ at school, his enthusiasm and attentiveness pushed him to fulfill his potential. (*be outstanding*; Para. 8)
- 5) During the financial storm, the economy of many countries was \_\_\_\_\_ collapse. (*at the particular time of*; Para. 11)

**3. Study the word building skill in the box and work on the tasks below.**

**Word Building Skill — Clipping (II): middle clipping & compound clipping**

Middle clipping is removing the middle part of a word, e.g. "*maths*" (mathematics).

In compound clipping, one half of a compound is clipped, e.g. "*op art*" (optical art) (光效应绘画艺术), or both halves of a compound are clipped, e.g. "*navicert*" (navigation certificate) (航运许可证).

Note:

Clipping c.f. back-formation: clipping does not change the part of speech or the meaning of the word.

Clipping c.f. blending: if the new formed word retains compound stress (重音), it's clipping, e.g. "*Intelsat*" (international satellite) (国际通信卫星); if the new formed word takes simple word stress, it's blending, e.g. "*Chinglish*" (中式英语) (see Unit 2).

**A. Write down the clipped form of the original word in the following table. The first one has been done as an example. Consult the dictionary where necessary.**

Original word	Clipped word
1) popular music	pop
2) public house	
3) science fiction	
4) situation comedy	
5) spectacles	
6) typographical error	
7) zoological garden	

**B. Clipping can also lead to changes in spelling without big or obvious change in pronunciation, and this shows the phonological (语音的) restriction on clipping. Write down the clipped words from the original words in the following table. The first one has been done as an example. Consult the dictionary where necessary.**

Original word	Clipped word
1) Coca-Cola	coke

2) civilian	
3) showbusiness	
4) microphone	
5) delicious	
6) sergeant	
7) because	

**4. Study the translating skill in the box and work on the task below.**

**Translating Skill —Determining the subject (II): adding a subject**

In C-E translation, it is not rare to add a noun or pronoun in the English sentence, especially when the original Chinese sentence is subjectless, or when none of the constituents in the original makes a good subject in the English sentence.

**Source text:** 缘木求鱼，虽不得鱼，无后灾。

**Translation:** By climbing a tree in search of fish, *one* will not come to harm even though one cannot get any fish.

**Source text:** 不怕一万，就怕万一。

**Translation:** *You* can never be too careful.

**Source text:** 这个事件不像看上去的那样简单。

**Translation:** *There* is more to the incident than meets the eye.

**Source text:** 在这个紧要关头，我们尤其不该为了已经无法挽回的事情相互埋怨。

**Translation:** *The last thing* we should do at this critical moment is blaming one another for what is beyond remedy.

**Translate into English the following paragraph, choosing the subject of each sentence carefully.**

大学教育是人类文明的体现，大学教育水平则反映社会的文明程度。中国的大学教育近些年快速发展，有助于普及高等教育。大学的数量和大学生的人数增长迅速。在 2015 年，在校大学生人数就已经达到了 3700 万。大学教育为社会培养了大量的专业人才，他们是国家未来发展的核心动力。因此，大学教育极大地促进了社会的进步。但中国的大学教育也面临着不少的问题，如专业设置不合理、教学质量下降、毕业生就业难等。

**Translation:**

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## Part II LISTENING AND VIEWING

### Listening: Do We Need to Attend Lectures?

#### Before Listening

Discuss the following questions.

1. Do you sometimes feel bored while listening to lectures in college study? Why or why not?
2. What is the ideal way of college learning from your point of view?
3. What do you know about project-based learning (PBL)?

#### New Words and Expressions

**session** /ˈseʃən/ *n.* a period of time during the year in which a school, college, or university has classes 上课时间

**insightful**® /ˈɪn.sɑɪt.fəl/ *a.* showing a clear understanding of a person or situation 有深刻见解的; 富有洞察力的

**nugget** /ˈnʌɡɪt/ *n.* 有价值的小东西; 有用的想法 (或事实)

at one's fingertips 近在手边; 立即可以得到

**clutch**★ /klʌtʃ/ *v.* hold tightly 紧握; 抱紧; 抓紧

**peer-to-peer learning** 同学 (同行) 间的互相学习

**project-based learning** 基于项目的学习

**collaboratively**★ /kəˈlæbəreɪtɪvli/ *ad.* 合作地; 合力完成地

**conducive**★ /kənˈdjuːsɪv/ *a.* making it easy, possible or likely for sth. to happen 使容易 (或有可能) 发生的

**stretch** /stretʃ/ *v.* 使竭尽所能; 使倾注全力

**animated**★ /ænɪmeɪtɪd/ *a.* 动画的

**visualize**★® /ˈvɪzjʊəlaɪz/ *v.* form a picture of sb. / sth. in one's mind 使形象化; 想象

**academic** /ækəˈdemɪk/ *n.* a person who teaches and / or does research at a university or college 高等院校教师; 高校科研人员

#### Listening Comprehension

##### Listening Skill — Note-taking (III): symbols & abbreviations

In a lecture, you often have to write down a large amount of information. Besides key words, you can also use symbols and abbreviations in your notes to save time and catch up with the speaker.

Some commonly used symbols include: "&" (and), "vs." (against), "=" (is or equal), "+" (plus), "/" (parallel), etc.

Some main abbreviations are listed as follows:

- Using the initial letters of Latin words, like "e.g." (for example, from Latin "exempli gratia"), "i.e." (that is, from Latin "id est"); or use the initial letters of a phrase, like "ASAP" (as soon as possible).
- Omitting vowels and keeping only enough consonants to give a recognizable skeleton of the word, like "bkgd" (background), "gov" (government).
- Using only the first syllable or the first few letters of a word, like "pol" (politics), "info" (information).

1. Listen to the first half of a talk about attending lectures, then complete the note by using some of the



following symbols and abbreviations in the right column of the table. You can also use your own shorthand (速记法) to take notes.

word and expression	symbol and abbreviation
most importantly; most	*
question; doubt	?
and; in addition	&
no, not; wrong	×
say; claim	:
result; result in	→
rise; improve	↗
education	edu
information	info
professor	Prof.
peer-to-peer	p2p
project-based learning	PBL

**Note:**

- Lectures are 1) \_\_\_\_\_ common teaching method in 2) \_\_\_\_\_. But they exist 3) \_\_\_\_\_.
- With the Internet 4) \_\_\_\_\_ 5) \_\_\_\_\_, 6) \_\_\_\_\_ need to gather, a fixed location, textbooks. BBC journalist Matt Pickles 7) \_\_\_\_\_ “students remember as little as 8) \_\_\_\_\_ of their lectures.”
- 9) \_\_\_\_\_ Carl Wieman introduced “active learning”, the 10) \_\_\_\_\_ has been 11) \_\_\_\_\_ exam results. Other new alternatives included 12) \_\_\_\_\_ learning and 13) \_\_\_\_\_.

**2. Listen to the report again and decide whether the following statements are true (T) or false (F).**

- 1) Professor Carl Wieman supports the traditional lecture and takes it as an effective teaching method. (T / F)
- 2) Building a computer game is an example of cooperation in project-based learning. (T / F)
- 3) At the Massachusetts Institute of Technology, two traditional lecture rooms have been equipped with screens for students to watch movies. (T / F)
- 4) Traditional face-to-face teaching method is regarded as cheaper than some new methods. (T / F)
- 5) According to Professor Dan Butin, research quality and teaching quality both determine the success of a university. (T / F)

**Viewing: The 100,000-Student Classroom**

**Before Viewing**

Discuss the following questions.

1. Do you think online learning is a good way of learning? Why or why not?
2. What do you know about massive open online courses (MOOCs)?

**New Words and Expressions**

<b>formula</b> <sup>®</sup>	/ˈfɔːmjʊlə/ n.	公式；方程式；计算式
<b>innovation</b> <sup>®</sup>	/ˌɪnəʊveɪʃən/ n.	新思想；新方法
<b>motivate</b> <sup>®</sup>	/ˈməʊtɪveɪt/ v.	激励；激发

**forum** /'fɔːrəm/ *n.* 论坛; 讨论会

**flip the classroom** 翻转课堂

**nurture**\*/'nɜːtʃə(r)/ *v.* help sb. / sth. to develop and be successful 帮助; 支持

**statement of accomplishment** 结业证明

**experimentation** /ɪk.sperɪmen'teɪʃən/ *n.* the activity or process of experimenting 实验; 试验

## Viewing Comprehension

### Listening Skill — Note-taking (IV): linear notes

Linear notes include key words, highlighting, underlining and abbreviations. A common linear system consists of headings that use Roman numerals, letters and Arabic numerals at different levels. A typical structure is shown as follows:

I. First main topic

A. Subtopic

1. Detail

2. Detail

B. Subtopic

II. Second main topic

1. *Watch the lecture about online study, then complete the following linear note by filling in the blanks with the exact words you have heard.*

I. Reason

Teaching technology isn't as 1) \_\_\_\_\_ and 2) \_\_\_\_\_ as the subject matter of the class.

II. A better way

A. create 3) \_\_\_\_\_ for anyone in the world for free.

B. change the way they 4) \_\_\_\_\_ rather than memorize the formulas.

C. have 5) \_\_\_\_\_ for homework.

D. attend online forums.

III. Outcome

The data — thousands of 6) \_\_\_\_\_, and the real 7) \_\_\_\_\_ will come.

2. *Watch again and choose the correct answer to the following questions.*

1) What was the challenge when the speaker and his colleague wanted to find a better way of teaching?

a) They should create an online class being equal or better in quality to Stanford class.

b) They couldn't get students' homework on time.

c) They couldn't have a classroom discussion with too many students.

2) What is the main benefit from the forums mostly self-organized by students?

a) Students can flip the class easily.

b) Students can discuss with the best teachers.

c) Students can help each other through "peer instruction".

3) How many students have watched at least one video each week?

a) About 160,000.

b) About 80,000.

c) Over 20,000.

## Critical Thinking

*Discuss the following questions.*

1. What are the advantages and the disadvantages that technology has brought to education?
2. If you were a teacher, how would you change your class into a new and more interesting one?

## Part III SPEAKING

Students entering university may find **seminars** a new form of study. A **seminar** usually involves a group of 10-20 students and a lecturer. They gather together to discuss a specific lecture topic after students have made preparations like reading books or articles required by the lecturer. During the seminar, participants are expected to actively engage in the discussion which is often related to their reading. In Units 1-4, you are going to learn about how to participate in a seminar discussion effectively. This unit will focus on how to cite sources in such discussions.

### How to cite sources in a seminar discussion?

Since many seminar discussions are based on students' reading beforehand, it is inevitable to refer to those reading materials, i.e. sources, during the process of discussions. For example, you may need to quote a particular sentence, to paraphrase an author's point of view, or to summarize the main ideas of different sources. Unlike academic writing, the conventions of citing sources in speaking are not so complicated. But you have to explicitly point out which ideas come from your reading and which from yourself. Usually, there are two ways of referring to sources when speaking, one is by **mentioning the author(s)**, and the other is by **mentioning the text**, as illustrated in the following examples:

*Leech states that "..."*

*He further **explains** that ...*

***According to** the article ...*

*As **described** in the book, ...*

When citing sources in a seminar discussion, the appropriate use of **reporting verbs / phrases** is especially important. We have listed many useful reporting verbs in Unit 7, Book 1, as shown in the following box. You may choose suitable ones to refer to the ideas of an author or a text.

acknowledge	admit	allege	argue	assert
believe	conclude	consider	criticize	define
demonstrate	discover	discuss	emphasize	explain
explore	express	identify	illustrate	indicate
maintain	mention	outline	propose	regard
reveal	say	show	state	suggest

There are also some reporting phrases that have often been used, such as *according to*, *point out*, *focus on*, *look at*, *differentiate / distinguish between*. Note that if you want to cite sources effectively in the discussion, you need to annotate the reading materials carefully when you are preparing in advance. Use underlining, highlighting, numbering or any skills learned in Unit 8, Book 1 to annotate a text. Then in the discussion when you look at the text, you can easily identify what you want to mention.

**1. Read the following text in preparation for a seminar discussion and annotate it appropriately in the margins**

as well as in the text.

Left margin	Text	Right margin
<p><i>Main idea:</i> <i>a record number of university freshmen in UK</i></p>	<p>A record number of students have been accepted on to university courses this year (2015), with women making up an increasing share of undergraduates. The University and College Admissions Service (UCAS) revealed that 409,000 applicants had been accepted to start higher education courses — an increase of 3% compared with last year and evidence that students are not discouraged by the burdens of post-graduation debt.</p> <p>The rise was boosted by a surge in acceptances of mature students in Scotland as well as a sharp increase in those coming to study in the UK from elsewhere in the European Union. The rise comes in the first year since the government lifted a cap (限制) on university places (大学入学名额) in England, allowing universities to recruit as many students as they see fit, leading many colleges and universities to increase their intake.</p> <p>“This is great news and shows that by lifting the cap on student numbers we are helping more people than ever benefit from higher education and gain the skills that businesses seek to boost productivity and support growth,” said Jo Johnson, the universities minister.</p> <p>The gap in the proportion of female and male applicants continued to widen, with 58,000 more women than men enrolling as undergraduates. Women make up 57% of this year’s undergraduates.</p> <p>(Adapted from: <a href="https://www.theguardian.com/education/2015/aug/13/record-number-university-admissions-cap-a-levels">https://www.theguardian.com/education/2015/aug/13/record-number-university-admissions-cap-a-levels</a>)</p>	

**2. Work in small groups and simulate a seminar discussion around the following questions about UK university enrolment. You may refer to the source text in Task 1 and use the annotations to help your discussion.**

- 1) Have the UK universities seen an increase in their enrolment?
- 2) What factors lead to the rise in the number of university applicants?
- 3) Do you agree that “the more university students, the better”?
- 4) Why were there more female than male undergraduates in 2015?

**3. Ask a group member to report your answers to the discussion questions in Task 2 to the whole class.**

## Part IV WRITING

In university, you may be assigned to write different types of texts, such as essays, laboratory reports, case-studies, book reviews, research proposals, journal papers, theses, dissertations, etc. Among these, the **essay** should be the most popular form of academic writing required by your tutor or course lecturer. Different from a short piece of

writing which is often completed in an exam and simply based on one's former experience and understanding of a given topic, the **essay** we refer to in this book is **research-based** and **extended** (usually with a length of 500-2000 words). To write essays successfully, you need to follow a set of procedures that will be elaborated in this unit and Unit 2.

### Writing process (I): planning and researching

Since the essay is often assigned as course work and may comprise an important part of course assessment, writing good essays becomes one of the academic survival skills that each undergraduate should master. Generally speaking, essay writing involves various stages in the process of pre-writing, while-writing and post-writing. This unit focuses on the pre-writing stages, which mainly include planning and researching.

The preparation made before the “real” writing largely determines which standard your final essay can reach. Usually you will be given sufficient time to work on your essay, say, one month or even a whole semester. Therefore, you need to **plan the time** you are going to spend on pre-, while- and post-writing. Then, you should **plan the content and structure** of the essay. During this stage, conducting research, i.e. searching for relevant books, journals or information in the library and on the Internet, is crucial and necessary.

First, to **decide on a topic** and narrow it down to a specific focus, you have to widely search for ideas and sources, while merely relying on your own interest and prior knowledge is not enough. For selecting a proper topic, follow the guidelines to **avoid** such topics that:

- *have been overused;*
- *are too big and broad;*
- *are too technical and difficult for a layman to read;*
- *lack sufficient source materials.*

Second, you can **produce a working title** for your essay once a specific topic has been chosen. This title may be adapted according to the research you are doing. Normally, a title reveals information on **the general subject, the research method** and **the specific focus** of the essay, and serves as a guide for your subsequent writing. For instance, from the title “*A Comparison of the Effectiveness of Traditional Courses and Online Courses*”, we know that the subject of this essay is traditional courses and online courses; the research method adopted is comparing; and the specific focus of research is the effectiveness of two types of courses.

Third, the core of your essay planning lies in **working out an outline** which orderly lists the main points, including a thesis statement, topic sentences and / or supporting sentences. This stage requires you to search for the relevant information, read and take notes, and finally put the selected information in a logical order. Based on these researching results, you may come up with a main idea for the whole essay (the thesis statement), and several sub-ideas as well as the supporting evidence. There are three formats of outlines often used, i.e. the topic outline, the sentence outline, and the decimal (十进制的) outline. Stick to one format when you are working on your outline. An example for each format is illustrated below (to save space, only part of each outline is given):

#### ● The topic outline

A Comparison of the Effectiveness of Traditional Courses and Online Courses

**Thesis statement:** By examining two key elements of learning effectiveness — interactions and student performances — between the traditional classroom and online learning environment, this essay provides evidence that the mode of instruction poses no prominent difference on its effectiveness.

I. The comparison of interactions

- A. Interactions in traditional courses
  - 1. Advantages
    - a. Face-to-face verbal communication
    - b. Timeliness
  - 2. Disadvantages
    - a. Stress on students
    - b. Unequal participation
    - c. Time limit
- B. Interactions in online courses
  - 1. Advantages
    - a. Wider student participation
    - b. More in-depth and reasoned discussions
    - c. Less stress on students
  - 2. Disadvantages
    - a. Discussions through text only
    - b. Loosely bound in nature

II. ...

## ● The sentence outline

### A Comparison of the Effectiveness of Traditional Courses and Online Courses

**Thesis statement:** By examining two key elements of learning effectiveness — interactions and student performances — between the traditional classroom and online learning environment, this essay provides evidence that the mode of instruction poses no prominent difference on its effectiveness.

I. The comparison of interactions in traditional courses and online courses reveals that each mode of instruction has their own merits and demerits.

- A. There are several advantages and disadvantages in terms of interactions in traditional courses.
  - 1. There are two major advantages.
    - a. Interactions in traditional classrooms are the face-to-face verbal communication.
    - b. Interactions in traditional classrooms are timely.
  - 2. There are three major disadvantages.
    - a. Students have much stress when answering questions or taking part in discussions.
    - b. Some active students may dominate the discussion while shy students may not have the opportunity to speak.
    - c. The limited class time restricts the length and depth of interactions.

B. ...

## ● The decimal outline

### A Comparison of the Effectiveness of Traditional Courses and Online Courses

**Thesis statement:** By examining two key elements of learning effectiveness — interactions and student performances — between the traditional classroom and online learning environment, this essay provides evidence that the mode of instruction poses no prominent influence on its effectiveness.

1. The comparison of interactions

1.1 Interactions in traditional courses

1.1.1 Advantages

1.1.1.1 Face-to-face verbal communication

1.1.1.2 Timeliness
1.1.2 Disadvantages
1.1.2.1 Stress on students
1.1.2.2 Unequal participation
1.1.2.3 Time limit
1.2 ...

1. *Narrow down the following topics to make them suitable and manageable for a 500-word essay. The first one has been done as an example.*

General topic	First narrowing	Second narrowing
Higher education	<u>Exams in higher education</u>	<u>The effects of exams on college students' academic performance</u>
Social networks	1) _____	2) _____
Medical care	3) _____	4) _____
Gender gap	5) _____	6) _____
Artificial intelligence	7) _____	8) _____

2. *Identify the components in the following titles. The first one has been done as an example.*

1) <u>A Discussion of the Role of Nobel Prize in Modern Science</u>	the general topic: <u>Nobel Prize</u> the specific focus: <u>the Role, in Modern Science</u> the (research) method: <u>A Discussion</u>
2) <u>A Study on the Application of Educational Psychology to the Teaching of Chemistry</u>	the general topic: _____ the specific focus: _____ the (research) method: _____
3) <u>A Comparative Study of <i>Pride and Prejudice</i> and <i>Love in a Fallen City</i> on Love and Marriage</u>	the general topic: _____ the specific focus: _____ the (research) method: _____
4) <u>Environmental Influences on the Health of Children at the Age of 3-5</u>	the general topic: _____ the specific focus: _____ the (research) method: _____
5) <u>The Analysis of Causes of Air Pollution in China's Cities</u>	the general topic: _____ the specific focus: _____ the (research) method: _____

[illegible]