

Unit 1

Learning Computer Science by Going to College

• Learning Objectives

- To learn several ways of studying information science
- To learn to grasp the main idea of a paragraph
- To learn to introduce yourself

Section Listening

Pre-Listening

Direction: Work in pairs and discuss the following questions.

1. What is your major? Are you familiar with your major?
2. Do you think computer science is a popular major in college?

Warm-up Activities

Vocabulary

relatively	[ˈrɛlətɪvli]	<i>adv.</i>	by comparison to something else 相对地；比较地
reveal	[rɪˈviːl]	<i>vt.</i>	allow or cause to be seen 显示；透露；揭露；泄露
curriculum	[kəˈrɪkjələm]	<i>n.</i>	subjects included in a course of study or taught at a particular school, college 课程
gender	[ˈdʒɛndə]	<i>n.</i>	the properties that distinguish organisms on the basis of their reproductive roles 性；性别
confer	[kənˈfɜː]	<i>vt.</i>	present 授予；给予
Israel	[ˈɪzriəl]	<i>n.</i>	以色列 (亚洲国家)；犹太人，以色列人
Malaysia	[məˈleɪzə]	<i>n.</i>	马来西亚；马来群岛
Guyana	[gaɪˈænə]	<i>n.</i>	圭亚那 (拉丁美洲国家)

Activity One

Direction: In this section, you will hear a news report. After listening, you should choose the best answer to each question. Now listen to the news report.

1. What is the news report mainly about?
 - A. Computer science is widely taught in most schools and universities.
 - B. Computer science is not extensively taught in colleges.

- C. Computer science is extensively taught in colleges.
D. Computer science is not a required course in most countries.
2. In 2014, how many high schools opened the subject of computer science in America?
A. 14%. B. 50%.
C. 10%. D. 20%.
3. Which country's curriculum does **NOT** include computer science according to the passage?
A. New Zealand. B. Israel.
C. South Korea. D. Japan.



Activity Two

Direction: Listen to another news report and choose the best answer to each question.

4. What is the news report mainly about?
A. The significance of computer science education.
B. The computer science education in Western countries.
C. The issue of gender gap in computer science education.
D. The number of people who get computer science education.
5. How many computer science degrees were conferred to women in 2012 in America?
A. 12%. B. 20%.
C. 54%. D. 50%.
6. Which country's women made up 54% of computer science graduates?
A. The U.S.A. B. Malaysia.
C. Guyana. D. China.

While-Listening

Text A How to Write Codes

Vocabulary

path	[pæθ]	<i>n.</i>	way or method 途径; 方法
vocational	[vo'keʃənəl]	<i>adj.</i>	especially providing or undergoing training in special skills 职业的, 行业的
intermingle	[,ɪntə'mɪŋɡl]	<i>vt.</i>	combine things into one 使混合
constraint	[kən'streɪnt]	<i>n.</i>	something that limits one's freedom of action 约束; 限制; 强制

Activity One

Direction: In this section, you will hear a long conversation. After listening, you should choose the best answer to each question. Now listen to the conversation.

- What is the conversation mainly about?
 - The traditional way of learning how to write codes.
 - The effective way of learning how to write codes.
 - The different ways of learning how to write codes.
 - The similar way of learning how to write codes.
- How many paths are there (for students) to learn how to write codes?
 - One.
 - Two.
 - Three.
 - Four.
- According to the conversation, when do students attend vocational schools?
 - At night.
 - During term time.
 - On weekends.
 - On holidays.
- Which is the most basic step for students to learn how to write codes?
 - Going to colleges.
 - Going to vocational schools.
 - By self-study.
 - None of the above.

5. Which is the most essential process of learning how to write codes?
- A. Going to colleges. B. Going to vocational schools.
C. By self-study. D. None of the above.

2 Activity Two

Direction: Listen again and decide whether the following statements are true (T) or false (F).

6. The professor thinks Steven has asked a simple question. ()
7. The traditional way of learning how to write codes is to learn basic knowledge about programming languages. ()
8. In the professor's opinion, people can just enroll in regular school to continue their study or learn practical skills. ()
9. All these ways are viable and single, and they have their own strengths and weaknesses. ()
10. In the professor's opinion, the best way to learn how to write codes is to study by oneself. ()

Text B Learning Computer Science by Going to College

⚙ Vocabulary

decent	['disnt]	adj.	socially or conventionally correct; refined or virtuous 正派的; 得体的; 相当好的
vacancy	['vekənsɪ]	n.	being unoccupied 空缺; 空位
take into account			考虑; 重视; 体谅
prevailing	[prɪ'veɪlɪŋ]	adj.	encountered generally especially at the present time 流行的
mindset	['maɪndset]	n.	a habitual or characteristic mental attitude that determines how you will interpret and respond to situations 心态; 倾向
conference	['kənfərəns]	n.	a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda) 会议; 讨论

① Activity One

*Direction: In this section, you will hear a talk **ONLY ONCE**. While listening, you may write **NO MORE THAN THREE WORDS** for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. Now listen to the talk.*

Learning Computer Science by Going to College

I. Advantages

- A. Numerous companies only hire people who have 1. _____.

Some companies demand employees must graduate from universities like Princeton, Cornell or 2. _____.

Many companies do not take into account employees' 3. _____ and skills.

Getting education in colleges may offer students more 4. _____ that self-taught people may not get.

- B. Colleges provide students with a 5. _____.

Universities help students make a 6. _____ with famous companies and provide them with resources that students might not have access to on their own.

II. Disadvantages

- A. The most obvious one — 7. _____.

College education is really expensive, especially for some popular majors such as 8. _____.

Living on campus is expensive.

Renting your own 9. _____ also costs a lot.

- B. The second drawback is time.

College takes a 10. _____ of four years.

Some activities in school will not directly benefit students.

② Activity Two

Direction: Listen again and decide whether the following statements are true (T) or false (F).

11. Companies tend to label people into two categories: degree or non-degree. ()

12. In the speaker's opinion, some companies are pretty short-sighted. ()

13. Nowadays, many schools may offer internships for their students, or some companies even recruit directly from schools. ()
14. All the activities and time in school will directly benefit students. ()

Post-Listening

Direction: Work in pairs and discuss the following questions.

1. Have you ever enrolled in a vocational school?
2. Do you think “self-study” is necessary? Why or why not?

Section Speaking

Speaking to Introduce Yourself

“Tell us about yourself” is a question often asked in a work situation by HR managers or project directors, or in any social situation where information about you may be needed or helpful. Introducing yourself is far more than just saying your name. It composes part of the first impression you make on people, and it is a way of making new connections with those you newly come across either in work or life.

Introducing yourself to strangers can be tricky because what you say largely depends on the occasion and the audience. This means that you may introduce yourself quite differently depending on whether you are having a job interview, or meeting with a new work mate in office, or giving a speech at a conference, or just starting a conversation with someone at a party. Therefore, it is important to be prepared for the occasion, just as you need to be prepared for a job interview, and to have some knowledge of your audience beforehand.

Knowing the occasion and the audience, you are in a much better position to introduce yourself appropriately, effectively and interestingly so that people will respond to your self-introduction favorably. The following are some tips to help you prepare your self-introduction.

- Get to know the audience and the situation and decide what information about you is wanted or would be meaningful for the occasion and the audience.
- Start your self-introduction by greeting the audience (like “Good morning!” or “Hello,

everyone!”) and stating your name clearly. In a formal or professional situation, it is important to state your full name.

- Give a one-sentence description of what you do or study professionally. State who you are, who you work with, and what you do briefly as in “I am an information engineer working with the World Bank on information security”.
- Choose one focus for your self-introduction and support it by relevant information. Do not run into a lengthy narration of life story or try to cover everything about you in a 2-minute self-introduction; instead, focus on the thing that would be most appropriate and meaningful to the situation and the audience. For example, in a job interview, it would be appropriate and effective to focus on your education, experience or personal traits that are related to the job you are seeking.
- Keep good timing. Usually a self-introduction may last 1 to 3 minutes depending on the situation. Don’t launch into a ten-minute story about your education background or career path.
- Communicate effectively by means of keeping eye contact and keeping your voice clear and loud enough for everyone to hear.
- Be confident and friendly. While speaking, remember to keep your body erect and straight. You can also smile and use gesture properly to convey a confident and friendly impression.

Questions to Think About

1. Think about the focus of your self-introduction when you are to introduce yourself to 1) a group of new office mates, 2) some new friends at karaoke and 3) your project leader. What different focus will you choose?
2. Before a job interview, why is it important to get to know the company/organization? Why is it important to get to know the responsibilities of the post you are applying for?
3. Preparing a self-introduction is actually a way of truly getting to know yourself and discovering your meaningful connection with the world. While starting your career in IT, how would you define the connection between yourself and the career you choose?

Communication Tasks

1. When you are about to start your career, what do you think would be your dream job or dream post? Discuss with your classmates and tell them why you like the job.

2. What qualifications and experiences would qualify you for your dream job? Make a list of your strengths that will make you a qualified or competitive applicant for the job.
3. Based on the list of information in the previous task, prepare a 2-minute speech of self-introduction. Present the speech to your classmates as if you are introducing yourself in a job interview.

Section Exam Spotlight

Activity One

*Direction: In this section, you will hear three news reports **ONLY ONCE**. At the end of each news report, you will be given 10 seconds to answer the questions.*

News Item One

1. **A.** It is a special day in America.
B. It is on the third Sunday in June.
C. It celebrates the importance of fathers.
D. It is time for people to thank father figures.
2. **A.** It is a common father expression in English.
B. It originates from William Blake's poem.
C. It means a boy is very much like his father.
D. It means people's personalities form early.

News Item Two

3. **A.** A 17-year-old girl.
B. A 15-year-old boy.
C. A 23-year-old woman.
D. An 18-year-old man.
4. **A.** One month later.
B. Two months later.
C. Immediately.
D. Two weeks later.

News Item Three

5. A. All. B. Some.
 C. One. D. None.
6. A. Hong Kong and Taiwan. B. Taiwan and Tokyo.
 C. Tokyo and Seoul. D. Hong Kong and Seoul.

Activity Two

Direction: In this section, you will hear a conversation between two students. After listening, you are required to fill in the blanks with the exact words you have just heard.

Boy: 7. _____ I just finished the story I was working on for our creative writing course.

Girl: I haven't quite finished mine yet. 8. _____.

Boy: How come?

Girl: Well, I was really happy to be writing 9. _____. But after the first new pages, 10. _____. I just couldn't write any more.

Boy: The same thing happened to me. I thought it meant I lack imagination.

Girl: Well, Mrs. Wilson said 11. _____ for writers to get stuck like that.

Boy: You went to talk to her about it?

Girl: Actually, I want to ask for more time to finish the assignment. But instead she gave me some advice about 12. _____. She said that the first thing I should do is to write anything that comes into my head even if it doesn't make any sense, sort of a warm-up exercise.

Boy: That is interesting. When I get stuck, I shift to something else, you know, do some work for one of my other courses.

Girl: Well, her methods seem to have worked for me. I've written most of the story, and I should be able to 13. _____. But first I need to go to the jewelry store.

Boy: You are going shopping? Can't you wait until you finish your story?

Girl: I am going there for my story. 14. _____. So I want to take a look at how the jewelry cases are arranged, where the security cameras are located, that sort of thing.