

B1U1 College: Survive and thrive

Unit overview

This unit focuses on how to grow as freshmen and aims to help Ss overcome difficulties in the transitional period and live a meaningful life. The diary entries in *Active reading* narrate a U.K. freshman's first week in college. The text in *Further exploration* describes how three freshmen, respectively from Russia, Mexico, and France, overcame their difficulties in social life, studies, and money management. Then the video provides a professor's suggestion that it is important to grow our intelligence rather than prove our intelligence in college. In *Project*, Ss are asked to talk with their partner about challenges they have encountered and offer suggestions to each other. The text in *Extended reading* explains why college is a most rewarding experience in our lives. By learning this unit, Ss will be more prepared to adapt to the new environment and make the most of college life. Hopefully Ss can understand what growing up means for freshmen, and they will have the courage and wisdom to overcome more challenges in the future.

Scenario

新学期，英语社团将举办主题为“大学新生的挑战与应对方法”的聚会活动。学生对于全新的大学生活感到有些焦虑，想参加这次活动，与社团成员一起讨论来缓解压力。

Active reading

(Diary of a fresher)

阅读同龄人初入大学时写的日记，认识到新环境带来的各种挑战，帮助自己调整心态、从容应对新生活。

Further exploration – Text

(Settling down around the world)

阅读来自不同国家的三个大一新生如何克服困难的故事，学习如何解决大学生生活中遇到的问题，实现个人成长。

Further exploration – Video

(What is the point of college?)

观看视频，理解大学学习不是要证明自己的智力，而是要发展自己的智力，建立起科学的学习观。

Project

参加英语社团的聚会活动，与社团成员一起交谈，讨论作为大学新生遇到的挑战，并为对方提出解决问题的建议。

Extended reading

(Why is college the best time of your life?)

阅读说明为什么大学是人生最美好时光的文章，了解大学如何在学业、人际交往等方面助力个人成长，并学会充分利用大学时光。

Self-reflection

回顾整个单元的学习，反思在内容、语言、结构、交际和行为上的收获。

描述大学新生遇到的困难，提供解决问题的办法，理解成长意味着自我挑战，树立积极向上的成长观。

本单元课程思政元素备选清单

素材	课程思政参考点	二十大精神
Active reading (Diary of a fresher)	了解初入大学会在学习、生活、人际交往等方面会遇到的各种困难与挑战，明白面对困难与挑战无须过度焦虑和担忧，直面挑战、克服困难是实现自我成长的必经之路。	通过本单元的学习，学生能够意识到成长意味着自我挑战，要珍惜青春年华，增长本领，用于挑战，成为有理想、敢担当、能吃苦、肯奋斗的新时代好青年。
Further exploration – Text (Settling down around the world)	学习如何解决时间管理、学习方法、金钱管理方面的困难来实现自我突破。	
Further exploration – Video (What is the point of college?)	了解学习的意义在于发展自己，而不是证明自己。要摒弃功利的学习观，追求实质性的成长，而不是好看的分数。	
Extended reading (Why is college the best time of your life?)	明白大学是人生中难得的时光。要珍惜机会，增长本领，锤炼品格，在专业本领、独立能力和社会交往等方面全面提升自己能力。	

Scenario

The scenario in this unit can be analyzed from the following aspects:

Setting: Participating in an English Club activity

Topic: Challenges for freshmen and ways to overcome them

Identity: Speakers: College students participating in the English Club activity

Purpose: To talk about difficulties from different aspects of college life and give suggestions to meet the challenges

Teaching suggestions

T can ask whether Ss have encountered any difficulties in the beginning days of their college life. With some responses, T may say that it is natural for freshmen to face various difficulties in this transitional period because the environment of college is totally different from that of high school. And then T introduces the scenario to Ss and asks them to have a conversation in pairs.

After the tryout, T can ask Ss to have a reflection on the difficulties in the conversation in four aspects: content, language, structure, and communication. T can invite a pair to speak out their difficulties in trying out the scenario and write down their difficulties on the blackboard as an example. Then give Ss three minutes to fill in the table with their own difficulties. After that, T can naturally point out the learning objectives of this unit, which can help Ss be clear about what they will learn and what they will be able to do upon completion of this unit.

Active reading

The text includes six diary entries written by a U.K. freshman. In these diary entries, the author details challenges from different aspects of college life in the first week. After learning this text, Ss may realize the similarities of the challenges facing them and the author in this transitional period. Meanwhile, Ss may recognize their differences resulted from different cultural backgrounds. They will be more open to difficulties in their life and learn to grow up by overcoming these emerging problems. Ss will learn useful expressions to describe their own situations and learn how to use the writing technique of exaggeration to emphasize what is intended to be stressed in the narration.

Before you read

Teaching suggestions

This is a warm-up activity to relate Ss' personal experiences to the content of the text. After Ss write down challenges they have met, T can invite Ss to share their answers. The list of challenges can be added to be as much inclusive as possible.

Reference answers

- Managing my money
- Balancing between study and social activities
- Disciplining myself
- Choosing which clubs to join in
- Washing clothes by hand
- Living in the dormitory
- Getting along with the roommates

Additional activity

For an alternative choice, the class can do a “Guess and check” activity. T can design a questionnaire to survey challenges Ss are encountering at the very moment. Each Ss inputs their answers. After inviting Ss to guess what are the most common challenges in class, T can show the result and comment on the reasons accountable for the most common ones.

Diary of a fresher

Text interpretation

本文展现了一名英国的大一新生初入大学第一周写下的六篇日记，依次呈现了住宿、见导师、食堂就餐、听课、交朋友、去图书馆以及清洗衣物等不同侧面的大学生活，反映了全新的环境带给大学新生的诸多挑战。日记内容与学生目前所处的情境具有极大的相似性，能够使他们联想到自己的生活经历，产生强烈的代入感，学生对于日记中描述的问题也会比较感兴趣。

课文传递了一种积极的成长观：挑战是新生活的一部分，成长就意味着要面对困难、解决问题，这是每个人不同阶段都要面临的必修课。日记中诸如同伴压力、照顾自己生活的辛苦等都跃然纸上，让学生意识到自己生活中遇到的诸多问题也是其他同龄人正在经历的，不必为此感到惊慌。需要做的是积极调整心态，找到解决问题的办法，尽快适应大学生活。教师可以引导学生分析日记中反映的大学新生挑战，结合自己的实际情况谈谈遇到的相似或者不同的挑战，在现实与课本的互动中建立直面困难的信心，帮助学生增长本领，磨砺品性，成为德智体美劳全面发展的社会主义建设者和接班人。

日记的整体风格简洁轻快，特色鲜明。作者在叙事中融入细腻的心理活动，通过生动的描写来呈现大学新生活的立体和多面。学生可以通过理解练习 1 和 2 来深入理解课文，把握主旨内容。同时，作者擅长使用夸张的修辞手法，使描述更加幽默。学生可以结合 **Analyzing writing techniques** 部分的讲解以及练习进一步挖掘文中使用的夸张的例子，分析达成的效果。学生在最后产出时可以尝试使用夸张的修辞手法。

Culture notes

1 Fresher

A fresher is a student in their first year at university, especially a new arrival. The word “fresher” emphasizes that students are new arrivals; “freshmen” (*AmE*) refers to students in their first year at university. Some other terms are:

Year of study	British expression	American expression
first year	first-year student / fresher (in first months of study)	freshman
second year	second-year student	sophomore
third year	third-year student / final-year student (of a three-year programme)	junior
fourth year	fourth-year student / final-year student (of a four-year programme)	senior

2 Tutor

A tutor in the U.K. is a teacher or lecturer who has particular responsibility for a small group of students (a personal tutor who sees particular tutees). A tutorial is a period of teaching in a university which emphasizes critical discussion between one student, or a small group, and a tutor. Generally this is on a

prepared topic, and sometimes students bring prepared writing (notes or a draft essay) and make a presentation to the tutor and other students, which is then discussed.

3 Freshers' fair

A freshers' fair is largely arranged by university faculties, student societies and clubs to give information to new students in their first week at university, and to attract new members. Often faculties, departments, societies and clubs will set up a table or tent on campus where they display the information about the faculty, society or club, and about how they are able to help students. They give out information packs to students. Sometimes they also give students small gifts or discount vouchers for nearby restaurants, pubs, or shops. For new students in the U.K., there is usually an induction week when they receive a lot of information about their courses.

4 College major

In U.S. colleges, students choose their majors, which means the main subject areas they specialize in. They might also choose a minor, which is the subject that they study in addition to the major. The system in U.K. universities is very different. Students apply for a course and study a subject. While some U.K. universities may allow for some flexibility in course selection, there isn't typically a concept of minors or majors. Instead, a student might take core modules and select options to build a well-rounded education within their field of study. In the U.K., a student is not called "an English literature major," but "an English literature undergraduate."

Language points

1 After a tiring car journey, we arrive at my hall of residence for me to get settled in. (Para. 1)

Notes: A "hall of residence" is a college or university building where students live. In American English, it is called a dorm, dormitory, or residence hall.

2 My room is five floors up, and the lift has a sign on it, "Out of order." (Para. 1)

Meaning: My room is on the fifth floor. But there is a sign on the lift, saying that the lift is not working. (So the author and her parents have to climb up to the fifth floor. That is why the author's mother is flushed and gasping for breath.)

Notes: When discussing floor numbering systems, it is important to recognize that different countries may have different conventions. In the U.K., the floor of a building which is level with the ground is called the ground floor. The floor above it is called the first floor, the floor above the first floor is the second floor, and so on. However, in some other countries, say China and America, the floor which is level with the ground is called the first floor, the floor above it is the second floor, and so on. As the diary is written by a freshman in the U.K., when the author says "My room is five floors up," it means that their room is on the fifth floor, which corresponds to the sixth floor in China or America.

out of order: if a machine or piece of equipment is out of order, it is not working (机器或设备) 发生故障的, 失灵的

The washing machine has been out of order for weeks and nobody has it repaired.

3 Finally, with my mother flushed and gasping for breath, we find the room and walk in. (Para. 1)

Notes: The structure "with my mother flushed ..." is an absolute construction, denoting the condition of

the author's mother when they find the room.

4 **After one minute, my father climbs out. (Para. 2)**

Notes: The author uses the expression “climb out” to indicate that the room is too small. It is so small that one needs to “climb in and out” instead of “walk in and out.” Here the author is exaggerating, as in some of the coming paragraphs.

5 **The room is *barely* big enough for one, ... I can *stretch out full-length* on the bed and touch three walls without moving a muscle. (Para. 2)**

Meaning: The room is too small. ... When I lie on the bed, I can touch three walls even when I am not moving my body. The author is using exaggeration to say how small the room is.

barely: *ad.* in a way that almost does not happen, exist, etc. 仅仅；勉强地；几乎没有
The roads were barely wide enough for two cars to pass.

stretch out: lie down, usu. in order to sleep or rest 躺下（睡觉或休息）
After a long day's work, she likes to stretch out on her bed to rest after a hot bath.

full-length: *ad.* sb. who is lying full-length is lying flat with their legs straight out 脚伸直地；平躺地
She was lying full-length on the grass.

6 **There's a coffee morning for freshers. I meet my tutor, a tall man with sloping shoulders, who is making a determined effort to be friendly. (Para. 4)**

“Have you come far?” he asks as he *peers* down at me. As he speaks, his head jerks wildly from side to side, which makes his coffee spill out. (Para. 5)

Meaning: In these two paragraphs, the author gives a vivid physical description of the tutor, who is uncomfortable in the situation and doesn't know how to act. He's trying to be relaxed and friendly, but it doesn't come naturally.

peer: *vi.* look very carefully at sth., esp. because you are having difficulty seeing it（尤指因看不清而）盯着看，凝视
He peered at the tag to read the price.

7 **“Splendid!” he says and moves on to the fresher standing beside me. “Have you come far?” he asks. “Splendid!” he continues, without waiting for the answer, and moves on. (Para. 7)**

Meaning: The tutor asks the same question and gives the same response to the students' answers. He moves on to the next student without even waiting to hear the previous student's answer. This indicates that the tutor is a little nervous and behaves in an unnatural way.

8 **Am feeling a bit hungry, and I feel like I haven't eaten for three days. (Para. 9)**

Notes: “Am feeling a bit hungry” is not a complete sentence and the subject “I” is omitted. Here the author has used a free writing style, which is ungrammatical. In formal writing, it is suggested to use complete sentences.

9 **That's impressive! I feel so ignorant ... I don't even feel worthy of breathing the same air as her. (Para. 17)**

Meaning: This sentence is exaggerated and humorous, emphasizing the gap between the author and Sophie – Sophie seems much more intelligent, knowledgeable, and enthusiastic than the author. In comparison, the author feels so ignorant that she thinks she doesn't deserve to breathe the same air as Sophie.

10 **Mum reassures me that it's mine for as long as I need it ... (Para. 20)**

reassure: *vt.* make sb. feel calmer and less worried or frightened about a problem or situation 使安心; 使放心; 使消除疑虑

The salesman reassures me that the machine is safe to use.

as long as: used to say that one thing can happen or be true only if another thing happens or is true 只要
My parents don't care what college I go to as long as I'm happy.

11 **For some reason, I also have to swear that I won't break the library rules, and if I do, I'll be sent to prison. (Para. 21)**

Meaning: Again, this is humor through exaggeration. All libraries have rules, but those who break the rules are unlikely to go to prison. The expression "for some reason" indicates that the author doesn't understand why she needs to swear to follow the library rules.

swear: (swore, sworn) *vt.* promise that you will do sth. 起誓保证 (做某事)

He swore that he would never see her again.

12 **(What!? For speaking too loudly?) (Para. 21)**

Notes: The sentence is in brackets. This is what the author thinks to herself. She does not say it out loud.

13 **I'm not sure what happens to my dirty clothes after putting them in the clothes basket and before finding them clean, ironed, and ready to be worn again. (Para. 22)**

Meaning: This is a humorous reference to the fact that at home, the author's mother does all of the washing for the author. Hence the author claims not to know what happens to the clothes.

Getting the idea

1

Teaching suggestions

This activity aims to help students grasp the main ideas of these diary entries. T can ask Ss to have a quick view of the six diary entries and think of key words denoting the specific aspect of college life for each diary entry, like living conditions for the first diary entry. Then T can assign six diary entries to six groups of Ss and ask each group to identify the challenge faced by the author. After the group discussion, T can invite Ss to share their opinions, and write down their answers in the table.

Reference answers

- 1) The room is too small.
- 2) The tutor looks nervous.
- 3) I have lost my appetite in the canteen.
- 4) I'm almost late for the lecture.
- 5) I feel ignorant compared to my classmate Sophie.

- 6) I want to stay friends with Sophie but we join totally different clubs.
- 7) The strict library rules make me feel uneasy.
- 8) I don't know how to clean and iron my clothes on my own.

2

Teaching suggestions

T can lead Ss to analyze the six statements. Firstly, T can ask Ss to classify the six statements into two types. Statements 2, 3, 4, and 5 are stating some detailed information while Statements 1 and 6 are making inferences. Secondly, T can further ask which aspect of college life these statements can be matched to, thus to help Ss to locate the specific information.

Reference answers

- 1 × The author had encountered some difficulties during the first week.
- 2 × The author went to the college by car.
- 3 √
- 4 √
- 5 √
- 6 √

Analyzing writing techniques

Teaching suggestions

T can write a sentence “The room is small” on the blackboard and then write another sentence “I can stretch out full-length on the bed and touch three walls without moving a muscle.” By inviting Ss to tell the difference between the two sentences, T introduces the writing technique of exaggeration and lead Ss to learn about the functions and usage of it.

1

Reference answers

Sunday: After one minute, my dad climbs out.

Monday: As he speaks, his head jerks wildly from side to side ...

Wednesday: I don't even feel worthy of breathing the same air as her.

Friday: I also have to swear that I won't break the library rules, and if I do, I'll be sent to prison.

2

Reference answers

Sunday: After one minute, my dad climbs out.

The author uses the phrase “climb out” to mean there is not enough room for the father to walk out. This exaggeration can give readers a vivid picture and leave them a deep impression.

Monday: As he speaks, his head jerks wildly from side to side ...

The tutor is very nervous in the first meeting. The author describes the tutor as “jerks from side to side” in an exaggerating way, which makes the image of a nervous tutor stands there fresh and vivid.

Wednesday: I don't even feel worthy of breathing the same air as her.

In normal sense, all individuals can breathe the air freely. With the words “I don't even feel worthy of

breathing the same air as her,” the author wants to emphasize how ignorant she is compared to the frighteningly intelligent Sophie. By using exaggeration, the author has directly shown she is unconfident and depressed with peer pressure.

Friday: I also have to swear that I won’t break the library rules, and if I do, I’ll be sent to prison. Rationally speaking, it is not possible to put a college student into prison only because they break the library rules. By exaggerating the disastrous consequence, the author has made it clear that the library rules are quite strict.

Building your language

Reference answers

1

- 1 make an effort
- 2 burst into tears
- 3 sign up for
- 4 had run out of
- 5 are worthy of

2

Reference answers

- 1) as a fresher
- 2) a hall of residence
- 3) the university canteen
- 4) my first lecture
- 5) an English literature undergraduate
- 6) have a student card

3

Reference answers

- 1 This newly built university library has a rich collection of books and advanced facilities, which is quite impressive.
- 2 My roommate and I are interested in traditional Chinese paper cutting, so we go along to sign up for the paper cutting club.
- 3 The student canteen has a collection of different local Chinese food. I can taste different dishes every day so I never lose my appetite.
- 4 Many college undergraduates served as volunteers at the 2022 Beijing Winter Olympics. They have shown their love for their motherland with their actions.
- 5 Chinese college students usually live in dormitories. They should regulate their behaviors and don’t break dormitory rules.

Sharing your ideas

Reference answers

Monday

Yesterday, after a busy day, I came back to my dormitory in exhaustion. I could get into bed and fall asleep in

one second. But my roommates have just begun a night talk! They were excited to share what they have heard and seen for the whole day! The fellow students are so nice! The pass rate of Higher Mathematics is quite low! The noodles in No.1 Canteen are not delicious! ... Thousands of flies were buzzing at my ear till the late night! But I really, really, really wanted to sleep.

This morning, we are informed that we must choose some optional courses for elective credits. I go online and when I click on the webpage, I am crazy to see so long a list of selective course names, which extend a hundred miles. Who can tell me which to choose? The selective courses range from Science to Chinese Ancient Literature, from Calligraphy to Archeology. Is Science too difficult? Is the teacher of Calligraphy too critical? Oh my god! Too many choices make no choice.

Suggestions for evaluation

For this activity, Ss' writing can be evaluated according to the following criteria:

- whether Ss describe the challenges in a clear order with examples
- whether Ss describe difficulties different from those mentioned in the text
- whether Ss use appropriate and effective exaggeration in their writing

Further exploration

After sorting out what is challenging freshmen in the transitional period in *Active reading*, Ss will learn how to solve the problems faced by them. The text describes how three freshmen in different countries overcame their difficulties. T can lead Ss to analyze why these solutions are effective in specific situations. The video suggests in which way college students can develop their intelligence. T can train Ss' critical thinking by inviting them to distinguish the difference between proving the intelligence and growing the intelligence. After learning this section, Ss will know how to get over difficulties as freshmen and provide specific suggestions in the productive activity as described in the scenario.

Settling down around the world

Language points

- 1 **But then I realized I was *missing out on* so many other things at college. I talked to Mom, and she suggested I join a club. (Para. 2)**

miss out on: not have the chance to do sth. that you enjoy and that would be good for you 错失机会
If you don't join the summer camp, you will miss out on so much fun.

Notes: "Mom" is American English. An alternative spelling is "Mum," which is British English.

- 2 **But I ended up concentrating on writing rather than listening. (Para. 3)**

Meaning: But the result was that I was so busy writing that I had no extra attention paid to listening and understanding.

- 3 **I now appreciate how important it is to *distinguish* between important information and minor details. (Para. 4)**

distinguish: v. recognize and understand the difference between two or more things or people 区分; 辨别

It is sometimes not easy to distinguish bad seeds from good ones.

- 4 **My *grant* for the whole semester would arrive at the start of each semester *all at once*, so I felt like a millionaire! (Para. 5)**

grant:

n. [C] an amount of money given to sb., esp. by the government, for a particular purpose (尤指政府发给的) 补助金, 拨款

If you want to apply for a student grant, please fill in the form.

vt. (fml.) give sb. sth. or allow them to have sth. that they have asked for 给予; 准予

Our government has granted the request from the neighbor country for international aid.

all at once: together, at the same time 一起; 同时

Three mid-term exams come all at once next Monday.

- 5 ***Initially*, I tried a monthly budget, but it didn't work. (Para. 6)**

initially: ad. at the beginning 起初

He played violin initially, but switched to the piano when he was in his twenties.

6 Then, I resorted to a weekly budget, but my spending was always out of control. (Para. 6)

resort to sth.: do sth. bad, extreme, or difficult because you cannot think of any other way to deal with a problem 采取，诉诸（不好的方法）

Resorting to violence should not be allowed at any time.

7 Finally, I put together a daily budget. (Para.6)

Meaning: At the end I made a plan of money management on a daily basis.

put sth. together: prepare or produce sth. by collecting pieces of information, ideas, etc. （通过收集资料、观点等）整理出，拼凑

Let's put together an agreement based on the content of the meeting.

1

Reference answers

- 1) missing out on
- 2) Joining a (dance) club
- 3) everything
- 4) crucially important
- 5) managing money
- 6) a daily budget

2

Reference answers

- 1) × Tanya had no particular interest in joining any clubs. She just followed her roommate to join a dance club.
- 2) ✓
- 3) × If he had any questions, he noted them down and sought help from his professors.
- 4) ✓
- 5) × Francine was not poor but she usually fell in a bad situation due to her inability to take control of her money.
- 6) × Francine tried a monthly budget and a weekly budget at the first several months, but failed. Then she resorted to a daily budget and finally became in control of her money.

Additional activity

T can write down the names of Tanya, Miguel, and Francine on the blackboard and then the respective problems beside their names. Then T divides Ss into three groups and asks them to have a discussion on some alternative solutions to their problems. For example, Francine has no plan in spending money. Ss may offer the suggestion that Francine sets some rules: eating at restaurant only on weekends, buying new clothes only once a month, etc.

What is the point of college?

Scripts

- 1 From the day we were born, we are told to do well in school. We are told: Study hard. Get good grades! Go to college! And somewhere along the way, we get the idea that our grades are critically important. We celebrate the As. We punish the Cs and Ds. And at some point, we learn to see ourselves as “A students” or “C students.” We let the grades define us. We think, “We are A students. We must be inherently intelligent.” “If we are C students, we must be inherently not as smart.” This affects how we school (study). We stop studying to learn something new. Rather, we study to maintain a GPA. We fear tests as ways to weed us out, and believe teacher comments are point-by-point reasons why we are dumb. We start looking for the easy teachers, and the easy classes, the ones that won’t threaten our GPAs. We learn that struggle is a sign of deficiency, (and) that if you have to work hard there must be something wrong with you. And we go to college with the belief that success, failure, worth are all measured by grades.
- 2 That stops today. The point of college isn’t to prove your intelligence, but to grow your intelligence. And our intelligence can only grow when we are challenged. We shouldn’t fear tests, or teacher comments, or grades. None of those things define us. They are not even about us. They’re all about the work. They tell us “This is where you are right now,” not “This is all you’ll always be” or “This is who you inherently are.” If we get As in a class but learn nothing, we’re no smarter than if we didn’t take the class at all. Because when we struggle, that’s when we learn. And struggling in college means we’re doing college right. We have to challenge ourselves. We have to take the hard classes. We have to embrace the hard work, not as a vice, but as a virtue. We have to be open to failure. If we try, do poorly, read the comments, and learn what didn’t work, our intelligence grows. And that’s the point of college: to grow.
- 3 The point is not to get As, but to learn from the Bs and Cs and Ds and Fs. And in the end, the grades don’t tell you how successful you’ll be. And they can’t measure your worth. What matters is whether you’re learning. So, celebrate the learning. Celebrate the growth. Take the challenging class. Read the comments. Embrace the process. Grow your intelligence.

Culture notes

1 GPA

GPA is short for grade point average which means the average of a student’s marks over a period of time in the U.S. education system. GPA is of great significance for college students because it is needed in many situations, e.g., applying for scholarships, pursuing a master’s degree, or seeking for a job.

2 The U.S. grading system

The U.S. grading system has two types, including the letter and number system. The letter grading system ranges from A to F, and which letter you get depends on a percentage that indicates the number of questions a student has correctly answered. Specifically, A stands for “Excellent” with a percentage of 90%-100%, B for “Very good” with a percentage of 80%–89%, C for “Improvement needed” with a percentage of 70%–79%, D for “Close fail” with a percentage of 60%–69%, and F for “Fail” with a percentage of 0%–59%. The letter system can be further divided into various grade minus and grade plus. The number grading

system, on the other hand, goes from 0 to 100.

Language points

1 And somewhere **along the way**, we get the idea that our grades are **critically** important. (Para. 1)

along the way: during a process or experience, or during sb.'s life 在这一过程（经历）中；在生活道路上

You will realize that love is one of the most important thing along the way.

critically: *ad.* in a way that is very important 极为重要地；很大程度上

I feel a little nervous in the critically important interview.

2 We fear tests as ways to **weed us out**, ... (Para. 1)

weed sb. / sth. out: get rid of people or things that are not very good 除去，淘汰（不合格的人或物）

Certain requirements are set to weed some candidates out in this competition.

3 They are not even about us. They're all about the work. (Para. 2)

Meaning: All these tests, teacher comments or grades are not for judging us, but for assessing the work.

4 If we get As in a class but learn nothing, we're no smarter than if we didn't take the class at all. (Para. 2)

Notes: "No / not + a comparative + than" are both correct. The slight difference is that "no + comparative + than" denies the two subjects that are being compared. For example, "no smarter than" indicates that "both of the two are not smart". The sentence shows that it is not advisable to attend a course just for a high grade. If you learn nothing from the course, there is no meaning.

5 And struggling in college means we're doing college right. (Para. 2)

Notes: "Doing" means performing an action or activity and it can be used in connection with many objects, like doing sports and doing gardening. Here, "doing college" means studying in college.

6 We have to embrace the hard work, not as a vice, but as a virtue. (Para. 2)

Notes: The structure "not ... but ..." is used to deny one thing while at the same time to favor the other, with the focus on the favored one. In this sentence, the speaker emphasizes that embracing the hard work should be regarded as a virtue.

1

Reference answers

- 1) critically important
- 2) weed us out
- 3) dumb
- 4) threaten
- 5) deficiency

2

Reference answers

- 1) define
- 2) the work
- 3) inherently
- 4) learn nothing
- 5) doing college right

3

Reference answers

- 1 According to the video, if we follow the idea of proving our intelligence, the consequences could be the following. We stop studying to learn something new. Rather, we study to maintain a GPA. We fear tests as ways to weed us out and believe teacher comments are point-by-point reasons why we are dumb. We start looking for the easy teachers and the easy classes, the ones that won't threaten our GPAs. We learn that struggle is a sign of deficiency, and that if you have to work hard there must be something wrong with you. And we go to college with the belief that success, failure, and worth are all measured by grades.
- 2 According to the video, our intelligence can only grow when we are challenged. We shouldn't fear tests, or teacher comments, or grades. We have to challenge ourselves. We have to take the hard classes, embrace the hard work and be open to failure. If we try, do poorly, read the comments, and learn what didn't work, our intelligence grows.
- 3 Although intelligence is important, it cannot guarantee the all-around development of a person. Besides intelligence, college students should also develop communicative skill and cooperative ability. We are dealing with people every day. We need to associate with both acquaintances and strangers. If we are not communicative enough, we are not able to form meaningful relationships and get help from people around when we are in need. Meanwhile, as college students, we usually work in some projects or programs and we should cooperate with team or group members. Certain level of cooperative ability is important for the projects or programs to be carried out smoothly.

Sharing your ideas

Reference answers

How to solve the sleeping problem in the dormitory?

As you have mentioned, living in the dormitory is a great challenge especially when roommates have different living habits. I can understand how frustrated you are when you want to sleep at night but your roommates are excited gossiping about this or that. Next time you can tell your roommates frankly what your feeling is, and you can advise to set some rules in the dormitory, for example, night chat at weekends and a regular sleep time when the light should be turned off and everybody should not talk, on weekdays. Thus you can sleep well and be energetic enough for your full schedule on weekdays. If you speak it out sincerely with reasons and solutions, I think they will agree on it.

How to choose selective courses?

Actually, I have encountered the same problem with you. With so many choices of elective courses, I have no idea which course to choose. I happened to meet a fellow townsman who is a sophomore in the same department as me. I asked him some specific questions and he offered me a lot of useful information. So I think you can seek help from someone who has already had some knowledge or experience about choosing selective courses. Hopefully they can give you some help.

Suggestions for evaluation

For this activity, Ss' sharing can be evaluated according to the following criteria:

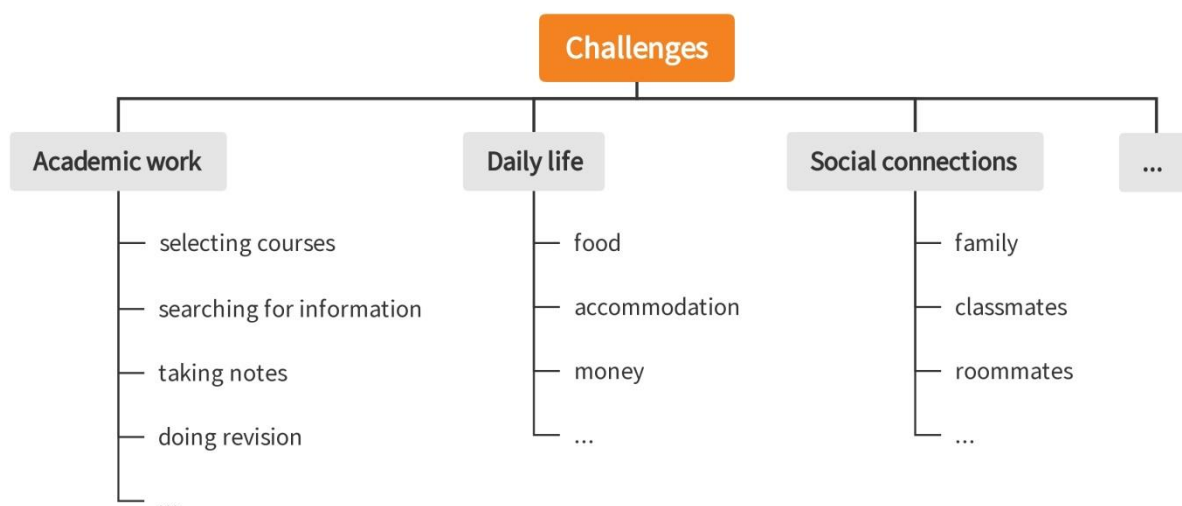
- whether Ss provide solutions that are based on the partner's challenges
- whether Ss give feasible and specific advice

Project

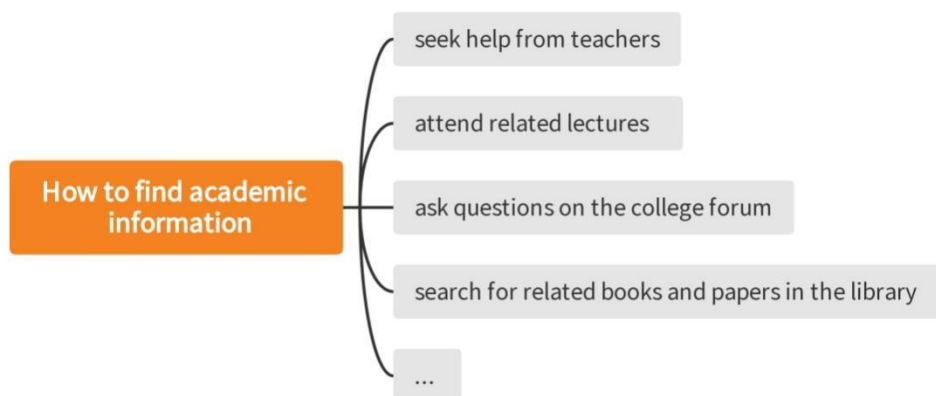
Step 1

Reference answers

- **Mind map about challenges**



- **Mind map about suggestions**



Sample

(*Expressions and sentences in red are from the input materials.)

Initiate the conversation

A: Hi, I'm Claire. Nice to meet you.

B: Hello, I'm Alan. It's a pleasure to meet you too. Are you a freshman?

A: Yes. And you?

B: Me too. How are you doing in college so far?

A: I feel so excited! Everything is new! How about you?

Discuss the topic

- B:** It is OK. But I am homesick these days. **It is my first time away from home**, so ...
- A:** Oh! That's really difficult for you. Do you often make video calls to your parents?
- B:** Yes! Sometimes I even **burst into tears** when I see their face on the phone. I miss them so much.
- A:** I advise you go back home this National Day holiday. We have seven days off!
- B:** Thank you so much. It sounds a good idea. I will think about it! You don't miss your parents?
- A:** Not much! I lived in the dormitory since high school when I went back home once every month. Actually, I have been used to it and I enjoy the freedom here.
- B:** You are so cool! I admire you!
- A:** But I have my problem, um ...
- B:** What is it?
- A:** I am so keen on club activities that **my schedule are full of club activities**. I have a lot of trouble managing my time. I don't even have a minute for my assignments. **I am not sure** how to balance my club activities and my study.
- B:** How many clubs have you **signed up for**?
- A:** **A hundred**! The Singing club, Dancing Club, the Poem Society, and many others.
- B:** They are too many! Why not cut clubs to only one or two so you can have more time to handle your assignments?
- A:** You are right! But which clubs to keep?
- B:** You can keep those you like best!
- A:** Yes! I get the answer and I hope I will **be in control of** my time!

Conclude the conversation

- B:** Good luck to you!
- A:** Thanks! Good luck to you too!

Suggestions for evaluation

Components	Criteria / Traits
Content	• Relevance: Describing challenges encountered as freshmen and providing solutions to the partner's problems • Reasoning: Listing challenges clearly and proposing solutions as practical and feasible as possible • Appeal: Using exaggeration appropriately to attract the partner
Organization	• Structure: Including the initiating part, main part, and concluding part of a conversation • Clarity: Developing the conversation with clear focuses
Language	• Appropriacy: Using informal and oral style in the setting of an English Club activity • Acquisition: Using as many as possible of the new words and expressions learned in this unit
Delivery	• Fluency: Taking turns in a natural way between two speakers

Extended reading

In the previous parts, Ss have realized that the first year in college might be tough and they should learn to overcome difficulties in the new environment. Although challenges and difficulties are inseparable elements of college life, college is one of the most rewarding experiences in our lives. The text in *Extending reading* can provide Ss with a comprehensive view which can lift their spirits by detailing reasons why college life is interesting and deserves their effort.

Why is college the best time of your life?

Language points

- 1 **However, how can this be true with all that students have to deal with, from the worry of leaving your school routine and childhood friends to the stress of studying for important exams? (Para. 1)**

Meaning: Students have to deal with a lot of worries and stress. How can you say that college is the best time of a person's life?

Notes: In the structure of "all that ...", "all" is the antecedent (先行词) and "that" is the relative pronoun (关系代词) in the attributive clause (定语从句). The structure of "from ... to ..." serves as the appositive (同位语) of "all," provides more information about the things that students have to cope with in college.

- 2 **... your self-reliance is no doubt tested even further. (Para. 4)**

Meaning: Your self-dependence is definitely tested more thoroughly.

- 3 **... your time is your own to explore your subject of choice. (Para. 5)**

of choice: your thing or person of choice is the one that you usually choose in a particular situation.

首选

The dessert of choice for the party is ice cream.

- 4 **Your major may be challenging, but great satisfaction can be gained when you finally understand issues you have been struggling with in your studies. (Para. 5)**

gain:

v. gradually get more and more of a quality, feeling, etc., esp. a useful or valuable one 逐渐获得（有用或宝贵的品质、感觉等）

College students can gain financial independence through taking part-time jobs.

vt. obtain or achieve sth. you want or need 获得，赢得，取得（想要或需要的东西）

You can't gain access to the computer system without entering your password.

- 5 **Life outside of your class can also be beneficial for your personal growth. (Para. 6)**

beneficial: a. having a good effect 有利的；有帮助的

The two companies have reached an agreement that is mutually beneficial.

- 6 **... while some pick up part-time jobs to support themselves financially. (Para. 6)**

Notes: "Pick up" can be used before "jobs" and the phrase means to take jobs.

7 **You can meet lots of new people, some of whom will become your friends for life. (Para. 7)**

Notes: “Some of whom ...” is a non-restrictive attributive clause (非限定性定语从句), modifying “new people” in the first sentence. It provides extra information to explain some of the new people students meet in college will become life-long friends.

8 **College is a melting pot of people – with different nationalities, cultural beliefs, and points of view. (Para. 7)**

melting pot: *n.* [sing.] a place where people from different races, countries, or social classes come to live together 大熔炉 (指来自不同种族、国家或社会阶层的人生活在一起的地方)

The band is set to create a melting pot of musical styles both locally and abroad.

9 **Regardless of who you are, you will all find yourselves in the same situation, with shared experiences and difficulties. (Para. 7)**

Meaning: No matter who you are, you will find that you are in the same circumstance with others and you all been through similar experiences and face common challenges.

10 **By navigating the ups and downs of student life, you are able to grow up and take responsibility for yourself. (Para. 8)**

ups and downs: the mixture of good and bad experiences that happen in any situation or relationship 盛衰; 浮沉; 苦乐

Having experienced ups and downs, she is ready for any new challenge.

Notes: “Ups and downs” is a typical example of expressions which use the linking word “and” to connect two parallel parts with opposite meanings. Some similar expressions are “day and night (meaning all the time),” “ins and outs (meaning the detailed or complicated facts of something),” and “here and there (meaning in different places).”

11 **Is it a cliché? (Para. 9)**

cliché: *n.* an idea or phrase that has been used so much that it is not effective or does not have any meaning any longer 陈词滥调; 老生常谈

The cliché of work hard, play hard really applies here.

Notes: The word “cliché” is originally a French word and was borrowed into modern English.

Reference answers

a-4 b-2 c-9 d-5 e-8 f-7 g-6

Self-reflection

In this part, T can ask Ss to refer back to Try it out in the Student's Book and reflect on what they have learned. Ss can categorize their gains according to the same four aspects, i.e. content, language, structure, and communication. They can also reflect on how learning the unit may influence their action in their daily life. Then they can write down their specific gains in the self-reflection sheet in the Student's book.

Translation of the texts

Active reading

大一新生日记

星期日

- 1 驱车经过一段疲惫的旅程后，我们到达了我住的宿舍楼。我的房间在五楼（编者注：英国建筑中地面层为ground floor, 按顺序往上依次为一层、二层……，因此，这里的五楼相当于中国概念中的六楼），可电梯上贴的指示牌写着“电梯已坏”。等我们终于找到了房间并走进的时候，妈妈已经涨红了脸，累得上气不接下气。
- 2 不一会儿工夫，爸爸就从房里爬了出来。这个房间刚刚够一个人住，一家人都进去，肯定容不下。我躺在床上，把全身伸直，不动弹就可以碰到三面墙。
- 3 过了一会儿，爸爸妈妈就走了。只剩下我孤零零的一个人，书和箱子挡着路，我没法走动。接下来我该做什么呢？

星期一

- 4 早上，有一个为一年级新生举办的咖啡早茶会。我见到了我的导师，他个子高高的，斜肩，好像打定了主意要平易近人。
- 5 “你是从很远的地方来的吗？”他盯着我问道。他边说话边剧烈地晃动脑袋，咖啡都洒出来了。
- 6 “我家离爱丁堡不太远，开车大约六个小时，”我说。
- 7 “好极了！”他说，接着又转向站在我旁边的那个新生。“你是从很远的地方来的吗？”他问。但不等那人做出任何回答，他就继续说道，“好极了！”然后就继续询问他人。他啜了一口咖啡，却惊讶地发现杯子是空的。
- 8 妈妈打来电话，问我是不是见到了导师。

星期二

- 9 我觉得有点儿饿，仿佛已经三天没吃东西了。我下楼去，踉踉跄跄地到了餐厅，加入了一长列取餐的队伍，那队伍弯弯曲曲一直排到了门外。
- 10 “早餐吃什么？”我问前面的男生。
- 11 “不知道。我来得太晚，没赶上早饭。这是午饭。”

12 午饭是自助餐，今天的菜单有鸡肉、米饭、土豆、沙拉、蔬菜、酸奶和水果。前面的男生每样儿都取了一些堆放到托盘上。我好像已经没胃口了。

13 妈妈打来电话，问我有没有好好吃饭。

星期三

14 我早上9点钟有个讲座。我醒来时已经8:45了。竟然没有人叫我起床。奇怪。

15 我穿好衣服，急匆匆地跑到大讲堂。

16 讲座持续了一个小时。结束时我看了看笔记，根本就看不清我写了些什么。

17 坐在我旁边的女生叫苏菲，和我一样，也是英语文学专业的学生。她看起来惊人地聪明。听完讲座后我们一起闲聊。她告诉我在间隔年里，她已经把这学期书单上的书全都读完了。这太令人敬佩了！我觉得自己太无知了，我甚至不配跟她呼吸同样的空气。

18 妈妈打来电话，问我睡得好不好。

星期四

19 今天有新生集会。我和苏菲跑去看我们能加入多少个社团。我们俩都认为我们应该多结交朋友，所以我报名参加了舞蹈社团、人工智能协会和极限运动社团。苏菲则报名参加了剧团和合唱团。我不知道苏菲和我还能不能继续做好朋友。

20 妈妈来电话了。她告诉我哥哥试图把家里我的卧室租出去。妈妈向我保证只要我需要，那永远是我的房间。她还说那是我的家，他们都非常想我，尤其是我的狗。我泪流满面。

星期五

21 早上我去了图书馆。但是好像我需要一张学生卡才能进去。可我现在还没有。出于某种原因，我还得发誓不会违反图书馆的规定，否则我就要进监狱。（什么！？就因为大声说话吗？）图书馆看上去很古老，学校为此感到特别自豪。

22 今晚学生会举办社团之夜晚会，可我已经没有干净衣服穿了。我可不清楚把脏衣服扔进脏衣篮之后到它们干干净净、熨烫笔挺、等着被穿之前都发生了什么。也许妈妈快来电话了。

Further exploration

适应校园生活——来自世界各地的访谈

塔尼娅·扎茹茨卡娅 莫斯科，俄罗斯

1 去年的这个时候，我对新生活感到很紧张。我没有朋友，也是第一次离开家。一开始，我的日程表上排满了学习任务。我一天到晚都在忙功课，上课，并且学习到深夜。

2 可后来我意识到我错过了大学里许多其他活动。我跟妈妈聊了聊，她建议我参加一个社团。说实话，我对哪个社团都不感兴趣。我发现我的舍友在舞蹈社团，我就跟着她一起去。我们每周都会一起去跳舞，一起玩，我在那儿认识了很多有趣的人。现在，除了用功学习，我也享受生活。

米格尔·丰塞卡 瓜达拉哈拉，墨西哥

- 3 刚上大学的时候，我尽量把教授在课堂上说的每一句话都记下来。结果我光忙着记笔记，都顾不上听课了。我现在学的是化学，学的东西似乎都比我们在中学里学的复杂。
- 4 不过后来我意识到，在大学里，你应该更多地去听、去思考。现在，我明白了区分重要信息与非重点细节有多么重要。我认真听教授讲课，只记录最重要的内容。讲座结束后，我会花时间重新整理笔记，这样做让我有机会来复盘讲座中听到的内容。如果我有疑问，我会记下来，再向教授请教。

弗朗辛·邦尼特 里昂，法国

- 5 我刚来大学时，管理生活费简直糟糕透了。每学期的补助金是学期初一次性发下来的，所以我觉得自己像个百万富翁！我碰到喜欢的东西就买，很快就花光了几乎所有的钱。到后来每天只能吃一个三明治！
- 6 我必须做出改变。我尝试着做预算。你无法想象头几个月有多难。一开始，我试着做每月预算，但是不管用。后来，我采取了每周预算，但我的花销仍然不受控制。最后，我整理每日预算。你猜怎么着？奏效了！现在每天做预算已经是我的习惯，我也能够控制我的开销了。

Extended reading

为什么说大学是人生中最美好的时光

- 1 不管你是刚刚步入大学还是即将结束大学生活，你都会无数次地听到“大学是人生中最美好的时光”这样的话。可是，这怎么可能呢？从离开中学惯有的生活和儿时伙伴的焦虑，到为意义重大的考试学习的压力，学生要处理这么多，怎么可能是最美好的时光呢？下面，我们将给出一些充分的理由来证明大学确实是你人生中最美好、最有趣的时光。
- 2 你终于独立了。你可以按照自己喜欢的方式来安排空闲时间。这是每个年轻人都梦寐以求的事情。你终于可以按照自己的方式而不是父母的方式来生活。这包括举办个聚会，吃自己喜欢的食物，午饭来份甜点。为什么不呢？
- 3 尽管第一次离开家会让你觉得既困难又有压力，但这对你的个人发展有很大的帮助。起初，你可能觉得没有妈妈做的菜根本就活不下去。但马上你就会觉得能随心所欲地吃东西更具有吸引力！
- 4 对于那些不远万里，离开家人来上大学的同学，你的独立性将毫无疑问地得到进一步检验。没有了家人和高中朋友在身边的那种安全感，你会慢慢地建立起经营自己生活的自信心。
- 5 这可能是你人生中一段能够投入所有时间来专研一门让你深深着迷的学科的时光。尽管你必须设法应付一张排满了研讨会、研究项目和作业的繁忙的时间表，但你的时间完全属于你自己，可以用来探索你所心仪的课程。你的专业可能充满挑战，但当你最终弄明白学业中费了好大的劲儿研究的问题，你会获得极大的满足感。这些小成就逐步累加，你的自信心就会不断增长。
- 6 课程之外的生活也对你的个人成长有益。大学里有很多社团和课外活动，你可以发展你的兴趣，甚至掌握一些额外的技能。不管你的爱好是什么，当你加入一个社团时，你可以和志趣相投的

人建立联系。即使没有你特别感兴趣的社团，你总可以自己创立一个社团。你也可以选择花一些空闲时间来工作。有些学生会当地的慈善机构做志愿者来回报社会，也有一些学生通过兼职来补贴自己的花销。

- 7 大学阶段也是一段最适合社交的时间。你能结交很多新朋友，其中的一些人将成为你一生的朋友。他们可能与你兴趣相投，或者甚至与你截然不同。大学是一个大熔炉，汇集了不同国籍、不同文化信仰和不同观点的人。这是一个与之前从未打过交道的人交朋友的独一无二的机会。不管你是谁，你会发现你们都置身于一样的处境，有着共同的经历，面临着一样的困难。这能使人们建立长达一生的联系。数据表明，人们在大学阶段建立的终生友谊最多。很多学生也在这里遇见了他们的挚爱！
- 8 经历了学生生活的起起伏伏，你能够成长起来，为自己负责。所以，当大学生活快要结束时，如果你发现自己在学业生涯初期是一个样子，结束时是另一个样子——往往是一个更好的自己，你不要感到惊奇。
- 9 人们说：“大学时光是你人生中最美好的日子。”这是老生常谈吗？是的。真是这么回事吗？对大多数人来说，真是这么回事。所以，充分利用好大学中的机会，这样在回首往事的时候，你也可以说出同样的话！