

1
Unit

College life: Challenges and opportunities



Why is it important to go to college? Maybe it's because going to college always means more opportunities. In college, you have the opportunity to listen to the lectures of top experts in their fields and participate in various activities. These encourage you to think, ask questions, and explore new areas, which allows you to grow further.

While the time spent in college is a fond memory and a happy experience for most, you will also face various challenges, for example, tough courses, interpersonal relations, job hunting, etc. In this unit, you are going to learn how to deal with the challenges and to work hard for success.

Learning objectives

Upon completion of this unit, you will be able to:

- discuss challenges and opportunities you face in college
- figure out the logic of a problem-solution passage while listening
- stress two-word compounds correctly in oral communication
- do a role-play concerning how to deal with challenges in college

Warming up

1 What can you do to make your college life more meaningful and rewarding? Look at the following opportunities students usually have in college and rank them in order of how important you think they are. (1 = most important, 8 = least important)

- Explore subjects in greater depth than you did in high school.
- Discover new passions.
- Learn to manage your time effectively.
- Follow and satisfy your curiosity.
- Learn more about yourself.
- Meet lots of interesting people and make new friends.
- Get prepared for your future career.
- Take part in various extracurricular activities.

2 Work in pairs and compare your answers. Are there any differences? Explain your choice to your partner.

Warming up

2

Reference answers

Student A: Oh, Scot, there are so many things we can do in college! Which one do you rank as the most important?

Student B: Well, for me, no doubt, the most important thing is preparing for the future career. I have to support myself after graduation. I must find a job and earn money then.

Student A: What kind of job will you do?

Student B: My major is finance. I want to get a job in a bank in the future.

Student A: That could be very competitive.

Student B: Yes, that's why I put the preparation for a future career on the top of my list. What about you, Linda?

Student A: Personally, I think discovering new passions is more important than preparing for a career.

Student B: Why?

Student A: Though I haven't decided what to do in the future, I'm not worried. The world changes fast. The job which exists today may disappear tomorrow. That's why I think in college the most important thing is to find what I'm really good at and explore what I'm really interested in. Then after graduation, even if I could not find a job, I can start my own business.

Student B: How wonderful! That is what Steve Jobs and Mark Zuckerberg did!

Additional activity

For the additional activity in iPrepare, T can help Ss learn some words and expressions related to the challenges in college. Show Ss some pictures of various challenges and ask them to identify the challenge in each of the pictures. Then ask Ss to work in pairs and discuss the challenges they've encountered in college.

iExplore 1: Listening and speaking

Passage

Listening and understanding

WORDS AND EXPRESSIONS

indulge /ɪnˈdʌldʒ/ v. (使)(自己)沉溺于

adjust /əˈdʒʌst/ v. 适应;
使适合

1 Have you ever come across any problem when you come back home after a year in college? Now listen to a passage and decide whether each of the following statements is true (T) or false (F).

- 1 Homesickness was the biggest challenge the speaker once faced.
- 2 At first the speaker enjoyed the excitement of returning home.
- 3 The speaker often woke up from strange dreams at home.
- 4 The speaker's relationship with old friends at home had changed.
- 5 The busy schedule in college made many students feel at a loss.
- 6 Combining new hobbies with home life helped the speaker find a new normal.



Explore 1: Listening and speaking

Passage

Scripts

After the exciting experience of a year in college – meeting new people, having new experiences and gaining independence – coming back home can be surprisingly difficult. At first, I indulged in everything I had always loved about being home, but the problem was that once the first rush of excitement declined, the feeling of being different became hard to shake off.

The idea might seem a bit extreme, especially for second-year students who have only spent a year or less away from home. But as you enter a new culture, you quickly adapt to a different way of life. Meanwhile, everyone at home changes. For me, it was just like waking up from a strange dream, where everything was almost the same as I remembered; yet a few details weren't right. Some friends had become distant while others had become closer together. On top of that, I felt as if I'd changed, too.

When you arrive in an unknown place, it takes effort to adjust to your new surroundings. Your days are packed with new interests and busy schedules. So, it's hardly surprising that once this pace of life is changed, many students feel at a loose end.

For many of us, it takes time to solve the problem. To get over it, we need to integrate some of our new habits and hobbies into our old life. Readjusting at home has been harder than life on campus. But as I combine some of the things I loved about living in college with my home life, I'm starting to find a new normal.

Listening and understanding

1

Answers

1 F 2 T 3 F 4 T 5 F 6 T

Teaching tips

Before listening, ask Ss to recall the important changes in their life and talk about whether they like the changes or not. Some of them may say that they had to leave their hometown alone when they were very young in order to attend a boarding school. They felt lonely and miserable. Some may say that going to college has been the biggest change so far and they are very excited about it. Explain to Ss that change is constant, inevitable and part of life. Though many changes are painful, learning to cope with them is part of growing up.

LISTENING SKILLS

Understanding the logic of a problem-solution passage

Problem-solution is a commonly-used structure for analyzing and discussing a topic by identifying a problem and proposing one or more solutions. When listening to a problem-solution passage, in order to figure out the logic of the argument effectively, you should pay special attention to the following information:

Problem	background and description of the problem
Reasons	causes of the problem
Solutions	ways to solve the problem

There are also some clues that can help you identify the information mentioned above. For example:

Present the problem	The problem is ...; What's worrying me is ...; It's a tricky issue that ...; It has aroused wide concern in ...
Explain reasons	because / since / as ...; due to the fact that ...; The causes may include ...; One possible reason for that may be ...
Give solutions	To solve the problem, ...; We need to take steps to ...; By ..., we can ...; To get over it, you need to ...

- 2** Listen to the passage again and complete the following table with what you hear.

Problem	After the exciting experience of a year in college, coming back home can be surprisingly 1) _____.
Reasons	<ul style="list-style-type: none"> As you enter a new culture, you quickly 2) _____ to a different way of life. Everyone at home 3) _____. Some friends had become 4) _____ while others had become closer together. Once the pace of life is changed, you may feel 5) _____.
Solution	Integrate some of your new 6) _____ and hobbies into your old life.



2

Answers

- 1) difficult 2) adapt 3) changes
4) distant 5) at a loose end 6) habits

Teaching tips

Exercise 2 is aimed at developing Ss' pragmatic ability to understand the logic of a problem-solution passage. For details, refer to the Listening skills box in the Students' Book and ask Ss to learn more about it in the micro-lecture on listening skills in the online course.

Additional activity: Free talk

T may ask Ss to work in pairs and discuss the following questions.

The speaker said that she readjusted to her home life by combining the things she loved in college with her home life. Do you think this is a good solution? Why or why not?

Reference answers

- I think this is a very good solution. After a year away from home, the speaker found that everyone at home changed. Instead of complaining, she actively found a solution: combining some of the things she loved about living in college with her home life. This is a symbol of maturity. By doing that, she can share her new interests with her family and her friends at home, which helps her shake off the feeling of being different.

- I don't think this is a good idea. College and home are two totally different places. In college, I mainly communicate with people of my age and people with the same interests. I learn from them and compete with them. When I return home, I live with my parents and sometimes meet other relatives. Most of them are the older generation. They love me and care about me. But they sometimes do not understand me. In this case, combining things in college with home life does not work. I believe that for me, the best way to readjust to home life is getting better understanding of the world of my family members and communicating with them more.

Conversation

Listening and understanding

WORDS AND EXPRESSIONS

sophomore /'sɒfə,mɔː/ n. (高中或大学的) 二年级学生

CULTURE NOTES

NGO (非政府组织):

It is short for non-governmental organization. An NGO is a non-profit and sometimes international organization independent of governments. NGOs are active in various areas like education, healthcare, environmental protection, etc., and they are often more effective than other organizations in getting aid directly to the people who need it most.

Model UN (模拟联合国):

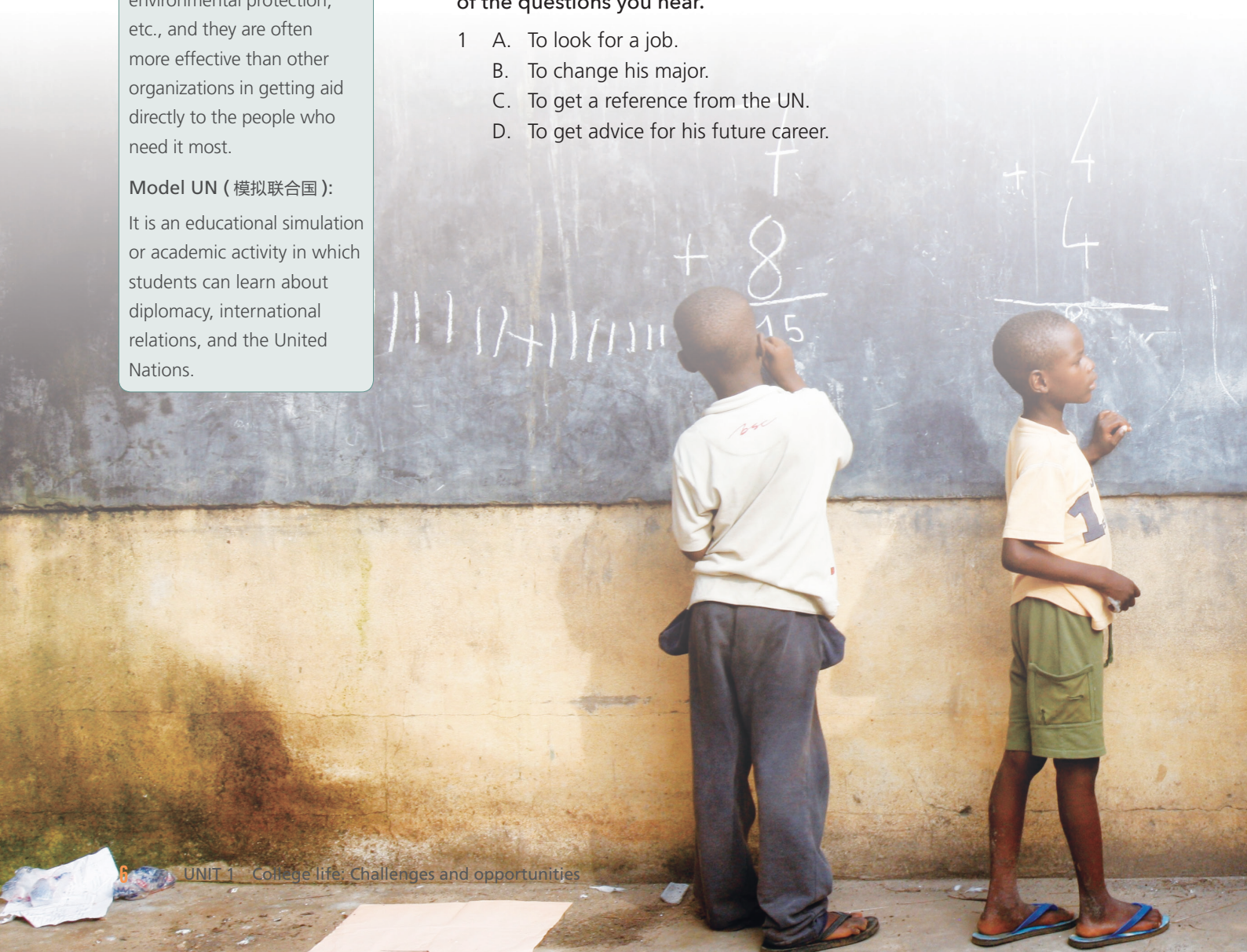
It is an educational simulation or academic activity in which students can learn about diplomacy, international relations, and the United Nations.

1 In college students need to plan in advance for their future career. Once they have a goal, they can call the College Career Center for suggestions and help. Now listen to a conversation and check (✓) the things that the woman thinks important to get a job in the UN or an NGO.

- 1 a double major
- 2 communication skills
- 3 extracurricular activities and projects
- 4 the GPA
- 5 language ability
- 6 sports
- 7 volunteer work

2 Listen to the conversation again and choose the best answer to each of the questions you hear.

- 1 A. To look for a job.
B. To change his major.
C. To get a reference from the UN.
D. To get advice for his future career.



Conversation

Scripts

- Miss Lee:** Hello, College Career Center. How can I help?
- Jack:** Hi, I'm currently a sophomore majoring in Public Health. I know I have a long way to go, but I really want to work in the UN or a big NGO after graduation.
- Miss Lee:** That's great!
- Jack:** But the problem is I don't know what I should do to make this really happen. I mean, could you give me some advice to help me get prepared?
- Miss Lee:** Well, first of all, just try to do the best you can in your study. Since you want to work in an organization like the UN, my recommendation would be to do a double major. In addition to your current discipline, add an International Relations or International Studies program.
- Jack:** That's a good idea. I'm particularly interested in the African countries. Maybe I can try to complete an extra program in African Studies.
- Miss Lee:** Also make sure to get involved in activities and projects outside the classroom as much as possible. The Model UN run by the Student Union would be a good start.
- Jack:** That's a good point. I didn't even know we have a Model UN.
- Miss Lee:** Languages are also very important for the UN and NGOs working internationally. Make sure you pick up at least one second language with fluency.
- Jack:** I have been learning French since high school, and I'm planning to take another language this year. Can I find any language course here?
- Miss Lee:** Yeah, of course. Our college has more

than enough language courses you can choose. Just go to the Language Center website and check out which one you like.

Jack: Great! Thanks a lot!

Listening and understanding

1

Answers

The things that the woman thinks important are:
1, 3, 5

- 2 A. Public Health. B. African Studies.
C. Political Science. D. International Relations.
- 3 A. A Model UN. B. A local UN program.
C. An internship in the UN. D. A volunteer job in school.
- 4 A. French. B. Spanish.
C. German. D. Chinese.
- 5 A. The Dean's Office.
B. The Language Center website.
C. The Course Registration website.
D. The Office of Academic Administration.

Thinking and speaking

- 3** From the conversation, we've learned that students have to be fully prepared for their future. What is your dream job after graduation? Work in pairs and discuss what you have to do now in order to be qualified for your future job.



2

Questions

- 1 Why does the man call the College Career Center?
- 2 What might be the extra program that the man will choose?
- 3 What does the woman tell the man to start with?
- 4 What language has the man been learning since high school?
- 5 Where can the man get the information about language courses?

Answers

1 D 2 B 3 A 4 A 5 B

Thinking and speaking

3

Reference answers

- I want to be a writer. I enjoy reading and writing stories very much. I may not earn much money by writing, but I enjoy the feeling of creating an imaginary world through my own words and sharing my thoughts with others. I also like the freedom brought about by the job. I will be self-employed – do whatever I want to do and go wherever I want to go. To be a good writer requires experiences – either my own experiences or other people’s. Therefore, I will travel a lot, meeting different people and experiencing a lot of things.
- I dream to be an ice cream taster. The job is to evaluate ice cream in terms of taste, texture, smell, and other factors. In fact, I’m already preparing for the job. I’m now majoring in Food Science. And I’m interested in reading books concerning the history of ice cream and the ingredients of ice cream. I hope I can get my dream job after graduation.

Teaching tips

This task is aimed at developing Ss’ pragmatic ability to describe their wants and dreams. Before the task, explain some commonly-used sentence patterns for talking about dreams and desires and encourage Ss to use them in their discussion. To help Ss complete the task more logically, break the task into three parts and ask them to think about the following questions.

- 1 What is your dream job?
- 2 Why do you want to do this?
- 3 What should you do now to get your dream job?

News report 1

The Internet has made dramatic changes in many different fields. For example, it has pushed colleges to change and make their courses accessible to those who would otherwise have no opportunity to have a higher education. Now listen to a news report and choose the best answer to each of the questions you hear.

- 1 A. College graduates have unrealistic expectations of their jobs.
B. Top colleges are losing their intelligent and promising students.
C. Colleges do not have enough funds to maintain quality education.
D. Expensive college education barely qualifies students for future jobs.
- 2 A. One year. B. Two years.
C. Three years. D. Four years.
- 3 A. The Internet links students and employers.
B. Online courses might revolutionize colleges.
C. The Internet brings about global integration.
D. College students should develop technical skills.

WORDS AND EXPRESSIONS

summit /'sʌmɪt/ *n.* 首脑会议;
峰会

runner-up /,rʌnə'ʌp/ *n.* (比赛、
竞赛中的)第二名,亚军

PROPER NAMES

Bethany Gordon /,beθəni
'gɔːdən/ 贝萨妮·戈登 (人名)

University of Virginia
/vɜː'dʒɪniə/ 弗吉尼亚大学
(美国)

virtual reality (VR) 虚拟现实
Washington, DC 华盛顿 (美国
首都,位于哥伦比亚特区)

UCL (University College
London) 伦敦大学学院 (英国)

Katie Brown /,keɪti 'braʊn/
凯蒂·布朗 (人名)

Auburn /'ɔːbən/ University
奥本大学 (美国)

News report 2

College students are increasingly involved in global competition and cooperation. Now listen to a news report and choose the best answer to each of the questions you hear.

- 1 A. Big data.
B. Virtual reality.
C. Artificial intelligence.
D. Distant communication.
- 2 A. Seek closer cooperation on a global scale.
B. Apply technological innovations to practice.
C. Promote progress in science and technology.
D. Explore solutions to humanity's great challenges.
- 3 A. Barriers to women entering the engineering profession.
B. Ways to impact the lives of people through engineering.
C. Lack of communication among people taking part in the summit.
D. Collaboration of the UK, US and Chinese academies of engineering.

News report 1

Scripts

American colleges are facing what some people call a “perfect storm” of problems – college costs are rising, and there are not enough jobs for all those completing study programs. Yet employers say they cannot find enough workers with technical skills. It seems that our expensive college education barely qualifies students for future jobs.

One solution may be found in the growing number and quality of online classes. Such classes might significantly change colleges the way the Internet has already changed music, publishing, sales, and other businesses.

Many top universities now offer online classes. They teach everything from computer programming to the science of cooking. Many classes are at little or no cost, and they are updated more often than traditional college programs.

John Haber, a 17-year-old boy in New York, has taken enough online classes to earn a four-year college degree in just one year. Experts say the new technology will have a major effect on colleges. Some predict future classes may be a mix of online lectures and professors helping students work through difficult problems in person.

Questions

- 1 According to the news report, what is the major problem of college education?
- 2 How long does it take John Haber to get a college degree?
- 3 What is the main idea of the news report?

Answers

- 1 D 2 A 4 B

News report 2

Scripts

Bethany Gordon from University of Virginia just took top prize for her radio program on how virtual reality could help engineers to improve people’s lives.

This summer, over 150 students took part in the How to Change the World (HtCtW) challenge at the Global Grand Challenges Summit in Washington, DC.

The challenge was run by UCL based on its own How to Change the World program, which is taken by undergraduate engineers as part of the Integrated Engineering Program.

The summit is jointly organized by the UK, US and Chinese academies of engineering. It brings together science and engineering professionals and students from across the three hosting countries. The aim is to seek solutions to humanity’s great challenges.

To encourage communication among people taking part in the summit, the students from the UK, the US and China were tasked to create radio programs explaining how to solve one of the great challenges for engineering and how that solution could impact the lives of people around the world.

A radio program made by Yun Gu from Peking University and Katie Brown from Auburn University was selected as the runner-up. Their program looks at the barriers to women entering the engineering profession and how to handle this issue.

Questions

- 1 According to Bethany Gordon’s radio program, what could help engineers to improve people’s lives?
- 2 What were the participants expected to do at the summit?
- 3 What’s the radio program made by Yun Gu and Katie Brown mainly about?

Answers

- 1 B 2 D 3 A

Explore 2: Viewing and speaking



Viewing and understanding

1 Grades do matter when students look for a job or apply to a graduate school. But the GPA is not everything. Now watch the first part of a video clip and complete the following table with what you hear.

Wrong concepts of grades	Harmful effects
<ul style="list-style-type: none"> We believe that grades are critically important. We 1) _____ the As. We 2) _____ the Cs and Ds. We let the grades 3) _____ us. We believe A students are inherently 4) _____, while C students are inherently 5) _____. 	<ul style="list-style-type: none"> We stop studying to learn something new. Rather, we study to maintain a 6) _____. We fear tests and believe that teacher 7) _____ prove how dumb we are. We start looking for 8) _____ teachers and classes. We learn that 9) _____ is a sign of deficiency. We go to college with the belief that success, failure, and worth are all measured by 10) _____.

WORDS AND EXPRESSIONS

critically /'krɪtɪkli/ *ad.* 极其
 inherently /ɪn'herəntli/ *ad.*
 (特性)内在地, 固有地
 dumb /dʌm/ *a.* 愚蠢的
 deficiency /dɪ'fɪʃnsi/ *n.* 弱点;
 缺点; 不足
 embrace /ɪm'breɪs/ *v.* 欣然
 接受

Explore 2: Viewing and speaking

Scripts

From the day we were born, we are (have been) told to do well in school. We are told: “Study hard! Get good grades! Go to college!” In 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’ve learned to see ourselves as A students or C students. We let the grades define us. We think (if) 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. We stop studying to learn something new. Rather, we study to maintain a GPA. We fear tests as ways to weighed (weigh) 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.

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’re challenged. We shouldn’t fear tests, or teacher comments, or grades. None of those things define us. They are not even about us. They are all about the work. They tell us this is where you are right now, not this is where you’ll always be, or this is who you inherently are. If we get As in a class but learn nothing, we are 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 are 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 (will grow). And that’s the point of college – to grow. 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.

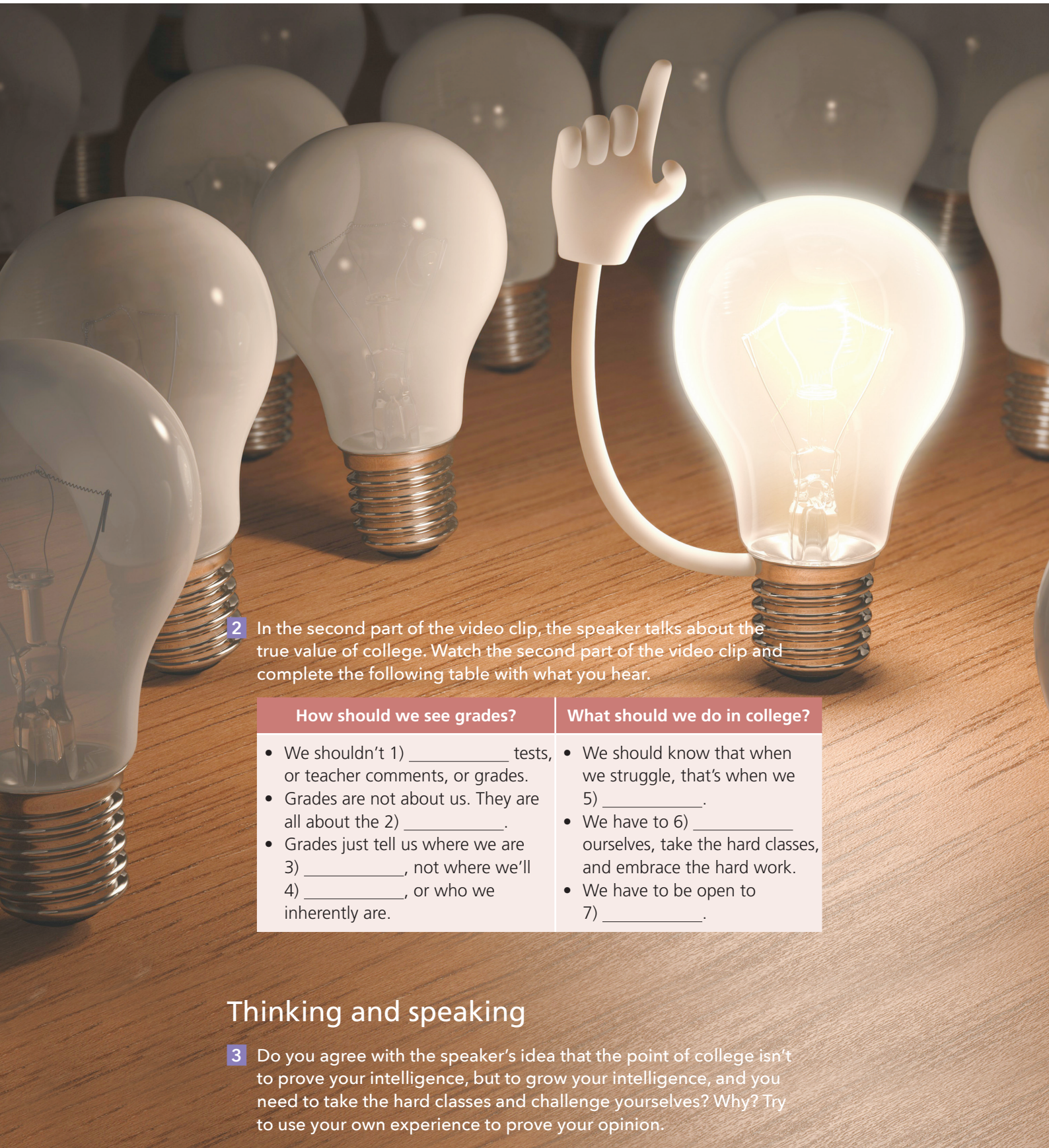
So celebrate the learning. Celebrate the growth. Take the challenging class. Read the comments. Embrace the process. Grow your intelligence.

Viewing and understanding

1

Answers

- | | | |
|----------------|-----------------|-------------|
| 1) celebrate | 2) punish | 3) define |
| 4) intelligent | 5) not-as-smart | 6) GPA |
| 7) comments | 8) easy | 9) struggle |
| 10) grades | | |



2 In the second part of the video clip, the speaker talks about the true value of college. Watch the second part of the video clip and complete the following table with what you hear.

How should we see grades?	What should we do in college?
<ul style="list-style-type: none">• We shouldn't 1) _____ tests, or teacher comments, or grades.• Grades are not about us. They are all about the 2) _____.• Grades just tell us where we are 3) _____, not where we'll 4) _____, or who we inherently are.	<ul style="list-style-type: none">• We should know that when we struggle, that's when we 5) _____.• We have to 6) _____ ourselves, take the hard classes, and embrace the hard work.• We have to be open to 7) _____.

Thinking and speaking

3 Do you agree with the speaker's idea that the point of college isn't to prove your intelligence, but to grow your intelligence, and you need to take the hard classes and challenge yourselves? Why? Try to use your own experience to prove your opinion.

2

Answers

- 1) fear 2) work 3) right now
4) always be 5) learn 6) challenge
7) failure

Thinking and speaking

3

Reference answers

I agree with the speaker's idea that the point of college is not to prove your intelligence, but to grow your intelligence. If we take the easy classes just for a high GPA, what is the point of going to college? College may be the best place for us to grow up. So we must break out of our comfort zone, take the hard classes, and challenge ourselves. I'm an economics major, but I also take a class in computer science to learn programming. It is very difficult for me. Though I worked very hard and stayed up late to do the tasks assigned by the professor, I only got a B for the previous test. But I never regretted taking the class. I learned programming and now I can generate numerical models to predict business results.

Teaching tips

In the video clip, the professor makes a comparison between the commonly accepted concept of grades and his own opinion about the correct way to perceive grades. After Ss have completed the table in Exercise 1 and before they do Exercise 2, ask them whether they agree with what the professor says in the first part of the video clip. Then ask Ss to list their opinions in the following table.

How should we see grades?	What should we do in college?

After Ss have completed the table, play the second part of the video clip and ask them to complete the table in Exercise 2. Ask Ss to compare what they've written with what the professor says in the second part of the video clip.

iPractice: Pronunciation

Stressing two-word compounds

A two-word compound combines two words into one, and creates its own meaning. Generally speaking, in oral English, the first word in a two-word compound is usually pronounced with primary stress and the second with secondary stress.

- 1** Listen to the following two-word compounds and underline the primary stress in them.

college life	public health	United Nations
online classes	radio program	university education
gap year	academic career	undergraduate degree

- 2** Listen to the following conversation and pay attention to the two-word compounds. Then listen again and read after the speakers.

Miss Lee: Well, first of all, just try to do the best you can in your study. Since you want to work in an organization like the UN, my recommendation would be to do a double major. In addition to your current discipline, add an International Relations or International Studies program.

Jack: That's a good idea. I'm particularly interested in the African countries. Maybe I can try to complete an extra program in African Studies.

Miss Lee: Also make sure to get involved in activities and projects outside the classroom as much as possible. The Model UN run by the Student Union would be a good start.

Jack: That's a good point. I didn't even know we have a Model UN.

Miss Lee: Languages are also very important for the UN and NGOs working internationally. Make sure you pick up at least one second language with fluency.

Jack: I have been learning French since high school, and I'm planning to take another language this year. Can I find any language course here?

Miss Lee: Yeah, of course. Our college has more than enough language courses you can choose. Just go to the Language Center website and check out which one you like.

Practice: Pronunciation

1

Answers

<u>college</u> life	<u>public</u> health
<u>United</u> Nations	<u>online</u> classes
<u>radio</u> program	<u>university</u> education
<u>gap</u> year	<u>academic</u> career
<u>undergraduate</u> degree	

2

Scripts

Miss Lee: Well, first of all, just try to do the best you can in your study. Since you want to work in an organization like the UN, my recommendation would be to do a double major. In addition to your current discipline, add an International Relations or International Studies program.

Jack: That's a good idea. I'm particularly interested in the African countries. Maybe I can try to complete an extra program in African Studies.

Miss Lee: Also make sure to get involved in activities and projects outside the classroom as much as possible. The Model UN run by the Student Union would be a good start.

Jack: That's a good point. I didn't even know we have a Model UN.

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Jack: I have been learning French since high school, and I'm planning to take another language this year. Can I find any language course here?

Miss Lee: Yeah, of course. Our college has more than enough language courses you

can choose. Just go to the Language Center website and check out which one you like.

Teaching tips

Ask Ss to watch the micro-lecture on pronunciation skills in the online course to learn more about two-word compounds and have more practice.

Unit project

Doing a role-play

Mr. and Miss Challenge in college

You and your group will work for the next year's freshman orientation. To help freshmen better understand the challenges they will meet in college, you will put on a role-play titled "Mr. and Miss Challenge in college" during the orientation. The following steps may help you with the project.



Unit project

Teaching tips

Doing a role-play can be hard for Ss, but the work tends to pay off in terms of student motivation and accomplishment. Preparation is very important to the success of a role-play. Guide Ss step by step as instructed in the Students' Book. Before the role-play, give Ss time to imagine the situation and ask them to discuss how they will act. Then have Ss practice their roles in smaller groups first. Take notes and give some feedback afterward.

Reference answers

Step 2

**The biggest challenge: time management
(in the form of a discussion)**

Student A: What's the most difficult challenge you've met in college?

Student B: The biggest problem is that I can never get things done on time! I'm stressed out now! I have too much work to do for the weekend. But I'm running out of time.

Student A: Poor you! What happened?

Student B: I've joined a drama club and we will rehearse a new play this Saturday afternoon. However, the paper for my macroeconomics class will be due on Sunday, and I haven't written a word for it. To make things worse, the professor of the microeconomics class will give us a quiz on Monday morning. There is a whole pile of reading that needs to be done. I doubt that I can survive the weekend!

Student A: I understand what you feel. I was once in a mess like you. I almost killed myself after I stayed up the whole night to finish a term paper. Then I told myself that I must learn to manage my time well.

Student B: But how?

Student A: Now I will write down everything I have to do and arrange them in order of importance and urgency. Then I will make a time schedule. I always push myself to accomplish tasks ahead of time in case there is something unexpected.

Student B: Probably I should learn some time management skills so that I can be well-organized.

Student A: Good idea!

Step 3

Possible scripts for the role-play

GPA: Hi, everyone, welcome to college! My name is Grade Point Average, but you may prefer to call me Mr. GPA. I am the standard to judge students in their academic performance. Some students may think it's not easy to get along with me and regard me as a devil who ruins their entire college life. But in fact, I'm willing to be everyone's friend as long as students exert their efforts.

Extracurricular Activities: Hello! I am Miss Extracurricular Activities. Students' college life won't be complete without me. I have a big family, including events held by the Student Union, sports or art clubs, various volunteer activities, etc. With me students can follow their passions, make new friends, learn new skills, and of course enjoy themselves.



Step 1 Brainstorm

Think about your college life and make a list of the top five challenges that you are facing now. Some common college challenges may include the GPA, time management, financial pressure, peer relationships, depression, etc.

Step 2 Find causes and solutions

Choose one challenge that you think is the most difficult for you to handle and discuss with a partner to find out the causes of and possible solutions for the problem.

Step 3 Role-play

Work in a group of four or five, each playing the role of the challenge you pick, for example, Mr. GPA, Miss Time, etc. You may first write a script for the role-play. Your role-play should include the basic features of the challenge and how the problem could be managed in order to achieve maximum success. You may probably begin this way:



Mr. GPA

Good morning! My name is Grade Point Average, but students prefer to call me Mr. GPA. I could either become your best friend or worst enemy ...

Step 4 Evaluate

Vote for the Best Mr. or the Best Miss.

GPA: But how can students choose the right activity for themselves?

Extracurricular Activities: Well, if students want to enhance their talents, for example, singing or painting, they can join these clubs. But I encourage them also to try something new. They might discover they have a talent for something they've never attempted before. But whatever they do, they must invest a lot of time and work very hard if they want to be really good at the skills they choose to improve.

Health: Wait, wait ... Without me, Mr. GPA and Miss Extracurricular Activities can achieve nothing. Let me introduce myself. I am Miss Health. College life is very, very challenging. And I am always the victim of students' focus on Mr. GPA or Miss Extracurricular Activities. I hope students know that only I can enable them to work hard for a high GPA and to do well in extracurricular activities.

Time Management: Mr. GPA, Miss Extracurricular Activities and Miss Health, I'm so jealous of you! You three are probably what college students desire most. They work so hard to treat you well that they sometimes neglect me. Many students do not know me well. What a pity! If they know me well, they can greatly improve their work efficiency! Guess who I am? I am Mr. Time Management!

GPA: So true! College success depends mainly on how students manage their time. (Toward Mr. Time Management) If they neglect you, some really good things can turn out to be a burden. For example, if they spend too much time with Miss Extracurricular Activities ...

Extracurricular Activities: How come?

GPA: When students spend too much time and energy with you, they cannot get adequate time to rest and sleep. They are so tired and exhausted that they may

even sleep in class. They also do not have enough time to preview and review their textbook. After the exam, they will be very disappointed with me.

Extracurricular Activities: I'm afraid that I cannot agree with you, Mr. GPA! While the purpose of a college education is to learn as much as students can, that doesn't mean they should study all the time. It is important to schedule time for fun and to take breaks to keep their mind fresh and clear, not to mention so many other benefits students can get by working with me! Of course, it will be better if students can learn more from Mr. Time Management and find a balance between study and activities.

Health: Miss Extracurricular Activities may cost students a lot of time, but it is you, Mr. GPA, who hurts me most. Students' desire for a high GPA drives them to stay up all night before exams. What's more, the fear of a low GPA makes them stressed and anxious. You lead to a lot of serious health problems.

GPA: I have to admit that you're right to some extent. Students do need to find a proper way to get along with me, and all of you, too. Otherwise they will suffer various physical and mental problems.

Time Management: Agree! As young adults, students should learn to be responsible for themselves. Only in this way can they defeat procrastination and become the boss of their own time and life.

ALL together (GPA, Extracurricular Activities, Health and Time Management): Dear students, college is a place full of challenges, and that's why it is the best place for you to develop yourselves and become mature. Just decide what is the most important to you, prioritize and schedule study, events and leisure accordingly, and pay attention to your health. Then, all of us will help you to be fully prepared for a bright future!

Further listening

News report 1

WORDS AND EXPRESSIONS

proportion /prə'pɔːʃn/ *n.* 部分; 份儿

Listen to a news report and choose the best answer to each of the questions you hear.

- 1 A. Universities should lower their requirements.
B. Universities should change teaching methods.
C. Students cannot meet self-study requirements.
D. Students cannot develop a good learning strategy.
- 2 A. 16. B. 60.
C. 76. D. 300.
- 3 A. The same as the time spent on lectures.
B. Twice the time spent on lectures.
C. Three times the time spent on lectures.
D. Four times the time spent on lectures.
- 4 A. Failure on exams.
B. Poor communication in class.
C. A high rate of college dropouts.
D. Too many questions during the lecture hours.

News report 2

WORDS AND EXPRESSIONS

petition /pə'tɪʃn/ *n.* 请愿书

Listen to a news report and choose the best answer to each of the questions you hear.

- 1 A. Took an exam. B. Registered for a course.
C. Signed a petition. D. Started a blog.
- 2 A. Look into the exam. B. Punish the lecturer.
C. Change the test scores. D. Arrange another exam.
- 3 A. Some students cheated on exams.
B. The lecturer was unfair in grading.
C. The questions included many mistakes.
D. The questions included knowledge they weren't taught.
- 4 A. It included some questions that didn't need math.
B. It included a topic that was not taught in the course.
C. It only tested the contents in the further reading materials.
D. It had a term whose meaning was not explained in the question.

Further listening

News report 1

Scripts

About 60 percent of students believe self-study plays a very important role in their university education, but only 16 percent of 300 surveyed students have “high” self-awareness in planning self-study. Only two percent ranked “very high,” while 76 percent rated “average.”

Tony Smith, a college professor, noted that with the new university education structure, the amount of time for students’ self-study needs to be three times that spent on lectures.

He said that students need to prepare well before going to class. They also have to conduct theoretical research, carry out experiments and do extra exercises. However, about 60 percent of students cannot meet the requirements. The proportions could be even higher – 70-80 percent – in some “special classes.”

He noted that this explains why lecturers and students cannot communicate efficiently during the lecture hours. Students cannot raise questions and do not have necessary understanding to discuss topics.

Questions

- 1 What is the news mainly about?
- 2 How many students took part in the survey?
- 3 According to Tony Smith, how much time should students spend on self-study?
- 4 In the news report, what is said to be the result of inadequate self-study?

Answers

1 C 2 D 3 C 4 B

News report 2

Scripts

Final-year students at a university in England are angry after they took an economics exam. Students from The University of Sheffield have signed a petition online to say the exam questions were “impossible” to answer, and they want the university to look into this. The students say the exam contained questions on topics that were not in their course. They also say the questions included a lot of difficult math that they had not been taught. One student said a lecturer told them they would only need “simple” math. They are now worried that they will get low test scores, and that this will affect what kind of degree they get.

The head of the Economics Department, Professor Andy Dickerson, told the BBC that the exam was fair. He said not all the questions needed math. He explained: “All questions were based on topics taught in the course and for which further reading was provided.” He added that one question in the exam used a term that students may not have seen before, but there was no problem because the question explained the meaning of the term. The university said it would look carefully at the results.

Questions

- 1 What did the students do online?
- 2 What did the students ask the university to do?
- 3 What made students angry about the exam?
- 4 What did Professor Andy Dickerson say to the BBC about the exam?

Answers

1 C 2 A 3 D 4 A

Conversation

Listen to a conversation and choose the best answer to each of the questions you hear.

- 1 A. He fails in exams.
B. He feels stressed out.
C. He gets tired of study.
D. He has trouble with friends.
- 2 A. He is afraid of losing face.
B. He feels pressures from his classmates.
C. He doesn't want to disappoint his teachers.
D. He is in danger of being expelled from the school.
- 3 A. See a doctor.
B. Focus on study.
C. Get support from friends.
D. Get advice from teachers.
- 4 A. Go swimming. B. Listen to music.
C. Take a vacation. D. Keep a diary.

WORDS AND EXPRESSIONS

lousy /'laʊzi/ *a.* 非常糟糕的
vicious /'viʃəs/ *n.* 恶性循环

Passage

Listen to a passage and choose the best answer to each of the questions you hear.

- 1 A. Try a variety of classes.
B. Gain some work experience.
C. Step away from academic life.
D. Know the outcome of their decisions.
- 2 A. Those who have a business.
B. Those who know their future goals.
C. Those who lack confidence in study.
D. Those who have an advanced degree.
- 3 A. When to take a gap year.
B. What to do in a gap year.
C. Who should take a gap year.
D. How to prepare for a gap year.

WORDS AND EXPRESSIONS

outcome /'aʊt,kʌm/ *n.* 结果
overwhelming /,əʊvə'welmiŋ/
a. (规模、数目或总额)巨大的

Conversation

Scripts

- Sage:** Hey Brian, what's up? You look so tired.
- Brian:** I'm just so depressed. No matter how hard I try, I just can't seem to get anything done. I'm really tired and sometimes I even fall asleep in class.
- Sage:** Do you get enough sleep at night?
- Brian:** Not really. I probably could only get about three or four hours of sleep every day if I'm lucky.
- Sage:** Poor you! Why didn't you tell us earlier? You know, it really helps to talk to your friends when you're feeling stressed or lousy. It cheers you up.
- Brian:** Well, I'm sort of avoiding you guys recently because I don't want to trouble you.
- Sage:** Don't be silly. Is there something worrying you?
- Brian:** I guess I'm just worried too much about my grades because I really don't want to let my teachers and parents down. The more I think about this stuff, the worse it gets and the less I get done.
- Sage:** It really sounds like a vicious circle. You really need to stop being so stressed out so that you can start focusing on your work again.
- Brian:** But how can I get started?
- Sage:** Actually, you've already started. You see, you've found out that you're not getting enough sleep and you need to keep in touch with your friends who support you and keep you in a positive state of mind.
- Brian:** Yeah, you're right. What do you usually do when you feel stressed out?
- Sage:** Well, I used to run whenever I felt stressed. And now I really like listening to music. It helps me relax and puts me to sleep.
- Brian:** Maybe I can try it, too!

Questions

- 1 What is the man's problem?
- 2 Why does the man worry about his grades?

- 3 What does the woman encourage the man to do?
- 4 What will the man probably do to relax?

Answers

- 1 B 2 C 3 C 4 B

Passage

Scripts

There is an endless number of reasons why you might consider taking a gap year, but according to Nancy Behrman, President of Behrman Communications, the most important reason lies in the outcome.

The overwhelming majority of those who take a gap year do so for the purpose of self-discovery. You must step away from the demands of academic life in order to gain a bit of perspective regarding what truly drives you each and every day. By experiencing different people, places and cultures over the course of a gap year, you may finally find the ideal course of action to pursue.

If you already have a plan in place and feel confident in where that plan will lead, then the gap year may not necessarily be something you need to pursue. You might be better off going right into an advanced degree program or starting out your own business right away. On the other hand, if you are unsure or lack confidence in where your academic career might be taking you, then a gap year may indeed be an ideal solution for you to consider.

Questions

- 1 What must students do in order to discover their interests?
- 2 In the speaker's opinion, who doesn't need a gap year?
- 3 What is the passage mainly about?

Answers

- 1 C 2 B 3 C