

# 1

Unit

# College life: Challenges and opportunities

## iPrepare

### About the topic

This unit focuses on the challenges and opportunities of college life. The main objective is to help Ss obtain an in-depth understanding of the topic and generate their own thoughts about the role of college in their lives. The text in iExplore 1 offers some suggestions for both freshly minted high school graduates and their parents, and the text in iExplore 2 demonstrates the importance of college for young adults. The two texts probe college life from different perspectives. T can guide Ss to better understand the role of college by reading the texts and encourage Ss to explore the challenges and opportunities at college based on their own experience and prepare for the unit project.

### Teaching objectives

Upon completion of this unit, T is expected to enable Ss to:

Objectives	Tasks
talk about challenges and opportunities in college life using new vocabulary	<ul style="list-style-type: none"><li>• Viewing (iExplore 1 &amp; 2)</li><li>• Reading texts (iExplore 1 &amp; 2)</li><li>• Building your language (iExplore 1 &amp; 2)</li><li>• Sharing your ideas (iExplore 1 &amp; 2)</li></ul>
identify and write the topic sentence of a paragraph	<ul style="list-style-type: none"><li>• Sharpening your skills (iExplore 1)</li></ul>
understand better the challenges and opportunities at college	<ul style="list-style-type: none"><li>• Viewing (iExplore 1 &amp; 2)</li><li>• Reading texts (iExplore 1 &amp; 2)</li><li>• Sharing your ideas (iExplore 2)</li></ul>
explain the importance of attending college	<ul style="list-style-type: none"><li>• Reading texts (iExplore 1 &amp; 2)</li><li>• Sharing your ideas (iExplore 2)</li></ul>
make a speech of what one expects to get from college experience	<ul style="list-style-type: none"><li>• Unit project (iProduce)</li></ul>
use appropriate language to express expectations	<ul style="list-style-type: none"><li>• Unit project (iProduce)</li></ul>



## Teaching plan

The following plan is designed for a six-period class. If there are only four periods, **Sharing your ideas** (iExplore 1) can be carried out online for after-class study. T should aim at helping Ss strengthen their pragmatic ability when guiding them to do the tasks, including the ability to understand the key points of the authors and to express opinions in a formal setting.

### Periods 1-2

- Motivating: iPrepare
- Enabling:
  - Viewing (iExplore 1)
  - Reading text (iExplore 1)
  - Understanding the text (iExplore 1)
  - Sharpening your skills (iExplore 1)
- Assessing:
  - Sharing your ideas (iExplore 1)
  - Inform Ss of the unit project and ask them to prepare for a speech

### **After class**

- Ss finish Building your language ( iExplore 1)
- Ss collect ideas and resources for the unit project



### Periods 3-4

- Enabling:
  - Building your language (iExplore 1)
  - Check Ss' progress in preparing for a speech
  - Viewing (iExplore 2)
  - Reading text (iExplore 2)
  - Understanding the text (iExplore 2)
- Assessing:
  - Sharing your ideas ( iExplore 2)
  - Guide Ss to organize their ideas and write a speech script

### **After class**

- Ss finish Building your language (iExplore 2)
- Ss do the unit project

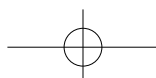
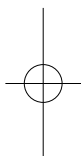
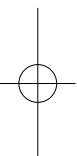


### Periods 5-6

- Assessing:
  - Building your language (iExplore 2)



- Check Ss' group work of preparing for a speech script
- Ask Ss to present the unit project: Each group selects a keynote speaker to deliver the speech
- Provide comments on all the speeches in terms of content, language, structure and delivery, and provide further suggestions





# iExplore 1

## Teaching suggestions

T should lay stress on enhancing Ss' pragmatic ability by providing authentic and effective inputs to facilitate student-to-student communication. The teaching of iExplore 1 can take the following steps.

- Motivating**
- 1) Introduce **Scenario** and ask Ss to imagine themselves being involved in it. Show Ss the theme of the unit with photos of different college life scenarios. Ask Ss to recall their transitional experiences from high school to college and share them with the whole class;
  - 2) Explain the task and motivate Ss to provide answers to the questions according to their personal experiences. Then draw Ss' attention to the possible challenges of presenting ideas and expounding ideas about college life in English in a formal setting and tell them the learning objectives;
  - 3) Explicate the learning objectives and encourage Ss to use the linguistic resources available in iExplore 1 to improve their ability to use English effectively in communicating their ideas about college life.
- Enabling**
- 1) Guide Ss through **Viewing** and ask them to share their initial thoughts on college life and discuss their advice to college students;
  - 2) Explain the new words in the text;
  - 3) Ask Ss to read the text and guide them to master the key points of the text by doing Exercise 1 in **Understanding the text**, and then encourage Ss to express their personal opinions and describe their own experiences in doing Exercise 2 in **Understanding the text**;
  - 4) Guide Ss to learn to identify the topic sentence of a paragraph by doing the exercise in **Sharpening your skills**;
  - 5) Ask Ss to finish **Building your language** in / after class;
  - 6) Guide Ss to have online interactions by doing the exercise of **Sharing your ideas**.
- Assessing**
- 1) Check Ss' answers to **Building your language**;
  - 2) Ask Ss to give peer reviews on their online selfie recording in **Sharing your ideas** in class;
  - 3) Comment on Ss' online selfie recording in **Sharing your ideas** by examining Ss' pragmatic competence of properly expressing their opinions as well as recognizing the speaker's intention and viewpoint.



## Viewing

### Teaching suggestions

Ask Ss to work in pairs to rank the advice presented in the video in order of usefulness and vote for the three most useful suggestions. Then encourage Ss to elaborate on the reasons for their choices and to brainstorm what advice they might give to college students.

## Scripts

**Speaker 1:** My advice for first-year students is to be yourself, to make new friends, and (to) study hard.

**Speaker 2:** I would say get involved for sure, that's 100 percent really important, because whether it's for the society or over the sport, no matter what, you are gonna make friends that way, that's the easiest way for sure.

**Speaker 3:** The best advice I received was to show up, to read instructions, to pay attention and to enjoy myself.

**Speaker 4:** My advice for a first-year student would probably be to maintain the balance, make sure you have enough time to focus on your academics, focus on your social life, or focus on yourself and your health and your well-being.

**Speaker 5:** I think the best advice I can give is (to) make the most of the connections and friendships that you make of your time here, and as you grow your career those people are gonna be very helpful along the way.

**Speaker 6:** My advice to you is to make sure you go to class, it's really important to get the most out of your experience and to learn all that you can.

**Speaker 7:** I would say to budget your money, so don't spend money on things that aren't necessary.

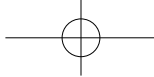
## Reference answers

1

1 study hard    2 get involved    3 read instructions    4 balance; your social life  
5 friendships    6 go to class    7 your money

2

1 Yes, I find them very useful. They touch upon both the private life and public life, and both the social activity and academic study. These suggestions can help freshly minted high school graduates be fully immersed in their college life and guide them to better experience the journey toward independence.



- 2 • Adjust your schedule when you are the most productive and creative. You don't need to follow others' instructions about how to be more organized or plan better. Figure out what timetable works best for you.
- Don't be afraid of taking time off. Gap years, which are becoming increasingly popular, give you an opportunity to take a break and have more discoveries.
- Recognize that it's all right to be sad. College is a vital transition in life. For many, it's the first time they are away from their family and have to adapt themselves to a completely new environment, which is in fact a growing experience that will be very valuable to them in the future.
- Understand that the main cause of roommate conflicts is failed communication. Have a good communication at the beginning of the first year with the roommates and make clear about what is and isn't allowed in the dormitory.

## Reading

### Background information

The text is abridged from "Some thoughts from a professor as students head off to college" written by John W. Traphagan, Professor of Religious Studies and Human Dimensions of Organizations, The University of Texas at Austin. With his experience as both a college professor and parent of a college student, he provides some suggestions that may help college freshmen to better adapt to new college life and guide their parents to accommodate to the transition.

### Culture notes

**AP:** It stands for Advanced Placement, a program in the United States and Canada created by the College Board that allows students to take courses in their high school that are equal to college courses. AP students can earn college credits if they do well in the AP exams that are usually given during the students' senior year in high school. AP courses can better prepare students for college because the higher-level courses offer a variety of subjects that give high school students an opportunity to master skills and gain experience that colleges recognize. (大学先修学分课程, 一种高中生修习的可获得大学学分的高级课程)

**First name:** (also given name, especially in *AmE*) It is the name or names that were given to you when you were born, which comes before your family name. First names are often used in casual settings. It can be rude to call people by their first name if they are much older or more important than you. In a formal setting, it's polite to address a person by their family name with an appropriate title. (名字; 教名, 通常置于姓前)

**GPA:** It is short for grade point average, the average of a student's marks over a period of time in the US education system. It is a standard way of measuring students' academic achievement. GPA



with weighted credit hours is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. According to the four-point scale most commonly used in the US, each letter grade is assigned a numerical value: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 point. (各科成绩的平均积分点)

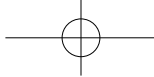
## Language points

- 1 As both a college professor and parent of a college student, this time of year always seems to raise a variety of thoughts as freshly minted high school graduates head off to their new adventures. (Para. 1)
  - 1) variety: *n.* [C] a type of thing, such as a plant or animal, that is different from others in the same group 种类  
*e.g. The doctor advises him to increase the variety of food that he takes in.*
  - 2) head off: to leave to go to another place 离开…去别处  
*e.g. With big smiles on their faces, and so much to gain from their summer adventure, the students head off to camp holidays.*
  - 3) 作者以这句话开篇, 表明自己身为大学教授和大学生的家长, 对新生如何更好地融入大学生活, 以及家长该怎么做, 都有切身的体会和认识。这样开门见山的写作手法使下文给出的建议更具有说服力。
- 2 I can't speak for all of my colleagues, but I do have a few suggestions for parents and students heading off to college. (Para. 4)

speak for: to express the feelings, thoughts, or beliefs of a person or group of people  
代表…说话  
*e.g. To be an employed, married mum is quite an achievement and I think I speak for many women here.*
- 3 Don't get too stressed out, particularly about grades. (Para. 5)

stressed out: so worried or nervous that one cannot relax 过度紧张的  
*e.g. Quite a few of the students were stressed out at the examination.*
- 4 The first semester may be a little rough as the transition to college evolves. (Para. 5)
  - 1) transition: *n.* [C, U] the process of changing from one state or condition to another 过渡; 转变  
*e.g. It's quite hard for a stage actor to make the transition to television.*
  - 2) evolve: *v.* to develop and change gradually over a period of time (使) 逐步发展  
*e.g. The school has evolved its own style of teaching.*
- 5 You've been sold a bill of goods if your teachers told you AP classes are just like college classes. (Para. 5)

sell sb. a bill of goods: to get sb. to believe sth. that isn't true 以花言巧语欺骗某人  
*e.g. She promised that she would sell my jewelry and bring me back the profits, but she sold me a bill of goods — I never heard from her again!*



6 It will be challenging. (Para. 5)

challenging: *a.* difficult in an interesting or enjoyable way 挑战性的

*e.g. The job wasn't challenging enough for me — I wanted something more creative.*

7 Don't be frightened by the faculty. (Para. 6)

frighten: *vt.* to make sb. suddenly feel afraid 使惊吓; 使惊恐

*e.g. She was frightened by his sudden appearance.*

8 At a research university, professors are expected to have ongoing research programs that require supervision of graduate students and postdoctoral fellows and we spend a lot of time writing and collecting data. (Para. 6)

1) ongoing: *a.* continuing, or continuing to develop 进行中的

*e.g. No agreement has been reached and the discussion is still ongoing.*

2) supervision: *n.* [U] the act of watching a person or activity and making certain everything is done correctly 指导; 监督

*e.g. John learned to fly under the supervision of an experienced pilot.*

9 Visit your professors during office hours and find out how you can get involved in their research. (Para. 6)

involved: *a.* (be/get ~ in) taking part in an activity or event, or being connected with it in some way 与...有关的

*e.g. I don't want to get involved in the lengthy argument about who is to blame.*

10 Take advantage of the educational opportunity in front of you. (Para. 7)

1) take advantage of: to use a particular situation to do or get what you want 充分利用

*e.g. Her friends take advantage of her generosity, and stay in her house for months on end without paying her anything.*

2) educational: *a.* relating to education 教育的

*e.g. I consider my internship to be one of my most valuable educational experiences.*

11 Use the libraries, faculty, and other resources to get every ounce you can out of your college. (Para. 7)

1) resource: *n.* [C, usu. pl.] sth. that you can use to help you to achieve sth., esp. in your work or study 资源

*e.g. International aid is often described as the act of one nation providing resources to another.*

2) ounce: *n.* [sing.] a small amount of sth. 丝毫

*e.g. He tried to open the door by using every ounce of his strength.*

3) 句中 every ounce of 相当于 all, 后面可搭配 courage, energy 等, 表示全部的勇气、精力等; 另外, last ounce of 则可表示“最后一点”, 如 last ounce of strength (最后一丝力气)。





12 Don't be dominated by anyone, including your parents, in choosing your major. (Para. 8)

dominate: *v.* to control or have a lot of influence over sb. or sth., esp. in an unpleasant way 支配  
*e.g.* *You shouldn't allow your job to dominate your life like that.*

13 It's your life, make of it what you want and find something to study that fascinates you. (Para. 8)

1) make (sth.) of sb. / sth.: to use the chances, opportunities, etc. you have in a way that achieves a good result 获取

*e.g.* *The opportunity is yours and it's up to you what you make of it.*

2) fascinate: *v.* to attract or interest sb. very much 吸引

*e.g.* *What fascinates me about his poems is their apparent simplicity.*

Paraphrase: Your life is in your own hands and you should live it the way you want and learn things that interest you.

14 Don't hover over them and don't constantly check to make sure they are doing laundry or that they are studying. (Para. 11)

hover over: to remain suspended over a place or an object 盘旋于

*e.g.* *A medical team hovered over him round the clock.*

Paraphrase: Don't give excessive attention to the kids and try to avoid micromanagement such as frequent monitoring of their laundry and study.

15 This is not a way to support your child as he or she gets accustomed to a new and different lifestyle and a complicated set of demands. (Para. 11)

1) get accustomed to (doing) sth.: to become familiar with sth. and accept it as normal 习惯于(做)某事

*e.g.* *It took him quite some time to get accustomed to the fast pace of life in the big city.*

2) complicated: *a.* composed of many interrelated parts or features 错综复杂的

*e.g.* *That's a rather difficult question for several reasons, but the solution may not be as complicated as you think.*

16 Don't call or email professors if your kid gets a bad grade — most likely he or she deserved the bad grade and, if not, you need to let your kid work it out with the professor him or herself. (Para. 12)

1) deserve: *vt.* to have earned sth. by good or bad actions or behavior 应得

*e.g.* *She feels she deserves an apology after all the cruel things you said about her.*

2) work out: to think about sth. and manage to understand it 弄明白

*e.g.* *I'll certainly go back to my job once I've worked out who's going to look after the kids during the day.*

Paraphrase: Parents should not contact professors via phone call or email to negotiate the bad grades of their kids because in most cases they deserve them. If they don't, parents need to let their children discuss the problem with the professor by themselves.



17 Finally, both parents and students need to recognize that college is a tremendous opportunity to spend four years at a place where knowledge is created. (Para. 13)

tremendous: *a.* extremely good 极好的

*e.g. I watched a tremendous film last Saturday.*

18 Students are exposed to new ideas and their preconceptions about the world are often challenged deeply. (Para. 13)

expose: *vt.* (~ sb. to sth.) to make it possible for sb. to experience ideas, events, methods, etc. that are new to them 使体验, 使接触 (新事物)

*e.g. Apart from that experience, she had never been exposed to an office environment.*

## Skills

### VOCABULARY LEARNING STRATEGIES

#### Words about college life

There are many words about feelings and college life in the text, such as “confused” and “green first-year students” (Para. 1).

Words describing feelings: get stressed out, be intimidated, nervous, excited, frightened, fascinate

Words describing college life: postdoctoral fellow, office hour, reference letter, library, resources, attend college, faculty, undergraduate, research program, PhD degree, graduate students, major, GPA

### LANGUAGE FOCUS

#### do + verb

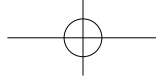
“do / does / did + verb” 句型通常用来表示强调。例如:

*I can't speak for all of my colleagues, but I do have a few suggestions for parents and students heading off to college. (Para. 4)*

#### unless

连词 unless 意思是“除非”，表示要做的事情取决于另一事的发生。例如:

*Don't call your professors by their first names unless they invite you to do so. (Para. 9)*



## Reference answers

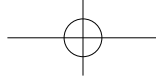
### Understanding the text

1

- 1) nervous, excited, worried
- 2) too stressed out, particularly about grades
- 3) frightened by the faculty
- 4) the educational opportunity in front of you
- 5) be dominated
- 6) Don't call your professors by their first names
- 7) alone
- 8) Don't call or email professors
- 9) opportunity

2

- 1
  - Green first-year students may always have mixed feelings of excitement and anxiety as they struggle with questions such as “Am I smart enough? Will my roommate be weird? Where’s my new friend? How can I cope with peer pressure?” etc.
  - Leaving home to become surrounded by the unknown is a terrifying thought for them.
  - College is a major time of transition. The students are granted a level of autonomy they’ve never experienced before. They need to manage their time on their own. They have to be ready for the academic demands at college level. It’s the time for the students to form their unique identities, become more independent and enhance their ability to tackle a whole new set of concrete issues.
- 2
  - The question of “What major should I choose?” may cause anxiety in the heart of almost every student. Students may make decisions by themselves, thinking about “What major is right for me?” and “What’s my priority: interest, passion, employability, or advanced degree after graduation?”
  - It may be good for students to chat with their parents before making the decision because the parents seem to have their best interest at heart.
  - Some parents may pressure their kids to choose a major that their kids are not passionate about mostly because they want to chase lost dreams or to live out their unfulfilled ambitions through their kids.
- 3 Emails to professors should be more formal than emails to friends and family. For students living in the age of social media where the key rules are brevity and informality, it’s not an easy job to write formally with standard punctuation, capitalization, spelling and grammar. Other difficulties may include inability to construct complex sentences and the improper use of tones.



## Sharpening your skills

- 1 Initiating conversations with those around you can create some of the most unexpected friendships.
- 2 High school success (or lack of it) doesn't automatically apply to college.

## Building your language

### Words and expressions

**1**

- |               |               |               |             |
|---------------|---------------|---------------|-------------|
| 1 tremendous  | 2 frightens   | 3 deserves    | 4 dominated |
| 5 complicated | 6 educational | 7 supervision | 8 evolve    |

**2**

- 1 getting accustomed to a new place and making new friends
- 2 head off into the wonderful world of higher education
- 3 get involved in every club and organization
- 4 Take advantage of the first few weeks of school
- 5 work out how to finish the project
- 6 hovering over their children
- 7 I speak for all the students' parents
- 8 everyone around me gets stressed out

### Collocations

- |           |          |         |           |         |            |
|-----------|----------|---------|-----------|---------|------------|
| 1 ongoing | 2 expose | 3 ounce | 4 variety | 5 topic | 6 deserves |
|-----------|----------|---------|-----------|---------|------------|

### Vocabulary learning strategies

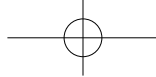
#### (Reference answers to online-course exercises)

**1**

- 1 confused, worried, get stressed out, be frightened, nervous
- 2 green first-year student, colleague, postdoctoral fellow, office hours  
reference letter, library, resources, attend college, faculty, undergraduate

**2**

- |                     |                     |                |                    |
|---------------------|---------------------|----------------|--------------------|
| 1 attending college | 2 reference letters | 3 office hours | 4 get stressed out |
| 5 faculty           | 6 undergraduates    | 7 confused     | 8 worried          |



## Language focus

### (Reference answers to online-course exercises)

- 1 You cannot pass the course unless you turn in the paper on time.
- 2 The professor did mention the time and place for the final examination last week.
- 3 The professor did pose a question of whether money can buy happiness.
- 4 Students are not allowed to handle these chemicals unless they are under the supervision of a teacher.

## Banked cloze

- |                |                |               |               |                 |
|----------------|----------------|---------------|---------------|-----------------|
| 1) transition  | 2) challenging | 3) stressed   | 4) frightened | 5) involved     |
| 6) educational | 7) resources   | 8) fascinates | 9) exposed    | 10) complicated |

## Sharing your ideas

### Teaching suggestions

T should encourage cooperative learning among Ss by integrating online communication with offline interaction.

#### Step 1 Review the two suggestions in the text

Ask Ss to summarize the author's rationales for the two suggestions and let Ss have a quick show of hands as to whether they agree with each view or not.

#### Step 2 Group discussion

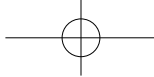
Divide the class into groups of 4-5 members and ask Ss to express their views on the two suggestions by referring to the questions raised in **Sharing your ideas**. Encourage Ss to think about the applicability of these suggestions to Chinese parents.

#### Step 3 Assign the task

Explain to Ss that selfie recording is a good approach to preparing and rehearsing a speech and this is a great exercise for speakers. Assign the after-class task of a selfie recording of 1-2 minutes' speech based on the group discussion results and Ss should upload their videos onto the learning platform for online peer review and T's evaluation. T can also give comments on the selfie recordings in the next period.

I go along with the author's suggestions for parents and I think they also work for the Chinese parents who have gained the reputation as "helicopter parents."

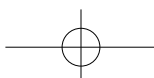
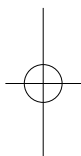
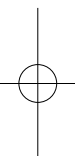
First and foremost, parents should leave their kids alone because college is a big transition toward



both mental and physical independence for kids and it's time for them to learn some fundamental lessons such as coping with stress and negotiating conflicts. Parents' interference may impede their children's development and undermine their success.

Since it's important for parents to step back enough to let their children solve their own problems, parents should withdraw from contacting faculty members about their children's grades. It's more beneficial to encourage their children to make full use of their professor's office hours to discuss academic progress in a particular course.

If parents really want to provide their children with the opportunity to pursue their goals and encourage independence in their children, they should give support from a healthy distance.





# iExplore 2

## Teaching suggestions

### For in-class instruction:

T should lay stress on enhancing Ss' pragmatic ability by providing authentic and effective inputs to facilitate student-to-student communication. The teaching of iExplore 2 can take the following steps.

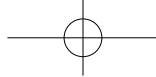
- Motivating**
- 1) Guide Ss through the task in **Viewing**. Draw Ss' attention to the not so uncommon phenomenon of college dropouts in the commercial community in the US and help them understand the speaker's attitude toward college dropouts;
  - 2) Ask Ss to brainstorm answers to the questions of Exercise 2 in **Viewing** to arouse their interest in the discussion of the value of college education;
  - 3) Inspire Ss to reflect on the value of college education. Ss then have a pair discussion on what they expect from college education. Draw Ss' attention to the challenges of language use and substantiality of information for the task.

- Enabling**
- 1) Explain the new words in the text;
  - 2) Ask Ss to read the text and guide them to do the exercises in **Understanding the text** to master how the author puts forward an argument and strengthens it by not only providing supporting evidence but responding to counterarguments;
  - 3) Guide Ss to develop their personal opinions by doing the task of **Sharing your ideas**;
  - 4) Ask Ss to finish the exercises in **Building your language**.

- Assessing**
- 1) Check Ss' answers to **Building your language**;
  - 2) Check Ss' grasp of how to present an argument by reviewing Exercise 1 in **Understanding the text**;
  - 3) Comment on Ss' discussion results in **Sharing your ideas** by having a debriefing in class.

### For Ss' after-class study on their own:

- Before reading: Ss get prepared by referring to **Culture notes** and **Words and expressions**.
- While reading: Ss refer to Exercise 1 of **Understanding the text** for grasping the overall structure and content of the text; Ss refer to Exercise 2 of **Understanding the text** for grasping the details of the text.
- After reading: Ss finish the exercises in **Building your language** and check answers by themselves.



## Viewing

### Scripts

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all the money my parents had saved their entire life. So I decided to drop out and trust it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made.

The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked far more interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the \$0.05 deposits to buy food with, and I would walk the seven miles across town every Sunday night to get one good meal a week at the Hare Krishna Temple. I loved it, and much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.

Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphied. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But 10 years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography.

If I had never dropped out, I would have never dropped in on that calligraphy class. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards 10 years later.

### Reference answers

1

- 1) savings    2) value    3) figure it out    4) scary    5) decisions  
6) loved    7) priceless    8) required classes    9) looked far more interesting

2

- 1 Steve Jobs dropped out of college yet experienced great commercial success. He is one of the





few great minds that have remarkable talents, profound insights and strong capability of working outside a structured environment, and that's why he can prosper without a formal degree. His success as a dropout is a particular case that can't be widely copied.

- 2 For one thing, I expect that college education can prepare me for a future career. For another, I think the purpose of college education is not merely to prepare for a job or to develop the essential skills to succeed in the highly competitive world, but to help me find my path in life and discover ways to make life truly worth living. At its best, I expect my college education to be a life-enhancing experience.

## Reading

### Background information

The text is an adapted version of "The myth of the successful college dropout: Why it could make millions of young Americans poorer" written by Robert J. Zimmer, president of The University of Chicago. There have been sensational media stories about millionaire dropouts but they miss one thing: The vast majority of America's college dropouts are more likely than graduates to be unemployed and poor. Robert shatters the myth of the wildly successful college dropouts and expounds on the value of college education to young Americans in the text.

### Culture notes

**LeBron James:** Born in 1984, James is an American NBA (National Basketball Association) professional basketball player and is widely acknowledged as one of the greatest players in the world. (勒布朗·詹姆斯, 美国职业篮球运动员)

**James Cameron:** Cameron is a Canadian filmmaker. His blockbuster films such as *The Terminator* (1981), *The Terminator 2: Judgment Day* (1991), *Titanic* (1997) and *Avatar* (2009) have won him a stellar reputation in Hollywood. (詹姆斯·卡梅隆, 加拿大导演)

**PayPal:** It is an American company established in 1998 that offers online payment and money transfer services worldwide. (贝宝, 美国在线支付服务商)

### Language points

- 1 An increasingly familiar and attractive story has been circulating about young people who, drawing inspiration from billionaire entrepreneurs and computer giants, consider dropping out of college a fast track to business success. (Para. 1)
  - 1) increasingly: *ad.* more and more all the time 日益  
*e.g. People are increasingly relying on interactive media for a variety of services.*
  - 2) circulate: *v.* to pass sth. from person to person or from place to place 流传



*e.g. Rumors are circulating that she is seriously ill.*

- 3) inspiration: *n.* [U] a sudden good idea 启示

*e.g. He had a sudden flash of inspiration.*

- 4) drop out: to leave a school or university before you have finished it 退学

*e.g. He dropped out of art college and joined a band.*

- 5) fast track: the quickest, but usu. most competitive, route to success or advancement 捷径; 快速成功之道

*e.g. This program is intended to put young people on a fast track to management careers.*

- 6) 在这句话中, who 引导的从句作定语, 修饰 young people。现在分词短语 drawing inspiration from billionaire entrepreneurs and computer giants 在这个定语从句中作状语, 表示这些人有这类想法的原因。

- 2 Names like Jobs, Gates, Dell and others lend star power to the myth of the wildly successful college dropouts. (Para. 2)

star power: the power of one's presence in strongly influencing sth. 明星效应

*e.g. Blockbusters depend on star power and massive advertising to attract a huge audience.*

Paraphrase: The story of the wildly successful college dropouts gets more idealized and glamorized because of the successes of the celebrity dropouts such as Jobs, Gates and Dell.

- 3 One recent *New York Times* article compared the phenomenon to "lighting out for the territories to strike gold," with one young executive describing it as "almost a badge of honor" among start-up entrepreneurs. (Para. 2)

phenomenon: *n.* [C] (*pl.* phenomena) sth. that happens or exists 现象

*e.g. Crime is a complex social phenomenon.*

Paraphrase: An article recently published in *The New York Times* likened the huge success of college dropouts to heading for the fields where one can quickly become very rich and one young executive described it as a symbol of honor and pride among start-up entrepreneurs.

- 4 There are exceptional individuals whose hard work, determination, and intelligence make up for the lack of a college degree. (Para. 2)

make up for: to compensate for 弥补

*e.g. He bought her some flowers to make up for being late.*

- 5 Such a question ignores the outlier status of these exceptional dropout entrepreneurs and innovators. (Para. 3)

outlier: *n.* [C] an outlier exists outside or at an extreme of a category, pattern, or expectation 异常值

*e.g. She was considered as both a pioneer and an outlier, a working mother with ambitious career goals at a time when most middle-class mothers devoted themselves entirely to their children.*

- 6 They know how to educate themselves, get a bank loan, and manage their time and their money. (Para. 4)



educate: *vt.* to teach sb. about sth. 教育

*e.g. What we're trying to do is to educate young people to be responsible citizens.*

- 7 For them, skipping college to pursue business success is like investing their savings in lottery tickets in the hopes that they will be a multimillion-dollar winner, or failing to pursue an education because they expect to be an NBA superstar. (Para. 5)

pursue: *vt.* to continue doing an activity or trying to achieve sth. over a long period of time 追求  
*e.g. Should people pursue their own happiness at the expense of others'?*

Paraphrase: For young people without access to important resources, skipping college to pursue business success is like buying lottery tickets with their savings and hoping that they will be fortunate enough to win the lottery and become extremely wealthy, or not pursuing an education because they want to be an NBA superstar.

- 8 He will likely belong to the millions of college dropouts you don't hear the press singing about. (Para. 5)

sing about: to publicly tell people about sth. important 高调宣扬

*e.g. The report sang about how the heroes outraced the big wind to reach the disaster-affected area.*

- 9 College provides young adults with the intellectual capital to succeed and the social capital to help them make connections, build networks, and establish lifelong relationships. (Para. 8)

intellectual: *a.* relating to the ability to understand things and think intelligently 智力的  
*e.g. This job requires considerable intellectual effort.*

Paraphrase: College gives young adults not only the intellectual resources that can promote success, but also the social resources that will assist them to connect with people, build networks and establish lifelong relationships.

- 10 Far from being an obstacle to entrepreneurial success, a college education arms a person with the set of skills necessary to take advantage of a great idea. (Para. 9)

entrepreneurial: *a.* relating to the skills or activities of entrepreneurs 创业的

*e.g. Will an innate entrepreneurial spirit invigorate a bad economy?*

Paraphrase: Rather than holding people back from entrepreneurial success, a college education equips people with the set of skills for them to make the most out of a great idea.

- 11 At their best, colleges and universities are themselves hothouses of innovation, a natural site and climate for translating ideas into application. (Para. 9)

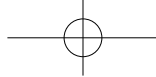
1) at one's best: in one's most excellent state or condition 最佳状态

*e.g. The photographer tried hard to show the bride at her best.*

2) innovation: *n.* [U] the introduction of new ideas or methods 创新

*e.g. Innovation and hard work are the cornerstones of this company.*

3) climate: *n.* [C, usu. sing.] an atmosphere or a situation which exists in a particular place 环境; 氛围



*e.g. These sorts of policies are simply impossible to continue in the present climate.*

Paraphrase: Colleges and universities, when performing effectively, can encourage innovation, and they are a natural incubator that converts ideas into reality.

- 12 It is no coincidence that some of the practical ideas that have most changed our world, such as the Internet, came directly out of universities and colleges. (Para. 9)

coincidence: *n.* [C, U] the fact of two things happening at the same time by chance, in a surprising way 巧合

*e.g. I think it is more than coincidence that all the complaints have come from the same group of people.*

- 13 Research with Chicago Public Schools students – arguably among those who have the most to gain from college education – shows that only a fraction of those qualified for selective colleges ever make it there, in part because of misconceptions about what is possible. (Para. 10)

1) fraction: *n.* [C] (a ~ of) a very small amount of 少量

*e.g. The disease affects only a tiny fraction of the population.*

2) 在这句话中, arguably among those who have the most to gain from college education 是对调研对象的补充说明, 句子的主谓成分是 research shows; in part because of 引导的原因状语用于解释 only a fraction of those qualified for selective colleges ever make it there.

- 14 Let's not further diminish their prospects and ambitions. (Para. 10)

diminish: *v.* to deliberately make sb. or sth. appear less important or valuable than they really are (使)减少; (使)减小

*e.g. Don't let him diminish your achievements.*

## Skills

### VOCABULARY LEARNING STRATEGIES

#### Prefixes "un-," "dis-," "mis-"

The words "disadvantaged," "unemployed" and "misconception" are formed by adding negative prefixes "dis-," "un-," and "mis-" to the words "advantaged," "employed" and "conception" respectively.

**dis-:** used in adjectives, nouns and verbs meaning "not or the opposite of something"

*e.g. disadvantaged, dishonest, dislike, disorder, disappear*

**un-:** used in adjectives, adverbs and nouns meaning "not or the opposite of something"

*e.g. unemployed, unfair, unexpected, unnecessarily, untruth*

**mis-:** used in nouns and verbs meaning "the opposite or lack of something"

*e.g. misconception, misunderstanding, mislead*



## TRANSLATION SKILLS

### 调整语序法

调整语序法是指在英汉翻译时，将原文的某种语序在译文中根据目标语言表达习惯进行调整的翻译方法。对于主语从句，其语序通常与汉语一致，此时无须调整语序，采用顺译法按原文句子结构进行翻译即可，例如 *Whether he would support us remains unknown.* 可顺译为“他是否会支持我们仍然是未知的”。但是，当句子的构成是“it形式主语+主语从句”时，就需要根据汉语的表达习惯，在翻译过程中将句子进行调整和组合以使译文更加通顺。在这一句子结构中，主语从句通常是由 *that / whether* 引导的句子或不定式构成，翻译时宜将从句置于主句之前；此外，翻译 *that* 引导的主语从句，可适当在主句的译文前加上“这”以指代从句的内容。

例如：

- *Is it true that he's the boss of the company?*  
他是公司的老板，这是真的吗？
- *It is no coincidence that some of the practical ideas that have most changed our world, such as the Internet, came directly out of universities and colleges. Nor is it a coincidence that communities of entrepreneurs, Silicon Valley included, grow up around great universities. (Para. 9, iExplore 2)*  
一些已经极大地改变世界的实用的想法，如因特网，直接来自大学，这不是巧合。企业家社区，包括硅谷，以知名大学为中心成长起来，这也不是巧合。
- *It remains to be seen whether he will win.*  
他是否会赢，还得看看再说。
- *It's not easy to bring up the child on her own.*  
她独自一人养大孩子实属不易。

## Reference answers

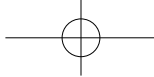
### Understanding the text

1

- 1) a fast track
- 2) a set of skills already developed
- 3) improve their circumstances
- 4) intellectual capital and the social capital
- 5) innovation

2

- |   |         |   |         |   |          |
|---|---------|---|---------|---|----------|
| 1 | Para. 4 | 2 | Para. 5 | 3 | Para. 7  |
| 4 | Para. 1 | 5 | Para. 9 | 6 | Para. 10 |



## Building your language

### Words and expressions

#### 1

- |               |             |                |               |
|---------------|-------------|----------------|---------------|
| 1 inspiration | 2 diplomas  | 3 coincidence  | 4 fellowships |
| 5 circulate   | 6 selective | 7 intellectual | 8 phenomena   |

#### 2

- |                              |               |                  |               |
|------------------------------|---------------|------------------|---------------|
| 1 diminish                   | 2 relied on   | 3 educated       | 4 fraction    |
| 5 the entrepreneurial skills | 6 exceptional | 7 dropped out of | 8 make up for |

### Collocations

- 1 wanted to pursue his studies
- 2 it's vital for us to attend classes
- 3 pursue a career in medicine after she graduated from college
- 4 Nobody will force you to attend classes / lectures
- 5 achieve success
- 6 achieved his goal of becoming a professor

### Vocabulary learning strategies

#### (Reference answers to online-course exercises)

- |                  |               |                 |
|------------------|---------------|-----------------|
| 1 misconceptions | 2 unemployed  | 3 disadvantaged |
| 4 disagree       | 5 unnecessary | 6 mislead       |

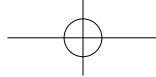
### Translation

#### 1

大学教育绝不是创业成功的障碍，它赋予人们汲取伟大思想所必备的一系列技能。从其最佳状态来说，大学自身就是创新的温床，有着将想法付诸实践的天然场所和环境。一些已经极大地改变世界的实用的想法，如因特网，直接来自大学，这不是巧合。企业家社区，包括硅谷，以知名大学为中心成长起来，这也不是巧合。

#### 2

The fast development of higher education in China has offered more ordinary people the opportunity to pursue their dream of attending college. It is also playing increasingly important roles in their career development. According to the latest report, in 2017, about 3.72 million freshmen were enrolled in college. To help freshmen adjust themselves to campus life, some universities in Shanghai have come up with innovative ways of welcoming freshmen. The new methods included posting information guides on social networks like Weibo and WeChat, using smartphone apps to simplify admission procedures, etc. At the same time, some orientation programs were organized for freshmen to help them get involved in learning as soon as possible and accomplish the transition from high school to college.



## Sharing your ideas

### Teaching suggestions

#### Step 1 Review the key points of the text

Ask Ss to have a review of the author's argument of the essential role of college education in young adults' life.

#### Step 2 Brainstorm

Guide Ss through the questions listed in **Sharing your ideas**, and inspire the whole class to brainstorm the reasons for attending college and to probe in greater depth their expectations of college education, following what has been discussed in **Viewing**. Encourage Ss to freely express their ideas as long as they have any.

#### Step 3 Group discussion

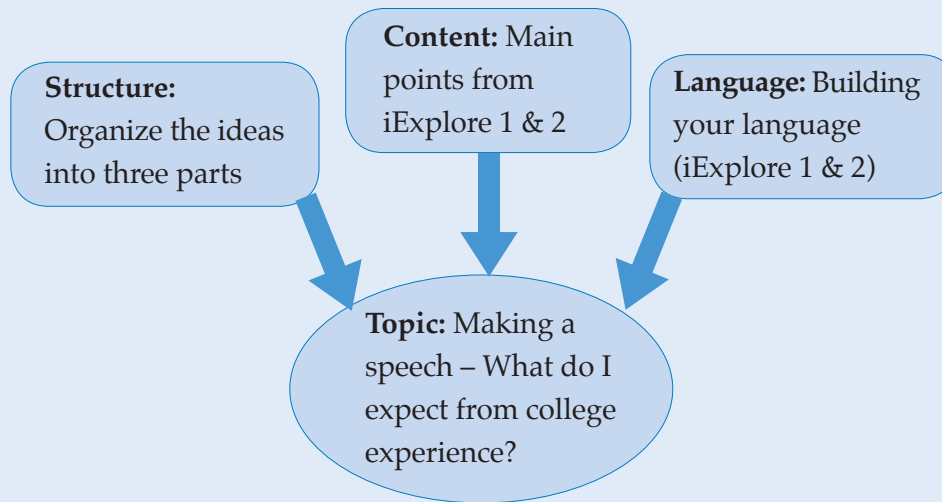
Ask Ss to form groups of 4-5 members and have a group discussion based on the brainstorming. Guide Ss to recall their personal experience in college and to reflect on whether it's vital in their life. Supporting reasons and details are valued in the discussion. Also encourage Ss to use relevant words and expressions they have learned in the text.

College education is one of the best investments one ever makes in life that can guarantee decent rewards. It develops students' ability to think analytically, perform consistently, communicate effectively and work collaboratively. Students are encouraged to explore multiple fields and gain substantive knowledge in a particular field, and consequently the deep learning in college hones their minds to being open enough for a lifelong learning which is important for professional growth and development. Apart from the academic study, students are exposed to a variety of people and social experiences in college. They can meet people with different backgrounds and make new contacts. Overall, college helps to create a well-rounded person with better academic and social skills.



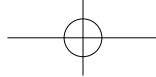
## Teaching suggestions

This unit project aims to develop Ss' pragmatic competence so that they become effective communicators skilled in stating opinions and expressing attitudes in formal occasions. T can help Ss achieve the aim by referring to the enabling procedure below:



- Step 1** Guide Ss to prepare for the project from two aspects: script writing and speech delivery. Draw Ss' attention to the five steps expounded in **Unit project** as a guide to their preparation for the speech. Underline the importance of providing a speech with an opening, body and ending as an effective way to organize what a speaker plans to say. Apart from a good script, delivery also matters for a successful speech. Ask Ss to pay attention to both the verbal and nonverbal communication with the listeners and try to improve their performance in their rehearsal.
- Step 2** Guide Ss to examine their transitional experience from childhood to adulthood and reflect on how college has impacted this experience. Remind Ss to recap the points made in the texts in iExplore 1 & 2 about the challenges and opportunities of college life. Ss may also draw on their ideas developed in the group discussion in **Sharing your ideas** (iExplore 2).
- Step 3** Encourage Ss to make full use of the expressions they have learned from the two texts. Ss may refer to the word lists in **Building your language**. Ss should also learn to use transitional expressions that can help make the speech more logical and coherent.
- Step 4** Ask Ss to form groups of 3-4 members and ask each group to collaboratively prepare for a speech and choose a keynote speaker to deliver their speech to the whole class.
- Step 5** Comment on Ss' speeches in terms of content, language, structure and delivery, and provide further suggestions.





## Useful expressions

- College is a place where knowledge is created.
- Students are exposed to new ideas.
- College makes you grow as a person and more able to deal with the complex world in which we live.
- Become involved in your professor's research.
- To improve their circumstances.
- Every degree leads to progressively higher wages.
- College provides young adults with the intellectual capital and the social capital.
- Colleges and universities are themselves hothouses of innovation.

## Suggestions for evaluation

Evaluation could be done by making comments or completing the checklist.

<b>Content</b>	Has the speaker clearly stated their expectations?
	Has the speaker elaborated their expectations clearly?
<b>Structure</b>	Is the speech well-organized?
	Are the opening, body and ending clearly understood?
<b>Language</b>	Is the use of words and expressions accurate and clear?
<b>Delivery</b>	Has the speaker greeted the audience and made a brief self-introduction?
	Has the speaker maintained a confident and calm manner in the delivery?

## Reference answers

Good morning, ladies and gentlemen. I'm Effy Wong and I'm glad to have the opportunity to speak to you today about what I expect from college experience.

Every year millions of freshly minted high school graduates look beyond the summer vacation toward their new life in college. Last year, I was one of them. Why do I choose to attend college? There are a couple of reasons.

On the one hand, I want to have a fresh start in life and college is a good chance for me to come out of the shell of my old self. I can go out, meet new friends, join clubs, make connections, build networks and develop lifelong relationships. It is fascinating to experience new things, and to enhance my personal growth.



On the other hand, college education offers me a tremendous opportunity to learn what I am truly passionate about and I can explore a variety of subjects in greater depth than I did in high school. The involvement in research and academic studies provides me with an opportunity to do challenging work in a competitive atmosphere that will improve my thinking skills.

During the four-year study at college, which can be the best years of my life, I expect that I can gain deeper insights and attain broader perspectives of the world. I expect that I can confidently express and embrace new ideas. I expect that I can master critical thinking skills and have the ability to respond to, analyze and find solutions to a problem. Moreover, I expect that I will be able to interact with different people I may come in contact with in my future professional life.

In summary, I want to make college the best experience in my life. I want to taste the true independence. And I want to get every ounce out of my college and become more able to deal with the complex world in which we live.

### Comments

**Content:** This is a clearly conveyed speech about the speaker's view on college education. The speaker has made the point by responding to the questions raised in **Sharing your ideas** (iExplore 2). The two texts have also been referred to in the development of ideas.

**Structure:** This is a well-structured speech. It begins with the question "Why do I choose to attend college" to engage the attention of the listener. In the body, the ideas of the speaker are logically developed with each point building on the previous one. The speech ends with a restatement of the main ideas. The speaker has achieved a powerful effect by using anaphora in the construction of sentences and paragraphs.

**Language:** The speaker has managed to use the words and expressions from the two texts, e.g. "freshly minted," "provides with," "a variety of," "challenging," "tremendous," "embrace new ideas," "get every ounce out of," and "deal with the complex world." The speaker has used proper connectives such as "on the one hand," "on the other hand" and "moreover" to make logical transitions between sentences and help the listener move smoothly from one point to the next. In addition, "in summary" is used to signpost the ending of the speech.

**Delivery:** The speaker begins the speech with a greeting to the audience and a brief introduction that introduces the speech. As delivery relies on not only verbal communication but nonverbal communication as well, it's important to have eye contact with the audience so as to connect to them. It can also give immediate feedback so that the speaker knows clearly whether the message in the speech gets through.



# Translation of the texts

## iExplore 1

### 来自一位教授的几点建议

- 1 每年的这个时候，当刚从高中毕业的学生们即将开始全新旅程时，身为大学教授和大学生家长的我总会思绪万千。在接下来的几个星期里，稚气未脱的大一新生们将会在校园里到处走走逛逛，看起来既年轻又困惑。
- 2 “请问伯丁楼在哪儿呢？”一位看起来特别年轻的大一新生问我。
- 3 “就是你身后的那栋楼。”我微笑着回答，心里明白在接下来的几天里都会有人问我同样的问题。
- 4 家长和学生们会紧张、兴奋，为缴费发愁，如此等等，因为这是一个巨大的转变。那么大学教授们对此又是怎么想的呢？虽然不能代表所有同事的看法，但我确实想要给即将上大学的学生及其家长一些建议。首先是对学生们的一些建议：
- 5 不要有太大的压力，尤其在面对分数的时候。第一个学期也许会有点难熬，因为要经历从高中向大学的过渡阶段。特别是修AP课程的同学们，你们需要注意的是不要因为分数而产生压力。如果之前的老师告诉你们大学课程和AP课程是一样的话，那纯粹是欺骗。它们并不一样，大学课程的难度更大，也更全面。如果你们就读的是研究型大学，那么你们将会和那些著书和写文章的人一起学习，他们教给你们的东西也会基于他们自己及他人的研究。这的确是有挑战性的。
- 6 不必对教职人员心怀畏惧。没错，我们都有博士学位，但是我们愿意帮助你们学习。教授们会非常忙碌，因为教课只是我们工作的一部分。研究型大学的教授们通常都会有持续性的研究项目，这些项目基本都需要研究生以及博士后们来监管，而且我们的很多时间都花在了写东西及收集数据上。你们要充分利用这一点；在办公时间拜访你们的教授，看看如何能参与他们的研究。教师通常都很乐意有人帮忙，也想要本科生参与研究，而且他们也真的很爱谈论他们的工作。
- 7 学会利用眼前的教育机会。在大学里要享受乐趣，但是你们上大学的目的还是学习。要利用好图书馆、教师以及其他资源，从大学获取一切可能的收获。
- 8 在选择专业的时候，不要被他人左右，包括你们的父母。每年总会有一两个学生告诉我，迫于父母的要求，他们选择了医学预科班，但是他们自己却讨厌这个专业。这是你们的生活，要明白你们想做什么，学习你们自己感兴趣的東西。另外，如果真的不想成为一名医生的话，（就算去学）你可能也并不会做得很好，而且肯定不会快乐。
- 9 不要直接称呼教授的名字，除非他们主动请你们这样做。写邮件的时候要用正确的语法、拼写以及大小写。第一印象很重要，并且你们的教授有可能就是未来给你们写推荐信的人。要去了解他们，但是要有礼貌。
- 10 父母们，这里也有几点请你们记住：



- 11 不要干涉你们的孩子。要让他们自己去探索大学生活，允许他们犯错。他们会从那些错误中吸取教训，并在这个过程中成长。不要总是围着他们转，不停地检查他们有没有洗衣服，或者是不是在学习。应该鼓励他们把事情做好，但不要对他们施加太大的压力。曾有一个学生告诉我，他父亲警告他，如果各科成绩的平均积分点低于3.5的话，就会切断他的经济来源。这并不是支持你们孩子的方式，因为他们正在努力适应一个全新又不同的生活方式，学习应对一系列复杂的要求。
- 12 如果你的孩子分数低，不要给教授打电话或者发邮件——这很可能就是他们的真实水平，如果不是，你要让孩子自己去找教授解决这个问题。此外，你的孩子在高中成绩全优并不意味着在大学也是如此，因为大学的要求比高中高得多。
- 13 最后，家长和学生们都要认识到，大学提供了一个极好的机会，能够让学生们花上四年的时间在创建知识的地方学习。学生们能够接触很多新的想法，他们对于世界的预想也常会受到深度挑战。这是件好事，因为这会促使他们成长，使他们更有能力去应对我们身处的复杂世界。

## iExplore 2

### 大学辍学者的成功神话： 为什么却让数以百万的美国年轻人更加贫穷

- 1 一个越来越为人所知又十分吸引人的说法正在流传：有些年轻人从亿万富翁创业者和计算机巨头身上汲取灵感，认为从大学辍学是通向商业成功的一条捷径。
- 2 乔布斯、盖茨、戴尔等人的名字为极其成功的大学辍学神话增添了明星效应。《纽约时报》最近的一篇报道把这种现象比作“背井离乡去掘金”。一位年轻的高管表示大学辍学在创业公司的创业者里“几乎是荣誉的象征”。正如其他神话一样，这个故事确实有几分道理：的确有不少杰出人士，他们的勤奋、决心和智慧弥补了没有大学学位的不足。那么就有人会想，如果他们能做到，为什么其他人不能呢？
- 3 然而，这个问题忽略了这些卓越的辍学创业者和创新者的特殊性。
- 4 通常，这些人之所以能取得如此高的成就，靠的是他们在进大学前就已经具备的技能。他们知道如何进行自我教育，如何获得银行贷款，以及如何管理时间与金钱。他们得益于家庭、朋友、熟人构成的关系网络，这些人能为他们打开机会之门，并且提供安全保障。
- 5 但是对于没有这些重要资源的年轻人，辍学之后又会发生什么呢？对他们来说，不上大学去追求商业成功，就如同把存款投进彩票以期成为百万赢家，或者一心期待自己成为美国职业篮球联赛超级明星一样。然而现实是，下一个大学辍学者并不会成为勒布朗·詹姆斯，詹姆斯·卡梅隆，或者马克·扎克伯格。他可能就像千千万万其他大学辍学者一样，并不会被媒体所报道。在美国，有3,400万超过25岁的年轻人拥有大学学分却没能取得大学文凭。这个群体的数量几乎和加利福尼亚州的人口一样大，其失业的可能性比拿到大学文凭的人高71%，且偿还学生贷款的可能性要低四倍。他们的收入远不能让他们成为百万富翁，甚至比大学毕业生的平均收入还要低32%。



- 6 绝大多数的孩子，尤其是那些来自于贫困家庭的孩子，需要大学教育来改善他们的处境。实际上，加利福尼亚大学洛杉矶分校最近的一份研究发现，那些最有可能进入大学的人，包括来自贫困家庭的孩子，是从大学教育中受益最大的。
- 7 这些学生没有选择常春藤盟校或硅谷的机会，也没有获得贝宝创始人彼得·蒂尔为20岁以下的学生提供10万美金奖学金，让他们离校进行为期两年创业的资助项目。对于这些学生来说，大学并不是一个选择，而是通往未来机遇的一个至关重要的垫脚石。大学是一个能让整个家庭获得更好前景的平台。最近另一份报告显示，每一个学位——从副学士到博士学位——都会让工资日益增高，无一例外。
- 8 大学为年轻人提供了成功的智力资本以及社会资本，帮助他们建立联系和关系网，以及建立能够维持一生的关系。大学让他们学会分析与推理，收获信心，让他们能够自信地表达且接受新的思想。大学也可以转变学生们的观点，向他们展示不同的文化和世界观，以及看待并解决世界上一些复杂问题的不同方式。
- 9 大学教育绝不是创业成功的障碍，它赋予人们汲取伟大思想所必备的一系列技能。从其最佳状态来说，大学自身就是创新的温床，有着将想法付诸实践的天然场所和环境。一些已经极大地改变世界的实用的想法，如因特网，直接来自大学，这不是巧合。企业家社区，包括硅谷，以知名大学为中心成长起来，这也不是巧合。
- 10 我们不应该向年轻人宣扬那些攻克万难的大学辍学者的故事，尽管那看起来很吸引人。有一份关于芝加哥公立学校学生的研究——研究对象可以说是那些能够从大学教育中获益最多的学生——显示有资格进入顶尖大学的学生中，只有一小部分进入了顶尖大学，这在一定程度上是因为他们对大学能给他们带来的机会存在错误的认识。因此，我们不要再继续减少他们的胜算，削弱他们的抱负。有一条行之有效的途径可以使他们在经济、社会及智育方面获得机遇，那就是大学校园。

