

1

Unit

Campus culture

iPrepare

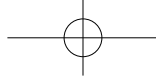
About the topic

Instead of drawing an exciting picture of campus life, this unit tells the confusion, challenge or disappointment often confronting first-year college students. It aims to guide Ss through this critical transitional period by giving them advice on how to adjust to the new environment and how to improve themselves by learning from their own hard campus experiences. The two texts present not only various attitudes toward and perspectives of campus culture but also useful language skills for Ss to share their own hard experiences of freshman year in the speech for the unit project.

Teaching objectives

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

Objectives	Tasks
talk about campus culture using new vocabulary	<ul style="list-style-type: none"> Viewing (iExplore 1 & 2) Reading (iExplore 1 & 2)
use adjectives for detailed description	<ul style="list-style-type: none"> Reading text (iExplore 1) Sharpening your skills (iExplore 1)
explain how to solve the problem of adapting to campus culture	<ul style="list-style-type: none"> Reading text (iExplore 1) Understanding the text (iExplore 1)
illustrate lessons drawn from some campus experiences	<ul style="list-style-type: none"> Reading text (iExplore 2) Understanding the text (iExplore 2)
talk about one hard experience Ss have had in college	<ul style="list-style-type: none"> Unit project (iProduce)
express negative emotions in simple language	<ul style="list-style-type: none"> Reading texts (iExplore 1 & 2) Unit project (iProduce)



Teaching plan

The teaching of each unit is expected to take three steps: motivating, enabling, and assessing.

In iPrepare, T explains learning objectives and the communicative task in Scenario which might happen in Ss' future lives. T helps Ss become aware of what they lack for fulfilling the task, thus arousing their interests and motivating them to become more active and more engaged in studying the enabling input materials in iExplore.

In iExplore, T deals with and processes the input materials selectively which might be needed for the assigned productive task in iProduce, such as relevant ideas, linguistic expressions, and discourse structures. T guides Ss to learn step by step so as to enable Ss to complete the task.

In iProduce, T instructs Ss to apply what they've learned to completing the productive task and gives assessment of their output.

The following teaching plan is designed for a six-period class. If there are only four periods, iExplore 2 can be used for self-study. T may assign the unit project at the end of Period 3 and ask Ss to present the unit project in Period 4, or help Ss prepare for the unit project in Period 4 and ask Ss to work it out after class.

Periods 1-2

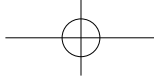
- iPrepare
- iExplore 1: Viewing & Reading text & Understanding the text
- After-class tasks:
 - Ss review what they have learned in the two periods, focusing on the new vocabulary of talking about campus culture, ways to solve problems in adjustment, and usage of descriptive adjectives in detailed description.
 - Ss collect ideas and resources for the unit project.



Periods 3-4

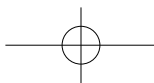
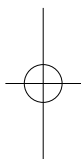
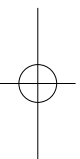
- iExplore 1: Building your language
- iExplore 2: Viewing & Reading text & Understanding the text
- After-class tasks:
 - Ss review what they have learned in the two periods, focusing on the new vocabulary of talking about campus culture, lessons drawn from a hard campus experience, and ways to give suggestions.
 - Ss complete the unit project (for a four-period class).

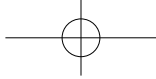




Periods 5-6

- iExplore 2: Building your language
- Ss prepare for the unit project.
- Ss present the unit project and T gives assessment of Ss' performance.





iExplore 1

Viewing

Scripts

Woman 1: Last semester of college, I was like, well, this is it.

Friendships & relationships

Woman 2: College isn't about being popular. It's about being yourself and finding people who wouldn't want you to be anyone else.

Man 1: Spend time building those relationships because, as an adult, you have to try really hard ...

Woman 1: Join in as many clubs as possible because you are not gonna have an opportunity like that outside of college.

Academics

Man 1: I wish I knew in college to take more classes that I am curious (about) and interested in.

Man 2: And the more you take your time for yourself, you'd discover what you want to do and where you want to go in life.

Woman 3: Do everything you can in those four years. And if you take five, don't feel bad.

Career

Man 1: Definitely do internships in college, like, do ten if you can.

Man 2: If you graduate with a certain degree or certain major, it doesn't necessarily mean that you have to go into that field.

Woman 2: Don't be afraid to have crazy ambitious career goals, because if you don't dream, then no one else is gonna dream for you.

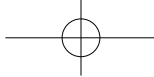
Problems

Man 1: Sometimes in college, you want people to be a (in) certain ways so you try to change people ...

Woman 2: You have to try and let go of that negative energy and just keep the people in your life who are really adding to it, not distracting from it.

Woman 1: Talk it out even though it sucks, because the sooner you talk about it, the sooner the problem is done, and then you can focus on other things.

Man 2: Just take a deep breath, because there is gonna be a lot bigger things in life that you are gonna have to worry about.



Last bit of advice

Woman 3: College is not just about finding what you're good at careerwise. It's also about finding yourself. When people ask you what your experience was, share it.

Man 1: Something that I really got out of college was making lifelong friends, because those will be the people that will be attending your wedding in the future and they'll be there when you need help.

Woman 2: Don't compromise yourself at your core, like, kind of stick to your guns and stay true to yourself. That's the most important thing.

Woman 1: If there is something you want to do and you can have a slither (sliver) of doubt, just do everything possible, because you're not gonna have this chance again.

Man 2: Take things as they come. There is no rule about it; there is no set plan. Whatever you think is necessary, just do you.

Reference answers

1

1 b, d, h 2 c, f, l 3 a, g, i 4 k 5 e, j

2

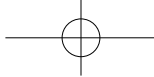
Yes, the suggestions are very helpful for me as college is a critical moment for me to get to know myself better. Only when I see myself clearly and know what I really want and who I want to become can I steer myself toward a bright future. Besides, as long as I find my true self, I need to stay true to it. Otherwise, I would take the wrong path, drift far away from my goals and finally lose myself in the life journey.

Reading

Teaching suggestions

T could approach the text in different ways and focus on developing Ss' pragmatic ability of expressing negative emotions in simple language. Since Ss are expected to make a speech on a hard experience in their freshman year for the unit project, T could ask them to think about one unhappy college experience and share it with their partner. T can remind Ss to use as various descriptive adjectives as possible to tell their experience.

Step 1 Ask Ss to work in pairs to share an unhappy experience they've had in their college life and write down the descriptive adjectives they hear while listening to the story. After the activity, T collects the adjectives and writes them on the blackboard for a



comparison with the ones from the text later.

Step 2 Guide Ss to learn how to use descriptive adjectives to describe a hard experience at college.

- Ask Ss to read the text and finish Exercise 1 in **Understanding the text**.
- Ask Ss to find out descriptive adjectives the author uses and compare her behavior and mental activities before and after she learned her lesson. If Ss have difficulty in understanding descriptive adjectives, use **Sharpening your skills** to make an explanation.
- Ask Ss to compare their own descriptive adjectives on the blackboard with those they find in the text to improve their language.

Step 3 Instruct Ss to draw lessons from the hard experience and offer suggestions. Ask Ss to read Para. 6 quickly to understand the author's suggestions. If time permits, ask them to judge whether the following statements are true or false to check their comprehension. Then call their attention to the underlined sentence structures useful for drawing lessons or giving suggestions.

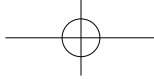
- 1 It is possible to find home on campus by creating a family of friends and classmates. (T)
- 2 It is better not to make friends with strangers at parties. (F)
- 3 We should realize it is hard to live alone in a new world. (F)
- 4 We should seize the precious opportunities in life to seek new relationships. (T)

Step 4 Explain some difficult expressions and sentences from **Language points** in the Teacher's Book. If necessary, use exercises from **Building your language** as examples when explaining important words or phrases. If time permits, explain the active and passive voice of an infinitive in **Language focus** when dealing with the text.

Step 5 Wrap up iExplore 1 by reminding Ss of the learning objectives and ask them to tell their partners new expressions they've learned to talk about campus culture. Then, ask Ss to finish online and offline exercises in **Building your language** after class.

Background information

The text "Finding Home" is adapted from the passage under the same title on *HuffPost*, an original Internet-based newspaper founded in 2005. The author Susan Kaufman was a sophomore at Tufts University, the United States, when she wrote this passage. During her college years, Susan wrote more than 10 passages for *HuffPost*, all about her life at college and reflections on campus life.



Culture notes

Freshman: In the United States, college students are often called freshmen, sophomores, juniors, and seniors, respectively.

Semester: It refers to one of the two main periods into which the academic year is divided in some universities, i.e. fall and spring semesters. Apart from the semester system, some universities follow the trimester system or the quarter system. A trimester system divides the academic year into three sessions: fall, winter, and spring. Each trimester is approximately 12-13 weeks long. A quarter system divides the academic year into four sessions: fall, winter, spring, and summer. Generally, the summer session is not required but can be used to complete classes that are not offered during the other sessions or to complete your degree in advance. With a quarter system, each session lasts approximately 10 weeks.

Hall mate: A hall mate (or hallmate) refers to someone who lives in the same hall of residence, a building for college students to live in. Interestingly, unlike “roommate,” “dorm mate,” and “schoolmate,” there is no corresponding term in the Chinese language for “hall mate.”

Language points

1 There is definitely something to be said about being a first-year college student. (Para. 2)
Here the author implies that first-year college students usually have to go through some disappointment, confusion, and challenge and that the first-year college life is not an easy one. So about this period there is surely something worthy of talking about.

2 A new school is hard enough of a transition without having to adjust to living on my own. (Para. 2)

bad / difficult / hard enough: used to say that a situation is already bad and you do not want it to get any worse (已经) 够糟糕 / 困难 / 艰苦 (的) (用于表示不希望情况变得更糟)

e.g. *Life's hard enough without you interfering all the time.*

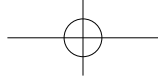
It's bad enough that you were late, without lying about the reason.

It's difficult enough for trained police officers to figure out what's going on in such a dangerous situation; even more difficult for citizens to figure it out.

Usage NOTE

When the adverb “enough” modifies an adjective or an adverb, it is usually placed behind it. For example, in the above phrase, it would be incorrect to say “enough bad / difficult / hard.”

Paraphrase: It is already difficult for me to attend a new school and study in a new environment; what's worse, I have to adapt myself to living far away from my parents and taking care of myself.



3 ... and I leaned heavily on my parents to vent about my life and ask for advice – things that I should have been going to my college friends for. (Para. 3)

1) lean on: to depend on sb. for support and encouragement, esp. at a difficult time (尤指在困难时刻) 依靠, 依赖 (某人)

e.g. *The couple lean on each other for support.*

They had leaned on Baidu to find answers to their questions.

2) vent: *v.* to express a negative emotion in a forceful and often unfair way 发泄, 表达 (负面的情绪)

e.g. *Running relieves a lot of tension and it's a good way to vent frustration.*

Please don't shout – there's no need to vent your anger on me.

Paraphrase: ... and I depended a lot on my parents. When I wanted to complain about my college life or ask for advice, I would tell my parents and ask for their help, though I should have turned to my college friends for help.

4 For some reason, I was too scared to poke my head out of my shell and explore on my own. (Para. 3)

1) for some reason: used for saying that you do not know why sth. happened, esp. when you think there is no good reason 出于某种原因

e.g. *For some reason, they wouldn't let me help them.*

For some reason, he is going to Boston.

2) poke one's head out of one's shell: Usually, a turtle pokes its head out of its shell. Here, the expression is used figuratively, meaning "to go out of my room and make contact with the surroundings."

Paraphrase: I don't know why, but I was so frightened that I didn't feel like going out, talking to others, or moving around to find out what it was like around me.

5 College is all about finding your place in the world – or so I've been told ... (Para. 4)

1) be about sth.: used for saying what the most basic or important aspect of a particular job, activity, or relationship is 就是... (指某工作、活动或关系的最基本或最重要的方面)

e.g. *The work they do is an inspiring example of what loving community care is about.*

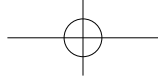
Leadership is all about securing the high performance of a team to achieve a specified goal.

2) 句中 so 是代词, 指代前面的那句话, 做 told 的宾语。插入语 or so I've been told 的完整表达为: or I've been told that college is all about finding your place in the world.

Paraphrase: The most important thing of going to college is to find your place in the world – or I've been told this ...

6 By staying in my room instead of going out and seeking new relationships, I cut myself off from so many potential friendships. (Para. 4)

cut sb. / sth. off (from sb. / sth.): to prevent sb. or sth. from leaving or reaching a place or communicating with people outside a place 切断...的去路 (或来路); 使...与外界隔绝



e.g. *Since our last meeting, you have cut yourself off from all your old friends, and you wish to have nothing more to do with them.*

For some years he has cut himself off from his past.

Paraphrase: I stayed in my room and didn't make any effort to start new relationships. If I had not behaved the way I did, I might have made many friends.

- 7 In college, it is vitally important to immerse yourself in your environment ... (Para. 6)

immerse: *vt.* (~ yourself in sth.) to become completely involved in an activity 潜心于某事; 专心于某事

e.g. *She got some books out of the library and immersed herself in Chinese history and culture.*

We stepped outside and immersed ourselves in the natural world.

Paraphrase: In college, it is extremely important to engage yourself with your environment, that is, to go out, participate in activities, meet people, and make friends.

- 8 We are all just people traveling along on our own individual paths that happen to cross for a moment or two. But if we don't hold fast to that moment and live vigorously within it, the moments will add up and amount to an extremely lonely existence. (Para. 6)

1) hold fast to sth.:

- stick to sth. firmly 紧紧抓住某物

e.g. *Bright green sea grass holds fast to rocks as waves crash over it.*

- (*fm.*) to refuse to stop believing in sth. 坚信某事

e.g. *Hold fast to dreams, for if dreams die, life is a broken-winged bird that cannot fly.*

We will hold fast to this principle and will not yield one inch of ground.

2) amount to (sth.):

- to be equal to or the same as sth. 等于; 相当于

e.g. *Copying another person's words like this amounts to plagiarism (剽窃).*

- to add up to sth.; to make sth. as a total 总计; 共计

e.g. *His monthly earnings amount to about \$5,000.*

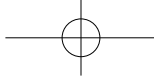
Paraphrase: We all travel on our own courses, but may occasionally interact with each other. We should make use of that moment and spend the time in an active and lively manner. Otherwise, the moments will add up and as a result, we will live an extremely lonely life.

Skills

VOCABULARY LEARNING STRATEGIES

Prefixes "un-," "in-"

The prefix "un-" can be added to adjectives and adverbs to show an opposite state, as used in the word "unfamiliar" (Para. 2). Similarly, the prefix "in-" can also be used in adjectives, adverbs and nouns, meaning "not," as in the word "invisible" (Para. 2). The prefixes "il-," "im-," and "ir-" are variations.



LANGUAGE FOCUS

不定式的主动语态与被动语态

不定式用主动语态还是被动语态取决于不定式和其逻辑主语的关系。

当不定式的逻辑主语为动作的发出者时，用不定式的主动语态。例如：

There were many things I was too scared to do ... (Para. 2)

在该句中，不定式的逻辑主语 I 为动作的发出者，所以不定式用主动语态 to do。

当不定式的逻辑主语为动作的承受者时，用不定式的被动语态。例如：

There is definitely something to be said about being a first-year college student. (Para. 2)

在该句中，不定式的主语 something 为动作的承受者，所以不定式用被动语态 to be said。

Reference answers

Understanding the text

1

- | | | | |
|-----------------------|-----------------|----------------------|---------------------|
| 1) couldn't | 2) by myself | 3) vent about | 4) ask for |
| 5) in my room | 6) get dinner | 7) ordered in | 8) took it back |
| 9) intimidating | 10) unfamiliar | 11) unknown to | 12) too scared |
| 13) on my own | 14) I refuse to | 15) text | 16) all by myself |
| 17) quite comfortably | 18) run into | 19) get caught up in | 20) extremely happy |

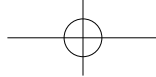
2

- 1 Although the author's description here is a bit exaggerated, I think the feeling of doubt is rather common when we come to a new environment.

It is human nature to feel anxious or even scared in an unfamiliar environment. In a completely foreign environment, the physical and emotional discomfort, especially the feeling of not knowing what to do and what is appropriate, will generate a sense of incompetence and frustration, thus leading to a sad sense of not belonging.

- 2 In my opinion, "finding your place in the world" carries a lot of meanings. It can be understood as the endeavor to seek the true self, or find out your real interests and potential in the academic or professional fields. It also refers to finding your social or economic status in society or the social class you belong to. The author wants to say that college offers courses and opportunities for students to find the true self and things they love so that they will be able to launch a career to fulfill themselves.

I am not sure if I am able to find my place in the world only with a bachelor's degree. I am ambitious; I want to earn a lot of money and make great contributions to society. Therefore, I want to pursue a master's or even a doctoral degree to get myself fully prepared for a relatively high position in a company. In the meantime, I will continue to improve my leadership,



interpersonal communication skills, and teamwork skills to build a solid foundation for my future career.

- 3 I agree with the author. Our life is like a journey on which we are all lonely travelers because we have different destinations, schedules or transportation means. We take different paths and rely solely on ourselves. Even though some people, like our parents, could be with us for a period of time, they will sooner or later stop the journey or take another path, leaving us alone on the way. Sometimes we might cross paths with some strangers in our life. They might become our travel companions to share our joys and tears, making that part of our journey pleasant or even fantastic. Therefore, as the author suggests in the text, we should seize the fleeting moments to get to know the people who happen to travel with us. Otherwise, our life would become an extremely boring and solitary journey.

Sharpening your skills

1

1 long 2 potential 3 lengthy; random 4 random

2

1 B 2 B 3 A 4 A 5 B

Building your language

Words and expressions

1

1 lean 2 heavily 3 terrified 4 bumped 5 lengthy 6 flaws

2

1 order in 2 For a moment or two 3 amount to 4 or worse
5 bumped into 6 get caught up in 7 adjust to 8 hold fast to

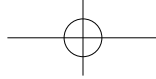
Collocations

1

1 B; A 2 A; B 3 A; B 4 B; A

2

1 take notes 2 vitally important 3 takes time
4 do the laundry 5 completely random
6 lean heavily on / heavily lean on



Vocabulary learning strategies

(Reference answers to online-course exercises)

1

	Negative		Negative
evitable	<u>inevitable</u>	acceptable	<u>unacceptable</u>
mature	<u>immature</u>	responsible	<u>irresponsible</u>
regular	<u>irregular</u>	considerate	<u>inconsiderate</u>
literate	<u>illiterate</u>	dependent	<u>independent</u>
conscious	<u>unconscious</u>	legal	<u>illegal</u>
practical	<u>impractical</u>	decided	<u>undecided</u>

2

- 1 irresponsible 2 illiterate 3 immature
4 Irregular 5 unacceptable 6 inconsiderate

Language focus

(Reference answers to online-course exercises)

1

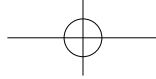
- 1 to be chosen 2 to share 3 to be contacted 4 to be taken 5 to know

2

- 1 be printed out 2 do whatever you want 3 discover who you are 4 be warned of

Banked cloze

- 1) living 2) belong 3) poke 4) seeking 5) chose
6) random 7) comfortable 8) found 9) worse 10) amazing



iExplore 2

Viewing

Scripts

"I was, like, having a mini panic attack every second of my life. But it just felt normal to me. And I'd always be like gasping for breath, 'Well, now, it's fine.'"

Kristen Garrett, a sophomore (in) the University of Southern California, is one of (the) many college students struggling with mental health problems. The Association for University and College Counseling Center Directors promotes mental health awareness in higher education. Their study (studies) show some of the most common issues students face include anxiety, depression and relationship problems.

For Garrett, it was anxiety. "It really means to me, like, a non-functioning human being. Like, I couldn't do things." And over time, (it) turned into depression.

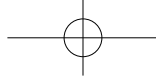
"At that point, the depression was, like, overtaking the anxiety, or I, like, want the anxiety back because that mean(s) I, like, cared about something." And for a long time, she didn't know how to handle it.

"I was scared and sad and I didn't like it. I was, like, so sad. So I'm like, now, I'm gonna, like, go to the therapist. I'm gonna, like, take less ... do whatever it takes to, like, get better."

Garrett ask (asked) for help. But the survey by the National Alliance on Mental Illness found at ... nearly 800 college students dealing with mental health issues. Fifty percent had told someone and fifty percent had kept it to themselves.

Dr. Kelly Greco, a clinical psychologist at USC, says that students need to know they are not alone. "One in four college students, you know, typically encounter a mental illness and we all know there's a tremendous amount of stress on college students." Greco says so much can happen in four years of college and students tend to be too hard on themselves. "Even if you don't have a mental illness, even if you are stressed out, and, you need to talk to somebody. Um ... just to get that validation empathy from another individual is really key. I just don't want people to have to suffer alone or in silence, because once they open up I've seen how significant that can be."

As for Garrett's experience, "I feel it's a very integral part of who I am now, like, that I've gone through that." She says getting through it only shows there is nothing in life she, or anyone for that matter, can't overcome.



Reference answers

1

- 1 Mental health problems.
- 2 Anxiety, depression, and relationship problems.
- 3 She went to the therapist, and asked for help.
- 4 They should talk to somebody.
- 5 She has learned that there's nothing in life she, or anyone for that matter, can't overcome.

2

- Yes, I felt a little depressed after entering university last September as I hadn't adapted to the life in the new city yet. I complained to my roommates several times. Luckily, they were really helpful and warm-hearted, always comforting and encouraging me. We often spent time together and had great fun, chatting and laughing in the dorm, doing assignments in the library, and sharing food in the canteen. Gradually, I returned to what I was like before. Now, all my roommates have become my intimate friends.
- No, all the new friends around me seem to be really positive. Although we have a lot of pressure from life and study, we often encourage each other to overcome difficulties on our way to growth. More importantly, our teachers are always ready to help. Whenever we meet difficulties, we can ask them for help.

Reading

Teaching suggestions

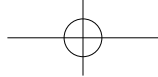
Suggestions for in-class instruction

Everyone may experience some hard time in college, especially freshmen. T can help Ss recall the hardships they have experienced at college, the ways they have overcome difficulties, and the lessons they have drawn from the hardships. In this way, Ss can reflect on their past experiences and tell about them in a logical way, so that they can be better prepared for the unit project.

Step 1 Ask Ss to work in pairs and share their experiences of suffering from a disease.

Step 2 Guide Ss to conduct fast reading and divide the text into two parts: the experience and the lessons the author has drawn.

Step 3 Guide Ss to go through the first part of the text (Paras. 1-4) and ask Ss to master the language points.



- Ask Ss to find expressions describing the author's negative emotions in Para. 2 (e.g. "lost confidence," "not ... find the strength").
- Guide Ss to express their negative emotions with these expressions in an unfavorable setting, for example, failing an English speech contest.
e.g. I lost my confidence when I heard the news that I was listed the last place in the contest and I could hardly find the strength to push through.
- Ask Ss to finish Exercise 1 in **Understanding the text**.

Step 4 Guide Ss to go through the second part of the text (Paras. 5-10) and ask Ss to master the language points.

- Ask Ss to summarize the lessons the author has learned.
- Ask Ss to finish Exercise 2 in **Understanding the text**.

Step 5 Call Ss' attention to some important details in the text by doing Exercise 3 in **Understanding the text**.

Step 6 Ask Ss to finish the exercises in **Building your language**.

Suggestions for after-class learning

If there is no adequate time for in-class instruction, T can assist Ss to learn iExplore 2 by themselves after class.

Step 1 Pre-reading

- Provide Ss with the information about the author's undiagnosed parasite from the text.
- Ask Ss to learn the new words and expressions.

Step 2 While-reading

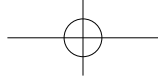
Ask Ss to do the exercises in **Understanding the text** and grasp the main idea and important details of the text.

Step 3 After-reading

Ask Ss to do the exercises in **Building your language** to master new words and expressions, collocations, the vocabulary learning strategy, and the translation skill.

Culture notes

All girls' school: It is the school where single-sex education is carried out, i.e. education just for girls. Single-sex education is to conduct education with male and female students attending separate classes, in separate buildings or schools. The practice was common before the 20th century, particularly in secondary and higher education. In recent years, there has been a surge of interest and establishment of single-sex schools due to favorable research results.



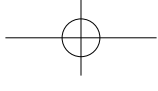
Spring break: It is a vacation period of about one week in early spring at universities and schools, which is observed in the US and some other Western countries. Spring break is frequently associated with extensive gatherings and riotous partying in warm climate locations such as Florida of America and Mexico.

Language points

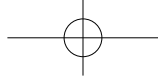
- 1 After years of attending an all girls' school, I came into my first year of college confident, empowered and ready to take on the challenges that would come my way. (Para. 1)
 - 1) take on: to agree to do some work or be responsible for sth. 接受 (工作); 承担 (责任)
e.g. No other people are able or willing to take on the job you are in charge of.
 - 2) come sb.'s way: if sth. comes your way, you get or experience it, esp. by chance 意外地落在某人头上
e.g. Luck came her way at the last moment of the contest.
 - 3) 句中 confident, empowered 和 ready to take on the challenges 三个表达并列, 补充说明主语 I 的状态。
- 2 However, I wasn't prepared for having to rebuild myself in the wake of a "tornado" that led me to question myself, my abilities, and my role as a friend, daughter, and sister. (Para. 1)
 - 1) in the wake of: happening after an event or as a result of it 随着...而来; 作为...的结果
e.g. He was faced with criticism and questions from his teachers and parents in the wake of his failure in several courses.
 - 2) Tornado is a violent wind storm, which often causes great damage. In this text, the unpleasant experience the author underwent is compared to a tornado.
- 3 Because of my unhealthy appearance, people around me began to keep their distance as if they were scared they would break me if we made contact. (Para. 3)

keep your distance (from sb. / sth.): to make sure you are not too near sb. / sth. (与...) 保持距离
e.g. When you get a flu, keep your distance from others to protect them from getting sick too.

Paraphrase: I looked unhealthy and weak, so people around began to stay away from me. It seemed that they were afraid of hurting me if they approached me and made contact with me.
- 4 It was a few friends, family members, and mentors that stuck with me who enabled me to ultimately overcome. (Para. 3)
 - 1) stick with:
 - to stay close to sb. 紧跟; 跟...在一起; 不离开...
e.g. I'm happy to stick with the present team.
 - to remain in sb.'s memory 留在...的记忆里
e.g. Those words will stick with me for the rest of my life.



- 2) enable: *vt.* to make it possible for sb. to do sth., or for sth. to happen 使可能; 使发生
e.g. This program enables older people to study at college.
- 3) 本句为强调句式, 其基本结构为 *It was ... who ...*, 强调部分为 *a few friends, family members, and mentors*。句中 *that stuck with me* 是 *that* 引导的定语从句, 修饰 *a few friends, family members, and mentors*。
- 5 This parasite provided me with the opportunity to reevaluate what's truly important to me, and to take the pieces and qualities that make me who I am and rebuild a stronger, more independent and self-aware version of myself. (Para. 4)
- 1) version: *n.* [C] a copy of sth. that has been changed so that it is slightly different 版本; 变体
e.g. This is an updated version of his best-selling book.
In the context, "a stronger, more independent and self-aware version of myself" means that the author has become stronger and more independent and has changed to a new self after the incident.
- 2) 句中 *This parasite provided me with the opportunity* 为主句部分。动词不定式结构 *to reevaluate ...* 和 *to take ... and rebuild ...* 并列, 作后置定语, 修饰 *opportunity*。另外, *that* 引导的定语从句修饰 *the pieces and qualities*。
- 3) The sentence means that this parasite gave the author a chance to learn about what's really important to her, to know herself better, and to improve herself.
- 6 I believe there is something to be gained and learned from every experience regardless of the nature of the experience. (Para. 5)
- regardless: *ad.* (~ of) without being affected or influenced by sth. 不管; 不顾
e.g. I tell them the truth, regardless of what they want to hear.
With high-tech, the fields give high and stable yields regardless of climatic circumstances.
- 7 It wasn't until I was the one who needed the sympathy of others in order to overcome this obstacle, that I learned what it means to be empathetic – to truly know what it feels like to be in someone else's shoes. (Para. 6)
- 1) not until: used to emphasize that sth. does not happen before a certain point in time or before sth. else has happened 直到 (用于强调某事在某个具体的时刻或另一件事发生以前没有发生)
e.g. Not until he saw his mother lying in bed, dying, did he realize how much he loved her.
It was not until he took up fishing that he began to relax.
- 2) in sb.'s shoes: in sb. else's situation, esp. a bad one 处于某人的境地 (尤指恶劣处境)
e.g. Maybe if you are not in someone else's shoes, you can never really feel the same thing.
- 3) 本句为强调句式, 强调 *until* 引导的时间状语从句。本句的正常语序为: *I didn't learn what it means ... until I was the one ...*
- 8 Even though I knew deep down that something was not right, I slowly began to doubt that it was anything other than the stress and anxiety of transition to a completely new environment. I had to fight against the outside assumptions in order to stay true to myself. (Para. 8)

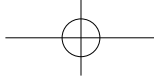


- 1) deep down: felt strongly and often hidden from other people 在内心深处
e.g. We knew deep down that we could do it.
- 2) other than: apart from a particular person or thing; except 除了
e.g. She couldn't see anything other than her own point of view.
- 3) assumption: *n.* [C] sth. that you think is true although you have no proof 假定; 假设; 臆断
e.g. His views are grounded on the assumption that all people are equal.
I set the table for eight people, on the assumption that Joe would come.
- 4) true: *a.* faithful and loyal to sb., whatever happens 忠实的; 忠诚的
★ remain / stay true to (sb. / sth.)
e.g. Try to remember that no matter how hard it gets, you have to stay true to yourself.
She said she would stand by me, and she has remained true to her word.

Paraphrase: Although I could truly feel that something was going wrong with me, I slowly began to doubt myself and thought that all the discomfort might be out of my stress and anxiety caused by the change of environment. I had to fight against the assumptions from others and support my own thoughts.

- 9 At the end of the day, with the support of my family and by sticking to my gut, I learned how important it is to listen to your body and argue for yourself. (Para. 8)
 - 1) at the end of the day: (*spoken*) used to give your final opinion after considering all the possibilities 最终; 到头来; 不管怎么说
e.g. At the end of the day, growth in cities is not something bad; it is a necessary element of a flourishing economy.
 - 2) stick to: to do or keep doing what you said you would do or what you believe in, even when it is difficult 遵守; 信守; 坚持
e.g. Once he made a promise, he would stick to it.
It's not always easy to stick to your decision.
- 10 Although I am incredibly happy to be healthy and have this first year of college under my belt, I am actually grateful to this little creature for the lessons it has enabled me to learn. (Para. 9)
 - 1) have sth. under your belt: to have achieved sth. useful or important 获得某物
e.g. She has already had a couple of championships under her belt.
 - 2) grateful: *a.* feeling that you want to thank sb. because they have given you sth. or done sth. for you 感激的; 表示感激的
e.g. I am extremely grateful to all the teachers for their help.

- 11 Without this challenge – this test of strength – I would not have been able to grow as much as I did and reevaluate who I am and who I want to be in this world. (Para. 9)
本句谓语采用了虚拟语气, without this challenge 为非真实条件, 相当于 if I had not had this challenge 或者 if it hadn't been for the challenge。这句话传达的信息是: With this challenge – this test of strength – I was able to grow as much as I did and reevaluate who I am and who I want to be in this world.



12 And that, my friends, is greater than any lesson you can ever learn in a lecture hall. (Para. 10)

这句话在语义上承接上一段，句中 that 代指上一段中的最后一句：Without this challenge ... who I want to be in this world.

Skills

VOCABULARY LEARNING STRATEGIES

Words about feelings

The text uses different words to describe a person's feelings, for example "uncertainty" (Para. 2), "scared" (Para. 3) and "anxiety" (Para. 8).

More expressions from the text:

- Adjectives: confident, excited, vulnerable, happy, sympathetic, grateful
- Verbs and verbal phrases: lose confidence in, hesitate, feel pain / joy, feel better, doubt
- Nouns: stress, sympathy, empathy

Other words related to a person's feelings include:

passionate, cheerful, sensitive, belief, regret, mercy, pity, dislike, hate, etc.

TRANSLATION SKILLS

词性转换：动词和形容词转译为名词

英语和汉语在语言结构及表达方式上存在很多差异，因此在翻译时无法做到一一对应，有时需要转换词性，使译文在忠实原文意义的前提下表达更为通顺。

1 动词转译为名词

英语中有些动词是由名词转变而来，还有些动词本身可以用作名词，这些词在汉语中往往不容易找到对应的动词，英译汉时可以将这类动词转译为名词。例如：

It is shaped like a ball.

它的形状像个球。

2 形容词转译为名词

(1) 英语中一些形容词加上定冠词，表达名词的意义，英译汉时可以翻译成名词。例如：

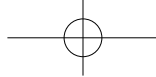
the sick and the wound

病号和伤员

(2) 英语中一些表示特征或性质的形容词，在英译汉时可根据汉语习惯翻译为名词。例如：

Ice is not as dense as water and it therefore floats.

冰的密度比水小，因此能浮在水面上。



Reference answers

Understanding the text

1

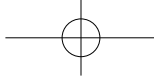
- 1 The author's mental and physical health went bad dramatically and she was extremely thin with the weight of only 84 pounds.
- 2 The author lost confidence in herself and didn't know how to find a way out.
- 3 People around began to keep their distance and avoided contacting her altogether.
- 4 A few friends, family members, and mentors helped the author.
- 5 The author was excited.

2

- 1) reevaluate 2) rebuild 3) empathetic
- 4) in someone else's shoes 5) asking for help 6) meaningful relationships
- 7) listen to your body 8) others' perception of you 9) grateful
- 10) enabled me

3

- 1
 - I felt really lonely when I first came to university as few of my friends in high school attended the same university. In the first few weeks, I missed my parents and friends so much that I called and texted them almost every day.
 - I was really excited when I first stepped into college as it was the first time for me to take care of myself and enjoy much freedom. Besides learning knowledge from books, I had many opportunities to develop interests and hobbies such as calligraphy. It was wonderful!
- 2
 - Whenever I was stuck in difficulty, my parents were always standing by my side, encouraging me and giving me strength to go forward.
 - Actually, when I came across difficulties, I would resort to my roommates for assistance as they might face the same problems and we might help ourselves out by making joint efforts.
- 3
 - Yes, I agree. From hardships, we can learn how to ask others for help, how to tackle problems, and how to build a strong mind.
 - No, I don't wholly agree. It all depends. If someone is strong in mind, hardships can make them stronger. However, if someone is constantly stuck in hardships, they may lose confidence in themselves and become discouraged.



Building your language

Words and expressions

1

- | | | | |
|-------------|------------|------------|-------------|
| 1 obstacles | 2 sympathy | 3 overcome | 4 confident |
| 5 anxiety | 6 blamed | 7 reacted | 8 hesitated |

2

- | | |
|-----------------------------|---|
| 1 stay true to | 2 regardless of what / regardless of (their majors, students ...) |
| 3 in another person's shoes | 4 take on |
| | 5 In the wake of |
| | 6 other than |

Collocations

1

- | | |
|---------------------------|---|
| 1 ask for / seek help | 2 mental health |
| 3 good health | 4 close relationship |
| 5 meaningful relationship | 6 provides / creates the / an opportunity |

2

- | | | | |
|---------------|------------------|--------------|------------|
| 1 dangerously | 2 incredibly | 3 ultimately | 4 actually |
| 5 completely | 6 understandably | | |

Vocabulary learning strategies

(Reference answers to online-course exercises)

- | | | | |
|-------------|--------------|-------------------|---------------|
| 1 confident | 2 question | 3 lost confidence | 4 uncertainty |
| 5 excited | 6 vulnerable | 7 grateful | |

Translation

1

- 1 许多新生面临的一个主要问题是既想家，又缺乏归属感。选择加入学生组织、俱乐部或运动队，你会结交新朋友，学到新技能，也能感觉到与学校的联系更密切。

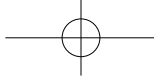
此句中 connected 以动词过去分词的形式出现，在句中作表语，译文中译为名词“联系”。

- 2 大学意味着尝试完成一长串目标，其中一些是你为自己设定的，还有一些是别人为你设定的。要实现这些目标，你需要制定计划，并坚持践行你的计划。

此句中 attempt 是名词，译文中译为动词“尝试”。

- 3 近 50% 的大学一年级学生说他们每周在学校学习的时间不少于 6 个小时，而 10 年以前这个比例是 34%。

此句中的动词短语 spent ... doing 在译文中译为名词短语“……的时间”。

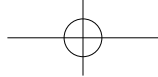


- 4 我们永远都不会忘记我们上大学的第一年。总的来说，那是充满期望、些许焦虑和奇妙发现的一年。

此句中 filled with anticipation 以被动语态的形式出现，在译文中采用主动形式“充满期望的”。

2

- 1 The extensive and profound traditional Chinese culture is attracting a great number of international students to rush to China and learn Chinese language and culture.
- 2 Since the National College Entrance Examination was resumed in 1977, numerous young students have changed their fate through higher education.
- 3 Various association activities in college not only enrich students' after-school life, but also play a positive role in promoting their comprehensive abilities.
- 4 Since the beginning of the 21st century, Chinese universities have been exploring establishment of college majors in a scientific way so as to meet the demand of society for talent.



iProduce

Unit project

Teaching suggestions

T can help Ss prepare for the project in the following three aspects: content, structure, and language.

Content

Ask Ss to cover the following two key aspects in their speech.

- Describe one experience they have had in their first year of college, including how they felt and what they did at that time.
- Talk about the lessons they have drawn from their experience and make suggestions if possible.

Structure

Remind Ss to include a beginning, a body, and an ending in their speech. It is a good way to attract the audience's attention by using quotes or asking questions at the beginning of their speech. The body should center on one experience that Ss have had in the first year of college. To make the ending of the speech forceful, Ss can summarize the main points, repeat key words, or ask rhetorical questions, etc.

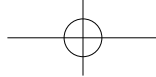
Language

Encourage Ss to make full use of the expressions they have learned from the two texts (e.g. expressions to describe emotions and expressions for making suggestions). Besides, remind Ss that they may refer to the texts for expressions that describe problems and difficulties, such as "I couldn't even ..." and "I wasn't prepared for ..."

Useful expressions

Making suggestions

- These are just a few of ... that I hope will help you.
- In college, it is vitally important to ...
- We'd better try to ...
- Have you ever thought of ...?
- Why not ...?
- Listen to / Follow your heart.
- I'd like to suggest you ...



Beginning a speech

- Someone has ever said, ...
- Today I'd like to share with you ...
- If ..., how different would your everyday life be?
- I had never expected that I would have a difficult time when ...
- According to a survey, there are almost 60 percent of freshmen experiencing a problem of ...

Ending a speech

- I believe the regained self-confidence and strength will ...
- I hope my personal experience will help you ...
- Don't you think my freshman experience will ...?

Suggestions for evaluation

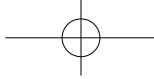
Evaluation could be done by making comments on the following aspects or completing the checklist in the Students' Book.

Checklist	Score (1-5)
1 The speech covers all the aspects as required.	
2 The speech has an interesting opening.	
3 The speech has a logically developed body.	
4 The speaker uses descriptive adjectives to make detailed and vivid descriptions.	
5 The speech has a clear and forceful ending.	
6 The speaker uses expressions from the texts.	
7 The speaker's voice is loud enough.	
8 The speaker has maintained good eye contact with the audience.	
9 The speaker speaks fluently rather than reads out or recites the speech script.	

Reference answers

Good morning, my fellow students. It's often said that college life is one of the most meaningful and unforgettable experiences for a person. I totally agree, but I learned it the hard way. Today I'd like to take this opportunity to share with you my own experience in the first semester at college, a painful period of transition from a high school kid to an independent grown-up.

To most college freshmen, taking their first step in living on their own and starting campus life can be exciting and joyful. I was no exception. But after the excitement wore away at the end of the first week, too many unknowns in university life made me uncomfortable, confused and frustrated, a feeling which lasted for more than half of the first semester.



The unpleasant feeling came from my poor self-discipline, for which I paid a high price. Living far away from home and having much free time at hand, I often spent hours playing games or chatting with my friends on my cellphone far into the night. As a result, I felt sleepy and couldn't concentrate in class the next day. Low grades of a few tests showed my declining academic performance, which affected my final scores of the courses. Only at that time did I realize that each test during the semester counted in my college GPA. My poor self-discipline was also reflected in money management. The suddenly increased freedom brought me financial problems during the first three months of my freshman year. Going to movies, buying expensive clothes, and eating out with friends usually cost more than half of my monthly allowance. The worst case was that I spent all of my monthly allowance within the first week of the semester, so I had to borrow money from my roommates. For that whole month, I ate only rice and vegetables and dared not socialize.

Luckily, I realized my problem and managed to improve myself before it was too late. There must be something to be gained and learned from my unpleasant experience. One most important thing is that in college, I have to adjust to living on my own, think independently, and take responsibility for my life and studies. If I do so, I'll lead a meaningful and fruitful college life.

I am grateful to the hard experience for the lesson it has enabled me to learn. However hard the experience is, I am more self-disciplined and more confident in my future life. I hope my personal experience can be also helpful for you, in some way.

Comments

Content: Generally, this is a well-prepared speech with rich content and details. It covers some major aspects required in the Students' Book: description of one hard experience and the lesson drawn from this experience. One weakness of the speech is that the lesson is not given further specific explanation.

Structure: The speech has a clear structure: a beginning, a body describing the hard experience and telling the lesson drawn from it, and an ending. The description of the speaker's experience focuses on the point of poor self-discipline.

Language: The speaker has managed to use some words and expressions from the two texts such as "adjust," "transition," and "live on one's own." Adjectives such as "uncomfortable," "confused," and "frustrated" are used to show the speaker's negative emotions. Besides, the speaker repeats the key words and expressions such as "hard experience," "lesson," and "self-disciplined" in the end, which adds force to the speech.



Translation of the texts

iExplore 1

寻找“家”

- 1 作为大一新生，第二个学期我仍然没有认识班上的所有人，甚至有四分之一的人我都不认识。但是这个学期有些东西令人感觉不一样了。在上了一整天的课之后，我现在会一边爬四层楼回宿舍，一边跟室友发信息说：“我在回家路上了！！”这确实意味着什么，对吧？
- 2 做一名大一新生是绝对值得说道一番的。向新学校的生活过渡已是非常艰难，更不要说我得去适应独自生活。在第一个学期，我甚至不能独自去食堂，因为食堂太大了，让人害怕，那里有太多不熟悉的面孔，而且我在这个新天地中的位置仍是未知的。因为害怕，有很多事情我不敢做，很多地方我不敢去；而且不论我去到哪里，我都感觉自己是完全隐形的。我早已忘记做新生该是什么样子。做一名新生让我感到恐惧，让我觉得自己在做什么错事，或者更糟糕，让我觉得自己也许并不属于这里。
- 3 实际上，所有的事情都需要时间——尤其是成长。由于之前从来没有离开家超过两个月，我真的不知道如何照顾自己。我确实不知道如何自己洗衣服，还有其他一些事情，我非常依赖我的父母，向他们发泄牢骚，寻求意见——那些事情，我本应该求助于我的大学朋友的。我大都是在自己的房间完成作业，如果去吃晚餐只会叫住在同一栋宿舍楼的同学一起去。如果他们没有空，我通常会叫外卖，或者去取餐，然后拿回宿舍吃。由于某种原因，我很害怕，不敢走出去，不敢独自去探索。我甚至没有给自己机会去认识周围的环境，那么我怎么可能喜欢上这里呢？
- 4 上大学就是去寻找你在世界上的位置——或者说，别人就是这样告诉我的——但我现在仍然完全不知道自己在世界上的位置。但是第二学期里，几个星期过去后，我确实学到了一些东西，那就是，如果你拒绝走出去大胆探索的话，你就不可能在世界上找到自己的位置。待在自己的房间里而不出去结交新的朋友，我就把自己和很多潜在的友情隔开了。我很幸运，能够及时找到自己的逻辑漏洞，认识了很棒的人——也就是我现在的朋友们。
- 5 我是如何改变自己的行事方式的呢？我主动选择改变。现在，我会自己走进食堂大厅，很自如地在人群中找到一张桌子。但是通常情况下，在找到桌子之前，我会碰到一个朋友，然后就在不知不觉中随意闲聊很久。而且我很喜欢这样。偶然遇到一位几天未见的朋友，或者和相处融洽的朋友一起看一个很傻的电视节目，比如《单身汉》，都会让我非常开心。因为我终于向新朋友敞开了心扉，这是我自从中学以来都不曾做到的事情。
- 6 在大学里，让自己融入你所处的环境，创造一个由朋友、同学，甚至是你在周六夜晚的聚会上遇到的陌生人组成的“家”一样的圈子，这是至关重要的。没有什么比在全新的世界里独自一人更糟糕的事情了；我经历了痛苦才认识到这一点。我们都只是在各自的道路上前行的人，偶然遇见了彼此。如果我们不紧紧抓住相遇的瞬间并满怀热情地生活的话，那些瞬间会累积起来，我们就会成为无比孤独的人。



iExplore 2

从寄生虫身上学到的教训

- 1 在读了几年的女校之后，我满怀自信与力量地开始了大学第一年的生活，做好准备去接受即将面临的各种挑战。然而，我并没有做好准备，得在一场“龙卷风”之后重塑自我，那场“龙卷风”让我质疑自己，质疑自己的能力，质疑自己作为朋友、女儿和姐妹的角色。
- 2 这场“龙卷风”是由一种未确诊的寄生虫引起的，那是去年春天我去危地马拉旅行时染上的。开始大一的生活时，我的精神状况和身体状况开始急转直下，最终导致在放春假的时候，我只有84磅重，体重低得危险。因为不确定病因，在整个大一期间，我把自己的身体状况归咎于自己，归咎于环境。我失去了自信，不知道要去哪里找到坚持下去的力量。
- 3 因为不健康的外表，身边的人开始和我保持距离，好像他们害怕和我接触就会把我打碎一样。我习惯了在卫生间或者走廊里走过他们身边时听到的窃窃私语。渐渐地，我开始变得沉默，也不爱笑了。可以理解，身边的人不知道如何回应我，也不知道如何接近我，但是很多人认定最好的方式就是完全避开我。有几位朋友，还有家人和导师一直陪伴着我，是他们使我最终渡过了难关。
- 4 在几个月诊断无果之后，我终于收到了诊断书。原来是一种微小的寄生虫寄生在我的肠道里而导致了这一切。终于知道该怪谁了，我感到很兴奋。经过一轮用药，一周之后我开始好转。恢复了“健康的自己”让我很开心，但是我想自己不再是“之前的自己”了。这种寄生虫让我有机会去重新审视对我来说真正重要的是什么，去抓住那些让我得以成为我自己的点点滴滴和品质，重塑一个更强大、更独立、更具有自我意识的自己。
- 5 我相信，不管经历本身是好是坏，从每段经历中我们都能有所收获，都能学到东西。以下这些只是我从自己与那种小寄生虫在一起的日子里得出的一些结论，希望能够在你们遇到挑战的时候对你们有所帮助。

共情的力量

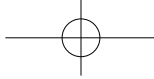
- 6 我认为自己一直都是一个有同情心的人——在别人的痛苦中能感受到痛苦，在别人的幸福中能感受到快乐。直到我自己需要他人的同情来克服困难的时候，我才明白了何为“共情”——真正设身处地地了解别人的感受。

寻求帮助

- 7 人最脆弱的时候，往往最抗拒求助。一直以来我抗拒求助，不是害怕示弱于人，而是害怕自己看到自己的弱点。当我终于开始对自己和他人坦诚相待，承认自己需要帮助和支持才能继续前进的时候，我不只是感觉好多了，而且还和身边的人建立了富有意义的关系。

认识自己

- 8 尽管内心深处我知道有些不对劲，我还是慢慢开始质疑自己原来的想法，认为病因有可能是向全新环境过渡而产生的压力和焦虑。为了忠于自己的想法，我不得不与外界的各种猜测做斗争。最终，在家人的支持下，并通过坚持自己的直觉，我明白了倾听自己的身体和为自己辩解是多么重要。不要让别人的看法左右



你对自己的判断。毕竟你比任何人都更加了解自己。

- 9 我非常高兴现在自己身体健康，读完了大学的第一年，但对于那种小寄生虫我还是心存感激的，感激它让我汲取的教训。如果没有遇到这个挑战——一次意志力的考验——我就不可能获得如此的成长，也不可能重新审视自己在这个世界上到底是谁、想成为什么样的人。
- 10 而这一点，我的朋友们，比你们在课堂上学到的任何一课都更重要。