

# Map of the book

Unit		iPrepare	iExplore 1	
<b>1</b> <b>Campus culture</b> P2	Scenario Learning objectives	Viewing / Listening	Reading	
			College advice I wish I got before graduating	Finding home Writing skills: Using adjectives for detailed description Vocabulary: Prefixes "un-", "in-" Grammar: Active and passive voice
<b>2</b> <b>Friendship we live by</b> P26	Scenario Learning objectives	What's a real friend?	Friendship's like buying a house Vocabulary: Suffix "-ment" Grammar: Conjunction (连词) "as"	
<b>3</b> <b>The art of communication</b> P50	Scenario Learning objectives	Anxiety management	My students don't know how to have a conversation Vocabulary: Suffix "-al" Grammar: Partial inversion (部分倒装)	
<b>4</b> <b>On the road</b> P74	Scenario Learning objectives	How has travel changed you?	Why you should travel young Vocabulary: Compound adjectives (a. + n., a. + past participle) Grammar: The anticipatory "it" (先行词 "it") as the subject	
<b>5</b> <b>Loving family</b> P98	Scenario Learning objectives	The importance of spending time with family	My mother's gift Writing skills: The five Ws and one H in telling a story Vocabulary: Compound nouns (n. + n.) Grammar: Adverbial of attendant circumstance (伴随状语)	
<b>6</b> <b>To be or not to be</b> P122	Scenario Learning objectives	How to choose a degree	How an economics professor taught me a life-changing lesson – in literature Vocabulary: Affixes "en-", "-en" Grammar: Gerund vs. present participle (现在分词)	
<b>7</b> <b>Evolving technology</b> P146	Scenario Learning objectives	Machines of ancient China	Chinese technology Writing skills: Using tense and aspect properly in science writing Vocabulary: Root "-port" and prefix "ex-" Grammar: Appositive (同位语)	
<b>8</b> <b>Culture and tradition</b> P172	Scenario Learning objectives	The <i>guqin</i> art	Why all the hard work? Writing skills: Lexical cohesion Vocabulary: Suffix "-ful" Grammar: "as opposed to" and "in opposition to"	

U 校园智慧教学云平台使用指南 P196

	iExplore 2		iProduce
	Viewing / Listening	Reading	Unit project
	Mental health on college campuses	Lessons learned from a parasite Vocabulary: Words about feelings.	Task: Making a speech Topic: A hard experience in my freshman year
	What do I do to make friends?	Are your friends an elevator or a cage? Reading skills: Simile and metaphor Vocabulary: Context in vocabulary learning (1)	Task: Writing a report Topic: My classmates' views about friendship
	Better communication skills	Learning to listen Writing skills: Explaining a concept Vocabulary: Metaphorical meaning	Task: Writing an opinion piece Topic: The problem of communication
	How to survive long flights	No destination is the wrong place to go Writing skills: Developing an argumentative paragraph Vocabulary: Suffix "-ize"	Task: Introducing a tourist destination Topic: Traveling in China
	Welcome to my childhood room	Best day of my life Vocabulary: Identifying the right meaning of a word for a specific context	Task: Performing a play Topic: My unforgettable experience with my parents
	Choosing careers	Follow a career passion? Let it follow you Reading skills: Infer the meaning of real and unreal conditional Vocabulary: Words about career	Task: Writing an essay Topic: Reflections on my choice of major
	VR in education	How will virtual reality change our lives? Vocabulary: Suffixes "-able," "-ible"	Task: Role play Topic: One technological achievement made in China
	Seeing the world with the Confucius Institute	Dragons across cultures Vocabulary: Context in vocabulary learning (2)	Task: Writing an essay Topic: A traditional Chinese virtue

1

Unit

# Campus culture



As we know, going to college is one of the most important stages in our lives. It is a time of hope, growth and independence. However, it is also a time of challenge and choice. When problems arise, as in the case of the authors of the texts, first-year college students are often at a loss as to how to deal with them. Some would be depressed by their problems, and some would doubt their abilities, lose their confidence, and even cut themselves off from the outside world. Have you ever suffered from any problems since you started college? Read the texts and see how the authors solved their problems and what they learned about campus culture.

## Scenario

To better prepare you for the coming days, your department is holding a meeting to discuss the hard experiences of college. To share your experience, you will make a speech about one hard experience you had last semester. In the speech, you should describe your feelings when you were going through the hard time, tell the audience how you dealt with the difficulties, and share the lessons you learned. You will be able to complete the task after studying this unit.

## Learning objectives

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

- talk about campus culture using new vocabulary
- use adjectives for detailed description
- explain how to solve the problem of adapting to campus culture
- illustrate lessons drawn from some campus experiences
- talk about one hard experience you have had in college

## Viewing

How can we make the most of our college life? Different people have different answers. Watch a video clip to learn about their diverse ideas.



1 Match the persons with their ideas about college life.



### Friendships & relationships

- a. to join in clubs
- b. to be yourself
- c. to build relationships



### Problems

- d. to let go of negative energy
- e. to take a deep breath
- f. to not try to change others
- g. to talk out the problem



### Last bit of advice

- h. to stay true to yourself
- i. to do everything you want to
- j. to take things as they come
- k. to find yourself
- l. to make lifelong friends



2 It is suggested in the video clip that college is about finding yourself and staying true to yourself. Do you think the suggestions are helpful for you? If yes, in what ways?

## Reading

Staying true to ourselves does not mean that we should be alone. When we get along with people in a new environment, we may create a “new self.” How could we do that? Read the text and see how the author adjusted herself and found home in college.



# FINDING HOME

- 1 As a second-semester freshman, I still don't know everyone in my class. I don't even know one quarter of the people in it. But something feels different this semester. I now find myself texting my roommate, "On my way home!!" after a long day of class as I climb the four flights of stairs up to my dorm room. That must mean something, right?
- 2 There is definitely something to be said about being a first-year college student. A new school is hard enough of a transition in which I have to adjust to living on my own. In the first semester, I couldn't even walk into the dining hall by myself because it was too large and intimidating, the faces too unfamiliar, and my own place in this new world was still very unknown to me. There were many things I was too scared to do, places I was too scared to go, and wherever I did go, I felt completely invisible. I had forgotten what it was like to be new. And it terrified me; it made me feel like I was doing something wrong, or worse, that I might not belong here.



- 3 The reality is, all things take time – especially growing up. Having never been away from home for more than two months, I didn't really know how to take care of myself. I certainly didn't know how to do my own laundry, among other things, 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. I did most of my homework in my room and I would only ask my hall mates to get dinner with me. If they weren't free, I most likely ordered in or picked up dinner and took it back to my dorm. For some reason, I was too scared to poke my head out of my shell and explore on my own. I didn't give myself the opportunity to even get to know my surroundings, so how could I possibly love them?
- 4 College is all about finding your place in the world – or so I've been told – and I still don't at all know my place in the world. But something I definitely learned over the past few weeks of the second semester is that it's impossible to find your place in a world that you refuse to venture out into. By staying in my room instead of going out and seeking new relationships, I cut myself off from so many potential friendships. I am so lucky that I was able to find the flaws in my logic before it was too late and meet the amazing people that I now call my friends.
- 5 How did I change my ways? I chose to. Now, I will walk into the dining hall all by myself and find a table among the masses quite comfortably. But usually, before that can even happen I run into a friend and get caught up in a lengthy conversation about something completely random. And I love it. In those moments, when I bump into a friend I haven't seen in a few days or watch a silly show like *The Bachelor* with people I feel comfortable with, I am extremely happy. Because I have finally opened myself up to new people, something I haven't had to do since middle school.
- 6 In college, it is vitally important to immerse yourself in your environment and create a family of your friends, classmates and even the random people you see at parties on Saturday nights. There is nothing worse than being alone in a new world; I learned that the hard way. 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.

#### CULTURE NOTES

*The Bachelor*: It is an ABC (American Broadcasting Company) reality television show (真人秀电视节目) that started from March 2002. It is mainly about how a single bachelor dates multiple women over several weeks, and narrows them down to hopefully find his true love.

## Understanding the text

1 How did the author find home in college? Read the text and complete the diagram.

### BEHAVIOR

- I 1) \_\_\_\_\_ even walk into the dining hall 2) \_\_\_\_\_.
- I leaned heavily on my parents to 3) \_\_\_\_\_ my life and 4) \_\_\_\_\_ advice.
- I did most of my homework 5) \_\_\_\_\_.
- I would only ask my hall mates to 6) \_\_\_\_\_ with me. Or, I most likely 7) \_\_\_\_\_ or picked up dinner and 8) \_\_\_\_\_ to my dorm.

### MENTAL ACTIVITIES

- The dining hall was large and 9) \_\_\_\_\_, the faces are 10) \_\_\_\_\_, and my own place in the college was 11) \_\_\_\_\_ me.
- I was 12) \_\_\_\_\_ to poke my head out of my shell and explore 13) \_\_\_\_\_.

I learned that it's impossible to find my place in a world that 14) \_\_\_\_\_ go into.

### BEHAVIOR

- I can 15) \_\_\_\_\_ my roommate, "On my way home!!"
- I can walk into the dining hall 16) \_\_\_\_\_ and find a table among the masses 17) \_\_\_\_\_.
- I can 18) \_\_\_\_\_ a friend and 19) \_\_\_\_\_ a lengthy conversation.

### MENTAL ACTIVITIES

- If I run into a friend and get caught up in a conversation, I love it.
- When I bump into a friend or watch a show with friends, I am 20) \_\_\_\_\_.

2 Work in pairs. Read the sentences from the text and discuss the questions.

- 1 *And it terrified me; it made me feel like I was doing something wrong, or worse, that I might not belong here. (Para. 2)*  
Is the feeling of doubt common to us when we come to a new environment? What's the reason behind the feeling?
- 2 *College is all about finding your place in the world – or so I've been told – and I still don't at all know my place in the world. (Para. 4)*  
What does the author mean by saying "finding your place in the world"? How can you find your place in the world after four-year college life?
- 3 *We are all just people traveling along on our own individual paths that happen to cross for a moment or two. (Para. 6)*  
Do you agree with the author? Why or why not?



## Sharpening your skills

### WRITING SKILLS

#### Using adjectives for detailed description

Detailed description provides precise information and helps express our ideas clearly and vividly. One way of providing descriptive details is to use descriptive adjectives. Compare the sentences:

- 1 *I am so lucky that I was able to find the flaws in my logic before it was too late and meet the people that I now call my friends.*
- 2 *I am so lucky that I was able to find the flaws in my logic before it was too late and meet the **amazing** people that I now call my friends. (Para. 4)*

The adjective “amazing” in the second sentence provides detail and makes the sentence more vivid than the first one.

Adjectives are important for detailed description. They help the reader see the person or thing the writer is describing.

#### 1 Fill in the blanks with proper adjectives according to the text.

- 1 I now find myself texting my roommate, “On my way home!!” after a \_\_\_\_\_ day of class as I climb the four flights of stairs up to my dorm room.
- 2 By staying in my room instead of going out and seeking new relationships, I cut myself off from so many \_\_\_\_\_ friendships.
- 3 But usually, before that can even happen I run into a friend and get caught up in a \_\_\_\_\_ conversation about something completely \_\_\_\_\_.
- 4 In college, it is vitally important to ... create a family of your friends, classmates and even the \_\_\_\_\_ people you see at parties on Saturday nights.

#### 2 Complete the sentences by choosing suitable adjectives.

- 1 Looking back now, I am happy that things get better; I am no longer the scared, \_\_\_\_\_ girl who sat in her first college class three years ago.  
A. lively            B. anxious
- 2 My roommate had beautiful black \_\_\_\_\_ hair.  
A. grey            B. shiny
- 3 It was impossible to read among these \_\_\_\_\_ people.  
A. noisy            B. shy
- 4 It was a very nice \_\_\_\_\_ summer evening when we left the house.  
A. warm            B. hot
- 5 In the moonlight, she smiled at the baby and sang in a \_\_\_\_\_ low voice.  
A. serious            B. soft



## Building your language

### Words and expressions

1 Replace the underlined words with the correct form of the words below.

heavily  
flaw

terrify  
lean

lengthy  
bump

- 1 Whenever she was tired, she would support herself against the table and look outside the window.
- 2 These students depended to a large degree on their teachers for advice.
- 3 Whenever I thought of leaving home for college, I felt frightened and excited at the same time.
- 4 Excited at the news, she jumped up and hit her head against the bed.
- 5 Our first tour on campus was a long and frankly dull experience.
- 6 My teacher pointed out several mistakes that might have led to the failure of my essay.

2 Complete the sentences by choosing suitable expressions in brackets.

- 1 Do you want to eat at the school canteen or (order in / in order for) a pizza?
- 2 (Once in a while / For a moment or two) he hesitated, embarrassed and seemingly at a loss for words. Then he answered the question in a low voice.
- 3 If he goes on like this at college, he'll never (turn out to / amount to) anything.
- 4 Tom is scared that they are going to laugh at him, (or worse / or better), isolate him.
- 5 She just now (bumped into / came up) one of her high school classmates on campus.
- 6 It's OK to take good memories from high school with you to college, but make sure not to (catch up in / get caught up in) them.
- 7 Change can cause harm, particularly if we are not prepared to (adjust to / account for) it.
- 8 Both teachers and students have powerful reasons to (hold up / hold fast to) their traditional positions.

## Collocations

### 1 Choose the proper definitions for the italicized expressions.

- 1) Nick was excited to *run into* Professor Owen in the meeting, who was the most senior professor in the department.
- 2) The time is *running out* and I am still not sure what to choose as the topic for my first essay.  
A. to become used up so that there is no more left  
B. to meet somebody by chance
- 2) 1) *Hold fast to* our dreams, for if dreams die, life is a broken-winged bird that cannot fly.  
2) Whatever your reason for not wanting to cry is, *holding back* tears is often difficult.  
A. to keep believing in  
B. to not show what you are feeling or thinking
- 3) 1) The new students *are* totally *unfamiliar with* these troubles and often attribute them to the new environment.  
2) This level of freedom may *be* strangely *unfamiliar to* the freshmen who did not have much expectation about college life.  
A. to have no knowledge or experience of  
B. to be unknown to
- 4) 1) He advised me to *cut down on* my working hours and talk to friends and family when I was having a tough week.  
2) University students are told not to *cut themselves off from* the broader society.  
A. to prevent somebody from communicating with people outside a place  
B. to reduce the amount or number of something

#### Nouns which often go after:

<b>do</b>	laundry	favor
	hair	business
<b>take</b>	time	break
	chance	notes

#### Verbs / Expressions which often go with:

<b>heavily</b>	lean on	rain
	smoke	weigh

#### Adverb + adjective collocations:

completely invisible  
completely random  
vitaly important  
extremely lonely

### 2 Complete the sentences with suitable expressions from the collocation box. Make changes where necessary. Sometimes more than one collocation is possible.

- 1 A big part of your success in college will come down to how effectively you \_\_\_\_\_ when in class.
- 2 What happens in the first year to a new college student is usually \_\_\_\_\_ for their future study and life.
- 3 Finding the right college abroad \_\_\_\_\_, not to mention an often lengthy application process.
- 4 My mom used to wash clothes for me, but now I have to learn to \_\_\_\_\_ by myself.
- 5 One of the joys of having a(n) \_\_\_\_\_ roommate is that you are forced to meet new people at college!
- 6 Freshmen at most universities \_\_\_\_\_ peer groups because they are completely new to the college environment.

## Vocabulary learning strategies

The prefix “un-” can be used in adjectives and adverbs and means “not,” as used in the word “unfamiliar” (Para. 2). Similarly, the prefix “in-” can be used in adjectives, adverbs and nouns, meaning “not,” as in the word “invisible” (Para. 2). You can scan the QR code to learn more about the prefixes and the words formed with them.



## Language focus

When we use an infinitive (不定式), we need to consider whether the verb is in the active or passive voice. For example, in the sentence “There were many things I was too scared to do” (Para. 2), the active voice is used because the subject “I” is the agent (施事者) of the action “do.” In the sentence “There is definitely something to be said ...” (Para. 2), the passive voice is used because the subject “something” undergoes the action “say.” You can scan the QR code to learn more about the voices in infinitives.



## Banked cloze

Complete the passage with suitable words from the word bank. You may not use any of the words more than once.

---

belong	amazing	worse	study	comfortable
rather	looking	went	random	seeking
chose	boring	poke	found	living

---

Being a first-year college student, I gradually realized that I had to adjust myself to 1) \_\_\_\_\_ on my own. The new environment scared me. It made me feel like I was doing something wrong and that I might not 2) \_\_\_\_\_ here. I dare not 3) \_\_\_\_\_ my head out of my shell and explore on my own. I have been told that college is all about finding your place in the world. How can I find my place in a world if I cut myself off from it? I realized that it was wrong to stay in my dorm room instead of going out and 4) \_\_\_\_\_ new relationships. I finally changed my ways. I 5) \_\_\_\_\_ to open myself up to new people. I could walk into the dining hall by myself, talk with a friend I run into about something completely 6) \_\_\_\_\_, or watch a silly show with people I feel 7) \_\_\_\_\_ with. I 8) \_\_\_\_\_ home on campus by creating a family of my friends, classmates and even the random people I see at parties. There is nothing 9) \_\_\_\_\_ than being alone in a new world. So we should hold fast to the precious opportunities in life to meet 10) \_\_\_\_\_ people and find new friendships.

## Viewing

To know how to adjust ourselves to college life helps our growth. Furthermore, to learn what to do with problems is also a sign that we are growing. Watch a video clip to know about Garrett's problem in college.



### 1 Answer the questions with what you hear from the video clip.

- 1 What was Garrett struggling with?
- 2 What are the most common issues college students face?
- 3 What did Garrett do with her problem?
- 4 What should college students do if they are stressed out?
- 5 What has Garrett learned from her experience?

### 2 Since you started college, have you or someone you know ever experienced anxiety or depression, or had a relationship problem? What have you or they done to deal with the problems?



## Reading

Similar to Garrett, the author of the text suffered from health problems in college, which was surprisingly caused by a parasite. Read the text and see what she learned from that experience.

# LESSONS LEARNED FROM A PARASITE



- 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. 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.
- 2 This tornado was caused by an undiagnosed parasite that I had picked up while traveling in Guatemala last spring. As I started my freshman year, my mental and physical health began to spiral downward and ultimately left me by the spring break at a dangerously low weight of 84 pounds. In the uncertainty of my diagnosis, I spent the first year of college blaming myself and my environment for my condition. I lost confidence in myself and I did not know where I would find the strength to push through.
- 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. I got used to the whispers in the bathroom or in the hall when I walked by and little by little, I began to speak and smile less. Understandably, those around me did not know how to react or approach me but many decided the best approach would be to avoid me all together. It was a few friends, family members, and mentors that stuck with me who enabled me to ultimately overcome.

- 4 After months without answers, I finally received the diagnosis. It was a tiny parasite lodged in my intestines that was causing all this, and I was excited to have something to blame. A round of medicine and a week later, I began to make progress. While I am happy to say that I am back to my “healthy self,” I would hesitate to say that I am my “old self.” 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.
- 5 I believe there is something to be gained and learned from every experience regardless of the nature of the experience. These are just a few of my takeaways from my time with this little creature that I hope will help you when you find yourself in a time of challenge.

### **The power of empathy**

- 6 I like to think that I have always been a sympathetic person – someone who feels pain in the wake of others’ pain and joy in the wake of others’ happiness. 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.

### **Just ask**

- 7 When we are most vulnerable is often when we are most resistant to asking for help. I have always struggled to ask for help, not from fear of showing my weaknesses to others but showing my weaknesses to myself. When I finally started being honest with myself and others about needing help and support to help me keep going, I not only began to feel better, but also developed meaningful relationships with those around me.

### **Know yourself**

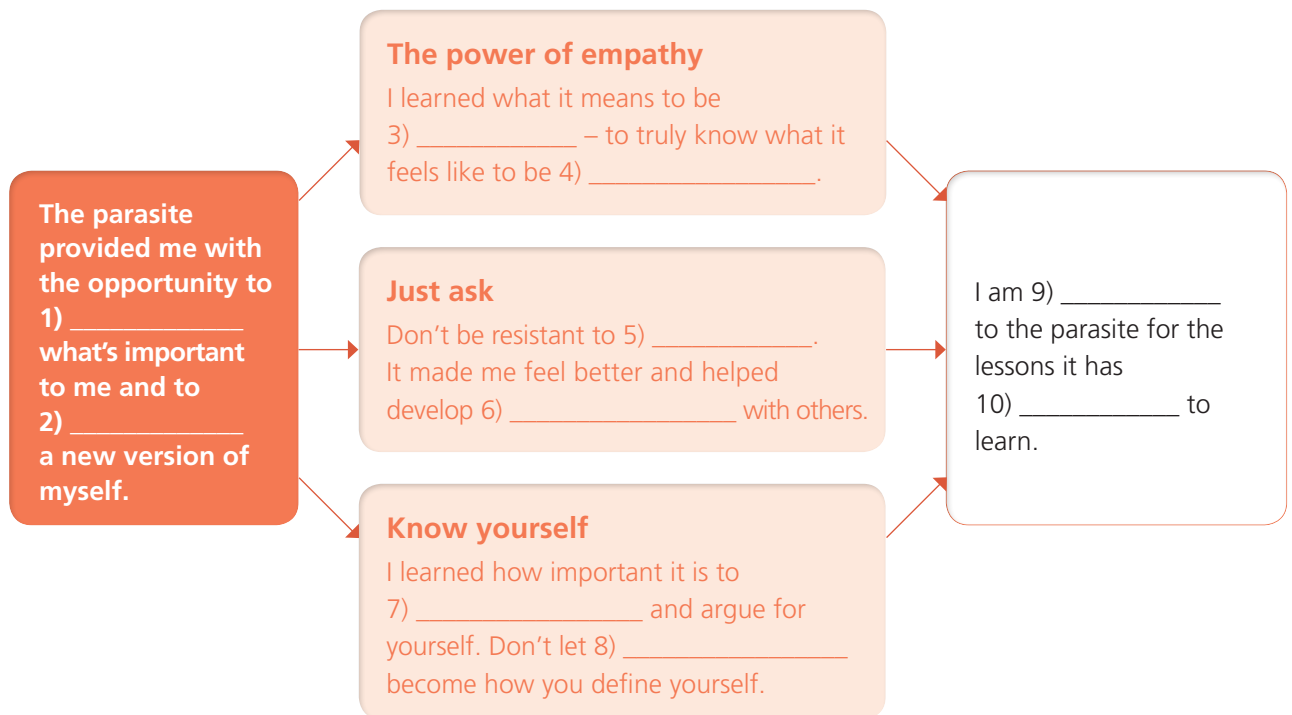
- 8 Even though I knew deep down that something was not right, I slowly began to doubt that it was anything other than the stress and anxiety of transition to a completely new environment. I had to fight against the outside assumptions in order to stay true to myself. At the end of the day, with the 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. Don’t let others’ perception of you become how you define yourself. After all, you are the one who knows yourself better than anyone else.
- 9 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. 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.
- 10 And that, my friends, is greater than any lesson you can ever learn in a lecture hall.

## Understanding the text

1 How did the parasite affect the author's college life? Read Paras. 1-4 and answer the questions.

- 1 What was the author's health like when the freshman year began?
- 2 How did the author feel before the parasite was diagnosed?
- 3 How did people around react to the author when they saw her?
- 4 Who helped the author overcome the difficulties caused by the parasite?
- 5 How did the author feel when she finally received the diagnosis?

2 What lessons did the author learn from the parasite experience? Read Paras. 5-10 and complete the diagram.



3 Work in pairs. Read the sentences from the text and discuss the questions.

- 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)*  
How did you feel when you started college?
- 2 *It was a few friends, family members, and mentors that stuck with me who enabled me to ultimately overcome. (Para. 3)*  
When you were stuck in difficulty, who helped you most? Share with your classmates your experience.
- 3 *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)*  
Do you agree with the idea that we can learn much from hardships? Why or why not?



## Building your language

### Words and expressions

1 Complete the sentences with the words below. Change the form where necessary.

**confident**                      **blame**                      **obstacle**                      **react**  
**overcome**                      **hesitate**                      **sympathy**                      **anxiety**

- 1 Poor command of vocabulary is one of the greatest \_\_\_\_\_ for students' improvement in writing.
- 2 His friends feel \_\_\_\_\_ for his misfortune, but they can do nothing to help him out.
- 3 Her experience of taking part in the public speaking contest helps her \_\_\_\_\_ shyness in public.
- 4 Are you \_\_\_\_\_ that enough schoolmates will join our reading club?
- 5 Students usually feel \_\_\_\_\_, more or less, when they go to job hunting upon graduation.
- 6 He \_\_\_\_\_ his carelessness for his failure in the math exam, and has made up his mind to do better.
- 7 People \_\_\_\_\_ differently to the news that a freshman started a company while failing in several subjects.
- 8 She \_\_\_\_\_ for a moment before going on with her presentation.

2 Replace the underlined words with the correct form of the expressions below. You may need to make other changes.

**take on**                      **regardless of**                      **other than**  
**in the wake of**                      **stay true to**                      **in sb.'s shoes**

- 1 The headmaster encouraged his students to remain loyal to their dreams and goals, which he thought essential to success.
- 2 I find that no matter what majors they take, students tend to do better if the teachers are given greater autonomy.
- 3 Maybe if you are not in another person's situation, you can never really feel the same thing.
- 4 Trudy decided to accept the challenge and take part in the speech contest.
- 5 After financial difficulties, he understood the hardship of life and began to take part-time jobs to help his family.
- 6 When students make decisions on the university they would choose, they think more about factors besides their interest, like cost or fame of the university.

## Collocations

**1** Complete the sentences with suitable expressions from the collocation box. Make changes where necessary. Sometimes more than one collocation is possible.

- 1 University students tend to \_\_\_\_\_ from friends first and then from family members when they meet with difficulties.
- 2 As more students report \_\_\_\_\_ problems such as loneliness or anxiety, experts believe that talking to others is a wise way to deal with the problems.
- 3 To keep yourself in \_\_\_\_\_, you need exercise, rest and plenty of sound sleep.
- 4 We were just nodding acquaintances at first. Our \_\_\_\_\_ started when we worked together in the students' union.
- 5 A(n) \_\_\_\_\_ means that we make friends with someone who helps us grow, supports us and is there for us when we need them.
- 6 The easy access to the Internet \_\_\_\_\_ for teachers to enrich their materials in teaching.

**2** Adverbs can collocate with verbs, adjectives, other adverbs, etc. Complete the sentences with the adverbs below.

**ultimately**      **dangerously**      **incredibly**  
**completely**      **understandably**      **actually**

- 1 It's reported that a large percentage of the world's population is breathing \_\_\_\_\_ polluted air, so let's take action and contribute our effort to improving air quality.
- 2 Teaching in a school in the mountainous area can be difficult, but it is \_\_\_\_\_ rewarding in that you can make a difference in a child's life.
- 3 As time goes on, she \_\_\_\_\_ won her mother over to agree with her engagement with Tony.
- 4 A reasonable degree of stress is \_\_\_\_\_ good for people.
- 5 For many students, college life is a(n) \_\_\_\_\_ new experience, which may bring excitement or anxiety.
- 6 Students are \_\_\_\_\_ wondering what the school will do to those found cheating on exams.

### Adjectives which often go before:

<b>relationship</b>	meaningful	close
	lasting	
<b>health</b>	mental	poor
	good	

### Verbs / Expressions which often go before:

<b>help</b>	ask for	need
	seek	
<b>opportunity</b>	provide	miss
	create	

## Vocabulary learning strategies



The text uses different words to describe a person's feelings, for example "uncertainty" (Para. 2), "scared" (Para. 3) and "anxiety" (Para. 8). You can scan the QR code to learn more about words describing feelings.

## Translation

### 1 Translate the sentences into Chinese.

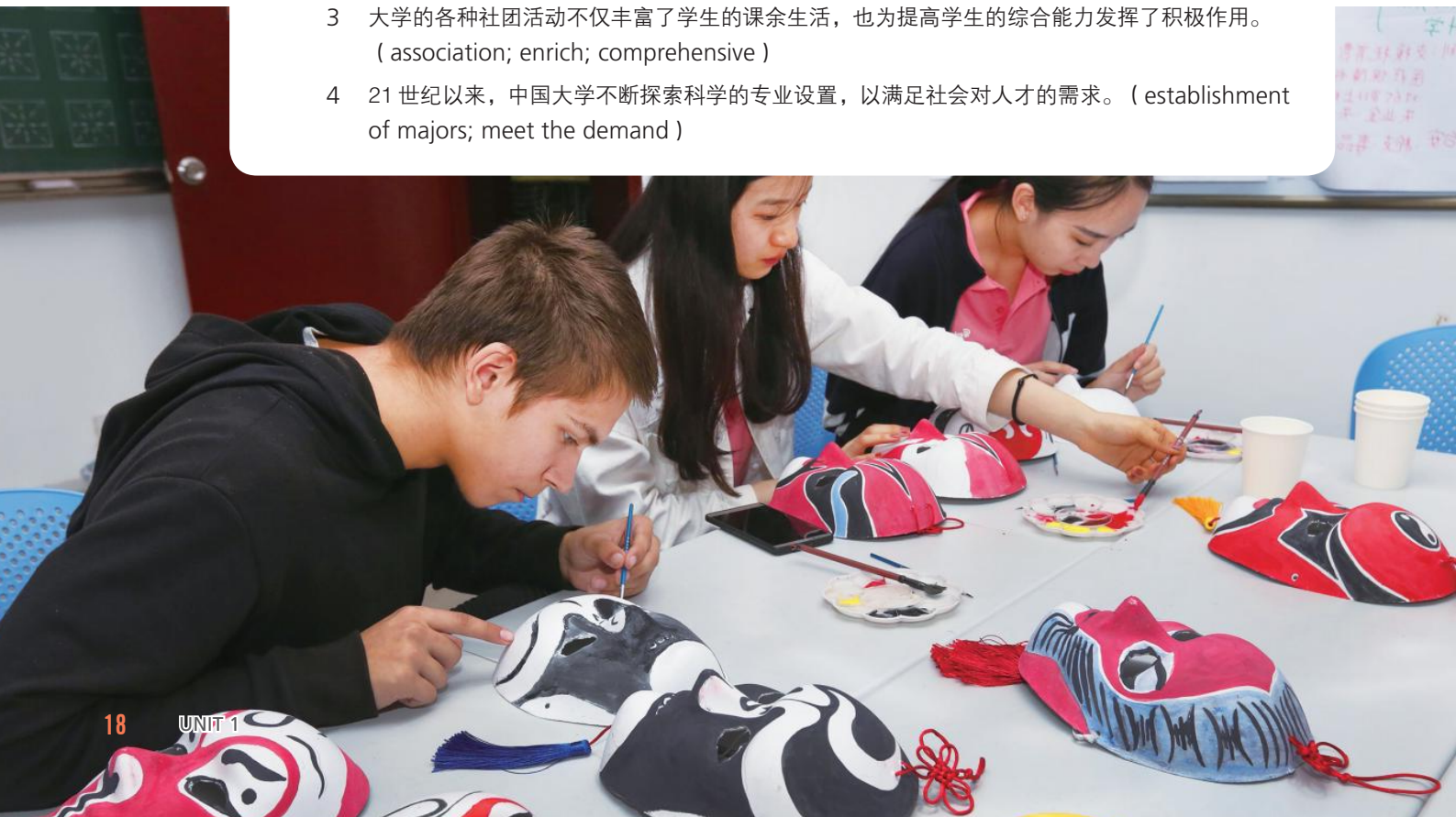
- 1 A big problem for a lot of new students is a mixture of homesickness and a feeling of not quite belonging. Select and join a group of student organizations, clubs and sports teams. You'll make new friends, learn new skills, and feel more connected to your school.
- 2 College amounts to an attempt to fulfill a lengthy list of goals, some of which you set for yourself and some of which are set for you by others. Realizing these goals requires that you make plans and stick to schedules.
- 3 Nearly 50 percent of freshmen report they spend six hours or more per week studying in college, compared to about 34 percent a decade ago.
- 4 We will never forget our freshman year at college. In general, it is a time filled with anticipation, some anxiety, and wonderful discoveries.

### 2 Translate the sentences into English.

- 1 中国博大精深的传统文化正吸引大量的留学生涌入中国学习汉语和中国文化。( extensive and profound; international students; rush )
- 2 自 1977 年恢复高考以来, 大量青年学子通过接受高等教育改变了命运。( the National College Entrance Examination; resume; higher education; fate )
- 3 大学的各种社团活动不仅丰富了学生的课余生活, 也为提高学生的综合能力发挥了积极作用。( association; enrich; comprehensive )
- 4 21 世纪以来, 中国大学不断探索科学的专业设置, 以满足社会对人才的需求。( establishment of majors; meet the demand )



Translation skills



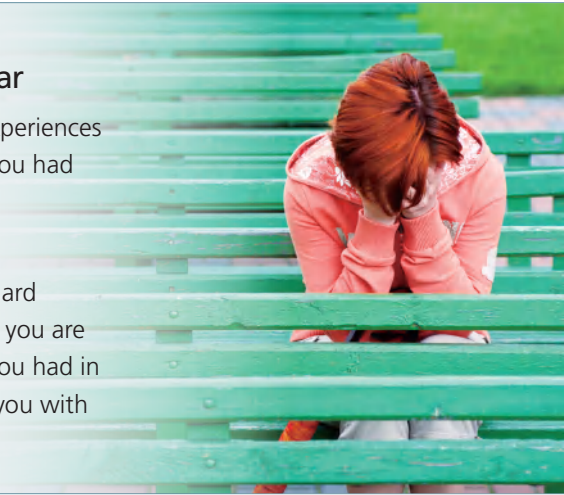
# Unit project

## Making a speech

### A hard experience in my freshman year

The authors of the two texts write about their experiences of adjusting to their first-year college life. Have you had any similar experience in your freshman year?

To better prepare you for the coming days, your department is holding a meeting to discuss the hard experiences of college. To share your experience, you are going to give a speech on one hard experience you had in the first semester. The following steps may help you with the project.



### Step 1 Identify and describe your hard experience

Think about what unhappy experiences you have met with in college. They may be about your life, your study, your relationships with others, etc.

Then, decide which experience you will talk about, and think about how you felt and what you did at that time.

Emotional words can clearly express your feelings, for example “scared,” “happy” and “anxiety” in the text in iExplore 2. The following list of emotional words are for your reference.

#### Emotional words

<b>unhappy</b>	bitter	depressed	discouraged	down	gloomy
	sad	blue	upset	heartbroken	
<b>afraid</b>	intimidated	frightened	scared	terrified	
<b>anxious</b>	concerned	nervous	tense	uneasy	worried
<b>bored</b>	desperate	disappointed	hopeless		
<b>ashamed</b>	regretful	sorry			

Sometimes the description of your surroundings and behaviors can express your feelings in an indirect way. For instance, in the text in iExplore 1, from the expressions “the dining hall ... was too large and intimidating” and “I leaned heavily on my parents,” we can see the author was anxious about her college life. You may refer to the two texts for more help.

## **Step 2** Draw lessons from your experience

Whether you have best dealt with the difficulties or not, you can always learn something from your experience. Draw lessons from your experience and give suggestions if possible.

## **Step 3** Write out the draft

Outline and write out the draft of your speech based on Step 1 and Step 2.

Remember that an attractive opening and a forceful ending are also important to a speech. The following tips may help you with the beginning and ending of your speech.

### **TIPS**

#### **How to begin a speech:**

- Using relevant quotes.
- Asking “what if” questions.
- Using surprising, powerful statistics.

#### **How to end a speech:**

- Summarizing the main points.
- Repeating a few key words or phrases.
- Asking a rhetorical question.
- Calling on the audience to take action.

## **Step 4** Make your speech

Make your speech to the class, and invite your classmates to ask questions or give advice. You may use the following checklist to improve your performance.

# Checklist



YOU CAN  
UPLOAD YOUR  
SPEECH TO  
THE ONLINE  
COURSE AFTER  
FINISHING IT.

### **OK    Need improvement**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1 The opening of my speech is interesting.                |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 The body of my speech is logically developed.           |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 The description of my experience is detailed and vivid. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 The ending of my speech is clear and forceful.          |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 My voice is loud enough.                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 6 I have maintained good eye contact with the audience.   |

# Vocabulary

## iExplore 1

### New words

**freshman** /'freʃmən/ n. [C] (AmE) a student in the first year of high school or university (高中或大学的) 一年级学生

*A year later I was ready to go back to college, and I started over as a freshman.*

**text** /tekst/ vt. to send a written message to sb. using a mobile phone (用手机) 给...发短信

*Laura didn't call or text me all day.*

**roommate** /'ru:m,meɪt/ n. [C] (尤指大学里的) 室友

*Your roommate told me that you had moved out.*

**intimidating** /ɪn'tɪmɪ,deɪtɪŋ/ a. making you feel worried and not confident 令人紧张不安的; 令人胆怯的

*Speaking in public can be intimidating for a lot of people including me.*

**unknown** /ʌn'nəʊn/ a. (~ to sb.) without sb. knowing 不为某人所知的

*As recently as three months ago, his name was almost unknown to people in this country.*

**scared** /skeəd/ a. frightened of sth., or nervous about sth. 害怕...的; 对...感到恐惧 (或紧张) 的

*She was scared that she might fall on the ice.*

**terrify** /'terəfaɪ/ vt. to make sb. extremely afraid 使害怕; 使恐惧

*The robbers terrified him into handing over the key to the safe.*

**laundry** /'lɔ:ndri/ n. [U] clothes, sheets, etc. that need to be washed or have just been washed 待洗的衣物; 刚洗过的衣物

*How much laundry can you fit into the washer?*

**lean** /li:n/ vi.

1 to support yourself in a sloping position against a wall or other surface 倚; 靠

*He was leaning on the tree, watching the cars go by.*

2 to move or bend your body in a particular direction 屈身

*The manager leaned over the desk and read the report.*

**vent** /vent/

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

*It's not fair to vent your anger on me.*

n. [C] 通风孔; 排气道

*How often do I have to clean the gas vent?*

**mate** /meɪt/ n. [C] sb. you work with, do an activity with, or share sth. with 同事; 同伴

*I am looking for my soul mate to share my life and dreams with.*

**poke** /pəʊk/ vt.

1 to move or push sth. through a space or opening 插; 伸出; 探出

*Don't let your boy poke his head out of the train window; it's dangerous!*

2 to quickly push your finger or some other pointed object into sth. or sb. 戳; 捅; 刺

*The boy sat down and began to poke little holes in the sand.*

**shell** /ʃel/ n. [C] (坚果、禽蛋、种子及某些动物的) 壳

**surroundings** /sə'raʊndɪŋz/ n. [pl.] the objects, buildings, natural things, etc. that are around a person or thing at a particular time 环境; 周围的事物

*It took me nearly one month to get used to my new surroundings.*

**flaw** /flɔ:z/ n. [C] a mistake or problem in an argument, plan, set of ideas, etc. (论点、计划、思想等中的) 错误, 缺陷

*They finally found a flaw in my argument.*

**logic** /'lɒdʒɪk/ n. [U] a way of thinking about sth. that seems correct and reasonable, or a set of sensible reasons for doing sth. 逻辑; (做某事的) 道理; 合理的想法

*The logic of her argument is easy to be understood.*

**mass** /mæs/ n. [C] (the ~es) the ordinary people 群众; 民众

*The chef wants to cater to the masses with his new cookbook.*

**lengthy** /'leŋθi/ a. long, often lasting for longer than you want or expect 长的; 过长的; 冗长的

*To be a professional, a lengthy period of training is a must.*

**random** /'rændəm/ a. happening or chosen without any definite plan, aim, or pattern 随意的; 任意的; 随机的  
*We looked at a random sample of 200 people in their 20s.*

**bump** /bʌmp/ v. to hit or knock against sth. 猛碰; 撞  
*I bumped my knee against the chair.*

**bachelor** /'bætʃələ/ n. [C] a man who has never been married 未婚男子; 单身汉  
*Bell got shot on the way home from his bachelor party.*

**immerse** /ɪ'mɜːs/ vt.

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

*The advantage is that you get to immerse yourself in the activities and feel a real sense of achievement when you see the results.*

2 to put sb. or sth. deep into a liquid so that they are completely covered 使浸没 (于液体中)

*I immersed my clothes in the water.*

**vigorously** /'vɪg(ə)rəsli/ ad. in a way that is very active, determined or full of energy 充满活力地; 果断地; 精力充沛地

*Though there was only a little time left, he threw himself vigorously into the work in hand.*

## Phrases and expressions

**take care of** to do the necessary things for sb. who needs help or protection 照顾

*We need to take care of ourselves in order to be able to take care of others.*

**among other things** used to say that you are only mentioning one or two people or things out of a much larger group 除了其他东西

*At the meeting they discussed, among other things, recent events in the city.*

**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)

*You can lean on me when you have trouble.*

**pick up** to buy sth. or get it from a shop, etc. 买到  
*He picked up a newspaper on the way home.*

**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

*He tried to cut himself off from all human contact on the island.*

**run into** to meet sb. by chance 偶然遇见

*I ran into a high school classmate the other day.*

**get caught up in sth.** to get involved in sth., esp. sth. bad 被卷入某事, 陷入某事 (尤指坏事)

*I decided to leave the room because I didn't want to get caught up in endless arguments.*

**bump into** to meet sb. unexpectedly 邂逅; 碰见

*I often bump into him in the library, but I don't know his name.*

**open up (to sb.)** to talk about what you feel and think; to become less shy and more willing to communicate 直抒胸臆; 畅所欲言

*I find it hard to open up to other people though it helps to solve my problem.*

**learn (sth.) the hard way** to find out how to behave by learning from your mistakes or from unpleasant experiences, rather than from being told 经历挫折才懂得

*I felt grateful that it was not too late for me to learn it, though I learned it the hard way.*

**hold fast to sth.** (fml.) to refuse to stop believing in sth. 坚信某事

*It seems that the "core brand values" that car makers used to hold fast to have been changed.*

**amount to (sth.)**

1 to be equal to or the same as sth. 等于; 相当于  
*Their ideas practically amount to the same thing.*

2 to add up to sth.; to make sth. as a total 总计; 共计  
*His earnings are said to amount to more than one million dollars per year.*

## Proper names

**The Bachelor** 《单身汉》 (美国电视节目)

## iExplore 2

### New words

**parasite** /'pærəsaɪt/ *n.* [C] 寄生植物; 寄生动物; 寄生虫

**confident** /'kɒnfɪd(ə)nt/ *a.* sure that you can do sth. or deal with a situation successfully 自信的; 有信心的  
*They are quite confident about this game.*

**empower** /ɪm'paʊə/ *vt.* to give sb. more control over their own life or situation 使自主; 使控制局面  
*It's important that girls are empowered and can be in control of what happens to them.*

**tornado** /tɔ:'neɪdəʊ/ *n.* [C] (*pl.* ~es / ~s) 龙卷风

**undiagnosed** /,ʌn'daɪəgnəʊzd/ *a.* (of a medical condition, a problem, etc.) not having been identified 未确诊的; 尚未找出原因的  
*The disease might be underreported as many cases are thought to be undiagnosed.*

**spiral** /'spaɪrəl/ *vi.*

1 if a situation spirals, it gets worse, more violent, etc. in a way that cannot be controlled (形势) 急剧恶化  
*The economic crisis could spiral into a disaster of the whole society.*

2 to move in a continuous curve that gets nearer to or further from its central point as it goes round 螺旋形上升 (或下降)  
*A leaf spiraled to the ground.*

**downward** /'daʊnwəd/ *ad.* (also **downwards**) toward a lower level or position 向下; 往下; 朝下  
*He looked downward and was shocked by what he saw.*

**ultimately** /'ʌltɪmətli/ *ad.* finally, after everything else has been done or considered 最后; 最终  
*Ultimately, they decided to close the mine for a better environment.*

**spring break** *n.* [C] 春假 (学校的春季假期, 通常为一或两周)

**uncertainty** /ʌn'sɜ:tnti/ *n.* [U] when you feel doubt about what will happen 犹豫; 迟疑; 无把握  
*He had an air of uncertainty about his new partner.*

**diagnosis** /,daɪəg'nəʊsɪs/ *n.* [C, U] (*pl.* **diagnoses**) the process or result of diagnosing sb. or sth. 诊断 (结果)  
*Remember, early diagnosis and treatment is often the key to long-term health.*

**blame** /bleɪm/ *vt.* to say or think that sb. or sth. is responsible for sth. bad 责怪; 指责; 把...归咎于  
*Don't blame him. It's not his fault.*

**whisper** /'wɪspə/ *n.* [C] a very quiet way of saying sth. so that other people cannot hear you 低语; 耳语  
*I heard whispers outside my room.*

**understandably** /,ʌndə'stændəbli/ *ad.* in a way that seems normal and reasonable in a particular situation 可理解地; 正常地; 合情理地  
*Mr. Murry was understandably upset when no one returned his call.*

**react** /ri:'ækt/ *vi.* to act in a particular way as a direct result of sth. else 反应; 作出回应  
*The government was quick to react to the problem and won high praise in the international community.*

**mentor** /'mentɔ:/ *n.* [C] an experienced person who advises and helps a less experienced person 导师; 指导者  
*Talking your plans over with a mentor may help you make a right decision.*

**overcome** /,əʊvə'kʌm/ *v.* (**overcame, overcome**) to defeat or succeed in controlling or dealing with sth. 克服; 战胜; 攻克; 解决  
*She eventually managed to overcome her shyness in class.*

**lodge** /lɒdʒ/ *vt.* to give or find sb. a place to stay for a short time 供...寄住; 给...找寄住处  
*This building was used to lodge refugees of the war.*

**intestine** /ɪn'testɪn/ *n.* [C, usu. pl.] 肠

**hesitate** /'hezɪteɪt/ *vi.* to pause before saying or doing sth. because you are nervous or not sure 犹豫; 踌躇; 迟疑  
*He hesitated a moment, and then opened the door.*

**reevaluate** /,ri:'i:vælju:et/ *v.* to think about sth. again, esp. in order to form a new opinion about it 重新考虑; 再评价; 再评估  
*Once a year, reevaluate each of your life's values and ask yourself whether they match your life now.*

**regardless** /rɪ'gɑ:dləs/ *ad.* (~ of) without being affected or influenced by sth. 不管; 不顾  
*This job is open to all, regardless of previous experience.*

**takeaway** /'teɪkəweɪ/ *n.* [C]

1 a main message or piece of information that you learn from sth. you hear or read 从听到的或读到的...中了解到的主要信息  
*At the end of the class, the teacher gives us the takeaway points.*

2 (*AmE takeout*) a meal that you buy at a shop or restaurant to eat at home (商店或餐馆的) 外卖食品



**empathy** /'empəθi/ n. [U] the ability to understand other people's feelings and problems 同情; 同感; 共鸣

*We have a lot of empathy for those who are having hard times.*

**sympathetic** /,sɪmpə'tetɪk/ a. kind to sb. who has a problem and willing to understand how they feel 同情的; 有同情心的; 表示同情的

*Sophie is a sympathetic girl and she chose the major of social work in order to help people in need after graduation.*

**joy** /dʒɔɪ/ n. [U] great happiness and pleasure 欢欣; 愉快; 喜悦

*They were filled with joy when their first child was born.*

**sympathy** /'sɪmpəθi/ n. [pl., U] the feeling of being sorry for sb. who is in a bad situation 同情; 同情心  
*I think it's his own fault, so I don't have much sympathy for him.*

**obstacle** /'ɒbstəkəl/ n. [C] sth. that makes it difficult to achieve sth. 障碍; 阻碍; 妨碍

*They believed that there was no obstacle for the audience to understand the all-English performance.*

**empathetic** /'empə,θetɪk/ a. having the ability to imagine how sb. else feels 表示同情的; 有同感的; 产生共鸣的

*We should try to be patient and empathetic with others.*

**vulnerable** /'vʌln(ə)rəbl/ a. weak and easily hurt physically or emotionally (身体上或感情上) 脆弱的, 易受伤害的

*Old people and children are vulnerable members of our society.*

**resistant** /rɪ'zɪst(ə)nt/ a.

1 opposed to sth. and wanting to prevent it from happening 抵制的; 反抗的; 抗拒的

*Elderly people are not always resistant to change.*

2 not damaged or affected by sth. 有抵抗力的; 抵抗…的

*Those resistant trees survived and ensured the survival of that species of tree.*

**stress** /stres/ n. [C, U] pressure or worry caused by the problems in sb.'s life 精神压力; 心理负担; 紧张  
*The doctor said my illness was caused by stress.*

**anxiety** /æŋ'zaiəti/ n. [U] the state of feeling nervous or worried that sth. bad is going to happen 焦虑; 忧虑  
*People's anxiety about the low employment rate is increasing.*

**assumption** /ə'sʌmpʃn/ n. [C] sth. that you think is true although you have no proof 假定; 假设; 臆断

*There is an assumption that all the people who live in this area are rich.*

**gut** /gʌt/ n. [C, usu. pl.] the place where your natural feelings that make you react in a particular way are thought to be 内心; 直觉; 本能

*My head said that I should go but my gut said I should stay.*

**perception** /pə'sepʃn/ n. [C, U] a particular way of understanding or thinking about sth. 理解; 看法; 认识  
*The public perception of him changed slowly.*

**incredibly** /ɪn'kredəbli/ ad. extremely 极端地; 非常地  
*I'm incredibly lucky to realize my dream.*

**belt** /belt/ n. [C] 腰带; 裤带

*He stood up and fastened his belt.*

**grateful** /'ɡreɪtfl/ 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

*I'm really grateful for your consideration.*

**lecture** /'lektʃə/ n. [C] a talk to a group of people about a particular subject, esp. at a college or university 讲座; 讲课; 演讲

## Phrases and expressions

**take on** to agree to do some work or be responsible for sth. 接受(工作); 承担(责任)

*She took on too much work which did harm to her health.*

**in the wake of** happening after an event or as a result of it 随着…而来; 作为…的结果

*Outbreaks of diseases occurred in the wake of the flood.*

**pick up** (informal) to get an illness 患(病); 染(病)

*She seemed to have picked up a terrible flu from somewhere.*

**little by little** gradually 逐渐地

*Little by little he came to understand why the teacher had said those words.*

**stick with**

1 to stay close to sb. 紧跟; 跟…在一起; 不离开…

*When he lost the election, his team still stuck with him.*

2 to remain in sb.'s memory 留在…的记忆里

*Grandpa's words will stick with me for the rest of my life.*

**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)

*What would you do if you were in my shoes?*

**deep down** felt strongly and often hidden from other people 在内心深处

*We knew deep down that we could do it.*

**other than** apart from a particular person or thing;  
except 除了

*During the break of the lecture, we chatted about anything other than the subject we were dealing with.*

**have sth. under your belt** to have achieved sth. useful or important 获得某物

*Mary is a teacher having several years' experience under her belt.*

## Proper names

**Guatemala** /,gwɑ:tə'mɑ:lə/ 危地马拉 (中美洲国家)