



大学英语 1



信息工程学院
刘芳



Upon completion of this unit, you are expected to:

- have a thorough understanding of the text contextually and linguistically;
- build up an active vocabulary to talk about the pursuit of dreams and know how to use the key words and expressions in context properly;
- know what makes successful dream chasers;
- talk about your own dream jobs and explain how to make your dreams come true;
- write a well-developed paragraph with a clear topic sentence.





The Pursuit of Dreams



PART 1 Activate

Brainstorming



Warm-up



Discussing



Brainstorming





What does dream mean?

There are two layers of meanings to the word “dream” : literal meaning and figurative meaning.



Literal meaning of the word “dream”:

(as a noun) a series of pictures or events in the mind of a sleeping person;

(as a verb) to have a dream

Figurative use of the word “dream”:

(as a noun) an idea, aspiration, or ambition;

(as a verb) to image, to invent





Step 1

TASK ONE

Work with your partner and point out whether the word “dream” is used literally or figuratively.



1. I had a horrible **dream** last night in which I was chased after by a tiger. *literally*
2. I **dreamed of** flying like a bird in the sky. *figuratively*
3. In prose that is remarkable for its clarity and precision, Kafka presents a world that is at once real and at another time **dreamlike**. *literally*
4. I **have a dream that** one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident...” *figuratively*





Extended discussion

8



Read the **poem** aloud and try to translate it into Chinese.

Dreams

Hold fast to dreams
For if dreams die
Life is a broken winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



梦想

请紧握住梦想！
因为一旦梦想覆灭，
生命将如一只折翼的飞鸟，
难再飞翔。

请紧握住梦想！
因为一旦梦想漂离，
生命会是一片荒芜的旷野，
冰雪满疆。





What dreams do you have?

visit the Great Wall
pass CET4&6

lose weight
own a big house

short term

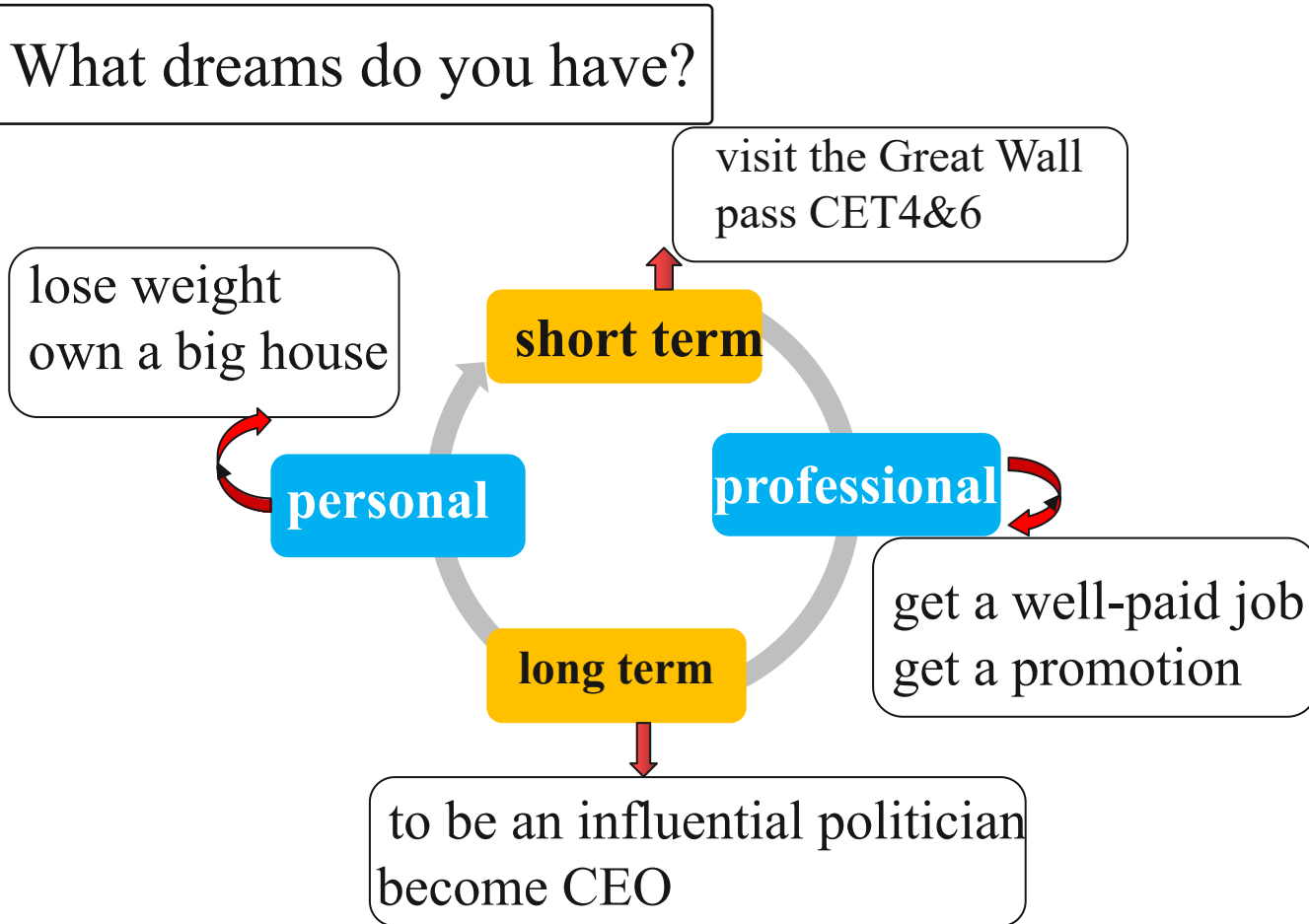
personal

professional

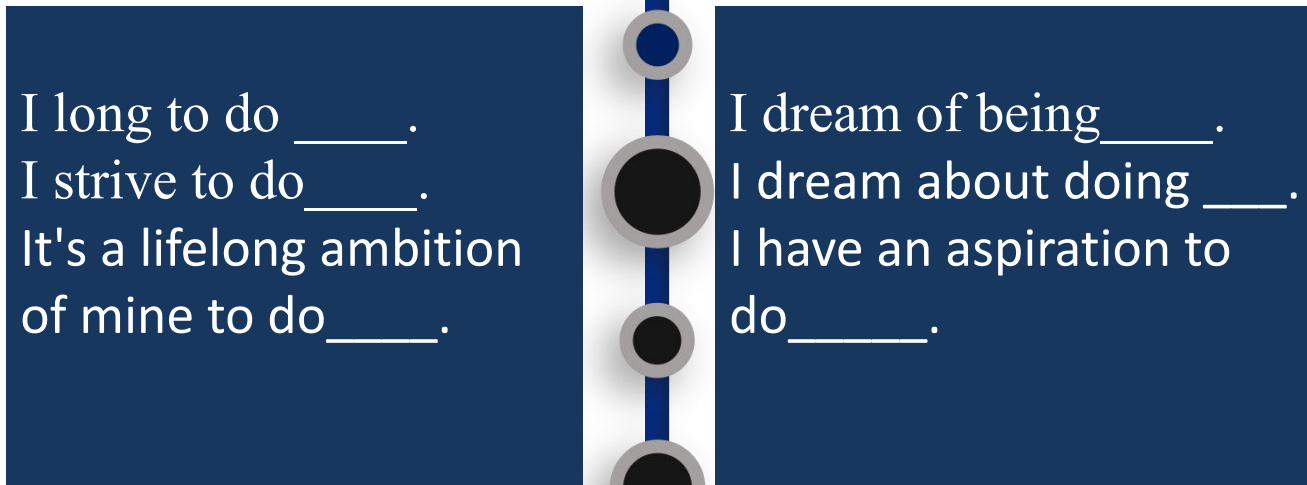
get a well-paid job
get a promotion

long term

to be an influential politician
become CEO

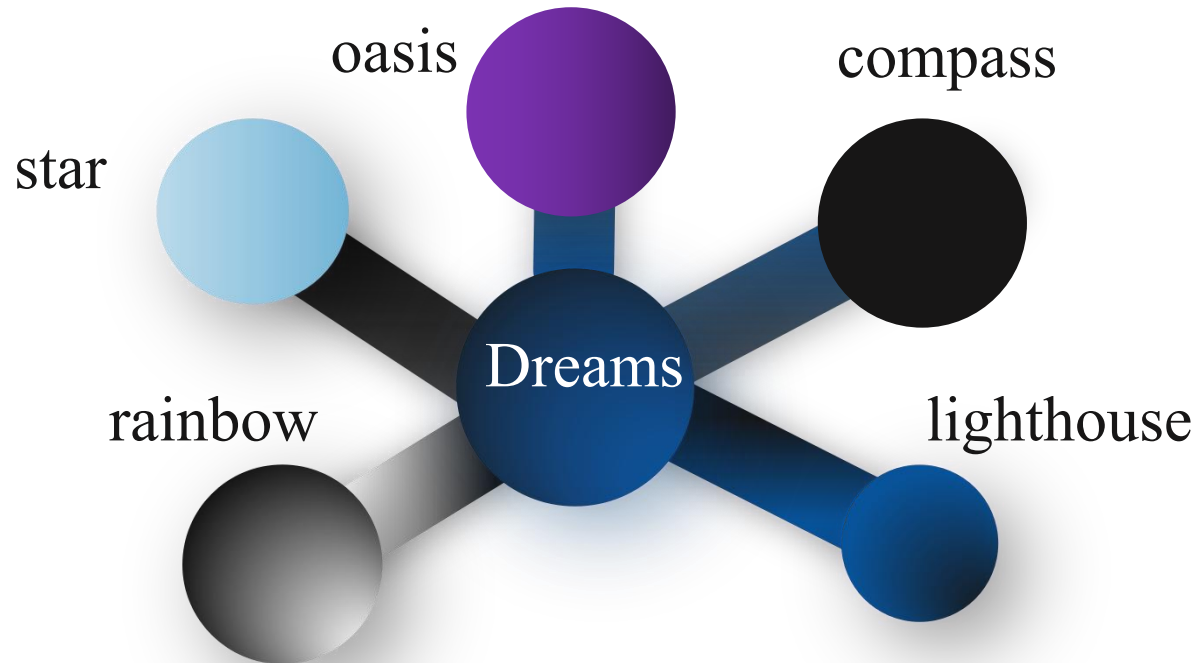


Sentence patterns



e.g. I long to travel around the world.

Metaphor to explain dream



e.g. Dream is the star in the sky, maybe you can never touch, but if you follow them, they will lead you to find the way of life.

Dream It Possible



Dream It Possible

I will run I will climb I will soar
I'm undefeated
Jumping out of my skin pull the chord

Yeah I believe it
The past is everything we were don't make us who we are
So I'll dream until I make it real and all I see is stars

Dream It Possible

It's not until you fall that you fly
When your dreams come alive you're unstoppable
Take a shot chase the sun find the beautiful

We will glow in the dark turning dust to gold
And we'll dream it possible possible
I will chase I will reach I will fly



TEXT

A deaf disc jockey? Sounds impossible? Not if you are Robbie Wilde, who was determined to pursue his dream of driving dancers to their feet despite his hearing loss.

Deaf DJ

By Robbie Wilde as told to Kenneth Miller





Q: How did Robbie become deaf?

1 I was born in England with perfect hearing. In 1990, when I was five, my family moved to the United States. I started getting ear **infections** every three months or so. We didn't have health **insurance** at the time and when I got a third infection, my parents couldn't pay for the treatment. I went deaf in my right ear and was left with 50 percent hearing in my left. Over time, my remaining hearing dropped to 20 percent, where it is today. My doctors **predicted** that I would be completely deaf **by now**, so I think I'm **doing** pretty **well**.

Answer: **He was born with perfect hearing in both ears, but severe ear infections that started when he was five left him deaf in his right ear and 50% deaf in his left. Over time, his remaining hearing dropped to 20 percent.**



2 There was always music on in my house when I was little. I loved listening to Metallica, Led Zeppelin, Bob Marley, Michael Jackson. My dad was a DJ, so he played disco, folk, dance, rock, and music from other countries. For my 18th birthday, my dad asked me to deejay at the restaurant he owned. After doing that for a few weeks, I was hooked. I wanted to learn more.



3 I e-mailed DJ Shiftee, a well-known New York City DJ, when I was 25: “I know you like a **challenge**. **How about** teaching a deaf person to deejay?” He wrote back the next day: “Challenge accepted.” He **tutored** me twice a week for two years, helping me develop correct technique. I practiced four hours a day. Now when I’m performing, muscle memory **takes over**.



Q: How did people in the clubs feel when Robbie told them he was hard of hearing?

4 When I started deejaying at clubs, I wouldn't tell the managers I was deaf. I would just **show up**, introduce myself, and start playing music. At the end of the night, someone would say, "Oh, here's the check." And I'd say, "What? Oh, I can't hear." They were always so surprised. Sometimes I would bring doctor's notes because they wouldn't believe me. It was reassurance that they were giving me jobs because I was good, not out of sympathy. **Eventually** people started calling me "that Deaf DJ," and the name stuck.

Answer: **They were always surprised.**



Q: What does he do to help himself hear the music when he deejays for a show?

5 For a show, I set up one speaker facing my left side, my good ear, and make it louder **all the way** up. The speakers that play the bass are on the floor behind me so I can hear some of the lower **frequencies** and feel the beat in my feet. And I can feel the energy of the song and the crowd goes crazy, you feel that. The song **comes to life**.

Answer: **He places one speaker facing his good left ear, and makes it louder all the way up. The speakers that play the bass are put on the floor behind him, so he can hear some of the lower frequencies and feels the beat in his feet.**



Q: What does he love about deejaying?

6 I use **software** that turns the music into lines of color on a computer **screen**. Red is the bass, blue is snare, green is the vocals or melody. I'm **visually** hearing the music. What I love about deejaying is the **creativity**, what you can do with a machine, two turntables, and a mixer.

Answer: **He loves its creativity, and what he can do with a machine, two turntables, and a mixer.**



7 The next time you go dancing cover your ears, and you'll feel a little bit of how I do it. You'll start using your other senses. You'll start seeing that you're able to hear the music in a different way. Music is not all about hearing.

8 I play all sorts of get-togethers now, from college parties to **corporate** events. I also go to **elementary** schools for the deaf and talk to the students about **motivation** and **believing in** themselves. I'm big on talking to the parents. I tell them, "My advice to you is to let [your kids] **chase** their dreams. I'm a deaf DJ, so **why not?**"

1. Text Organization

Pair work: This text is organized in order of time to tell the writer's own life story about the development of his deafness and skills as a DJ. Find out major events/activities in the writer's life according to time indicators, such as expressions of time and tense. Compare notes with your partner.



The Development of the Writer's Skills as a DJ

| Time | Paragraphs | Major Events/Activities |
|--|------------|-------------------------|
| When he was little | | |
| On his 18th birthday | | |
| After deejaying at his father's restaurant for a few weeks | | |

| Time | Paragraphs | Major Events/Activities |
|--|------------|-------------------------|
| When he was 25 | | |
| When he started deejaying at clubs | | |
| Now when he performs | | |

2. Comprehension Check

Pair work: With the teacher as guide, you and your partner work on the following comprehension check exercises.

2.1 Focusing on (关注) the main ideas

Complete the following paragraph with key information from the text.

Robbie Wilde has been enjoying his life as a(n) _____. He was born with perfect _____, but is now completely _____ in his right ear and can hardly hear in his left. He grew up in a(n) _____ home environment and started deejaying at age _____. With a strong desire to perfect his skills, he asked a well-known DJ for _____. He has been working hard and does not want his skills recognized simply because people have _____ for his disability. In this way, he sets a good example for other young people in chasing their _____.



Do you have a role model?

Have you ever set long-term goals or short-term goals in the university?



- Describe the dream you set that you tried your best to achieve.
- You should say:
- what it was
- when you set it
- what you did to achieve it
- and explain how you felt about it



Idiomatic expression

- beyond one's widest dream
- I will go to great lengths to achieve my dream.
- I reached my dream, but it was blood, sweat and tears all the way.



ASSIGNMENT

- **Group task**
- **Each of the groups (4-6 students in one group) makes a PPT on the topic of “my dream job”.**
- **Give a presentation.**



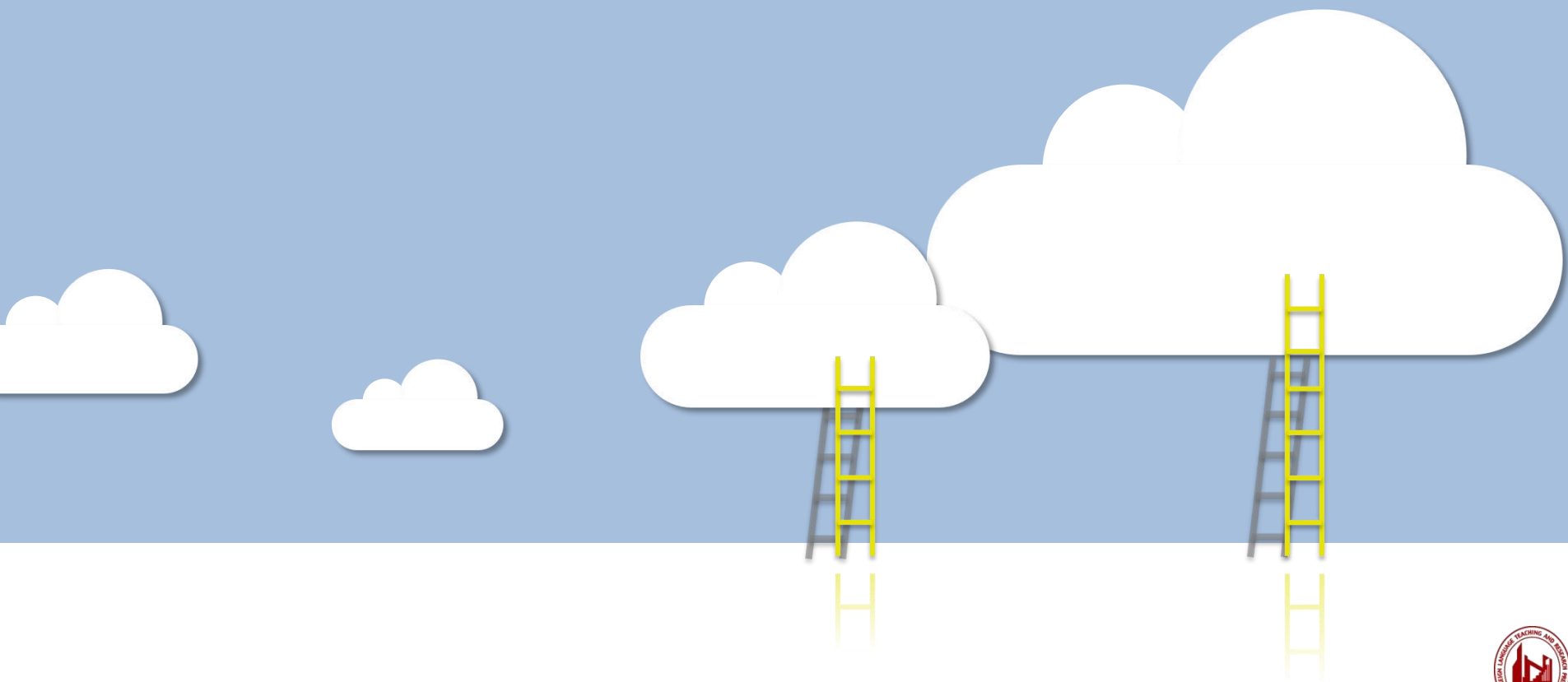
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Unit 2

Freshman Year



Learning Objectives

1. Guide Ss to build up an active vocabulary to talk about freshman year and know how to use the key words and expressions in context properly;
2. Ss will be able to communicate with regard to freshman year experience;
3. Ss will be able to understand what American parents and their children think of the freshman year;
4. Help Ss to reflect on their own experience of the first month at college and how their parents feel when they leave home to attend college;
5. Ss will be able to make a comparison between American college students' parents and Chinese ones.

EU

Freshman year experience is essential in the entire college life.

1. Why the freshman year experience is essential in the entire college life?

EQ

2. What's your own experience of the first month at college and how your parents feel when you attend college?

3. Why is there difference between American college students' parents and Chinese ones?

Introduction

Entering college for the first time is an exciting moment in your life. Think about why you decided to go to college. You may have several reasons. But whatever the reasons, use your time wisely to work hard, enjoy meeting new people and prepare you for a bright future.

In college you'll have more time for yourself. And sure, you'll have to decide how to spend your own time and how to make most of.

Work in pairs and ask each other the following questions.

1. What's your purpose of going to college?

- for the parents
- to get a good job
- to better serve other people in the future
- to get/have more knowledge

2. What does going to college mean to you?

- having more fun
- making decisions on my own
- learning as much as possible
- a bright future
- a lot more than just getting a grade

3. What do you like about college?

- being independent
- a new lifestyle
- a new environment
- meeting different people
- learning more knowledge

4. What are you going to do at college?

- * make more friends
- * play computer games
- * learn as much as possible
- * travel with classmates
- * be in love with someone



1. Pair work: Read the words of a song in the box below. While listening attentively to it twice, put the lines marked A, B, C and D in their proper places in the song. Check with your partner and see if you two agree.

This is a song by an American rock band Family of the Year. It was used in the 2014 Oscar-nominated (提名) film *Boyhood*, which is about coming of age (长大成人). In the film, the song comes on when the boy Mason is driving far to go to college.

- A. I don't *wanna* (=want to) be a part of your parade (队列)
- B. But I'm a kid like everyone else
- C. Just wanna fight with everyone else
- D. And her a night out on the weekend

Let me go

I don't wanna be your hero

I don't wanna be a big man

C. Just wanna fight with everyone else

Your masquerade (假面舞会)

A. I don't wanna be a part of your parade

Everyone deserves (应该获得) a chance to

Walk with everyone else

- A. I don't *wanna* (=want to) be a part of your parade (队列)
- B. But I'm a kid like everyone else
- C. Just wanna fight with everyone else
- D. And her a night out on the weekend

While holding down

A job to keep my girl around

And maybe buy me some new strings (琴弦)

D. And her a night out on the weekend


And we can whisper things

Secrets from my American dreams

Baby needs some protection

B. But I'm a kid like everyone else

2. Group work: After watching the video the third time, discuss the song in groups of four.

 **1** What does “a big man” mean in the song? Why doesn’t the boy want to be a big man?

Here “a big man” refers to a grown-up or an adult. The boy doesn’t want to become a grown-up because he wants to continue his life as a teenager, which means he can do what a kid likes to do.

 **2** What kind of person would he like to be?

He longs to live a life of his own (“Let me go”), making his own decisions, and free from adults.

🗣️ Going to college is a big step for young people. Parents of new students at New York University are helping their children move in. Watch the following six brief interviews with some parents and one student, and listen to what they have to say about their feelings. Fill in the blanks according to what you have heard.



  **Segment 1**

“She’s a _____ kid. I’ve always been _____ of her. You know, it’s a little _____ to let her go off to college.”

  **Segment 2**

“I don’t want to _____ your feelings, but I’m like, I’m ready. I’m ready, I mean, I’m _____ for this. You know, I’ve been waiting for it to happen, so I’m ready to be _____ but I’m going to _____ your food.”

  **Segment 3**

“I am _____ as can be for Louisa. She so deserves to be in New York city at NYU, right here. I couldn’t be _____ for her.”

  **Segment 4**

“_____ moment for us, for all of our family, you know.”

  **Segment 5**

“It’s a big _____ for her, so we’re thrilled that she’s made it. We’re going to _____ her like crazy, but that’s okay. It’s a _____ adventure. So _____, so proud.”

  **Segment 6**

“For me, it is _____. As a parent, you have children, you wonder what’s going to take place. And now the fact that he is here now and is in one of the _____ schools in the nation. His future, I’m not _____ about, (be)cause the potential is so great.”



Reading 2

Universities Encourage New Students to **Go It Alone**

Sun Xiaochen

- 1 What kind of scene did we use to see in Chinese universities when freshmen reported to school?
- 2 What campaign did Tsinghua University launch last year?
- 3 What response did Tsinghua's call receive from students and other universities?
- 4 What is the purpose of encouraging freshmen to enroll by themselves?



Group discussion

Form groups of 4-5 students. Share your freshman year experience with group members. The discussion may center round the following questions:

- 1) Did you enroll by yourself? Why or why not?
- 2) What impressed you most in the orientation (大学迎新学校情况介绍) week at college?
- 3) What problems did you struggle with in the first month at college?
- 4) Your parents might feel empty after they sent you off to college. Is there anything you could do about it?
- 5) What abilities would you like to develop at college?



The most important skills for university students

Problem solving
Teamwork
Communication
Adaptability
Critical thinking
Time management
Computer literacy



Advice to freshman year

Find your interests

Set the goals

Do sports activities

Take part in extracurricular activities

Improve your academic performance

Do some part-time job



Text

Exciting, liberating and terrifying — do you think that sums up the experience of the first year at college? Sherri Beattie certainly does as she calls for parents to stand back and let their children manage their new life on their own.

🔊 All Grown Up and Still in Tow

Sherri Beattie



- 1 My heart went out to him. In fact, I felt so uncomfortable that I looked away. How humiliating to be in a university registrar's office with your father taking charge.
- 2 As I stood in line, waiting for my own question to be answered, I reflected on how times have changed.
- 3 I am as old as, if not older than, most faculty members.
- 4 Nonetheless, I do remember what it was like to be an 18-year-old undergraduate. The first-year experience is exciting, liberating and terrifying, all combined to help us grow into adulthood. That is, if our parents don't come with us.
- 5 The young man at the counter had some sort of registration problem. It is inevitable in the first year. The woman behind the counter clearly felt, as I did, embarrassed for this young man, who was accompanied by his no doubt well-intentioned, but misguided, father.

- 6 Dad did the talking while his son struggled to lift his eyes and look at the woman trying to help them. I thought about those small bits of self-confidence that were so painstakingly built in boyhood, and how they were being crushed at the counter. What I saw was a student who looked perfectly able to ask a few questions and get the information he needed.
- 7 I grew very angry. “Oh, grow up, go home,” I wanted to shout at Dad from my place in the line.
- 8 I was equally shocked as I sat in a seminar for 500 first-year teaching assistants and was told what to do when Mom and/or Dad shows up in your office complaining about the marks or assignments that you have given to their children. It is a very real issue in universities these days.

- 9 Baby-boomer parents seem to struggle with two things: saying no and **letting go**. The teaching assistants massed together in the theatre were advised to send unhappy parents directly to professors. I sat **in disbelief**, but yes, it happens.
- 10 Mom and Dad, your children are no longer children. Rather, they are eagerly trying to be adults. So whatever are you doing in line with them at the registrar's office?
- 11 Twenty years ago, when I first entered university, parents did not follow their children all the way there. My parents dropped me at the front door of St. Hilda's College at the University of Toronto and drove five hours back home.
- 12 I was not ready, prepared or clearly **aware** about what would happen over the course of the next four years, but I **muddled through**. From professors and teaching assistants to registrars and student-**loan** officers, I learned to **find my way** through the perils and pleasures of university life. Naturally, I made mistakes, but then I still do.

- 🔊 T 13 Were my parents not caring or uninterested? Not at all. What they were not was university-educated baby-boomers who believe all events must be designed and controlled and that everything I did was a direct reflection on them.
- 🔊 T 14 My parents came from another generation. They never set foot in a university. They were pleased, and supportive, when I decided to attend but they considered me an adult at 18.
- 🔊 T 15 The **incident** I saw in the registrar's office was not an unusual sight. I wish it were. Rather, about six people behind me in line, I discovered another parent-child grouping. This time a son was **pleading** with his mother to **stay put** while he went to the counter and dealt with the problem himself. They were still **negotiating** when I left.
- 🔊 T 16 Too many baby-boomer parents **are** overly **concerned with** success. They just don't want to let go.



- 🔊 T 17 When I tell my mother that I have won a scholarship and will **undertake** graduate research in Europe this fall she says, “That’s nice, dear.”
- 🔊 T 18 My mother would argue that my success is my own. I would argue that my success is a result of being allowed the freedom to make mistakes and find my own way.
- 🔊 T 19 To parents whose children are attending first-year university, just remember they have all grown up now. It is time for you to do the same.



Negative prefixes in the unit

- **misguide** **misunderstand/misbehave/mistake/mislead**
 misjudge/misfortune
- **inevitable** **inseparable/inaccurate/incorrect**
- **disbelief** **disappear/dislike/discourage**
- **unusual** **unfriendly/unpleasant/untidy/uncomfortable**

Details

Parents of
today's
college students

Student A's father:

Student B's mother:

Students' parents:

Details

Author's
parents

| | Author's Feelings | Author's Conclusions |
|-------------------------------------|-------------------|----------------------|
| Parents of today's college students | | |
| Author's parents | | |

2. Comprehension Check

Pair work: With the teacher as guide, you and your partner work on the following comprehension check exercises.

2.1 Focusing on the main ideas

Complete the following paragraph with key information from the text.

One day, at the registrar's office of a college, I noticed how parents are behaving with their college-age children nowadays. Obviously students are young _____ and can handle registration by _____, but their parents completely _____ the situation. In a seminar for teaching assistants, I was surprised to hear that parents often go to their office to _____ about marks and assignments their children have got. What I have seen and heard has left me feeling _____. Unlike my parents allowing me to make _____ in my life, parents of today's college students seem never to give their children a chance to take _____.



Education

- ❖ 高等教育 **higher education/tertiary education**
- ❖ 综合性大学 **comprehensive university**
- ❖ 研究生院 **graduate school**
- ❖ 文科 **(liberal) arts**
- ❖ 理科 **science**
- ❖ 工科 **engineering**
- ❖ 专业课 **specialized course**
- ❖ 必修课 **compulsory/required course**
- ❖ 选修课 **elective/optional/selective course**
- ❖ 主修 **major**
- ❖ 辅修 **minor**



Education

- ❖ 成绩 **score/mark**
- ❖ 及格/不及格 **pass/fail**
- ❖ 截止日期 **deadline**
- ❖ 论文 **paper**
- ❖ 奖学金 **scholarship**
- ❖ 大一 **freshman**
- ❖ 大二 **sophomore**
- ❖ 大三 **junior**
- ❖ 大四 **senior**
- ❖ 学生会 **student union**
- ❖ 社团/俱乐部 **society/club**



Education

- ❖ 机械工程 **Mechanical Engineering**
- ❖ 建筑学 **Architecture**
- ❖ 数媒 **Digital Media**
- ❖ 计科 **Computer Science**
- ❖ 哲学 **Philosophy**
- ❖ 经济学 **Economics**
- ❖ 统计学 **Statistics**
- ❖ 社会学 **Sociology**
- ❖ 人类学 **Anthropology**
- ❖ 心理学 **Psychology**
- ❖ 文学 **Literature**



ASSIGNMENT

- **Review the words and expressions in this unit.**
- **Complete the tasks on the platform of welearn.**