



**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



**B ai g**





## **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





## Se 1

# TASK ONE



1. I had a horrible **dream** last night in which I was chased after by a tiger.
2. I **dreamed of** flying like a bird in the sky.
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**.
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...”





# Activate

Extended discussion

8



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**Digitig**

lose weight  
own a big house

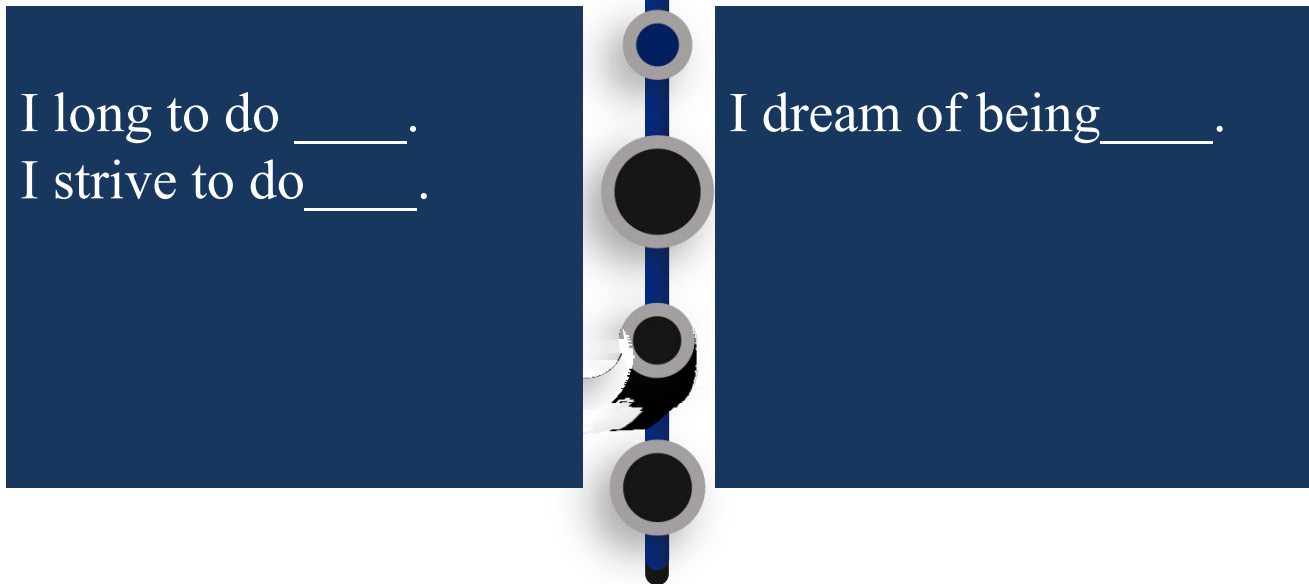
**short term**

**personal**

**professional**

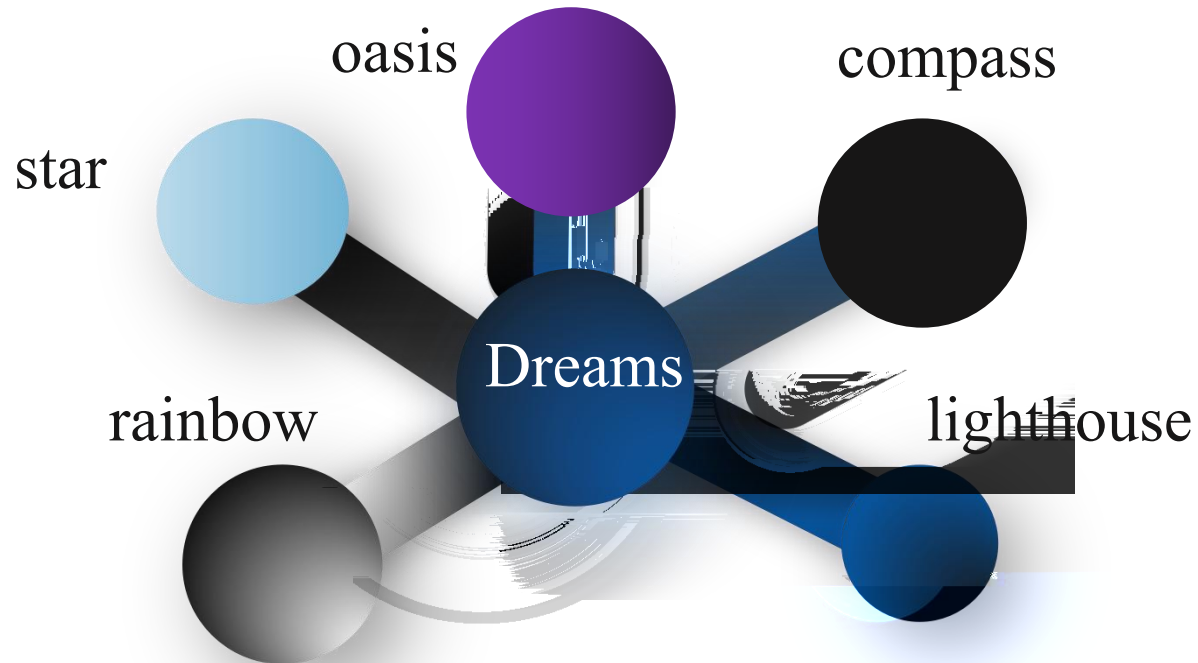
**long term**

## 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

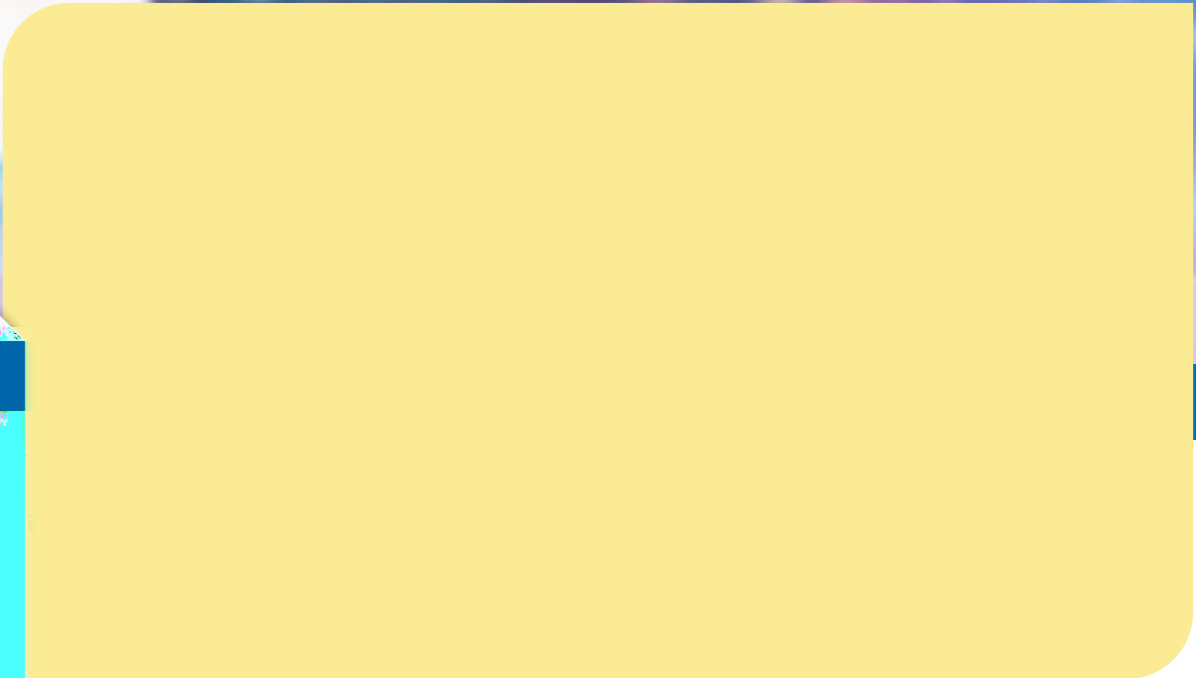
I will run I will climb I will soar  
I'm undefeated  
Jumping out of my skin pull the chord

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





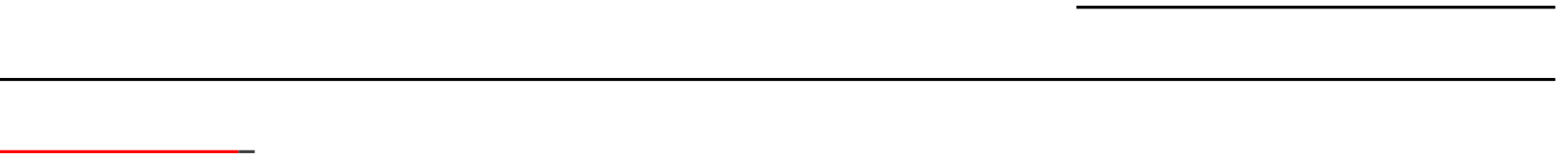


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e ai i g hea i g d ed 20 e ce .







The e e a a i ed.



5 F a h , l e e e a e f a c i g e f i d e ,  
g d e a , a d a e i d e a h e a . The  
e a e h a a h e b a a e h e f b e h i d e  
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h e b e a i f e e . A d l c a f e e h e e e g f h e  
g a d h e c d g e c a , f e e h a . The  
c e i f e .

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e a , a d a e i d e a h e a . The e a e  
h a a h e b a a e h e f b e h i d h i ,  
h e c a h e a e f h e e f e e c i e a d f e e  
h e b e a i h i f e e .



He e i c e a i i , a d h a h e c a d i h  
a a c h i e , a b e , a d a i e .



7 The e i e g da ci g c e ea , a d  
 fee a i e bi f h l d i . Y a i g  
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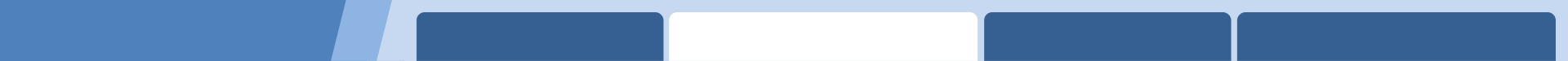
















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# ASSIGNMENT

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**g ) a e a PPT he ic f**

**d ea j b .**

**Gi e a e e a i .**



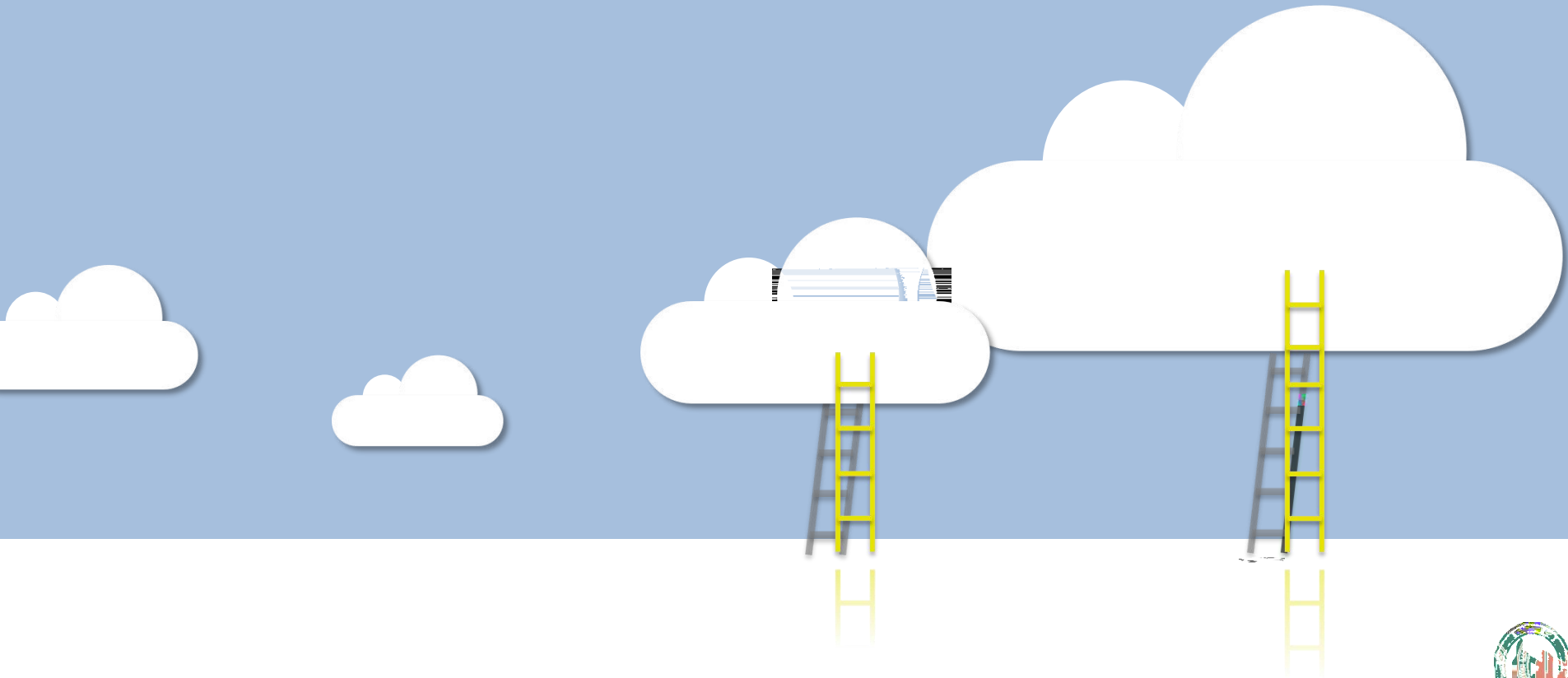
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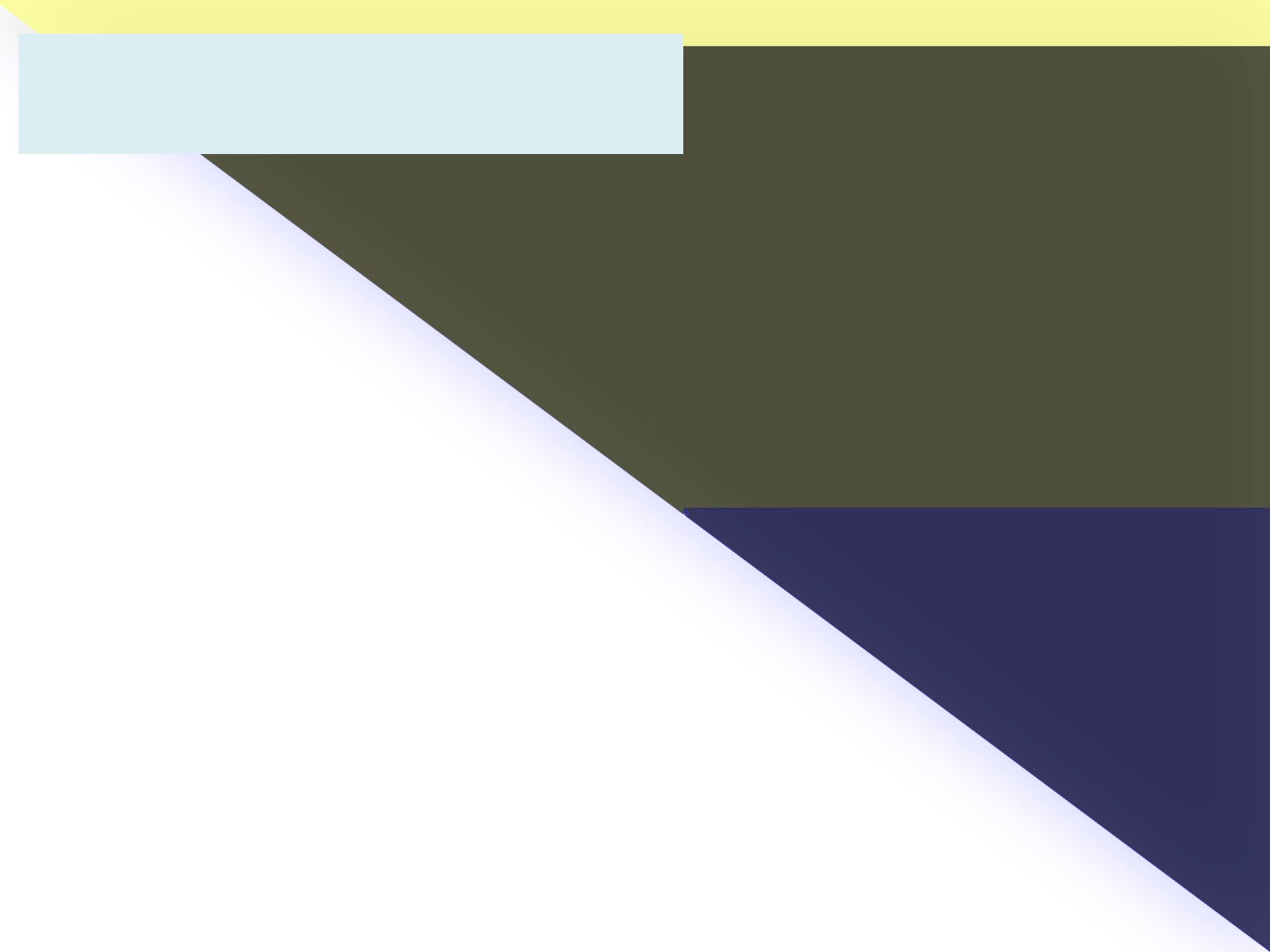


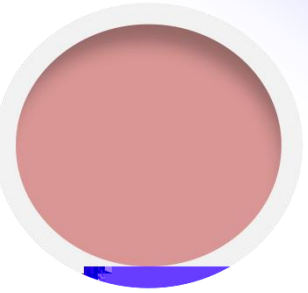


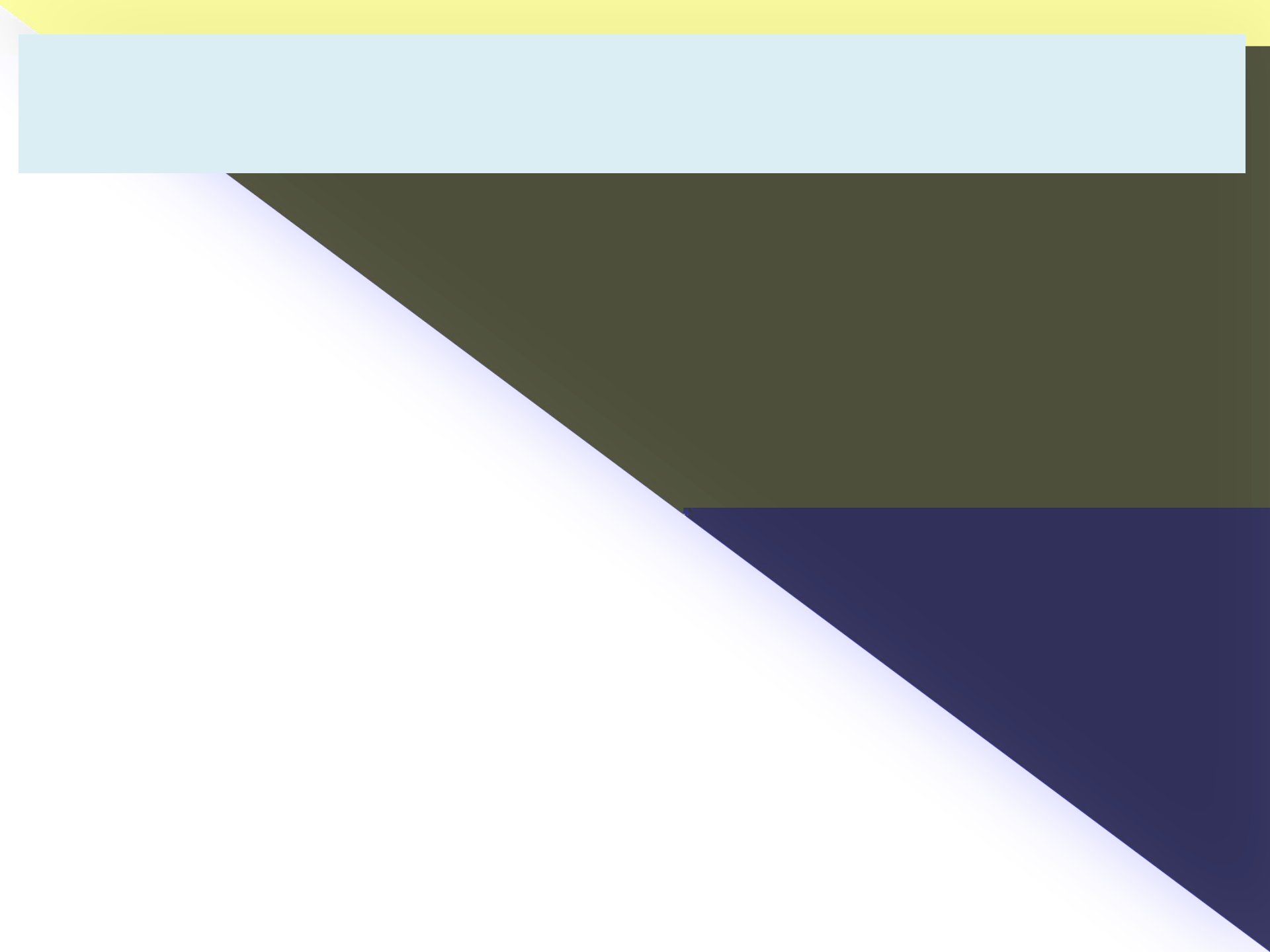
# Unit 2

# Freshman Year





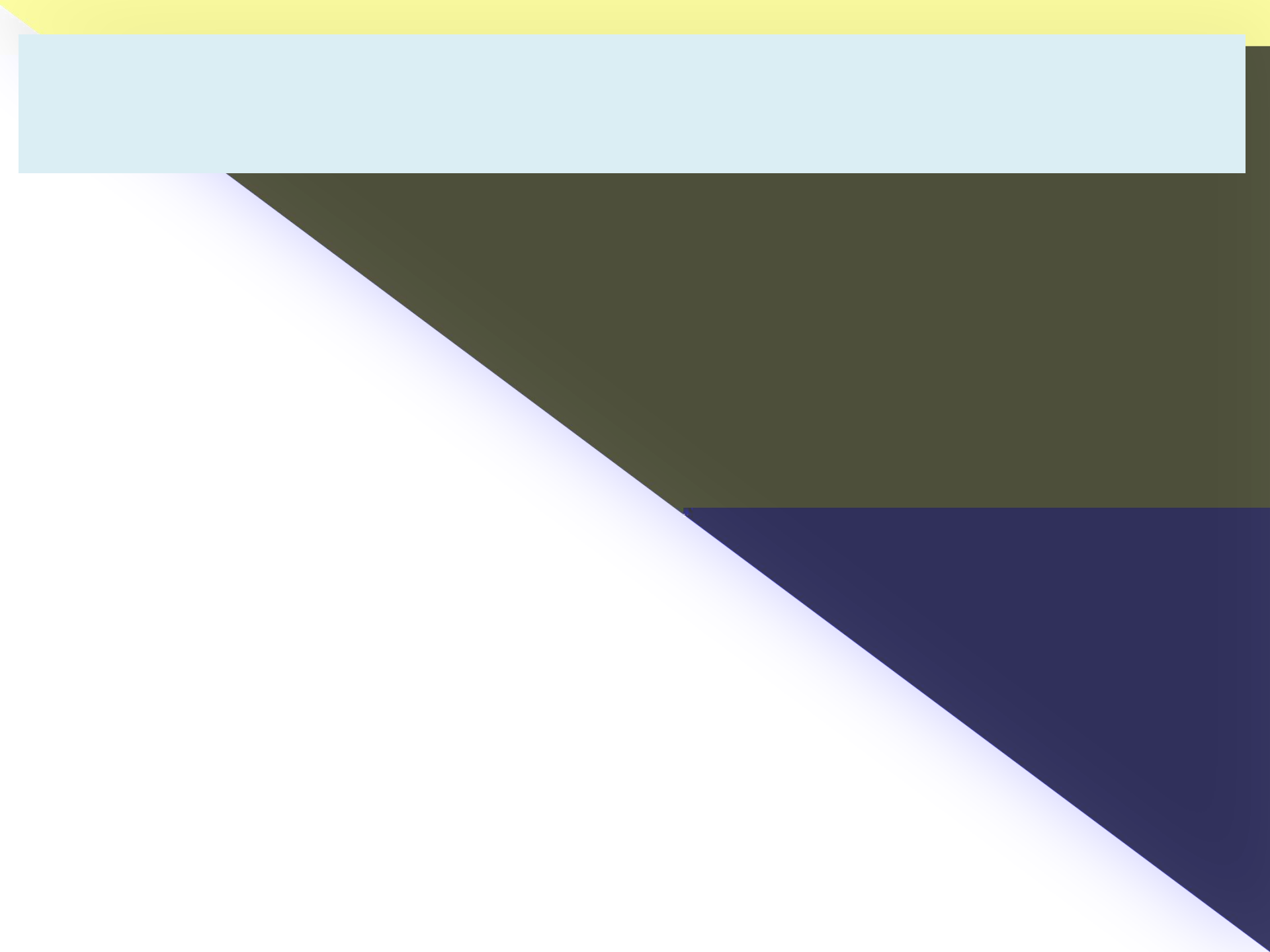
















Read the words of the song in the box below.

While listening to the song, mark the lines marked B, C and D in the 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 ( )

- A. I don't (=want to) be a part of your parade ( )
- 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 ( )

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

Everyone deserves ( ) a chance to

Walk with everyone else

- A. I don't (=want to) be a part of your parade ( )
- 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 ( )

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

After watching the video the third time, discuss the song in groups of four.

 \_ 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.

 \_ 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.







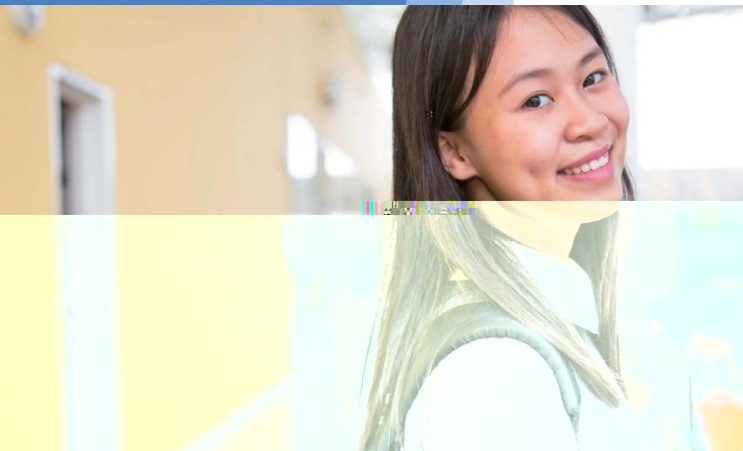
“\_\_\_\_\_ moment for us, for all of our family, you know.”



“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.”



“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.”



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

Sun Xiaochen

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





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 ( ) 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?







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



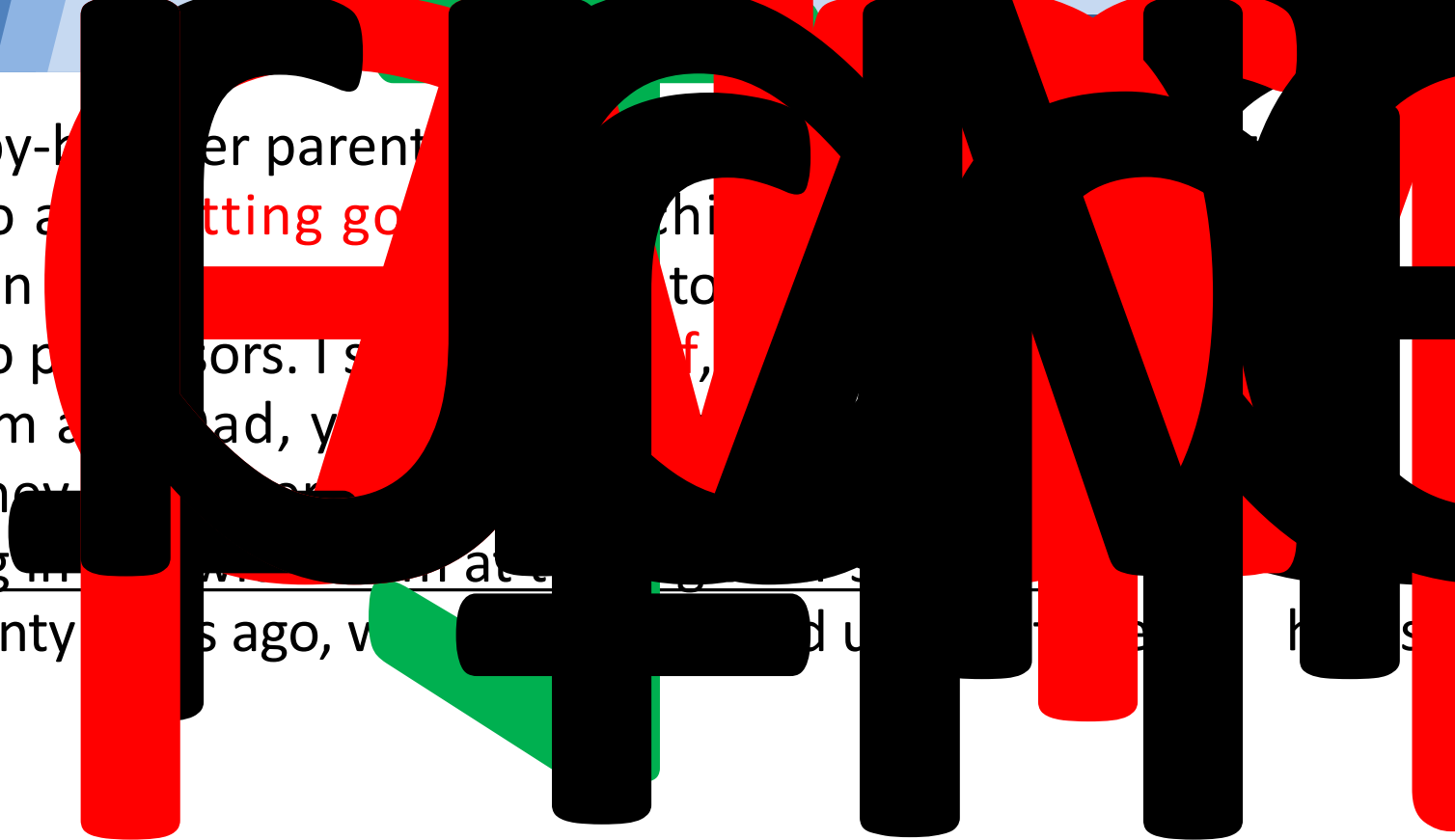
- T 1 My heart **went out to him**. In fact, I felt so uncomfortable that I looked away. How humiliating to be in a university registrar's office with your father **taking charge**.
- T 2 As I **stood in line**, waiting for my own question to be answered, I **reflected on** how times have changed.
- T 3 I am as old as, **if not** older than, most **faculty** members.
- T 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.
- T 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-k...er parent  
saying no a...tting go...hi  
together in...to  
directly to p...ors. I s...f,

10 Mom a...ad, y...  
Rather, they...  
you doing in...at e...s

11 Twenty...s ago, v...d u...s



- 🔊 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.





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.”

18 My mother would argue that my success is my **ex** T



Parents of today's college students	Student A's father:
	Student B's mother:
	Students' parents:



Parents of today's college students		
Author's parents		

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

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 \_\_\_\_\_.









