

# Unit 1 My life, my way

## 一、单元概览

<b>单元目标</b>	能够谈论自己在生活中面临的不同选择 了解大学和职业院校的区别 能够就生活中的不同选择设计“决策树”
<b>Warming up</b>	美国著名诗人罗伯特·弗罗斯特的著名诗篇《未选择的路》第一节
<b>Listening and Speaking</b>	对话1: 华莱士和父母就其人生道路规划存在的分歧 对话2: 克利福德退学了
<b>Reading and Vocabulary</b>	上大学并不是人生唯一的出路, 现在人们对大学和职业院校有很多误解, 正确认识大学和职业院校的区别, 根据自己的兴趣爱好和实际情况合理选择, 个人与社会都会受益良多
<b>Grammar for Use</b>	“动词+名词”的习惯用语
<b>Practical Reading</b>	“决策树”(decision tree)可以更清楚地展示各种不同选择的利弊, 以便作出更明智的选择
<b>Practical Writing</b>	设计一个“决策树”
<b>Project</b>	调查同龄人、父辈、祖父辈三代人的重大生活抉择
<b>Around the World</b>	美国著名诗人罗伯特·弗罗斯特的著名诗篇《未选择的路》第二、三、四节
<b>My Progress Check</b>	听力、词汇和语法、翻译、读写任务

## 二、教学活动与教学资源

### Front page & Warming up

<b>活动内容</b>	讨论自己曾经作出的人生选择; 阅读关于人生道路的名诗
<b>活动目的</b>	回忆与“人生选择”相关的场景
<b>活动形式</b>	阅读、问答、讨论
<b>训练技能</b>	了解诗歌主题及其象征意义

# Unit 1

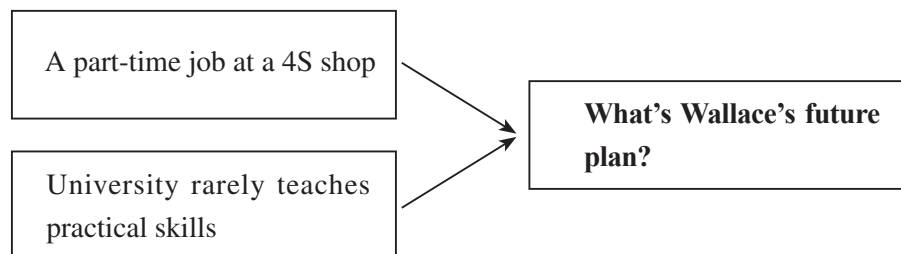
1. When students talk about the biggest choices they've made, let them imagine how their life would be if they chose otherwise?
2. Before reading the poem, ask students a question like "Have you ever tried to make a difficult decision?" to lead in.
3. Read the poem or play MP3 of the poem for students when doing Warming up.
4. "The Road Not Taken" is more than a poem about someone trying to decide which road he's going to take on a stroll through the woods. It's actually a poem about the journey of life. "Road" symbolises the journey of life. The "two roads diverged in a yellow wood" symbolises a person's life. The narrator's choice about which road to take represents the different decisions we sometimes have to make and how those decisions will affect the future.

## Listening and Speaking

### Dialogue 1

Pre-listening activities	
活动内容	预测对话主题
活动目的	增加背景信息，降低听力理解的难度
活动形式	阅读、讨论
训练技能	听前预测技巧，根据片段推测整体

1. This dialogue is about the conflict between a high school student and his parents on what to do in the future. Ask students whether they have similar experiences or not.
2. Help students read the new vocabulary. Explain the meaning of them in the context.
3. Let students read the key sentences and predict what they are going to hear in the dialogue.



While-listening activities	
活动内容	听对话，了解华莱士和他父母之间的分歧
活动目的	了解一个高中生和父母就其人生选择产生分歧的实例
活动形式	听、问答、讨论
训练技能	信息提取、归纳总结

- Let students listen to the dialogue and answer the questions below:
  - Why is Wallace upset?
  - Why don't Wallace's parents let him do the part-time job?
  - What kind of school does Wallace plan to go, university or vocational college?
  - Do his parents agree with his decision?
- Let students listen again and check the answers to the above questions.
- Ask students to compare Wallace's decision and his parents' for his future.
- Ask students: If you were Wallace, what would you do?

Post-listening activities	
活动内容	分析华莱士和他父母之间的分歧
活动目的	在语境中识别语句的言外之意
活动形式	小组讨论
训练技能	归纳、假设、解释说明

- Have students work in pairs. Let them discuss whether it is proper or not for Wallace's parents to make a decision for him.
- When Sally asked Wallace whether his parents agreed that he goes to vocational college, he replied "I don't have the guts to tell them. They'd kill me." Ask students: What does he mean?

## Dialogue 2

Pre-listening activities	
活动内容	预测对话主题
活动目的	增加背景信息，降低听力理解的难度
活动形式	阅读、讨论
训练技能	听前预测技巧，根据片段推测整体

# Unit 1

1. This dialogue is about a university student's dropping out of school. Help students read the new vocabulary. Explain the meaning of them in the context.
2. Let students read the key sentences and predict what they are going to hear in the dialogue.

While-listening activities	
活动内容	听对话，找到关键信息；分析克利福德退学的原因
活动目的	了解大学生退学的实例
活动形式	听、问答、讨论
训练技能	信息提取、归纳总结

1. Let students listen to the dialogue and answer the questions below:
  - 1) What happened to Clifford?
  - 2) What was his major? Did he like it?
  - 3) What would he do after dropping out of university?
  - 4) What does Jim think about Clifford's dropping out?
2. Let students listen again and check the answers to the above questions.
3. Let students choose the reasons why Clifford dropped out of university. (Activity 5)
4. Ask students: Is it easy for Clifford to make such a decision?

Post-listening activities	
活动内容	分析克利福德退学的原因；分析自己所选专业的理由；学习形容某一热门职业的词汇
活动目的	分析自己选择本专业的原因；在语境中识记词汇
活动形式	小组讨论
训练技能	归纳、假设、综合分析

## 参考答案

Activity 2: do some part-time jobs; vocational college; a mechanic

Activity 3: Work hard and go to university

Activity 5: 1, 4, 5

## 听力脚本

## Dialogue 1

Sally: Hi, Wallace. What's wrong?

Wallace: Oh hi, Sally. I'm so upset! I got a part-time job at an FAW-Volkswagen 4S shop, but my parents won't let me take it.

Sally: Why's that?

Wallace: They say I'm not doing very well at school, so I have to improve my grades.

Sally: I think you're quite smart and should just put more time into your studies!

Wallace: You sound just like my parents! But my grades are good enough for vocational college.

Sally: Vocational college? You mean you won't go to university?

Wallace: I like cars and I want to be a car mechanic. What's the use of a university education? University rarely teaches practical skills.

Sally: But everyone wants to go to university. How about your parents? Do they agree?

Wallace: Oh, I don't have the guts to tell them. They'd kill me.

## Dialogue 2

Chris: Hi, Jim. Did you hear about Clifford?

Jim: No. What happened?

Chris: He dropped out of university.

Jim: He dropped out? Why'd he decide to drop out?

Chris: Well, he said he never liked information technology and always felt so depressed and anxious. He couldn't even imagine himself writing code all his life. He didn't want his parents to waste their money on something he won't like doing in the future.

Jim: That's too bad. He was doing pretty well with his studies. What will he do now?

Chris: He loves art. He said he'll pursue an artistic career.

Jim: That's a very difficult decision. Art is not as stable and well-paid as information technology.

Chris: I know. But it's his life.

## 参考译文

## 对话 1

萨莉：嗨，华莱士，你怎么啦？

华莱士：哦，是萨莉呀。我很难过，我在一汽大众4S店找到了一份兼职，可我爸妈不

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同意我去。

萨莉：为什么？

华莱士：他们说我的功课不够好，我必须努力提高学习成绩。

萨莉：我觉得你很聪明，应该在学习上多花点时间！

华莱士：你说的跟我爸妈一样！但是我的成绩足以上职业学院了。

萨莉：职业学院？你是说你不上大学啦？

华莱士：我喜欢汽车，想当汽车技师。上大学有什么用？大学几乎不教实用的技能。

萨莉：可是人人都想上大学呀。你爸妈什么意见？他们同意你上职业学院吗？

华莱士：唉，我可没胆子告诉他们，他们还不得杀了我呀。

### 对话 2

克丽丝：嗨，吉姆，你听说克利福德的事了吗？

吉姆：没有，他怎么啦？

克丽丝：他退学了。

吉姆：他退学了？他为什么决定退学？

克丽丝：他说他根本不喜欢信息技术，总是感到很沮丧和焦虑。他无法想象自己一辈子都在编写代码，也不想让父母把钱浪费在他未来不会喜欢做的事情上。

吉姆：太可惜了，他的学习一直很不错呢。那他现在打算做什么？

克丽丝：他喜欢艺术。他说会追求艺术事业。

吉姆：这可是个艰难的抉择。艺术类的职业可没有信息技术那么稳定，而且收入也不高。

克丽丝：我知道，可这是他自己的人生。

### Reading and Vocabulary

Pre-reading activities	
活动内容	用一个新闻热点故事引入话题
活动目的	思考大学和职业院校的真正区别，引入课文主题
活动形式	讨论
训练技能	思辨能力

Share with students the story “Student who dropped out of Peking University has ‘no regrets’.” Ask them the following questions:

1. Why is this story a hot topic?
2. Why do you go to vocational college?
3. If you were free to choose, would you take vocational college? Why (not)?

While-reading activities	
活动内容	阅读课文，了解关于大学和职业院校的常见误解，反思自己是否对职业院校也存在误解
活动目的	正确认识大学和职校的区别，认识职业院校同样可以为我们的职业发展提供很多机会
活动形式	阅读、讨论
训练技能	信息提取、描述、归纳

1. Help students read the new vocabulary. Explain the meaning of them in the context.
2. Let students read the first paragraph of the passage. Ask them what their views about universities and vocational colleges are and then write them down.

**University**

**Vocational college**

3. Let students read paragraphs 2—6. Have them work in pairs and discuss the real pictures about universities and vocational college. (Activity 2)
4. Let students compare their views with that in the passage. Is there any difference?
5. Let students read the last paragraph of the passage and discuss the pros and cons of these two programmes.
6. Let students read again. Have them work in groups and discuss the questions below:
  - 1) What do you want to be in the future?
  - 2) Is it the right path for you to go to vocational college? If not, what will you do after you graduate from the college?

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Post-reading activities	
活动内容	讨论中国的职业教育现状；学习词汇的不同词类形式
活动目的	正确面对中国的职业教育，认真规划自己的人生道路；识记词汇的各种词类形式
活动形式	小组讨论
训练技能	综合分析

1. Have students work in groups and discuss the vocational education in China.
2. Have students complete activities 2&3.

## 参考答案

Activity 2: Truth 1: People go to vocational college because they choose to.

Truth 2: Students from a vocational college are more likely to get jobs than those from a university.

Truth 3: Universities can be too large and impersonal.

Activity 3: graduation, graduate; employment, employed; vary, various; possibility; information, informed

## 参考译文

虽然大学通常看起来是必然的选择，然而考虑到职业发展道路，职业院校也能提供很多的机会。由于某些常见的误解，职业院校有时会被忽视。让我们来为你澄清这些错误观念吧。

### 误传 1：人们上职业院校只是因为他们考不上大学。

事实：我在大学的许多朋友换专业和学位课程的频率好像比换袜子的频率还高。虽然这或许不能说明多少问题，但需要指出的是许多大学生根本不知道自己想做什么，每年花费上万美金只为搞清楚这一点。

而另一方面，职业院校则目标导向更为明确。职业院校的学生通常更早地认识到他们真正想要做的事情需要专门培训。因此，我想要提醒大家，人们上大学或许是因为他们可以上，而上职业院校则是基于他们自己的选择。

### 误传 2：如果我上大学，我会找到一份更好的工作，挣更多的钱。

事实：一项最新的调查结果表明，职业院校的学生毕业后要比拥有学士学位的大学生更容易找到工作。

要求有本科学历的工作通常支付的薪水更高，但职业院校有可能让你离开学校后更



快地融入社会。而且，职业院校毕业生的就业率更高。

### **误传3：大学的教育质量要好于职业院校。**

事实：我可以讲讲我大一的社会学课，350名学生上这门课，40%以上的学生不及格。大学有可能规模太大，不考虑个人需求。而职业院校通常是小班授课，教师资源也更加多样化，他们都是各自领域里的专家。

如我所说，有时大学是必然的选择。如果你上职业院校，你可能不会成为一名医生或律师。但是，如果你想在做决定之前认真权衡各种选择，试图将所有可能性考虑进去，那么，了解这些事实和不同培养项目各自的优缺点是非常重要的。

## **补充阅读**

### **The Vocational Training: A Post-Secondary Path to Success**

As parents begin planning for their high school student's post-secondary goals, it's essential to remember the concept that a post-secondary education is not always synonymous with a college experience. There are numberless venues where education takes place after high school, many of which veer from the traditional four-year university route.

One such option is vocational training. Many young people find the transition from a structured high school atmosphere to an adult life of a career or college to be challenging. This is particularly true for young men and women with special need and those on the autism spectrum. Vocational training can help ease the difficulties of this change. Post-secondary vocational programmes are designed to instruct high school graduates and potentially fifth-year students in a specific trade or generic skill set that will prepare them for entering into the workforce.

Myriad areas of vocation training are suitable for young adults with special needs. Job shadowing and internship are common and instruction concentrations may include child care, culinary arts, retail store operations, library assistance, information technology, automotive repair, nursing or elder care assistance, hospitality, landscaping and construction. The real-life work situations provided in various vocational settings can provide access to valuable skills for autonomy and self-reliance.

Some vocational or career training programmes provide opportunities to practise applying and interviewing for jobs, direction on meeting the requirements of employment and guidance on maintaining positive work relationships. Others may offer additional development opportunities to strengthen independent living skills such as money management, maintaining a healthy lifestyle, meal preparation, managing medications, and navigating area transit.

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There is much research and evidence that demonstrates vocational training pays off. For many young people part-time and full-time work is their primary responsibility after high school. Both occupationally specific skills and generic technical skills taught and learned in vocation programmes can increase productivity and offer opportunities for skills transfer, as well as improve job access and employment stability.

Productive and satisfying employment empowers all young people to feel they are valuable members of their community. Studies indicate many organisations that employ individuals with special needs find them as responsible and productive as other employees. They are often found to be devoted workers who are dedicated to their profession. A vocational programme may present the ideal opportunity for young people with special needs and individuals on the autism spectrum to potentially find their true call and ultimately their personal path to a successful career.

It is essential to begin the post-secondary planning process for your high school junior or senior early, particularly if your child has special needs. Check with your school for career planning events, identify a realistic transition plan, explore opportunities that suit your child's specific needs and keep an open mind to vocational training opportunities. Many young people can benefit tremendously from the structured learning opportunities available to them through post-secondary vocational training programmes.

### Grammar for Use

<b>活动内容</b>	讨论画线部分短语的意思和用法，并应用规则理解新的例句
<b>活动目的</b>	分析语言现象和语言规则，总结规律，进而形成语法意识
<b>活动形式</b>	阅读、讨论
<b>训练技能</b>	归纳、演绎

1. Let students read the sentences in this part and try to understand the meaning of the underlined parts.
2. Let students work in pairs and figure out the meaning of the underlined parts below:
  - 1) She rested for a while, then had a wash and changed her clothes.
  - 2) His visit had a great effect on them.
  - 3) Science and technology have made major changes to the way we live.
  - 4) Are you really going to make a better job of it this time?
  - 5) I felt it was important for women to join and take a leading role.

(6) We must encourage fathers to take full responsibility for their children.

## Practical Reading

Pre-reading activities	
活动内容	了解什么是决策树
活动目的	认识决策树的作用
活动形式	讨论
训练技能	描述、评价

1. A decision tree is a graph that uses a branching method to illustrate every possible outcome of a decision. It is a way of breaking complicated situations down to a logical, structured and easier-to-understand format.
2. Ask students: In what situation do you think you need a decision tree? Describe the situation to your partner.

While-reading and post-reading activities	
活动内容	阅读课文，分析决策树的基本组成部分
活动目的	了解决策树的基本结构，为写作板块作准备
活动形式	阅读、讨论
训练技能	比较、分析、归纳

1. Let students read the passage and analyse the pros and cons of the two choices.
2. Let students work in groups and discuss the following questions:
  - 1) What's the purpose of a decision tree?
  - 2) Do you think Bob's decision tree can help him make a wise decision? Is there anything missing in his decision tree?

## 参考译文

鲍勃将于六月份从职业院校毕业，现在他面临着一个艰难的决定。他收到了一个工作邀请，同时也被一所大学录取了。那么，他应该选择哪一个呢？为了使事情更加清晰，他画了一张决策树图。



## Unit 1

毕业后

1. 去读大学获得学士学位
  - 1) 更多机会
  - 2) 更高收入
  - 3) 各种开支和学费
  - 4) 未来不确定
2. 在现实世界中就业
  - 1) 经济独立
  - 2) 不用再上学
  - 3) 收入较低
  - 4) 与学历更高的人相比，机会较少

### 补充阅读

#### What Is a Decision Tree?

Many businesses use decision trees to break down potential decisions in a logical, structured format. By using a decision tree, anyone can take a problem or decision and break down the possibilities. You can also use the format to analyse each possible outcome, assess the risk and reward of a decision, and determine the best course of action.

##### Understanding the tree

Before starting a decision tree, there are three parts you must understand. The condition is the problem or issue that you're trying to solve. This is where the tree begins. The possible variables for the problem are called the branches. Branches are usually lines that start from the condition. Finally, the possible solutions to the issue are at the end of each branch. Those are called actions. Knowing that, you can build any decision tree based on your personal preference.

##### How to start

Take a problem that you're trying to solve and mark it down on a piece of paper. Leave yourself plenty of room to build your tree. From the problem, draw branches for each of the possible actions. Now consider each of those actions. If there are more questions to answer, build new branches from those actions—as many as necessary. As you do this, consider each action and determine if even more branches are necessary. More branches create more possibilities.

##### Use notes

To keep track of what your lines mean, you'll need to note them in some way. One way is to create a box at the end of each line with the information. Another way is to jot down the information alongside the branch. For instance, if you're trying to determine if you want beer or wine to go with your dinner, you would write “beer” along one line and “wine” along the other, both of which are coming out of the problem.

##### Growing the tree

There is no limit to the size of the decision tree. It is only limited by the simplicity or the

complexity of the problem that must be solved. You can put as many actions as you like at the end of each branch. You can also build the tree vertically or horizontally, whichever works better for you.

### Evaluation

Once the tree is complete, you should have all of the information in front of you to take an action that will solve the condition. The tree gives you the opportunity to scrutinise all of your options, analyse consequences of each action, assign values to outcomes and predict if a goal is attainable.

## Practical Writing

<b>活动内容</b>	为詹妮设计一个决策树
<b>活动目的</b>	通过设计决策树，分析每种选择的利弊，以便作出更明智的决定
<b>活动形式</b>	阅读、写作、自由发言
<b>训练技能</b>	分析、选择、综合

1. Have students work in pairs and make a decision tree for Jenny. If they were Jenny, what decision would they make?
2. Let students make a group presentation.
  - 1) Let them list all the pros and cons of each choice.
  - 2) Survey the decisions they have made to find how many of them would go to university and how many prefer vocational college.

## Project

<b>活动内容</b>	调查同辈、父辈、祖父辈三代人的重大生活抉择
<b>活动目的</b>	了解不同年龄段的重大人生抉择
<b>活动形式</b>	调查、讨论
<b>训练技能</b>	分析、综合、归纳

An outline for the survey:

- What's the biggest decision you once made?
  1. Did you have any other options? What were they?

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2. Why did you choose this one?
  - What made it your biggest decision?
    1. How did it influence your life?
    2. If you chose otherwise, how different your life would be?
  - Are you happy with that decision or not?

### Around the World

活动内容	阅读著名诗篇《未选择的路》的后三节
活动目的	赏析著名诗篇，理解其蕴含的人生哲理
活动形式	阅读、讨论
训练技能	诗歌理解与分析

1. First, let students review the first part of the poem in Warming up.
2. Then, let them read the rest of the poem and discuss the meaning of each stanza.

- **First stanza**— “I” describe situation

In the first stanza of the poem, the speaker, while walking on an autumn day in a forest where the leaves have changed to yellow, must choose between two paths that head in different directions. He regrets that he cannot follow both roads, but since that is not possible, he pauses for a long while to consider his choice.

- **Second stanza**— “I” decide to take less-travelled road

In the second stanza, he reports that he decided to take the other path, because it seemed to have less traffic than the first. But then he goes on to say that they actually were very similarly worn. The second one that he took seems less travelled, but as he thinks about it, he realises that they were really about the same.

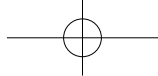
- **Third stanza**— “I” continue to describe the two roads

In the third stanza, he has decided that the paths are roughly equivalent. Later he tries to cheer himself up by reassuring himself that he will return someday and walk the other road.

- **Fourth stanza**— “I” recall the road taken and not taken

In the fourth stanza, however, the speaker resumes his initial tone of sorrow and regret. He realises that he probably will never return to walk the alternate path. The speaker believes that when he looks back years later, he will see that he had actually chosen the “less travelled” road. He also thinks that he will later realise what a large difference this choice has made in his life.

3. Help students translate the poem.



## 参考译文

### 未选择的路

顾子欣 译

黄色的树林里分出两条路，  
可惜我不能同时去涉足，  
我在那路口久久伫立，  
我向着一条路极目望去，  
直到它消失在丛林深处。

但我选择了另外一条路，  
它荒草萋萋，十分幽寂，  
显得更诱人、更美丽，  
虽然在这两条小路上，  
都很少留下旅人的足迹。

虽然那天清晨落叶满地，  
两条路都未经脚印污染。  
呵，留下一条路改日再见！  
但我知道路径绵延无尽头，  
恐怕我难以再返回。

也许多少年后在某个地方，  
我将轻声叹息把往事回顾：  
一片树林里分出两条路，  
而我选择了人迹更少的一条，  
从而决定了我一生的道路。

### 未走之路

李敖 译

曲出两径，殊难兼行，  
游子静立，极目而凝：  
径未深处，隐于野林。

吾踏别途，应是两全，  
林深草菁，欲没其间，  
恰似相同，覆路足印。

无人径深，落叶铺静，  
始择它途，亦难穷尽。  
疑此之后，回首惊惊。

此去经年，诉说太息，  
两径分林，人罕路稀。  
吾迈一支，与昨异矣。

# Unit 1

## My Progress Check

### 参考答案

#### Listening Comprehension

Activity 1: Brad left the university two weeks before graduation.

Brad realised he was not ready for journalism, so he dropped out.

Activity 2: 1. They are more goal-oriented.

2. They have smaller class sizes and a wider variety of instructors.

3. They can give you more hands-on experiences.

4. The path to a good job is shorter.

#### Vocabulary and Structure

Activity 1: 1. has                      2. took                      3. have

4. make                              5. made                      6. take

Activity 2: 1. variety                      2. ignore                      3. are; likely to

4. instruction                      5. cleared up                      6. improvement

#### Translation

1. Vocational colleges sometimes get ignored due to some common misconceptions.

2. Students from vocational colleges tend to realise earlier that what they really want to do requires more specific training.

3. Students from vocational colleges are more likely to be employed after graduation than those graduating from a university.

4. Colleges have a wider variety of instructors who are proven experts in their particular field.

#### Reading and Writing

1. 如果你想在作决定之前认真权衡各种选择, 试图将所有可能性考虑进去, 那么, 了解这些事实和不同培养项目各自的优缺点是非常重要的。

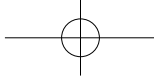
### 听力脚本

Terry: You studied journalism at university. Back then, what were your expectations for your future?

Brad: I wasn't really sure. I was just exploring options for myself—they have one of the best journalism schools in the country.

Terry: Which university?





Brad: University of Missouri. It was the time of graduation and everyone was busy looking for jobs. I just realised I was not ready for that yet. So I didn't graduate. I had two weeks left. I moved out to LA.

Terry: Why didn't you finish those two weeks? I mean, two weeks is like a blink of an eye.

Brad: I just felt I was done. I was done with it. I knew where I wanted to go. I found a direction and it had nothing to do with a journalism degree.

### 参考译文

特 丽：你在大学学的新闻专业，你当时对未来的设想是什么？

布拉德：那时我并不确定。我只是在为自己尝试更多的选择，那所大学的新闻学院是全国顶尖的。

特 丽：哪所大学？

布拉德：密苏里大学。当时是毕业前夕，大家都忙着找工作。我突然意识到我还没准备好。离毕业就剩两周的时候，我去了洛杉矶。

特 丽：你为什么不上完那两周呢？我的意思是两周不就一眨眼的工夫吗。

布拉德：我觉得自己已经厌倦新闻了。我知道自己想去哪里，我找到了自己的目标，而它和新闻专业的学位没有任何关系。