

Unit 1

Opening Doors

WARM-UP

Task 1

Teaching steps

- Ask students to look at the pictures and then read the reasons.
- Ask students to match the pictures to the reasons individually.
- Once students have completed the task, ask them to compare their answers in pairs.
- Check the answers as a class.

Answers

1 F 2 C 3 G 4 D 5 B 6 E/F 7 A

Task 2

- Once you have checked the answers, ask students to choose their own reasons for going to college from Task 1 individually.
- Ask students to compare their own choices in pairs and make a brief discussion in pairs.
- Elicit some reasons from different pairs.
- If you have time, you could hold a vote for the most popular reason by asking students to raise their hands for each reason.

READING FOR LEARNING

Task 1

Teaching steps

- Write *starting college* onto the board.
- Ask students to think about their feelings on the first day when they started at college and what things happened.

- Elicit ideas and write them onto the board briefly.
- Ask students to read through the reading tip of “Identifying the author’s feelings”. Ask students to add any adjectives they used in their discussion to the tip.
- Set the task and ask students to summarise how the author was feeling through reading the first two paragraphs and looking at the underlined words before comparing their answers in pairs.
- Check the answers as a class.

Answers

3 Complicated.

Language Bank

1 a shaky start

忐忑的第一堂课

- 1) shaky: *adj.* not steady or strong in movement, sound, etc 紧张不安的
e.g. Her voice sounded shaky on the phone.
电话里她的声音听起来有些颤抖。
- 2) a shaky start: a bad beginning 不顺利的开端
e.g. After a shaky start, the show is now very popular.
这档节目一开始并不顺利，但现在已经很受欢迎了。

2 I woke up early, much earlier than I had expected.

我很早就醒了，比我预料的早得多。

- 1) wake up: stop sleeping; make sb stop sleeping 醒来
e.g. I didn't wake up until I heard the alarm clock.
直到听到闹钟的铃声我才醒来。
If I fall asleep at the wheel, wake me up.
如果我开车时睡着了，叫醒我。
- 2) much earlier than I had expected
than 在定语从句中作关系代词，其结构为“形容词比较级 + than + 从句”。
than 在从句中可以充当主语、宾语和补语。
e.g. You make more money than is intended to make. (主语)
你挣的钱比预计的要多。

During the winter holidays, I made much more money than Li Ming did. (宾语)
在寒假期间，我挣的钱比李明多得多。

He got to know a famous writer who knew much more knowledge than his own.
(表语)
他认识了一位比自己更有学识的著名作家。

3 I had thought I might sleep late as I did during the long vacation...

本以为还会像在暑假那样睡懒觉……

1) vacation 和 holiday 在英国英语和美国英语中用法上有区别：

- ① 在英国英语中，vacation 主要指大学停课的时期，在美国英语中，凡是较长时间的休假都可用这个词。
- ② 在固定短语 on vacation 中，vacation 前不用冠词；在 get a vacation, spend a vacation, take a vacation 等短语中，vacation 前要用不定冠词 a；而在 long vacation, Christmas vacation 等短语前通常有定冠词 the。英国英语中 the long vacation 相当于 the summer vacation，表示“暑假”的意思。

e.g. I was on vacation last week and didn't receive your fax.

上星期我正在度假，没收到你（们）的传真。

- ③ 在英国英语里，复数 holidays 常用来指一年中“持续时间长的假日”。其他情况一般用单数 holiday。

e.g. Where are you going for your summer holiday(s)?

暑假你打算去哪里？

- ④ 美国英语里最常用 holiday 指公共假日（诸如感恩节），人们在此期间不必上班。

e.g. We get five days' Christmas holiday this year.

今年圣诞节，我们放五天假。

2) sleep late: not get up until late in the morning 睡懒觉

e.g. We usually sleep late on Sundays.

我们星期天通常睡懒觉。

4 I was excited and frightened as I entered the first class.

走进第一节课的教室时，我既兴奋又害怕。

1) frightened: *adj.* feeling afraid 害怕的；受惊的

e.g. Don't be frightened. We're not going to hurt you.

别害怕，我们不会伤害你的。

I was frightened of being left by myself in the house.

我害怕一个人被留在屋里。

The boy was frightened to speak.

那男孩子不敢说话。

She's frightened that her ex-husband will find her.

她害怕前夫会找到她。

- 2) 不要混淆形容词 *frightened* 和 *frightening*，前者形容主观感觉，后者形容客观事物。试比较：

e.g. a frightened child

一个受了惊吓的孩子

a frightening experience

一次令人害怕的经历

5 As I didn't know anyone in my class and the class wasn't about to start, I was playing nervously on my mobile phone.

在班上我不认识其他同学，而且离上课还早得很，我就紧张地玩起了手机。

- 1) *be about to do sth: be going to happen or do something very soon* 即将做某事

e.g. As she was about to speak, I frowned her down.

她刚要开口，我就皱皱眉示意她别出声。

He was about to start.

他即将动身。

- 2) *nervously: adv. worried or frightened about something, and unable to relax* 情绪不安地；紧张地

e.g. She smiled nervously.

她紧张地笑了笑。

- 3) 词语辨析：*as, because, since, for*
这四个单词都可以用来表示原因。

① *as* 和 *since*

如果原因已为听者或读者所知，或者原因不是句子里最重要的部分，就用 *as* 和 *since*。*as* 从句和 *since* 从句常常放在句首，而且 *as* 从句和 *since* 从句都是比较正式的说法。

e.g. As it was getting late, I turned around to start for home.

天色渐渐晚了，我转身准备回家。

Since you are unable to answer, perhaps we should ask someone else.

既然你回答不了，也许我们该问问别人了。

- ② *because* 更强调原因，经常用来引出听者或读者所不知道的新信息。如果原因是句子里最重要的部分，通常将 *because* 从句放在句末。*because* 从句也可以自成句，*as* 从句和 *since* 从句则不能这样用。

e.g. We didn't enjoy the day because the weather was so awful.

那天我们很不尽兴，因为天气实在太糟。

—*Why can't I go?*

—*Because you're not old enough.*

“我为什么不能去？”“因为你年纪太小。”

- ③ for 引出的是新信息，但它暗示所给的原因是后来想到的。for 从句几乎可以放在括号里，且从不放在句首，也不能单独成句。for 的这种用法，在正式的书面语中最为常见。

e.g. He found it increasingly difficult to read, for his eyesight was beginning to fail.

他觉得阅读越来越费劲，因为视力开始衰退了。

6 This happens so much at the start of a new course, but you could still feel everybody's hearts beating faster as their turn approached.

一门新课刚开始时，往往都会先来个自我介绍，但你仍能感觉到将要轮到自已发言时，每个人都会紧张得心跳加速。

- 1) 动词 feel 可以表示身体方面的感觉，而 can feel 这个结构常常用来谈论某个特定时刻的感觉。

e.g. I can feel something biting me!

我感到什么东西在咬我！

- 2) beat: v. when your heart beats, it moves in a regular rhythm as it pumps your blood 跳动；敲打
beat 的过去式是 beat；过去分词是 beaten。

e.g. She's alive—her heart is still beating.

她还活着——心脏还在跳动。

- 3) approach:

- ① v. move towards or nearer to someone or something 接近；靠近
approach 作动词时，后面通常跟直接宾语，不用介词。

e.g. He still had no courage to approach her.

他仍没有勇气靠近她。

As I approached the house, I noticed a light on upstairs.

我走近那幢房子的时候注意到楼上有灯光。

- ② n. a method of doing something or dealing with a problem 方法
approach 作名词时，常与介词 to 连用。

e.g. I like her approach to the problem.

我喜欢她解决这个问题的方法。

a new approach to teaching languages

新的语言教学法

7 Some looked shocked; some were smiling.

有些人露出吃惊的样子，有些人面露微笑。

- 1) shocked: *adj.* very surprised and upset by something bad that happens unexpectedly
震惊的；惊愕的

e.g. I was shocked by his wickedness.

他的恶毒让我震惊。

She was so shocked that she could hardly bring out a word.

她大为震惊，几乎一句话也说不出。

- 2) 词语辨析：surprise, shock, amaze, astonish

surprise, shock, amaze 和 astonish 均为动词，表示“感到吃惊”的意思，但语气上有强弱之别，其中 surprise 为一般用法，语气最弱；shock 语气最强。以上四个动词后均可加后缀 -ing 和 -ed 构成形容词，以 -ing 结尾的形容词主要用于描述某物对某人情感或想法的影响，以 -ed 结尾的形容词表示某方面受到影响的人或事物。

- ① surprise 指“意外”、“出乎所料”，其形容词为 surprising 和 surprised。

e.g. We were surprised to learn that he was French.

得知他是法国人，我们都感到惊讶。

She told me a surprising thing.

她告诉我一件令人吃惊的事。

- ② astonish 指对突然发生的事感到“惊异；惊骇”，相当于 very surprised。其形容词为 astonished 和 astonishing。

e.g. We were all astonished by the news.

听到这个消息，我们都感到十分惊讶。

an astonishing decision

令人惊讶的决定

- ③ amaze 指“大为吃惊”，语气较 astonish 强些。其形容词为 amazed 和 amazing。

e.g. I was amazed at his calmness.

我对他的镇定感到大为吃惊。

He's an amazing player to watch.

看他比赛那才叫精彩呢。

- ④ shock 指“大为震惊”，语气最强。其形容词为 shocked 和 shocking。

e.g. A shocked silence greeted the announcement.

这个通知得到的反应是一片惊愕的沉默。

The anger in his face was shocking.

他脸上的怒色让人吃惊。

Translation

忐忑的第一堂课

今天有点不一样——我就要开始我的大学活了。我非常兴奋。我很早就醒了，比我预料的早得多。本以为还会像在暑假那样睡懒觉，可实际上我提前了将近一个小时到了学校。

走进第一节课的教室时，我既兴奋又害怕。感觉就像我正在进入一个新世界。在班上我不认识其他同学，而且离上课还早得很，我就紧张地玩起了手机。坐在教室里无事可做让我感到非常不自在。

第一节课开始时，老师先介绍了她自己，然后让我们逐个做自我介绍。当一门新课开始时，往往都会先来个自我介绍，但仍能感觉到将要轮到自己发言时，每个人都会紧张得心跳加速。一个女生几乎说不出自己的名字；一个男生刚站起来说话他的手机就响了起来，然后就轮到我了……

不幸的是，我紧张的时候常常不知道什么时候该停止说话。我不很确定我说了什么和讲了多长时间，但当我坐下时很多人都在看着我。有些人露出吃惊的样子，有些人面露微笑。接下来的那个男生站起来说：“我会很简短。我是尼科斯。”他说完就坐下了。大家都看着我笑了。我也朝大家笑了笑，整间教室里的人一下子都放松了下来。

Reading and Understanding

Task 2

Teaching steps

- This task gives students a quick overview of the content without checking detailed understanding.
- Ask students to read the questions and underline the key information they are looking for and then ask them to find the answers in the text.
- Once students have completed the task, ask them to compare their answers in pairs.
- Check the answers as a class.

Answers

- 1 She slept longer during the long vacation.
- 2 She didn't know anyone in the class.
- 3 Everyone introduces themselves to each other.
- 4 She doesn't know when to stop speaking.
- 5 His speech was very short in comparison to Lucy's.

Task 3

Teaching steps

- Ask students to read the activities and Lucy's feeling in the task.
- Ask students to underline the specific words in the text that indicate how Lucy felt.
- Give students time to match the activities to Lucy's feelings individually before asking them to compare their answers in pairs.
- Check the answers as a class.

Answers

- 1 c 2 b 3 d 4 a

Task 4

Teaching steps

- Ask students to look at the first sentence and work in pairs to translate it into Chinese.
- Elicit a translation from the class and write it onto the board. Make any changes necessary.
- Ask students to translate the remaining sentences into Chinese.
- Check the answers as a class.

Possible answers

- 1 我很早就醒了，比我预料的早得多。
- 2 走进第一节课的教室时，我既兴奋又害怕。
- 3 坐在教室里无事可做让我感到非常不自在。
- 4 你仍能感觉到将要轮到自已发言时，每个人都会紧张得心跳加速。
- 5 大家都看着我笑了。我也朝大家笑了笑，整间教室里的人一下子都放松了下来。

Vocabulary Focus

Task 1

Teaching steps

- Ask students to look at the words and phrases in the boxes. Ask students some questions to check if they understand the meaning of the words or phrases.

Which word is similar to holiday?

Which phrase means not very many?

Which word describes someone who is worried?

...

You don't need to ask one for every word but just a few to help start students doing the task.

- Look at the first one as a whole class. Explain that the students need to find a synonym of the word or phrase in italics.
- Set the rest of the task for individual work before checking together.
- Check the answers as a class.

Answers

- 1 vacation 2 nervous 3 approaching 4 relax 5 shocked
 6 unfortunate 7 hardly any



- If you have time, ask students to write some example sentences about their first experiences of college using the words or phrases from the boxes in Task 1.

e.g. I was shocked by the amount of work we have.

There is hardly anyone from my hometown here.

I'm looking forward to my mum's cooking in the holidays.

- Elicit one or two examples when checking the answers to this task.
- Use the examples above and mime them to the class. Ask students to guess what your experience was.
- Ask students to work in small groups to mime their sentences to each other.
- Choose three or four students to mime a sentence to the class.

Task 2

Teaching steps

- This task tests students' ability to manipulate the form of a word. Look at the first one as an example with the whole class.
- Set the rest of the task as individual work and then check the answers together.

Answers

1 nervous 2 expectations 3 relaxed 4 shocking 5 fortunate

Task 3

Teaching steps

- Ask students to find the phrases in the text and read them in context again. Ask students to think about the meaning of the phrases from the context.
- Look at the first phrase as a whole class. Explain that students need to look at the pictures and match the phrases to the pictures. Then ask students to write sentences to describe what they can see in each picture.
- Set the rest of the task for individual work.
- Check the answers as a class.

Answers

A be about to do sth She's about to start a race.	B wake up He has just woken up.	C stop doing sth He has stopped running.
D someone's turn It's your turn.	E stare at He's staring at the picture.	

Extra Activity!

- If you have time, play the game "Pictionary" with the class.
- Put students into small groups of three to five.
- Tell students to get some paper and a pen. Each student should choose a word or phrase from Task 1 and draw a picture to show the word or phrase.
- The other people in the group should try to guess the word or phrase.
- The person who guesses correctly and the person drawing get a point each. The winner is the person with the most points.

Grammar Focus: Past Simple and Past Continuous (一般过去时和过去进行时)

Task 1

Teaching steps

- Write the words *past simple* and *past continuous* onto the board and elicit what students have already known. If possible, try to elicit some of the structures and rules.
- Ask students to pay more attention to the words in italics in each of the sentences in the task.
- Ask students to match the examples to the rules and then check the answers together.

Answers

1 c 2 a 3 b

Task 2

- Write these questions onto the board and ask students to answer them before doing the task:
Why was he late?
What couldn't he do?
Who wanted to meet him?
- Set the task as individual work and then check the answers as a class.

Answers

1 left 2 was sitting 3 got 4 told me off 5 asked
6 spent 7 was ringing 8 came 9 was always ignoring

Task 3

- Ask students to look at the first sentence. Ask them which action was longer (driving). Then remind students that when there are two actions in the past—a shorter one interrupts a longer one and the longer action is written in the past continuous.
- Set the task and check the answers as a class.

Answers

1 rang; was driving 2 was trying; crashed 3 arrived
4 was working 5 met 6 didn't like

Extra Activity!

- With stronger students you could ask them to write questions in the past simple to ask each other.
- You will need to present the question forms on the board first.
- If students find it difficult thinking of questions, you could give them some topics: last night, a restaurant, online, the weekend, this morning, lessons and yesterday, etc.

What did you do last night?

What time did you get up this morning?

What did you last read online?

- Once students have written questions to ask their partner, put them into small groups. Elicit some examples of questions and answers.

Beyond the Text

Task 1

Teaching steps

- Ask students to look at the pictures and write down what is happening in each picture.
- Ask students to choose a picture to describe to their partner. They shouldn't tell their partner which one they are describing. Their partner should try to guess which picture they are describing.
- Elicit what students think is happening in each picture.

Possible answers

- A** A girl is giving a presentation.
- B** A boy is running to the classroom for a lecture.
- C** The boy in purple jacket is playing music loudly; the boy in green T-shirt is trying to do his homework.
- D** The girl is showing her scores.

Task 2

Teaching steps

- Ask different students to translate each of the words in this task.
- Ask the person next to the student who translates the word to put it into a sentence.
- Once you are confident that students know the meaning of the words, ask them to work

together to use some of the words to describe how the people are feeling in each picture.

Possible answers

- A frightened; stressed; terrible; nervous; afraid; worried
- B stressed; worried
- C angry; sad; terrible; happy; excited
- D happy; excited; proud; surprised; lucky

Task 3

Teaching steps

- Write an example sentence onto the board for students:
When giving a presentation to a large class, I/we usually feel nervous.
- Ask students to discuss the pictures and write complete sentences to show people's feelings individually.
- When feeding back, try to elicit one example for each word from Task 2.

READING FOR DOING

Task 1

Teaching steps

- Ask students to look at the pictures in the posters.
- Choose a student to describe each picture and then ask other students to match it to one of the posters.
- Next ask students to discuss which activities they think would most interest them. Elicit some examples and reasons from the class.

More Information

In the UK, students new to university or college are called freshers. In the first week of the year, a Fresher's Fair is organised to promote student clubs, societies and activities. Most universities will have anywhere between 50 and 200 clubs and societies for students to join in. For many people, these form a

large part of their social life.

In the USA, the first year is called the freshman year. Many students join something called a Fraternity or a Sorority. Fraternities and sororities (from the Latin words *frater* and *soror*, meaning “brother” and “sister” respectively) are social organisations for mostly undergraduate students. The term isn’t really used in the UK, but they are similar to clubs and societies. Their groups are gender specific. Fraternity refers to a male membership, whereas sorority refers to a female membership. Membership is typically considered active during the undergraduate years. Most groups also have a house, providing residential and dining facilities for members.

Language Bank

1 After her first day at college, Rebecca went to the Fresher’s Fair.

新学期开始的第二天，丽贝卡就去参加社团纳新会了。

- 1) fresher: *n.* a student who has just started his or her first term at a university or college 大学一年级新生
- 2) Fresher’s Fair: an event when new students can join university societies 社团纳新会
- 3) 大学中不同年级学生的说法:
 sophomore: 大学二年级学生
 junior: 大学三年级学生
 senior: 大学四年级学生

2 Come and learn the moves and take part in competitions across the country.

来吧！一起学街舞，一起参加全国大赛！

- 1) competition: *n.* a situation or an event in which people or organisations compete with each other 竞争；比赛
e.g. *To our satisfaction, he had got the first prize in the diving competition.*
 令我们满意的是，他在跳水比赛中获得了一等奖。
- 2) compete: *v.* 竞争
 常用搭配 *compete with/against sb for sth*
e.g. *Companies must be able to compete in the marketplace.*
 公司一定要在市场中有竞争力。
We can compete with the best teams.
 我们能与最好的队竞争。

3) competitive: *adj.* 竞争的; 有竞争力的

e.g. It's getting very competitive in the car industry.

汽车行业方面的竞争日益加剧。

Nobody can entirely keep away from this competitive world.

没有人能够完全远离这个竞争的社会。

4) competitor: *n.* 竞争者; 对手

e.g. That company is a strong competitor of us.

那个公司是我们强有力的竞争对手。

The firm has better products than its competitors.

这家公司的产品比其对手的好。

3 Members train up to 3 times a week.

俱乐部成员一周训练多达三次。

up to: used for stating the most an amount can be, or what level it can reach 多达

e.g. The Olympic Stadium will hold up to 80,000 spectators.

奥林匹克体育场将可容纳多达 80,000 名观众。

4 Do you want to present the weather?

你想主持天气预报节目吗?

1) present: *v.* appear in a radio or television programme and introduce the different items in it 主持(电视或广播节目)

e.g. She used to present a gardening programme on TV.

她过去常在电视上主持园艺节目。

2) present 作动词时还可表示“表达(观点); 呈现”等含义。

e.g. He presented quite a new view of the affair.

他对那件事提出了相当新的看法。

The ships in the bay present a beautiful sight.

海湾内的船舶呈现出一派美丽的景致。

3) present 可作形容词, 表示“出席的; 在场的; 现在的”等含义。

e.g. He insists on being present.

他坚持要出席。

I am content to stay in my present job.

我对现在的工作心满意足。

4) present 也可作名词, 表达“礼物; 目前”等含义。

e.g. He bought me a valuable diamond ring as a birthday present.

他给我买了一只贵重的钻戒作生日礼物。

There's no certain cure for this illness at present.

现在这种病尚无确实可靠的疗法。

5 Every two weeks—David Attenborough nights

每两周一次——大卫·艾登堡之夜

关于“每隔”的表达方式：

- 1) “every + 基数词（大于或等于 2）+ 复数名词”，表示“每……”。

e.g. every four years

每四年（每隔三年）

- 2) “every other + 基数词（大于或等于 2）+ 复数名词”，表示“每隔……”。

e.g. every other two days = every three days

每隔两天（这种表达较为少见）

- 3) “every + 序数词（大于或等于 2）+ 单数名词”，表示“每隔……”。

e.g. every second day = every other day

每隔一天（每两天）

every third day = every three days

每隔两天（每三天）

every fourth day = every four days

每隔三天（每四天）

Translation

大学俱乐部

新学期开始的第二天，丽贝卡就去参加社团纳新会了。好多俱乐部她都很喜欢。

街舞

来吧！一起学街舞，一起参加全国大赛！不要担心你只是个初学者，街舞不难！第一周可免费体验。

俱乐部成员一周训练多达三次。

我们在街舞世界中战绩不俗，快来加入我们！

时间：

周一：晚上 6 点—8 点（学生会）

周二：下午 3 点—5 点（学校体育馆）

周五：晚上 7 点—9 点（学校舞蹈馆）

学生广播站

学生创办，服务学生，每天全天广播。

你想……

- 成为电台主持人吗？
- 播报新闻或体育报道吗？
- 主持天气预报节目吗？
- 成为时尚、娱乐和电影记者吗？
- 成为校园时事的记者吗？

学生广播站能让你就自己感兴趣的话题畅所欲言，还能为你将来的工作提供宝贵的经验。

环境保护

你担心环境吗？你有时间去帮助当地和国家环境变得更好吗？

周三环境保护志愿者行动

打扫并清洁当地公园，下午 1 点—5 点。

周末志愿者活动

每周周六在学校大门口集合搭乘大巴去地区环保工程。

每两周一次—大卫·艾登堡之夜

饮料、食物和社交之夜，观看伟大的环保主持人的 DVD！

作为一个社团，我们总是期待成员们提出新的活动、战略建议和想法。如果你需要支持，我们会在这里帮助你完成。

Task 2

Teaching steps

- Ask students to read the posters again.
- Ask students to read the statements and underline the key information they are looking for. For example, in the first one they need to check when the activity is happening.

- Ask students to match the statements to the clubs.
- Check the answers as a class.

Answers

1 a 2 b 3 a 4 c 5 b 6 c

Task 3

Teaching steps

- Ask students to read the posters a third time.
- Ask students to complete the conversation individually and check the answers as a class.
- Ask students to read the complete conversation. If you have time, you could ask two students to act out the dialogue.

Answers

1 Conservation Club 2 Student Radio Club 3 Street Dance Club

Task 4

Teaching steps

- Put students into small groups and ask them to brainstorm different possible clubs and societies in the college.
- Ask students to choose one they would like to start at their college for their discussion.
- Give students time to prepare their discussion. Ask students to include the basic elements in their discussion.

GUIDED WRITING

Punctuation (标点符号) and Capital Letters (大写字母)

Task 1

Teaching steps

- Give students a few minutes to read the posts in the task.
- Ask students to underline key words or phrases that help them to answer the questions.

- Ask students to match the questions to the answers of posts on the college BBS.
- Check the answers as a class.
- Ask students if they have ever completed such similar online posts. Elicit the type of things students have written about in online posts.

Answers

1 a 2 c 3 b 4 d

Task 2 and 3

Teaching steps

- Ask students to close their books and then brainstorm any rules they know about punctuation and capital letters in English.
- Ask students to open their books and then compare the rules they thought of with those in the writing profile in Task 2.
- Ask students to find examples of each rule from the writing profile in Task 1.
- Set Task 3 and ask students to correct the mistakes in each sentence and pay attention to the punctuation and capital letters. If students are struggling, tell them how many mistakes there are in each one.
- Check the answers as a class.

Task 3

Answers

- 1 Yes, I've joined it. I want to improve my English.
- 2 When do they meet?
- 3 It's on a Tuesday. The first one was on 7 October in the Palmer Building. The next one is on 14 October. Why don't you come?
- 4 I'm terrible at English.
- 5 That's the point. You can have a look first, then we can go on holiday to America together.

Task 4

Teaching steps

- Ask students to read the writing profile in Task 2 again. Students can then either individually make notes on the questions, or with weaker students this might be better done as a pair-work task.
- Allow students about 20 minutes for the writing task.

- Ask students to compare their answers with the model in the Student's Book. Alternatively, first ask students to swap in pairs. They should then match each part to one of the questions and check each other's punctuation and capital letters.

Model answers

Apart from studies, what else do you do in your college?

I've joined the football team. At the moment I'm in the team B, but I'm hoping to get in the team A soon.

How did you feel on your first day?

It was really exciting. I met so many new people and made lots of friends. There was probably too much information to remember though.

Who inspires you most?

One of my teachers from school, Mr Wakeling. I wasn't very academic, but he gave me confidence and encouraged me to work hard.

AUDIO/VIDEO LAB

Video

Task 1 and 2

Teaching steps

- Ask students to look at the spider diagram. You might need to pre-teach words and phrases in the boxes such as *volume* and *working memory*.
- Tell students to complete the diagram with words or phrases from the boxes.
- Ask them to compare their answers in pairs and discuss any other ideas they can add.
- Check the answers together and elicit any other ideas that the students have. You could also elicit tips and advice from students for improving their listening.

Task 1

Answers

Content—working memory; new words

Voice—speed; volume; tone

Task 2

Possible answers

- Open a bank account
- Listen to library introduction
- Take part in college clubs

Task 3

Teaching steps

- Explain that the students are going to watch the video of two students in their first week at college.
- Tell them to tick the things they hear from Task 2.
- Play the video and check the answers.

Possible answers

The things they tick will depend on the ideas they added in Task 2. The things covered include: Listen to library introduction, register, choose courses, open a bank account and go to Life-in-Halls talk, etc.

Script

David: Hi, Mia!

Mia: Hi! Sorry, I've forgotten your name...

David: It's David. We are in the same department. We met yesterday at the orientation.

Mia: Yes, I remember. Where are you going?

David: The library. There is the library introduction in the Main Building at 11.

Mia: OK. Who's giving the introduction?

David: It's Mr Carpenter. I guess he's from the library.

David: What's your plan for the afternoon?

Mia: Nothing special. I'm just going to register, choose courses and do other official things like opening a bank account.

David: That's a lot of work. Will you go to the Life-in-Halls Talk on Friday?

Mia: But we already live there!

David: I know. It's about the rules. Some people have made a terrible mess and others have played their music until really late.

Mia: OK. When and where is it?

David: 9 am in the hall dining room.

Mia: It's a bit early! I guess I will go though.

Task 4

Teaching steps

- Ask students to look at the gaps and predict in pairs what they are listening for in each gap, e.g. days, times and places, etc.
- Play the video again and ask students to complete the timetable.
- Check the answers as a class.

Answers

1 the Main Building 2 11 3 Friday 4 the hall dining room 5 9 am

Audio

Task 5

Teaching steps

- Ask students to read the listening tip box “Listening for days/dates/time/locations”. Highlight the importance of such prediction tasks when it comes to exams.
- As an extension you could write a selection of commonly confusing words, e.g. 7, 17 and 70 onto the board and ask students to practise the difference between the words.
- Ask students to look at the gaps and write question words against each gap.
- Check the answers as a class.

Answers

1 what 2 where 3 when 4 who

Task 6

Teaching steps

- Play the audio of the first part of the radio show and ask students to complete the gaps in Task 5 as they listen the first part of the radio show.

- Ask students to compare their answers in pairs and then check as a class.

Answers

1 pop star 2 student bar 3 7 pm to midnight 4 first year

Script

DJ: OK, listeners. We have another student event to promote to you. Rebecca, you're from the Street Dance Society, right?

Rebecca: That's right.

DJ: OK, you have 30 seconds to sell your event.

Rebecca: For the last five years, we have been one of the best dance societies on campus. This year, we are even better. We might even enter "Britain's Got Talent"! We planned to hold a welcome party for freshers. Please come dressed as your favourite pop star. We'll put on a performance in the student bar. The party starts at 7 pm and goes on until midnight. All first year students are welcome to celebrate your first week at college. Come and see one of the coolest acts on campus and dress to impress!

DJ: Thank you, Rebecca. Remember, listeners, if you want to advertise an event, send us a message and we'll find a space for you.

Task 7

Teaching steps

- Ask students to look at the poster in Task 5 and ask them the following questions:
What club is this?
Who might go?
Where do you think they will meet?
- Ask students to predict the gaps with question words again.
- Play the audio of the second part of the radio show and ask students to complete the gaps.
- Check the answers together.

Answers

1 2,000 2 room 3 student kitchen 4 online 5 10 6 prize

Script

DJ: So our final student event to promote. Nick, you're from the students' Gaming Society, is that right?

Nick: I am. We have a network of over 2,000 computer game players across the college, but we want more. We need more competition!

DJ: So you have an event planned to get more gamers?

Nick: We sure do!

DJ: Right, you have 30 seconds to sell your event.

Nick: We are the biggest club on campus with over 2,000 members. This year we want to get over 2,500 people gaming with us. So how good are you at gaming? Can you beat our campus champions? Sign up online to play. You can play from your room or your student kitchen. There will be 10 top online games to play and a prize for each game. Have you got the energy and skill to win?

DJ: Thank you, Nick. Right, that's the last of our student advertisements. Enjoy your first week and start joining some clubs.

Task 8

Teaching steps

- Ask students to work in pairs to plan a student party or event.
- Give students a few minutes to think of their party or event and plan the details using the prompts in Step 1. Explain that they have 30 seconds to advertise it on the student radio.
- Ask pairs of students to take turns in reading out their radio advertisement with emotions. And encourage them to make notes of the event.
- Vote on the best event at last.

WRAP-UP

Task 1

Answers

- 1 rang; was sleeping 2 told; came 3 was visiting
 4 was sitting; came 5 was watching; reminded

Task 2

Answers

U	M	X	T	E	H	E	P	O	C	I
N	F	C	I	A	C	B	S	M	O	M
E	E	I	R	H	C	T	R	F	U	J
R	A	D	M	J	L	S	X	O	R	P
V	L	E	C	T	U	R	E	R	S	E
O	A	T	T	L	N	P	H	N	E	Q
U	R	E	X	P	E	C	T	A	S	I
S	X	P	O	K	X	T	C	B	G	E

Task 3

Answers

- 1 Paul Smith is from Edinburgh, but he lives in Manchester.
 2 I started studying French, but I changed to Spanish.
 3 My new Business course starts in March.

Task 4

Open-ended.