

Unit

1

How's your college life?



I

Lead-in

Discuss the questions, and share your answers with the class.

1. Where are you from?
2. Why did you choose this university?
3. What's your major? Why did you choose it?
4. How do you pay for school?
5. What do you think is the most difficult when learning English?

II Listening skills

Listening for names

Listen to the dialogs and fill in the blanks with what you hear.

- 1 The boy is called _____ by his first name.
- 2 Nancy's last name is _____.
- 3 Nancy should see _____ if she needs a loan.
- 4 Laura's full name is _____.
- 5 _____ will get his parking pass in a minute.



Word tips

Brown /braʊn/ 布朗 [人名]

Lang /læŋ/ 兰 [人名]

Nancy /'nænsi/ 南茜 [人名]

loan /ləʊn/ 借款, 贷款 (something which is lent, especially money)

Scotland /'skɒtlənd/ 苏格兰 (one of the four parts of the United Kingdom forming the northernmost part of it)

Language and culture tips

registration office The registration office is very important in a university. Students can sign up for classes, or make changes to their programs in a registration office. Many universities now provide online registration.

parking pass a card or permit with which someone can park in a parking lot

III Listening in

Task 1 Enrolling

Listen to the passage and choose the best answer to complete each statement.

- Betty Russell is a(n) _____.
A) professor who teaches international students
B) officer from the International Students' Office
C) library director
D) program director
- It is important for new students to _____ first.
A) get the ID card
B) pick up the library card
C) have a medical check-up
D) enroll
- When they use the school sports facilities, the students must _____.
A) pay the fee
B) show their ID card
C) prove they are students
D) like sports
- At the health center, the medical service is free for _____.
A) all international students
B) both students and staff
C) all enrolled students
D) all students who need medical assistance
- The talk was most probably given _____.
A) at the beginning of the semester
B) at the beginning of the year
C) at the end of the vacation
D) in the first week of classes

Now listen again and check your answers.

Word tips

enroll /ɪn'roul/ (使) 注册, 登记 (register or place one's name on a roll)

Betty Russell /,beti 'rʌsel/ 贝蒂·罗素 [人名]

ID /,aɪ'di/ 身份证明 (identification; identity)

facilities /fə'sɪlɪtɪs/ 设施, 设备 (things that can be used for a particular purpose)

Language and culture tip

enrolling In the U.S.A., high school graduates who want to enroll in a university must first submit to that university a score report of the ACT (American College Test) or the SAT (Scholastic Aptitude Test), a high school diploma, and a record of their previous education. They are also usually required to fill out an application form for the university, including a long essay section. In China, however, high school graduates take the National College Entrance Exams in order to be enrolled in a university.

Task 2

Living on campus

Listen to the dialog and check (✓) the speaker of each statement in the table.

	John	Lisa
1. It's easy to make friends on campus.		
2. The atmosphere on campus is different from the outside.		
3. It's easy to go to the shopping center when living in town.		
4. Commuting to classes would take so much time.		
5. The cafeteria food is the same thing every day.		
6. The cafeteria food is OK.		

Now listen again and check your answers.



Word tips

Lisa /'lizə/ 莉莎 [人名]

John /dʒɒn/ 约翰 [人名]

dorm /dɔːrm/ <口> (大学的) 学生宿舍 (楼)
(a room or building in a college or university where students live)

commute /kə'mjuːt/ 通勤 (travel regularly a long distance between your home and your place of work)

cafeteria /,kæfə'tɪrɪə/ 自助餐厅 (a restaurant, where customers are served at a counter and carry their meals on trays to tables)

eat out 下馆子 (eat in a restaurant)

Task 3

Which comes first, day or night?

Listen to the story and answer the questions.

1. Why did the student appear for the personal interview?

2. What did the interviewer decide to do about the smart student?

3. What options did the student have on the interviewer's questions?

4. How did the student react first when he heard the real difficult question?

Word tips

interviewer /'ɪntə,vjuə/ 面试官 (the person who asks the questions in an interview)

corner /'kɔ:nə/ 使 (某人) 陷入困境 (put someone into a position in which they cannot choose to do what they want to do)

jolt /dʒəʊlt/ 令 (某人) 震惊 (give someone a shock)

secure /sɪ'kjʊə/ (经过努力后) 得到 (get something after a lot of effort)

5. Why didn't the student answer the interviewer's second question?

Now listen again and check your answers.

Task 4

An announcement

Listen to the announcement and fill in the blanks with what you hear.

Word tip

checkout /'tʃek,aʊt/ (图书等的) 出借 (registering books, etc. as having been borrowed)

May I have your (1) _____, please? The library will be (2) _____ in (3) _____ minutes. Please make all final (4) _____ and prepare to (5) _____.

Thank you.

Now listen again and check your answers.

IV Speaking out

Greeting and introducing

Model 1 It's nice to meet you.

1. Watch the video clip. Pay careful attention to the underlined expressions.

David: Hi! My name is David, but you can call me Dave.

Laura: It's nice to meet you, Dave. My name is Laura.

David: Nice to meet you, too, Laura.

Laura: I'm a freshman here. What about you?

David: Me, too. I'll have my first class this afternoon.

Laura: What class is that?

David: English course with Dr. Smith.

Laura: Oh, really? We're going to be in the same class!

David: Oh, that's great!



Laura meets David on campus.

Language and culture tip

You can call me Dave. Dave is a nickname for David. A nickname is usually a short form of the actual name, for example, Ed for Edward, Tom for Thomas. Sometimes it is based on a personal characteristic, like Red for a person with red hair. People use a first name or a nickname without a title to address someone informally.

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner.
3. Complete the dialog with the words or expressions given below, and then role-play it with your partner.

I got here

nice to meet you

my name is

I'm from

OK

we're going to be

but you can call me

are you an international student

Michael: Hi! (1) _____ Michael. Nice to meet you.

Robert: (2) _____, Michael. I'm Robert. (3) _____
_____ Bob.

Michael: (4) _____, Bob. (5) _____ here?

Robert: Yes, (6) _____ last week. I'm from Canada.

Michael: So, (7) _____ in the same dorm.

Model 2 How are you doing?

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.



Nancy meets David and recommends a professor to him.

Nancy: Hi, Dave.

David: (1)_____, Nancy. (2)_____?

Nancy: (3)_____. (4)_____?

David: Good, thanks. You know, I'm planning to take Listening and Speaking this semester. (5)_____ a professor?

Nancy: Sure. (6)_____ Dr. Smith. One of my friends attended his classes last year, and she said that he is one of the best professors for that course.

David: Good! Thanks!

Language and culture tip

How are you doing? Usually in greetings, when someone asks "How are you (doing)?", it just means "Hello." If you know the speaker very well, you may tell how you feel by saying "Bad" or "Not so great." But most of the time we say "Fine" or "Not bad."

(1) <input type="checkbox"/> Hi <input type="checkbox"/> Hello	(2) <input type="checkbox"/> How are you doing <input type="checkbox"/> How are things with you	(3) <input type="checkbox"/> Fine, thanks <input type="checkbox"/> Very well, thank you
(4) <input type="checkbox"/> How about you <input type="checkbox"/> How are you	(5) <input type="checkbox"/> I wonder if you could recommend <input type="checkbox"/> Can you recommend	(6) <input type="checkbox"/> I would recommend <input type="checkbox"/> If I were you, I'd choose

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.
3. Complete the dialog with the words or expressions given below, and then role-play it with your partner.

hi / hello how about you how are you doing good I'm just fine can you recommend

Joe: (1)_____, Jack.
Jack: (2)_____, Joe. (3)_____?
Joe: (4)_____, thanks. (5)_____?
Jack: (6)_____. Well, you see, I'm planning to take Chemistry this semester.
 (7)_____ a professor?
Joe: Dr. Smith, of course. They say he's a prominent professor in Chemistry.

Model 3

I'd like you to meet my friend.

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.

David: Hi, Mr. Smith.
Smith: Hi, Dave.
David: Tony, (1)_____ Professor Smith. Mr. Smith, this is my friend, Tony.
Anthony: (2)_____, Mr. Smith.
Smith: (3)_____, Tony.
Anthony: Dave told me how much he enjoys your class.
Smith: Did you, Dave? (*to Anthony*) Well, Dave helps to make it a good class.
Anthony: Oh, that's interesting. (*looking at his watch*) (4)_____, we're going to catch a movie, and it's about that time. (5)_____, Professor Smith.
Smith: (6)_____. Have fun!



David introduces Anthony to Professor Smith.

Word tip

Tony /'tooni/ 托尼[人名]

- | | | |
|---|---|--|
| (1) <input type="checkbox"/> I'd like you to meet
<input type="checkbox"/> come and meet | (2) <input type="checkbox"/> It's a pleasure to meet you
<input type="checkbox"/> I've heard a lot about you | (3) <input type="checkbox"/> Hello
<input type="checkbox"/> Nice to meet you |
| (4) <input type="checkbox"/> Excuse us
<input type="checkbox"/> We must be off now | (5) <input type="checkbox"/> It was nice to have met you
<input type="checkbox"/> Very nice meeting you | (6) <input type="checkbox"/> I should say so
<input type="checkbox"/> Same here |

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.
3. Complete the dialog with the expressions given below, and then role-play it with your partner.

I'd like you to meet

oh, thank you

this is

excuse me

glad to meet you

very nice meeting you

same here

Jason: Hi, Jane, (1)_____ my friend, Mike. Mike, (2)_____ Jane.
Michael: (3)_____.
Jane: Glad to meet you, too.
Michael: Jason often tells me how much he enjoys you playing the piano.
Jane: (4)_____. I enjoy watching him playing tennis too.
Michael: (5)_____, I have an appointment, so I'm afraid I must go now.
 (6)_____.
Jane: (7)_____. Bye!

Now your turn

1. Create a dialog with your partner according to the given situation, using the expressions for greeting and introducing in the table. The first two lines have been done for you.

Situation

Jim and Jerry greet each other on the campus road. Jerry is going to pick up his mother, who is coming to visit the campus. Jim recommends the Guest House for Jerry's mother. Jim's father put up there last month and thought it convenient and inexpensive.



Jerry: Hi! Jim. How're you doing?

Jim: Good, thanks. How're you?

Jerry: ...

Greetings	Responses
Good morning / afternoon / evening.	Good morning / afternoon / evening.
Hi! How are you (doing)?	Not too bad. / Fine. / OK.
How are things?	Everything is all right. / Oh, fine. You know how it is.
Hello. How have you been?	Fine, thanks.
Hi, what's up / new?	Very well, thank you. / Nothing special.
Nice / Good / Happy / Glad / Pleased to see / meet you.	Same here. / It's nice to see you too.

Introductions	Responses
My name is...	Very pleased / happy to meet you.
Let me introduce myself.	I'm pleased to meet you.
This is...	It's a pleasure to meet you.
I'd like you to meet...	A pleasure to meet you.
I'd like to introduce...	Nice to meet you.

2. Work in small groups and discuss the questions.

- 1) What body language do English-speaking people use to greet each other?
- 2) When is it appropriate to give someone a hug or kiss on the cheek when greeting people?
- 3) Can you name some formal situations and informal situations?
- 4) When do you use titles such as Mr., Mrs., Ms., and Dr.?



V Let's talk

School is really hectic.

1. Watch the video clip and complete the table with what you hear.



Word tips

Michael /'maɪkl/ 迈克尔 [人名]

hectic /'hektɪk/ 忙碌的 (very busy or full of excitement)

agency /'eɪdʒənsi/ 代理处 (a business that makes money by acting for another person, company, etc.)

tuition /tu'ɪʃn/ 学费 (money paid by students for instruction, especially at a college or university)

sort of 有点, 有几分 (to some extent)

Speaker	Major	Future job plan	Tuition source
Michael			
Jane			

Now watch the video clip again and check your answers.

2. Work in pairs and discuss the questions.



- How does Michael feel about his college life? What do you think about YOUR college life?
- Why did Jane change her major? Do you think YOUR major will count for your future career?
- Are Michael and Jane paying for school themselves? Are YOU planning to find a part-time job to support yourself through college?



3. Read the survey form and check the items you agree.

Students' opinion survey

On college life

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The class load is heavy.					
Professors are nice and approachable.					
It's important to learn after school.					
I'm comfortable using the library's electronic resources.					
Sports facilities are easily accessible.					
I'm getting along with my roommates well.					
I like the food in the cafeteria.					

Now work in groups and give your reasons for the choice. Then work out a report together and select a representative to present it to the class.

VI Further listening and speaking

Listening

Task 1 University life

Listen to the passage and complete the statements with what you hear.

1. College life is a _____ experience for the speaker.
2. College life gives him a sense of responsibility, of being _____.
3. He was _____ about where he was going.
4. There are friendly people around to _____.
5. He likes to _____, something he couldn't do in high school.

Now listen again and check your answers.

Word tips

upperclassman /ˌʌpərˈklæsməŋ/ <美> 高年级学生 (a junior or senior in high school or college)
off /ɔf/ 不工作, 不上学 (away or free from regular work)
sleep in 睡懒觉 (sleep later than usual in the morning)

Language and culture tips

I love sleeping in on Fridays. University students can select the course and professor as well as days of the week for the course. They can choose to have no classes on Friday to make a three-day weekend.
party animal someone who likes to go to parties

Task 2 Listening effectively

Listen to the passage and mark the statements T (true) or F (false).

- T F** 1. The talk is about how to improve listening.
- T F** 2. According to the speaker, listening is less taught than any other means of communication.
- T F** 3. In professional work it pays to listen to customers or clients.
- T F** 4. Listening develops personal relationships more quickly than speaking.
- T F** 5. Listening is an important means of communication.

Word tips

setting /ˈsetɪŋ/ 背景 (a background)
critical /ˈkrɪtɪkl/ 至关重要的 (extremely important)
client /ˈklaɪənt/ 顾客, 主顾 (a customer or patron)
dumb /dʌm/ <口> 愚蠢的 (stupid or foolish)

Now listen again and check your answers.

Speaking

1. Introduce yourself to the class. You may refer to the following tips.

TIPS FOR SPEAKING

- your name, nickname, or English name
- your family and friends
- your hobbies
- what you are good at, etc.
- where you come from
- your telephone number or email address
- your major

2. Read the story and retell it to your partner or to the class.

I recently heard a story about two bricklayers and a news reporter. The reporter asked the first worker, “What are you doing?” His reply was a complaint. He said that he spent his days wasting his time, placing bricks on top of one another. The reporter asked the second worker the same question. His response, however, was quite different. “I’m the luckiest person in the world,” he said. “I help turn simple pieces of brick into beautiful houses.” Both of these workers are right, but the difference is in their visions. We see in life what we want to see. If you want to find fault with other people, your job, or the world in general, you’ll certainly be able to do so. However, the opposite is true as well. If you look for the extraordinary in the ordinary, you can train yourself to see it. The second bricklayer sees a beautiful house within the pieces of brick. Indeed, there is so much to be grateful for, so much to think about. If you put your attention on this fact, seemingly ordinary things will take on a whole new meaning.

