

捷进英语

综合教程 ①

教师用书

外语教学与研究出版社

Unit 1

Opening Doors

WARM-UP

Task 1

Teaching steps

- Ask students to look at the pictures individually and to match them to the reasons.
- Once students have matched them, ask them to compare their answers with a partner. Check the answers as a class.

Possible answers

1 G 2 D 3 H 4 E 5 B 6 C 7 G/F 8 A

Task 2

- Once you have checked the answers, ask students to discuss their reasons for going to college with a partner.
- Elicit some reasons from the class. If you have time, you could hold a vote for the most popular reason by asking students to raise their hands for each reason.

Possible answers

I came to college for lots of different reasons. I need a qualification to get the job I want, but I also came to live away from home. I want some independence and to meet lots of new people.

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.
- 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 box.
- Set Task 1 and ask students to summarise how the author was feeling through reading the first two paragraphs and the underlined words before comparing with a partner and checking as a class.

Answers

3 Positive and negative.

Language Bank

1 a shaky start

紧张的第一堂课

shaky: shaking and feeling weak because of illness, emotion or old age 紧张不安的

e.g. Her voice sounded shaky on the phone.

电话里他的声音听起来有些紧张（颤抖）。

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

我起的很早，比我预料的早得多。

1) wake up: stop sleeping; to make sb stop sleeping 醒来,叫醒

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，就叫醒我。

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more+than+从句，than在从句中可以充当主语、宾语、表语，与关系代词that所起的语法作用是差不多的，只是在翻译或解释时，要比that多一层比较的意味。

e.g. You make more money than is intended to make. (主语)

你挣得的钱比预计的要多。

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) = ...much more than his own knowledge was.

他认识了一位比自己有更多知识的优秀作家。

类似用法还有as和but。其中but通常情况下在定语从句中作关系代词，只能充当从句的主语。此时，but为否定含义，相当于that...not或who...not，并且此时的主句多为否定句或疑问句。

e.g. There was no one but knows that.

没有人不知道那件事。

There is no tree but bears some fruit.

无树不结果。

Not a man but had tears in his eyes.

没有一个人眼睛里不含着眼泪。

She bought the same skirt as I had bought last week. (宾语)

她买的那条裙子和我上周买的一模一样。

He does not possess such qualifications as are necessary to be an actor. (主语)

他并不具备一名演员应有的资格。

3 I had thought I might sleep late as I did during the long vacation, but I was at college nearly an hour earlier than I expected.

本以为还像暑假里那样会睡到很晚，可实际上我比预想的早一个小时到达大学学校。

vacation: a period of time when you do not work and you do things for pleasure instead;
holiday 休假，假期

vacation主要用于大学停课放假长达多周的假日或法院停止开庭，在美式英语中，凡是较长时间的休假都可用这个词。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须用不定冠词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 = the summer vacation (暑假)。

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。

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

进入教室上第一堂课时我感到又激动又害怕。

frightened: afraid; feeling fear 受惊的，害怕的

e.g. The frightened child gripped his mother's arm.

这个受惊的孩子紧紧地抓着妈妈的胳膊。

A cry came from the frightened child.

哭声来自受惊的孩子。

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.

由于不认识其他同学，而上课还早得很，我开始紧张地玩手机。

1) be about to: be going to happen or do something very soon 即将；刚要

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: worried or frightened about something, and unable to relax 情绪不安地；紧张地

e.g. She was gnawing her nails nervously.

她正在神经质地咬指甲。

The drummer pinched his lip nervously.

推销员神经质地捏着嘴唇。

6 When the first lecture began, the teacher introduced herself and asked each of us to introduce ourselves.

第一堂课开始了。老师先做个自我介绍，然后就要求我们一个一个来。

lecture: a talk that is given to a group of people to teach them about a particular subject, often as part of a university or college course 讲课，演讲

lecturer: 演讲者，讲师

e.g. She ran over her notes before giving the lecture.

她讲课前把讲稿匆匆看了一遍。

His brother-in-law is a lecturer of history.

他的妹夫是大学历史讲师。

7 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.

新课开始往往都会先来个自我介绍，但你仍能感觉到将要轮到谁发言时，他都会紧张得心跳加速。

1) beat: make, or cause sth to make, a regular sound or movement 跳动；敲打

过去式beat；过去分词beaten。

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

她还活着——心脏还在跳动。

We heard the drums beating.

我们听到敲鼓声。

- 2) approach: *v.* move near; to come near to sb/sth in distance or time 靠近; 接近

e.g. He still had not the courage to approach her.

他仍没有勇气靠近她。

Such people as are friendly are easy to approach.

亲切之人容易接近。

approach: *n.* a way of dealing with sb/sth; a way of doing or thinking about sth such as a problem or a task 方法; 途径; 接近
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。

That's the nearest approach to an apology you'll get from him.

那是他所能作出的最接近道歉的表示了。

This is the nearest approach to the porter.

这是去港口最近的路。

- 8 I'm not too sure what I said or how long I spoke, but a lot of people were just staring at me as I sat down.**

我根本不知道说了些什么或者说了多长时间, 总之坐下时很多人都在看着我。

stare at: to look at sb/sth for a long time 盯着看

e.g. It's impolite to stare at people.

盯着看人是不礼貌的。

I see his eyes curiously stare on me.

我看见他的眼睛好奇地盯着我。

- 9 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: 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) 注意surprise, shock, amaze和astonish的区别:

astonish, surprise, shock, amaze 均表示“感到吃惊”的意思, 有强弱之别,

其中surprise为一般用法，语气最弱；shock语气最强。以上四个词均可加-ing和-ed变成形容词，以ing结尾的形容词主要用于事物的描述，以-ed结尾的形容词主要用于对人的描述。

- surprise指“意外”、“出乎所料”。

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。

- astonish指对突然发生的事感到“惊异，惊骇”，相当于very surprise。

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

听到这个消息，我们都感到十分惊讶。

- amaze指“大为吃惊”，语气较astonish强些。

e.g. I was amazed at his calmness.

我对他的镇定感到大为吃惊。

- shock指“大为震惊”，语气最强。

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。

Translation

开学出糗

今天有点不一样——我就要开始我的大学新生活了。我非常兴奋。我起了个大早，比我预期的要早很多。我本来以为我会像长假中那样睡到很晚，但我提前了将近一个小时就来到了大学。

当我走进第一节课堂时，我又兴奋又害怕。感觉上就像我正在进入一个新世界。在班上我不认识任何人，而课又还没开始，我就一直机械地玩着我的手机。只是觉得坐在教室里什么也不做，非常不自在。

当第一堂课开始时，老师介绍了她自己，并且让我们做自我介绍。在新的一个学期，这种情况常常发生，但你仍然能感觉到每个人在轮到自己时的心跳在加快。一个女孩几乎说不出她自己的名字；另一个男孩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，当我紧张的时候，我常常不知道什么时候该停止说话。我不很确定我说了什么或我讲了多长时间，但当我坐下来时很多人都正在看着我。有些人看起

来很吃惊，有些只是微笑。接下来的那个男孩站起来说“我会把这个介绍弄短点儿，”所有的人都笑起来并且看着我。我也朝大家笑笑，整间屋里的人都放松下来，“我是尼克斯，”他就这样说完然后坐下了。

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 to underline the key information they are looking for and then ask them to find the answers in the texts.
- Once students have completed the task, ask them to compare their answers with a partner. Check the answers as a class.

Answers

- 1 She slept longer in the summer.
- 2 She didn't know anyone.
- 3 Everyone introduces themselves to each other.
- 4 She doesn't know when to stop speaking.
- 5 He was very short in comparison to Lucy.

Task3

Teaching steps

- Ask students to match options a to d to specific parts of the text.
- Ask students to underline the specific words in the text that indicate how the author felt.
- Give students time to answer the questions individually before asking them to compare with a partner. 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 to work with a partner to translate it into Chinese.
- Elicit a translation from the class and write it on the board. Make any changes necessary.
- Ask students to translate the remaining sentences into Chinese. Check the answers as a class.
- With the Student's Book closed, ask students to translate the sentences back into English.

Answers

- 1
- 2
- 3
- 4
- 5

Vocabulary Focus

Task 1

Teaching steps

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

e.g. Which word is similar to holiday?

Which word 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 the students on the task.

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

Answers

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

**Extra
Activity!**

- 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 home town 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 the 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 unfortunate

Task 3

Teaching steps

- Ask students to find the phrases in the text and to read them in context again. Ask the students to think about the meaning of the phrases from the context.
- Ask students to look at the pictures and to match each one to a phrase. Check the answers together.

Answers

a She's about to start the race b He has just woken up. c He has stopped running.
d It's your turn. e He's staring at the picture.

**Extra
Activity!**

- If you have time, play “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

Task 1

Teaching steps

- Write the words “past simple” and “past continuous” on the board and elicit what students have already known. If possible, try to elicit some of the structures and rules.
- Ask students to underline the past simple and past continuous forms in each of the sentences in Task 1.
- Ask students to match the examples to the statements 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 were they late?
What couldn't they do?
Who wanted to meet them?
- Set the task in the Student's Book 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 and a shorter one interrupts a longer one, the longer action is written in the past continuous.
- Set the task in the Student's Book 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, yesterday etc.
e.g. 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 other students, put them into small groups. Elicit some examples of questions and answers.

Beyond the Text

Beyond the text brings together ideas from both section A and section B. The main aim of this part is to get students to think further about the theme, to engage critically with the topic and to relate it to the world around them. It is also to activate some of the language in spoken and written tasks.

Task 1

Teaching steps

- Ask students to look at the pictures and to write down what is happening in each.
- 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 the students think is happening in each picture.

Suggested answer

A A student is giving a presentation. She looks very nervous and has written down lots of notes to read.

B The student is running up the stairs. He is thinking about his lesson and running because he is late.

C Two students are in their room. One is trying to work and the other one is playing music loudly. The one trying to work looks stressed.

D The students are collecting their results. The girl looks very happy with her good score.

Task 2

Teaching steps

- As a class 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.

Suggested answers

Picture 1 frightened, stressed, nervous, afraid, worried, terrible

Picture 2 worried, stressed

Picture 3 angry, sad, terrible

Picture 4 happy, excited, proud, surprised, lucky

Task 3

Teaching steps

- Write an example sentence on the board for students:
When I am studying and other people are making lots of noise I get angry.
- When feeding back, try to elicit one example for each word from Task 2.

Suggested answers

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 them 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 organizations for mostly undergraduate students. The term isn't really used in the UK, but they are similar to clubs and societies. They 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.

度过大学里的第一天后，丽贝卡去了社团纳新会。

- 1) fresher: a student who has just started his or her first term at a university or college
大一新生 = freshman

- 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.

快来一起学习舞步，去参加全国大赛。

- 1) competition: a situation or an event in which people or organizations compete with each other 竞争，比赛
e.g. To our satisfaction, he had got the first prize in the diving competition.
我们满意的是，他在跳水比赛中获得了一等奖。
- 2) compete: to try to be more successful or better than sb else who is trying to do the same as you 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: used to describe a situation in which people or organizations compete against each other 竞争的，有竞争力的
e.g. It's getting very competitive in the car industry.
汽车工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社会。
- 4) competitor: a person or an organisation that competes against others, especially in business 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.

加入会员，一周多达三次的培训。

- 1) up to (sth): used for stating the most an amount can be, or what level it can reach (多)达

e.g. Dinosaurs were up to twenty-seven meters long.

恐龙最长达27米。

Children are forced to work up to 19 hours a day, 7 days a week in the factories.

这家工厂强迫孩子一周工作7天，每天工作多达19个小时。

- 2) up to (sb): used to stating the person who is responsible or make a decision 由……负责；胜任

e.g. I don't feel up to the task.

我不能胜任这工作。

It's up to him to do it.

这事该由他做。

It's up to you to decide.

这主要取决于你。

4 Do you want to present the weather?

你想主持介绍天气吗？

- 1) present: to appear in a radio or television programme and introduce the different items in it 主持（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.

他一定要出席。

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

每隔一周：大卫·艾登堡之夜

关于“每隔”的表示方式：

- 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 + 单数名词”，表示“每隔一……”。

- 3) “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）

- 4) “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

新学期开始第一天后，瑞贝卡就去新生展会。她喜欢好多俱乐部。

街舞

来吧，学习舞蹈，参加全国竞赛。不要担心你只是初学者，这并不难。俱乐部第一个星期免费。

俱乐部成员一周训练三次。

时间是：

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）

我们在街舞世界中战绩不俗，快来加入我们！

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

每周周六在主校门口处集合搭乘大巴去地区工程

每两周：大卫·艾登堡之夜

饮料、食物和社交之夜，观看伟大的环境保护者主持人的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，我们在这里帮助你完成。

学生广播站

学生创办，服务学生，每天全天广播。你希望成为……

电台主持人？

新闻或体育播报人？

天气预报人？

时尚、娱乐和电影记者？

校园时事的记者？

学生广播站能让你在重要话题上发出你自己的声音。它还能够为你将来的工作提供重要的经验。

Task 2

Teaching steps

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

Answers

1 a 2 b 3 a 4 c 5 c

Task 3

Teaching steps

- Ask students to read the conversation. If you have time, you could ask two students to

act out the dialogue while the rest of the class look for the answers.

- Ask students to complete the dialogue and check the answers as a class.

Answers

1 Conservation Club 2 Student Radio Club 3 Street Dance Club

Task 4

Teaching steps

- Put the students into small groups and ask them to brainstorm different possible clubs and societies in the college. Then ask students to choose one for their poster.
- Give students time to prepare their poster. If students are very engaged in the task, you could allow them time to finish the posters outside class and hold the fair in a subsequent class.
- Finally, hold a vote on the most popular club.

Suggested answers

We would like to create a club for fashion and design. People can meet every week in the Art and Design building. They can share designs and work together on new clothes. There can be a fashion show at the end of the year. The fashion show can raise money for charity.

GUIDED WRITING

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

Task 1

Teaching steps

- Give students a few minutes to match the questions to the answers of posts on the college BBS.
- Ask students to underline key words or phrases that help them to answer the questions.
- 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&3

Teaching steps

- Ask students to close their books and then brainstorm onto the board any rules they know about punctuation in English. Books open. Ask students to compare the rules they thought of with those in the writing profile.
- Ask students to find examples in the profile in Task 1.
- Set Task 3 and ask students to correct the mistakes in each sentence. 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 the 7 October in the Palmer building. The next one is on the 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 profile again. Students can then either individually makes 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 answer with the model below. Alternatively, first ask students to swap with a partner. They should then:
 - ✓ Match each part to one of the questions.
 - ✓ Check each other's punctuation.

Model answer

Why did you choose your major?

It was my favourite subject at high school and I think it's important to choose something I enjoy. I have to study it for three years!

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

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

Task 1&2

Teaching steps

- Ask students to look at the spider diagram. You might need to pre-teach words and phrases such as volume and working memory. Tell students to complete the diagram with words from the boxes.
- 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.

Answers

Content—working memory, new words

Voice—speed, volume, tone

Task 3

Teaching steps

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

Answers

The things they tick will depend on the ideas they added in Task 2. The things covered include: library introduction, registration, choose courses, open a bank account, life in halls etc.

Scripts

(Setting: David meets Mia on campus.)

D: Hi, Mia!

M: Hi! Sorry I've forgotten your name...

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

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

D: The library. There is the library introduction in the main building at 11.

M: OK. Who's giving the introduction?

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

(After the library introduction)

D: What's your plan for the afternoon?

M: Nothing special. I'll just register, choose courses and do some other official things like opening a bank account.

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

M: But we already live there!

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

M: OK. When and where is it?

D: 9 am in the hall dining room.

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

Task 4

Teaching steps

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

Answers

1 main building 2 11 3 Friday 4 the hall dining room 5 9 am

Task 5

Teaching steps

- Ask students to read the listening tip box. Highlight the importance of such prediction tasks when it comes to exams.
- As an extension you could write a selection of commonly confused words e.g. 7, 17 and 70 on the board and ask students to practise the difference between the words.
- Ask students to look at the gaps and to write question words against each gap. Don't check these yet wait until after Task 4 has been completed.

Answers

1 what 2 where 3 when 4 who

Task 6

Teaching steps

- Play the audio and ask students to complete the gaps in Task 5 as they listen the first part of the audio show.
- Ask students to compare their answers with a partner and then check as a class.

Answers

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

Scripts

Audio Section 1:

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 thirty seconds to sell your event.

Rebecca: For the last five years, we have had one of the best dance societies on campus. This year, we are so good. We might even enter Britain's Got Talent! To celebrate our entry, we want you to 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. 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 and ask the students to complete the gaps as they listen to the second part of the audio show. Check the answers together.

Answers

1 2000 2 room 3 student kitchen 4 online 5 ten 6 prize

Scripts

Audio Section 2:

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 ten 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 adverts. Enjoy your first week and start joining some clubs.

Task 8&9

Teaching steps

- Ask students to work with a partner to plan an event using the prompts in the task.
- Give students a few minutes to think of their event and to plan the details. Elicit one or two example events from the class.
- Put students into larger groups of eight students and tell the groups to choose their favourite event from the four that they have. They might need more time to write it as an advert first before presenting to each other.
- Finally, ask two or three groups to advertise their event to the class.

WRAP-UP

The tasks 1, 2, 3 could be set individually as homework or done as a team games amongst the class. The final task reviews the theme rather than the language work. It could be set as pair work for discussion or as an individual reflective writing task.

Task 1

Answers

1 rang, was sleeping

2 told, came

3 visited

4 was sitting, came

5 was watching, reminded

6 was, were eating

Task 2

Answers

nervous
 expect
 course
 lecturer

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

Possible answers

I was really excited about college when I started. Now I'm preparing for my exams so I feel more stressed and nervous.