

1

UNIT

Going to college



Telling apart

This part is designed to help students practice the pronunciation of the following sounds: /i:/, /ɪ/, /e/, /æ/, /p/, /b/, and /f/.

1

Teaching tips

This task checks students' ability to distinguish between the sounds being contrasted within sentences. It gives students practice in hearing and identifying the targeted sounds in context. Students should learn to pronounce the words correctly, while the meanings of the words are not so important.

- Play the recording and check students' answers.
- Play the recording again, stop after each sentence and ask some students to repeat what they have heard. Correct their pronunciation when necessary.

Scripts

1. Be careful! Don't slip on the floor.
2. There is a sheep over there.
3. The soup is better for me.
4. They are picking apples.
5. Can you find the ladder?
6. The men will carry those apples tomorrow.
7. Sam really made a pig of himself at dinner.
8. You can take a photo of those bees.
9. My mother bought a pan yesterday.
10. Can't you see your cuff is dirty?

Key

- | | | | |
|-----------|----------|-----------|------------|
| 1. slip | 2. sheep | 3. better | 4. picking |
| 5. ladder | 6. men | 7. pig | 8. bees |
| 9. pan | 10. cuff | | |

2

Teaching tips

Some of the words here are not often used. They are chosen simply to make sure that students have enough practice. Students should pay more attention to the pronunciation of phonetic symbols and words rather than their meanings.

- Play the recording and ask students to repeat each word.
- Ask students to practice each group of sounds and words in small groups or individually. When they are practicing, correct their pronunciation if necessary.

Optional exercises

- Nominate one student to read one word from each group, and then let other students decide which word has been read.
- Ask students to add more words to each group of sounds:
 1. deep/dip, feel/fill, feet/fit, steel/still, read/rid, leave/live, meal/mill, beaten/bitten, heel/hill, feast/fist
 2. bet/bit, dead/did, check/chick, net/knit, peg/pig, head/hid, led/lid
 3. send/sand, lend/land, mess/mass, met/mat, said/sad, pet/pat
 4. peach/beach, pace/base, pill/bill, pump/bump, pox/box, pull/bull, rope/robe, pie/buy
 5. pin/fin, clip/cliff, pat/fat, pine/fine, pea/fee, pool/fool, pale/fail

3 4

Teaching tips

The proverbs, sayings, and the tongue twister all contain the sounds being practiced in this part.

- Ask students to read the proverbs and sayings several times until they have learned them by heart. Call students' attention to the easily confused words or sounds.
- Practicing the tongue twister can be a homework assignment. Ask students to practice it after class and check to see who says it best in the next class.



Testing your ears

This part is designed to help build students' ability in listening. All the exercises here are about college life.

1

Teaching tips

This task checks students' ability to understand different questions and to give proper responses.

- Tell students to read the four choices in advance so as to be better prepared.
- Emphasize the importance of using appropriate verb forms and relevant vocabulary in doing this type of exercise. For example, in Exercise 1, students can learn from the question that the speaker is asking for a subject. Therefore, "D. Physics." incorporates relevant vocabulary and is the best answer.

Scripts

1. What are you studying?
2. Are you ever homesick at college?
3. Is math course really as hard as everyone says?
4. How is she getting along with her studies?
5. Which do you like better, art or music?
6. Is learning English difficult for you?
7. I really enjoy college life here. How about you?
8. What are you going to do after finishing college?

Key

- | | | | |
|------|------|------|------|
| 1. D | 2. B | 3. D | 4. B |
| 5. B | 6. A | 7. D | 8. C |

Optional exercise

After checking the answers, let students work in pairs to ask and answer the questions by themselves.

2

Teaching tips

This task checks students' ability to understand short conversations.

- Tell students to read the four choices in advance so as to be prepared for the listening.
- Let students do the exercises and check their answers. Explain the difficult words or phrases.

Scripts

1. **W:** Oh, no. It's eight o'clock already. I still haven't finished the exercises.
M: Don't worry. The clock is half an hour fast.
Q: When does this conversation happen?
2. **M:** I have been working in this school for 15 years.
W: Mrs. Moore has been working here as long as you have.
Q: How long has Mrs. Moore been working?
3. **M:** The teacher said we might have a test tomorrow.
W: Oh, no! I planned to go to the theater this evening.
Q: What had the woman planned to do?
4. **W:** Is this university really as good as people say?
M: It used to be even better.
Q: What's the university like now?
5. **M:** I'm worried about sending Shelly to college. College students are so wild now.
W: Only a few are.
Q: What does the woman mean?
6. **W:** You study harder than David.
M: But Tony studies even harder.
Q: Who studies the hardest?

7. **M:** I hear you've got the highest mark in our class.
W: I'm sure you've also done a good job.
Q: Who are the speakers?
8. **M:** I'd like you to hand in your paper the day after tomorrow.
W: So I should hand it in on Friday.
Q: What day is today?

Key

- | | | | |
|------|------|------|------|
| 1. C | 2. B | 3. A | 4. A |
| 5. C | 6. D | 7. C | 8. A |

3

Teaching tips

This task is designed to build students' ability in listening for key information in conversations.

- Play the recording. Encourage students to take down keywords while they are listening. This is a very useful method for any listening exercises, and you should continue to remind students of this.

Scripts

1. **W:** Frank, what subjects were you most interested in when you were in high school?

M: Music and history. What about you, Daisy?

W: Well, English and computer science.

2. **W:** Can you tell me what you like about college life, Richard?

M: Well, I like a lot of things about it. Most of all, I like being on my own.

W: How about Susan and Carol? Do you know what they like about college life?

M: Susan has told me she likes talking with friendly people there. And Carol, I think, likes having Fridays off.

Key

1. Frank: Music, History
 Daisy: English, Computer science
2. 1) B 2) C 3) A

Optional exercises

- Ask students what subjects they were interested in when they were in high school.
- Ask students what they like about college life.



Opening your mouth

This part is designed to help build students' ability in speaking. In this unit, the topic for this part is greetings and introductions.

Reading out

1

Teaching tips

This task presents expressions for greetings and introductions and helps students practice them.

- Play the recording and ask students to repeat what they hear.
- Ask students to work in pairs to act out the short conversations.
- Ask students to add more expressions for greetings and introductions.

The following expressions are for your reference.

Greetings	Responses
1. Hi./Hello.	1. Hi./Hello.
2. Good morning/afternoon/evening.	2. Good morning/afternoon/evening.
3. How do you do?	3. How do you do?
4. How are you? How are you getting along? How are you doing/keeping?	4. Fine, thanks. And you?/Very well.
5. How are things (going) with you?	5. Pretty good./OK, I guess.
6. How's everything (going) with you?	6. Everything is all right./OK./Not too bad./Great.
7. Nice/Glad/Pleased/Good/Happy to meet you.	7. Nice/Glad/Pleased/Happy to meet you, too.
8. I haven't seen you for ages/weeks/months/a long time.	8. It really has been a long time.

Introductions	Responses
1. My name is... You must be... I'm... May I introduce myself? I'm...	1. It's a pleasure to meet you. How nice to meet you! Nice/Glad/Pleased/Good/Happy to meet you.
2. Have you met... before?	2. No, I haven't met him/her before. No, I don't think we've met before.
3. Do you know each other/him/her?	3. I remember his/her face, but I'm not sure where we've met.
4. Mary, this is... I'd like you to meet... I'd like to introduce... I'm delighted to introduce you to...	4. How do you do?

Optional exercise

Ask students to make up more conversations based on the expressions.

2

Teaching tips

This task presents two conversations about greetings and introductions.

- Tell the class to read the conversations by themselves. Ask them some questions like:
 1. What do you think the speakers in the two conversations are doing?
 2. What are their possible relationships?
 3. Where are they?
- Play the recording. Stop the recording after each sentence and ask students to repeat.
- Let volunteer pairs act out the conversations in front of the class. They can substitute the names and the information used in the conversation with their own names and information they have used up.

Speaking up

1

Teaching tips

This task helps deepen students' understanding of the expressions and the conversation models.

- Before listening, give students enough time to complete the conversation by themselves and encourage them to discuss their answers with each other.
- Students may give different answers for the same blank. Explain to them whether their answers are appropriate or not.

Scripts

W: Hi. My name is Alice.

M: Hi. I'm Steven. Nice to meet you.

W: Nice to meet you, too. What do you do?

M: I'm a teacher.

W: Oh, really? That's nice.

M: What do you do?

W: I'm a doctor.

M: So, what do you like to do in your spare time?

Key

- 1) My name is
- 2) Nice to meet you
- 3) What do you do
- 4) I'm
- 5) listening to music
- 6) How about you

W: I like listening to music. How about you?

M: I like reading.

It's your turn!

Sample conversation

A: May I introduce myself? I'm Peter Wang, Linda's high school classmate.

B: Nice to meet you, Mr. Wang. I'm Mary Wilson, Linda's roommate at college.

A: Nice to meet you, Miss Wilson. You can call me Peter.

B: All right. And you can call me Mary.

A: What do you do?

B: I'm a lawyer. What about you?

A: I'm a nurse. What do you like to do in your spare time?

B: I like playing tennis when the weather is nice, and I also like painting. What about you?

A: I like swimming whenever I can, but you know, my work always keeps me busy.

B: I see. I have to leave now. I'm very glad to know you, Peter.

A: It's also my pleasure, Mary.

2

Teaching tips

This task helps students practice the expressions they've learned and build their language organization skills.

- Ask students to read through the sentences to get the general idea of the conversation. Tell them to focus on the keywords, such as pronouns and transitions.
- Let students put the sentences in order by themselves, then play the recording and check their answers.

Scripts

M1: Jason, can I introduce you to Rose, Rose Smith?

Rose, this is Jason White. He is a teacher.

W: How do you do?

M2: How do you do? Glad to meet you.

W: Glad to meet you, too.

M2: Have you been in Beijing long?

W: No, I just arrived yesterday.

M2: Great city, isn't it?

W: Yes, it seems really interesting.

M2: How long are you going to stay here?

W: About a week.

M2: Well, it's been nice talking to you.

W: Yes, nice talking to you, too.

Key

10 — 3 — 6 — 2 — 11 — 9 — 1 — 7 — 12 — 5 — 4 — 8

It's your turn!

Sample conversation

A: David, have you met Annie before?

B: No, I don't think we have met before.

A: Please allow me to introduce David to you, Annie. This is David Liu, my classmate.

C: Nice to meet you, Mr. Liu. I'm Annie Smith.

B: It's an honor to know you, Miss Smith.

C: You can call me Annie.

B: All right. Where do you come from, Annie?

C: I come from America.

A: Annie is an exchange student from America, and she will study here for one semester.

B: Welcome to our university. If you need any help, just let me know.

C: Thank you. You're so considerate.

3

Teaching tips

This task helps build students' independent conversation skills.

- Before starting the exercise, explain to the students the context of the conversation. For example, you can say that A and B are meeting for the first time at a school event, and they are getting to know each other.
- Model the conversation with a student volunteer. This will help students understand how to use the clues to construct a conversation.
- Divide the class into pairs to practice the conversation.
- Ask students to volunteer to perform their conversations in front of the class. Provide feedback on their performances.

Sample conversation

A: Hello.

B: Hello. My name is Zhang Yu. Nice to meet you.

A: Nice to meet you, too. I'm Wei Zhe. Where are you from?

B: I'm from Shaanxi. Where are you from?

A: Hmm, I'm from Zhejiang. What do you do?

B: I'm an engineer. How about you?

A: I'm a teacher.

B: Oh, nice. What do you like doing in your spare time?

A: Err, I like going bowling. What about you?

B: I like drawing.

It's your turn!

Sample conversation

- A:** Nice party, isn't it?
B: Yes, It's a great one.
A: Excuse me. Have we met before?
B: No, I don't think I've had the pleasure.
A: Please allow me to introduce myself. I'm Robert Brown.
B: It's a pleasure to meet you. I'm Catherine Lee.
A: I'm very glad to know you, Miss Lee. Are you a local resident?
B: No, I'm not. I come from New York.
A: The Big Apple must be very noisy.
B: Yes, it is. So I come here to spend my summer holiday.
A: What do you do in New York?
B: I teach in a university.
A: That's a nice job.
B: Thank you. What do you do?
A: I used to be a lawyer, but I retired last year.
B: You must have a lot of free time now.

Acting out

1

Teaching tips

This task is designed to help students practice listening for specific information about people's jobs and nationalities.

- Let students look at the pictures first, and then answer these questions:
 1. Who are in the pictures?
 2. What might their jobs be?
- Play the recording and ask students to listen for the jobs and nationalities that are mentioned in the three conversations. Let students do the exercises and check their answers.
- Ask students to practice the conversations with their partners. Monitor them as they do this, offering support if necessary.

Scripts

Conversation 1

M: Let me introduce myself. My name's Eric Beet.
W: How do you do? I'm Linda Jones.
M: Sorry, could you repeat your last name, please?
W: It's Jones.
M: Glad to meet you.
W: Glad to meet you, too. And what do you do?
M: I'm a doctor. I'm from America.

Conversation 2

M: Great party, isn't it?
W: Yes, it is.
M: I don't think we've met before. By the way, I'm Roy.
W: Nice to meet you. My name's Emma.
M: So are you a teacher?
W: Yes, I teach art. And I'm from Italy.

Conversation 3

M1: Emily, I'd like you to meet Mark.
W: Glad to meet you, Mark.
M2: Glad to meet you, too.
W: What do you do, Mark?
M2: I'm a dancer.
W: Oh, are you? Where are you from?
M2: I'm from France.

Key

C1→Picture A
C2→Picture C
C3→Picture B
1) doctor 2) America 3) France 4) teacher

2

Teaching tips

This task allows students to engage in real-life situations and to further strengthen their communication skills.

- Encourage students to leave their seats and go around the class greeting each other in English.
- Select some students to act out their conversations to the class.

Sample conversation

A: Hello, my name is Wang Xue.
B: My name is Tom. Nice to meet you, Wang Xue.
A: Nice to meet you, too. Where are you from?
B: I'm from Spain. What about you?
A: I come from China. I'm a student in the English department.
B: Oh, are you? That's nice.
A: What do you do?
B: I'm a reporter. What do you like to do in your spare time?
A: I like reading books. And you?
B: I like playing sports.



Viewing together

This part is designed to build students' ability in both listening and speaking. In this unit, students are going to watch a conversation between two students discussing their college orientation.

Before viewing

1

Teaching tips

This warm-up activity is designed to get students prepared for the listening tasks.

- Encourage students to learn the phrases about things they should do in their first week of college, and encourage them to add more.
- Ask students to look at the picture of the video clip and have them predict what the video clip is about.

Key

- 1 Students may add more things, like: move into the student residence, explore the campus, etc.

While viewing

2 3

Teaching tips

- Play the video clip. Tell students to focus on the most important information and to check the topics according to what they hear.
- Play the video clip again. This time tell students to listen carefully for the details. Ask them to complete Task 3 by themselves, then check their answers. Make sure that students have enough time to read through the choices in advance.

Scripts

Starting college

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 a.m. in the hall dining room.

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

Key

2 2, 4

3 1. A 2. B 3. D 4. C 5. A

After viewing

4

Teaching tips

- Ask students to recall what they went through at the college orientation. Encourage them to talk about their most memorable experiences.
- Ask students to talk about their expectations of college life. Tell students what is to be expected at college.
- Encourage students to get on well with their new classmates and roommates and get used to college life as soon as possible.
- Remind students to refer to the words and expressions in the language notes. Allow students to ask questions about any words they don't understand.

Additional materials

College orientation

The college orientation is designed to help new students have a smooth transition to higher education. It aims to teach students more about the campus, and it may include a campus tour, information sessions on safety and academic support, opportunities to meet advisors and peers, etc. Attending an orientation can help get students excited about college life.

Orientations vary in different colleges. At most colleges, an orientation lasts one to three days. Some schools may hold a weeklong orientation, with an array of activities and information sessions for the incoming students. Others may have just a daylong orientation.

To attend college orientation, students should bring a notebook to write down important information during the sessions, as well as a folder to collect handouts they may get.



Voice of China

This part is designed to deepen students' understanding of Chinese fine traditional culture and China's outstanding achievements. In this unit, students are going to watch a video clip about Confucius.

1

Teaching tips

- Tell the students that they are expected to watch a video clip about Confucius and complete some information. Make sure they understand the task and know what they need to listen for.
- Play the video clip. Ask students to listen carefully and to write down what they hear in the blanks. If necessary, pause the video clip so that students have time to write.
- Remind students to take notes while watching. Tell them to focus on only the important information while taking notes instead of writing down every word they hear.

Scripts

Confucius

Born in 551 B.C., Confucius, Kongzi, has made the greatest contribution to Chinese culture of anyone in history. Although he was raised in a poor family, he visited famous scholars and learned a lot.

He developed his thoughts into a system of philosophy, known as Confucianism. Confucianism emphasized self-cultivation, harmonious relationships with each other, and respect for the elderly. Friends should be honest to each other. Rulers should make an effort to provide a happy life for people.

He was a great teacher as well and promoted education for ordinary people. He traveled around to promote his political thinking. He failed, but never gave up.

Confucius was a great Chinese spiritual leader. Over the last 2,000 years, his philosophy has continued to influence China and the rest of the world. It is also regarded as a key symbol of oriental culture.

Key

- | | | |
|------------|-----------|---------------|
| 1) 551 | 2) poor | 3) Harmonious |
| 4) Respect | 5) leader | 6) culture |

2

Teaching tips

- Ask students about their understanding of Confucius' ideas, especially those on education. Introduce some quotes from *The Analects* and have students share what they know.
- Encourage students to think about the importance of college education. Nominate a few students to share their opinions with the class.

Additional materials

Confucius

Confucius was a Chinese philosopher and educator of the Spring and Autumn Period. He was also the founder of Confucianism and one of the most well-known cultural figures throughout the world. A hallmark of Confucius' thoughts was his emphasis on education and study. Studying, for Confucius, meant finding a good teacher and imitating his words and deeds. Confucius thought studying and reflecting on what one has learned are both important.

Confucius was willing to teach anyone, whatever their social status, as long as they were eager to learn. He taught his students morality, proper speech, politics, and the refined arts. He never spoke at length, instead, he posed questions and waited for the students to arrive at the right answers.

Confucius did not put into writing the principles of his philosophy. These were handed down through his disciples, with most collected in *The Analects of Confucius*, or *The Analects*.

Quotes from *The Analects* (《论语》)

1. 温故而知新，可以为师矣。
If a man will constantly go over what he has acquired and keep continually adding to it new acquisitions, he may become a teacher of men.
2. 吾十有五而志于学，三十而立，四十而不惑，五十而知天命，六十而耳顺，七十而从心所欲，不逾矩。
At fifteen I had made up my mind to give myself up to serious studies. At thirty I had formed my opinions and judgment. At forty I had no more doubts. At fifty I understood the truth in religion. At sixty I could understand whatever I heard without exertion. At seventy I could follow whatever my heart desired without transgressing the law.
3. 知之为知之，不知为不知，是知也。
To know what it is that you know, and to know what it is that you do not know, —that is understanding.
4. 见义不为，无勇也。
To see what is right and to act against one's judgment shows a want of courage.
5. 礼之用，和为贵。
Make harmony a top priority in the applications of rites.
6. 克己复礼为仁。
To restrain yourself and practice propriety is benevolence.