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Unit

1

COLLEGE LIFE

Teaching Arrangement

Unit 1 College Life			
Teaching Hours		6 – 8 hours	
Teaching Methods		Situational & Task-based Teaching Methods	
Teaching Aims		<ul style="list-style-type: none"> ➤ Learn some important expressions frequently used in talking about college life ➤ Understand the main usage of the verb ➤ Be able to conduct daily communication in college life 	
Teaching Process		Contents	Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Crossword Puzzle, Translation) ➤ Practicing Interaction 	Grammar — Verb
	Class 3	➤ Communicating Interaction (Task 9 – Task 13)	Description of Notice and Poster
	Class 4	➤ Communicating Interaction (Task 14 – Task 18)	Daily Communication in College Life



Lecturing References

1. Vocational Education in the World

Country	Vocational Education	Features	Website
Australia	TAFE (Technical And Further Education)	1. Lifelong education 2. Flexible mechanism	http://www.swsi.tafensw.edu.au/ (Southwest Sydney Institute)
U.S.A.	Community College	1. Transfer education 2. Career education 3. Developmental education 4. Industry training 5. E-learning	http://www.pasadena.edu/ (Pasadena City College)
Germany	Dual System	1. Ability-oriented 2. Focusing on vocational activities 3. Work-related apprenticeship 4. Prior vocational experience	http://www.fh-aachen.de/ (Flensburg University of Applied Sciences)
Britain	QCA (The Qualifications and Curriculum Authority)	1. Equivalence between the academic and vocational education 2. Modern apprentice system 3. GNVQ (General National Vocational Qualification) 4. Sandwich courses	http://www.cnwl.ac.uk/ (College of North West London)
Singapore	Singapore Polytechnic	1. School cooperation with enterprise and government 2. Accumulated experience sharing 3. Teaching factory 4. Modules	http://www.nyp.edu.sg/ (Nanyang Polytechnic)

2. The Dual System

The dual system receives its name from the combination of employer-based and school-based training, which is typical of the traditional apprenticeship pattern in **Germany**.

Young people seeking an apprenticeship apply to employers and enter an apprenticeship agreement with the employer. These apprenticeships last usually between 3 and 3½ years. Apprentices receive either three-days-a-week work-based training and attend an occupation-specific vocational school for the remaining days, or their work-based training is full-time with intermittent “blocks” of school-based training. The school curriculum is not only vocational but also attempts to provide some measure of general education, including the teaching of English.

Both an apprentice and his employer are subject to a training contract, which has to be registered with the appropriate chamber. The chamber also supervises the training period and can act as a negotiator when difficulties arise. There are over 370 recognized training occupations in Germany. These nationally recognized apprenticeships are based on a curriculum and exams are determined by the training regulations issued by the Federal Ministry for Economic Affairs. Successful completion of an apprenticeship leads to skilled worker status, or, in the crafts, to journeyman status.

Apprentices receive a training allowance and this as well as all other training costs connected with the work-based element of an apprenticeship have to be borne by the employer. There are no government subsidies, although the Länder carry the cost of the school-based training elements. The traditional pattern of training provision in Germany was to train more apprentices than were actually needed by individual firms but increasing concern about training costs has led to cutbacks in the number of training places on offer.

<http://www.leeds.ac.uk/educol/documents/000000348.htm>

3. TAFE

In **Australia**, technical and further education or TAFE institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System / Australian Qualifications Framework / Australian Quality Training Framework. Fields covered include business, finance, hospitality, tourism, construction, engineering, visual arts, information technology and community work.

Individual TAFE institutions (usually with many campuses) are known as either colleges or institutes, depending on the state or territory. TAFE colleges are owned, operated and financed by the various state and territory governments. This is in contrast to the higher education sector, whose funding is predominantly the domain of the Commonwealth government and whose universities are predominantly owned by the state governments.



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TAFE colleges generally award qualifications up to the level of advanced diploma, which is below that of Bachelor degree within the Australian Qualifications Framework. In many instances TAFE study can be used as partial credits towards Bachelor degree-level university programs.

http://en.wikipedia.org/wiki/Technical_and_further_education

4. College Studying Tips for Final Exams

Having good college studying tips can make or break your performance during finals week. So how can you make sure you leave your finals exam knowing you rocked the test instead of worrying that you bombed it?

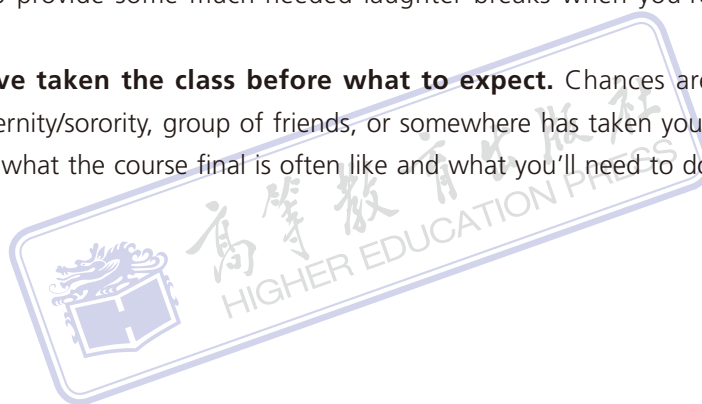
Talk to the teacher ahead of time. Your teacher is going to be writing the exam ... so of course they know what's going to be on it. Heading to a study session or visiting your teacher during office hours will give you the opportunity to ask questions about what is going to be on the test and how best you can study for it.

Know for certain what material will be covered. Some teachers have finals that cover all of the material from the semester; others may only test on, say, the material covered since the last exam. Know what you'll be tested on so you can focus your studying efforts more effectively.

Look at other exams you've had in the class so far. Chances are that your teacher has an exam style, just like you have a test-taking style. Look at previous exams that you've taken in the class to see what material your teacher often thinks is important enough to test on and what formats he or she likes to use — and then plan your study approach accordingly.

Create or join a study group. True, study groups often start off with lots of chatting, but a good group can quickly get down to business, focus, and cover a lot of material. Studying with peers is also a great way to break up the material: each person can make a study guide for certain chapters, for example, so that the group can quickly create a comprehensive study guide together. Additionally, study groups can help provide some much-needed laughter breaks when you're studying late into the night.

Ask other students who have taken the class before what to expect. Chances are someone in your residence hall, fraternity/sorority, group of friends, or somewhere has taken your class before. Ask around to find out what the course final is often like and what you'll need to do to be as prepared as possible.



5. Useful English Learning Websites

沪江英语	http://www.hjenglish.com/
旺旺英语学习网	http://www.wwendenglish.com/
普特听力网	http://www.putclub.com/
爱词霸	http://www.iciba.com/
英语点津	http://www.chinadaily.com.cn/language_tips/
BBC 英语教学频道	http://www.24en.com/bbc/
美国之音	http://www.voanews.com/
BBC 英国广播电台	http://www.bbc.com/

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide students into several groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. I play basketball with my classmates every day. / I usually go to the library to read novels. on weekends. / I surf the Internet a lot, too.
2. I read novels in my dormitory. / I often play computer games in my dormitory.
3. It provides hamburgers / pizzas / sandwiches.



- 4. I go to the library almost every weekend. I like reading books there.
- 5. We like playing football / basketball. / Swimming is my favorite sport.
- 6. Library is my favorite place. / I like the sports center best.

Section II Reading Interaction

Focus	
Aims	1. To give students fluency practice in reading
	2. To help students learn to use expressions related to college life
Tasks	1. Students learn to comprehend the text
	2. Students finish the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of college life
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups to complete the vocabulary exercises (Task 4)
	5. The crosswords puzzle can be left as an after-class assignment (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. Starting one’s university life can be a difficult experience.

译 文： 开始大学生活可能会是很艰难的经历。

分 析： V+ing (starting)是动名词，兼有动词和名词两种特征，与其宾语和状语等构成动名词短语，在句中可作名词（短语）使用。此句中动名词短语starting one’s university life直接位于句首作句子主语，又如：

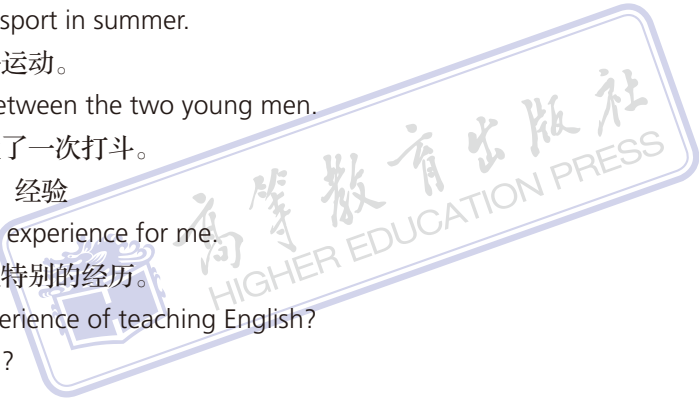
Swimming is a good sport in summer.
游泳是一项夏天的好运动。

Fighting broke out between the two young men.
两个年轻人之间爆发了一次打斗。

语言点： **experience** *n.* 经历；经验

e.g. This is really a special experience for me.
这对我来说真是一次特别的经历。

Do you have any experience of teaching English?
你有教英语的经验吗？



2. While most students will agree that they once felt a bit puzzled for a few weeks, the following tips can give some useful references:

译文：虽然大多数学生都会承认他们在入学后的前几周曾经一度感到有些困惑，下面这些提示会提供一些有益的参考：

分析：While除可表示“同时”外，还可以表示对两件事情作反差对比说明。此句中的While就是表示对比关系。又如：

While I admit his good points, I can see his shortcomings.

尽管我承认他的优点，但我还是能看到他的缺点。

There is plenty of rain in the southeast, while there's little in the northeast.

东南部雨量充足，而东北部则很少下雨。

语言点： **reference** *n.* 参考；参照

e.g. The above views may or may not be correct, and they are only for your reference.

以上看法不一定正确，仅供你们参考。

This book is for reference only.

这本书仅供参考。

3. Much anxiety is based on false opinions about personal ability, study requirements or the experience of failures.

译文：很多焦虑都是基于对个人能力、学习要求或者是失败经历的错误认识。

分析：此句的主谓结构是Much anxiety is based on ... 谓语用的是被动语态is based. 介词on引出介词宾语false opinions，其后的about引出ability, requirements or experience作其并列介词宾语。

语言点： **1. be based on** 根据；以...为基础

e.g. The program must be based on reality to ensure that needs are covered.

该项目必须根据现实情况确保满足人们的需要。

This policy should be based on economics, not politics.

这一政策应该以经济而非政治为基础。

语言点： **2. anxiety** *n.* 焦虑；渴望；挂念；令人焦虑的事

e.g. He was annoyed by anxiety.

他因焦虑而心烦意乱。

The mother was filled with anxiety about her daughter's health.

母亲为女儿的健康状况忧心忡忡。

4. Focus on what you can do and what you will do next.

译文：要专注于你能够做的以及你下一步打算做的事情。

分析：主句是只有动词focus on的祈使句，两个what引出两个宾语从句作介词on的宾语。What引导的从句常表示the thing that ...，含义是“…的事情”，如what you do的含义是“你做的事情”。

语言点： **focus on** 致力于；使聚焦于；对(某事或做某事)予以注意



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e.g. Today we're going to focus on the study arrangement.

今天，我们主要讨论学习安排问题。

He focused on what he doesn't understand.

他关注的重点是他不懂的事情。

5. You feel calmer and more in self-control if your time is planned well, and more confident about meeting your deadlines.

译文：如果时间安排得当，你会感觉更加冷静，自治能力更强，也会更加自信地去面对完成任务的截止日期。

分析：此句中calmer, more, more confident都是形容词的比较级。又如：

Nothing is more valuable than health.

没有什么比健康更宝贵。

He thinks English is less important than Chinese.

他觉得英语没有中文重要。

语言点：1. **confident** *adj.* 确信的；有信心的；自信的

e.g. He is quite confident that he will pass the exam.

他很有信心通过考试。

Patrick was confident of his ability to get a job for himself.

派特瑞克自信有能力为自己找到工作。

语言点：2. **deadline** *n.* 截止期限；最后限期

e.g. Can they finish this before the deadline?

他们能不能在最后期限之前完成这项工作？

The deadline for making an application is next Friday.

申请于下星期五截止。

6. Much depends on the subject, how smart you are and sometimes simply how fast a reader you are.

译文：很大程度上取决于阅读的主题及你的聪明程度，有时候仅仅取决于你的阅读速度。

分析：句中much作状语，实际主语是省略了的前句中ideal length for study time。Depends on有三个宾语：subject和两个由how引导的从句。宾语从句中应使用陈述句语序。

语言点：**depend on** 取决于；依靠

e.g. All living things depend on the sun for their growth.

万物靠太阳生长。

Children depend on their parents for food and clothing.

小孩依靠父母供给衣食。

7. You should make sure that you do the routine things in suitable periods of the day so that you can use your best time for doing more important work.

译文：你必须保证在一天的合适时段做日常杂务，这样你就可以利用你的最佳时间来做

更为重要的工作。

分析： 此句是一个复杂的复合句，主句为You should make sure，其后的that引导make sure的宾语从句，而so that引导that宾语从句的目的状语从句。又如：

If she said that she'd come, she'll come.

如果她说她要来，她就会来。

Do you know where I can find her?

你知道我在哪可以找到她？

语言点： **1. routine** *adj.* 例行的；常规的；日常的；普通的

e.g. The routine office work is always done by him.

办公室的日常工作都是他完成的。

It's just a routine medical examination.

这只是一次例行的体检。

语言点： **2. so that** 以便；结果；以致

e.g. He was very clever so that he can solve the problem in a few minutes.

他很聪明，几分钟内就能解出这道题。

Ask him to hurry up with those letters so that we can send them off today.

请他赶快把信写好，好让我们今天就能发出去。

8. It's very crucial to arrange your limited money with reasonable rules given below:

译文： 把你有限的钱财安排好是至关重要的，下面给出了一些合理的办法：

分析： 此句中It是形式主语，真正的主语是动词不定式to arrange your limited money。这样可以避免句子主语部分过长、谓语过短而使句子结构头重脚轻。

语言点： **1. crucial** *adj.* 决定性的；重要的

e.g. It's a crucial decision.

这是一个极其重要的决定。

The success of this experiment is crucial to the project as a whole.

这次试验的成功对整个工程十分重要。

语言点： **2. reasonable** *adj.* 合理的；通情达理的

e.g. He made a quite reasonable decision.

他作出了一个相当合理的决定。

Our mother was always very reasonable.

我们的母亲总是非常通情达理。

9. Getting involved in campus activities is the quickest way to become a part of the college community, and to create one's own college experience.

译文： 参与校园活动是融入大学群体并获取自己大学体验的最快捷途径。

分析： experience既可用作动词，表示体验、经历；也可用作名词，表示经验、阅历。作经历解释时，为可数名词，作经验解释时，为不可数名词。

语言点： **1. involve in** 卷入；陷入



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- e.g.** Don't involve me in your quarrel.
不要把我卷入你们的争吵中。
Don't involve yourself in unnecessary disputes.
不要把自己卷入无谓的争论中。

语言点: **2. community** *n.* 社区; 群体; 社团

- e.g.** He's well liked by people in the community.
社区的人都非常喜欢他。
Business community leaders met to discuss the proposed golf course.
商界领袖们聚会讨论建议中的高尔夫球场。

10. Campus community activities are held to encourage each community member to show his or her talents and to respect all members of the community.

译文: 开展校园社团活动是为了鼓励每个社团成员展示自己的才能并尊重社团的所有成员。

分析: 此句中to encourage ... 是不定式短语用作目的状语, 通常可译成“为了...”。
但to show和to respect是each community member的宾语补足语。

语言点: **1. encourage** *v.* 鼓励, 鼓舞, 支持

- e.g.** They often encourage the students with prizes.
他们经常用奖品来鼓励学生。
We want to encourage students to attend community activities in the college.
我们想鼓励学生参加学校的社团活动。

语言点: **2. talent** *n.* 天资; 才能

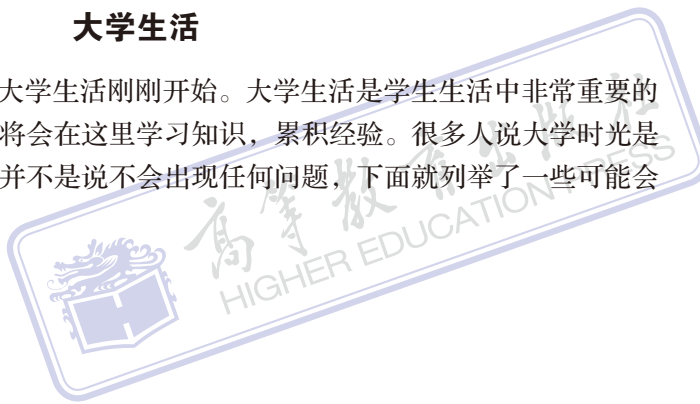
- e.g.** He's got lots of talent.
他天赋很高。
The player got an opportunity to show his talents.
那位选手得到了一次展示自己才能的机会。

Chinese Version

大学生活

现在我们刚过完暑假回来, 大学生活刚刚开始。大学生活是学生生活中非常重要的一部分。在几年时光里, 同学们将会在这里学习知识, 累积经验。很多人说大学时光是他们一生中最美好的时光, 但这并不是说不会出现任何问题, 下面就列举了一些可能会存在的问题:

- 焦虑
- 时间管理
- 金钱问题
- 自我展示



开始大学生活可能会是一次困难的经历。大多数学生都会承认他们在入学后的前几周曾经感到有些困惑，下面这些提示会提供一些有益的参考。

克服焦虑

很多焦虑都是基于对个人能力、学习要求或者失败经历的错误认识。你可以通过多种途径克服焦虑，比如说：

- 专注于你能够做的以及下一步你打算做的事情。
- 留出一些时间来认真思考什么是你的真正需要。
- 将整个大任务划分为若干小任务。
- 寻求机会与他人一起学习。
- 取得了小的成功也要及时庆祝。

管理时间

管理时间对你的大学生活很重要。在学习上取得成功最重要的就是要管理好时间。如果时间安排得当，你会感觉更加冷静，自制能力更强，也会更加自信地去面对完成任务的截止日期。如果你还有问题，下面有一些小窍门来帮助你：

学习时间没有所谓的理想长度。这在很大程度上取决于阅读的主题及你的聪明程度，有时候仅仅取决于你的阅读速度。也许有用的办法是考虑一下你一天中什么时段学习效果最好——是在上午、下午还是在晚上。你必须保证在合适时段内处理日常事务，这样你就可以利用你的最佳时间来做更重要的工作。

使用钱财

进入大学意味着你已经长大成人，但仍然需要父母的经济支持。把你有限的资金安排好是至关重要的，下面给出了一些合理的办法：

- 记账：记下每分钱的用途。
- 分散使用：如果你申请了贷款，要分期使用而不要一次花光。
- 保持理智：为明天而不只是为今天的需要考虑。
- 使收入的作用最大化：首先，削减贵重物品或非必需物品的开支。其次，看看是否可以减少必需品的开销。再次，设法寻找一份兼职或者假期工作。

参加活动

参与校园活动是融入大学生活并获得大学体验的最快捷途径。开展大学社团活动是为了鼓励每个社团成员展示自己的才能并尊重社团的所有成员。



Keys

Task 3

1. √
2. ×
3. √
4. ×
5. √

Task 4

1. A
2. C
3. D
4. C
5. A
6. B
7. D
8. B
9. C
10. D

Task 5

1. chess
2. beach
3. theater
4. dance
5. radio
6. puzzle
7. zoo
8. pool
9. club
10. game
11. movie
12. card

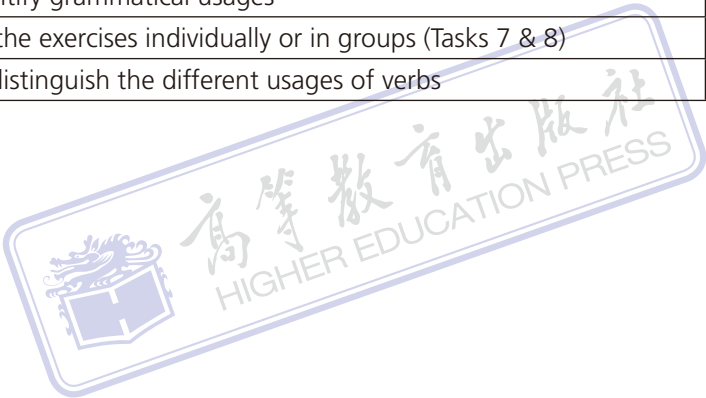
Task 6

1. 开始大学生活可能会是一次困难的经历。
2. 很多焦虑都是基于对个人能力、学习要求或者失败经历的错误认识。
3. 很大程度上取决于阅读的主题及你的聪明程度，有时候仅仅取决于你的阅读速度。
4. 把你有限的资金安排好是至关重要的，下面给出了一些可行的办法。
5. 留出一些时间来认真思考什么是你的真正需要。

Section III Practicing Interaction

Focus

Aim	To consolidate the grammatical forms and functions of verbs
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of verbs



Theory Link

动词

一、动词的分类

情态动词	1	只作情态动词使用		can / could / must / may / might / ought to
	2	可作情态动词，也可作实义动词		need / dare
	3	可作情态动词，也可作助动词		shall / should / will / would
助动词	be / do / have / shall / will			
系动词	be / look / appear / seem / feel / smell / sound / taste keep / rest / remain / last / lie / stand / stay / become / grow / turn / go / get			
实义动词	1	不及物动词 (vi)	后面不跟宾语的实义动词	
		及物动词 (vt)	后面必须跟宾语的实义动词	
	2	静态动词	静态动词是表示静止状态的动词，一般不用于进行时态	
			A. 表示存在、从属意义的动词	如：be, have, own, exist, live, belong to...
			B. 与感官、感觉有关的动词	如：hear, see, feel, taste, smell, observe, find, catch...
			C. 表示心理状态或情感状态的动词	如：believe, consider, expect, envy, suppose, feel, think, find, forget, hate, hope, imagine, know, like, love, mind, realize, regret, suppose, understand, want, wish...
			D. 接度量衡名词的动词 (+数词+单位) (这些动词的主语通常是物)	如：weigh, cost, cover, last, take, extend, stand, measure, number, total, carry, contain, seat...
		动态动词	动态动词是表示运动状态的动词，可用于进行时态	
			A. 延续性动词：表示行为或过程能持久地继续下去或能产生持久的影响	如：eat, read, run, walk, work, write...
			B. 终止性动词：表示行为或过程是短暂的或瞬时间完成/结束	如：arrive, break, buy, catch, die, leave, open, sell, start, stop, return, go, jump...
			C. 表示状态改变或位置转移的动词	如：arrive, change, come, die, go, land, leave...



实义 动词	3	使役 动词	A. 表示“使、令、让、叫”等意义的动词，如：make, have, let, get, keep... B. 表示“使人，令人”的心理状态的动词，如：excite, astonish, surprise (+ sb.)		
	4	谓语 动词	在句子中作谓语的动词		
		非谓语 动词	在句子中不用作谓语的动词		
			A. 不定式	to do	形式变化：to have done / to have been done / to be doing / not to do
			B. 动名词	doing	形式变化：not doing
			C. 现在分词	doing	形式变化：having done / having been done / not doing / not having done / not having been done
			D. 过去分词	done	形式变化：not done

二、感官动词的用法

语法点	◆ hear, see, feel, watch, notice, observe, find, catch, look at, hear, listen to...
	1. 后接不带to的不定式表示一个发生过或者还没发生的具体“动作” When you go to watch the football match, you will enjoy seeing the Chinese football team win.
	2. 后接V-ing形式表示正在进行的动作 Seeing the sun rising above the sea, we let out a shout of joy.
	3. 后接V-ed形式表示已完成的被动意义 After his return twenty years later, he found his home town greatly changed.

三、延续性动词与终止性动词

1. 部分延续性动词与终止性动词及词组对照表

延续性动词	终止性动词	延续性动词	终止性动词
keep	borrow	be back	return
have	buy	be in	join
be	become	be here	come here
wear	put on	be there	go there
live in	move to	be back	come back
know	recognize	be asleep	fall asleep
have a cold	catch a cold	be (in)	get to / arrive
know	get to know	be out	go (get) out
be away from	leave	be ill	fall ill
be on	begin / start	be up	get up
be dead	die	be over	finish

2. 用法

语法点	例句
1. 延续性动词不能与表示短暂时间的“点时间”状语连用。但：come / begin / get to + 延续性动词可表示一瞬间的动作。	It rained at eight yesterday morning. (误) It began to rain at eight yesterday morning. (正) — When did you get to know Mary? — Three years ago. — Then you've known each other for more than three years. — That's right.
2. 终止性动词可以用于when引导的时间状语从句中，但不可以用于while引导的时间状语从句中。	When we reached London, it was twelve o'clock. Please look after my daughter while / when we are away.
3. 终止性动词的完成时态，表示动作的完成并产生了影响与结果。但一般不能与表示延续的时间段短语“for...”或“since...”以及“How long...”连用，终止性动词否定式除外。	He has joined the League. → He has been in the League for three years. The old man died 4 years ago. → The old man has been dead for 4 years. I bought the book 5 days ago. → I have had the book for 5 days.
4. 常见句型： (1) “It is + 一段时间 + since从句(+ 终止性动词的过去时)” (2) “一段时间 + has passed + since从句(+ 终止性动词的过去时)”： (3) “not + 终止性动词 + until / till ...” (4) “延续性动词 + until / till ...”	It is four months since my elder sister went to Britain. More than three years has passed since Mary came to China. I will not go to bed until I finish my term paper tonight. We worked until 11:00 yesterday evening.

Keys

1. A
6. D2. B
7. A3. B
8. C4. A
9. B5. C
10. D

1. be

2. making

3. be

4. going

5. know



6. require
7. takes
8. meet
9. do
10. try

Section IV Communicating Interaction

Focus	
Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking about college life
Tasks	1. Students learn to understand and write a notice and a poster
	2. Students learn expressions used in talking about college life and do the related exercises
Procedures	1. Ask students to read the notice and answer the questions orally (Task 9)
	2. Ask students to look at the poster and describe it with the useful expressions given (Task 10)
	3. Ask students to learn the useful sentences related to college life and practice them orally
	4. Ask students to listen to six sentences and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about daily activities at college and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; check the answers and play the recording again to help students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening practice and filling in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations (Task 16)
	10. Listen to the recording and check the answers to help students imitate the pronunciation (Task 17)
	11. Ask students to think about the study plans for the new semester after class, and then discuss them in groups in class (Task 18)

Introduction

Notice & Poster

A notice or a poster tells that something will happen in the near future or announces that something has already happened. Since its contents must be communicated to a lot of people, it is usually written in formal ways. Generally speaking, a notice is made up of three parts, namely, headline, body and signature. Posters are similar to notices.

Keys**Task 9**

1. Education in America.
2. Ms. Tang Lin.
3. On Thursday, Oct 14, 2014, at 2:30 p.m.
4. All the first-year students.
5. The Department Office.

Task 10

The new English movie *Titanic* will be on show at the Students' Activity Center at 7:00 p.m. on Saturday, May 16. Anyone who is interested in it can buy the ticket at the ticket office in the students' center. One dollar for each. Thank you!

Task 11

1. (D)→2. (A)→3. (E)→4. (F)→5. (C)→6. (B)

Script:

1. She received a scholarship to pay school expenses.
2. I want to try to find a job in my hometown.
3. He had a part-time job in a restaurant.
4. We can discuss our vacation plans over dinner.
5. Jack wants to go to a small college in our city.
6. Joining the college sports games won't take you much time.

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Task 12

- | | | |
|-----------------------|-------------|----------|
| 1. term paper | 2. clean up | 3. party |
| 4. a basketball match | 5. at home | |

Script:

John: Hello, Mary. What are you doing on Monday evening? There's a great show at the Grand Theater.

Mary: I'm sorry, but I am planning to finish my term paper.

John: How about going out for dinner on Tuesday evening?

Mary: Sounds like a great idea, but I have to help my roommate clean up the apartment. You see, we are having a party on Wednesday night, so we need a place to look really nice.

John: Well, how about Thursday evening? There's going to be a basketball match at school. How about going and cheering for them?

Mary: Yes, I was planning to see that, but it's my Mom's birthday, so we are taking her out for dinner.

John: Well, I guess you will be busy on Friday evening, too. I was planning to invite you to a concert.

Mary: Well, I was planning to stay at home. But ... I'd love to go to the concert with you.

Task 13

2. I can handle them. / Although it's a little difficult, I can manage.
3. Sure. Just fill out this form. / Certainly. Here is the form for you to fill in.
4. My name is Wang Ming. I major in Business English. There are three people in my family. My father works in a computer company. And my mother is a housewife. In my spare time, I like to read novels. I think reading could broaden my horizons.
5. It was exciting. / It was good to feel independent and free. / It was a bit scary.
6. I like my roommates. / I think it's great.
7. We often watch movies. / We do various sports. / We play basketball / football.
8. I would like to join a sports club. / I would like to attend art classes.
9. I think it's really very beautiful. / I like the atmosphere here.
10. Yes, I often work part time at weekends. / No, I want to focus on study.

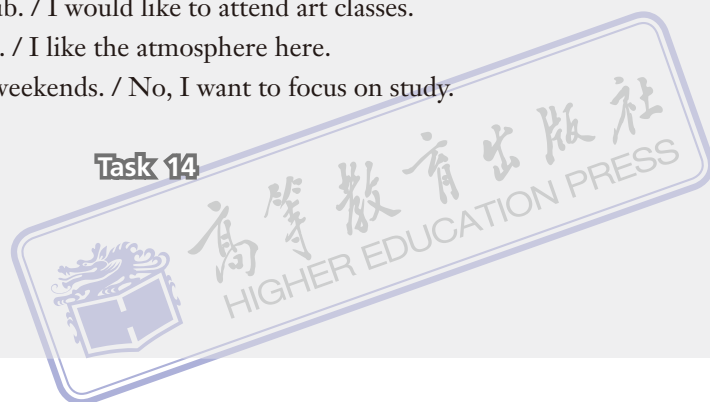
Task 14

Conversation 1

(B)→(C)→(D)→(A)

Conversation 2

(B)→(A)→(D)→(C)



Script:**Conversation 1**

Vivian: Hi, David. Long time no see!

David: Hi, Vivian. Long time no see!

Vivian: Come on in. Take a seat. Would you like something to drink? I have Sprite and orange juice.

David: Sprite would be fine. So, how have you been?

Vivian: Not bad. And you?

David: Oh, I'm doing OK, but school has been really busy these days, and I haven't had time to relax.

Vivian: By the way, what's your major anyway?

David: Hotel management.

Vivian: Well, what do you want to do when you graduate?

David: I haven't decided yet, but I think I'd like to work for a hotel or a travel agency in this area.

Conversation 2

Susan: Hey, Dan, is that you? Long time no see!

Dan: Oh, hey, no kidding! I haven't seen you for ages! So how've you been?

Susan: Good, thank you. I've joined the students' union. I think it's been a good decision. I've got a lot of support and good suggestions from the guys. What about you? Have you decided on your major yet?

Dan: Definitely chemistry engineering. What about you?

Susan: I still have no idea, but we don't have to choose a major till our second year, so I've got time! Oh, I'm late for class. I've got to run!

Dan: OK, take care! Nice running into you!

Susan: Me, too!

Dan: Bye!

Task 15

- | | | | | |
|------------------|-----------|------------------|---------------|-----------|
| 1. homesick | 2. common | 3. tips | 4. Call home | 5. factor |
| 6. Go visit home | 7. worse | 8. every-weekend | 9. Get out of | 10. hide |

Script:**Three Ways to Deal with Homesickness**

Being homesick in college is very common. With these three tips, however, dealing with it can be a little easier.

Call home. This may sound like common sense, but it can really help. The key factor, however, is not to call home all of the time.



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Go visit home. Visiting home can be a great way to recharge yourself. But going home too often can make homesickness worse. Let yourself go home when you need it, but make sure it doesn't turn into an every-weekend event.

Get out of your room. You didn't go to school to hide in your room, right? You never know what might happen, but you do know that it won't happen if you're alone in your room all the time.

Task 16

Situation 2:

- Jack: Good morning, Linda.
Linda: Good morning, Jack. Do you have any plans for tomorrow evening?
Jack: No. I have nothing planned.
Linda: That's great. I would like to invite you to a dance party.
Jack: That's very kind of you. I'd love to go.
Linda: The party will be held at Garden Hotel at 7:00 p.m. I'll pick you up at six o'clock in the evening.
Jack: Thank you for your invitation. I'll be there.
Linda: See you tomorrow.

Situation 3:

- Linda: Jack, I would like to join the tennis club.
Jack: So do I.
Linda: When can we play tennis there?
Jack: Well, from 10 a.m. to 11 p.m.
Linda: Great. Do we need to pay?
Jack: No, it's free, but we have to buy the equipment ourselves.
Linda: OK. I will apply for the membership.
Jack: Good. Let's fill in the forms.

Situation 4:

- Jack: Linda, what are you looking for?
Linda: I'm searching for the novel named *Gone with the Wind*.
Jack: Can I help you?
Linda: Thanks. Do you know how I can borrow this novel?
Jack: Take off the card, and fill in your name and your library card number.
Linda: When should it be returned?
Jack: Within 2 weeks, and you can come in and renew it for another two weeks.
Linda: I'll make sure it won't be overdue. Thanks so much.

Situation 5:

- Linda: Oh, I'm really worried about the exam. I have no idea about it.

Jack: Well, first, you should know the requirements for the course.
 Linda: We have a quiz every Monday and a final exam.
 Jack: Did you do a great job in those quizzes?
 Linda: Just so so, and that's why I'm so worried about the course.
 Jack: You need some notes to help you review what you have learnt in the class.
 Linda: I think you're right.
 Jack: Besides, you have to consult with your teacher if you have any question.
 Linda: That would really help me. Thank you for your advice.
 Jack: You are welcome.

Task 17**Conversation 1**

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

Conversation 2

6. D 7. E 8. A 9. C 10. B

Script:**Conversation 1**

Bob: Hey. Are you interested in buying some used books for school? You can really save some money that way.
 Janet: Well, what do you have?
 Bob: I have a science book called *Today's World*, and I'm selling it for thirty dollars.
 Janet: Thirty? That's a little too expensive for an old book like that.
 Bob: Maybe that's true, but I bought it for sixty. Plus, I wrote a lot of notes in the book that should help you with your class if you could read them.
 Janet: What else do you have?
 Bob: OK, I have an English writing textbook for fourteen dollars, a math book for twenty-three, and a novel for only seven dollars.
 Janet: I'll take the English book and the novel. I need both of these for sure.

Conversation 2

Stuart: Amy, how are you doing?
 Amy: Hi, Stuart. I'm very busy these days. When I'm not at school, I'm at work.
 Stuart: Hey, listen. I'm getting together with a few of our friends. And, we're going out to eat and then watch a movie. Why don't you come with us?
 Amy: I'd love to, but I have to study hard for a test tomorrow.
 Stuart: Come on. We plan to have dinner around 6:30 and then see a movie at 7:30.
 Amy: I'd better stay at home. I haven't been feeling well lately.
 Stuart: Yeah, because you study too much. Relax. And it's Sara's birthday, too. And we're



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holding a small birthday party after the movie.

Amy: You are probably right, I should relax a bit.

Stuart: Great. I'll pick you up at 6:00.

Task 18

Omitted.

