



“十四五”职业教育国家规划教材

捷讲英语

DIRECT ENGLISH

总主编 石 坚
主 编 胡智勇 杨 峰

第二版

1

综合教程
AN INTEGRATED COURSE
教师用书
TEACHER'S BOOK

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

Approaching College



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Unit 1

Opening Doors

WARM-UP

Task 1

Teaching steps

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

Answers

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

Task 2

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

READING FOR LEARNING

Task 1

Teaching steps

- Write *starting college* onto the board.
- Ask students to think about their feelings on the first day they started college and what things happened.
- Elicit ideas and write them onto the board briefly.

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

Answers

3 Complex.

Language Bank

1 a shaky start

忐忑的第一堂课

- 1) shaky: *adj.* not steady or strong in movement, sound, etc 颤抖的

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

电话里她的声音听起来有些颤抖。

- 2) a shaky start: a bad beginning 不顺利的开端

e.g. After a shaky start, the show is now very popular.

这档节目一开始并不顺利，但现在已经很受欢迎了。

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

我很早就醒了，比我预料的早得多。

- 1) wake up: stop sleeping 醒来

e.g. I didn't wake up until I heard the alarm clock.

直到听到闹钟的铃声，我才醒来。

If I fall asleep on the journey, wake me up.

如果我在旅途中睡着了，叫醒我。

- 2) much earlier than I had expected 比我预料的早得多

than 引导比较从句，其结构为“形容词比较级 + than + 从句”。在比较从句中，为避免重复，经常会出现省略现象。

e.g. You make more money than is intended to make.

你挣的钱比预计的要多。

During the winter holidays, I made much more money than Li Ming did.

在寒假期间，我挣的钱比李明多得多。

He got to know a famous writer who had much more knowledge than his own.

他认识了一位比自己更有学识的著名作家。

3) expect: v.

- ① think something will happen because it seems likely or has been planned 预期
e.g. I didn't expect to see you there.
我没想到会在这里见到你。
- ② think that you will find that someone or something has a particular quality or does a particular thing 认为
e.g. I expected him to be taller than me.
我原以为他比我高。

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

我本以为我还会像在暑假那样睡懒觉……

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

e.g. We usually sleep late on Sundays.
我们通常在星期天睡懒觉。

2) vacation 和 holiday 在英式英语和美式英语中用法上有区别:

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

e.g. I was on vacation last week and didn't receive your letter.
上星期我正在度假, 没收到你的信。

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

e.g. Where are you going for your summer holiday(s)?
暑假你打算去哪里?

- ④ 美式英语里最常用 holiday 指公共假日, 人们在此期间不必上班。

e.g. We get five days' Christmas holiday this year.
今年圣诞节, 我们放五天假。

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

走进第一节课的教室时, 我既兴奋又害怕。

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

e.g. Don't be frightened. We're not going to hurt you.
别害怕, 我们不会伤害你的。
I was frightened of being left by myself in the house.
我害怕一个人被留在屋里。

The boy was frightened to speak.

那个男孩子不敢说话。

She's frightened that she will not pass the exam.

她害怕她通不过考试。

- 2) 不要混淆形容词 **frightened** 和 **frightening**。前者指人，形容某人感到害怕；后者指事或指物，形容某事或某物让人感到害怕。试比较：

e.g. *a frightened child*

一个受了惊吓的孩子

a frightening experience

一次令人害怕的经历

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

由于我不认识班上其他的同学，而且离上课还早得很，我就紧张地玩起了手机。

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

① as 和 since

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

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

天色渐渐晚了，于是我转身准备回家。

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

既然你回答不了，也许我们该问问别人了。

- ② because 更强调原因，经常用来引出听者或读者所不知道的新信息。如果原因是句子里最重要的部分，通常将 because 从句放在句末。在口语或非正式交流中，because 从句也可以独自成句。

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

那天我们很不尽兴，因为天气实在太糟。

—*Why can't I go?*

—*Because you're not old enough.*

“我为什么不能去？”“因为你年纪太小。”

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

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

他觉得阅读越来越费劲，因为他的视力开始衰退了。

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

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

她刚要开口，我就皱皱眉示意她别出声。

He was about to start.

他即将动身。

- 3) nervously: *adv.* in a worried or frightened way 情绪不安地；紧张地

e.g. She smiled nervously.

她紧张地笑了笑。

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

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

- 1) at the start of: in the beginning of something 在……开始时

e.g. At the start of the year, many people make resolutions.

新的一年开始时，许多人都会立下新年决心。

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

e.g. I can feel something biting me!

我感到什么东西在咬我！

- 3) beat: *v.* beat 的过去式是 beat；过去分词是 beaten。

① when your heart beats, it moves in a regular rhythm as it pumps your blood 跳动

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

她还活着——心脏还在跳动。

② defeat or do better than 打败

e.g. Our team was completely beaten in the competition.

我们的队伍在比赛中被完全打败了。

- 4) approach:

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

e.g. He is surprisingly active for a man approaching 80.

身为一个接近八十岁的男人，他如此活泼，令人惊讶。

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

我走近那幢房子的时候注意到楼上有灯光。

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

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

我喜欢她解决这个问题的方法。

a new approach to teaching languages

新的语言教学法

7 Unfortunately, when I'm nervous I don't know when to stop speaking.

不幸的是，我紧张的时候常常不知道什么时候该停止说话。

unfortunately: *adv.* unluckily 不幸地；遗憾地

e.g. Unfortunately, he can't catch the bus.

不幸的是，他没能赶上那趟巴士。

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.

我不太确定我说了什么，说了多长时间，但当我坐下时很多人都在看着我。

stare: *v.* look at someone or something with fixed eyes 凝视；盯着看

e.g. She stood there and stared into space.

她站在那里，出神地凝视前方。

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

e.g. I was shocked by his wickedness.

他的恶毒让我震惊。

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

她大为震惊，几乎一句话也说不出。

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

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

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

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

得知他是法国人，我们都感到惊讶。

She told me a surprising thing.

她告诉我一件令人吃惊的事。

- ② astonish 指对突然发生的事感到“惊异；极为吃惊”。其形容词为 astonished 和 astonishing。

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

听到这个消息，我们都感到十分惊讶。

an astonishing decision

令人惊讶的决定

- ③ **amaze** 尤指因好的或难以相信的事物而极为惊讶。其形容词为 **amazed** 和 **amazing**。

e.g. I was amazed at his calmness.

我对他的镇定感到大为吃惊。

He's an amazing player to watch.

看他比赛那才叫精彩呢。

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

e.g. A shocked silence greeted the announcement.

这个通知得到的反应是一片惊愕的沉默。

The anger on his face was shocking.

他脸上的怒色让人吃惊。

Translation

忐忑的第一堂课

今天有点儿不一样——我就要开始我的大学生活了。我非常兴奋。我很早就醒了，比我预料的早得多。我本以为我还会像在暑假那样睡懒觉，可实际上我比预期早一个小时到了学校。

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

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

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

露西在大学的第一天 ☺

Reading and Understanding

Task 2

Teaching steps

- Ask students to read the questions, underline the key information they are looking for, and then ask them to find the answers in the text.
- Once students have completed the task, ask them to compare their answers in pairs.
- Check the answers as a class.

Answers

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

Task 3

Teaching steps

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

Answers

- 1 c 2 b 3 d 4 a

Task 4

Teaching steps

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

Possible answers

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

Vocabulary Focus

Task 1

Teaching steps

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

Which word is similar to holiday?

Which phrase means few or little?

Which word describes someone who is worried?

...

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

- Look at the first example together. Explain that students need to find a synonym of the word or phrase in italics and write its correct form on the lines.
- Set the rest of the task as individual work before checking together.
- Check the answers as a class.

Answers

- | | | | |
|------------|-----------------|--------------|---------|
| 1 vacation | 2 nervous | 3 approached | 4 relax |
| 5 shocked | 6 Unfortunately | 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 hometown here.
I've planned lots of activities with my friends as the holiday approaches.
- Elicit one or two examples when checking the answers to this task.

- Use the examples and mime them to the class. Ask students to guess what your experience was.
- Ask students to work in small groups to mime their sentences to each other.
- Choose three or four students to mime a sentence to the class.

Task 2

Teaching steps

- This task tests students' ability to manipulate the form of a word. Look at the first one as an example and write the answer together. Explain that students need to consider what components are missing in the sentence and correctly transform the given words.
- Set the rest of the task as individual work, and then check the answers together.

Answers

1 nervous 2 expectations 3 relaxed 4 shocking 5 fortunate

Task 3

Teaching steps

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

Answers

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

Extra Activity!

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

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

Task 1

Teaching steps

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

Answers

1 c 2 a 3 b

Task 2

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

Answers

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

Task 3

- Ask students to look at the first sentence. Ask them which action was longer (driving). Then remind students that when there are two actions in the past and the shorter one interrupts the longer one, the longer action is written in the past continuous.
- Set the task as individual work, and then 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 to think of questions, you could give them some situations: last night, a restaurant, online, the weekend, this morning, lessons, and yesterday, etc.

What did you do last night?

What time did you get up this morning?

What did you last read online?

- Ask students to write questions and then ask their partner. Elicit some examples of questions and answers.

Beyond the Text

Task 1

Teaching steps

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

Possible answers

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

Task 2

Teaching steps

- Ask different students to translate each of the words in this task.
- Ask the person next to the one who translates the word to put it into a sentence.
- Once you are confident that students know the meanings of the words, ask them to work together to use some of the words to describe how the people are feeling in each picture.

Possible answers

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

Task 3

Teaching steps

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

READING FOR DOING

Task 1

Teaching steps

- Ask students to look at the pictures in the posters.
- Choose a student to describe each picture, and then ask other students to guess what college club each picture is about.

- Next ask students to discuss which club interests them most. Elicit some examples and reasons from the class.

Language Bank

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

新学期开始的第二天，丽贝卡去参加了社团纳新会。

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

2 Dive into the world of table tennis with us and engage in exciting matches at regional and national levels.

跟我们一起深入乒乓球的世界，参与激动人心的区级和国家级比赛吧。

- 1) dive into: start doing something with enthusiasm and energy, often without hesitation 全身心投入；潜心钻研
e.g. After his graduation, he decided to dive into the world of digital marketing.
毕业后，他决定全身心投入到数字营销的世界。
She dove into her studies, determined to improve her grades.
她全身心投入到学习中，决心提高自己的成绩。
- 2) engage in: participate or become involved in a particular activity, behaviour, or pursuit 参与；从事于
e.g. People who engage in regular exercise tend to have better health.
经常参与体育锻炼的人往往健康状况更好。
She engages in volunteer work on the weekends.
她在周末参与志愿工作。
- 3) regional: *adj.* related or limited to a particular region 地区的；区域的
e.g. The regional economy has been growing steadily over the past few years.
过去几年里，该地区的经济一直在稳步增长。
- 4) national: *adj.* of or relating to a nation 国家的；国内的
e.g. This area is a national park.
这个地方是国家公园。

3 Beginners are more than welcome—the game is easy to pick up.

非常欢迎初学者——这项运动很容易上手。

- 1) beginner: *n.* a person who has just started to learn something 初学者；新手

e.g. I can't believe she is a beginner! She just won the competition!

我不敢相信她居然是一个初学者！她刚刚赢得了比赛！

- 2) pick up: learn something 学会；掌握

e.g. I pick up some French during my holiday.

在假期，我学了一点法语。

4 Club members get the chance to practise up to 3 times a week.

社团成员每周有多达 3 次的练习机会。

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

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

奥林匹克体育场将可容纳多达 80,000 名观众。

- 2) 表达类似概念的短语还有：

- ① as many as: 通常用于可数名词，表示可能达到的最大数量

e.g. As many as 100 people attended the seminar.

多达 100 人参加了这次的研讨会。

- ② as much as: 通常用于不可数名词，表示可能达到的最高量

e.g. The project could cost as much as \$1 million.

这个项目的成本可能高达 100 万美元。

5 We boast a remarkable reputation in the table tennis community.

我们在乒乓球界享有非凡的声望。

- 1) remarkable: *adj.* unusual or special in a way that causes people notice it 非凡的；惊人的

e.g. This soldier has a remarkable inner strength.

这个士兵有着非凡的意志力。

- 2) reputation: *n.* the opinion that people have about someone or something, based on what happened in the past 名声；名誉

e.g. This brand just established a positive reputation.

这个品牌刚刚建立起良好的声誉。

6 Do you have time to help make the local and national environment better?

你有时间去帮助改善当地和国家的环境吗？

- 1) local:

- ① 作形容词，表示“当地的；本地的”的意思。

e.g. The restaurant uses only local produce.

这家餐厅只使用当地产的食材。

- ② 作名词，表示“本地人；当地居民”的意思。

e.g. I prefer to ask the locals for their favourite places to eat.

我喜欢向当地人询问他们最喜欢的用餐地点。

- 2) 如果想表达“使变得本地化”的意思，可以用 localise。

e.g. The company plans to localise their products for the Asian market.

公司计划将他们的产品本地化以适应亚洲市场。

- 3) environment: *n.* the natural world in which people, animals and plants live 环境

e.g. It is everyone's responsibility to protect our environment.

每一个人都有责任保护环境。

7 Wednesday conservation volunteering

周三环境保护志愿者活动

- 1) conservation: *n.* the action of saving and protecting the environment or historical objects or works of arts 保护；保存

e.g. Scientific research and wildlife conservation are intimately connected.

科学研究与野生动物保护密切相关。

- 2) volunteer: *v.* do something without being forced to do it or without getting paid for 志愿；义务服务

e.g. They volunteer to visit the orphans every week.

他们志愿每周去看望一次孤儿。

8 Meet at the main entrance every Saturday to catch a bus to a regional project.

每周周六在学校大门口集合，搭乘大巴去一项地区环保项目。

- 1) entrance: *n.* an opening, such as a door, passage, or gate, that allows access to a place 入口

e.g. There are two entrances.

这里有两个入口。

- 2) project: *n.* a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose 项目；工程

e.g. They initiated a new project to protect wild red pandas.

他们发启了一项保护野生小熊猫的新项目。

9 As a society, we always want suggestions from members for new activities, campaigns and ideas.

作为一个社团，我们总是期待成员们能提出关于新活动、宣传活动和创意的建议。

campaign: *n.* a series of actions intended to achieve a particular aim (宣传) 活动

e.g. The company has adopted some advertising campaigns to promote the new product.

这家公司实施了一些营销活动去推广新产品。

10 Do you want to present the weather?

你想主持天气预报节目吗?

- 1) present: v. appear in a radio or television programme and introduce the different items in it
主持(广播或电视)节目

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

她过去常在电视上主持园艺节目。

- 2) present 作动词时还可表示“表达(观点);呈现”等含义。

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

他对那件事提出了相当新的看法。

The ships in the bay present a beautiful sight.

海湾内的船舶呈现出一派美丽的景致。

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

e.g. He insists on being present.

他坚持要出席。

I am content to stay in my present job.

我对现在的工作心满意足。

- 4) present 也可作名词,表达“礼物;目前”等含义。

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

他给我买了一只贵重的钻戒作生日礼物。

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

现在这种病尚无确定可靠的疗法。

Translation

大学社团

新学期开始的第二天,丽贝卡去参加了社团纳新会。很多社团她都很喜欢。

乒乓球社团

跟我们一起深入乒乓球的世界,参加激动人心的区级和国家级比赛吧。

- 非常欢迎初学者——这项运动很容易上手。
- 第一周学费全免,快来一起享受吧。
- 社团成员每周有多达3次的练习机会。

我们在乒乓球界享有非凡的声望。

为什么不来一起玩呢！

活动时间和地点

周一：下午 5 点—7 点（娱乐中心）

周三：下午 4 点—6 点（体育馆）

周六：晚上 7 点—9 点（社区大厅）

环保社团

你担心环境吗？你有时间去帮助改善当地和国家的环境吗？

周三环境保护志愿者活动

打扫并清洁当地公园

周末志愿者活动

每周周六在学校大门口集合，搭乘大巴去一项地区环保项目。

作为一个社团，我们总是期待成员们能提出关于新活动、宣传活动和创意的建议。如果你需要支持，我们会在这里帮助你完成。

学生广播站

学生创办，服务学生，每日广播。

你想……

- 成为电台节目主持人吗？
- 播报新闻或体育节目吗？
- 主持天气预报节目吗？
- 成为时尚、娱乐或电影记者吗？
- 播报校园时事吗？

学生广播站能让你就自己感兴趣的话题畅所欲言。

这里能为你将来的工作提供宝贵的经验。

Task 2

Teaching steps

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

- Check the answers as a class.

Answers

1 a 2 c 3 a 4 c 5 b

Task 3

Teaching steps

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

Answers

1 Conservation Club 2 Student Radio Club 3 Table Tennis Club

Task 4

Teaching steps

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

GUIDED WRITING

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

Task 1

Teaching steps

- Give students about three minutes to read the Discovering T'ai Chi itinerary individually.
- Ask students to note down key details, such as lecturers' names, session times, and the event's location.
- Tell students to pair these notes with the provided questions for easy reference.
- Check the answers together, ensuring clarity and correct understanding.

Answers

- 1 The two lecturers are Wang Qi, who is a senior instructor, and Zhou Jing, who is the founder.
- 2 During the day, you can learn an introduction to T'ai Chi, the theory and history of T'ai Chi, and listen to a practical introduction.
- 3 You can register for the event by calling the phone number provided: 020-12345678.

Task 2

Teaching steps

- Have students put away their books and brainstorm the rules they already know about using punctuation and capital letters in English.
- Ask students to look at their books and see how their ideas match the rules of punctuation and capital letters listed in the writing profile.
- Let students find examples from the itinerary in Task 1 that demonstrate each rule.

Task 3

Teaching steps

- Look at the first example together. Ask students to correct sentences focusing on correcting punctuation and capitalization errors.
- Guide students by indicating how many errors are in each sentence if they find it hard.
- Ask students to compare their answers in pairs, and then check the answers as a class.

Answers

- 1 The meeting shall start at 9 am on Sunday 25 November.
- 2 His address has changed to Kings Road, Reading, RG1 4EP.
- 3 Would you like to learn more about Karate?
- 4 Meet the head of the society, Tim Smith.
- 5 Come and join an exciting new club!

Task 4

Teaching steps

- Ask students to read the itinerary in the task carefully.
- Look at the first example together. Explain that students need to identify and correct mistakes in punctuation and capitalization. Students can work alone or in pairs if they need extra support.
- Give students about five minutes to work on the corrections.
- Let students swap their work with a partner to compare corrections, paying close attention to punctuation and capitalization.

- Check the corrections together or use the following answers to make sure everyone gets it right.

Answers

The Chinese Society

Join the Chinese Society for a two-week celebration of the Spring Festival.

From 5 to 18 February, we'll have many events you can join. Here are just a few:

2 February: Join Mr. Guo Yang for a talk on the history and traditions of the Spring Festival.

9 February: Everyone loves free food. Try some of the best Chinese dishes at our New Year's Eve celebration.

10 February: Join us in Soho, London, and participate in a huge street party with a great atmosphere.

Are you interested in joining us? Sign up using the form below.

AUDIO/VIDEO LAB

Video

Task 1

Teaching steps

- Ask students to look at the spider diagram. You might need to pre-teach words and phrases in the boxes, such as *volume* and *proper names*.
- Tell students to complete the diagram with words or phrases from the boxes.
- Ask them to compare their answers in pairs, and guide them to think of any other ideas they can add, such as *figures*, *background noise*, etc.
- 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—proper names; new words

Voice—speed; volume; tone

Tasks 2 and 3

Teaching steps

- Encourage students to think back to their first week at college and write down as many activities as possible that they have completed.

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

Task 2

Possible answers

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

Task 3

Possible answers

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

Script

David: Hi, Mia!

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

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

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

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

Mia: OK. Who's giving the introduction?

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

David: What's your plan for the afternoon?

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

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

Mia: But we already live there!

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

Mia: OK. When and where is it?

David: 9 am in the hall dining room.

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

Task 4

Teaching steps

- Ask students to read the listening tip box “Listening for days/dates/time/locations”. Highlight the importance of such prediction tasks when it comes to exams.
- Ask students to look at the gaps and predict in pairs what they are listening for in each gap, e.g., days, time and places, etc.
- Play the video again and ask students to complete the timetable.
- Check the answers as a class.

Answers

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

Audio

Task 5

Teaching steps

- Ask students to read the listening tip box again. As an extension, you could write a selection of commonly confusing words, e.g., 7, 17, and 70 onto the board and ask students to practise the differences between the words.
- Ask students to look at the gaps and write question words for each gap.
- Check the answers as a class.

Answers

1 what 2 where 3 when 4 who

Task 6

Teaching steps

- Play the first audio and ask students to complete the gaps in Task 5 as they listen.
- Ask students to compare their answers in pairs, and then check as a class.

Answers

1 pop star 2 student bar 3 7 pm 4 midnight 5 first year

Script

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

Rebecca: That's right.

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

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

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

Task 7

Teaching steps

- Ask students to look at the poster and answer 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 second audio and ask students to complete the gaps.

- Check the answers as a class.

Answers

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

Script

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

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

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

Nick: We sure do!

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

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

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

Task 8

Teaching steps

- Check students' understanding of the meanings of the words in the boxes.
- Discuss their meanings, focusing on how they can make sentences sound exciting.
- Go through the first one as an example together. Then ask students to complete the rest on their own before checking the answers.
- Play the two radio shows again if necessary, making sure everyone understands and agrees.
- Check the answers as a class.

Answers

1 best; better 2 impress 3 biggest 4 beat 5 skill

Task 9

Teaching steps

- Read the Chinese Calligraphy Club poster as a class. Explain any difficult words if necessary.
- Have students work in pairs and give them about 10 minutes to plan a 30-second radio advertisement. One student will be the advertiser, and the other will be the host of the student radio. Remind them to use some words listed in Task 8.
- Encourage students to add more details about the club to make the advertisement sound more exciting.
- Have pairs read their advertisements to the class, encouraging lively and clear delivery.
- Hold a vote for the best pair.
- If time is short, this task can be set as homework and presented at the start of the next class.
- If your students are weak, you can let them read the model answer and have them discuss which sentences make the advertisement sound more exciting.

Model answer

Radio Host: Hey students! Are you ready to join the best and biggest club on campus? Welcome to the Chinese Calligraphy Club, where ancient art meets modern passion! Here we have a representative to introduce more about the club.

Club Representative: Hi everyone! Our club is not just any club; it's a beast of creativity and skill! With over 100 enthusiastic members, we are the largest and most impressive calligraphy club in the region. We have won multiple awards for our stunning calligraphy displays and workshops. Beginners are also very welcome, because we have several experienced teachers who can guide you. Our classes are designed to help you relax, express yourself, and become better and bigger in your artistic journey. Starting next week, join us every day at 4 pm in the Palmer Building for introductory classes. Don't miss this chance! Join the Chinese Calligraphy Club—where the best become even better! If you are interested, please contact Li Du at 0779-1234567 to learn more.

WRAP-UP

Task 1

Answers

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

Task 2

Answers

- 1 start 2 nervous 3 expect 4 approached

Task 3

Answers

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

Task 4

Open-ended.