

Contents

Unit One Hello, Hi! 1

Key 2

Suggested Teaching Procedures and Class Activities 8

Unit Two Saying Thanks and Sorry 15

Key 16

Suggested Teaching Procedures and Class Activities 23

Unit Three Road Signs and Commuting 29

Key 30

Suggested Teaching Procedures and Class Activities 36

Unit Four Punctuality and Culture 41

Key 42

Suggested Teaching Procedures and Class Activities 49

Unit Five Our Weather and Climate 55

Key 56

Suggested Teaching Procedures and Class Activities 62

Unit Six Olympics and Sports

68

Key

69

Suggested Teaching Procedures and Class Activities

75

Unit Seven Holiday Celebrations

81

Key

82

Suggested Teaching Procedures and Class Activities

88

Unit Eight From Fat to Fit

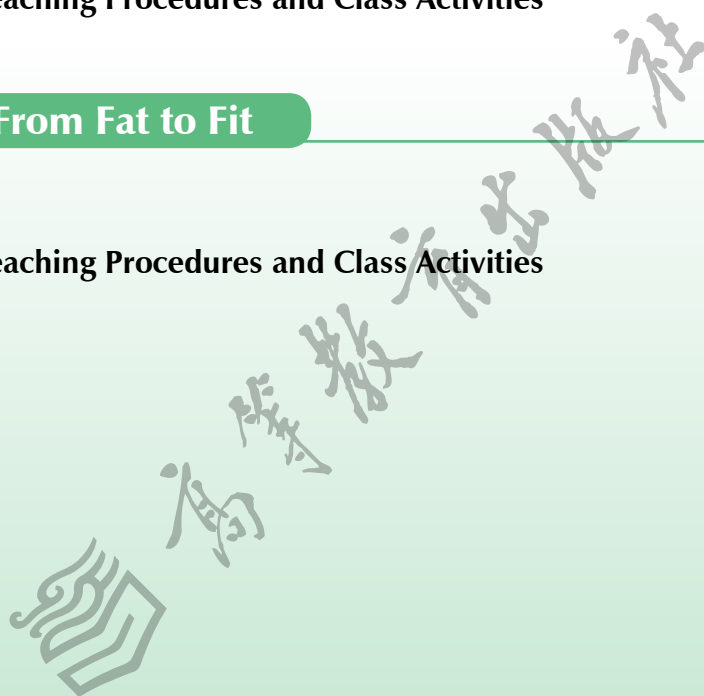
94

Key

95

Suggested Teaching Procedures and Class Activities

101





UNIT 1

Hello, Hi!

Key

Section ❶ Talking Face to Face 002

Section ❷ Being All Ears 005

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 008

Section ❷ Being All Ears 012



Key

SECTION

1 Talking Face to Face**Imitating Mini-Talks**

- ① Work in pairs. Practice the following mini-talks about greeting and introducing people.

Acting out the Tasks

- ② Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Task: Meet Prof. Waters at the airport.
A: How do you do, Prof. Waters? I'm your interpreter (翻译), Li Hong.
B: How do you do, Li Hong? Nice to meet you.
A: Welcome to China.
B: Thank you for coming to meet me.
- 2 Task: Exchange business cards with Mr. Green.
A: Pleased to meet you, Mr. Green. Here is my business card.
B: Thank you. Ah, so you are Liu Ming.
A: Yes, I'll be your tour guide for the next couple of days.
B: It's nice to meet you. Here is my card.
- 3 Task: Introduce an English teacher to your classmate.
A: Hello, Lily. This is Mrs. Smith, our new English teacher.
B: How do you do, Mrs. Smith? Welcome to our school.
C: Thank you. Oh, the campus is beautiful.



B: Yes. May I invite you to have a cup of tea together?

- 4 Task: Greet your business partner, Mr. Johnson, at a trade fair.
 A: Hello, Mr. Johnson. Nice to meet you again at the trade fair.
 B: Hi, Zhang. How are things with you?
 A: Fine. We have brought a new product to the fair.
 B: Great! I'm eager to see it.
- 5 Take leave and say goodbye to your hostess, Mrs. Waters.
 A: Hello, Mrs. Waters. We've got to leave now.
 B: Why so early? I have got some nice tea for you.
 A: No, thank you. It's time we left.
 B: OK. Then see you tomorrow.

Studying Business Cards

- ③ Business cards are very useful for introducing people. Read the following cards carefully and try to use the information to practice short dialogues.

The Chinese Version of the Samples:



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迈克尔·布林 博士
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 传真：316-231-2756

样例
1



UNIT 1

Hello, Hi!

样例 2

滨海电子有限公司

李铁刚
电子工程师

地 址: 滨海市长江路50号
电子邮件: ltg6@hotmail.com
电 话: 0411-4673 × × × ×
手 机: 1362512 × × × ×



Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.

Putting Language to Use

- ⑤ Imagine you are meeting an English teacher from the USA at the airport. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | | | |
|-------------|-----------------|------------|-----------|
| 1 Robert | 2 Thank you | 3 pleasure | 4 Here is |
| 5 this is | 6 How do you do | 7 call me | 8 journey |
| 9 the hotel | 10 very kind | | |

- ⑥ Imagine you are a new employee at a joint venture. Mr. Smith is the general manager there. You meet him for the first time at the company's canteen. Fill in the blanks according to the clues given in the brackets. Then act it out with your partner.

Key:

- 1 Excuse me



- 2 Oh, yes. How do you do, Mr. Smith? My name is Li Ying
- 3 Welcome to our company
- 4 you are the general manager
- 5 Here is my card
- 6 Thank you
- 7 My e-mail address is l-i-y-i-n-g@-163-dot-com

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 Hello, nice to meet you. Mrs. Waters.
- 2 Excuse me, are you Mr. Green from England?
- 3 I'm Jack Green from Canada. Here is my card.
- 4 Glad to meet you, Paul. Here is my card.
- 5 How are you, Jack? Nice to see you again.
- 6 Welcome to our college, Dick.
- 7 Hi, long time no see. Do you remember me?
- 8 What a surprise to see you here.
- 9 Oh, it's you, President Kong. Nice to see you again.
- 10 My name is Richard Washington. Please call me Richard.

- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 How are you? Nice to meet you.
- 2 Hello, this is Professor Kong, our president.
- 3 Hi! My name is Peter Green. Glad to meet you.
- 4 Hello, John. So glad to see you again.



UNIT 1

Hello, Hi!

006

- 5 Good morning, Mr. Smith. How are you doing?
- 6 Hi! Jack. Do you still remember me?
- 7 May I introduce my sister to you?
- 8 What a surprise to see you here.
- 9 Welcome to our college. This is my card.
- 10 Are you Mr. Black from America?

Key:

- | | | | | |
|------|------|------|------|-------|
| 1 -h | 2 -j | 3 -e | 4 -a | 5 -g |
| 6 -b | 7 -i | 8 -c | 9 -d | 10 -f |

- ③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 How do you do?
- 2 Hi, Tom. How are you?
- 3 Hello, Mary. I'd like you to meet Mark.
- 4 Hello. Let me introduce myself. I am Linda.
- 5 Let me introduce the new professor to you.
- 6 Do you think we've met before?

Key:

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 A | 2 A | 3 D | 4 C | 5 A | 6 D |
|-----|-----|-----|-----|-----|-----|

Handling a Dialogue

- ④ Listen to a dialogue and decode the message by finding out the correct choices in the brackets according to what you have heard.

Script:

Dialogue

- Lin: Hi! Are you new here?
- John: Yes. I'm an overseas student. This is my first year here.
- Lin: My name is Lin, a third-year student.
- John: How do you do, Lin? I'm John Thomson from England.



- Lin: How do you do? It's a great pleasure to meet you, John. I'll go to England to further my study for a master's degree.
- John: I'm here for my Chinese program. Perhaps we could help each other.
- Lin: Yeah, John. If you need any help, feel free to tell me.
- John: Really? Thank you.
- Lin: Are you online?
- John: Yes, I am.
- Lin: My e-mail address is lin@campus.com.
- John: Mine is john@england.net. Let's keep in touch.
- Lin: OK. Bye for now, John.
- John: Bye-bye, Lin. It's nice to have met you.

Key:

- | | | |
|-----------|----------------|------------|
| 1 Thomson | 2 a third-year | 3 pleasure |
| 4 program | 5 master's | 6 touch |

Understanding a Short Speech / Talk

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Good morning, everyone. It's my honor to introduce Professor Waters to you. (*Applause*) Professor Waters is from the United States of America. She will teach us English this term. Professor Waters is an experienced teacher. She has taught English in many different countries. She is a very good teacher and she is really an expert in English teaching. She is the author of a number of books in this field. So, it is a pleasure for us to have her as our English teacher here. Now, let's welcome her to say a few words to us! (*Clapping*)

Key:

- | | |
|-----------------------|--------------------------------|
| 1 Professor Waters | 2 the United States of America |
| 3 this term | 4 in many different countries |
| 5 English teaching | 6 a number of books |
| 7 our English teacher | 8 a few words |



- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

1 c 2 a 3 b 4 a 5 c

Suggested Teaching Procedures and Class Activities

SECTION

① Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 How much do you know about the way American and British people greet each other? What expressions do they often use?
- 2 How do we Chinese greet others? What expressions do we often use?

② Class Activities

- 1 First students read the Mini-Talks after the teacher, and then try to recite them in pairs within five minutes.
- 2 Ask the students to recite and perform the mini talks in class.
- 3 Students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance



of the teacher, paying attention to the pronunciation and the intonation.

1) The way native English speakers greet people and give responses:

Greetings at the first meeting	Responses
(1) How do you do?	How do you do?
(2) Nice to meet you.	Nice to meet you, too.
(3) Pleased/Glad to see you.	Pleased/Glad to see you, too.
(4) Hello, I'm a new student here.	Welcome to our school.
(5) Hi. Have we met before?	No, I don't think so.

Greetings when meeting again	Responses
(1) How are you?	Fine/Very well, thank you. And you?
(2) Hello. How are things with you?	Quite well. And you?
(3) How is everything?	Not (too) bad.
(4) How are you doing? What are you doing these days?	Fine/Good, thank you. Nothing particular.
(5) Haven't seen you for ages. How are you?	Fine/Very well/OK, thanks.
(6) Fancy seeing you here, Lily!	Yeah, fancy that.
(7) Nice to have you with us, Ann. Please make yourself at home.	Thank you, I will.

2) The way native English speakers introduce themselves to each other:

- (1) Mr. Brown, allow me to introduce myself. My name is Zhou Daqiang, manager of the company.
- (2) I'm Robert Miller from America. Please call me Robert.
- (3) Before we start (First of all), let me introduce myself.
- (4) Hello, may I introduce myself?
- (5) I'd like to introduce myself first.
- (6) Could you please introduce me to your manager?
- (7) May I introduce my friend Mike? He is from Canada.

3) The way native English speakers exchange their personal information:

- (1) Here is my name (business) card.
- (2) This is my name card.
- (3) Thank you. Here is mine.
- (4) This is my mobile phone number.
- (5) I'll take down your e-mail address.
- (6) Please call me or e-mail me if you need any help.



- 4) The way native English speakers say goodbye to each other:
 - (1) Bye.
 - (2) Goodbye.
 - (3) So long.
 - (4) See you next time.
 - (5) Have a good day.
 - (6) Pleased / Glad to have met you.
 - (7) Take care.
 - (8) See you later.
- 5) The expressions native English speakers use to meet people at the airport:
 - (1) Hello, are you Prof. Smith from the United States?
 - (2) Hi, are you Miss Mary Green? I'm Li Hong from Foreign Language School.
 - (3) How do you do, Mr. White? My manager has asked me to meet you at the airport.
 - (4) Did you have a good trip?
 - (5) Was everything OK on your trip?
 - (6) Let me help you with your luggage. And I have a car waiting for us outside.

Studying Business Cards

① Warm-up Questions

- 1 When are business cards exchanged between people?
- 2 What are usually written on business cards?

- ② Students read and translate the sample business cards under the guidance of the teacher.

Act-out Activities

Sample Dialogues

- ① Students read the sample dialogues after the teacher, trying to simulate the teacher's pronunciation and intonation.



② Ask the students to read the sample dialogues in pairs.

③ Group Work

Ask the students to categorize the greetings in the sample dialogues into three groups.

1 Greetings used at the first meeting:

- 1) Hello, nice to meet you.
- 2) How do you do, Professor Lu?
- 3) Welcome to our department, Mike.
- 4) Nice to meet you, Mr. Green. Welcome to our company.

2 Greetings used when meeting again:

- 1) Hi, long time no see, Mike. Do you remember me?
- 2) How nice to see you again. How are you?
- 3) How is your project?
- 4) It's going fine.
- 5) Hello, Jack. Haven't seen you for ages. How's everything?
- 6) What a pleasant surprise! I'm fine.
- 7) What brings you here?
- 8) How are things going in your company?
- 9) Not bad. How about you?
- 10) Just doing well. Would you care for a drink?

3 Sentences used for introducing people and giving responses:

- 1) My name is Lu Yang.
- 2) I'm Michael Breen. Please call me Mike.
- 3) Here's my card.
- 4) I'm Jack Green from Zhonghua Technical School.
- 5) Here is my business card.
- 6) This is mine.

④ Group Work

Give the students several minutes to prepare an introduction of themselves, and then introduce themselves to each other.

⑤ Pair Work

Make a dialogue about two old friends meeting again. Perform it in class.



- ⑥ Do Exercises 5 and 6 in pairs.

After-class Activities

① **Pair Work**

Each pair makes a dialogue according to the tips in one of the five tasks in *Speak and Perform*. There will be a class presentation in the next class period.

② **Group Work**

Design a business card in groups with PPT, present it and practice exchanging the business cards to each other in the next class period.

- ③ **Pay a visit to the website: <http://video.about.com/esl/ESL-Dialogue--Introductions.htm> to watch the video about Introduction Words and Phrases.**

② Being All Ears



Learning Sentences for Workplace Communication

- ① Give students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by looking at the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.



- ③ Listen to the material for a second time, and ask students to do exercises in the section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask students to repeat the sentence during the pause.

Handling a Dialogue

- ① Give students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without looking at the book.
- ③ Listen to the material for a second time, and ask students to answer the following questions orally.
 - 1 Who is John? Where is he from?
 - 2 What does he study in the university?
 - 3 Who is Lin? Which grade is he in now?
 - 4 Where does Lin want to go after graduation? Why does he want to study further?
 - 5 How can they keep in touch later on?
- ④ Listen to the material for the third time with a pause after each sentence, and ask students to repeat the sentence during the pause.
- ⑤ Do exercises in the section.

013

Understanding a Short Speech / Talk

- ① Give students a few minutes to read through the printed materials for each listening item.



- ② Listen to the material for the first time without looking at the book.
- ③ Listen to the material for a second time, and ask students to do exercises in the section.
- ④ Listen to the material for the third time with a pause after each sentence, and then ask students to take notes of the key words.





UNIT 2

Saying Thanks and Sorry

Key

Section ❶ Talking Face to Face 016

Section ❷ Being All Ears 020

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 023

Section ❷ Being All Ears 026



Key

SECTION

1 Talking Face to Face



Imitating Mini-Talks

- ① Work in pairs. Practice the following mini-talks about expressing thanks and other feelings.
(Open.)

Acting out the Tasks

- ② Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Task: Give thanks to your hostess for a happy New Year's Party.
A: Mrs. Waters, I'd like to thank you for the happy time here with your family.
B: Oh, it's nice to have had you with us, dear.
A: I shall never forget this New Year's Day we spent together.
B: It's also our great pleasure.
- 2 Task: Congratulate your friend on being admitted into a nursing school.
A: Congratulations! You are admitted to the Nursing School.
B: Thanks. You know I've been dreaming to be a nurse.
A: This MP4 is a gift for you.
B: Oh, how beautiful! Thank you very much indeed.
- 3 Task: Express thanks to your teacher who has been helping you.
A: Professor Kong, thank you very much for all your help with my paper.



B: It's my pleasure to be of some help.

A: I just can't leave without saying thank-you to you.

B: Don't mention it. I'm sure you can do well.

4 Task: Apologize for not being able to offer help to a friend of yours.

A: Could you please help me with the term paper?

B: Oh, I'm terribly sorry. My hands are full at the moment.

A: Never mind. I'll try to manage it by myself.

B: I'm sorry. Let me see if I can get someone else to help you.

5 Task: Express regret for making a careless mistake.

A: I'm terribly sorry, Mr. Johnson. I forgot to bring the sample of the product.

B: Never mind. We could talk about it tomorrow.

A: I do apologize for this.

B: It doesn't matter. Just see that such things won't happen again.

Studying Gift and Congratulation Cards

③ Gift cards / notes and congratulation cards / letters are very useful for expressing thanks and good wishes on some social occasions. It is also important for us to learn how to reply to them properly. Read the following cards carefully and try to use the information to practice short dialogues.

The Chinese Version of the Samples:



一张礼物卡片

亲爱的乔伊斯:

玫瑰是我们自己花园里种的。我们怀着热爱把花儿送给你。希望你喜欢它们甜美的味道。
请好好照顾自己, 我们愿你早日康复。
祝安好!

你的
玛丽·肯特



给送礼人的回复

亲爱的玛丽：

你昨天送给我的玫瑰现在就放在我身边的桌子上，其中有几朵是今天早上才绽开的。这些花儿是那么美丽芬芳，看到它们我感觉好多了。你还想到给我送花，真是个有心人，太谢谢你了。

万分感激的
乔伊斯·兰姆



贺卡

亲爱的奥尔莱特先生：

恭喜您被授予今年的杰出经理称号。我曾经参观过贵公司的一个分部，留下了非常深刻的印象。我觉得您完全配得上这个荣誉，我为您感到高兴。

衷心地祝愿您和您的公司在新的一年里取得更大的成功！

约翰·布莱克谨启



对贺卡的回复

亲爱的布莱克先生：

非常感谢您送我贺卡。我对您的赞誉倍感荣幸。请接受我对您在过去一年里的帮助和支持的深深谢意。

期待未来我们能有一进一步的合作。

比尔·奥尔莱特谨启



Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.
(Open.)

Putting Language to Use

- ⑤ Imagine you are writing your term paper. You've just received a very useful reference book as a gift from Professor Smith. You meet him and express your thanks. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | |
|-------------------------|--------------------------------|
| 1 Thank you | 2 very helpful |
| 3 I'm glad / happy | 4 my gratitude / thanks to you |
| 5 nothing / my pleasure | 6 very grateful |
| 7 of any help | 8 kind |

- ⑥ Imagine you are Sue, and your partner is Ken. Your English teacher, Linda has been in hospital. Now she is fully recovered and will leave the hospital today. You want to meet her there. You ask your friend Ken to give you a lift. Fill in the blanks according to the clues in the brackets. Then act it out with your partner.

Key:

- | | |
|---|----------------------|
| 1 Hello, Ken | 2 I'm terribly sorry |
| 3 that's too bad | 4 I see |
| 5 That's very thoughtful / considerate of you | |
| 6 That's wonderful | 7 what a pity |
| 8 Really | 9 very kind of you |
| 10 It's my pleasure | |





2 Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 I'm very grateful to them for their kind help.
- 2 We are much obliged to you for your hospitality.
- 3 Thank you ever so much. I do appreciate your friendship.
- 4 My sister is so thankful to you for the beautiful bag.
- 5 Not at all. I feel happy I could do something for you.
- 6 You are welcome. It's truly my pleasure / honor.
- 7 I'm terribly sorry. Please pardon me.
- 8 It's all my fault. I apologize for all that I've done.
- 9 This is such wonderful news! Congratulations!
- 10 Congratulations! I feel so proud of you.

- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 The student feels so grateful to the teacher for her patient help.
- 2 I'm much obliged to you for your heart-warming encouragement.
- 3 Thank you very much indeed. I do appreciate your understanding.
- 4 My parents are so thankful to you for your kind invitation.
- 5 Not at all. I feel happy that I could do this for you.
- 6 You are truly welcome. The pleasure is mine.
- 7 I feel so sorry for that. Please excuse me.
- 8 It's my fault. I apologize for being so careless.
- 9 That's great! Congratulations!
- 10 Congratulations! I feel so happy of you.

Key:

- 1 -i 2 -d 3 -c 4 -h 5 -j

6 -e 7 -b 8 -f 9 -g 10 -a

SECTION 2



- ③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 I feel so grateful for your kindness.
- 2 What a lovely present! I like it so much!
- 3 Sorry, I didn't mean to hurt you.
- 4 Congratulations! We all feel so proud of you!
- 5 I apologize for the terrible mistake.
- 6 I'm much obliged to you for your help.

Key:

- 1 C 2 B 3 D 4 A 5 B 6 A

Handling a Dialogue

- ④ Listen to a dialogue and decode the message by finding out the correct choices in the brackets according to what you have heard.

Script:

Dialogue

- Andy: Hi, Donna. You are up! Are you all right now?
- Donna: Not quite yet. I'm still feeling rather weak.
- Andy: Sorry to hear that. Do be more careful in riding next time.
- Donna: Yeah, I have learned a lesson. Andy, it was very thoughtful of you to send me the get-well card yesterday.
- Andy: Well, I just hope you can recover soon.
- Donna: Thank you. And I'd also like to thank you for these beautiful flowers.
- Andy: They are fresh from my sister's garden.
- Donna: No wonder they look so nice! I've put them right on the table beside the bed.
- Andy: I'm glad you like them. Oh, dear! I've got to go now. Take care, Donna.
- Donna: I will, Andy. And I do appreciate all you've done for me.

**Key:**

- | | | | |
|------------|---------|-------------|--------------|
| 1 bike | 2 weak | 3 get-well | 4 thoughtful |
| 5 sister's | 6 table | 7 take care | |

Understanding a Short Speech / Talk

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Good morning, everyone! My name is Louisa Wood. I come from Italy, and I'm a housewife. My hobby is listening to pop music. I'm already thirty-five years old, but I still choose to learn English in this class, so I can manage to talk with foreigners when we travel abroad. Of course, I also want to help my children with their English homework. Oh, one more purpose is to be able to sing pop songs in English. I have a dozen CDs and I'll bring them here to share with you!

Key:

- | | | |
|----------------------|-----------|---------------|
| 1 everyone | 2 Italy | 3 housewife |
| 4 thirty-five | 5 abroad | 6 my children |
| 7 One more | 8 English | 9 a dozen |
| 10 to share with you | | |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 2 b | 3 d | 4 d | 5 c |
|-----|-----|-----|-----|-----|

Suggested Teaching Procedures and Class Activities

SECTION 1



SECTION 1 Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 What will you say in English to those who give you some help?
- 2 What do you know about English expressions for showing regrets or forgiveness? List them.

② Class Activities

- 1 The students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.
- 2 Ask the students to underline the useful expressions and perform the Mini-Talks in class.
- 3 The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to the pronunciation and the intonation.
 - 1) Sentences frequently used for expressing thanks:
 - (1) It was so generous of you to send me such a fine and beautiful gift.
 - (2) I don't know how to express my thanks to you.
 - (3) I'm grateful for all the help and encouragement you've given me.
 - (4) Thank you for doing me a favor.
 - (5) Many thanks for your information.
 - (6) Thank you again for arranging everything for us.
 - (7) Thanks a lot for allowing me to use your computer.



- 2) Sentences frequently used for expressing congratulations:
- (1) Congratulations on your recent promotion!
 - (2) Please accept my heartiest congratulations.
 - (3) May an old friend congratulate you for obtaining your Master's Degree.
 - (4) I congratulate you on your wonderful result in the final examination! Well done!
- 3) Sentences frequently used for making apologies and asking for forgiveness:
- (1) I'm terribly sorry that I've forgot to bring the sample of the product.
 - (2) I do apologize for this.
 - (3) Excuse me. Forgive me for interrupting you again.
 - (4) I'm so sorry that I've forgot the class meeting.
 - (5) I feel terribly sorry for missing the appointment.
 - (6) I apologize that I couldn't reply to your e-mail as soon as possible
 - (7) I hope you will accept my sincere apologies for not informing you of the news.
 - (8) Please forgive me.

Studying Gift and Congratulation Cards

① Warm-up Questions

- 1 When and whom do you usually send gift cards to?
- 2 For what purposes do you send congratulation cards?

- ② The students read and translate the sample gift and congratulation cards under the guidance of the teacher.

Act-out Activities

Sample Dialogues

- ① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.



② Ask the students to read the sample dialogues in pairs.

③ Group Work

Ask the students to categorize the expressions for expressing thanks/ congratulations and giving responses in the sample dialogues into three groups.

1 Sentences used for giving and replying to thanks:

- 1) Thank you.
- 2) And thank you very much for the roses.
- 3) I'm glad you like them.
- 4) You are always so thoughtful.
- 5) I'm glad you like the flowers.

2 Sentences used for showing congratulations and giving responses:

- 1) Congratulations, Mr. Alright! I've heard of the good news that you were named this year's Outstanding Manager.
- 2) Thank you, Mr. Black.
- 3) I feel happy for you.
- 4) I know you deserve the honor.
- 5) It's very kind of you to say so.
- 6) I'm sure you and your company will be more successful in the coming year.
- 7) Thanks for your kind words.

④ Group Work

Give the students several minutes to discuss how to express thanks to a friend who gives a beautiful gift.

⑤ Pair Work

Make a dialogue about showing congratulations to a friend who has won the first-grade scholarship. Perform it in class.

⑥ Do Exercises 5 and 6 in pairs.



After-class activities

① Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in Speak and Perform. There will be a class presentation in the next class period.

② Group Work

Design a gift card in groups with PPT, present it and practice expressing thanks after receiving the gift card in the next class period.

③ Pay a visit to the website http://www.tudou.com/programs/view/yWifCSzF6_I/ to listen to the English lecture about how to make apologies.

② Being All Ears

Learning Sentences for Workplace Communication

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by referring to the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for a second time, and ask the students to do exercises in the section.



- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.

Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to answer the following questions orally.
 - 1 What is the relationship between Andy and Donna?
 - 2 What happened to Donna? How does she feel now?
 - 3 Why does Donna show her thanks to Andy?
 - 4 Where does Andy get the flowers?
 - 5 Where does Donna keep the flowers?
- ④ Listen to the material for the third time, and the students read the dialogues simultaneously and trying to catch up the speed and simulate the speakers' tones.
- ⑤ Do exercises in this section.

027

Understanding a Short Speech / Talk

- ① Give the students a few minutes to read through the printed materials for each listening item.



UNIT 2

Saying Thanks and Sorry

028

- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.





UNIT 3

Road Signs and Commuting

Key

Section ❶ Talking Face to Face 030

Section ❷ Being All Ears 033

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 036

Section ❷ Being All Ears 039



Key

SECTION

1 Talking Face to Face



Imitating Mini-Talks

- 1 Work in pairs. Practice the following mini-talks for giving directions.

Acting out the Tasks

- 2 Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Task: Look at the street map in Exercise 3. Suppose you are at the bus stop at the corner of Hall Street and Wynn Street. Ask how to get to Low Street Underground Station.

A: Could you please show me the way to Low Street Underground Station?

B: Yes. Go up Hall Street. Turn right at North Street. It is at the corner of North Street and Low Street.

A: Thank you for the information.

B: You are welcome.

- 2 Task: Look at the street map in Exercise 3. Suppose you are at the bus stop at the corner of Hall Street and Wynn Street. Ask how to get to the church.

A: Excuse me, do you happen to know the way to the church?

B: Sure. Go up Hall Street and take the first turning on the right. That's Church Street.

A: First turning on the right.

B: The church is on the left. You can't miss it.

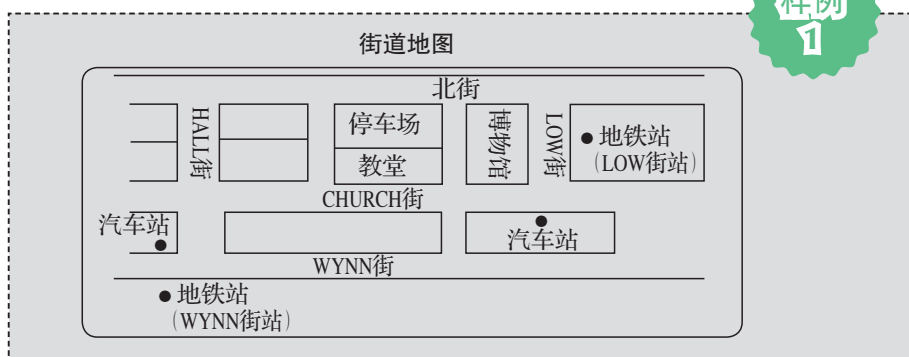


- 3 Task: Look at the street map in Exercise 3. Suppose you are at the bus stop at the corner of Hall Street and Wynn Street. Ask how to get to the car park.
- A: Excuse me, how can I get to the car park?
- B: The car park is on North Street. You can go along Hall Street until you come to North Street. Turn right at North Street.
- A: OK, right at North Street.
- B: You will find it on your right.
- 4 Task: Look at the building map in Exercise 3. Suppose you are just out of the stairs. Ask how to get to the Marketing Department.
- A: Excuse me, could you tell me where the Marketing Department is?
- B: Yes. Go this way and turn right over there. The Marketing Department is on your left, opposite the Sales Department.
- A: Thank you very much.
- B: You are welcome.
- 5 Task: Look at the building map in Exercise 3. Suppose you are just out of the stairs. Ask how to get to Mr. Green's office.
- A: Excuse me, where is Mr. Green's office?
- B: Walk down the corridor. At the end of it, turn left.
- A: Left at the end of the corridor.
- B: It's the second room on the left, next to Mary's office.

Studying Maps

- ③ Maps are very useful for giving and understanding directions. Read the following sample maps carefully and try to use the information to practice short dialogues.

The Chinese Version of the Samples:





样例
2

一座建筑的四层示意图

经理办公室	会议室	市场部
格林先生的办公室	玛丽的办公室	销售部
楼梯		人事部

Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.

Putting Language to Use

- ⑤ Sally wants to go to the Beach Hotel. She is asking a stranger for directions to get there. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | | |
|-----------------|----------|---------|
| 1 Excuse | 2 my way | 3 along |
| 4 on the corner | 5 By | 6 take |
| 7 off | 8 front | 9 Many |

- ⑥ Ken is looking for Mr. Anderson. He meets Jane and asks her for directions. Imagine you are Jane. Tell him how he might find Mr. Anderson. Fill in the blanks according to the clues given in brackets. Then act it out with your partner.

Key:

- It's on the top floor, next to the lift
- He might be in the conference room
- It is on the second floor, Room 206
- You are welcome



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 The Sales Department is next to the Human Resources Department.
- 2 The reception desk is in the middle of the hall on the first floor.
- 3 Cross the bridge, and make a right turn.
- 4 You need to transfer at Fuxingmen.
- 5 Just pass the tall building and turn to the right.
- 6 Drive back to the traffic lights and turn left.
- 7 Can you show me the way to the railway station?
- 8 Walk west for two blocks and you'll be there.
- 9 Sorry, I'm new around here.
- 10 Take the No.19 bus and get off at the fifth stop.

- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 I think the best way is to take the subway.
- 2 You will take less than 5 minutes to get there.
- 3 Keep going until you see a white building on your left.
- 4 Take the elevator to the sixth floor.
- 5 Take the subway first, and then change to Bus No. 9.
- 6 Sorry, I'm a stranger here myself.
- 7 The subway station is just two blocks away.
- 8 Excuse me, can you tell me how to get to the computer center?
- 9 The chemistry building is opposite the library.
- 10 You can take Subway Line 2 and get off at Xizhimen.

Key:

- 1 -b 2 -a 3 -c 4 -e 5 -d



6 -f 7 -j 8 -i 9 -h 10 -g

- ③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 When you come out of the lift, turn left. Mr. Smith's office is the second one on the right.
- 2 How far is it from here to the library?
- 3 Is there a bus going there?
- 4 Am I going in the wrong direction?
- 5 Is the shopping mall far from here?
- 6 Excuse me, where is the nearest supermarket?

Key:

- 1 A 2 B 3 A 4 C 5 C 6 D

Handling a Dialogue

- ④ Listen to a dialogue and decode the message by finding out the correct choices in the brackets according to what you have heard.

Script:

Dialogue

- Jack: Hi, Bob. This is Jack. I'm at Emily Green's house, and there is a party going on.
- Bob: Oh, really? Can I join you?
- Jack: That's why I'm calling.
- Bob: But I don't know her address.
- Jack: I can tell you how to get here. It's quite close. It'll take you about fifteen minutes.
- Bob: OK. Please give me the directions.
- Jack: Take a left turn at the traffic lights on Main Street, and then a right one at the police station. Go down that road until you come to a fork. Turn right at the fork and you'll see her house about a hundred meters up the road. It's a two-story building on the right.
- Bob: OK. Can I bring anything?



Jack: You don't have to bring anything, but if you have some friends who want to come, bring them along.

Bob: Are there many people there?

Jack: Oh, yes. Right now there are about ten people here and the music is great!

Key:

- | | | |
|------------------|-----------|------------------|
| 1 party | 2 join | 3 directions |
| 4 close | 5 fifteen | 6 traffic lights |
| 7 police station | 8 fork | 9 one |
| 10 two-story | | |

Understanding a Short Speech / Talk

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Good morning, everyone. Let me tell you how to get to Tsinghua University from Beijing International Airport. The easiest way is to take a taxi. And the second way is to take the airport shuttle bus. You can go all the way to Zhongguancun terminal. From the terminal, a taxi ride costs about 10 yuan. The third choice is to take the airport subway to Dongzhimen Station. Then change to Line 2 to Xizhimen Station. Change again at Xizhimen Station to Line 13 to Wudaokou Station. Then, you can walk to Tsinghua University.

Key:

- | | |
|---------------------------------|---------------|
| 1 Beijing International Airport | 2 take a taxi |
| 3 take | 4 10 yuan |
| 5 the airport subway | 6 change |
| 7 Line 13 | 8 walk |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

- 1 b 2 c 3 b 4 d



Suggested Teaching Procedures and Class Activities

SECTION

1 Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 Have you ever seen any bilingual road signs (in English and Chinese)? Do you think they are helpful for foreigners to find directions when traveling in China?
- 2 Can you list some English words or phrases showing directions and locations?

② Class Activities

- 1 First the students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.
- 2 Ask the students to underline useful expressions and perform the Mini Talks in class.
- 3 The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to the pronunciation and the intonation.
 - 1) Sentences frequently used for asking directions:
 - (1) Excuse me. Could you tell me the way to the railway station?
 - (2) Do you know where West Avenue is?
 - (3) Can you tell me where the Sales Manager's office is?
 - (4) Where is the lift, please?
 - (5) Hello, Miss. I'm looking for the meeting room.



- (6) Where is Low Street?
- (7) Excuse me, which is the shortest way to the city library?
- (8) Do you happen to know this address?
- 2) Sentences frequently used for giving directions:
 - (1) Go down this street and turn right at the traffic lights.
 - (2) Well, go down Market Road, pass the market, and then turn left. West Avenue is the first turning on the right.
 - (3) Sure. The Sales Manager's office is on the fifth floor, Room 512.
 - (4) Just go straight ahead. It's in front of you.
 - (5) Take Bus No. 16 or Bus No. 19, and you'll get downtown.
 - (6) Walk that way for two blocks. It is only about ten minutes' walk.
 - (7) The post office is just opposite the Park.
 - (8) Keep going until you see a big white building on your left.
- 3) Sentences frequently used for apologizing for failing to give directions:
 - (1) I'm sorry, sir. I'm also a stranger here.
 - (2) Sorry, I don't think I can give you the direction.
 - (3) Sorry, I'm new around here. Ask the policeman over there, please.

Studying Maps

① Warm-up Questions

- 1 What can a map help a visitor when he is traveling in a new place for the first time?
- 2 When looking for a particular place in a new city, what do you often do, refer to a map or ask for help from a police officer or people around? Why?

② The students read and translate the sample maps under the guidance of the teacher.

Act-out Activities

Sample Dialogues

- ① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.



② Ask the students to read the sample dialogues in pairs.

③ Group Work

Ask the students to categorize the expressions for talking about the means of transport, and asking or giving directions within a building in the sample dialogues into two groups.

1 Sentences talking about the means of transport:

- 1) How do you usually go to work?
- 2) I usually drive my car up Hall Street.
- 3) Then I walk over to the museum.
- 4) I take the underground from Wynn Street to Low Street.
- 5) I usually take Bus No.16.

2 Sentences asking or giving directions within a building:

- 1) Excuse me, where is the manager's office?
- 2) Would you please tell me how I can find his office?
- 3) It is on the fourth floor downstairs.
- 4) Go down the stairs to the fourth floor and turn left.
- 5) It's the second door on the right next to the meeting room.

④ Group Work

Give the students several minutes to prepare for a conversation asking and telling the way to the dormitory, classroom building, school library, etc. from the gate of the school.

⑤ Pair Work

Make a dialogue, taking about the means of transport you take when traveling back home from school during the vacation.

⑥ Do Exercises 5 and 6 in pairs.

After-class Activities

① Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in

Speak and Perform. There will be a class presentation in the next class period.

② Group Work

Design a city map in groups with PPT, which should be referred to in showing a foreign guest around the city in the next class period.

- ③ Pay a visit to the website <http://www.tudou.com/programs/view/7NY7WS0jcdc/> to listen to an English learning program about asking and giving directions.

SECTION 2



SECTION

② Being All Ears



Learning Sentences for Workplace Communication

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by referring to the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for a second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.



Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to answer the following questions orally:
 - 1 What is going to be held in Emily's house?
 - 2 How long will it take for Bob to go to Emily's house?
 - 3 Where will he take a right turning?
 - 4 How far is Emily's house from the fork?
 - 5 What will he see on the right?
- ④ Listen to the material for the third time, and the students read the dialogues following the recording simultaneously and trying to catch up the speed and simulate the speakers' tones.
- ⑤ Do the exercises in this section.

Understanding a Short Speech / Talk

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.



UNIT 4

Punctuality and Culture

Key

Section ❶ Talking Face to Face 042

Section ❷ Being All Ears 045

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 048

Section ❷ Being All Ears 052



Key

SECTION

1 Talking Face to Face



Imitating Mini-Talks

- 1 Work in pairs. Practice the following mini-talks about schedules and timetables.

Acting out the Tasks

- 2 Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Task: Look at the flight timetable in Exercise 3. Ask about the departure and arrival time.
A: Would you please tell me the departure time of the direct flight for Hong Kong?
B: The departure time is 8:45 a. m.
A: What about the arrival time?
B: The arrival time is 11:45 a. m.
- 2 Task: Look at the flight timetable in Exercise 3. Ask about the Tuesday flight for Hong Kong.
A: Do you have flights for Hong Kong on Tuesday?
B: Yes, we have one that leaves at 9:20 a.m. It is not a direct flight. You need to stop in Guangzhou, from 11:50 to 12:50 a.m.
A: When does it arrive in Hong Kong?
B: It arrives in Hong Kong at 1:55 p.m.



- 3 Task: Look at Mark's schedule in Exercise 3. Call to ask Mark for a change of an appointment.

A: Mark, sorry I won't be able to meet you at 3 Tuesday afternoon. Something unexpected has come up.

B: Well, that's all right.

C: Is it possible to change the Tuesday appointment to Thursday? The same time?

B: Sorry, I will be in Hong Kong on Thursday. I will call you when I come back.

- 4 Task: Look at Mark's schedule in Exercise 3. Ask to make an appointment to see Mark on Wednesday.

A: Hello, Mark. Do you have time Wednesday morning?

B: I'm afraid not. I have an appointment with Mr. Anderson.

A: What about Wednesday afternoon?

B: Sorry, I have to catch the 4:45 flight to Macao.

- 5 Task: Look at Mark's schedule in Exercise 3. An old friend in Hong Kong asks to see Mark on Thursday.

A: Hello, Mark. I've heard you've come to Hong Kong. Shall we meet on Thursday?

B: Hello, Tom. I'm afraid I can't make it Thursday. I have to attend a conference.

A: Oh. Do you have time to go around Hong Kong?

B: Yes. Let's meet Friday morning and travel around the city.



Studying Timetables and Schedules

- ③ Timetables and schedules are important in planning our activities. Read the following timetable and schedule and try to use the information to practice short dialogues.

The Chinese Version of the Samples:

样例
1

航班时刻表

北京——广州——香港

	星期一、三、五	星期二、四、六
北京	8:45 a.m. (离港)	9:20 a.m. (离港)
广州		11:50 a.m. (到港)
		12:50 a.m. (离港)
香港	11:45 a.m. (到港)	1:55 p.m. (到港)

样例
2

马克的时间表 (2011年6月)

	上午	下午
星期一13	写商务报告	1:30 和总经理讨论商务报告
星期二14	9:00 开销售会议	3:00 拜访布莱克先生
星期三15	8:30 见安德森先生	乘飞机去香港, 起飞时间: 4:45
星期四16	10:00 参加会议	2:00 参加会议
星期五17	游览香港	乘飞机返回, 起飞时间: 2:15

Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.



Putting Language to Use

- ⑤ Mark is going to Harbin to see the Ice Lantern Exhibition. He is asking Miss Wang to help him to find out about the train timetable. Suppose you are Mark. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | | |
|---------------------|------------------------|------------|
| 1 take | 2 timetable / schedule | 3 There is |
| 4 It will get there | 5 welcome | |

- ⑥ Now imagine you are a receptionist in a hotel. Mr. Johnson is asking you about information of your hotel. Fill in the blanks according to the clues given in the brackets. Then act it out with your partner.

Key:

- 1 We have a Chinese restaurant and a Western-style restaurant.
- 2 The Chinese restaurant is on the eighth floor and the Western-style restaurant is on the ninth floor.
- 3 It is open now.
- 4 Breakfast is from 6:30 to 9:00, lunch is from 11:30 to 2:00, and dinner is from 5:30 to 9:00.
- 5 You are welcome.

045

② Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 Would you please arrange a meeting for me with Dr. Johnson?
- 2 I'd like to make an appointment to see Mr. Black.
- 3 I'd like to confirm our meeting tomorrow afternoon.



- 4 The train is due to arrive at 9 o'clock, but it has been delayed for one hour.
- 5 I'd like to see you tomorrow if you have time.
- 6 I'm wondering if you'd like to come and discuss the new plan in my office.
- 7 I'd like to change the appointment from Tuesday to Wednesday.
- 8 Could we put it off to next week?
- 9 Let's say 3:30 Friday afternoon.
- 10 Please tell me the departure and arrival time.

② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 We can make it 2:00 p.m. if that is convenient for you.
- 2 Our manager is available every Monday afternoon.
- 3 Shall we say 8:30 tomorrow morning at my office?
- 4 I'd like to take the 12:15 flight to Beijing.
- 5 The flight leaves at 3:50 p.m., but you must check in one hour before departure.
- 6 I plan to leave for Shanghai on an early morning flight.
- 7 There's a flight to Dalian at 7:50 a.m. tomorrow.
- 8 My flight leaves at 11:15 a.m. and due to arrive at about 3:30 p.m. local time.
- 9 I'm fully occupied this week.
- 10 Eight o'clock next Monday morning would be great.

Key:

- | | | | | |
|-------|-------|-------|-------|-------|
| 1 -i, | 2 -j, | 3 -d, | 4 -c, | 5 -f, |
| 6 -e, | 7 -h, | 8 -g, | 9 -a, | 10 -b |

③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 I'm afraid we have to change the appointment. I have something important to do.
- 2 I just called to confirm our appointment at 10 a.m. tomorrow.
- 3 Can you make it Monday next week?
- 4 When does the flight arrive in London?
- 5 Is the flight from Shanghai on time?
- 6 I'll be free from 2:00 tomorrow afternoon. Do you think it's convenient for



you?

Key:

1 A) 2 A) 3 A) 4 B) 5 B) 6 D)

Handling a Dialogue

- ④ Listen to a dialogue and decode the message by filling in Susan's schedule according to what you have heard.

Script:

Dialogue

Ann: Hello, Susan. Can I see you after work this week?

Susan: Hello, Ann. It would be nice to see you again, but I'm quite busy this week. This afternoon I'm having a meeting at 5.

Ann: Don't you have time tomorrow?

Susan: Tomorrow is Tuesday. I've got to have dinner with some friends.

Ann: That's a pity. What about Wednesday?

Susan: Wednesday is difficult as well. I've got an appointment with Mr. Peterson.

Ann: Thursday then?

Susan: No, Thursday is out for me, I'm afraid. I've got to stay in my office and do some extra work. I really must.

Ann: Oh, that's a shame. Well, I know you've got to go to the evening classes each Friday.

Susan: That's right. I'm sorry I can't manage this week.

Ann: It looks as if we'll have to wait until next week then.

Susan: Yes. Look, I must go now. I've got to meet Jack in ten minutes. Would you please give me a call next week?

Key:

Susan's Schedule

March 11, Monday	having a meeting
March 12, Tuesday	having dinner with friends
March 13, Wednesday	having an appointment with Mr. Peterson
March 14, Thursday	having extra work to do in the office
March 15, Friday	having to go to evening classes

**Understanding a Short Speech / Talk**

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Hello, everyone. I'm Lily, your tour guide. I'm sure you are excited about today's tour. The first place we will be visiting is Yonghe Temple. The one-hour temple tour finishes at about 11. Before having lunch at 12, we will pay a short visit to a Tea House to enjoy the tea ceremony. In the afternoon, we will see the old Beijing lanes by taking rickshaws. After that, we will have a one-hour tour of the Beijing Olympic Stadium. You can take pictures at the Bird's Nest and Water Cube. We will enjoy a Kongfu evening show before coming back to our hotel.

Key:

- | | | |
|---------------------|----------------------|---------------------------|
| 1 today's tour | 2 visiting | 3 11 |
| 4 pay a short visit | 5 taking | 6 Beijing Olympic stadium |
| 7 take pictures | 8 before coming back | |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 2 b | 3 b | 4 c | 5 b |
|-----|-----|-----|-----|-----|

Suggested Teaching Procedures and Class Activities

SECTION 1



SECTION 1 Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 Why should you make an appointment before meeting with somebody?
- 2 What is your schedule for study at school?

② Class Activities

- 1 The students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.
- 2 Ask the students to underline the useful expressions and perform the Mini-Talks in class.
- 3 The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to the pronunciation and intonation.
 - 1) Sentences frequently used for making and keeping an appointment:
 - (1) I'd like to make an appointment with your manager.
 - (2) Mr. Peterson, I wonder if it would be convenient to meet you today.
 - (3) Would you like to schedule the appointment?
 - (4) Could I have an appointment to see you?
 - (5) Shall we meet at 9 a.m. at your office the day after tomorrow?
 - (6) If you are free, I'll come to see you this weekend.
 - (7) Yes, I think tomorrow morning would be fine.
 - (8) Let me see. I'm free this afternoon. Is that all right for you?
 - (9) Will this afternoon be all right for you? But I can only spare you an



hour and a half today, from 4 o'clock.

- (10) You can make it at 2:00 if that is convenient for you.
- 2) Sentences frequently used for postponing an appointment:
 - (1) I wonder if we could postpone the appointment to tomorrow afternoon.
 - (2) I'm afraid that the manager is all booked up this week. How about next week?
 - (3) Dr. Cook won't be able to see you at the time suggested.
 - (4) I wonder if it's convenient to change our appointment from tomorrow to next Wednesday, still at the same time.
 - (5) Mr. Smith has to cancel all his appointments because he's got something urgent to attend to.
 - (6) Anytime except today. Please give him a call before you come.
 - (7) Sorry, the whole afternoon is filled up here. Will tomorrow do?
 - (8) The dinner appointment has been cancelled.
- 3) Sentences frequently used for making a reservation of a flight or train ticket:
 - (1) Miss Wang, is there a direct train from here to Chengde?
 - (2) What time does the next train to Guangzhou leave?
 - (3) Do I have to change trains anywhere?
 - (4) I'd like to get two tickets to Beijing at 9:00 this morning.
 - (5) When do you have flights for / to Macao?
 - (6) When does it arrive in Macao?
 - (7) Excuse me, is the 5:30 flight from Hong Kong on time?
 - (8) Can I have a seat on Flight 455 to New York tomorrow afternoon?
- 4) Sentences frequently used for making up a schedule:
 - (1) I have a busy schedule this week.
 - (2) What's your schedule for tomorrow?
 - (3) I'll be enjoying my weekend in Hong Kong.
 - (4) What's your plan for this weekend?
 - (5) This morning I need to write a business report.
 - (6) The conference is on Thursday, right?
 - (7) I'll take the 2:15 flight back on Friday afternoon.
 - (8) The office hours are from 9 a.m. to 6 p.m.
 - (9) Lunch begins at 1 p.m. and lasts one hour.



Studying Timetables and Schedules

① Warm-up Questions

- 1 How can people buy flight tickets now?
- 2 What are the advantages of making a schedule for your study or work?

② The students read and translate the sample timetable and schedule under the guidance of the teacher.

Act-out Activities

Sample Dialogues

① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.

② Ask the students to read the sample dialogues in pairs.

③ Group Work

Ask the students to categorize the expressions for talking about timetables and schedules in the sample dialogues into two groups.

1 Sentences for talking about flight timetables and giving responses:

- 1) Is there a flight to Hong Kong on Tuesday, the 16th?
- 2) What about Wednesday, the 17th?
- 3) There is one on Wednesday, the 17th.
- 4) What is the departure time?
- 5) The arrival time in Hong Kong is 11:45 in the morning.

2 Sentences for talking about work schedules:

- 1) I have a busy schedule this week.
- 2) This morning I need to write a business report and in the afternoon at 1:30 I'll discuss the report with the general manager.
- 3) What is your schedule for tomorrow?
- 4) I'm attending the sales meeting at 9:00 in the morning.
- 5) And in the afternoon at 3:00 I'm seeing Mr. Black, the marketing manager.
- 6) The conference is on Thursday, right?
- 7) I've got an appointment at 8:30 with Mr. Anderson, the bank manager.



- 8) In the afternoon I'm taking 4:45 flight to Hong Kong for a conference.
- 9) I will take 2:15 flight back on Friday afternoon.

④ Group Work

Give the students several minutes to prepare a timetable for a one-day visit to your college.

⑤ Pair Work

Make a dialogue talking about reserving flight or train tickets.

⑥ Do Exercises 5 and 6 in pairs.

After-class Activities

① Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in Speak and Perform. There will be a class presentation in the next class period.

② Group Work

Design a schedule for your after-class activities with PPT, and then present it and discuss how to make a schedule in the next class period.

③ Pay a visit to the website <http://www.tudou.com/programs/view/tiKMzwfRuY/> to watch a video about making an appointment for a car tune-up.

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by referring to the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for a second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.

053

Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to answer the following questions orally.
 - 1 When is the conversation taking place?
 - 2 What time is Susan having a meeting that day?
 - 3 When is Susan to meet Jack?



UNIT 4

Punctuality and Culture

054

- 4 Why can't Susan meet Ann this week?
- 5 When can they meet?

- ④ Listen to the material for the third time, and ask the students to read the dialogues following the tape simultaneously, trying to catch up the speed and simulate the speakers' tones.
- ⑤ Do the exercises in this section.

Understanding a Short Speech / Talk

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.



UNIT 5

Our Weather and Climate

Key

Section ❶ Talking Face to Face 056

Section ❷ Being All Ears 059

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 062

Section ❷ Being All Ears 066



Key

SECTION

1 Talking Face to Face



Imitating Mini-Talks

- 1 Work in pairs. Practice the following mini-talks about weather conditions.

Acting out the Tasks

- 2 Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Task: Ask for Mark's comments on the weather.

A: What do you think of the weather here?

B: It's all right, but it rains a lot.

A: Yes, people hate the rain.

B: Me, too.

- 2 Task: Ask about and describe the weather at this time of year.

A: What do you think of the weather here?

B: It's lovely and clear.

A: Fairly mild for the time of year, isn't it?

B: Yes, I love it.

- 3 Task: Ask Mr. Green about the weather condition tomorrow and plan an activity.

A: What's the weather going to be like tomorrow?

B: It will be sunny.



A: We can enjoy a lot of sunshine, then.

B: Yes, a perfect day to play outside.

4 Task: Talk about the change of the weather from long rainy days.

A: It's good to see the sun again.

B: Yes, much better than yesterday.

A: But it's reported to be overcast this afternoon.

B: Well, as long as it doesn't rain.

5 Task: Complain about a cold day.

A: What a terrible day!

B: Yes, I am freezing!

A: I wish the temperature would go up a little.

B: And more sunshine.

Studying weather forecasts

- ③ A weather forecast is a statement that tells the public what the weather condition is going to be. We need to watch weather forecasts on TV or hear them over the radio every day. It is part of our life. Read the following samples of weather forecasts carefully and try to use the information to practice short dialogues.

The Chinese Version of the Samples:

样例
1

早上好。现在是本地区天气预报。今天天气凉爽，有时多云，下午可能有雨。7点钟时，市区温度为华氏62度。感谢您来电查询。祝您今天愉快！



样例 2

明天中午世界天气情况

		C-----多云		F-----晴	R---雨	S---阳光充足		
		°C	°F				°C	°F
阿姆斯特丹	R	10	50	日内瓦	C	12	54	
雅典 ^a	S	19	66	伦敦	R	11	52	
巴塞罗那	F	19	66	马德里	S	23	73	
北京	F	15	59	曼彻斯特	C	13	55	
柏林	C	14	57	莫斯科	F	13	55	
布鲁塞尔	C	11	52	纽约	C	11	52	
哥本哈根	C	9	48	巴黎	C	13	55	
都柏林	F	12	54	罗马	S	18	64	
爱丁堡	F	10	50	上海	R	12	54	
佛罗伦萨	F	17	63	维也纳	F	15	59	

Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.

Putting Language to Use

- ⑤ Mrs. Parks is talking about the weather of two places in the United States with her students. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | |
|----------------------|--------------------------|
| 1 How is the weather | 2 What's the temperature |
| 3 Fahrenheit | 4 Celsius / Centigrade |
| 5 How's the weather | 6 terrible / awful |
| 7 comes out | |



- ⑥ There is going to be a sports meet tomorrow. Bob is worried about the weather and is talking about it with you. Fill in the blanks according to the clues given in the brackets. Then act it out with your partner.

Key:

- 1 We shall have a sports meet tomorrow.
- 2 But don't you see the wind is beginning to lift it up?
- 3 it will be fine tomorrow.
- 4 What does it say?
- 5 That's why you're worrying, isn't it?

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 It looks like rain.
- 2 Is it going to be fine this weekend?
- 3 There is a chance of snow this evening.
- 4 Today will be cool and partly cloudy, with a chance of rain this afternoon.
- 5 What is the temperature today?
- 6 Fairly mild for this time of year.
- 7 A light wind is expected for the next two days.
- 8 What does the weatherman say?
- 9 I am afraid I don't like the weather here.
- 10 What a hot day!



UNIT 5

Our Weather and Climate

060

- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 What is the weather like today?
- 2 The heat is killing me.
- 3 That's cold for this time of year.
- 4 A perfect day to play outside.
- 5 How is the weather there?
- 6 Now here is the latest weather forecast.
- 7 Today will be cool with a chance of rain this afternoon.
- 8 It looks like the rain never stops.
- 9 Lovely day, isn't it?
- 10 Today is a cool day with a high of 25 degrees.

Key:

- | | | | | |
|-------|-------|-------|-------|-------|
| 1 -f, | 2 -h, | 3 -i, | 4 -j, | 5 -g, |
| 6 -c, | 7 -e, | 8 -d, | 9 -a, | 10 -b |

- ③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 What's the weather like there?
- 2 What do you think of the weather here?
- 3 What does the weatherman say?
- 4 Hot day, isn't it?
- 5 The heat is killing me. I feel like swimming.
- 6 Is it going to cool down tomorrow?

Key:

- | | | | | | |
|------|------|------|------|------|------|
| 1 D) | 2 C) | 3 B) | 4 D) | 5 A) | 6 D) |
|------|------|------|------|------|------|

Handling a Dialogue

- ④ Listen to a dialogue and decode the message by finding out the



correct choices in the brackets according to what you have heard.

Script:

Dialogue

Pat Alex comes by to see Li Hong. They talk about the party last night and about the weather.

Li Hong: Hi, Pat! Why didn't you go to the party last night?

Pat: Because it was so cold and rainy.

Li Hong: That's too bad! It was a really good party. Hey, why don't we go out for a walk this afternoon, Pat? I need some exercise.

Pat: Go out for a walk? But it's so cold out.

Li Hong: Cold out? What's the temperature?

Pat: About 13°C.

Li Hong: 13°C? That's not cold. Just wait until winter.

Pat: Why?

Li Hong: Well ... it snows a lot and sometimes it's very cold. Last winter it was 7 degrees below zero for three weeks. And it was windy, too.

Pat: That sounds awful!

Li Hong: It wasn't all that bad. The sun was out almost every day.

Key:

- | | | |
|------------|---------|---------|
| 1 Alex | 2 rainy | 3 walk |
| 4 thirteen | 5 seven | 6 weeks |

061

Understanding a Short Speech / Talk

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Ladies and gentlemen, welcome to Dalian, a famous summer resort and one of the best tourist cities in China. With clear sky, green mountains, blue seas, fine beaches, clean streets and lovely buildings, our city is beautiful. Climate in Dalian is agreeable. It is neither too cold in winter nor too hot in summer, with yearly average temperature of about 10°C. People here can enjoy moderate rainfalls and plenty of sunshine, and above all, clean and fresh air with the nice smell of the sea. We've got thousands of visitors coming here



UNIT 5

Our Weather and Climate

062

from both home and abroad every year. I bet you are going to have a great time here as you've just come at the best time of year.

Key:

- | | |
|-----------------------------|----------------------------|
| 1 tourist cities | 2 beautiful |
| 3 too cold in winter | 4 plenty of sunshine |
| 5 the sea | 6 thousands of |
| 7 from both home and abroad | 8 at the best time of year |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

- 1 b 2 c 3 c 4 c 5 a

Suggested Teaching Procedures and Class Activities

SECTION

① Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 Do you often listen to a weather forecast? Why or why not?
- 2 What's the use and importance of a weather forecast?

② Class Activities

- 1 The students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.



- 2 Ask the students to recite and perform the Mini-Talks in class.
- 3 The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to the pronunciation and the intonation.
 - 1) Sentences for a weatherman to present weather forecasts:
 - (1) Good morning. This is the local weather report.
 - (2) Here is the national forecast.
 - (3) Now let's look at the weather across the country.
 - (4) Rains will be expected tomorrow from the south to the north.
 - (5) Snow is going to continue through tomorrow in this area.
 - (6) The weatherman says that frost is on its way.
 - 2) Sentences for talking about weather changes:
 - A. About wind:
 - (1) It'll be mild, and later turn to partly cloudy, with the southeast wind.
 - (2) Light to no winds with little changes of the temperature.
 - (3) A little northeast wind is expected for the next two days.
 - B. About rain:
 - (1) Today will be cool and partly cloudy, with a chance of rain this afternoon.
 - (2) Tomorrow there will be light / heavy rain with a high of 30 degrees.
 - (3) Tomorrow will be overcast with drizzle.
 - C. About snow:
 - (1) It'll get colder in the afternoon with a heavy snow.
 - (2) In the evening there's good chance that we'll get some snow.
 - (3) It'll be dull tomorrow with a light snow.
 - D. About the temperature:
 - (1) Today is a cloudy and cool day with a low of 12 degrees.
 - (2) The weather will change overnight with a high temperature of zero degrees.
 - (3) It's going to warm up.
 - 3) Sentences about weather for starting a conversation:
 - (1) What's the weather like today?
 - (2) What's the weather going to be like tomorrow?



- (3) What's the weather report?
 - (4) What's the temperature?
 - (5) What's it like outside?
 - (6) Will it be a nice day?
 - (7) It's nice to see the sun again.
 - (8) Lovely day, isn't it?
 - (9) What do you think of the weather here?
- 4) Sentences for talking about weather conditions and showing people's likes or dislikes:
- (1) What a lovely / beautiful / awful / terrible / nice / sunny...day!
 - (2) The heat is killing me.
 - (3) It's all right, but it rains a lot.
 - (4) A perfect day to play outside.
 - (5) It's cold for November.
 - (6) We are going to enjoy a lot of sunshine.

Studying Weather Forecasts

① Warm-up Questions

- 1 What can we know from a weather forecast?
- 2 Do you know the differences between Celsius and Fahrenheit?

② The students read and translate the two sample dialogues under the guidance of the teacher.

Act-out Activities

Sample Dialogues

- ① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.
- ② Ask the students to read the sample dialogues in pairs.
- ③ Groups Work
Ask the students to categorize the useful sentences in the sample dialogues



into two groups.

1 Sentences asking questions about the weather:

- 1) What's the weather like today?
- 2) Will it be a nice day?
- 3) How is the weather like there?
- 4) What's the temperature?
- 5) Is that about 10°C?

2 Sentences for describing the weather conditions:

- 1) Today will be cold and partly cloudy with a chance of rain this afternoon.
- 2) Not exactly. It's 62°F and there's a chance of rain.
- 3) It is warm and sunny.
- 4) It is 50°F.
- 5) That is cold for November.

4 Group Work

Each group member is supposed to talk / describe the weather conditions in their hometowns to the other members of the group.

5 Pair Work

Make a dialogue talking about the weather today. Perform it in class.

6 Do Exercises 5 and 6 in pairs.

After-class Activities

1 Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in *Speak and Perform*. There will be a class presentation in the next class period.

2 Group Work

Have a discussion about which seasonal weather you like best and provide



the reasons. There will be a group presentation in the next class period.

- ③ Pay a visit to the website <http://v.ku6.com/show/HFh1mb5bGmCDn87W.html> to watch the video about weather conditions.

② Being All Ears



Learning Sentences for Workplace Communication

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by looking at the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for the second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.

Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.



- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to answer the following questions orally.
 - 1 What was held last night?
 - 2 Why didn't Pat go to the party last night?
 - 3 What did Li Hong suggest they should do that afternoon?
 - 4 What is the temperature outside now?
 - 5 What was the weather like last winter?
- ④ Listen to the material for the third time, and the students read the dialogues following the tape simultaneously and trying to catch up the speed and simulate the speakers' tones.
- ⑤ Do the exercises in this section.

Understanding a Short Speech / Talk

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without looking at the book.
- ③ Listen to the material for the second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.

UNIT 6

Olympics and Sports



Key

Section ❶ Talking Face to Face 069

Section ❷ Being All Ears 072

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 075

Section ❷ Being All Ears 078

Key

SECTION 1



SECTION

1 Talking Face to Face



Imitating Mini-Talks

- 1 Work in pairs. Practice the following mini-talks about sports events and outdoor activities.
(Open.)

Acting out the Tasks

- 2 Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Task: Talk about the poster of an international women's volleyball (排球) match.

A: Look! There is a beautiful poster on the notice board. Let's go and have a look.

B: It says there will be an international women's volleyball match in the Sports Center.

A: Who versus whom?

B: China and Holland! Both teams are very good. That'll surely be a close match!

- 2 Task: Suggest going to watch a football match.

A: Look at the poster. An international football match!

B: Indeed! At 3:30 p.m., April 28th, in the National Stadium.

A: You are crazy about football. Will you go to see it?

B: Yes, I will. I've never missed an international match in this city!



UNIT 6

Olympics and Sports

070

3 Task: Talk about a weekend fishing contest.

A: Are you interested in fishing?

B: Yes. I enjoy fishing a lot. It's a healthy sport.

A: A notice at the club says there will be a fishing contest this weekend.

B: Really? That'll be a great way to kill the weekend.

4 Task: Invite your friends to take part in a city long-distance race.

A: The poster says we're going to hold a city long-distance race next week.

B: Yes. Why not sign up for it?

A: But it is too tiring and I can hardly run that long.

B: Come on! You don't have to be among the best. Participation first!

5 Task: Suggest taking part in a summer camping trip.

A: Haven't you seen the poster for a summer camping?

B: Yes. Would you like to go?

A: Why not? It says everyone is welcome.

B: As long as it doesn't cost too much.

Studying Posters, Notices and Announcements

③ Posters and notices for sports are common in newspapers, on campus and on notice boards(布告栏). Read the following posters carefully and try to use the information to practice short dialogues. The Chinese Version of the Samples:

样例
1

篮球比赛

参 赛 队: 滨海大学 VS 师范大学

时 间: 2015年11月21日(星期六)上午8:30

地 点: 大学体育馆

主办单位: 体育学会

请与体育学会联系订票事宜(限定人数为100人), 欢迎篮球迷们踊跃观战。届时将发三辆校车送大家到比赛地点, 请于比赛当天早8:00整在图书馆前集合。



样例
2

划船友谊赛

热烈欢迎大家踊跃光临观战

由院学生会文体部组织发起的中国学生和留学生之间的划船友谊比赛将于2015年9月26日星期六下午4:00在南湖举行。

院学生会文体部

Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.
(Open.)

Putting to Use the Language

- ⑤ Imagine you are talking with Mr. Power about a poster for a swimming contest. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | |
|--------------------------|------------------------------------|
| 1 Have you seen | 2 there will be a swimming contest |
| 3 it is organized | 4 What time and where is it |
| 5 can we get the tickets | 6 is free |
| 7 That's wonderful | |

- ⑥ Imagine you are going to have a picnic with an American friend, Sherry, by the side of a lake. Fill in the blanks according to the clues given in the brackets. Then act it out with your partner.

Key:

- 1 What kind of recreation are you interested in



- 2 Picnicking is a very good outdoor activity
- 3 Where shall we have the picnic
- 4 The air is fresh by the side of the lake
- 5 Shall we try boating and fishing in the lake
- 6 I'm glad you like all these activities
- 7 Let's get prepared now

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 Haven't you seen the poster of a weekend cycling?
- 2 That'll be a great way to kill the weekend.
- 3 Are you going to watch the swimming meet?
- 4 That'll surely be a close game.
- 5 There is going to be a chess game at the Students' Center this Saturday.
- 6 Are you interested in playing Ping-Pong?
- 7 Both team played incredibly well.
- 8 Mountain climbing is a good outdoor activity.
- 9 Shall we go fishing this afternoon?
- 10 The poster says everybody is welcome.

- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 The match will surely be exciting.
- 2 I know you are crazy about the football.
- 3 Why not sign up for it?
- 4 These outdoor activities can get us relaxed.



- 5 Would you like to join us in a cheer for our team?
- 6 I'll go and check the details.
- 7 I saw posters of a swimming meet everywhere on campus.
- 8 I am eager to watch the game.
- 9 Look! There is a beautiful poster on the notice board.
- 10 The poster says admission is free.

Key:

- 1 -h, 2 -j, 3 -f, 4 -g, 5 -i,
6 -d, 7 -c, 8 -e, 9 -a, 10 -b

③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 Would you like to come with us?
- 2 Aren't you crazy about tennis? Why not sign up for it?
- 3 Both the two football teams are very strong.
- 4 Walking is a healthy outdoor activity.
- 5 A poster says there is going to be a picnic lunch by the river this weekend.
- 6 Mountain cycling is so demanding that I am afraid I can't do it.

Key:

- 1 C 2 C 3 D 4 C 5 A 6 A

073

Handling a Dialogue

④ Listen to a dialogue and decode the message by finding out the correct choices in the brackets according to what you have heard.

Script:

Dialogue

- Bob: Look, Xiao Li. What a clear day!
- Xiao Li: Yes, it looks very nice. A good day for outdoor activities.
- Bob: Right. And it will be good for us to spend time outdoors. What do you feel like doing exactly?
- Xiao Li: I haven't made up my mind yet. What do you think?
- Bob: How about a bicycle ride to the lake area?



Xiao Li: Good idea! Let's take a ride through the woods.

Bob: Yeah! It would be so nice to take in the beauty of nature.

Xiao Li: Yes, indeed. We'd better go slowly so that we can see more of the view.

Bob: And we can take deep breaths of the fresh air.

Xiao Li: Now let's see what we should bring with us. Swimming suits?

Bob: No, the water might be cold by now. Just some food and drinks. Oh, yes, and perhaps the barbecue grills.

Xiao Li: Barbecue grills? All right. With them we can have a good picnic by the lake.

Bob: And how about the fishing rod and fishing line?

Key:

- | | | | |
|-----------|----------------------|-------------------|---------|
| 1 outdoor | 2 what to do | 3 bike | 4 woods |
| 5 view | 6 see more of nature | 7 barbecue grills | 8 lake |

Understanding a Short Speech / Talk

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Good afternoon, everyone. Welcome to my brief introduction to the Fun Outdoor Activities Club. Set up last year, this club now has a membership of over 300. We organize outdoor activities including Walking, Mountain and Road Cycling, Camping, Tennis, Fishing and Skiing. We also have such activities as Boating and Bungee Jumping that are organized occasionally. The club notice board will contain details of these events and their organizers.

We are now seeking any people that are interested in outdoor activities to join us. You don't need to be an expert. In fact, complete beginners are encouraged. Join Fun Outdoor Activities Club, and you will find your life full of fun!

Key:

- | | | | |
|---------------|------------|-----------|--------------|
| 1 last year | 2 over 300 | 3 outdoor | 4 activities |
| 5 details | 6 people | 7 join | 8 beginners |
| 9 full of fun | | | |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

1 c 2 a 3 c 4 b 5 c

SECTION 1



Suggested Teaching Procedures and Class Activities

SECTION

1 Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 What sports or outdoor activities do you like most?
- 2 What information do you think a sports event poster should contain?

② Class Activities

- 1 The students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.
- 2 Ask the students to recite and perform the mini talks in class.
- 3 The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to the pronunciation and the intonation.
 - 1) The way to talk about a sports event poster:
 - (1) Haven't you seen the poster of the friendly basketball match organized by the Students' Union?
 - (2) Look! There is a colored poster on the notice board.



- (3) A poster in the club lounge says there will be a fishing contest this weekend.
 - (4) Let's design a poster for it.
 - (5) How should we decorate the poster to make it more attractive?
 - (6) Look at the poster. It seems that there will be an exciting event happening in the community.
 - (7) Let's make a poster for the badminton match together.
- 2) The way to invite people to see a sports event:
- (1) There is a basketball match at the college gymnasium. Would you like to go and watch it?
 - (2) I'm eager to watch the game. Would you like to go with me?
 - (3) It says there will be a chess game at the Students' Center on Sunday. Let's go to watch it.
 - (4) We are going to hold a marathon race next week.
 - (5) Are you interested in the tug-of-war matches in the college?
 - (6) Would you like to join us in supporting the college football team tonight?
- 3) The way to talk about or give comments on a sports event:
- (1) The match is really interesting and exciting.
 - (2) Picnicking is a very good outdoor activity.
 - (3) Both the teams played incredibly well.
 - (4) I am crazy about the performance of our team.
 - (5) Our team has an unbelievable victory against the other school team.
- 4) The way to invite people to take part in outdoor activities:
- (1) Are you interested in fishing?
 - (2) I enjoy fishing a lot. It's a healthy sport. Why not go fishing with us?
 - (3) Mountain climbing is a very good outdoor activity. Will / Would you like to join us in climbing the mountain outside the city this Sunday?
 - (4) How about picnic? Picnicking is a very interesting outdoor activity. Most people enjoy having a picnic in summer.



Studying Posters, Notices and Announcements

① Warm-up Questions

- 1 What do you think is the use of a poster?
- 2 What can we know from a poster?

② The students read and translate the two sample posters under the guidance of the teacher.

Act-out Activities

Sample Dialogues

① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.

② Ask the students to read the sample dialogues in pairs.

③ Groups Work

Ask the students to categorize the useful sentences in the sample dialogues into two groups.

1 Sentences used for inviting people to watch sports games and giving responses:

- 1) There is a basketball match at the city gymnasium. Would you like to go to watch it?
- 2) Let's go to cheer / support for our team.
- 3) I'm eager to watch the game.
- 4) Are you going to the rowing match?
- 5) Are you going to be on the Chinese students' team?
- 6) What time is the match and where?

2 Sentences used for commenting on sports events:

- 1) The Normal University team is not easy to beat.
- 2) The match will be very exciting.
- 3) Wow! That's going to be exciting.



UNIT 6

Olympics and Sports

078

④ Group Work

Each group member is required to invent a sports event poster, and then tell and show it to the other members.

⑤ Pair Work

Make a dialogue about inviting your partner to watch a basketball game. Perform it in class.

⑥ Do Exercises 5 and 6 in pairs.

After-class Activities

① Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in Speak and Perform. There will be a class presentation in the next class period.

② Group Work

Design a sports event poster using PPT, present it and practice talking about this poster to other groups in the next class period.

③ Pay a visit to the website <http://www.so138.com/bbsv/1091-4059.xhtml> to watch the video about giving comments on a sports event.

SECTION

② Being All Ears



Learning Sentences for Workplace Communication

① Give the students a few minutes to read through the printed materials for each listening item.



- ② Listen to the material for the first time by referring to the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for the second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.

Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to at the book.
- ③ Listen to the material for the second time, and ask the students to answer the following questions orally.
 - 1 Why do Bob and his friend want to spend the day in the open air?
 - 2 Where will they go?
 - 3 How will they go there?
 - 4 What will they enjoy there?
 - 5 Will they swim in the lake? Why or why not?
- ④ Listen to the material for the third time, and the students read the dialogues following the recording simultaneously and trying to catch up the speed and simulate the speakers' tones.

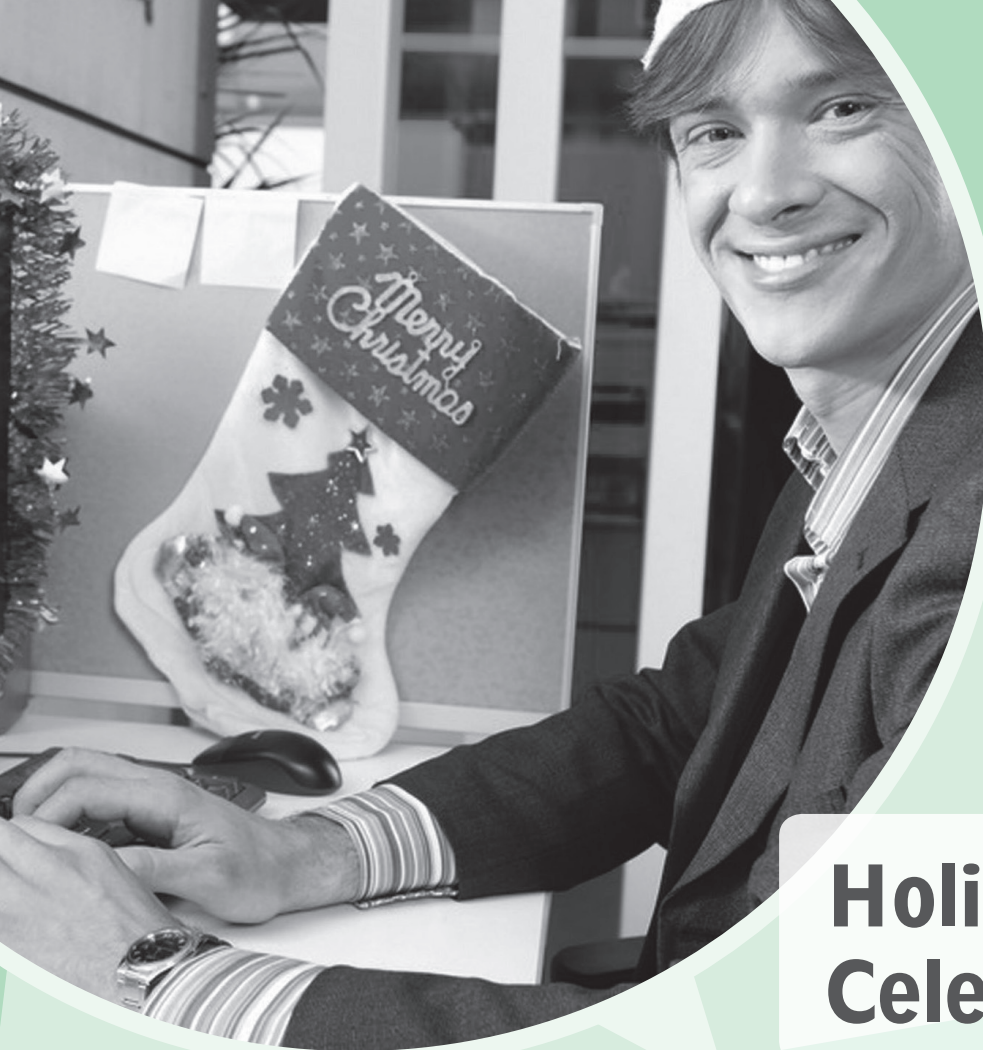


- ⑤ Do the exercises in this section.

Understanding a Short Speech / Talk

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for the second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.





UNIT 7

Holiday Celebrations

Key

Section ❶ Talking Face to Face 082

Section ❷ Being All Ears 085

Suggested Teaching Procedures and Class Activities

Section ❶ Talking Face to Face 088

Section ❷ Being All Ears 092



Key

SECTION

1 Talking Face to Face**Imitating Mini-Talks**

- ① Work in pairs. Practice the following mini-talks about holiday celebrations.
(Open.)**

Acting out the Tasks

- ② Work in pairs and act out the tasks by following the above mini-talks.**

Key for reference:

- 1 Task:** Plan a birthday party for your teacher.

A: Do you know the day after tomorrow is our teacher's birthday?

B: Are you sure? Let's hold a party for her.

A: Good idea. I'll make a big cake and you cook longlife noodles.

B: No problem. We are students from the Cookery College.

- 2 Task:** Talk about celebrating Mother's Day.

A: How do you plan to celebrate the Mother's Day?

B: We'll take our mum to the book show.

A: Book show? That would be a good idea.

B: Yes. She is so interested in children's books.

- 3 Task:** Invite a foreign friend to your family dinner party.

A: My parents would be very happy to see you at our family dinner party.

B: I'm eager to see them, too. What shall I bring with me?

A: Don't bother. Or probably you may bring a bunch of flowers.



B: OK. And a bottle of wine from my hometown in Scotland.

4 Task: Plan a class concert for Chinese Youth Day.

A: It's going to be the Chinese Youth Day next week.

B: How shall we celebrate our first Youth Day at the vocational school?

A: Let's hold a class concert by the lake. I know you are good at singing.

B: Yeah. And you can play the violin. We'll have a good time.

5 Task: Talk about the poster of a performance on the Double Seventh Festival.

A: I saw a poster of a performance on The Double Seventh Festival.

B: Do you mean the performance on Chinese Valentine's Day?

A: Yes. I'm so interested in the folk dance and music.

B: OK. I'll try to get a ticket for you.

Studying Notices

③ Posted notices are often used to offer information about social activities. Read the following notices carefully and try to use the information to practice short dialogues.

The Chinese Version of the Samples:

样例
1

英语晚会

学生会将在本周末组织一场英语晚会。所有的节目均由师生表演。去年的金奖获得者李莉将在《白雪公主》中扮演主角。客座教授史密斯先生将与高年级学生们同台演出英文版的中国歌剧《雷雨》。一年级新生也将推出《音乐之声》。

请加入我们，并度过一个令人兴奋的夜晚吧！你将娱乐学习双丰收！

时间：5月5日晚7:30

地点：学生中心



邮票展

想度过一个特别的周末吗？来我们的邮票展吧！这里将展示国内外邮票珍品。还将出售有关邮票的书籍。另外我们还设有邮票交换角。

来参加这项有益的业余活动吧！你可以找到与你有着共同兴趣的朋友，也许还会为你的集邮册增加一枚向往已久的邮票！

主办方：集邮俱乐部

地 点：学生中心

时 间：星期六，10月15日

票 价：6枚邮票用以交换

Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.
(Open.)

Putting Language to Use

- ⑤ Imagine you are reading a notice on the notice board and are trying to pass the information to a foreign expert, Leo Yoffe, who is working with your company. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | | |
|----------------|------------|------------|
| 1 about | 2 how to | 3 that's |
| 4 details | 5 When | 6 New Year |
| 7 Will it | 8 Sichuan | 9 good at |
| 10 How much | 11 the end | 12 sure |
| 13 meet people | 14 hear it | |



- ⑥ Imagine you are a new employee at a joint venture. Mr. Smith, the general manager, will give a dinner party at home. You are invited. Fill in the blanks according to the clues given in the brackets. Then act it out with your partner.

Key:

- 1 I've got your invitation for the dinner party
- 2 Is there anything I can do
- 3 There isn't much difference between Chinese and English culture in this aspect
- 4 Some Chinese hosts may become too busy to serve themselves
- 5 Most guests will arrive a little bit earlier according to Chinese custom
- 6 In China, hostesses generally want to look more attractive

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 When and where will the party be held?
- 2 I'd like to invite you to a concert sometime this week.
- 3 The English Speech Contest will be held at the Students Center.
- 4 Why not join us for an exciting evening?
- 5 Let's go to the fashion show together this evening.
- 6 How do you celebrate Children's Day in Australia?
- 7 Qing-Ming Festival is a traditional holiday in China.
- 8 We have a lot of delicious dishes for the Spring Festival.
- 9 My parents would be very pleased to have you at the picnic.
- 10 How do you plan to celebrate your teacher's 50th birthday?



- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 Who is going to hold the party on Christmas?
- 2 We'd be very happy to invite you to our family dinner party.
- 3 The football match between our two colleges will begin at 9:30 on Saturday.
- 4 Why not join us for a happy reunion?
- 5 Let's go to the dancing ball with our mother.
- 6 How do you observe Mother's Day in your country?
- 7 National Day is a very important holiday for Chinese people.
- 8 They have a lot of activities for Easter.
- 9 My friends would be pleased to have you at our get-together.
- 10 How will you celebrate your first May Day at the Vocational College?

Key:

- 1 -i, 2 -e, 3 -b, 4 -a, 5 -j,
6 -g, 7 -f, 8 -c, 9 -d, 10 -h

- ③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 Do you know when we will have the new year party?
- 2 How will you celebrate your first summer holiday in China?
- 3 Why not join us for an exciting evening?
- 4 When do you celebrate Christmas in Australia?
- 5 What do people do on Mid-Autumn Day?
- 6 Who is going to host the Christmas party?

Keys:

- 1 D) 2 D) 3 A) 4 B) 5 B) 6 D)

Handling a Dialogue

- ④ Listen to a dialogue and decode the message by finding out the

correct choices in the brackets according to what you have heard.

Script:

Dialogue

Chen goes to George's party. George is her friend from America.

Chen: Hi, George!

George: Hi, Chen! Glad you could make it.

Chen: I wouldn't miss your party for the world.

George: Thanks for the compliment.

Chen: Here I've brought a cake, freshly baked.

George: That's great. Come on in. I want you to meet some of my friends.

Chen: OK.

George: Hi, everybody! This is Chen. Chen, uh, this is everybody.

Chen: Don't let me interrupt others.

George: Do you want to dance, too?

Chen: Let's drink some wine and get in the mood first.

Key:

1 baked

2 America

3 world

4 compliment

5 interrupt

6 dance

7 mood



Understanding a Short Speech / Talk

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

My dear students. Today I'm going to give a little talk about flowers. In daily life we often use flowers to symbolize something, such as beauty, love, and friendship. When we want to express our nice feelings and good wishes, we often turn to flowers for help. We send flowers to our family members or friends on their birthdays. However, we must take good care in choosing the right flowers, because different flowers have different meanings. For example, a red rose is the symbol of love, but a yellow rose means hopeless love. This



knowledge will help us avoid making terrible mistakes!

Key:

- | | | |
|-------------|-------------|------------|
| 1 flowers | 2 love | 3 express |
| 4 wishes | 5 birthdays | 6 take |
| 7 right | 8 rose | 9 hopeless |
| 10 mistakes | | |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

- 1 a 2 c 3 b 4 c

Suggested Teaching Procedures and Class Activities

SECTION

① Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

- 1 When and where are you invited to parties?
- 2 How do Chinese people invite other people to parties?

② Class Activities

- 1 The students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.



- 2 Ask the students to recite and perform the Mini-Talks in class.
- 3 The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to pronunciation and intonation.
 - 1) Sentences often used for giving and going to a party:
 - (1) The Students' Union is organizing a dancing party for us.
 - (2) When and where will the party be held?
 - (3) Why not join us for an exciting / entertaining evening?
 - (4) Thanks for coming to our get-together.
 - (5) I'd like to invite you to a concert sometime this week.
 - (6) My family would be very pleased to have you at our dinner party.
 - (7) I've got your invitation for the dinner party.
 - (8) In this case, you can come to the Christmas Party for overseas students on campus this Sunday.
 - 2) Sentences often used for discussing arrangements and preparations for social activities:
 - (1) It's at 7:30 p.m., January 1. And we'll have it in the Students Center.
 - (2) The students' Union is organizing an English Party for the coming weekend.
 - (3) Are there any special arrangement?
 - (4) I'd like to participate if it's not too expensive.
 - (5) What are the typical Chinese festivals you celebrate?
 - (6) What special activities do you have during the Spring Festival?
 - (7) Most guests will arrive a little bit earlier, according to Chinese custom.
 - (8) Casual dress would be quite acceptable for a family gathering.
 - (9) Generally we don't open a gift until the guests leave.
 - (10) There will be parties, tours with local guides, and visits to people's homes.
 - 3) Sentences often used for inviting and attending exhibitions or shows:
 - (1) Let's go to the third exhibition hall.
 - (2) Are you coming for the IT Show?
 - (3) It'll be in the exhibition center from next Monday till Friday.
 - (4) Our company is planning to set up a tradeshow exhibition for



international clients.

(5) Will you attend the exhibition that will be held in the International Exhibition Center?

(6) We will be honored to see you at the fashion show held in College Hall on the Christmas Eve.

Studying Notices

① Warm-up Questions

- 1 Why do people need to write notices?
- 2 What notices have you ever read? Give an example.

② The students read and translate the sample notices into Chinese under the guidance of the teacher.

Act-out Activities

① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.

② Ask the students to read the sample dialogues in pairs.

③ Groups Work

Ask the students to put the useful sentences in the sample dialogues into three groups.

1. Sentences for writing a notice:

- 1) You have to give a clear idea of the event, the place and the time it is held.
- 2) You also need to make it look attractive, something really cool.
- 3) You should also stress the benefits it will bring.
- 4) You can draw a picture, or use different fonts and colors to highlight the effect.

2. Sentences for talking about a stamp show:

- 1) Are you also interested in stamp collecting?



- 2) I'm not only interested in it, but also have a few rare stamps from the UK to show you.
- 3) Really? We'd be very pleased to have you at the show.
- 4) That's also one of your purposes for organizing the show.

④ Group Work

Give the students several minutes to discuss how to write a notice for a class meeting.

⑤ Pair Work

Make a dialogue talking about visiting a book show. There will be a class performance.

⑥ Do Exercises 5 and 6 in pairs.

After-class Activities

① Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in *Speak and Perform*. There will be a class presentation in the next class period.

② Group Work

Try to find more useful sentences and expressions for inviting others to parties and show them in the next class period.

③ Pay a visit to the website http://v.youku.com/v_show/id_XMTQwODQ2Mzk2.html to watch the video about a Christmas party.



2 Being All Ears



Learning Sentences for Workplace Communication

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by referring to the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for the second time, and ask the students to do exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.

Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for the second time, and ask the students to answer the following questions orally.
 - 1 What is Chen invited to do?
 - 2 What does Chen bring to George at a party?
 - 3 How does George feel when getting to know that Chen will come to the

party?

4 To whom does George want to introduce Chen?

- ④ Listen to the material for the third time, and the students read the dialogues, following the recording simultaneously and trying to catch up the speed and simulate the speakers' tones.
- ⑤ Do the exercises in this section.

Understanding a Short Speech / Talk

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for the second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.



UNIT 8

From Fat to Fit



Key

- Section ❶ Talking Face to Face 095
- Section ❷ Being All Ears 098

Suggested Teaching Procedures and Class Activities

- Section ❶ Talking Face to Face 101
- Section ❷ Being All Ears 105

Key

SECTION 1



SECTION

1 Talking Face to Face



Imitating Mini-Talks

- 1 Work in pairs. Practice the following mini-talks about seeing a doctor and complaining of health problems. (Open.)

Acting out the Tasks

- 2 Work in pairs and act out the tasks by following the above mini-talks.

Key for reference:

- 1 Complain of one's illness to a doctor.

A: Help me, doctor, I feel so terrible!

B: Let's see. What seems to be the problem?

A: It's my tooth. It's killing me!

B: Perhaps you should not eat candy all the time.

- 2 Show concern for a friend.

A: What's the matter / trouble with you?

B: It's too hot that I have a headache.

A: Have you seen a doctor?

B: Yeah. He told me to drink more water.

- 3 Explain how to use the medicine.

A: Have you tried the throat spray?

B: Yes, and I'm feeling much relieved now.

A: Continue to use it for another three days.



B: Still three times a day?
A: Yes, and you will feel OK again.

4 Give medical advice to a boy suffering from a toothache.

A: It's the bad tooth that aches.
B: What can I do about it?
A: You'd better have it pulled out.
B: But I hate to see the dental drill.

5 Prescribe medicines to help an overweight women.

A: What seems to be the trouble?
B: I'm putting on weight all the time.
A: Let me prescribe the BEST medicine for you.
B: I know what you mean. You want me to do more exercise.

Studying Medical Instructions

- ③ Here are instructions for taking two different medicines. Read the following instructions carefully and try to use the information to practice short dialogues.

The Chinese Version of the Samples:

样例
1

口咽康喷雾剂

此种喷雾剂以多种维生素与薄荷为原料，用于缓解咽喉干涩、肿痛，亦可作为顽固性咳嗽的辅助治疗。

张开嘴轻轻喷入。每日三次。

喷药后不要立即喝水或进食。

请存放于阴凉干燥处。

样例
2

维生素E润肤胶囊

成分：维生素E及植物油

功能：使干燥粗糙的皮肤细滑

用法：挤压胶囊，将乳液涂于皮肤干燥处，轻轻按摩使皮肤吸收。

注意：乳液勿入眼内；置于儿童拿不到的地方；存放于阴凉干燥处。

Following Sample Dialogues

- ④ Read the following sample dialogues and try to perform your own tasks.

(Open.)

Putting Language to Use

- ⑤ Imagine you are a doctor. An overseas student from England is suffering from a toothache. He is coming to you for help. Read aloud the following dialogue with your partner by putting in the missing words.

Key:

- | | |
|------------------------------|-----------------------|
| 1 the matter | 2 very well |
| 3 have a look | 4 worry |
| 5 some medicine | 6 stop the pain |
| 7 Take the tablets / capsule | 8 several times a day |

- ⑥ Imagine you are a tour guide. You notice that one of the tourists does not look very well. Talk with her and try to give her some help. Fill in the blanks according to the clues given in the brackets. Then



act it out with your partner.

Key:

- 1 Very soon. Are you sure you're all right? / Are you OK? You don't look quite yourself. / You don't look well.
- 2 Oh, that's too bad. You'd better take a rest now. Have you had / taken any medicine?
- 3 Look, this is medicated oil. You might want to rub some on your temples.
- 4 But you'd better go to see a doctor. I'll accompany you to the clinic as soon as we return to the hotel.

SECTION

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Listen to 10 sentences for workplace communication cross-referenced with their Chinese translations.

Script:

- 1 Your arm / leg / nose is bleeding.
- 2 Have you had / taken any medicine?
- 3 Have you seen a doctor?
- 4 Shall I go to the hospital with you?
- 5 I'm feeling dizzy and tired.
- 6 You'd better lie down and have a rest.
- 7 I'm afraid you've got the flu.
- 8 I'm not feeling quite myself.
- 9 Open your mouth and say "Ahhhh".
- 10 Don't worry. This treatment works well.

- ② Listen to the following sentences for workplace communication in Column A and match each one with its Chinese version in Column B.

Script:

- 1 What's wrong with you? Your foot is bleeding.



- 2 You can try some Chinese therapy.
- 3 I often have stomach trouble.
- 4 I've got a bad headache and a fever.
- 5 Shall I go with you to the hospital?
- 6 Take this medicine three times a day after meals.
- 7 Would you like to try a Chinese doctor?
- 8 I'll write out a prescription for you.
- 9 I'm feeling terrible. I should go to see a doctor.
- 10 What's the matter / trouble with you?

Key:

- 1 -g, 2 -a, 3 -c, 4 -f, 5-j
6 -b, 7 -i, 8 -h, 9 -e, 10 -d

③ Listen to 6 sentences for workplace communication and choose their right responses.

Script:

- 1 What's the trouble with you?
- 2 Have you taken the medicine?
- 3 Does this new treatment work well?
- 4 Have you seen a doctor?
- 5 Do I need to take some more medicine?
- 6 Does he often have bad toothaches?

Key:

- 1 D) 2 D) 3 D) 4 B) 5 A) 6 C)

099

Handling a Dialogue

④ Listen to a dialogue and do the following multiple choice exercises.

Script:

Dialogue

Jack and Li are good friends.

- Li: Why, Jack, are you all right? You don't look quite yourself.
Jack: I'm feeling awful. I've got a terrible headache.



Li: It might be a bad cold. Have you taken any medicine?

Jack: I took some aspirin, but I still feel sick.

Li: You'd better go to see a doctor immediately. Want me to go with you to the hospital?

Jack: Oh, it's so nice of you. I do need your help. I just can't think straight at the moment.

...

In the hospital, a doctor is receiving Jack.

Doctor: What's the matter?

Jack: I've got a terrible headache, a sore throat, and my whole body hurts badly.

Doctor: Let me see. Oh, you're running a high fever.

Jack: Am I seriously ill, doctor?

Doctor: Don't worry. I think you've just got a bad cold. But you'd better take an X-ray first.

Jack: Thank you, doctor.

Key:

1 d 2 b 3 c

- ⑤ Now listen to a short speech / talk and fill up the blanks according to what you have heard. The words in brackets will give you some hints.

Script:

Two Life Styles

My grandparents live in a small village. They always get up at about five o'clock. Grandpa works in the field and Grandma is always busy at home. Their food is mostly home-produced. They chat with their neighbors in their spare time. They prefer to live this way.

I live in a large town with all the modern facilities. I drive a beautiful car to work. But my food is not very healthy, nor is the air very fresh in my office. I have a lot of worries and very little free time.

You see, we have quite different life styles. But it's difficult to say which is better.



Key:

- | | | |
|------------|-----------------|----------------|
| 1 village | 2 five o'clock | 3 in the field |
| 4 busy | 5 food | 6 spare |
| 7 this way | 8 town | 9 to work |
| 10 healthy | 11 in my office | 12 very little |
| 13 say | | |

- ⑥ Listen to the speech / talk again and complete the information in Column A with the right choices in Column B.

Key:

- 1 a 2 d 3 b 4 b

Suggested Teaching Procedures and Class Activities

101

SECTION

1 Talking Face to Face



Lead-in Activities

Imitating Mini-Talks

① Warm-up Questions

1. If you are ill, what do you prefer to do, to go to see a doctor or just find some medicine to take? And what's the reason?
2. If you go to see a doctor, how do you usually make complaints?



② Class Activities

1. The students read the Mini-Talks after the teacher, and then try to recite them within five minutes in pairs.
2. Ask the students to recite and perform the Mini-Talks in class.
3. The students discuss in groups, summarizing the words, phrases and sentences frequently used according to the following topics with the help of the teacher. The students speak out the sentences under the guidance of the teacher, paying attention to the pronunciation and the intonation.
 - 1) Sentences frequently used for making complaints to a doctor:
 - (1) I've come down with a bad cold.
 - (2) I've got a bad cough.
 - (3) I don't feel like eating anything.
 - (4) I have a bad headache and a temperature.
 - (5) I've got a terrible toothache.
 - (6) I can't eat or sleep at all. I'm feeling weak and dizzy.
 - (7) My leg hurts so much and I'm feeling rather weak.
 - (8) I don't feel very well. Perhaps I've got heat-stroke.
 - (9) I have taken some aspirin, but I still feel sick.
 - (10) The toothache is killing me.
 - 2) Sentences frequently used for inquiring about the symptoms of a patient as a doctor:
 - (1) What's wrong with you? You look pale.
 - (2) What's wrong? Is anything the matter?
 - (3) How long has this been going on?
 - (4) How are you feeling today?
 - (5) Jack, are you all right? You don't look quite yourself.
 - (6) Have you taken any medicine?
 - (7) Open your mouth and say "ahhhh".
 - (8) Do you have a temperature?
 - 3) Sentences frequently used for giving advice and writing a prescription:
 - (1) I'll give you an injection to bring you fever down.
 - (2) Here is a prescription to take care of your headache and keep your temperature down.
 - (3) You should go on taking the medicine for three more days.
 - (4) You need a minor operation.



- (5) You can try some Chinese therapies.
- (6) You must come back for a follow-up treatment.
- (7) Take this pain-killer three times a day after meals.

Studying Medical Instructions

① Warm-up Questions

- 1. What are medical instructions intended for?
- 2. Do you always read medical instructions carefully before taking a medicine? Why or why not?

② The students read and translate the sample medical instructions into Chinese under the guidance of the teacher.

Act out Activities

Sample Dialogues

① The students read the sample dialogues after the teacher, trying to imitate the teacher's pronunciation and intonation.

② Ask the students to read the sample dialogues in pairs.

③ Group Work

Ask the students to categorize the useful sentences in the sample dialogues into four groups.

1 Sentences for a patient to make a complaint to a doctor:

- 1) I've got a sore throat and a bad cough.
- 2) It's my skin. It's so dry and rough.

2 Sentences for a doctor to inquire about symptoms:

- 1) What's wrong with you?
- 2) You don't look well today. What's the problem?

3 Sentences for a doctor to give advice to a patient:

- 1) Try this throat spray.
- 2) Simply spray it into your throat three times a day.
- 3) Remember not to drink or eat anything immediately afterward.



- 4) You could try this skin oil treatment. Just rub the oil into you skin.
- 5) Keep it in a cool and dry place.
- 4 Sentences for a doctor to comfort a patient:
 - 1) You should feel relieved soon.
 - 2) It will soothe and soften your skin immediately.

④ Group Work

Give the students several minutes to discuss what questions a doctor may ask while listening to a patient's complaints.

⑤ Pair Work

Make a dialogue about seeing a doctor. One student acts as a patient and the other as a doctor. There will be a class performance.

⑥ Do Exercises 5 and 6 in pairs.

After-class Activities

① Pair Work

Each pair makes a dialogue according to the tips in one of the five tasks in *Speak and Perform*. There will be a class presentation in the next class period.

② Group Work

Try to find more useful sentences and expressions for seeing a doctor and show them in the next class period.

③ Pay a visit to the website [http //www.southparkstudios.com/clips/149901/dont-touch-your-eyes](http://www.southparkstudios.com/clips/149901/dont-touch-your-eyes) to watch the video about seeing a doctor.

2 Being All Ears



Learning Sentences for Workplace Communication

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time by referring to at the corresponding Chinese version. While listening to the English sentences, the students try to remember the meaning of each of the sentences they have heard. The focus here is on cross-reference of the English sentences and their Chinese meanings.
- ③ Listen to the material for a second time, and ask the students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to repeat the sentence during the pause.

Handling a Dialogue

- ① Give the students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask the students to answer the following questions:
 1. What's the matter with Jack?
 2. What medicine has Jack taken?



3. What does Li suggest Jack should do?
4. What does the doctor ask Jack to do first?

- ④ Listen to the material for the third time, and the students read the dialogues following the recording simultaneously and trying to catch up the speed and simulate the speakers' tones.
- ⑤ Do the exercises in this section.

Understanding a Short Speech / Talk

- ① Give students a few minutes to read through the printed materials for each listening item.
- ② Listen to the material for the first time without referring to the book.
- ③ Listen to the material for a second time, and ask students to do the exercises in this section.
- ④ Listen to the material for the third time with a pause after each sentence, and ask the students to take notes of the key words.