

# 揭阳职业技术学院



## 教案

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专业： 商务英语 班级： 251 现代学徒制

学期授课计划时数： 32 课时

## Unit One Passport, Please!

<b>Chapter</b>	One
<b>Teaching Objective</b>	<p><b>Ss are required to</b></p> <p>1) learn the basic sentence patterns and expressions for requesting, offering help, giving thanks, greeting and responses in order to stimulate a conversation flexibly and ingeniously under specified circumstances</p> <p>2) get familiar with the procedures at the airport</p> <p>3) be able to ask and answer relevant questions at the airport</p> <p>ideological objective: to learn A Kaleidoscope of China to build culture confidence</p>
<b>Teaching Focus</b>	get familiar with the procedures at the airport.
<b>Teaching Difficulty</b>	sentence patterns and expressions for requesting, offering help, giving thanks, greeting and responses
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Group discussion and performance
<b>Assignment</b>	Make a short speech for 1 minute on flight check-in tips

### Teaching Procedures:

#### Warming Up

#### Teaching Proposals

- 1) Help students to find correct answers.
- 2) Lead students to fill out the ticket with information given by teacher.

#### Suggested Answers

1. Wang Lifeng      2. NW 9      3. March 17, 2007      4. 5:35pm
5. Unknown / Check Monitors      6. 21-F      7. Guangzhou, P.R.China      8. 10:45pm

### Situational Dialogues

#### Teaching Proposals

**Step 1:** Ask Ss some questions, such as

Have you ever traveled by air?

Are you interested in traveling by plane?

Do you know how to book an air-ticket and what to do at the airport?

Encourage Ss to give specific examples of them. The teacher should write down the typical sentences Ss have mentioned on the blackboard.

**Step 2:** Play each tape recordings once or twice, asking the students to close their books.

According to students' actual knowledge level, the teacher should check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.

**Step 3:** Ask Ss to open their books, read the dialogues aloud and practice them with their partners.

Some pairs should be selected to role-play the dialogues, and then finish the tasks. The teacher should walk around the class, helping students with their problems.

**Step 4:** Select some pairs to perform their tasks in class. Ss should be encouraged to express their different ideas freely and fully in this part. **Teachers should schedule much more time in this step when making teaching plan.**

**Step 5:** Draw Ss' attention to important language points and correct the common errors they have made.

**Step 6:** According to the students' level, the teacher may take use of the tape and ask the students to practice the dialogues in different ways.

### Suggested Answers to Tasks

#### Dialogue1

##### Task1:

A:

1. Could you put your cell phone and anything metal on the tray?
2. Miss, please go through this gate.
3. May I see your boarding pass/card?
4. Please put your backpack on the scale.
5. Do you have any luggage to check in?
6. Here are my passport and visa.
7. I want to check in.

B:

1. May I see your boarding pass/card?
2. Could you put your cell phone and anything metal on the tray?
3. I want to check in.
4. Please put your backpack on the scale.
5. Do you have any luggage to check in?

#### Task2

3-7-1-6-4-5-9-8-10-2-11

#### Dialogue2

##### Task1

**\*NO specific request to what B may respond as long as they are proper to questions.**

1. A: How are you doing?
2. A: What is the purpose of your visit to China?
3. A: What is the name of the corporation?

4. A: How long will you stay here?
5. A: Have you ever been here before?
6. A: Declaration form, please.

### Task2

Customs officer: Good morning. May I have your passport and visa, please?

Michale Brown: Sure, here you are.

Customs officer: What is your purpose to come to China?

Michale Brown: For a research program.

Customs officer: What is the name of the company?

Michale Brown: Shanghai Victory Footwear Company.

Customs officer: How long will you stay in China?

Michale Brown: One year.

Customs officer: Have you been in China before?

Michale Brown: Yes, I came to China last year as a tourist.

Customs officer: OK. Here are your passport and visa. Have a nice day.

Michale Brown: You too.

*(After Michale claims his luggage, he goes to the Customs.)*

Customs officer: Declaration form, please.

Michale Brown: Here you are.

Customs officer: OK. Have a nice day.

Michale Brown: You too.

### Dialogue3

#### Task1

1. Peter.
2. Yes, he is.
3. He is a student of New York University.
4. Excuse me? I am Mei.
5. Nice to meet you, Mr. Smith. Nice to meet you, too.
6. Yes, she is. Yes, she is a little tired.

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7. Peter drives Mei to her dorm.

#### Task2

Lily: Excuse me, are you Louis? I'm Lily from Xinzhou Technical College..

Louis: Oh, nice to see you, Lily. Thank you for coming to meet me.

Lily: Nice to see you, too? How was your journey?

Louis: Quite good. But I'm a little tired.

Lily: It's a long journey, I know. Let's go back to the dorm of our College. Everything is ready for you there.

Louis: Oh, great. That's very kind of you.

Lily: You are welcom

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### More Explanation of the Notes

**NOTE 1:** E-ticket, taking the place of paper ticket when a customer books a flight with travel agency. Customer can get paper ticket and boarding card at relative airliner counter when checking in with E-ticket.

**NOTE 2:** There is no direct flight from China to New York, USA. More than one stop is necessary. When customer checks in at Chinese airport, airliner issues all the tickets and boarding cards for departure and all the transfers.

**NOTE 3:** I-94, American Arrival/Departure Record. Customer can complete it together with customs declaration form on the airplane entering USA, offered by flight attendant, or, complete them at USA Customs. The I-94 attached to passport by USA customs officer is as big as an ID with very important function that you should never forget: it's a proof that your stay in USA is legal; you cannot prove that you leave USA within the time that USA customs officer offered to you if you forget to hand it in to the airliner you take to leave USA for China. In other words, even if you leave USA before the time on I-94 expires, the record in USA Department of Homeland Security still shows that you stay in USA as an illegal immigrant because they didn't get your departure record.

**NOTE 4:** I-20, a [United States Department of Homeland Security](#) document issued by [colleges](#), [universities](#), and [vocational schools](#) that provides supporting information for the issuance of a student [visa](#).

## Practice

### Teaching Proposals

In this part, pair works and group works are recommended. Students are encouraged to use the expressions they have learned to present their own ideas freely and fully. Students get involved in talk and discussion by exchanging the information, while the teacher walks around the class, offering some help. Ask the Ss to recommend their representatives for the contest. After students' lectures, teacher can score the speeches, make a comment about the speech contests, announce the results and correct the common errors the Ss have made.

The following table is only for reference.

#### Standards about the oral English assessment

Item	Content	Evaluation Grade	Score
Topic	Interesting	5   4   3   2   1	
	Meaningful	5   4   3   2   1	
	Vivid	5   4   3   2   1	

Language	Accuracy	5   4   3   2   1	
	Fluency	5   4   3   2   1	
Acting	Facial expression	5   4   3   2   1	
	Body language	5   4   3   2   1	

**Suggested Answers**

**Practice 1**

May I help you?/Can I help you?  
 Would you like me to bring it to you?  
 Could you give me a blanket?  
 That's very kind of you.

**Practice 2**

Customs Officer: Good morning, Ma'am. Welcome to USA. Do you have anything to declare?  
 Traveler: Nothing, I think.  
 Customs Officer: Would you mind opening your handbag, ma'am?  
 Traveler: Of course not.  
 Customs Officer: There is a digital camera. You have to pay duty on it.  
 Traveler: But it's for my personal use.  
 Customs Officer: Then it's duty free. But remember to take it out with you when you finish journey.  
 Traveler: OK, I understand.  
 Customs Officer: Have a good journey.  
 Traveler: Thank you.

**Ideological thinking**

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A Kaleidoscope of China

This part is designed to help Ss to build culture confidence. Students go through this part and do the speaking part when there is a need.

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**Homework: Make a short speech for 1 minute on flight check-in tips**

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## Unit 2 Hold On A Minute, Please.

<b>Chapter</b>	Two
<b>Teaching Objective</b>	know the basic sentence patterns and expressions for presenting regrets, making an appointment and extending an invitation on the phone in order to stimulate a conversation flexibly and ingeniously under specified circumstances.
	ideological objective: how to present regrets and make an appointment
<b>Teaching Focus</b>	get familiar with how to talk on the phone.
<b>Teaching Difficulty</b>	stimulate a conversation flexibly and ingeniously under specified circumstances
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Group discussion and performance
<b>Assignment</b>	Homework: Make a short speech for 1minute on social phone call tips

### Teaching Procedures:

#### Warming Up

#### Teaching Proposals

- 1) Direct students to find the correct answers.
- 2) Ask students to tell how to answer and end a phone call with fixed phone and mobile phone, orally, in English.

#### Suggested Answers

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

### Situational Dialogues

#### Teaching Proposals

**Step 1:** Brain Storm: Ask Ss to think about what they usually say when they are on the telephone in order to:

- 1) start a dialogue;
- 2) present regrets;
- 3) make an appointment;
- 4) extend an invitation;
- 5) end a dialogue.

Encourage Ss to give specific examples of them. The teacher should write down the typical sentences Ss have mentioned on the blackboard.

**Step 2:** Play each tape recordings once or twice, asking the students to close their

books .According to students' actual knowledge level, the teacher may check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.

**Step 3:** Ask Ss to open the books, read the dialogues aloud and practice them with their partners. Some pairs should be selected to role-play the dialogues, and then finish the tasks. The teacher may walk around the class, helping students with their problems.

**Step 4:** Select some pairs to perform their tasks in class. **Teachers should schedule much more time in this step when making teaching plan.**

**Step 5:** Draw Ss' attention to important language points and sentence patterns in the dialogues and correct the common errors they have made.

**Step 6:** According to the students' level, the teacher may take use of the tape and ask the students to practice the dialogues in different ways.

### Suggested Answers to Tasks

#### **Dialogue1**

##### **Task1**

**A:**

1. Could I speak to John?
2. Hold on a minute.
3. You are wanted on the phone.
4. Who is it?
5. It's a shame that I can't see you off.
6. Take care.

**B:**

1. It's a shame that I can't see you off.
2. Could I speak to John?
3. Take care.
4. Who is it?

##### **Task2**

6-2-3-4-1-8-7-5-9

#### **Dialogue2**

##### **Task1**

1. speak to
2. Would you mind
3. I'd like to
4. is busy
5. come over

### Task2

1. B: Speaking./ Hold on a minute.
2. B: Yes. Could you ask him to call me back as soon as possible.
3. B: That's ok. When will you be free ?
4. B: I am afraid I will have no time then. How about tomrrow afternoon ?/ Yes. That'll be fine.
5. B: See you.

### Dialogue3

#### Task1

1. pick you up
2. Where and when shall I go?
3. That is fine.
4. I'd love to.
5. That's great. You are so nice.

#### Task2

3-5-4-1-6-8-7-2

## Practice

### Teaching Proposals

In this part, pair works and group works are recommended. Students are encouraged to use the expressions they have learned to present their own ideas freely and fully. Students get involved in talk and discussion by exchanging the information, while the teacher walks around the class, offering some help.

### Suggested Answers

#### Practice 1

David: This is David. Is Jessica there?

Jessica: Speaking.

David: Oh, Jessica, I am sorry to miss your performance. I was informed to have an urgent meeting when I was about to leave.

Jessica: That' ok. I knew you must have something unexpected.

David: You are so kind. Will you be free tonight? What do you think about having a dinner with me tonight? My treat.

Jessica: I'd love to.

David: Great! I will pick you up at your office at 6:00. Is that ok with you?

Jessica: That's fine. See you then.

David: See you.

## Ideological thinking

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how to present regrets and make an appointment.

This part is designed to help Ss to build culture confidence. Students go through this part and do the speaking part when there is a need.

**Homework: Make a short speech for 1 minute on social phone call tips**

## Unit 3      I Have Lost My Way.

<b>Chapter</b>	Three
<b>Teaching Objective</b>	<p><b>Ss are required to</b></p> <p>1) learn the expressions for asking for and giving directions in order to stimulate a conversation flexibly and ingeniously underspecified circumstances</p> <p>2) get familiar with traffic and weather talking in the west</p> <p>3) be able to talk about traffic and weather.</p> <p>ideological objective: how to ask for and give directions politely</p>
<b>Teaching Focus</b>	get familiar with traffic and weather talking in the west.
<b>Teaching Difficulty</b>	stimulate a conversation flexibly and ingeniously under specified circumstances
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Group discussion and performance
<b>Assignment</b>	Homework: Make a short speech for 1minute on travel safety tips

### Teaching Procedures:

#### Warming up

#### Teaching Proposals

- 1) Direct students to complete task.
- 2) Ask students to memorize the signs.
- 3) Ask students to find other common signs after class.

#### Suggested Answers

14, 1, 5, 3, 15, 4, 2, 7, 9, 12, 6, 11, 13, 8, 10

### Situational Dialogues

**Step 1:** Brain Storm: Ask Ss to think about what they should say when they are in the street about

- 1) asking for directions
- 2) giving directions

Encourage Ss to give specific examples of them. The teacher should write down the typical sentences Ss have mentioned on the blackboard.

**Step2:** Play each tape recordings once or twice, asking the students to close their books .According to students' actual knowledge level, the teacher should check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.

**Step 3:** Ask Ss to open their books, read the dialogues aloud and practice them with their partners. Some pairs should be selected to role-play the dialogues, and then finish the tasks. The teacher may walk around the class, helping students with their problems.

**Step 4:** Select some pairs to perform their tasks in class. **Teachers should place the key point on this step , when assigns the teaching time.**

**Step 5:** Draw the students' attention to the important language points and correct the common errors they have made.

**Step 6:** According to the students' level, the teacher may take use of the tape and ask the students to practice the dialogues in different ways.

### **Suggested Answers to Tasks**

#### **Dialogue 1**

##### **Task 1**

A:

1. Could you tell me how to get to the nearest post office?
2. Our school is about three blocks away from here.
3. Are you new here ?
4. Thanks anyway.
5. Turn left and the subway station is right in front of a hospital named Changqing?

B:

1. Our school is about three blocks away from here.
2. Could you tell me how to get to the nearest post office?
3. Are you new here ?
4. Turn left and the subway station is right in front of a hospital named Changqing?
5. Thanks anyway.

##### **Task 2**

1. the way to the swimming pool; Go down this road, turn left and walk until you come to it.
2. Would you please tell me how to get to the library? Go straight along this road for about seven minutes.
3. How can I get to the sports center? Keeping going and you can get there within 5 minutes.
4. Could you direct me to Taishan Canteen? Turn left at the crossing and walk two minutes to a bank.

#### **New Dialogues**

1. **A:**Excuse me. Could you tell me how to get to the swimming pool?

**B:**Sure. Go straight along the street, turn left and walk until you come to it.

2. **A:**Excuse me. How can I get to the library?

- B:**Go down this road, you will see the library after seven minutes' walk.
3. **A:**Excuse me. I wonder if you could tell me the way to the sports center.  
**B:**Go forward and you can get there within 5 minutes.
4. **A:**Excuse me. Could you tell me where Taishan Canteen is ?  
**B:**Sure. Turn left at the crossroad, then take a two minutes' walk to a bank. The dining hall is on the opposite side.

## Dialogue 2

### Task1

(1)--(d) (2)--(a) (3)--(f) (4)--(c) (5)--(e) (6)--(g) (7)--(b)

### Task 2

Answers may be varied.

## Dialogue 3

### Task 1

1. I come across a traffic jam.
  2. What a mess!
  3. Look at the traffic!
  4. The traffic becomes bumper to bumper in the street.
  5. The traffic is heavy.
  6. Could you drop me there?
- 

### Task 2

John: Oh! We're stuck in a traffic jam.

Taxi Driver: The traffic's always heavy at this time of day.

John: This is just great! Is there any way we can get out of here?

Taxi Driver: I'm afraid there's nothing we can do but wait.

John: Oh, it's hopeless. I'm sure I'll miss my train.

Taxi Driver: Wait a minute! We can turn at the next intersection! I know another road we can take.

John: Terrific!

## Practice

### Teaching Proposals

In this part, pair works and group works are recommended. Students are encouraged to use the expressions they have learned to present their own ideas freely and fully. Students get involved in talk and discussion by exchanging the information, while the teacher walks around the class, offering some help.

### **Suggested Answers**

#### **Practice 1**

1. Could tell me how to get to
2. go along
3. take the first turning
4. turn right
5. Walk up
6. You are welcome.

#### **Practice 2**

Lisa: Excuse me. Could you tell me whether there is a post office near here?

I: Yes, the post office is not far from here. First turn right, go three blocks, a second right turning, You come to Archdale St, turn right at the second corner, the post office is straight ahead on your right in Process St..

Lisa: OK. It's not so complicated. And how long is it going to take me there?

I: About twenty minutes.

Lisa: Thank you very much. That's very kind of you.

I: Don't mention it.

### **Ideological thinking**

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How to ask for and give directions politely

This part is designed to help Ss to build culture confidence. Students go through this part and do the speaking part when there is a need.

**Homework:** Make a short speech for 1 minute on travel safety tips

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## Unit Four It Looks Perfect On You.

<b>Chapter</b>	Four
<b>Teaching Objective</b>	<p><b>Ss are required to</b></p> <p>1) learn the basic sentence patterns and expressions for bargaining, making comparisons and concluding a deal in order to stimulate a conversation flexibly and ingeniously under specified circumstances</p> <p>2) get familiar with the talks at store</p> <p>3) be able to talk at the store and express requirements appropriately.</p> <p>ideological objective: how to introduce China's products to foreigners</p>
<b>Teaching Focus</b>	get familiar with the talks at store.
<b>Teaching Difficulty</b>	get familiar with bargaining, making comparisons and concluding a deal.
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Group discussion and performance
<b>Assignment</b>	Homework: Make a short dialogue about shopping at a store.

### Warming Up

#### Teaching Proposals

- 1) Direct students to complete the task.
- 2) Mark any two points in the outlet and direct students to make directions with what they have learned in Unit 3.
- 3) Divide students into pairs. Ask them to discuss how to meet each other via phone, while one is in the department and the other is at the entrance.

#### Suggested Answers

- |                   |                     |                  |
|-------------------|---------------------|------------------|
| A. Stockroom      | B. Checkout Counter | C. Fitting Room  |
| D. Receiving Area | E. Lobby            | F. Loading Docks |

### Situational Dialogues

#### Teaching Proposals

**Step 1:** Brain Storm: Ask Ss to think about what they should say when they are at store about

- 1) bargaining,
- 2) making comparisons
- 3) concluding a deal.

Encourage Ss to give specific examples of them. The teacher should write down the typical sentences Ss have mentioned on the blackboard.

**Step 2:** Play each tape recordings once or twice, asking the students to close their books .According to students' actual knowledge level, the teacher should check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.

**Step 3:** Ask Ss to open their books, read the dialogues aloud and practice them with their partners. Some pairs should be selected to role-play the dialogues, and then finish the tasks. The teacher should walk around the class, helping students with their problems.

**Step 4:** Select some pairs to perform their tasks in class. Ss should be encouraged to express their different ideas freely and fully in this part. **Teachers should schedule much more time in this step when making teaching plan.**

**Step 5:** Draw Ss' attention to important language points and correct the common errors they have made.

**Step 6:** According to the students' level, the teacher may take use of the tape and ask the students to practice the dialogues in different ways.

### Suggested Answers to Tasks

#### **Dialogue1**

##### **Task1**

##### **A:**

1. I am looking for a dress for party.
2. Try this on.
3. It looks perfect on me.
4. Where is the dressing/fitting room?
5. I will take it.

##### **B:**

1. Where is the dressing/fitting room?
2. Try this on.
3. It looks perfect on me.
4. I am looking for a dress for party.

##### **Task2**

Shop Assistant: Good morning. Can I help you?

Jack: Hi. I want to buy a shirt for the summer.

Shop Assistant: We've got many kinds and different colors here. How about this one?

Jack: No, it's a little too loud. Cotton shirt with light solid color would be more comfortable to wear in summer, I think.

Shop Assistant: Yes, you are right. This bright yellow one must suit you.

Jack: It looks nice.

Shop Assistant: What size do you need?

Jack: Uh, size 9.

Shop Assistant: Here you are, sir. The fitting room is at the corner.

(A moment later.)

Shop Assistant: It fits you .

Jack: I like the color on me. OK, I will take it. Thank you very much.

Shop Assistant: My pleasure.

## Dialogue2

### Task1

CBADGFMHIJLKE

### Task2

Shop Assistant: Good morning. What can I do for you?

You: I am looking for a pair of shoes to go with my plain black dress.

Shop Assistant: I think the high-heeled of the same color will perfectly match your dress. Uh, How about this pair? It is the latest.

You: They are really fashionable and good-made. May I try them on?

Shop Assistant: Yes, of course. What size do you need?

You: Size 7.

(a few minutes later.)

Shop Assistant: It's very nice. They go well with your dress.

You: I like the style. How much are they?

Shop Assistant: 150 yuan.

You: Can you lower your price?

Shop Assistant: Ok, 129 yuan That is the bottom price.

You: Good, I will take it. Here is the money.

Shop Assistant: Thanks. Have a nice day!

You: You too.

## Dialogue3

### Task1

(1) -( f )    (2) -( b )    (3) -( a )    (4) -( c )

(5) -( g )    (6) -( d )    (7) -( e )

### Task2

1. A: Anything I can do for you?
2. A: What flavor do you want?
3. A: How many do you want?
4. B: Here you are.
5. A: How much is that altogether?

## Practice

### Teaching Proposals

In this part, pair works and group works are recommended. Students are encouraged to use the expressions they have learned to present their own ideas freely and fully. Students get involved in talk and discussion by exchanging the information, while the teacher walks around the class, offering some help.

Open a flea market in class and ask Ss to bring some used things to sell, but they should do business with the expressions they have learnt in this unit for bargaining, making comparisons and concluding a deal in English. The teacher should walk around to make sure Ss do it as required. In the end, the teacher should ask some students about what they have brought or buy and the prices, etc. to make a conclusion.

### **Suggested Answers**

#### **Practice 1**

1. A: How much does this suit cost?
2. B: It's much too light in color for the autumn.
3. A: Do you have bigger size?
4. B: That's the best I can do.
5. A: Can you give me a better price?

### **Ideological thinking**

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How to introduce China's products to foreigners

This part is designed to help Ss to build culture confidence. Students go through this part and do the speaking part when there is a need.

**Homework:** Make a short dialogue about shopping at a store.

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## Unit 5 What Is Your Major?

<b>Chapter</b>	Five
<b>Teaching Objective</b>	1) know the basic sentence patterns and expressions for consulting, making new friends, borrowing and returning books in order to stimulate a conversation flexibly and ingeniously under specified circumstances 2) get familiar with the talks on campus 3) be able to talk with librarian correctly.
	ideological objective: how to make new friends.
<b>Teaching Focus</b>	get familiar with the talks on campus.
<b>Teaching Difficulty</b>	get familiar with consulting, making new friends, borrowing and returning book.
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Group discussion and performance
<b>Assignment</b>	Homework: Make a short dialogue about making a new friend.

### Warming Up

#### Teaching Proposals

- 1) Direct students to complete the task.
- 2) Encourage students to answer questions and to talk about their hobbies. NO specific answers in this part.

#### Suggested Answers

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

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### Situational Dialogues

#### Teaching Proposals

**Step 1:** Ask Ss the following questions:

- 1) What courses do you like and what courses do you dislike?
- 2) Why did you take the courses you are studying now?
- 3) Who is the first person you got to know and how did it happen?
- 4) How did you get your library card? And what library regulations do you know?

Encourage Ss to give specific examples of them. The teacher should write down the typical sentences Ss have mentioned on the blackboard.

**Step 2:** Play each tape recordings once or twice, asking the students to close their books. According to students' actual knowledge level, the teacher should check if students

get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.

**Step 3:** Ask Ss to open their books, read the dialogues aloud and practice them with their partners. Some pairs should be selected to role-play the dialogues, and then finish the tasks. The teacher should walk around the class, helping students with their problems.

**Step 4:** Select some pairs to perform their tasks in class. Ss should be encouraged to express their different ideas freely and fully in this part. **Teachers should schedule much more time in this step when making teaching plan.**

**Step 5:** Draw Ss' attention to important language points and correct the common errors they have made.

**Step 6:** According to the students' level, the teacher may take use of the tape and ask the students to practice the dialogues in different ways.

### **Suggested Answers to Tasks**

#### **Dialogue1**

##### **Task1**

**A:**

Could you do me a favor?

How to register for the courses on the Internet?

We will have four required courses and two optional courses.

How many credits are there for the course?

I will take all the courses to get all the credits of them.

**B:**

1. How many credits are there for the course?

2. How to register for the courses on the Internet?

3. Could you do me a favor?

4. We will have four required courses and two optional courses.

##### **Task2**

5-3-6-4-2-1

#### **Dialogue2**

##### **Task1**

Teammate: Hi, Peter. Nice job. You are really a wonderful player.

Peter: Thank you. You just did a great job too. By the way, what is your major?

Teammate: I major in international business, and you?

Peter: Management. I am also sitting in on the Chinese class.

Teammate: It is difficult to study Chinese, isn't it?

Peter: That is true, but it is also very interesting. I am thinking of taking some courses in business, too.

Teammate: You are right. It is helpful for your specialty.

Peter: Yes, but on the other hand, it takes a lot of time and energy but it rewards.

Teammate: There is a fierce competition in the job market, so we'd better have two majors.

Peter: That sounds good to me.

### Task2

24—6—7—5—1—8—3

### Dialogue3

#### Task1

1. A: check out some books  
B: arranged alphabetically
2. A: are overdue  
B: When were these books due?
3. B: expiration date

#### Task2

Jeff: Good morning.

Librarian: Good morning. Can I help you?

Jeff: I am a freshman here. How can I borrow books from the library?

Librarian: First you should have a library card. You can get one by your student card.

Jeff: How many books could I borrow? And how long could I keep them?

Librarian: 6 books altogether. And three months for each book at most.

Jeff: If the books I borrowed are overdue, how much should I pay for each day?

Librarian: 1 cent for each day overdue. By the way, take care of your borrowed books. Otherwise, you have to pay five times of the original price for the missing book.

Jeff: Thank you very much.

### Practice

#### Teaching Proposals

In this part, pair works and group works are recommended. Students are encouraged to use the expressions they have learned to present their own ideas freely and fully. Students get involved in talk and discussion by exchanging the information, while the teacher walks around the class, offering some help.

#### Suggested Answers

##### Practice 1

1. *Actually, I am not so good at music.*

2. *sorry for that*

3. *That is true, but it is also very interesting.*

4. *I can't agree with you there.*

### **Ideological thinking**

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How to make new friends

This part is designed to help Ss to build culture confidence. Students go through this part and do the speaking part when there is a need.

**Homework:** Make a short dialogue about making a new friend.

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## Unit 6 Excuse me, I have to go.

<b>Chapter</b>	Six
<b>Teaching Objective</b>	<p><b>Ss are required to</b></p> <p>1) know the basic sentence patterns and expressions of making introductions, receiving and giving gifts in order to stimulate a conversation flexibly and ingeniously underspecified circumstances</p> <p>2) get familiar with small talks on different occasions</p> <p>3) be able to make small talks about giving and receiving gifts.</p> <p>ideological objective: how to introduce, greet and leave politely</p>
<b>Teaching Focus</b>	get familiar with the talks on getting leave.
<b>Teaching Difficulty</b>	get familiar with talks on campus.
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Group discussion and performance.
<b>Assignment</b>	Homework: Make a short dialogue about making an excuse to leave.

### Warming Up

#### Teaching Proposals

- 3) Direct students to complete the task.
- 4) Encourage students to answer questions and to talk about their hobbies. NO specific answers in this part.

#### Suggested Answers

1. Birthday Party
2. Date
3. Business Meal
4. Get-together
5. Camping
6. Soccer Games
7. Wedding
8. Costume Party

#### Suggested Answers to Tasks

##### Dialogue 1

##### Task 1

1. May I sit here?  
Sure./ Sorry, it has been taken.
2. You will enjoy it.  
Yes, I hope so.
3. Are you new here?  
Yes, I came here a few weeks ago.
4. Do you enjoy your stay here?  
Yes. The campus is beautiful.

5. How long will you stay here?

Just one year.

### Task 2

4-1-2-6-3-5

### Dialogue 2

#### Task 1

1. A: How are you doing, buddy?
2. A: Could you introduce this nice guy to me?
3. B: I like Chinese food too.
4. B: Yes, I' d love to. / Thank you, but I am not free that night.

#### Task 2

Julia: What kind of music do you like best?

Martine: Pop music. How about you?

Julia: Classic music. I could really feel relaxed and refreshed when I listen to my favorite classic music at night.

*(Lucy is coming toward them.)*

Lucy: Hello, Julia. Glad to see you here.

Julia: Me too. What are you looking for?

Lucy: The new album of BigBang. I have been expecting for it for a long time.

Martine: Could you introduce this lovely girl to me?

Julia: Sure. This is my high school classmate, Lucy. And this is Martine, my friend.

Lucy: Nice to meet you.

Martine: Nice to meet you too.

### Dialogue 3

#### Task 1

1. Hey, Peter, here! Meet my new friends, Robert and Ben.
2. Excuse me.
3. Nice talking to you all, but I have to go.
4. See you. Take care!
5. See you all.

#### Task 2

A:

1. share your happiness and sorrows
2. Excuse me.
3. in minutes
4. I have to go.
5. Take care!

### Suggested Answers

**Practice 1**

1. I' m very pleased to meet you here.
2. How' s everything going?
3. Fancy seeing you
4. I' m afraid we have to go now.
5. So long!

**Practice 2**

Linda: Hello, everyone, I am Linda.

Lucy: Hi, I am Lucy, a freshman here.

Jack: I am Jack. Nice to meet you here, guys.

Linda and Lucy: Nice to meet you too.

Linda: The topic today is "Friendship". As to me, friendship should rest on mutual trust, honesty and time.

Lucy: I agree on that. Time is very important for making friends. Be slow in choosing a friend, slower in changing. It will take a period of time to know each other well.

Jack: Besides what you have said, in my opinion, tolerance is also essential to keep a lasting friendship. As the saying goes "Two persons cannot long be friends if they cannot forgive each other' s little failings."

Linda: Absolutely right.

**Ideological thinking**

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How to make new friends

This part is designed to help Ss to build culture confidence. Students go through this part and do the speaking part when there is a need.

**Homework:** Make a short dialogue about making an excuse to leave..

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