

# 揭阳职业技术学院



## 教案

课程： 商务英语听力一 任课教师： 倪盛盛

专业： 商务英语 班级： 商英（现代学徒制）251

学期授课计划时数： 36 课时

<b>Chapter</b>	<b>Introduction of the Course</b> <b>Unit 1 Greetings and Introductions</b>
<b>Teaching Objective</b>	1. Ss can distinguish words with similar sounds. 2. Ss have the ability of greeting people from foreign countries correctly. 3. Ss can introduce people to others appropriately. 思政目标：培养学生具备坚定国家立场、合规职业素养与跨文化沟通能力，在接待中展现民族自信、传递中国文化并维护国家与企业形象。
<b>Teaching Focus</b>	1. Distinguishing words with similar sounds 2. Expressions of greetings and introductions among different people.
<b>Teaching Difficulty</b>	1. Ss can recognize some confusing vowels and consonants. 2. Ss can understand the passage about the ways people greet each other around the world.
<b>Teaching Duration</b>	6 periods
<b>Teaching Method</b>	Teaching and practising method
<b>Assignment</b>	1. Students are asked to make a dialogue of introduction as their homework. They can make conversation freely as they wish, but they are required to use new expressions in this unit. Teacher may check their homework in the next period. 2. Listen to passage B and answer the ten questions (P9).

**Teaching procedures:**

**Period1,2 --- Introduction of this course, Part I Warming-up Exercises**

**I Introduction of this course**

1. Listening comprehension is a complex psycholinguistic process. To improve listeners' ability of English listening, skills such as memory, note taking and thinking must be trained.
2. Listening comprehension is composed of five components. discrimination, perception of message, auditory memory, decoding message and use or storing of message. The latter one always depends on the former.

3. Business English Listening is a compulsory course for college students, which is a basic course for Business English Major.
4. It aims to develop students' listening skills, strengthen students' comprehensive abilities, and improve the capabilities of using languages through systematic and strict training.
5. It will help students to lay a solid foundation for their communication skills and future careers.
6. VOA special English, daily conversations, culture introductions, history background introductions, business conversations etc. will be supplementary exercises.
7. There are 15 units, each centered on a different business situation and each is divided into 5 parts: warming-up exercises; conversations; passages; supplementary exercises and the world of humor.

## II Warming-up Exercises

1. Teacher asks Ss to discuss the main problem in listening comprehension---confusing sounds.  
*e.g.* eighteen and eighty  
ship and sheep  
dawn end down
2. Teacher may introduce listening skills and methods ---- distinguish words with similar sounds
3. Explain the new words and expressions as follows:
  - (1) **veal**: meat from a calf.
  - (2) **droop**: If something droops, it hangs or leans downward with no strength or firmness.
  - (3) **clay**: a kind of earth that is soft when it is wet and hard when it is dry.
  - (4) **bun**: small bread rolls.
  - (5) **snare**: A trap from which it is difficult to escape.
  - (6) **sag**: When something sags, it hangs down loosely or sinks downward in the middle.
  - (7) **sack**: a bag made of paper or plastic for holding customer's purchases.
  - (8) **tease**: to tease someone means to laugh at them or make jokes about them in order to embarrass, annoy, or upset them.
  - (9) **rod**: A rod is a long, thin, metal or wooden bar.
  - (10) **raid**: a sudden short attack.
  - (11) **pit**: A pit is the underground part of a mine, especially a coal mine.
  - (12) **fume**: Fumes are the unpleasant and often unhealthy smoke and gases that are produced by fires or by things such as chemicals, fuel, or cooking.
  - (13) **spout**: an opening that allows the passage of liquids or grain.
  - (14) **sprout**: When plants, vegetables, or seeds sprout, they produce new shoots or leaves.
4. Ss Listen to the recording and learn to distinguish words with similar sounds.
  - (1) A. Ss will hear one word read from each group and are required to circle the

letter beside the word they hear.

B. Have some students answer the questions. Teacher may check the answers with explanations.

(2) A. Ss will listen to a sentence carefully and circle the letter beside the word they hear. The two words in each group with similar vowels are difficult to distinguish.

B. Have some students answer the questions. Teacher may check the answers with explanations.

(3) A. Ss will listen to a sentence carefully and circle the letter beside the word they hear. The two words in each group with similar consonants are difficult to distinguish.

B. Have some students answer the questions. Teacher may check the answers with explanations.

### **Period 3,4 ---Part II**

#### **III Conversations**

1. Teacher asks Ss what they have expected to learn from this unit. Students state their opinions of what they are going to gain from the unit named Greetings and Introductions.

2. Ss enjoy the recording about greetings and introductions and think about the following questions:

① How do people greet others according to the recording?

② How do people introduce themselves to others?

3. Teacher may explain the new expressions as follows:

#### **Expressions about Greeting People:**

(1) The first meeting

How do you do?

Nice to meet you.

Glad to meet you.

It's a pleasure to meet/know you.

Pleased to meet you.

It's good to know you.

(2) Between acquaintances

Hello. Hi. How are you?

How are you doing?

How's it going?

What's new?

What's new with you?

#### **Expressions about Opening Introductions:**

(1) Introducing yourself:

Let me introduce myself.

May I introduce myself?

My name is Susan Saris. I'm freshman/sophomore.

How do you do? My name is...

Excuse me, may I take the opportunity to introduce myself?

(2)Introducing someone else:

I'd like you to meet my roommate Sarah .

I'd like to introduce my friend Sarah to you.

Oh, allow me to introduce Sarah to you.

May I introduce Prof. Wang to you?

Have you met my Chinese teacher? This is Mr. Li. He's from China.

(3)Responding to an introduction:

How do you do? Nice to meet you. My name is Sarah. I have heard a lot about you.

4. (1) Students will be asked to listen to some short conversations and fill in the blanks with the missing words.  
(2) Have some students answer the questions. Teacher may check the answers with explanations.  
Key: ①allow, guide, glad  
②over, general, each  
③bookkeeper, firm,  
④ introduce, charge, head, would, message, delegation  
⑤ new, personnel manager
5. (1) Students will be asked to listen to some short conversations and choose the right answer to each question they hear.  
(2) Have some students answer the questions. Teacher may check the answers with explanations.  
Key: BDCBB
6. (1) Students will be asked to listen to a longer conversation and answer the questions.  
(2) Have some students answer the questions. Teacher may check the answers with explanations.  
Key: ① Wang Ying: the interpreter  
Mr. Li: the deputy director of the Special Economic Zone  
Mr. Morrison: A visitor to the Special Economic Zone  
② Wang Ying and Mr. Li: to meet the visitor at the airport  
Mr. Morrison: has just arrived at the city
7. Students will be asked to listen to a longer conversation and decide whether the statements are true or false.  
Key: FFTTF
8. (1)Students will be asked to listen to a longer conversation and complete the form with the information they hear.  
(2) Have some students answer the questions. Teacher may check the answers with explanations.
9. If time is permitted, students can be asked to role-play the conversations.
10. Extra curriculum listening: VOA special English: 20090919SENEWS1530 [5]  
(1) Ask Ss to catch the main idea of the news and retell.  
(2) Dictation: NEC-1 Lesson 9 How are you today?

## Period 5,6---PartIII&IV

### IV Passages

1. Teacher may explain the culture as follows:
  - (1) Introduction is the act of formally making persons known to each other. Introductions are important because a proper introduction will leave a good first impression upon others. A usual introduction includes a greeting, a hand shake, an exchange of names and a few words about one's work.
  - (2) A greeting is something friendly that you say or do when you meet someone. When we meet somebody for the first time during a day, we often greet him or her. A greeting is a way of being friendly to someone. It is a way of being polite. It is also a way of starting a conversation.
  - (3) In English a good greeting helps you get along with others well. People in different countries greet each other in different ways. Some people are supposed to shake hands, some are supposed to kiss and hug. Others just say hello.
  - (4) For example, people in China greet each other with shaking hands. But in Japan, people always give a bow. Some people from the USA or the UK say, "How do you do?" for the first greeting and "How are you?" for another greeting, some just say hi.
2. Ask Ss to discuss the following questions and share their answers with the whole class:
  - (1) How do people greet each other in China?
  - (2) How do people greet each other in other countries?

In Thailand, people greet each other by putting their hands together and bow slightly.

In South America, you can expect to be hugged when you meet someone.

In the Middle East, Arabs greet each other by touching noses

In the USA, people shake hands when meeting each other.

In France, it is a custom to shake hands with people in the office every morning.

When Dutch people meet, they kiss each other on one cheek and then the other.

If you are a close friend or relative, then you get three kisses!

In Japan, people bow to each other when they meet.
3. Teacher may explain the new words as follows:
  - 1) **expected**: considered likely or probable to happen or arrive.

*e.g.* The price was somewhat higher than I'd expected.
  - 2) **detailed**: developed or executed with care and in minute detail.

*e.g.* Please send a detailed resume to our company.
  - 3) **extensive**: something that is extensive covers a wide range of details, ideas, or items.

*e.g.* He has garnered extensive support for his proposals.
  - 4) **awful**: exceptionally bad or displeasing.

*e.g.* It was awful to see him in such pain.
  - 5) **lounge**: a room (as in a hotel or airport) with seating where people can wait.

*e.g.* She is waiting for me in the departure lounge.
  - 6) **be attached to**:

*e.g.* You'll be attached to this department until the end of the year.

**7) subsequent:** subsequent is used to describe something that happened or existed after the time or event that has just been referred to.

*e.g.* Subsequent events confirmed our doubts.

**8) overemphasize:** place special or excessive emphasis on.

*e.g.* The importance of education cannot be overemphasized.

**9) associate:** a person who joins with others in some activity.

*e.g.* he had to consult his associate before continuing.

**4.** Teacher may introduce the following new expressions:

- 1) first meeting
- 2) subsequent meeting
- 3) essential aspect
- 4) social situation
- 5) business world
- 6) general manager
- 7) bookkeeper
- 8) head office
- 9) delegation
- 10) Personnel Manager
- 11) secretary
- 12) president
- 13) software development
- 14) advertising company
- 15) foreign affair

**5.** Students will be asked to have a glance at the listening questions of passage A which is about how people greet each other in North America. Then Teacher may play the tape recorder. After the listening, students are given a little time to choose the correct answer to each question.

**6.** Students will be asked to have a glance at the listening questions of passage B which is about introductions and greetings in English-speaking cultures. Then Teacher may play the tape recorder. After the listening, students are given a little time to decide whether the statements are true or false.

**7.** Students will be asked to have a glance at the listening questions of passage C which is about greetings and introductions in US culture. Then Teacher may play the tape recorder. After the listening, students are given a little time to choose the correct answer to each question.

**8.** Students will be asked to have a glance at the listening questions of passage D which is about saying goodbye at the end of one's studies in the US. Then Teacher may play the tape recorder. After the listening, students are given a little time to fill in the blanks with the words they hear.

**9.** Have some students answer the questions. Teacher may check the answers with explanations.

**10.** Teacher may make a conclusion about students' answers.

**11.** Teacher may explain some of the unfamiliar or west culture of greetings for

students.

#### **V Supplementary Exercises**

1. Students will be asked to have a glance at the listening questions of conversation A. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.
2. Have some students answer the questions. Teacher may check the answers with explanations.
3. Teacher may make a conclusion about students' answers.
4. Teacher may explain some of the new expressions of introductions for students.

#### **VI The World of Humor**

1. Teacher may play the tape recorder. After the listening, students are given a little time to prepare for story-retelling.
2. If time is permitted, students can be asked to retell the story.

#### **VII Conclusion**

Teacher should make a little conclusion about this new unit; especially ask students to pay more attention to the new expressions of greeting and introduction. The new words and expressions in the explanation should also be focused.

#### **VIII Homework**

1. Students are asked to make a dialogue of introduction as their homework. They can make conversation freely as they wish, but they are required to use new expressions in this unit. Teacher may check their homework in the next period.
2. Listen to passage B and answer the ten questions. (P9)

Chapter	Unit 2 Asking the Way
<b>Teaching Objective</b>	1. Ss have the ability of distinguishing homonyms. 2. Ss can find places according to the information provided or direction signs. 3. Ss can describe places appropriately. 思政目标：培养学生主动助人的友善品格、准确传讯的责任感，使其能在问路与指路中展现文明素养，并传递本土文化、增强文化认同。
<b>Teaching Focus</b>	1. To enable Ss to use expressions of asking the way and showing direction. 2. To enable Ss to understand the directional information.
<b>Teaching Difficulty</b>	1. Ss can use more direction structures and phrases after listening. 2. Ss can mark out different locations on the map. 3. Ss can draw the route to certain place according to the information provided or direction signs.
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Teaching and practising method
<b>Assignment</b>	1. Students are asked to make a dialogue of finding a place as their homework. They can make conversation freely as they wish, but they are required to use new expressions in this unit. Teacher may check their homework in the next period. 2. Students are asked to listen to conversation B and fill in the blanks with the words they hear. (P21)

**Teaching Procedures:****Period1,2 --- Part I & II****I Warming-up**

1. Teacher may ask one volunteer to say words that pronounced or spelled the same way but have different meanings and ask another volunteer to check the answers. This method can be tried several times. Teacher may check the students' examples.
2. Teacher may introduce listening skills and methods ---- distinguishing homonyms. A homonym is a word that is said or spelled the same way as another word but has a different meaning.  
e.g. "write" and "right"  
"meat" and "meet"

“sea” and “see”  
“male” and “mail”  
“fair” and “fare”

3. Teacher may explain the new words and expressions as follows:
  - 1) **distinguish**: mark as different.
  - 2) **homonym**: two words are homonyms if they are pronounced or spelled the same way but have different meanings.
  - 3) **hare**: A hare is an animal like a rabbit but larger with long ears, long legs, and a small tail.
  - 4) **hoarse**: deep and harsh sounding as if from shouting or illness or emotion.
  - 5) **plain**: extensive tract of level open land.
  - 6) **knight**: in medieval times, a knight was a man of noble birth, who served his king or lord in battle.
  - 7) **pane**: sheet glass cut in shapes for windows or doors.
  - 8) **dew**: water that has condensed on a cool surface overnight from water vapor in the air.
4. Ss will be asked to listen to twenty sentences containing one of the words from a pair of words with the same pronunciation and circle the letter beside the word they hear.
5. Have some students answer the questions. Teacher may check the answers with explanations.

## II Conversations

1. Students are asked to answer the pre-listening questions as follows:
  - 1) Is there any ATM in our college?
  - 2) How can I get to it?
  - 3) Can you tell me the way the to Foreign Language Department?
2. Have some students answer the pre-listening questions. Teacher may check the answers with explanations.
3. Teacher may explain the new words as follows:
  - 1) **block**: housing in a large building that is divided into separate units  
e.g. We live on the same block.
  - 2) **entrance**: The entrance to a place is the way into it, for example, a door or gate.  
e.g. Beside the entrance to the church, turn right.
  - 3) **traffic lights**: Traffic lights are sets of red, yellow, and green lights at the places where roads meet. They control the traffic by signaling red when vehicles have to stop and green when they can go.  
e.g. The car stopped at the traffic lights.
  - 4) **go on an excursion**: a journey taken for pleasure  
e.g. The excursion was the high spot of our holiday.
  - 5) **elevator**: lifting device consisting of a platform or cage that is raised and lowered mechanically in a vertical shaft in order to move people from one floor to another in a building  
e.g. I took the elevator to the eighteenth floor.
  - 6) **fare**: A fare is the money that you pay for a trip that you make, for example,

in a bus, train, or taxi.

e.g. He could barely afford the fare.

4. Teacher may explain the functional expressions as follows:

1) Asking the way

Can you tell me the way to the nearest station?

Could you please tell me which is the right way to the hotel?

Could you tell me the best way to get to the hotel?

Would you mind showing me the way to the hotel?

Excuse me. How can I get to the nearest post office?

Could you tell me how to get to the hotel?

Excuse me, do you know where the hotel is?

Excuse me. Which direction is the nearest to Wangfujing Road ?

Excuse me. Is there a toilet near here?

Is the hotel far away?

How far is it from here to the shopping center?

How long will it take me to get there?

2) Showing the way

Go straight ahead until you come to a wide street. Then turn left.

Turn right and go on for one block.

Take the first turn on the left.

Take a right turn at the next corner.

You can take bus No.52, and get off at Wangfujing Road.

It's just across the street.

It's only ten minutes walk from here.

It's half an hour's bus ride. (It takes half an hour to get there by bus.)

Sorry. I can't help you. I'm not familiar with the place.

5. Students will be asked to listen to some short conversations and fill in the blanks with the missing words.

(1) Excuse, way, first turn, right

(2) find, help, familiar

(3) looking, Am, second, take

(4) street, want, get

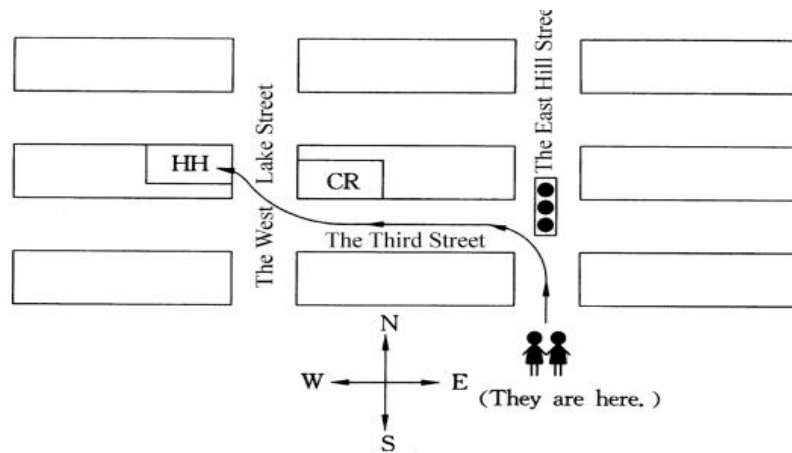
(5) the way, right turn, straight

6. Students will be asked to listen to some short conversations and choose the right answer to each question they hear on the tape.

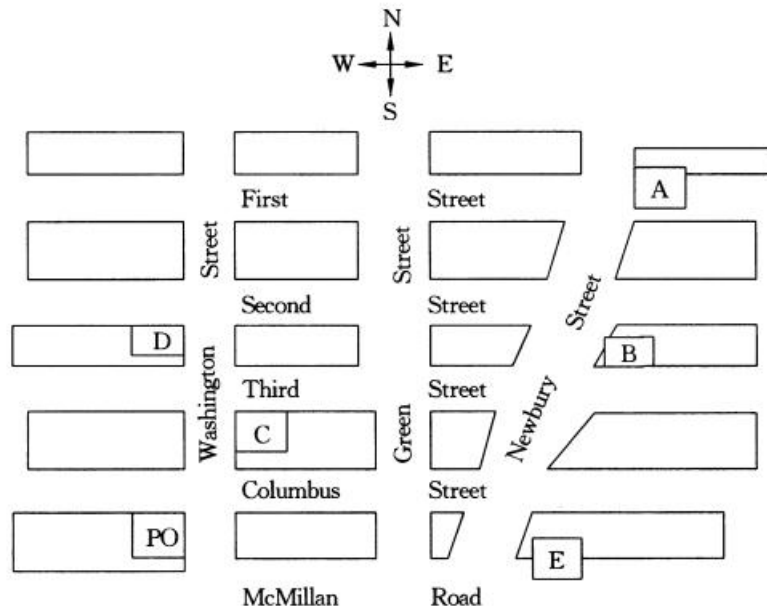
7. Students will be asked to listen to a longer conversation and

(1) mark out on the map the places;

(2) draw the route to Hilton Hotel from where the two speakers meet.



8. Students will be asked to listen to a longer conversations and choose the right answer to each question they hear on the tape.
9. Students will be asked to listen to a longer conversation. Look at the map and follow the directions they hear. Write down the name of each place where Mike goes in the correct place and mark out locations A, B, C, D and E on the map.



10. Have some students answer the questions. Teacher may check the answers with explanations.
11. Teacher may make a conclusion about students' answers.

**Period 3,4---Part III ,IV & V**

**III Passages**

1. Students will be asked to have a glance at the listening questions. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the exercises: (1) write in the blanks the words that match the numbers.  
(2) fill in the blanks with the words they hear.
2. Have some students answer the questions. Teacher may check the answers with explanations.
3. Teacher may make a conclusion about students' answers.

4. Teacher may explain some difficult directional information for students.
  - 1) Jefferson street
  - 2) theater
  - 3) St. John's Street
  - 4) business center
  - 5) south coast
  - 6) A3
  - 7) Brighton Street
  - 8) Castle street
  - 9) tube station
  - 10) a couple of
  - 11) toy shop
  - 12) electronic goods shop
  - 13) clothes shop
  - 14) opposite
  - 15) one-way street
5. Students will be asked to listen to a passage and choose the right answer to each question they hear.
6. Students will be asked to listen to a passage and decide whether the statements are true or false.
7. Students will be asked to listen to a passage and answer the questions according to the information.
8. Have some students answer the questions. Teacher may check the answers with explanations.

Key: ①Yes, she was. Because she wanted to rent one.  
②In castle street.  
③By tube.  
④It was five minutes walk.  
⑤At seven p.m.

#### **IV Supplementary Exercises**

1. Students will be asked to have a glance at the listening questions of passage A. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.
2. Have some students answer the questions. Teacher may check the answers with explanations.
3. Teacher may make a conclusion about students' answers.
4. Teacher may explain some of the new expressions for students as follows:

Hurry up, *fares*, please.

#### **V The World of Humor**

1. Teacher may play the tape recorder. After the listening, students are given a little time to prepare story-retelling.
2. If time is permitted, students can be asked to retell the story.

#### **VI Conclusion**

Teacher should make a little conclusion about this new unit; especially ask

students to pay more attention to the new expressions of direction. The new words and expressions in the explanation should also be focused.

### VII Homework

1. Students are asked to make a dialogue of finding a place as their homework. They can make conversation freely as they wish, but they are required to use new expressions in this unit. Teacher may check their homework in the next period.
2. Students are asked to listen to the conversation and fill in the blanks with the words they hear. (P21)

Chapter	Unit 3 Eating
Teaching Objective	1. Ss have the ability of distinguishing rhyming words. 2. Ss can order foods and make complaint. 思政目标：培养学生节约粮食、文明用餐的习惯，树立尊重劳动、遵守餐桌礼仪的意识，同时理解饮食文化中的家国情怀与文化内涵。
Teaching Focus	1. Distinguishing rhyming words 2. Expressions of ordering food and making complaint
Teaching Difficulty	To enable Ss to call out food names
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to make a dialogue of having dinner at a restaurant as their homework. They can make conversation freely as they wish, but they are required to use new expressions in this unit. Teacher may check their homework in the next period. 2. Students are asked to listen to passage B and answer the five questions. (P33)

### Teaching Procedures:

#### Period1,2 --- Part I & II

##### I Warming-up

1. Teacher may ask one volunteer to say words that correspondence in the sounds of two or more lines and ask another volunteer to check the answers. This method can be tried several times. Teacher may check the students' examples.
2. Teacher may explain rhyming words as follow:  
Two words rhyme when the final stressed vowels of the words are the same. The

words do not have to be spelled alike in order to rhyme, but they must be pronounced alike.

3. Ss will be asked to listen and decide which one of the three words in each group rhymes with the word they hear.
4. Ss will hear two words that rhyme with each other and write them down in the blanks. Then supply two more words that also rhyme with them.
5. Have some students answer the questions. Teacher may check the answers with explanations.

## II Conversations

1. Students are asked to answer the pre-listening question as follows:  
What is the difference between these two questions?
  - 1) Would you like a drink?
  - 2) Something to drink?
2. Have some students answer the preparing questions. Teacher may explain the answers.
3. Teacher may explain the new words as follows:
  - 1) **menu:** a list of dishes available at a restaurant  
*e.g.* Is fish on the menu today?
  - 2) **vending-machine:** A vending machine is a machine from which you can get things such as cigarettes, chocolate, or coffee by putting in money and pressing a button .  
*e.g.* Now we have a vending machine that we can turn on and off.
  - 3) **grill:** cook over a grill  
*e.g.* He spent the summer buss table in a downtown grill.
  - 4) **fried:** cooked by frying in fat  
*e.g.* Tuna can be grilled, fried or barbecued.
  - 5) **roast:** cook with dry heat, usually in an oven  
*e.g.* Let's have a nice roast for Sunday dinner.
  - 6) **main course:** the principal dish of a meal  
*e.g.* The main course was followed by fresh fruit.
  - 7) **continental breakfast:** breakfast of typical Europe that consists of food such as bread, butter, jam, and a hot drink.  
*e.g.* That includes a continental breakfast and a morning news paper .
  - 8) **omelet:** beaten eggs or an egg mixture cooked until just set;  
*e.g.* a cheese omelet
  - 9) **mushrooms:** Mushrooms are fungi that you can eat. They have short stems and round tops.  
*e.g.* This kind of mushroom is edible, but that kind is not.
  - 10) **salad:** a mixture of cold foods such as lettuce, tomatoes, or cold cooked potatoes, cut up and mixed with a dressing. It is often served with other food as part of a meal.  
*e.g.* I think I'll go for the fruit salad.
  - 11) **special:** A special is a product, program, or meal which is not normally available, or which is made for a particular purpose.

e.g. Italian wines are on (special) offer this week.

4. Teacher may introduce the following functional expressions:
  - (1) Taking order  
May I take your order, please?  
Would you like to order now?  
Would you like to see the menu?  
Have you decided on something, madam?  
What would you like for your main course?  
Today's special is roast beef.  
Shall I bring you your beef?  
Of course, I'll be right back with it.
  - (2) Ordering  
I'd like some fish and cabbage.  
Just bring me a hamburger.  
Tomato soup.
  - (3) Complaining at the restaurant  
I think there has been a mistake.  
I ordered one hour ago, but I haven't got my food yet.  
This is not the food I ordered. I wanted mushroom.  
I think you have overcharged me.
5. Students will be asked to listen to some short conversations and fill in the blanks with the missing words.  
Key:(1)menu, order  
(2) course, potatoes  
(3) mushroom, cup, check  
(4)now, lunch  
(5)help, need
6. Students will be asked to listen to some short conversations and choose the right answer to each question they hear.
7. Students will be asked to listen to some short conversations and answer the questions they hear briefly.  
Key: (1) because he hasn't got the food he ordered half an hour ago.  
(2) beer.  
(3) tomato soup  
(4) at the restaurant.  
(5) because he was overcharges.
8. Students will be asked to listen to a longer conversation and choose the right answer to each question they hear.
9. Students will be asked to listen to a longer conversation and fill in the blanks with the missing words.
10. Have some students answer the questions. Teacher may check the answers with explanations.
11. Teacher may make a conclusion about students' answers.
12. If time is permitted, students can be asked to role-play conversation E.

Period 3,4---PartIII, IV & V

III Passages

1. Teacher may explain some new words and expressions as follows:
  - 1) **tray**: A tray is a flat piece of wood, plastic, or metal, which usually has raised edges and which is used for carrying things, especially food and drinks.
  - 2) **rack**: A rack is a frame or shelf, usually with bars or hooks, that is used for holding things or for hanging things on.
  - 3) **queue**: a line of people or vehicles that are waiting for something
  - 4) **prawn cocktail**: a dish that consists of prawns and a sauce. It is usually eaten at the beginning of a meal.
  - 5) **trout**: a fairly large fish that lives in rivers and streams. Trout is eaten as food.
  - 6) **salad**: food mixtures either arranged on a plate or tossed and served with a moist dressing; usually consisting of or including greens  
*e.g.* It only takes a minute to make a **salad**.
  - 7) **client**: someone who pays for goods or services  
*e.g.* Asking a **client** where and how to mail something.
  - 8) **sell out**: get rid of all one's merchandise  
*e.g.* That small firm in a London suburb refused to **sell out**.
  - 9) **available**: obtainable or accessible and ready for use or service  
*e.g.* This was the only **available** room.
  - 10) **commercial representative**:  
*e.g.* Michael Su joined the Georgia Department of Economic Development team in 2007 as Commercial Representative.
  - 11) **sign a contract**: sign agreement between two or more persons that is enforceable by law.
2. Teacher may introduce the functional expressions for:
  - 1) making an invitation
  - 2) responding to an invitation
  - 3) taking orders
  - 4) doing the ordering
  - 5) commenting on the food
  - 6) proposing a toast
  - 7) dinner Talk
3. Students will be asked to have a glance at the listening questions. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.
  - (1) Ss listen to a passage and rearrange the sentences in the correct order according to the information they get from the tape.
  - (2) Students listen to a passage and fill in the blanks with the missing words.  
Key: minutes, returned, available, selection, ordered, later, forgot, weren't, meals, arrived, end, laughed, written, every.
  - (3) Students listen to a passage and fill in the form with the information they get from the tape.

	Maria	Peter
starter	prawn cocktail	trout
main course	<u>salad</u>	<u>chicken</u>
wine	a glass of <u>white wine</u>	<u>beer</u>
dessert	<u>none</u>	none
beverage	coffee	<u>coffee</u>

(4) Students listen to a passage and answer the questions.

Key: ①there are two reasons: the speed and the price

②only thirty minutes.

③within twenty minutes.

④because there are so many meals sold every day, and the costs are kept low.

⑤over 3.5 billion.

4. Have some students answer the questions. Teacher may check the answers with explanations.

5. Teacher may make a conclusion about students' answers.

6. Teacher may explain some difficult question for students as follows:

Why is the food in fast-food restaurants relatively cheap?

#### IV Supplementary Exercises

1. Students will be asked to have a glance at the listening questions of conversation A.

Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.

2. Have some students answer the questions. Teacher may check the answers with explanations.

3. Teacher may make a conclusion about students' answers.

4. Question for discussing:

Do people in different countries drink the same thing?

#### V The World of Humor

1. Teacher may play the tape recorder. After the listening, students are given a little time to prepare story-retelling.

2. If time is permitted, students can be asked to retell the story.

#### VI Conclusion

Teacher should make a little conclusion about this new unit; especially ask students to pay more attention to the new expressions of ordering the food. The new words and expressions in the explanation should also be focused.

#### VII Homework

1. Students are asked to make a dialogue of having dinner at a restaurant as their homework. They can make conversation freely as they wish, but they are required to use new expressions in this unit. Teacher may check their homework in the next period.

2. Students are asked to listen to passage B and answer the five questions. (P33)

Chapter	Unit 4 Shopping
<b>Teaching Objective</b>	1. To enable Ss to identify English letters 2. To enable Ss to describe the items they want to buy and do good bargain. 3. Ss know the relationship between shop assistant and customer after listening to Part II , PartIII and partIV in the new unit. 思政目标：培养学生理性消费、尊重他人（如店员、同行者）的意识，树立遵守公共秩序、爱护购物环境及传承优秀商业文化（如诚信）的观念。
<b>Teaching Focus</b>	1. Expressions of shopping, bargaining and describing items. 2. Phrases of solving after-sale problems.
<b>Teaching Difficulty</b>	Ss can describe the items they want to buy and do good bargain.
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Teaching and practising method
<b>Assignment</b>	1. Students are asked to make a dialogue of shopping at a grocer as their homework. They can buy anything as they wish, but they are required to use new expressions in this unit and be polite. Teacher may check their homework in the next period. 2. Students are asked to listen to a mini-talk and choose the right answer to the question they hear. (P44)

**Teaching Procedures:****Period1,2 --- Part I ,II****I Warming-up exercises**

1. Teacher may ask one volunteer to identify one English letter for the whole class with example, and ask another volunteer to check the answer. This method can be tried several times. Teacher may check the students' examples.
2. Teacher may explain identifying English letters as follows:  
If someone doesn't understand the letter you say, give a word for reference. For example, I said A, as in Apple. Or, I said M, as in Mother.
3. Students listen and write down the letters and the words they hear on the tape.
4. Students listen and choose the letters they hear on the tape to complete the sentences.
5. students listen to the names of persons and write them down as quickly as they can.
6. Have some students answer the questions. Teacher may check the answers with explanations.

7. Teacher may make a conclusion about students' answers.

## II Conversations

1 Teacher may explain the new words as follows:

- 1) **decorate:** make more attractive by adding ornament, colour, etc.  
*e.g.* We decorated the house for Christmas.
- 2) **range:** an area in which something acts or operates or has power or control:  
*e.g.* Several cars are available within this price range.
- 3) **fashion:** the latest and most admired style in clothes and cosmetics and behavior  
*e.g.* Fashions have changed a lot since I was a little girl.
- 4) **on sale:** sold at relatively cheap price.  
*e.g.* Is this shampoo on sale today?
- 5) **out of stock:** not available for sale or use  
*e.g.* I am sorry, but that product is out of stock at the moment.
- 6) **engrave:** carve, cut, or etch into a material or surface  
*e.g.* The terrible scene was engraved on his memory.
- 7) **tuna:** tuna or tuna fish are large fish that live in warm seas and are caught for food.  
*e.g.* She began opening a can of tuna.
- 8) **detergent:** a chemical substance, usually in the form of a powder or liquid, which is used for washing things such as clothes or dishes.  
*e.g.* This detergent is good for getting stains out.
- 9) **frills:** a long narrow strip of cloth or paper with many folds in it, which is attached to something as a decoration.  
*e.g.* curtains with frills.

2. Teacher may introduce the following functional expressions:

1) Reception

Do you find anything you like?

What can I do for you?

(how) Can I help you?

Are you being helped?

Are you being served?

Is there anybody waiting on you?

2) Choosing

I want a pair of shoes/a jacket.

I'd like to see some towels.

Show me that one, please.

Let me have a look at this watch.

Would you show me this cup?

I'm interested in this new type of car.

I'm just looking, thanks.

I'd like to have a look if you don't mind.

3) An attempt

Could you try it on please? How is it?

I like this one. May I try it on?

4) Price

How much does it cost?

What's the price for this suit?

How much do I have to pay for it?

How much are these ties?

I'll give it to you for 525 yuan.

Can you make it cheaper?

3. Students will be asked to have a glance at the listening questions. Then Teacher may play the recording. After the listening, students are given a little time to do the questions.

4. Have some students answer the questions. Teacher may check the answers with explanations.

5. Teacher may make a conclusion about students' answers.

6. Extra curriculum listening: VOA special English---- 1530 NEWS

T asks Ss to listen to the VOA special English news and then answer the following questions for each piece.

[1] ① Who won the 2009 Nobel Peace Prize?

② He was praised for what efforts?

[2] ① How many rockets were crashed on the moon?

② Why the pictures are not available as promised?

[3] ① What accusation has China received?

② What action will the United States make as asked?

T may ask Ss to do shadowing exercises after the questions are answered.

**Period 3,4--- Part III , IV & V**

**III Passages**

1. Teacher may explain the new words as follows:

1) **grocer**: a retail merchant who sells foodstuffs (and some household supplies)

*e.g.* He has decided to open a **grocer** store in a small way.

2) **delivery**: the act of delivering or distributing something (as goods or mail)

*e.g.* The next postal **delivery** is at 4 o'clock.

3) **recommend**: push for something

*e.g.* Can you **recommend** to me a good dictionary?

4) **meet the needs of**: satisfy sb's requirement

*e.g.* we shall try our best to **meet the needs of** yours

5) **comply**: act in accordance with someone's rules, commands, or wishes

*e.g.* She was told to pay the fine, but refused to **comply**.

6) **loyalty card**: A loyalty card is a plastic card that some shops give to regular customers. Each time the customer buys something from the shop, points are electronically stored on their card and can be exchanged later for goods or services.

7) **aisle**: An aisle is a long narrow gap that people can walk along between rows of seats in a public building such as a church or between rows of shelves in a supermarket.

8) **guard against**: If you guard against something, you are careful to prevent it

from happening, or to avoid being affected by it.

2. Students will be asked to have a glance at the listening questions. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.
3. Have some students answer the questions. Teacher may check the answers with explanations.
4. Teacher may make a conclusion about students' answers.
5. Teacher may explain some difficult question for students as follows:  
What kind of relationship should be maintained between shop assistant and customer?

#### **IV Supplementary Exercises**

1. Teacher may explain the new words and expressions as follows:  
walking-shoes: shoes that are very comfortable and can be use specially for walking.  
Heel: the curved back part of your foot.
2. Students will be asked to have a glance at the listening questions of dialogue A. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.
3. Have some students answer the questions. Teacher may check the answers with explanations.
4. Teacher may make a conclusion about students' answers.
5. Question for discussing:  
Do men and women have the same idea of buying something, if not, give some examples?

#### **V The World of Humor**

1. Students are asked to answer the question in the book after listening.
2. Teacher may play the tape recorder. After the listening, students are given a little time to prepare story-retelling.
3. If time is permitted, students can be asked to retell the story.

#### **VI Conclusion**

Teacher should make a little conclusion about this new unit; especially ask students to pay more attention to the relationship between shop assistants and customers. The new words and expressions in the explanation should also be focused.

#### **VII Homework**

1. Students are asked to make a dialogue of shopping at a grocer as their homework. They can buy anything as they wish, but they are required to use new expressions in this unit and be polite. Teacher may check their homework in the next period.
2. Students are asked to listen to a mini-talk and choose the right answer to the question they hear. (P44)

Chapter	Unit 5 Telephone
<p><b>Teaching Objective</b></p>	<p>1. To identify directions and positions.                      2. To get familiar with the expressions related to making phone calls.                      3. To learn to inform somebody wanted on the phone.                      4. To learn to identify personal relationship.                      思政目标: 培养学生以礼貌、规范的英语沟通展现文明素养, 树立尊重跨文化沟通习惯、守信守时的意识, 同时借助语言交流传递正向价值观。</p>
<p><b>Teaching Focus</b></p>	<p>1. Expressions of making phone calls.                      2. Expressions of dealing with the caller when the needed person is not around.</p>
<p><b>Teaching Difficulty</b></p>	<p>Ss learn to know how to act in different situations of phone calls.</p>
<p><b>Teaching Duration</b></p>	<p>4 periods</p>
<p><b>Teaching Method</b></p>	<p>Teaching and practising method</p>
<p><b>Assignment</b></p>	<p>1. Students are asked to make a dialogue of making and answering a call as their homework. They can talk about anything as they like, but they are required to use new expressions in this unit and be polite. Teacher may check their homework in the next period.                      2. Students are asked to listen to conversation A of Part IV and fill in the blanks with the missing words.</p>

**Teaching Procedures:**

**Period 1, 2 --- Part I, II & BBC English show**

**Part I Warming-up exercises**

1. Teacher may explain how to identify directions and positions for the whole class with examples.
2. Ask one volunteer to identify directions and positions for the whole class with examples, and ask another volunteer to check the answer. This method can be tried several times. Teacher may check the students' examples.
3. Students listen and fill in the spaces with the words for compass directions.
4. Students listen and fill in the squares with the words of flat positions.
5. Students listen and write down the words for horizontal rows on the correct lines.
6. Have some students answer the questions. Teacher may check the answers with explanations.
7. Teacher may make a conclusion about students' answers.

**Part II Conversations**

1. Teacher may introduce the culture tips on how to speak well on the telephone.
2. Teacher may explain the new words and expressions as follows:
  - (1) **busy signal**: a repeated sound that tells you the person you are calling is talking on the phone.
  - (2) **area code**: numbers you use before a telephone number when you phone someone in a different area in the country.
  - (3) **auditorium**: the area of a theater or concert hall where the audience sits.
  - (4) **twist**: If you twist a part of your body such as your ankle or wrist, you injure it by turning it too sharply, or in an unusual direction.  
e.g. He fell and twisted his ankle.
  - (5) **ankle**: Your ankle is the joint where your foot joins your leg.  
e.g. John twisted his ankle badly.
  - (6) **disturb**: If you disturb someone, you interrupt what they are doing and upset them.  
e.g. I'm sorry to disturb you, but can I talk to you for a moment?
3. Students listen to the short conversations and fill in the blanks with the missing words.
4. Students listen to the short conversations and choose the right answer to each question.
5. Students listen to the longer conversation and fill in the missing words in the telephone message.
6. Students listen to the longer conversation and fill in the blanks with the missing words.
7. Students listen to the longer conversation and decide whether the statements are true or false.
8. Have some students answer the questions. Teacher may check the answers with explanations.
  - (1) May I have a word with Jane?
  - (2) I'll just see if she's in.
  - (3) I have been trying to make a call for over an hour and I keep getting a busy signal.
  - (4) Mr. Smith is tired up at the moment. He's on another line.
  - (5) I'll try to connect you again with that area code.
  - (6) There's a George Jordan on Smith road and a Henry Jordan on Green road.
  - (7) I'm trying to reach a guest house.
  - (8) You must have the wrong number. This is a private residence.
  - (9) There's no Desmond here. What number did you want?
  - (10) I've got a wrong number. I'm sorry to have disturbed you.
  - (11) There's been an accident on the underground and her daughter's been slightly hurt. It's nothing serious, only a twisted ankle.
  - (12) I want to make sure whether the items we ordered could be delivered by the end of September.
  - (13) You will pay the costs, such as the insurance and packing charges?
9. Teacher may make a conclusion about students' answers.

**10. Extra curriculum listening: BBC English show ---- Word lover (rebus)**

T asks Ss to listen to the BBC English show and then answer the following questions:

- (1) Which word is the speaker talking about?
- (2) What does the word mean?

T may ask Ss to do shadowing exercises after the questions are answered.

**Period 3,4---PartIII ,IV & V**

**Part III Passages**

1. Teacher may explain the new words and expressions as follows:

- (1) personnel manager: the manager of the department that chooses people for jobs and deals with their complaints and problems, etc.
- (2) receptionist: someone whose job is to welcome and deal with people arriving a hotel or office building, visiting a doctor etc.
- (3) attend: be present at (meetings, church services, university), etc.
- (4) colleague: an associate that one works with.
- (5) wail: cry weakly or softly.
- (6) act up: to behave in a troublesome way.
- (7) mess: not neat. If a situation is a mess, it is full of trouble or problems.  
e.g. I've made such a mess of my life.
- (8) customary: customary is used to describe things that people usually do in a particular society or in particular circumstances.  
e.g. It is customary to offer a drink or a snack to guests.
- (9) assume: take to be the case or to be true; accept without verification or proof.
- (10) sing out: to call out in a loud voice; shout.
- (11) a matter of life and death: to be very serious.

2. James Hart and Caroline Jay work in the same company, James is the personal manager and Caroline his secretary. Betty Clark, James' friend, is a receptionist in another company. Students listen the passage about them and fill in the blanks with the missing words.

3. Students listen to a passage about telephone numbers and decide whether the statements are true or false.

4. Students listen to a passage about a phone call and answer the questions.

5. Students listen to a passage about the custom of making phone calls in China and complete the statements.

6. Have some students answer the questions. Teacher may check the answers with explanations.

- (1) She has already sent a formal note but she thinks it would be better for her to telephone and explain the whole thing.
- (2) Betty Clark has also been invited but she has telephoned to say that she can't come to the party because she has got a lot of work to do.
- (3) My back is killing me. The children are acting up. The house is a mess. And I'm expecting eight colleagues for dinner.
- (4) I'll feed the kids, clean up your place, and cook a dinner for your friends will

never forget.

(5) If you telephone him early in the day, while he is shaving or having breakfast,

the time of the call shows that the matter is very important and requires immediate attention.

(6) If someone receives a call during sleeping hours, he assumes it is a matter of life and death.

7. Teacher may make a conclusion about students' answers.

#### **Part IV Supplementary Exercises**

1. Teacher may explain the new words and expressions as follows:

entertain: to invite people to your home for a meal, party etc., or to take your company's customers somewhere to have a meal, drink etc.

2. Students will be asked to have a glance at the listening questions of conversation B. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.

3. Have some students answer the questions. Teacher may check the answers with explanations.

4. Teacher may make a conclusion about students' answers.

5. Question for discussing:

How does telephone make people's life convenient in the modern times?

#### **Part V The World of Humor**

1. Students are asked to answer the following question after listening to the story.

What did the man want to talk to Billy?

2. Teacher may play the tape recorder. After the listening, students are given a little time to prepare story-retelling.

3. If time is permitted, students can be asked to retell the story.

#### **Conclusion**

Teacher should make a little conclusion about this new unit; especially ask students to pay more attention to the answer of a call when the wanted person is not available. The new words and expressions in the explanation should also be focused.

#### **Homework**

1. Students are asked to make a dialogue of calling and answering a call as their homework. They can talk about anything as they wish, but they are required to use new expressions in this unit and be polite. Teacher may check their homework in the next period.

2. Students are asked to listen conversation A of Part IV and fill in the blanks with the words they hear. (P53)

Chapter	Unit 6 Post Office
<b>Teaching Objective</b>	1. To learn to follow directions and describe relationships. 2. To get familiar with expressions of sending letters and parcels. 3. To learn to inquire about postage. 4. To learn how to send a letter or parcel and how to make a long distance call. 思政目标: 培养学生以规范、诚信的态度撰写与处理邮件, 树立尊重收件人、注重信息保密与时效的意识, 同时借助邮件沟通传递文明素养与正向价值观。
<b>Teaching Focus</b>	1. Expressions of sending letters and parcels. 2. Phrases of asking postage and inquiring how to send a parcel.
<b>Teaching Difficulty</b>	1. Ss learn to know how to send letters and parcels. 2. Ss learn to know how to inquire postage.
<b>Teaching Duration</b>	4 periods
<b>Teaching Method</b>	Teaching and practising method
<b>Assignment</b>	1. Students are asked to make a dialogue of sending letters or parcels as their homework, using the new expressions in this unit. Teacher may check their homework in the next period. 2. Students are asked to listen to conversation A of Part IV and decide whether the statements are true or false.

**Teaching Procedures:**

**Period 1, 2** --- Part I, II & BBC English show

**Part I Warming-up exercises**

1. Teacher may ask one volunteer to follow directions and describe relationships for the whole class with examples, and ask another volunteer to check the answer. This method can be tried several times. Teacher may check the students' examples.
2. Students will be asked to look at the picture and read the words and phrases describing relationships.
3. Students look at the picture again. Listen and fill in the blanks with words or phrases for positions.
4. Students look at the map. Each numbered arrow in the map shows a certain direction. Under the map they will find some phrases of directions. Listen carefully and write to correct number on the line beside each phrase.
5. Have some students answer the questions. Teacher may check the answers with

explanations.

6. Teacher may make a conclusion about students' answers.

### **Part II Conversations**

1. Teacher may explain the new words and expressions as follows:

- (1) urgent: needing immediate attention, action or decision.
- (2) airmail: mails sent by air.
- (3) postage: the cost of sending a letter, etc. by post.
- (4) receipt: a piece of paper that shows that goods or services have been paid for.
- (5) surface mail: letters, etc. carried by road, rail or sea, not by air.

2. Students will be asked to have a glance at the listening questions. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.

3. Have some students answer the questions. Teacher may check the answers with explanations.

- (1) Please get me some airmail stamps.
- (2) These airmail envelopes cost fifty cents a dozen.
- (3) This package is going to Paris. I want to insure it for fifty dollars.
- (4) That will be 3.50 postage and another \$2.00 for the insurance.
- (5) Let me weigh them first.
- (6) How long will it take to get to New York by register express airmail?
- (7) Can I get a parcel here?
- (8) We need your signature on this note.

4. Teacher may make a conclusion about students' answers.

5. Extra curriculum listening: BBC English show ---- 1530 SENEWS (Oct.30)

T asks Ss to listen to the BBC English show and then answer the following questions:

- (1) What is the warning of IMF?
- (2) Why the claims cannot be confirmed?

T may ask Ss to do shadowing exercises after the questions are answered.

### **Period 3,4---Part III ,IV & V**

#### **Part III Passages**

1. Teacher may explain the new words and expressions as follows:

- (1) inspector: An inspector is a person, usually employed by a government agency, whose job is to find out whether people are obeying official regulations.
- (2) regulation: regulating or being regulated; control.
- (3) sender: The sender of a letter, package, or radio message is the person who sent it.
- (4) addressee: The addressee of a letter or parcel is the person or company that it is addressed to.
- (5) registered mail: a method of sending a letter or package in which the person sending it can claim money if it arrives late or is lost or damaged.
- (6) certified mail: a method of sending a letter or package in which the person sending it gets an official note to say it has been posted and the person receiving

it must sign a form when it is delivered.

(7) general delivery: an arrangement in which a post office keeps a person's mail until they go to collect it, used especially when somebody is travelling.

(8) destination: a place to which somebody/something is going or being sent.

2. Students will be asked to have a glance at the listening questions. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.

3. Have some students answer the questions. Teacher may check the answers with explanations.

(1) Li's company had a commercial representative's office in America and he was visiting the States as an inspector.

(2) There was a USA flag in front of the building and a sign on the door which said post office.

(3) The sender's name and address, including zip code, should always be shown in the upper left-hand corner of the address side.

(4) He first bought five two-yuan and four one-yuan stamps and then gave the letter to the clerk.

(5) The clerk weighed it and told him to pay six yuan more, so he paid twenty yuan altogether.

(6) The postage for the parcel was ten dollars and twenty cents. It would take about half a month for the parcel to reach China.

4. Teacher may make a conclusion about students' answers.

#### **Part IV Supplementary Exercises**

1. Teacher may explain the new words and expressions as follows:

(1) recognize: to know who someone is or what something is, because you have seen, heard, experienced, or learned about them in the past.

(2) slot: a long narrow hole in a surface, that you can put something into.

(3) deposit: to put money or something valuable in a bank or other place where it will be safe.

(4) long distance call: a call made to a place which is out of the same district or country.

2. Students will be asked to have a glance at the listening questions of passage B. Then Teacher may play the tape recorder. After the listening, students are given a little time to do the questions.

3. Have some students answer the questions. Teacher may check the answers with explanations.

4. Teacher may make a conclusion about students' answers.

5. Question for discussing:

How do emails replace written letters? Why?

#### **Part V The World of Humor**

1. Students are asked to answer the following question after listening to the story.

Why did the schoolmaster fail to receive the letter the post office wrote to him?

2. Teacher may play the tape recorder. After the listening, students are given a little time to prepare story-retelling.

3. If time is permitted, students can be asked to retell the story.

### **Conclusion**

Teacher should make a little conclusion about this new unit; especially ask students to pay more attention to the phrases used in sending a parcel and buy stamps for postage. The new words and expressions in the explanation should also be focused.

### **Homework**

1. Students are asked to make a dialogue of sending letters or parcels as their homework, using the new expressions in this unit. Teacher may check their homework in the next period.
2. Students are asked to listen to conversation A and decide whether the statements are true or false. (P65)