



揭阳职业技术学院

电子商务创业学院

《商务英语听力二》教案

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所授专业：商务英语

商务英语 251 (1 组)

授课班级：商务英语 (3+证书)

251

课程整体教学设计

一、课程的性质和任务

（一）课程性质

《商务英语听力二》是商务英语专业的核心技能课程之一，旨在通过系统的听力技能训练和真实的商务语境输入，进一步提高学生在各种商务活动中的英语听力理解能力和口语反应能力。本课程强调语言技能与商务知识的融合，为学生在未来职场中用英语进行有效沟通打下坚实基础。

（二）本课程的主要任务

1. 技能提升：训练学生掌握多种听力微技能，如数字听记、快速心算、识别连读和不完全爆破、理解缩写词和首字母缩略词等，以适应真实的、语速自然的商务英语听力材料。
2. 知识拓展：引导学生熟悉银行业务、货币体系、商务约会、邀请礼仪、节假日文化、酒店服务、交通出行、房屋租赁、旅游观光等多个商务和生活场景下的专业术语和背景知识。
3. 应用实践：通过大量的对话、短文和真实新闻报道（如 BBC, VOA）的听力练习，培养学生提取关键信息、分析问题和解决问题的能力，并能将所学表达应用于模拟的商务交际活动中。
4. 文化意识培养：帮助学生了解英语国家（特别是美国）在金融、消费、社交等方面的文化习俗和思维方式，增强跨文化交际的意识和能力。

二、教学目标与要求

（一）教学目标

通过本课程的学习，学生应能达到以下目标：

1. 听力技能目标
 - （1）数字敏感度：能够准确听辨并记录多位数字（三到九位）、分数、小数、百分比、日期、时间和里程等。
 - （2）语音识别能力：能够识别语流中的连读、不完全爆破等语音现象；理解并记忆常见缩写词和首字母缩略词的含义。
 - （3）信息处理能力：能够在听力过程中快速捕捉关键词和核心信息，完成填空、选择、判断、简答等任务；能够根据听力内容进行快速心算和推理。
 - （4）篇章理解能力：能够理解篇幅较长、信息量较大的商务对话和专业报道（如 BBC/VOA），并回答相关细节和主旨问题。

2. 语言知识目标

(1) 掌握各单元主题下的核心词汇和短语，如关于银行开户、货币兑换、日常开支、预约与取消、发出与回应邀请、酒店预订、交通工具选择、房屋租赁、旅行安排等场景的地道表达。

(2) 熟悉并能区分不同商务场景下的正式与非正式用语。

3. 交际能力目标

(1) 能够运用所学知识，在模拟的商务场景中（如银行、酒店、旅行社、公司等）进行基本的沟通，如预订房间、安排会议、咨询信息、发出邀请等。

(2) 能够就相关话题（如消费计划、度假安排、租房要求）进行简单的口头表达和讨论。

(二) 课程思政育人目标

本课程将思政教育贯穿教学全过程，旨在实现知识传授、能力培养与价值引领的有机统一。

具体目标如下：

坚定理想信念（对应 Unit 7, 8）： 通过学习国家在经济调控、教育改革等方面的方针政策，引导学生深刻理解“两个确立”的决定性意义，增强对党的创新理论的认同，树立为国家发展贡献力量的远大理想。

增强文化自信（对应 Unit 7, 11, 15）： 在学习西方金融和节日文化的同时，引导学生对比、思考中华优秀传统文化和当代中国特色社会主义文化，理解“绿水青山就是金山银山”的发展理念，坚定文化自信和道路自信。

涵养家国情怀（对应 Unit 9, 10）： 在学习商务礼仪和社交规范时，融入“立德树人”的根本任务，强调诚信、守时、尊重他人的重要性。通过学习“习总书记视察广东重要讲话精神”，引导学生关注国家区域发展战略，将个人发展融入国家发展大局，涵养深厚的家国情怀。

树立正确价值观（对应 Unit 11, 12, 13, 14）： 引导学生理解“国之大事”的内涵，培养大局意识和集体主义精神。结合“廉洁文化进校园”系列主题，在学习金融、消费、租房、出行等涉及个人利益的内容时，教育学生树立正确的金钱观、消费观和权力观，培养诚实守信、遵纪守法、勤俭节约、廉洁自律的品质，自觉抵制拜金主义和享乐主义。

三、教学方法与手段

本课程采用“以学生为中心”的教学理念，综合运用多种教学方法与手段，激发学生学习兴趣，提高教学效果。

(一) 教学方法

1. 讲练结合法：这是课程采用的主要方法。教师首先对关键的听力技巧、词汇和背景知识进行精讲，然后通过大量的、形式多样的听力练习（如填空、选择、听写、判断、回答问题等），让学生在实践中巩固所学、提升技能。

2. 情景教学法：创设真实的商务情景（如在银行、在酒店、在机场、安排会议等），引导学生进行角色扮演、模拟对话，将听力输入转化为口语输出，提高语言综合运用能力。

3. 任务驱动法：布置具有实际意义的任务，如“制定一份日常开支计划”、“为校庆起草一份邀请函”、“做一个寒假旅行计划并邀请同伴”等，让学生在完成任务的过程中主动探究、合作学习，实现“做中学”。

4. 视听法/多媒体辅助教学法：利用音频、视频等多媒体资源（如 BBC, VOA 原声报道），为学生提供真实、地道的语言输入，并借此引入时事热点和文化背景，拓展学生视野。

5. 互动式/合作学习法：通过小组讨论、同伴互查、故事复述、问题研讨等形式，增加课堂互动，鼓励学生互相学习、共同进步，培养合作精神和沟通能力。

（二）教学手段

1. 多媒体教学设备：利用电脑、投影仪、音响等设备，播放清晰的音频、视频材料，展示课件和板书。

2. 教材与练习册：以指定教材为核心，结合配套练习册，保证教学内容的系统性和练习的针对性。

3. 网络资源：引导学生利用网络平台（如英语学习网站、新闻网站）获取最新的听力素材，拓展学习渠道，培养自主学习能力。

4. 板书与讲义：教师精心设计板书，提炼重点词汇和句型，并可能为学生提供补充讲义，帮助其更好地理解 and 掌握。

四、理论与实践课程内容与学时分配

课程内容和学时分配表

	内容	课时	小计
理论课程	Unit 7 银行业务 (Banking) 三至九位数字听辨技巧；开户、货币兑换、取款等相关词汇与表达；活期账户与定期存款账户的区别；信用卡与支票的区别。	2	18
	Unit 8 货币 (Money) 快速心算技巧（加减乘除）；日常开支、汇率等相关表	2	

	达；以物易物体系与欧元改革背景知识；经济体系衡量标准与通货膨胀控制。		
	Unit 9 约会 (Appointment) 距离与时间的听力记录方法；预约、推迟、取消约会的常用表达；商务日程安排的时间表达法。	2	
	Unit 10 邀请 (Invitation) 英语连读现象的识别与练习；发出、接受、拒绝邀请的表达方式；正式邀请与非正式邀请的区别与使用场合。	2	
	Unit 11 节假日 (Holidays) 不完全爆破语音现象的识别；制定假日计划的表达；世界各地人们度过节假日的方式；不同假日消费方式的了解。	2	
	Unit 12 酒店 (Hotel) 常见缩写词与首字母缩略词的识别与含义；酒店预订、入住、退房的表达方式；不同类型住宿设施的了解与信息咨询方法。	2	
	Unit 13 交通 (Transportation) 描述频率的词汇与短语（如 daily, weekly, monthly）；乘坐各种交通工具的表达；指路与问路的表达；不同交通方式优缺点的讨论。	2	
	Unit 14 住房 (Housing) 分数、小数、百分比的听力表达方式；租房、买房、卖房的常用词汇与表达；房屋设施与租赁条件的描述方法。	2	
	Unit 15 旅游 (Travel) 数字、字母、方向、时间在实际场景中的综合运用；基础旅游词汇；机场值机、海关与安检流程；跟团游与自由行的特点。	2	
实践课程	Unit 7 银行业务 (Banking) 数字听写练习；银行场景短对话听力理解与填空；填写支票模拟练习；角色扮演银行柜员与客户办理业务。	2	18
	Unit 8 货币 (Money) 心算听力练习；日常开支对话听力理解；旅行支票挂失与退款流程听力练习；小组讨论如何合理消费。	2	
	Unit 9 约会 (Appointment) 出发与到达时间听力记录；电话预约场景对话听力填空与判断；根据日程表安排会议时间的模拟练习；情景对话编写与表演。	2	
	Unit 10 邀请 (Invitation) 连读标记与跟读练习；邀请场景对话听力理解与选择；接受与拒绝邀请的得体回应练习；撰写并发出校庆邀请函（模	2	

	拟)。		
	Unit 11 节假日 (Holidays) 不完全爆破听音填空；假日计划对话听力理解与问答；不同节日（如圣诞、新年、情人节）习俗的听力短文理解；制定个人寒假计划并分享。	2	
	Unit 12 酒店 (Hotel) 缩写词听写与匹配练习；酒店预订电话对话听力填空与填表；入住登记、客房服务、结账离店等场景的听力理解；双人合作模拟酒店预订。	2	
	Unit 13 交通 (Transportation) 频率词听辨与连线练习；公共交通场景（火车、飞机）对话听力理解与选择；根据地图描述行程路线的口头练习；介绍一次包含多种交通工具的旅行计划。	2	
	Unit 14 住房 (Housing) 分数、小数、百分比的听力记录练习；租房咨询对话听力理解与问答；房屋信息表格填写；角色扮演房东与租客商谈租赁条件。	2	
	Unit 15 旅游 (Travel) 航班信息（时间、登机口）听力记录；旅游咨询、机票预订、机场值机对话听力理解；模拟机场值机与安检对话；分享个人旅游经历。	2	
	合计	36	

Chapter	Unit 7 Banking
Teaching Objective	1. To get familiar with numbers of three to nine digits. 2. To learn expressions of opening accounts and exchanging currencies. 3. To distinguish current account and deposit account. 4. To know the difference between credit card and check. 5. 思政目标: “两个确立” “文化自信”
Teaching Focus	1. Expressions of opening accounts and exchanging currencies. 2. Expressions of drawing out some money from the bank.
Teaching Difficulty	Difference between credit card and check.
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to make a summary of American banks as their homework. Teacher may check their homework in the next period. 2. Students are asked to do Part I of Text One in the test book as their homework and hand it in before next class.

Teaching Procedures:

Period1,2 --- Part I , II & BBC English show

Part I Warming-up exercises

1. Teacher may ask one volunteer to share some numbers of three to nine digits for the whole class with examples, and ask another volunteer to check the answer. Teacher may check the students' examples.
2. Students listen carefully and write down the numbers of three digits.
3. Students listen carefully and write down the numbers of four digits.
4. Students listen carefully and write down the numbers of five digits.
5. Students listen carefully and write down the numbers as they are read.
6. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) 2,548
 - (2) 3,426,109
 - (3) 13,625,004,069
 - (4) 32,006,080,005
 - (5) 1,367,552,700

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

Part II Conversations

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

- (1) rate: a charge or payment that is set according to a standard scale.
- (2) currency: the system or type of money that a country uses.
- (3) deposit: A deposit is a sum of money which is in a bank account or savings account, especially a sum which will be left there for some time.
- (4) savings account: an account at a bank that accumulates interest.
- (5) balance: the difference between the totals of the credit and debit sides of an account.
- (6) service charge: a percentage of a bill (as at a hotel or restaurant) added in payment for service.
- (7) current account: A current account is a personal bank account which you can take money out of at any time using your checkbook or bank card.
- (8) credit card: A credit card is a plastic card that you use to buy goods on credit.

2. Ss listen to the short conversations and fill in the blanks with the missing words.

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

- (1) How much do you have to keep in the account?
- (2) There is no minimum.
- (3) I'd like to change some US dollars for RMB. What is the rate today?
- (4) 669 Yuan for US \$100.
- (5) I want to check my balance.
- (6) Your balance is two hundred dollars.

4. Ss listen to the short conversations and choose the right answer to each question.

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

- (1) All you need to open a savings account is twenty dollars. But in order to have a reasonable interest, you should maintain a balance of at least two thousand dollars.
- (2) Can you give me \$100 in American dollars?
- (3) I'd like to buy some traveler's checks. What is the service charge?
- (4) I can't cash your traveler's check without some identification like a driver's license.

6. Ss listen to the longer conversation and fill in the blank check according to the instructions given by the bank cashier.

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

- (1) The first thing you need to do is to write today's date, in the top right-hand corner where you see the lines at the top.
- (2) And if you want to draw out money after it says pay on the left-hand side. On the first line it says pay and you write cash afterwards.
- (3) And underneath that you have to write the amount of money you want. Just twenty dollars and then you write only at the end in words.
- (4) Then at the end of that line where you can see the box over on the right-hand side, you have to write the amount you want in numbers.
- (5) And then underneath that box, the last thing you have to do in the bottom right-hand corner is just write your signature.

8. Ss listen to the longer conversation and fill in the blanks with the missing words.

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

- (1) I want to deposit some money, but I want to be able to take my money out at any time.
- (2) You probably want a current account but there's no interest on the current account.
- (3) How much do you want to deposit with us and your new account?
- (4) Around five thousand dollars.
- (5) You can use your checkbook, or you can come into the bank and take the money out as you like.

10. Ss listen to the longer conversation and answer the questions.

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

- (1) I have some foreign currency that I'd like to change into RMB.
- (2) What's the exchange rate for American currency today?
- (3) I'll find out the rate of exchange between US dollars and RMB. The exchange rate today is US \$100 to 667 yuan.
- (4) There are a fixed deposit and current deposit. Which one would you like to have?
- (5) You will need to fill in the form and show your identity. I mean identification.

12. BBC English show ---- 1530 SENEWS (Oct.30)

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

1. How many voting stations are there two months ago?
2. Why the IAEA proposed that Iran send its uranium out of the country?

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

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

PartIII Passages

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

- (1) endorse: to sign your name on the back of a check to show that it is correct.
- (2) layaway: a method of buying goods in which you give the seller of the goods a small amount of money to keep the goods until you can pay the full price.
e.g. I put the dress on layaway.
- (3) installment: a payment of part of a debt; usually paid at regular intervals.
- (4) bank teller: A teller is an employee of a bank who deals directly with most customers. In some places, this employee is known as a cashier.
- (5) down payment: a partial payment made at the time of purchase. The balance to be paid later.

2. Ss listen to the passage and decide whether the statements are true or false.

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

- (1) Instead of giving him the money, the teller asked him to endorse it first to have it cashed.
- (2) The teller explained to him that to endorse it meant to write his name on the back of the check.
- (3) If Jenny guaranteed this check, she would have to pay the bank if there were insufficient funds to cover this check.

4. Ss listen to the passage and fill in the blanks with the missing words.

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

- (1) Layaway is a service offered by many stores selling items that cost up to \$300.
- (2) The customer pays 10%-50% of the price and agrees to pay the rest by a certain date, usually not more than thirty days later.
- (3) The store keeps the item until the customer pays the whole price.

- (4) Customers who do not turn return to pay for the item before that date will lose their money, but otherwise there is no charge.
6. Ss listen to the passage and choose A, B or C to complete the statements.
7. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) American money comes in coins worth 1 cent, 5 cents, 10 cents, 25 cents and 50 cents, though half dollars aren't very common.
- (2) Paper money is in denominations of one dollar, five dollars, ten dollars and twenty dollars. Two, fifty and one hundred dollars bills exist, but they aren't common.
- (3) Traveler's checks are insured. If they are lost or stolen, you will get money back.
- (4) When you pay for something with your credit card, the salesman will take your card and fill out a form using a computer or a machine.
8. Ss listen to the passage, and choose the correct answer to each question.
9. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Most banks in the USA open at nine or ten and close between three and five but stay open later on Fridays.
- (2) There are three possibilities---personal checks from your country, traveler's checks and credit card.
- (3) Americans say to have a credit card like Visa, Mastercard or American express
10. Teacher may make a conclusion about students' answers.

Part IV Supplementary Exercises

1. Teacher may explain the new words and expressions as follows:
- arithmetic: the science of numbers involving adding, multiplying etc.
- decimal: a decimal system is based on the number 10.
- dime: a coin of the US and Canada, worth one tenth of a dollar.
- quarter: a coin of the US and Canada worth 25 cents.
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. Question for discussing:
- How many kinds of coins and paper notes are there in the US money system?

Part V The World of Humor

1. Students are asked to answer the following question after listening to the story.
- Why did Rose say she would start her work in three months' time?
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 opening bank accounts and using checks and credit cards. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to make a summary of American money and banks as their homework. Teacher may check their homework in the next period.
2. Students are asked to do Part I of Text One in the test book as their homework and hand it in before next class. (P90)

Chapter	Unit 8 Money
Teaching Objective	1. To learn to do rapid aural arithmetic. 2. To know the measurement of economic system and how government and banks control inflation. 3. To get familiar with the expressions of talking about overhead expenses and exchange rate. 4. To know the barter system and the reform of euro. 5. 思政目标:“党的二十大关于教育的战略部署”
Teaching Focus	1. Expressions of discussing overhead expenses. 2. doing rapid aural arithmetic
Teaching Difficulty	1. The barter system and the reform of euro. 2. The measurement of economic system
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to make an overhead expense plan of their own as their homework, using new expressions in this unit. Teacher may check their homework in the next period. 2. Students are asked to do Part II of Text One in the test book as their homework and hand it in before next class.

Teaching Procedures:

Period1,2 --- Part I , II & VOA REPORT(Nov.11)

Part I Warming-up exercises

1. Teacher may ask one volunteer to do arithmetic problems for the whole class with examples, and ask another volunteer to check the answer. Teacher may check the students' examples.
2. Teacher may explain arithmetic problems, including addition problems, subtraction problems, multiplication problems and division programs.
 - (1) 102 plus 248 is 350.
 - (2) Add 427 and 816 is 1,243.
 - (3) 230 minus 18 is 212.
 - (4) 23 times 2 is 46.
 - (5) Divide 5280 by 3 and you get 1385.
 - (6) Divide 2 into 24 and you get 12.
3. Ss listen carefully and write down the problems and their answers.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.

Part II Conversations

1. Teacher may explain the new words and expressions as follows:
 - (1) slot: A slot is a narrow opening in a machine or container, for example, a hole that you put coins in to make a machine work.
 - (2) clerical: of or relating to clerks.
 - (3) inherit: obtain from someone after their death.
 - (4) initial: Initials are the capital letters that begin each word of a name. For example, if your full name is Michael Dennis Stocks, your initials are M.D.S.
 - (5) toll: A toll is a sum of money that you have to pay in order to use a particular bridge or road.
 - (6) refund: money returned to a payer.
 - (7) pigeon-hole: A pigeonhole is one of the sections in a frame on a wall where letters and messages can be left for someone, or one of the sections in a writing desk where you can keep documents.
2. Ss listen to the short conversations and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) Are there any discounts?
 - (2) Yes, there is a special on today.
 - (3) I deposited part of it and spend the rest.
 - (4) This is a change machine. Just put a fifty-cent piece in that slot.
4. Ss Listen to the short conversations and choose a right answer to each question.
5. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) If you are promoted to achieve editor, will you give us a raise?
 - (2) But of course! What else should I do with all the money that will come pouring in?
 - (3) Some people say he's not reliable, but others have a lot of confidence in him. I'm willing to give him the benefit of doubt.
6. Ss listen to the longer conversation and fill in the blanks with the missing words.
7. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) Is that before or after tax?
 - (2) That's what an eighteen-year-old casual clerical assistant is paid.
 - (3) It was in the sorting center and all I did was sort tax forms.
 - (4) I think they ought to be paid more to do the sort of job I was doing during that months, which is sitting in front of a row of pigeon holes and putting forms in the appropriate hole.
8. Listen to the longer conversation and answer the questions.
9. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) I went to the office downtown and they told me I had to call New York before they could do anything.
 - (2) She wanted to know where I bought the checks and if I had any ID.
 - (3) And she gave me a file number and told me where the nearest refund office was. (4) After they hung up, I had to fill out the form with all the same information on it. (5) After her supervisor had initialed it, I got my checks.
10. Teacher may make a conclusion about students' answers.
11. **VOA HEALTH REPORT ---- SENEWS (Nov.11)**

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

- (1) Where is the most active area for the virus?
 - (2) In which country was the first case reported?
 - (3) How many cases were reported according to the WHO on Nov. 1st?
 - (4) How many people died from H1N1?
 - (5) What is the traditional way to make flu vaccine?
 - (6) Which groups of people are at highest risk mentioned in the report?
- T may ask Ss to do shadowing exercises after the questions are answered.

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

PartIII Passages

1. Teacher may explain the new words and expressions as follows:
 - (1) transaction: the act of transacting within or between groups (as carrying on commercial activities)
 - (2) back: give support or one's approval to.
 - (3) stabilize: make stable and keep from fluctuating or put into an equilibrium.
 - (4) gold standard: a monetary standard under which the basic unit of currency is defined by a stated quantity of gold.
 - (5) European Union: an international organization of European countries formed after World War II to reduce trade barriers and increase cooperation among its members.
 - (6) reserve currency: foreign currency that is acceptable as a medium of international payments and that is therefore held in reserve by many countries.
 - (7) banknote: Banknotes are pieces of paper money.
2. Ss listen to the passage and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) All values in the economic system are measured in terms of money.
 - (2) Originally, a valuable metal served as a constant store of value, and even today the American dollar is technically backed by the store of gold, which the government maintains.
 - (3) Because gold has been universally regarded as a very valuable metal, national currencies were for many years just in terms of the so-called gold standard.
4. Ss listen to the passage and decide whether the statements are true or false.
5. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) The euro is the official currency of the Eurozone.
 - (2) The euro is the second largest reserve currency as well as the second most traded currency in the world after the US dollar.
 - (3) The euro was introduced to the world financial market as an accounting currency on 1 January 1999.
 - (4) The euro has the highest combined value of banknotes and coins in circulation in the world.
6. Ss listen to the passage and complete the statements.
7. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) Almost every society now has a money economy based on coins and paper notes of one kind or another.
 - (2) In primitive societies, a system of barter was used.
 - (3) Cattle, grain, teeth, shells, feathers, skulls, salt, elephant tusks, and tobaccos were all used.

8. Ss listen to the passage and answer the questions.
9. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) A traveler's check is a check that is issued by a financial institution.
 - (2) Traveler's checks are most often used by those traveling because they are widely accepted as payment in many parts of the world.
 - (3) At the time of purchase, the customer will be required to sign each individual traveler's check.
 - (4) The signature is one of the security features of traveler's checks.
 - (5) The user will be required to countersign the check.
 - (6) At the time of purchase, the customer should be provided with a listing of serial numbers of the checks that were purchased.
10. Teacher may make a conclusion about students' answers.

Part IV Supplementary Exercises

1. Teacher may explain the new words and expressions as follows:
 - (1) unprecedented: having no precedent.
 - (2) merger: the combination of two or more commercial companies.
 - (3) cede: give over; surrender or relinquish to the physical control of another.
 - (4) supplant: If a person or thing is supplanted, another person or thing takes their place.
2. Question for discussing:

How do you spend your money reasonably?
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.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.

Why was the woman angry?
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 expression of daily overhead expenses and the convert of exchange rate between different currencies. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to make an overhead expense plan of their own as their homework, using new expressions in this unit. Teacher may check their homework in the next period.
2. Students are asked to do Part II of Text One in the test book as their homework and hand it in before next class. (P90-91)

Chapter	Unit 9 Appointment
Teaching Objective	1. To learn to write down distances and times. 2. To learn the expressions of making an appointment. 3. To learn how to postpone and cancel appointments. 4. To know how to express arrangements of time schedule. 5. 思政目标:“立德树人”
Teaching Focus	1. Expressions of making appointments. 2. Expressions of postponing or canceling appointments.
Teaching Difficulty	Expressions of postponing or canceling appointments.
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to make a dialogue of making or canceling appointments as their homework. Teacher may check their homework in the next period. 2. Students are asked to do Part III of Text One in the test book as their homework and hand it in before next class.

Teaching Procedures:

Period 1, 2 --- Part I, II & VOA REPORT (Nov. 11)

Part I Warming-up exercises

1. Teacher may ask one volunteer to express distance and times for the whole class with examples, and ask volunteers to make examples. Teacher may check the students' examples.
2. Ss listen carefully and write down the miles, hours and minutes.
3. Ss listen carefully and write down the arrival and departure time. All the time given is local standard time.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.

Part II Conversations

1. Teacher may explain the new words and expressions as follows:
 - (1) convenient: suited to your comfort or purpose or needs.
 - (2) postpone: hold back to a later time.
 - (3) engaged: carry out or participate in an activity; be involved in.
 - (4) book up: book all available places or tickets.
2. Ss listen to the short conversations and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) I'd like to fix an appointment with the Sales Director. Would nine tomorrow be

all right?

- (2) Do you think the manager could see me tomorrow before ten?
 - (3) On Monday, there's the board meeting.
 - (4) I'm glad I don't have to travel to the business conference until next week.
4. Ss listen to the short conversations and choose right answer to each question.
5. Have some students answer the questions. Teacher may check the answers with explanations
- (1) Dr Brown will have to change your appointment to tomorrow at the same time.
 - (2) He's still waiting for a flight out of New York.
 - (3) She doesn't have another appointment scheduled until ten o'clock.
 - (4) Am I supposed to meet Dave tomorrow?
 - (5) The dentist is fully booked for Monday and Tuesday, and for Wednesday morning. He's taking Friday off. Can you fit into his free time this week or would you rather have an appointment for next week?
6. Ss Listen to the longer conversation and decide whether the statements are true or false.
7. Have some students answer the questions. Teacher may check the answers with explanations
- (1) I was wondering if you had any plans for tomorrow night.
 - (2) I was wondering if you'd like to come and have dinner.
 - (3) You've not really given me enough notice. I've sort of made half an arrangement to go to a concert tomorrow.
 - (4) I'm sorry. You ring up at this stage--- there's not much I can do about it.
8. Ss listen to the longer conversation and fill in the blanks with the missing words.
9. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Would it be convenient to see you at nine o'clock?
 - (2) Let me fix the time for nine o'clock Friday morning.
 - (3) I'll be expecting him in my office.
 - (4) I'm sorry I won't be able to keep my appointment with you on Friday.
 - (5) I have to fly to New York this afternoon on urgent business and I will be gone for several days.
 - (6) Could we postpone the meeting to sometime next week?
 - (7) Tuesday and Wednesday are both booked up.
 - (8) Nine o'clock is engaged.
10. Ss listen to the longer conversation and fill in the times and the missing words of the appointment.
11. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Tomorrow morning, I'm going to the airport to meet Mr. Taylor of the Southwest Trading Company.
 - (2) At eleven, you will have lunch with Mr. Bill carter at the Time Square.
 - (3) I'll need at least one and a half hours with Mr. Carter to talk about the possibility of our cooperation.
 - (4) I'll be going down to Bristol and visiting a chain store down there.
 - (5) I shall visit Mr. Wales to talk about a few local problems with him.
12. Teacher may make a conclusion about students' answers.
13. VOA special English ---- 1530NEWS (Nov.12)
- T asks Ss to listen to the BBC English show and then answer the following questions:
- (1) What happened to a North Korea boat during the fighting?

- (2) What's the action taken by South Korea?
- (3) Why the diplomats visit North Korea before the end of the year?
- (4) How much is the surplus in Sep & Oct this year?
- (5) Compared to last year in Oct, what's the percentage of decrease?
- (6) What's the meaning of this number?

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

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

PartIII Passages

1. Teacher may explain the new words and expressions as follows:
 - (1) be inclined to: to be likely to do something or behave in a particular way.
 - (2) regard: a feeling of friendship and esteem.
 - (3) be the case: a situation that exists, especially as it affects a particular person or group.
 - (4) associate: Your associates are the people you are closely connected with, especially at work.
 - (5) counselor: someone who gives advice about problems
2. Ss listen to the passage and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) In the US, guests are inclined to feel that they are not highly regarded if the invitation to a dinner party is extended only two or three days before the party date.
 - (2) In some other areas of the world, it may be regarded as foolish to make an appointment too far in advance because plans made for a date more than a week away tend to be forgotten.
 - (3) If you make an appointment with a business associate, you should arrive from time.
4. Ss listen to the passage and choose the right answers to complete the statements
5. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) Now he has a severe toothache and has to forward their appointment.
 - (2) He's sorry that he won't be able to make his appointment on Wednesday because he has to fly to Chicago this afternoon on urgent business.
 - (3) Tony needs an earlier appointment.
 - (4) The receptionist checks the schedule and suggests nine in the morning, but Tony is not free from eight to ten thirty this morning.
6. Ss listen to the passage and decide whether the statements are true or false.
7. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) On Friday morning, Daniel got words that Mr. weave, the general manager of the hotel, wished to see him in the afternoon.
 - (2) He had to telephone Harry to change the time of their appointment to Saturday morning.
 - (3) Harry couldn't make it because he had to go to the airport to meet Mr. Reeds.
 - (4) They would not be able to play tennis on Saturday morning.
8. Ss listen to the passage and answer the questions.
9. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) You can either make an appointment in-person or call 5307522349 and speak with one of our appointment counselors.
 - (2) If you are late for your scheduled appointment time, you may be asked to reschedule.
 - (3) Please note that appointments are limited in length and you may be asked to schedule a

follow-up appointment if you have multiple concerns or your care requires more than your fair share of time.

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

Part IV Supplementary Exercises

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

(1) itinerary: a proposed route of travel.

(2) president: an executive officer of a firm or corporation.

(3) reservation: the act of reserving (a place or passage) or engaging the services of (a person or group).

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. Question for discussing:

How to make a job-hunting appointment?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.

Which train did the farmer and his wife want to take?

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 phases of reserving one's time and making an appointment. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to make a dialogue of making or canceling appointments as their homework.

Teacher may check their homework in the next period.

2. Students are asked to do Part III of Text One in the test book as their homework and hand it in before next class. (P93-94)

Chapter	Unit 10 Invitation
Teaching Objective	1. To learn to identify liaison. 2. To learn the expressions of extending an invitation. 3. To get familiar with the expressions of accepting and refusing invitations. 4. To know formal and informal forms of invitations. 5.思政目标:“习总书记视察广东重要讲话精神”
Teaching Focus	1. Expressions of extending invitations. 2. Expressions of accepting or refusing invitations.
Teaching Difficulty	Formal and informal forms of invitations
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to extend an invitation to the teachers and former alumni in our faculty for the college's 20-year anniversary as their homework. Teacher may check their homework in the next period. 2. Students are asked to listen to conversation B, Part IV and supply the necessary information.

Teaching Procedures:

Period1,2 --- Part I ,II & VOA REPORT(Nov.11)

Part I Warming-up exercises

1. Teacher may explain how to identify liaison for the whole class with example.
 In connected speech, words in a sense group are often not separated from one another. The end of one word flows straight on to the beginning of the next. The phonetic phenomenon is called liaison or sound linking. Liaison takes place when: (1) a consonant + a vowel
 (2) r + a vowel
2. Teacher may ask volunteers to identify liaison for the whole class with examples. Teacher may check the students' examples.
3. Ss listen carefully and mark every case of liaison they hear according to the example. Then read around.
4. Ss will hear one phrase or sentence from each group and circle the letter beside the words they hear.
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) ice skating: skating on ice.
- (2) security guard: A security guard is someone whose job is to protect a building or to collect and deliver large amounts of money.
- (3) in particular: specifically or especially distinguished from others.
2. Ss listen to the short conversations and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) I am going to invite a few of my colleagues to a party.
- (2) How about phoning Liz and ask her to join us for dinner.
- (3) I can't leave yet. I've lost my room key, and I have to wait for the security guard to let me get back into my room first.
4. Ss listen to the short conversations and choose the right answer to each question.
5. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Let's have dinner together sometime next week--- say tomorrow night?
- (2) I'd like to. But I have to go to the bank first and then my friends and I are going to a concert.
- (3) Did you forget to invite her?
- (4) She was going to come but then she changed her mind.
6. Ss listen to the longer conversations and fill in the blanks with the missing words.
7. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) I've got nothing in particular to do.
- (2) What do you say to have dinner with me at a restaurant?
- (3) Shall I call for you at seven and take you to the theater?
- (4) Sorry I'm afraid I can't. I'll be busy at the office until rather late.
8. Ss listen to the longer conversation and answer the questions.
9. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Are you coming to my party Saturday night?
- (2) That's why I'm calling. I forgot your address.
- (3) By the way, can I bring a friend? You might even know him--Tom Anderson.
10. Ss listen to the longer conversation and decide whether the statements are true or false.
11. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) I got your invitation and it says R.S.V.P. So that's what I'm doing.
- (2) It's a fairly casual party.
- (3) A side dish would be good and bottle of wine, maybe, but there's not really necessary because there'll be plenty to drink.
12. Teacher may make a conclusion about students' answers.

13. VOA special English ---- 1530NEWS (Nov.11)

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

- (1) What's the top concern mentioned in the news?
- (2) What other topics had been discussed in the APEC meeting on Wednesday?
- (3) What did the APEC foreign ministers say about the root causes of the world's economic crisis?
- (4) How much does the Hong Kong's leading stock measure gained?
- (5) What request has been given to the Cambodian government?
- (6) What did Thaksin do in Cambodia?
- (7) Why Thaksin fled Thailand one year ago?

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

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

PartIII Passages

1. Teacher may explain the new words and expressions as follows:
 - (1) gratitude: a feeling of thankfulness and appreciation.
 - (2) embarrassment: the shame you feel when your inadequacy or guilt is made public.
 - (3) correspondence: communication by the exchange of letters.
 - (4) deserving: having sufficient worth.
 - (5) celestial body: natural objects visible in the sky.
 - (6) acknowledgement: a statement acknowledging something or someone.
2. Ss listen to the passage and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) Much of our social life involves invitations---sending them and responding to them.
 - (2) That you are invited shows that you are respected.
 - (3) If you accept the invitation, you should express your gratitude and eagerness for the party.
 - (4) When you refuse, you shall also thank person who has invited you and apologize for not being able to accept.
4. Ss listen to the passage and decide whether the statements are true or false.
5. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) The difference between the formal and informal invitations lies in the use of an introductory phrase before the invitation.
 - (2) While in formal invitations, we should use an introductory phrase to let the person you are inviting feel that he or she can refuse if necessary without causing embarrassment.
 - (3) You may or may not have an appointment, so we say you're telling a white lie, that is, an untrue statement that is not intended to deceive but rather to keep from hurting one's feelings.
6. Ss listen to the passage, and choose A B or C to answer the questions.
7. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) We would like to invite you as keynote speaker for the annual function of our school.
 - (2) It is common knowledge that you enjoy the company of students, and always make a point in attending such events.
 - (3) The students will be presenting cultural programs, a skit and then there will be a prize distribution for deserving students.
8. Ss listen to the passage and answer the questions.
9. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) In social correspondence, letters of invitation and acknowledgement are most widely used.
 - (2) You should tell the exact place, months, week, date and time, so as not to make the person who is invited feel puzzled.
 - (3) If you receive such an invitation, you should give a timely and polite response within twenty four hours if necessary, telling definitely whether you accept or refuse.
 - (4) You should express your gratitude and longing for the party in your response when you accept.
 - (5) When you refuse, you should express your regret and state the reason why you can't accept.
10. Teacher may make a conclusion about students' answers.

Part IV Supplementary Exercises

1. Teacher may explain the new words and expressions as follows:
 - (1) delicious: extremely pleasing to the sense of taste.
 - (2) ballet: a theatrical representation of a story that is performed to music by trained dancers.
 - (3) barbecue: a cookout in which food is cooked over an open fire.
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. Question for discussing:

How to extend a formal invitation?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.

Why did old man telephone to the police station?
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 phases of extending invitations and accepting or refusing invitations. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to extend an invitation to the teachers and former alumni in our faculty for the college's 20-year anniversary as their homework. Teacher may check their homework in the next period.
2. Students are asked to listen conversation B, Part IV and supply the necessary information.

Chapter	Unit 11 Holidays
Teaching Objective	1. To identify incomplete plosion. 2. To learn to make plans for holidays. 3. To know how people around the world spend their holidays. 4. To learn to know various ways of holiday spending. 5. 思政目标:“国之大者”
Teaching Focus	1. Expressions of explaining a holiday plan. 2. Expressions of describing how one spends holidays.
Teaching Difficulty	describing how one spends holidays.
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to make a winter holiday plan and invite someone else to join them. Teacher may ask them some questions about the plan in the next period. 2. Students are asked to listen to passage B, Part IV and supply the necessary information.

Teaching Procedures:

Period1,2 --- Part I , II & VOA Special English Report(Nov.26)

Part I Warming-up exercises

1. Teacher may explain when an incomplete plosion takes place for the whole class with examples, and ask volunteers to make examples. Teacher may check the students' examples.
 Incomplete pollution takes place when two or more plosives follow one another, or when a plosive precedes a fricative, an affricate or a nasal.
 Examples:
 (1) big girl, sit down, what time, book keeper, a black boy, keep quiet, take part, next door
 (2) white flowers, her first visit, short stories, a big zoo, a thousand thanks, just then, big shop
 (3) big chairs, hot July
 (4) Topmost, witness
2. Ss listen carefully and fill in the blanks with what they hear. Pay attention to the incomplete plosion.
3. Students will hear ten short dialogues between two speakers. At the end of each dialogue, a question is asked about what is said. Choose the best answer from the four choices given.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.

Part II Conversations

1. Teacher may explain the new words and expressions as follows:
 - (1) jogging: running at a jog trot as a form of cardiopulmonary exercise .
 - (2) fascinating: capable of arousing and holding the attention.
 - (3) ancient: belonging to times long past especially of the historical period before the fall of the Western Roman Empire.
2. Ss listen to the short conversations and complete the sentences.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) I'm going to New York for two weeks and then I'll also visit Washington, then I'll go to Hong Kong.
 - (2) I'll travel with my friends in Asia from Singapore to Japan. We plan to leave in Mid-July and return at the end of August.
 - (3) I don't like to travel on holidays. It's crowded everywhere.
4. Ss listen to the short conversations and choose the right answer to each question.
5. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) I guess I'll send Mary a postcard from Hawaii when I go there on my vacation.
 - (2) I'm sure that she'd be glad to get one. She has a collection of cars from all over the world.
 - (3) What about going to our hometown to have a good winter holiday? The weather is pleasant there all the year round.
 - (4) Yes, I'd like to, but not on Sunday because it's always so crowded.
6. Ss listen to the longer conversation and answer the questions.
7. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) So you just came back from the south?
 - (2) We had the best vacation in years.
 - (3) We have some great DVDs if you and George would like to come over some evening.
8. Ss listen to the longer conversation and choose the right answer to each question.
9. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) I don't know you've made your holiday plans yet. If not, perhaps you'd like to come with me.
 - (2) I'm interested in the middle east and I'm pretty excited about this trip.
 - (3) It's cheaper and you can enjoy the scene of the sea and the rising sun.
 - (4) I thought of going to Spain again, but I've already been there twice and I'd like to try somewhere new.
 - (5) That's OK for you well-off people, but I couldn't possibly afford it. I'm much too hard up at the moment.
 - (6) The air-fare is quite expensive, I admit, but you needn't spend a lot when you get there.
 - (7) I've already spent a lot of money this year. My flat was done up last month, so I haven't got much to spare for expensive holidays abroad.
 - (8) If you decide on Ireland, you can call in on them. Jill would willingly put you up for a few days, I'm sure
10. Teacher may make a conclusion about students' answers.
11. VOA special English ---- VOA Special English Report (Nov.26)

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

 - (1) List out the top 3 countries which send students to study in the USA.

- (2) List five most welcomed American Universities.
 - (3) List the 5 most popular areas of study.
- T may ask Ss to do shadowing exercises after the questions are answered.

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

PartIII Passages

1. Teacher may explain the new words and expressions as follows:
 - (1) turkey: large gallinaceous bird with fan-shaped tail; widely domesticated for food.
 - (2) pudding: any of various soft sweet desserts thickened usually with flour and baked or boiled or steamed.
 - (3) cracker: firework consisting of a small explosive charge and fuse in a heavy paper casing.
 - (4) flock: If people flock to a particular place or event, a very large number of them go there, usually because it is pleasant or interesting.
 - (5) emphasis: Emphasis is special or extra importance that is given to an activity or to a part or aspect of something.
 - (6) medieval: Something that is medieval relates to or was made in the period of European history between the end of the Roman Empire in AD 476 and about AD 1500.
 - (7) alms: Alms are gifts of money, clothes, or food to poor people.
 - (8) indulge: If you indulge in something or if you indulge yourself, you allow yourself to have or do something that you know you will enjoy.
2. Ss listen to the passage and fill in the blanks with the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) Children leave a long sock or stocking at the end of their bed on Christmas Eve, 24th December, hoping the father Christmas will come down the chimney during the night and bring them small presents, fruits and nuts.
 - (2) They will probably pull a cracker with another member of the family. It will make a loud crack and a colored hat small toy and joke will fall out.
4. Ss listen to the passages and complete the statements.
5. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) At midnight on New Year's Eve, people in Rome, Italy, throw out all the things they no longer use.
 - (2) People flock to the main square. Each holds a bag of grapes. As the clock strikes twelve, the people eat the grapes--- one for each stroke.
6. Ss listen to the passage and decide whether the statements are true or false.
7. Have some students answer the questions. Teacher may check the answers with explanations.
 - (1) In England less emphasis is placed on Christmas Eve than in other countries, much more is made of Christmas Day and Boxing Day.
 - (2) Carol singing, midnight church services and going out to the pub are some of the activities that many families enjoy.
 - (3) It originated in medieval times when every priest was supposed to empty the alms box of his church and distribute gifts to the poor.
8. Ss listen to the passage and answer the questions.
9. Have some students answer the questions. Teacher may check the answers with explanations.

- (1) St. Valentine's Day is one of the most commercialized day after Christmas.
- (2) Presidents' Day takes place on the third Monday in February.
- (3) Mother's Day is generally celebrated on the second Sunday in May.
- (4) Independence Day, which is celebrated on July 4, is a national holiday and a very important day in American history.

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

Part IV Supplementary Exercises

1. Teacher may explain the new words and expressions as follows:
 - (1) resort: a hotel located in a resort area.
 - (2) paddle: stir with a paddle.
 - (3) sty: a place where pigs are kept.
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) Children enjoy playing on the beach, making castles and forts and channels in the sand, and paddling in the water and getting splashed by the waves.
 - (2) The old people prefer walking along the seaside, fishing, or having a sun-bath on the sands.
 - (3) They can breathe the fresh air and taste the fine vegetables, see the pigs in their sty, and the sheep with their lambs in the sheep-pen.
 - (4) They can also feed the hens, ducks and geese.
 - (5) Life in the country is quiet and healthy.
4. Teacher may make a conclusion about students' answers.
5. Question for discussing:

How do you plan to spend this winter holiday?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.

Why did the wife say that the weight was wrong too.
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 think about how to make plans for a holiday and describe how you spend your holiday. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to make a winter holiday plan and invite someone else to join you. Teacher may ask them some questions about the plan in the next period.
2. Students are asked to listen to passage B, Part IV and supply the necessary information.

Chapter	Unit 12 Hotel
Teaching Objective	1. To learn to identify abbreviations and acronyms. 2. To learn to make reservations in a hotel. 3. To know how to check in and check out in a hotel. 4. To learn how to acquire basic accommodation information from a hotel. 5. 思政目标:“廉洁文化进校园”(一)
Teaching Focus	1. Expressions of asking for information from a hotel. 2. Knowledge of different accommodation types in hotels.
Teaching Difficulty	How to acquire basic accommodation information from a hotel
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to make a hotel room reservation plan in pairs. Teacher may ask them some questions about the plan in the next period. 2. Students are asked to listen to conversation A, Part IV and supply the necessary information.

Teaching Procedures:

Period1,2 --- Part I , II & VOA Special English Report(Nov.29)

Part I Warming-up exercises

1. Teacher may explain the meanings and complete spelling of the abbreviations and acronyms for the whole class with examples, also the difference between the two words. Then ask volunteers to make examples. Teacher may check the students' examples.
2. Students will hear twenty abbreviations. Listen carefully and write them down in the left column. Then match them with the phrases in the right column.
3. Students will hear twenty acronyms. Listen carefully and write them down quickly in the left column. Then match them with the phrases in the right column.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.
6. Ss are asked to remember some of the frequent used abbreviations and acronyms.

Part II Conversations

1. Teacher may explain the new words and expressions as follows:
 - (1) reserve: obtain or arrange (for oneself) in advance.
 - (2) check out: announce one's departure from a hotel.

- (3) air-conditioner: a system that keeps air cool and dry.
- (4) register: A register is an official list or record of people or things.
- (5) rate: amount of a charge or payment relative to some basis.
- (6) laundry: A laundry or a laundry room is a room in a house, hotel, or institution where clothes, sheets, and towels are washed.
- (7) closet: A closet is a very small room for storing things, especially one without windows.
- (8) porter: A porter is a person whose job is to carry things, for example, people's luggage at a train station or in a hotel.
2. Ss listen to the short conversations and fill in the blanks for the missing words.
3. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) I'd like to reserve two rooms for a week.
- (2) Just go to the front desk and they will help you.
- (3) I'd like to have a single room, but I haven't made a reservation.
- (4) that's not necessary. Just sign the register.
- (5) I'd like a room if you have one.
- (6) We haven't single rooms now. The only thing we have left for tonight is a twin.
4. Ss listen to the short conversations and choose the right answer to each question.
5. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) I want a single room with a bath. What's the rate?
- (2) It's eighty dollars a night.
- (3) I'd like to have a room for two of us for just one night.
- (4) How long are you going to be with us?
- (5) Four nights. I'm going to leave on Friday.
- (6) Here's your room, sir. I'll turn off the air conditioner if you like.
- (7) No, please leave it off.
6. Ss listen to the longer conversation and fill in the table.
7. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Quite all right, Mr. Frank stone, single room, three nights from Tuesday, October 27th to October 29th. Okay. Do you have any special request for your room?
- (2) Well, if possible, I'd like a room with a good view.
- (3) How much do you charge, please?
- (4) It's sixty dollars a night, service included.
8. Ss listen to the longer conversation in fill in the blanks with the missing words.
9. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) Room B down the hall behind you, second room on the right.
- (2) The hotel has laundry and cleaning service.
- (3) There's a laundry and cleaning slip in the room for you to fill out.
- (4) Just leave the suit in your closet with the laundry slip where they maid can see it.
10. Ss listen to the longer conversation and answer the questions.
11. Have some students answer the questions. Teacher may check the answers with explanations.
- (1) I'm checking out this afternoon. Can I have my bill?
- (2) Can you take my credit card?
- (3) I'm afraid we don't accept credit card.
- (4) What about a check with a banker's card?

(5) Yes, they will be all right. I'll call the porter to send it down for you.

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

13. VOA special English ---- VOA Special English Report (Nov.29)

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

How many expressions are presented in the story?

What's the difference between them?

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

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

PartIII Passages

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

- (1) luxury: Luxury is very great comfort, especially among beautiful and expensive surroundings.
- (2) glamorous: If you describe someone or something as glamorous, you mean that they are more attractive, exciting, or interesting than ordinary people or things.
- (3) moderate: something that is neither large nor small in amount or degree.
- (4) decent: Decent is used to describe something which is morally correct or acceptable.
- (5) bellman: someone employed as an errand boy and luggage carrier around hotels
- (6) banquet: A banquet is a grand formal dinner.
- (7) register: an official written record of names or events or transactions.
- (8) reservation: the act of reserving (a place or passage) or engaging the services of (a person or group).
- (9) tip: a relatively small amount of money given for services rendered.

2. Ss listen to the passage and fill in the blanks with the missing words.

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

- (1) At the highest level are the luxury hotels that have graceful restaurants and glamorous ballrooms where many social events are held.
- (2) At the next level are the hotels catering to the first class business travelers.
- (3) At the lowest level are the cheap hotels which may not be very decent.
- (4) Motels do not offer any services except rooms and perhaps pay-per-view TV.

4. Ss listen to the passage and choose the right answer to each question.

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

- (1) Four businessmen came to America for market research.
- (2) They went to a very large hotel and took a room there.
- (3) On our way to the room, I shall tell you some jokes, then you, Teddy, will sing us songs, then you, Bill, will give us some puzzles and Peter, you will tell us some interesting stories.

6. Ss listen to the passage and decide whether the statements are true or false.

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

- (1) The bellmen get one dollar to two dollars per bag for taking your luggage to your room.
- (2) Maids usually don't accept a tip, but if you stay more than a few days or if your maid does something special for you, a \$2 tip is a good idea.
- (3) Room service waiters should get 15% of a bill.

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

Part IV Supplementary Exercises

1. Teacher may explain the new words and expressions as follows:
 - (1) investor: someone who commits capital in order to gain financial returns.
 - (2) engage: carry out or participate in an activity; be involved in.
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. Question for discussing:
How do you choose hotel accommodations when traveling?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.
What trouble was the man talking about?
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 talk about the hotels they had stayed or they are going to stay. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to make a hotel room reservation play in pairs. Teacher may ask them some questions about the plan in the next period.
2. Students are asked to listen to conversation A, Part IV and supply the necessary information.
(P135)

Chapter	Unit 13 Transportation
Teaching Objective	1. To get familiar with words and phrases describing frequency. 2. To know the expressions of taking transport vehicles. 3. To learn to talk about the advantages and disadvantages of different means of transportation. 4. 思政目标:“廉洁文化进校园”(二)
Teaching Focus	1. Expressions of pointing directions. 2. Phrases of buying tickets for different vehicles.
Teaching Difficulty	Expressions of taking transport vehicles.
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to describe a trip with different transport vehicles and the route they go on a map. Teacher may check their homework in the next period. 2. Students are asked to listen to passage A, Part IV and fill in the blanks with the missing words.

Teaching Procedures:

Period1,2 --- Part I , II & VOA Special English Report(Dec.3)

Part I Warming-up exercises

1. Teacher may explain how to describe frequency for the whole class with examples, and ask volunteers to make examples. Teacher may check the students' examples.
2. Ss listen to the words and phrases describing frequency. Then read after the recording.
 - (1) annually
 - (2) biannually
 - (3) biennially
 - (4) bimonthly
 - (5) biweekly
 - (6) centennially
 - (7) daily
 - (8) monthly
 - (9) quarterly
 - (10) semiweekly
 - (11) semimonthly
 - (12) weekly

3. Students are going to hear twenty sentences. Each of them talks about how often a publication is published. Listen carefully and choose the correct one and write their numbers in the blanks.
 - (1) Life is a weekly news magazine. Number 12 is weekly.
 - (2) The New York Times is a newspaper which is published daily.
 - (3) National Geographic is a monthly magazine.
 - (4) A High School Annual is published only once a year, or, annually.
 - (5) The Industrial Stock Index is a semiweekly publication.
 - (6) Reader's Digest is published once a month, or monthly.
 - (7) As the name suggests, the US Centennial Reports is published only once every one hundred years or, centennially.
 - (8) The US Government Printing Office Publication List is published twice a month, or, semimonthly.
 - (9) The IBM Stock Report is a quarterly report.
 - (10) A World Almanac is published annually.
 - (11) TV Guide is published weekly.
 - (12) Time Magazine is also a weekly publication.
 - (13) A Semester Report is published only twice a year, or, biannually.
 - (14) As the name suggests, the Quarterly Journal of Speech is published four times a year, or, quarterly.
 - (15) Ecology Abstracts is published semimonthly.
 - (16) Playboy is a monthly magazine.
 - (17) Psychology Today is a weekly magazine.
 - (18) The US News and World Report is published once a week, or, weekly.
 - (19) The Senate Budget Report is published once every two years, or, biennially.
 - (20) Last, Garden News is a bimonthly magazine.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.

Part II Conversations

1. Teacher may explain the new words and expressions as follows:
 - (1) seasick: experiencing motion sickness.
 - (2) platform: A platform in a train or subway station is the area beside the tracks where you wait for or get off a train.
 - (3) depart: When something or someone departs from a place, they leave it and start a trip to another place.
 - (4) departure: Departure is the act of going away from somewhere.
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) What I want to know is when this train gets to New York.
 - (2) It's on an irregular schedule. On Mondays, it leaves at 7:30am; on Tuesdays and Wednesdays, it leaves fifteen minutes later; and on Thursday and Fridays, it leaves thirty minutes later.
 - (3) It's not as direct as the bus, but it's faster and there will be less chance of a traffic jam.
 - (4) I'm sorry, the first-class sleepers are all taken for today.

(5) Your plane leaves at 10:35. You have to be at the airport at ten o'clock or, if you are coming from London, you can take the North Airways bus from the Grand Hotel. That leaves at 9:30, so you would have to be at the Grand Hotel by, say 9:15.

(6) The return bus fare is included in the price of your ticket.

(7) We can only check two of them anyway. Give this baggage checks to the driver when you get to Boston.

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

5. VOA special English ---- VOA Special English Report (Dec.3)

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

What factors are mentioned when considering attending a foreign University?

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

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

PartIII Passages

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

(1) leisurely: not hurried or forced.

(2) recreation: an activity that diverts or amuses or stimulates.

(3) vehicle: a conveyance that transports people or objects.

(4) deck: The deck of a ship is the top part of it that forms a floor in the open air which you can walk on.

(5) recreation. Recreation consists of things that people do in their spare time to relax.

(6) acceleration: The acceleration of a process or change is the fact that it is getting faster and faster.

(7) accessible. If a place or building is accessible to people, it is easy for them to reach it or get into it. If an object is accessible, it is easy to reach.

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) As an escape from the hustle and bustle of modern life, nothing is better than the simple joys of life on board.

(2) There are various types of ships, ranging from the modern luxury liners to the passenger-carrying freighters.

(3) Passengers can take any active life of deck sports and recreation, or they may just choose to rest and relax.

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) crane: lifts and moves heavy objects; lifting tackle is suspended from a pivoted boom that rotates around a vertical axis.

(2) quay: wharf usually built parallel to the shoreline.

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) From the top deck you can see the huge cranes lifting the cargo on the quay.
 - (2) The crew are busy preparing for the journey and helping the passengers.
 - (3) The captain gives orders from the bridge which is over the deck.
 - (4) When the siren sounds, the passengers go on board through the gangway. Then the ship begins to move off, and the passengers, leaning over the rails, wave good-bye to their friends standing below among the crowd.
 - (5) During the journey, you can enjoy the scene of sea on the deck, or have a rest in your room, or watch television, dance, play games with the others.
 - (6) I like to go down the pier, too. We can watch the big ships docking. Some day I want to take a trip by boat.
 - (7) I'd rather fly. It's the quickest and most comfortable way to travel.
 - (8) Traveling by ship is leisurely and more restful.
 - (9) A trip by plane is exciting, and you save more time for sightseeing after you arrive.
4. Teacher may make a conclusion about students' answers.
5. Question for discussing:

How to describe a pointed route on the map?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.

If you were the policeman, would you let Jack go? Why?
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 phases of taking vehicles and describing directions. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to describe a trip with different transport vehicles and the route they go on a map. Teacher may check their homework in the next period.
2. Students are asked to listen to passage A, Part IV and fill in the blanks with the missing words.

Chapter	Unit 14 Housing
Teaching Objective	1. To describe fractions, decimals and percentages. 2. To get familiar with the expressions of renting or leasing out houses. 3. To get familiar with the phases of buying or selling a house. 4. To describe housing accommodations. 5. 思政目标:“廉洁文化进校园”(三)
Teaching Focus	1. Expressions of renting or leasing out houses. 2. Expressions of buying or selling houses.
Teaching Difficulty	Renting or leasing out houses
Teaching Duration	2 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to do role-plays of renting and leasing rooms or buying and selling houses. They have to make their requirements or conditions clearly using phrases and expressions in this unit. Teacher may check their homework in the next period. 2. Students are asked to do Part I of Text Two in the test book as their homework and hand it in before next class.

Teaching Procedures:

Part I Warming-up exercises

1. Teacher may explain how to describe fractions, decimals and percentages for the whole class with examples, and ask volunteers to make examples. Teacher may check the students' examples.
2. Students listen to the eight sentences and complete the exercise A.
3. Students answer the questions according to the information they have in exercise A.
4. Have some students answer the questions. Teacher may check the answers with explanations.
5. Teacher may make a conclusion about students' answers.

Part II Conversations

1. Teacher may explain the new words and expressions as follows:
 - (1) utility: A utility is an important service such as water, electricity, or gas that is provided for everyone, and that everyone pays for.
 - (2) bargain: negotiate the terms of an exchange.
 - (3) lease: A lease is a legal agreement by which the owner of a building, a piece of land, or something such as a car allows someone else to use it for a period of time in return for money.
 - (4) tenant: A tenant is someone who pays rent for the place they live in, or for land or buildings that they use
 - (5) electrician: An electrician is a person whose job is to install and repair electrical equipment.

- (6) plumber: A plumber is a person whose job is to connect and repair things such as water and drainage pipes, bathtubs, and toilets.
- (7) real estate: Real estate is property in the form of land and buildings, rather than personal possessions.
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) How much is the monthly rent?
 - (2) It's six hundred and forty dollars a month furnished, with fifty dollars for utilities.
 - (3) We each have our own desk and dresser, but we will have to share the suitcase and the closet.
 - (4) Then we will have to call in the electrician and plumber.
 - (5) I'll make sure that everything, including a kitchen is just the way you want it.
 - (6) It's \$100 a week, or \$360 a month if you agree to keep that long. On a daily basis, of course, I'll have to charge more. Sixteen dollars a night.
 - (7) The phone, stove and refrigerator go with the apartment. You have to pay the bills of course.
 4. Teacher may make a conclusion about students' answers.
 5. VOA special English ---- VOA Special English Report (Dec.6)

T asks Ss to listen to the BBC English show and then answer the following questions:
What expressions about "hot" are mentioned in this report? What do they mean?
T may ask Ss to do shadowing exercises after the questions are answered.

Part III Passages

1. Teacher may explain the new words and expressions as follows:
 - (1) bungalow: a small house with a single story.
 - (2) glazing: furnish with glass.
 - (3) mortgage: a conditional conveyance of property as security for the repayment of a loan.
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) If you're looking for a place where you could stay for more than a month, then the answer could be temporary housing also known as corporate housing.
 - (2) They are equipped with all amenities such as cable TV, a bathroom complete with all of the essentials, an ironing board, etc.
 - (3) Places to stay maybe called hotels, motels, or motor hotels, inns, lodges or resorts.
 - (4) Beds in the hotels also go by many different names. Starting with the smallest, there are single, twin, double, queen and king size ones.
 - (5) Almost all property owners require the tenant to sign a lease from September 1st through August 31st of the following year, committing the tenants to twelve months' rent unless one can find a tenant acceptable to the owner.
 - (6) Many owners require one month's rent in advance. This means that the newcomer should be prepared to pay up to three months' rent before occupying his or her apartment.
 - (7) A small deposit may also be required by the telephone company, the gas or electricity company in addition to the \$22 to \$50 telephone installation charge.
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) handy: easy to use.
 - (2) vacancy: being unoccupied.
 - (3) deposit: a payment given as a guarantee that an obligation will be met.
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. Question for discussing:

What kind of house will you rent or buy?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.

Why did the old gentleman pull the bell for the girl?
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 and ask students to pay more attention to the phases of leasing out a house or a room and the expressions used in describing a room when putting an ad for leasing. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to do role-plays of renting and leasing rooms or buying and selling houses. They have to make their requirements or conditions clearly using phrases and expressions in this unit. Teacher may check their homework in the next period.
2. Students are asked to do Part I of Text Two in the test book as their homework and hand it in before next class.

Chapter	Unit 15 Travel
Teaching Objective	1. To get familiar with practical use of numbers, letters, directions and times. 2. To understand and use basic travel-related vocabulary. 3. To know procedures related to checking-in, cleaning customs and security checks at the airport. 4. To deal with different situations in a tour. 5.思政目标:“绿水青山就是金山银山”
Teaching Focus	1. Features of tour packages. 2. Phrases used in a tour.
Teaching Difficulty	Procedures related to checking-in, cleaning customs and security checks at the airport.
Teaching Duration	4 periods
Teaching Method	Teaching and practising method
Assignment	1. Students are asked to tell some travel experience if they have any. Teacher may check their homework in the next period. 2. Students are asked to finish Text Two in the test book as their homework and as a revision for the final examination.

Teaching Procedures:

Period1,2 --- Part I , II & VOA Special English Report(Dec.9)

Part I Warming-up exercises

1. Teacher may explain practical use of numbers, letters, directions and times for the whole class with example, and ask volunteers to make examples. Teacher may check the students' examples.
2. Teacher may explain the new words and expressions as follows:
 - (1) fraction: a component of a mixture that has been separated by a fractional process.
 - (2) decimal: numbered or proceeding by tens; based on ten.
 - (3) percentage: a proportion multiplied by 100.
3. Students listen to the passage and write the longitudes and times.
4. Students listen to the passage again and answer the questions.
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) jiffy: a very short time.
 - (2) fare: A fare is the money that people pay for a trip that they make, for example, in a bus, train, or taxi
 - (3) scale: A scale is a piece of equipment used for weighing things.
 - (4) excess: An excess of something is a larger amount than is needed, allowed, or usual.
 - (5) regulation: Regulations are rules made by a government or other authority in order to control the way something is done or the way people behave.
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) How do you want to fly, coach or first class?
 - (2) Coach fare is more economical.
 - (3) Where's the departure gate?
 - (4) Gate 10. It's straight ahead past the security check area.
 - (5) A round trip ticket would be cheaper. I can also arrange hotel reservations and guide tour if you like.
 - (6) I want to book a package tour to Ireland, Spain and Italy. I think I'd like to stop over five days in Irelands.
 - (7) I'm sorry, Miss. Flight 622 has already departed.
 - (8) I'd like to check in for flight 455 to Chicago. Is this the right counter?
 - (9) May I have your ticket and your passport?
 - (10) How many pieces of luggage do you have?
 - (11) Please put them on the scales.
 - (12) It's two pounds over. I'm afraid there will be an excess luggage charge, sir.
 - (13) We have our regulations, sir, and have to keep them.
 - (14) Here is your ticket and your boarding pass. Your flight will be boarding in thirty minutes at gate 4.
 - (15) I've booked a seat on United Airlines flight UA763 departing Heathrow 16:15, 2nd October, for you. The checking in time is 15:30 in Terminal 3.
 - (16) Could you tell me what the weight allowance is?
 - (17) Twenty kilos per traveler, including hand luggage.
 4. Teacher may make a conclusion about students' answers.
 5. VOA special English ---- VOA Special English Report (Dec.9)

T asks Ss to listen to the BBC English show and then answer the following questions:
How do shy people feel and react in social situations?

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

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

PartIII Passages

1. Teacher may explain the new words and expressions as follows:
 - (1) transfer: the act of moving something from one location to another.
 - (2) inducement: a positive motivational influence.
 - (3) urban: relating to or concerned with a city or densely populated area.

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) Their entertainment and sightseeing are included in the package.
 - (2) We have already noted that many tour groups are formed around some kind of special purpose, such as eating a serious meals at the leading restaurants.
 - (3) All the meal ----and the local transportation to and from them, would be included in the tour package, in addition to the standard features of airfare, transfer and accommodations.
 - (4) A few tourists do not want to travel in groups. Instead, they prefer the comfort of a guide to show them around and make arrangements for them.
 - (5) For a price, these services are available in many tourist centers. This might be described as a personalized tour for those who can afford it.
 - (6) As for group tours, arrangements can be made through the visitor's hotel or by a local travel agent.
 - (7) It may be necessary for a secretary or a travel agent to book a connecting flight through the reservations clerk of a British airline, or through the airlines of other English-speaking countries.
 - (8) There may be special passport and immigration procedure to inquire about.
 - (9) A visa may be necessary for some destinations. For others a vaccination certificate may be compulsory or desirable.
4. Teacher may make a conclusion about students' answers.

Part IV Supplementary Exercises

1. Teacher may explain the new words and expressions as follows:
Mileage: distance measured in miles.
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. Question for discussing:
Where would you like to travel to? Why?

Part V The World of Humor

1. Students are asked to answer the question in the book after listening.
When could Mr. and Mrs. Smith see the sights of London?
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 that can be used in hotel checking and transferring. The new words and expressions in the explanation should also be focused.

Homework

1. Students are asked to tell some travel experience if they have any. Teacher may check their homework in the next period.
2. Students are asked to finish Text Two in the test book as their homework and as a revision for the final examination.