

揭阳职业技术学院



教案

课程： 大学英语 II 任课教师： 林曼辉

专业： 学前教育

班级： 学前教育（自主招生）252

学期授课计划时数： 36 课时

Chapter	Unit1 Company
Teaching Objective	<ol style="list-style-type: none"> 1. To learn about China's pioneering spirit and the contributions to world civilization, and cultivate students' entrepreneurship (Ideological and Moral Objective) (思政目标) 2. To master new words and expressions related to text A 3. To start talking about company and writing business letters 4. Drill students' practical skills in their teamwork and complete the related projects. 5. Guide students master grammar "Tense and Voices".
Teaching Focus	<ol style="list-style-type: none"> 1. Direct students' attention to master the new words in this unit. 2. Guide students to complete the project in groups, and encourage them to present their work in public. 3. Guide students to master the skills of writing business letters. 4. Make sure students can summarize the main idea of the text. Improve students' reading abilities. 5. Improve students' listening and speaking abilities.
Teaching Difficulty	<ol style="list-style-type: none"> 1. To master the skills of talking about company 2. To encourage students to complete their tasks as a team and present their project.
Teaching Duration	9 lessons
Teaching Method	Grammar Translation Approach; Communicative Approach; Task-based Approach...
Assignment	<ol style="list-style-type: none"> 1. Write and talk about the topic company. 2. Prepare presentation of "Start Your Own Business" in groups and present it in public.

Teaching Procedures:

Warming up: (Ideological and Moral Teaching)

1.1 Introduction










1.2 Focus: talk about inventions

Can you give the names of any local companies and what they produce, sell, etc.?

Do you know any big companies?

Where are they situated, who founded them and are these companies well established?

Do you know of any companies that have problems for any reason or have already gone bankrupt?

Focus	Focus	Focus
<p>Match statements a–g to the inventions 1–7.</p>  <p>1</p>  <p>2</p>  <p>3</p> <p>a With this invention, the user can still use his hands and will not get wet in the rain. b This protects the clothes and face and looks like a new fashion. c You didn't get a seat on the train? With this invention you can sleep while you travel. d You can communicate with friends all over the world with this invention. e Bored? This invention can entertain you for hours. f Your new shoes won't get wet with this invention. g You will never have too much butter on your knife with this useful invention.</p>	<p>Match statements a–g to the inventions 1–7.</p>  <p>4</p>  <p>5</p>  <p>6</p> <p>a With this invention, the user can still use his hands and will not get wet in the rain. b This protects the clothes and face and looks like a new fashion. c You didn't get a seat on the train? With this invention you can sleep while you travel. d You can communicate with friends all over the world with this invention. e Bored? This invention can entertain you for hours. f Your new shoes won't get wet with this invention. g You will never have too much butter on your knife with this useful invention.</p>	<p>Match statements a–g to the inventions 1–7.</p>  <p>7</p>  <p>8</p>  <p>9</p> <p>a With this invention, the user can still use his hands and will not get wet in the rain. b This protects the clothes and face and looks like a new fashion. c You didn't get a seat on the train? With this invention you can sleep while you travel. d You can communicate with friends all over the world with this invention. e Bored? This invention can entertain you for hours. f Your new shoes won't get wet with this invention. g You will never have too much butter on your knife with this useful invention.</p>

Reference: Papermaking, gunpowder, printing and the compass are the four great inventions by ancient Chinese people that have had a huge impact on the entire world.

1.3 Encourage students to talk more about their future plans

1.4 Presentation and summary

Part A People and issue

1. Is Volvo Swedish, American or Chinese?

1.1 Topic of company

1.2 New words and expressions

1.3 Do listening practice to gain the main idea of the text

1.4 Read the text and make a timeline of the history of Volvo.

1927 The first Volvo car was manufactured in Sweden.

1945 Volvo became well-known outside Sweden.

1999 Volvo sold its car manufacturing part, Volvo Cars, to Ford Motor Company for \$6.45 billion.

2010 Ford sold its interest in Volvo Cars to the Chinese Motor manufacturer, Geely Automobile, for \$1.8 billion.

1.5 Ask students the following questions:

A. Answer the questions according to the text.

1. What kind of vehicles did Volvo manufacture?
Volvo manufactured cars and commercial vehicles, including buses, trucks and heavy construction machinery.
2. When and where was the first Volvo car manufactured?
The first Volvo car was manufactured in Sweden in 1927.
3. What was the idea behind the first Volvo car?
The idea was to build cars that could withstand Sweden's rough roads and severe winters.

4. What have Volvo's early models been known for?

They have been known to explode.

5. When did Volvo sell its car manufacturing part to Ford?

Volvo sold its car manufacturing part to Ford in 1999.

6. What happened to this part of the company 11 years later and why?

Ford thought it would make a big profit but it did not. So only 11 years later it decided to sell Volvo Cars to the Chinese motor manufacturer, Geely Automobile.

7. Why was it important for Volvo to have a Chinese partner?

Because under Chinese regulations foreign car manufacturers can only produce cars in China when the company is jointly owned and run by a Chinese company.

8. How much did Geely pay Ford for Volvo Cars?

Geely paid Ford \$1.8 billion.

9. How did the sales of Geely cars changed after it bought Volvo Cars?

Geely increased its sales from 329,000 in 2009 to 1,360,000 in 2019.

10. How many electric cars did Volvo sell in 2021?

The number of electric cars that Volvo sold in 2021 made up 27 per cent of Volvo's total sales volume.

1.6 Ask students to read out the text loud paragraph by paragraph. Collect any words which

students have difficulties pronouncing. Writing the words on the slide, and help the students correct the mistake.

1.7 Ask students to read the text and find out what these numbers mean. The first one has been done for them .

- 1945: the year Volvo became well-known outside Sweden
- 1999: the year Volvo sold the car manufacturing part to Ford Motor Company
- 6.45 billion: the amount Ford paid Volvo for its car manufacturing part
- 11: the number of years before Ford sold Volvo Cars to Geely Automobile

- 1.8 billion: the amount Geely paid Ford for Volvo Cars
- 900 million: the amount Geely invested to keep producing Volvo besides the amount it paid Ford
- 300,000: the number of cars the factory Geely built could produce per year
- 16 million: the number of cars sold in China in 2010

- 200,000–300,000: the number of Volvo cars Geely planned to sell per year
- 705,000: the number of Volvo cars sold worldwide
- 27: the percentage of Volvo's electric cars sold in 2021

Volvo: Volvo Company is a Swedish multinational manufacturing company headquartered in Gothenburg, Sweden. Its principal activity is the production, distribution and sale of trucks, buses, and construction equipment. Volvo also supplies marine and industrial drive systems, and provides financial services. In 1999, Volvo sold its car division Volvo Cars to Ford Motor Company for \$6.45 billion. In August 2010, Ford completed its sale of Volvo Cars to the parent of Chinese motor manufacturer Geely Automobile for \$1.8 billion.

Geely: Geely (officially Zhejiang Geely Holding Group Co., Ltd) is a Chinese automotive manufacturing company headquartered in Binjiang District, Hangzhou, China. Its principal products are automobiles, motorcycles, engines, and transmissions. It sells passengers cars under five brand names: Emgrand, Englon, Geely, Gleagle, and Volvo. Some Geely models have received criticism for closely resembling those of other manufacturers.

1.8 A. Find words in the text that mean the same as these words.

amount → [<u>volume</u>]	car → [<u>automobile</u>]
go "Bang!" → [<u>explode</u>]	hard / not smooth → [<u>rough</u>]
making things → [<u>manufacturing</u>]	means of transport → [<u>vehicles</u>]
motor → [<u>engine</u>]	rules → [<u>regulations</u>]
picture → [<u>image</u>]	be effective / succeed → [<u>pay off</u>]
sell and ship abroad → [<u>export</u>]	tolerate → [<u>withstand</u>]
multiply by two → [<u>double</u>]	very dear → [<u>expensive</u>]

B. Use the words you have written in exercise A to fill in the gaps in these sentences.

volume	automobile	explode	rough	manufacturing
vehicles	engine	regulations	image	pay off
export	withstand	double	expensive	

- What kind of image do many people have of electric cars?
— Many people think that electric cars are too expensive and very slow.
- Are electric cars and normal cars the same size inside?
— Yes, I think they can have the same volume.

- The regulations that we have to follow when we export things from one country to another are quite complicated.
- I hope their plan to bring out an electric truck will pay off and that in three years the number of trucks they sell will double.

- It is not the only company manufacturing electric cars, but it is the most well-known one.
- New technology has been developed to reduce the risk of the batteries in electric cars to explode in extreme conditions.

1.9 Detailed study of the text.

1) Swedish adj. 瑞典的

e.g. (1) The Swedish company blamed the decline in US orders on the macroeconomic outlook.

这家瑞典公司把美国订单下滑归咎于宏观经济前景黯淡。

2) rough adj. 高低不平的, 粗糙的

e.g. (1) The car bumped along the rough road. 汽车在高低不平的路上颠簸而行。

3) severe adj. 严峻的, 剧烈的

e.g. (1) The NWS predicts severe weather beginning Friday afternoon for an area extending from eastern Texas up through the Midwest and into Michigan.

据国家气象局预测, 从星期五下午开始, 从德克萨斯东部往北, 经过中西部直到密歇根的广大地区将面临严峻天气。

4) manufacture vt. & vi 制造，加工

e.g. (1) We manufacture cars of all makes in large quantities.

我们大量生产各种式样的车辆。

5) well-known adj. 著名的

e.g. (1) The well-known professor sees the smallest slip I make.

我犯的哪怕最小的差错那位著名的教授都能看出来。

6) producer n. 生产者

e.g. (1) The producer and the consumer are distinct roles with different knowledge.

生产者和消费者是具有不同知识的不同角色。

7) commercial [kə'mɜ:ʃəl]adj. 商业的

e.g. (1) The commercial bank is willing to lend money to these customers.

这家商业银行愿意把钱贷给这些客户。

8) vehicle n. 车辆

e.g. (1) A truck driver died last night when his vehicle overturned.

昨晚一位卡车司机翻车死了。

9) construction n. 建筑

e.g. (1) The local government raised large sums for highway construction.

地方政府为建设公路筹措了巨额款项。

10) machinery n. 机器，机械

e.g. (1) The use of heavy machinery has damaged the site.

重型机械的使用损坏了工地。

11) profit n. 利润

e.g. (1) If he keeps making a good profit, he would certainly be able to send all of his children to university.

如果能继续赚钱，他肯定会有能力供所有孩子上大学。

12) deal n. 交易

e.g. (1) It was no small achievement getting her to agree to the deal.

能让她同意那笔交易可是个不小的成就。

13) manufacturer n. 制造商，厂商

e.g. (1) The auto manufacturer discontinued that car back in 1999.

汽车制造商早在 1999 年就停止生产那种汽车了。

14) essential adj. 必要的

e.g. (1) It is essential to keep the two groups separate.

将两组分开是必要的。

15) global adj. 全球的

e.g. (1) AIDS is a global problem which needs a global response.

艾滋病是个全球性的问题，需要全世界来应对。

16) regulation n. 规章制度

e.g. (1) The company is very strict on enforcing health and safety regulations.

公司严格执行健康和安全管理规定。

17) jointly adv. 联合地，共同地

e.g. (1) The channel was jointly funded by the French and the British.

这条隧道是由法国人和英国人共同出资的。

18) thus adv. 因此

e.g. (1) If it is hotter, it is yellow, etc. Thus we could tell the surface temperature of a star by its color.

如果温度更高，就会呈现黄色等颜色。因此，我们可以根据恒星的颜色得知它的表面温度。

19) base vt. 把（总部等）设在

e.g. (1) The paper had intended to base itself in London.

这家报社原来打算把总部设在伦敦。

20) invest vt. 投资

常用搭配：invest in 投资于，买进

e.g. (1) Many people don't like to invest in stocks.

许多人不喜欢投资股票。

21) 重点句子解析：54 years later, in 1999, Volvo sold the car manufacturing part of its company to Ford Motor Company, America, for \$6.45 billion: After 54 years, in 1999, Volvo sold the car manufacturing part of its company to Ford Motor Company at the price of \$6.45 billion.

sell (···) for: 以·····的价钱出售

e.g. (1) Free apps have become the norm, and very few can be sold for more than 99 cents.

免费应用成为常规，只有很少一部分能卖到 99 美分以上。

22) 重点句子解析：However, under China's regulations, foreign car manufacturers can only produce cars in China when the company is jointly owned and run by a Chinese company: However, according to China's rules, a foreign car manufacturer must set up a joint venture with a Chinese company before they can produce cars in China.

can only ... when ...: 只有在·····的情况下才可以·····

e.g. (1) We can only achieve that when we work together.

我们只有一起努力才能做到。

2. Story reading (Ideological and Moral Teaching)

A New story and Reading Comprehension: "China to Let Self-driving Cars Be Tested on Highways"

Read and Think:

1. Find the other two expressions of self-driving cars in this new item.

Autonomous vehicles, intelligent connected vehicles.

2. What is MITT

The Ministry of Industry and Information Technology.

3. Why do Chinese authorities plan to let self-driving cars be tested on highways?

Chinese self-driving technologies need to be improved with road tests data.

4. What problem is of great concern with the road tests of driverless cars?

Safety.




Homework: Exercise on Page 5: Working with words

Listening 1 Meeting a business partner at the airport

1.1 Tip: Introduction expressions






When meeting a person for the first time you can say "How do you do?", which can be answered with "How do you do?" or "Nice to meet you." You may only say "How do you do?" once to a person. The next time you meet this same person you may say "Nice to see you again." or "How are you?" but NOT "How do you do?"

1.2 Read out the new words and expressions

	partner /'pɑ:tne(r)/ n.	伙伴, 合伙人
	personal assistant	私人助理
	manage /'mænidʒ/ vj.	设法, 应付过去

1.3 Listen to this conversation and fill in the page.

Martin Lohmann from Buchner Hydraulics has flown to Shanghai to talk to Li Ming. Chen Lin is at the airport to collect him.

Chen Lin Good morning. You 1. must be Mr Lohmann.

Martin Yes, that's right.

Chen Lin I'm Chen Lin, Mr Li's personal 2. assistant. How do you do?

Martin 3. How do you do ?

Chen Lin How was your 4. flight ?

Martin Fine, but a bit 5. full. However, I managed to 6. sleep a little.

Chen Lin I see that the flight was 7. delayed by three hours.

Martin Yes it was. There was a problem with one of the 8. engines, but I had chance to have another look at the 9. report you sent us while waiting for the plane. It was very interesting and looks very good.

Chen Lin Well, Mr Li is waiting for you at the 10. office. The taxi is waiting 11. over there.

Martin Good, but could we go to the 12. hotel first? I'd like to 13. check in and ...

1.4 Check answers.

2. Speaking 1

2.1 Practise reading the dialogue in listening 1 with a partner. Change roles after you have read it Once.

Chen Lin Good morning. You must be Mr Lohmann.

Martin Yes, that's right.

Chen Lin I'm Chen Lin, Mr Li's personal assistant. How do you do?

Martin How do you do?

Chen Lin How was your flight?

Martin Fine, but a bit full. However, I managed to sleep a little.

Chen Lin I see that the flight was delayed by three hours.

Martin Yes it was. There was a problem with one of the engines, but I had chance to have another look at the report you sent us while waiting for the plane. It was very interesting and looks very good.

Chen Lin Well, Mr Li is waiting for you at the office. The taxi is waiting over there.

Martin Good, but could we go to the hotel first? I'd like to check in and ...


2.2 Practise the dialogue with your own information.


3. Listening 2: Welcoming visitors to a company


3.1 Listening tips: how to greet


3.2 Listen and find out: Now Martin is at Shanghai Excavation Machinery. Is this Martin's first face-to-face meeting with Li Ming? How do you know?


3.3 Listen to the recording again. Tick the reply you hear.

 1. How do you do? I'm Li Ming.
 A. How are you, Mr Li?
 B. How do you do, Mr Li?
 C. How do you do, Ming?
 D. How are you, Ming?







 2. Here is my business card.
 A. Here you can have mine.
 B. Here is your card.
 C. Here is one for you.
 D. And here is mine.

 3. Is this your first visit to Shanghai?
 A. No, it isn't.
 B. No, I have been here before.
 C. Yes, it is.
 D. Yes, I am.




 4. It is a very busy city, isn't it?
 A. Yes, it is.
 B. No, it isn't.
 C. Yes, of course.
 D. You can see it here.

 5. Now, can I offer you something to drink?
 A. Yes, I am very thirsty.
 B. Yes. A glass of water, please.
 C. Yes, thanks.
 D. A glass of water would be great. Thanks.

3.4 Focus on the new expressions in the reports

 <u>be based in</u>	把(总部等)设在……
 <u>market leader</u>	行业龙头
 <u>text message</u>	(手机)短信, 短消息
 <u>surf /sɜːf/ vt.</u>	(在互联网上)冲浪, 浏览
 <u>be in charge of</u>	主管, 负责
 <u>electrical /ɪˈlektɹɪkəl/ adj.</u>	电的, 与电有关的

3.5 Listen to the people talking about their companies. Match their names to what they say.

		
Changmin Luo IT engineer, China	Thomas Esser electrical engineer, Germany	Hideki Tamaguchi banker, Japan

1. Changmin Luo : My company is based in Shenzhen.

2. Thomas Esser : I would hate to work for a big company.

3. Changmin Luo : More than 3 billion of the world's population uses our products.

4. Thomas Esser : Everyone is friendly and I enjoy my job.
5. Changmin Luo : I will be in charge of the R&D department next month.
6. Hideki Tamaguchi : We have offices in New York, London and Tokyo.

7. Thomas Esser : I work for a small family company.
8. Hideki Tamaguchi : I need to improve my English.
9. Hideki Tamaguchi : I would like to work abroad.

10. Thomas Esser : My job is to check that the quality standards are met.

3.6 Talking About Huawei

A. Listen to a talk about Huawei. Match the numbers on the left to what they refer to on the right.

170	the number of billions of CNY that has been invested in R&D in the last 10 years
100	the number of people working in R&D
30	the percentage of Huawei that is owned by its employees
105,000	the number of countries where people have been connected through Huawei
720	the number of years that Huawei has had no accidents

B. Listen again and fill in the gaps.

Our goal here at Huawei is to bring the digital 1. world to every person, home and organisation. To this end, we

- support 2. global connectivity and access to networks to lay the basis for the 3. intelligent world
- build powerful digital platforms to help all 4. industries and organisations become more efficient
- offer consumers more 5. personalised and intelligent services everywhere, including home, 6. travel , office, entertainment, and fitness & health.

3.7 Introducing Yourself

4. View A good idea

4.1 Show an invention you like best to the class.

4.2 Watch the video and choose the best summary for Tim and Robert.

✓ a **Tim** wants to invent something and become rich.
 b **Tim** has a good idea which he can develop and get rich.

✓ a **Robert** is not very nice to Tim and thinks what he says is stupid.
 b **Robert** says the only difference between Tim and Steve Jobs is that Tim doesn't have a garage.

4.3 Watch again. Are these sentences true (T) or false (F)?

TRUE	FALSE	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Tim has invented butter in a stick.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Tim doesn't like going to school.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Robert mentions that they don't have a garage.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Tim thinks that to become rich, you just need a good idea.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Mr Lessing says he has a great idea.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. The boys like their father's idea.

5 Writing : Business letters

5.1 Usages of business letters

5.2 Format of business letters

5.3 Exercise

Put the parts together to make a business letter. Write the letter in your exercise book.

Example of a business letter:

Dear Mr Carter,

With reference to our telephone conversation today, I am writing to confirm our order for 120 kilos of Red Cheddar, Ref. No. 812.

Could you possibly send the order by next Monday at the latest?

Please contact us if there are any problems as we need the order by then. The last time we gave you an order it was, unfortunately, two weeks late, and this is not really acceptable.

Yours sincerely,

Gordon Gale

(Gordon Gale)

6 Grammar check

Tenses and voices

1.1 Grammar notes

1.1.1 一般现在时和现在进行时

a. 表示现在时间的区别

一般现在时主要表示习惯性亦即重复性动作，这类动作在说话时刻并不一定正在进行，但在时间上可以向后伸展到过去某时、向前伸展到将来某时，如：

He goes to work by bike. 他骑自行车上班。

现在进行时主要表示现在（说话时刻）正在进行的动作，如：

— What are you doing? 你在做什么?

— I' m writing a letter. 我在写信。

always 与现在进行时连用表示说话人对所陈述的事情持“批评”态度，往往含有“不满情绪”，如：

He' s always complaining. 他总是发牢骚 /抱怨。

You' re always making fun of me. 你老是拿我开玩笑。

1.1.2. 表示将来时间的区别

用一般现在时表示“单纯”将来时间最常见于由 if / unless / when / as / until / till / as soon as 等引导的条件或时间状语从句，如：

I' ll tell him if he comes. 如果他来了我会告诉他。

I' ll believe it when I see it. 眼见为实。

I' ll wait till he comes. 我要等到他来。

在上述从句中用于表示“单纯”将来时间的一般现在时不能改用“will + 动词原形”表示，即不能说 I' ll tell him if he will come (×)，也不能说 I' ll believe it when I will see it (×)。

一般现在时也可用于表示“将来的时态，现在的日程”，如：

Tomorrow is Saturday. 明天是星期六。

由此引申，可用于表达不可改变的计划或安排，如：

We start for London tonight. 我们今晚出发去伦敦。

但现在进行时表示“肯定的安排”更多见（试比较：We are starting for London tonight. ）。

又如：

I' m seeing John tomorrow. 我明天要和约翰见面。（含义是已经约好明天见面，不见不散。）

1.2 一般过去时和过去进行时

一般过去时主要用于[1]表示一次性过去时态，[2]表示重复性过去时态，如：

[1] I met him yesterday. 我昨天遇见他。

[2] He never drank wine. 他从不喝酒。

过去进行时主要用于[1]表示过去某时正在进行的动作，[2]过去某时段暂时性习惯动作，如：

[1] When we arrived, she was making some coffee. 我们到

达时她在煮咖啡。

[2] He was getting up at five o'clock every day that week.

那周他每天5点起床。

注意，一般过去时与过去进行时通常不能互换使用，因为一般过去时通常表示已完成动作，而过去进行时则表示未完成动作。

1.3 since / for 与现在完成时

since 作介词或副词时通常与现在完成时连用，如：

We' ve lived here since 2010. 自2010年以来我们一直住在这里。

He went to America ten years ago and has stayed there ever since. 十年前他去了美国，从此就一直留在那里。

since 作连词引导时间状语从句时，通常从句动词用一般过去时，主句动词用现在完成时，如：

We' ve been friends (ever) since we met at school.

我们自从在学校认识以来一直是朋友。

下面比较一下 since（连词）和 for（介词）引导时间状语与现在完成时的连用问题。注意：

since ... 表示时间点，for ... 表示时间段。比较：

It's a long time since I saw you.

I haven't seen you for a long time.

这两句同义，均作“好久不见了”解。在“it be + 时间 + since-从句”这样的句式中，用 it is 比用 it has been 普遍。

6.2 Put the verbs in brackets into the correct tense.

1. I'll let you know as soon as I hear / have heard (hear) from him.
2. I broke (break) a finger when I was playing (play) basketball at school yesterday.
3. I am writing (write) to inquire whether you will have any openings for a typist in the near future.
4. Jennifer was the best-looking woman I had ever met (meet).
5. — Are you going away this summer on holiday?
— No, we're not. We are staying (stay) at home.

6.3 Reword the following sentences, using the present perfect tense.

1. It's three weeks since I last had a good night's sleep.
I haven't had a good night's sleep for three weeks.
2. It's three months since he wrote to me.
He hasn't written to me for three months.
3. I last saw him on his wedding day.
I haven't seen him since his wedding day.

4. I was last paid six months ago.
I haven't been paid for six months.
5. The last time I was abroad was in the summer of 2010.
I haven't been abroad since the summer of 2010.

6.4 Change these sentences from active to passive.

1. A forklift takes the raw material to the different areas.
The raw material is taken by a forklift to the different areas.
2. Geely bought Volvo Cars in 2010.
Volvo Cars was bought by Geely in 2010.
3. This company has manufactured medicine for the last twenty years.
Medicine has been manufactured by this company for the last twenty years.

4. One reason for the bank crash was that the bank had lent too much money to people.

One reason for the bank crash was that too much money had been lent.

5. The “electrosmog” that is all around us is affecting more and more people today.

More and more people are being affected by the “electrosmog” that is all around us today.

6.5 Quiz

Try to answer these questions without looking at your book.

1. Where is Geely based?

In Hangzhou.

2. How many Volvo cars did Geely plan to sell every year?

Between 200,000 and 300,000.

3. Where does Li Ming work?

At Shanghai Excavation Machinery.

4. Where was Steve Jobs born?

In San Francisco.

5. Who did Steve Jobs meet and quickly become friends with in 1971?

Stephan Wozniak, also known as Woz.

6. Where did Steve Jobs and Woz assemble their computer boards?

In Steve's garage.

7. What did Woz finish building in 1977?

The Apple II.

8. How much was Steve Jobs worth when he was 25 years old?

More than \$200 million.

9. How much has Huawei invested in R&D in the past ten years?

CNY720 billion.

10. Is Thomas Esser an electrical engineer, a pharmacist or a banker?

He is an electrical engineer.

6.6 Homework: Work out a Project

What is the company like?

Work in groups of 3 or 4 students. Research a local company in your area. Find out:

how many people work there,

what it produces,

how long it has been in existence,

what competitors there are in the area,

how the company deals with the competition, and what would make it attractive for college

graduates to work there.

Homework: You can present your company by designing a poster, a flyer or a brochure. You can even do a powerpoint presentation.

Chapter	Unit 2 The office
Teaching Objective	<ol style="list-style-type: none"> 1. to get familiar with the topic <i>office</i> 2. to master new words and expressions in this unit 3. to start talking about <i>office</i> and writing <i>business cards</i> 4. to guide students master grammar “Nominal clauses”. 5. to use the dialogue guide to communication well in daily life. 6. to improve students’ reading & listening abilities 7. to identify the essence and cultivate students’ spirit of etiquette (Ideological and Moral Objective) (思政目标)
Teaching Focus	A Tour of the Offices Departments and Staff
Teaching Difficulty	The correct office etiquette
Teaching Duration	9 lessons
Teaching Method	Lecture method; Discussions and Practices
Assignment	<ol style="list-style-type: none"> 1.Design a poster with correct office etiquette and present to the class, 2.Write a business card

Teaching Procedures:

Step 1 Warm up

Focus

A. Match the words in the box to the pictures.

digital projector	filing cabinet	flip chart	hole punch
-------------------	----------------	------------	------------

slide projector	photocopier	stapler	sticky tape	paper shredder
-----------------	-------------	---------	-------------	----------------

1  photocopier

2  filing cabinet

3  flip chart

4  hole punch

5  slide projector

6  stapler

7  sticky tape

8  digital projector

9  paper shredder

B. Work with a partner. Say what you do with these pieces of office equipment.

digital projector	filing cabinet	flip chart	hole punch
slide projector	photocopier	stapler	sticky tape
			paper shredder

You can	make holes in documents	with	1. a hole punch
	make copies of a document		2. a photocopier
	cut paper documents into strips so that nobody can read them		3. a paper shredder
	fix sheets of paper together		4. a stapler
	repair documents		5. sticky tape

You can	store and find documents easily	with	6. a filing cabinet
	show documents on a transparency		7. a slide projector
	show documents on a computer		8. a digital projector
	present information by showing large pieces of paper		9. a flip chart

Step2 2A Office Etiquette

Go through the text and then decide whether the behaviours are right or wrong. Tick (✓) the correct boxes.

RIGHT WRONG

1. Tell your colleagues about your private problems – they can help.

2. You must wash your dishes when you are done with them.

3. It is your responsibility to fix the photocopier if it breaks down, or tell someone to do it.

4. Make sure your desk is tidy at all times.

5. If you use all the milk, buy some more.

6. Never talk about your colleagues.

7. Only wear jogging trousers on Fridays.

8. Try not to be late for work.

9. Be polite when you talk to your colleagues.

10. Never read other people's letters and e-mails.

B. Match the questions 1–6 with the answers a–g. There is one answer that you will not need.

Why is office etiquette important?	1	a	Because a tidy desk shows you are an organised person.
Why should you keep your own work area clean?	2	b	Because it helps you get along with your colleagues.
Why should you conduct yourself respectfully and courteously in the office?	3	c	Because it does nothing but harm.
Why should you put more paper in the printer when you use it all up?	4	d	Because nobody needs to know how many friends you have.
Why should you discuss private matters quietly?	5	e	Because the next person will need it.
Why is it not a good idea to complain about your co-workers?	6	f	Because it is an essential part of becoming a professional person.
		g	Because personal matters should not be made into a public topic.

Brainstorm activities: What's the English for “礼仪之邦” ? “a state of etiquette and ceremonies” China is known as a state of etiquette and ceremonies. (思政教学)

On what occasions can etiquette be used?

Tea serving etiquette

Gift giving etiquette

Greeting etiquette

Dining etiquette

Proverb Learning:

不知礼，无以立也。 --孔子

He who does not understand the rites cannot find a place for him.

敬人者人恒敬之。 --孟子

Those who respect others will be respected by others

人无礼则不生，事无礼则不成，国家无礼则不宁。 --荀子

A man without manners cannot survive, a mission cannot be completed without etiquette guidance, and a country will be restless without etiquette rules.

Detail Learning & Language Difficulties:

1. etiquette n. 礼节，礼仪，规矩

China is a nation of etiquette.

中国是礼仪之邦。

2. punctual adj. 准时的，守时的

She has been reliable and punctual.

她一直可靠守时。

3. privacy n. 隐私

She was longing for some peace and privacy.

她渴望过清静的私人生活。

4. correspondence n. 通信

We kept up a correspondence for many years.

我们保持了很多年的通信联系。

5. issue n. 问题

You're just avoiding the issue.

你只不过是在回避问题。

6.co-worker n. 同事

Our new co-worker has some great new ideas.

我们的新同事有些新颖的好点子。

7. positive adj. 积极的, 正面的

She tried to be more positive about her new job.

她力求对新工作更有信心。

8. disturb vt. 打扰, 妨碍

I'm sorry to disturb you, but can I talk to you for a moment?

对不起, 打扰你一下, 我能跟你谈一会儿吗?

9.be aware of 知道, 意识到

Everybody is aware of the hazards of smoking.

大家都明白吸烟的危害。

10.neat adj. 整洁的

They sat in her neat and tidy kitchen.

他们坐在她那干净整齐的厨房里。

11.appropriate adj. 适当的, 合适的

Jeans are not appropriate for a formal party.

正式聚会上穿牛仔裤不合适。

12.messy adj. 凌乱的

The house was always messy.

这房子总是乱糟糟的。

13.unorganised adj. 无条理的

My father is always criticizing me for being unorganised.

我父亲总是批评我没有条理。

14.maintenance n. 维护, 维修

The school pays for heating and the maintenance of the buildings.

学校负担这些大楼的供热和维修费用。

15.appreciation n. 感激, 感谢

You might be demonstrating a failure to show appreciation.

你可能没有表达出感激的样子。

16.considerate adj. 体贴的, 考虑周到的

She is always polite and considerate towards her employees

她对待雇员总是客客气气, 关心体谅。

17.responsible adj. 负责的, 有责任的

He's directly responsible to the boss.

他直接对老板负责。

18.respectful adj. 有礼貌的

He was very respectful at home and obedient to his parents.

他在家里很尊重人而且顺从父母。

19.mature adj. 成熟的

Jane is very mature for her age.

简年龄不大, 却很成熟。

20.Office etiquette is something that helps you to get along with your colleagues even if you are not on friendly terms. 办公室礼仪是帮助你与同事相处的一种方式, 即

使你们之间的关系并非亲密。

条件句

Even if you don't like the food, try a small bite.

即使你不喜欢这种食物，试一小口。

课文翻译：

办公室礼仪

1. 办公室礼仪是帮助你与同事相处的一种方式，即使你们之间的关系并非亲密。大多数办公室礼仪是不成文的，但这并不意味着你就可以忽视它。总会有一些行为准则需要你注意，下面的文章将为你详细说明。
2. 准时到达。作为职场新人，你应该早早到达公司，不仅上班第一天要早到，而且不要在结束一天的工作时第一个离开。任何预约都不要迟到。这证明你尊重同事的时间，他们也会相应地尊重你的时间。
3. 尊重他人的隐私。在进入别人的办公室之前要敲门，不要阅读别人桌上的任何信件。如果你要和同事聊私事，请确保没有其他人能听到。个人问题最好不要变成公共话题。
4. 不要闲聊或抱怨。分享工作信息是好的；而闲聊则不然。流言通常传播得很快，可能会给你带来负面影响。对同事发表评价也只发表积极的。抱怨任何人，包括你的老板、办公室同事或其他同事，都对你没有任何好处。
5. 不要打扰别人。如果你打断了别人的讨论、干扰了某人的注意力或影响了其他活动，一定要道歉。注意你说话的音量。如果其他隔间或办公室的人对你的谈话指责批评，也许是因为你的声音太大了。你要么把办公室的门关上，要么降低你的说话音量。
6. 保持整洁。经常洗澡，穿着适当的办公室服装。这表明你尊重你的同事和客户，是专业的体现。始终保持你的个人工作区域整洁，因为一张乱七八糟的桌子会让人觉得你是一个没有条理的人。
7. 对每个人都要有礼貌。多多微笑，保持友好。平等地尊重和礼貌地对待同事、清洁工、维修工和其他人。对于向你提供的任何帮助都要表示感激。
8. 考虑周到。清洗所有餐具并将它们放回原位，任何弄湿的地方都清理干净。如果你已经喝完了最后一滴牛奶，要么告诉负责供应的人，要么再买一瓶。保持复印机正常工作。归还你借走的订书机，至少要留几个订书钉在里面。当你把打印机里的纸用完时，为下一个人添加一些纸。如果机器卡住了，尽量解决故障或告诉有关人员。
9. 简而言之，办公室礼仪是关于在办公室保持尊重和礼貌的。这是职业成长和在职场中更成熟的重要部分。

Working with Words

A. Find words in the text that mean the same as these words.

place of work within an office → [workspace]

people who work with you → [colleagues / co-workers]

exchange of opinions → [discussion]

focus → [concentration]

pay no attention to → [ignore]

rules → [codes]

B. Use the words you have written in exercise A to fill in the gaps in these sentences.

workspace	colleagues / co-workers	discussion
concentration	ignore	codes

1. You should never ignore your colleagues / co-workers but should say “good morning” when you arrive at the office.
2. John had a very serious discussion about working hours with the new trainee.
3. If your workspace is not big enough, you can always use the conference room for your meetings with the customer.
4. One important code you should follow is to ask for permission before taking somebody’s things.
5. It is impolite to make a loud noise in the office because it makes concentration difficult.

C. Complete these words with their lost vowels.

appoi~~n~~tm~~e~~n~~t~~

appr~~o~~pr~~i~~ate

c~~o~~d~~e~~

coll~~e~~ag~~u~~e

cons~~i~~der~~a~~te

cor~~r~~esp~~o~~nd~~e~~nc~~e~~

c~~o~~ur~~t~~e~~o~~us~~y~~

c~~u~~b~~i~~cl~~e~~

e~~t~~iq~~u~~ette

g~~o~~ss~~i~~p

i~~g~~n~~o~~re

n~~e~~wc~~o~~m~~e~~r

o~~v~~er~~h~~ear

p~~u~~nc~~t~~u~~a~~l

r~~e~~s~~p~~ons~~i~~bl~~e~~

u~~n~~wr~~i~~tt~~e~~n

Step 3 2B Reading- Lesson from a Rainy Day

Glance through the text and Choose the best answer to complete each sentence.

1. The rain that fell in New York City ____ C _____.
A. fell in the afternoon
B. was a flood
C. was on August 26, 1999
2. The author wanted to ____ A _____.
A. take the subway to work
B. get out of the rain
C. stay at home because of the rain
3. The first thing the author found when she went to the station was __ A _____.
A. that most services had stopped
B. a huge crowd
C. the correct platform
4. She decided to take the train that was going away from town for several stops and then ____ C _____.
A. get to work
B. walk to work
C. change back to the train to town
5. She had to walk ____ A _____.
A. far enough so that she got very wet
B. to get wet
C. there were several blocks
6. The Deputy Director sent an e-mail to __ B _____.
A. the author alone
B. everybody in the office
C. his boss
7. The deputy director had to take on his boss' s responsibilities that day because ____ C _____.
A. she told him to
B. he had to learn
C. she was not in the office
8. From his e-mail, Garth showed his appreciation ____ C _____.
A. and encouraged the staff

- B. for the bad weather and the flood
- C. for the effort his staff had made

Detail Learning & Language Difficulties:

1. rush hour (上下班的)高峰时间, 交通拥挤时间

The traffic in the city is chaotic in the rush hour.
在上下班高峰时间, 城市的交通混乱不堪。

2. subway n. 地铁

Do you go to school by bus or by subway?
你坐公共汽车还是坐地铁去学校?

3. operate vi. 运转, 运行

What skills are needed to operate this machinery?
操作这种机器需要什么技能?

4. be determined to 下决心做.....

I am determined to succeed.
我决心要获得成功。

5. soaked adj. 湿透的

You'll get soaked if you go out in this rain.
冒这样的雨出去, 你会成落汤鸡的。

6. exhausted adj. 精疲力竭的, 疲惫不堪的

I've been on the run all day and I'm exhausted.
我忙了一整天, 累极了。

7.log off 登出, 退出(计算机系统)

Please save all work in progress and log off.
请保存所有进行中的工作, 然后关闭系统。

8 encouraging adj. 令人鼓舞的, 振奋人心的

The results have been encouraging.
这些结果是鼓舞人心的。

9.loyalty n. 忠诚, 忠实

You can't put a price on that sort of loyalty.
那样的忠心是无法用金钱衡量的。

10.I went from subway line to subway line only to find that most services had stopped.

我在各条地铁线之间换乘, 却发现大多数地铁线路都停运了。
不定式+复合句

She went to the store to buy groceries, only to find it closed.

她去商店买食品, 结果发现它关门了。

We traveled to the beach to relax, only to encounter a thunderstorm.

我们去海滩放松, 结果碰到了一场雷雨。

11.I was about to log off my computer when I received an e-mail from Garth, my Deputy Director. 我正要去关掉电脑, 突然收到了副主任加思(Garth)的一封电子邮件。

“when”表示“突然”

I was cooking dinner when the power went out.

我在做晚饭时停电了。

12.dedication n. 奉献, 全身心投入

Her dedication to her work was admirable.

她对工作的奉献精神可钦可佩。

译文：




雨天的启示

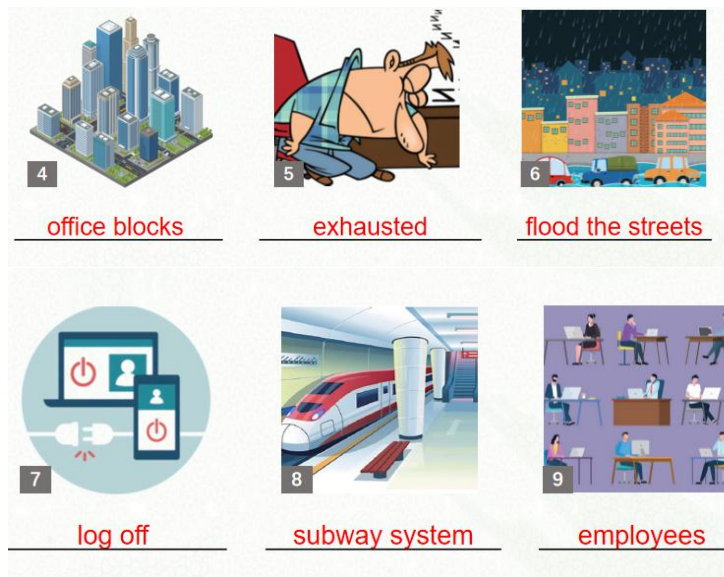
- 1999年8月26日早高峰时，纽约市下起了大雨，淹没了街道和地铁系统。
- 那天早晨，我是众多上班族中的一员。我在各条地铁线之间换乘，却发现大多数地铁线路都停运了。后来，我终于找到了一条仍在运营的线路。不幸的是，等待搭乘地铁的人太多了，我甚至无法下到站台。但我下定决心要上班，于是决定搭乘开往市外数站的火车，然后再换乘开往市区的火车。我的想法是好的，但每一站上车的人越来越多。很快，我们就像沙丁鱼挤在罐头里一样。最终，火车到达了我要下的站点。
- 我在人潮中挤出火车，但仍然需要步行几个街区才能到达办公室。雨下得越来越大了，我最终到达工作地点时，不仅浑身湿透，而且因为这段上班路途而筋疲力尽。
- 我大部分时间都在晾干自己。到了下午5点，我准备回家了。我正要关掉电脑，突然收到了副主任加思（Garth）的一封电子邮件。我打开邮件，发现下面的留言：
- 我想感谢所有努力并最终成功到达工作岗位的同事们。这种情况下，员工所展现出对工作的忠诚总是如此令人鼓舞。谢谢。
- 这封短短的电子邮件让我感受到一句感谢的话语能带来多大的影响。那场暴雨和地铁的麻烦让我感到倒霉、筋疲力尽，但加思的话语让我感觉好多了，笑容也重新浮现在脸上了。
- 看完加思的邮件后，我觉得那天我还能来上班是件值得骄傲的事情。突然间，被雨淋得湿透和漫长的上班路途似乎没那么糟糕了。
- 加思像我们所有人一样被雨淋湿，但他处理好了自己的工作，还接管了老板的工作，因为老板没法来上班。然而，他仍然抽出时间发送电子邮件感谢员工们为了上班所付出的奉献和额外努力。加思让我明白，我永远都不该因为太忙碌而不去向人们表达感激之情。

Working with words:

A. Match the expressions from the box to the pictures.

exhausted	log off	flood the streets	rush hour	office blocks
completely soaked	like sardines in a tin	employees	subway system	

		
<u>completely soaked</u>	<u>like sardines in a tin</u>	<u>rush hour</u>



office blocks

exhausted

flood the streets

log off

subway system

employees

B. Choose the correct verb or phrase to complete each sentence. Change the form where necessary. Some may be used more than once.

make	board	take	fight	walk	arrive at	log off	catch	take on
------	-------	------	-------	------	-----------	---------	-------	---------

1. My brother made an effort to get into his dream college by working hard at school and finally succeeded.
2. John waited for his friend almost an hour in vain before he boarded the subway.
3. This is the third time I have been caught in the rain this week.
4. Cathy always forgets to log off her computer at the end of the day before she goes home.
5. We all have to work harder, if we want to make a difference at work.
6. In Shanghai it is faster to take the subway than to go by car.

Step 4 2C Listening&Speaking

Listening 1

Listening 2






Listening 3

Speaking

 **Mike Canning's Story**

A. Listen to Part 1 of the story and choose the correct answers.



-  1. Mike went straight from school to a job in _____.
A. a clothes shop
 B. an IT firm
C. a trading company
-  2. Mike's job was to make sure the _____ had enough paper in it.
A. photocopier
 B. printer
C. flip chart
-  3. Mike liked dealing with customers and learning how to _____.
 A. advise them
B. repair computers
C. write software programmes
-  4. Mike's boss was a good employer and the pay and _____ were very fair.
 A. conditions
B. perks
C. working hours
-  5. Mike's boss also sent Mike to college _____ where he learnt a lot about computers.
A. on Thursdays
B. at the weekend
 C. part-time

B. Listen to Part 2 of the story and decide whether these statements are true or false. Tick (✓) the correct boxes.



TRUE FALSE

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. A new company started having special deals. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. The firm Mike worked for enjoyed the competition. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3. Mike became unemployed before Christmas. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Mike was out of work for three months. |

B. Listen to Part 2 of the story and decide whether these statements are true or false. Tick (✓) the correct boxes.



TRUE FALSE

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 5. Mike enjoyed working in the warehouse. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 6. Mike works at night. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 7. The other people are friendly. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 8. Mike works in a dead end. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 9. Mike wants to go back to the computer business. |

A Tour of the Offices (1)

Number the facilities in the order you hear them.



- | | |
|---|---------------------------------------|
| <input type="text" value="3"/> filing room | <input type="text" value="5"/> fridge |
| <input type="text" value="4"/> kitchen | <input type="text" value="2"/> lifts |
| <input type="text" value="1"/> reception area | |

 **A Tour of the Offices (2)**

A. After lunch Marty and Steve continue the tour of the offices. Decide whether the statements are true or false. Tick (✓) the correct boxes.



TRUE FALSE

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1. The boss is Mr Timms. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2. The boss's office is on the 1st floor. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3. You can smoke in the office. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Jacques is not French. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 5. Jacques is head of the marketing department. |

Exercises

B. Match the people with their jobs. Listen to Listenings 2 and 3 again if you are not sure.



Departments and Staff

Imagine you are showing two trainees around the company where you work. Explain what different people and departments do. You may use the following pattern:

Personnel

- personnel manager: pays the employees
- staff development officers: send staff on training courses



 **This is the Personnel department.**

The personnel manager is the person who pays the employees.

The staff development officers are the people who send staff on training courses.

Production

- production workers: make the products
- quality controllers: check that the products reach the standards required



This is the Production department.

The production workers are the people who make the products.

The quality controllers are the people who check that the products reach the standards required.

Marketing

- marketing research staff: find out what the market wants
- marketing planners: decide which new products are needed



This is the Marketing department.

The marketing research staff are the people who find out what the market wants.

The marketing planners are the people who decide which new products are needed.

Distribution

- distribution staff: get the products to the customers



This is the Distribution department.

The distribution staff are the people who get the products to the customers.

R&D

- product designers: develop new products



This is the R&D department.

The product designers are the people who develop new products.

Finance

- accounts: controls the company's costs
- bookkeeping: sends out bills to customers



This is the Finance department.

The people in accounts are those who control the company's costs.

The people in bookkeeping are those who send out bills to customers.

Purchasing

- purchasing staff: buy raw materials



This is the Purchasing department.

The purchasing staff are the people who buy raw materials.

Step 5 2D Viewing


Watch the videos and finish the exercises on page 42.

The Correct Office Etiquette

2D Viewing

B. Maggie, the new trainee, has made four mistakes. Watch the video and find out what she has done wrong.






-  1. Her dress is a bit too short.
- 2. She chews bubble gum while she is working.
- 3. She makes personal calls in office time.
- 4. She brings fish and chips back to the office at lunchtime.

2D Viewing

C. Tick (✓) the correct answers.



-  1. The dress | shirt she is wearing today is a bit too short.
-  2. Mr Carson from the finance department couldn't stop talking to | looking at her.
-  3. She even blows bubbles when she is concentrating on her work | talking to me.

- ✎ 4. Yesterday she spent two hours | twenty minutes talking to her boyfriend on the phone.
- ✎ 5. I think we should have a word with the personnel manager | sales manager.
- ✎ 6. Perhaps one of us | the secretaries should talk to her about the correct office etiquette.

Step 6 Writing

Business Cards

1、概述

名片(business card, 又称 name card、visit card, 或简称 card), 是现代商务活动和社会交往中必不可少的工具, 它既可作为自我介绍的重要手段, 又可长期保存以备日后通联之用。而随着对外经济和文化交流的日益频繁, 英文名片的使用率和重要性也不断提高, 一张用词得体、语法规范、表达准确的英文名片是跨国交际不可取代的中介。

2、写作格式

一般名片上的信息可分为七个部分: 1 公司名称(the name of company);

2. 姓名(person's name); 3. 职位、职称、头衔(position, title);

4. 公司地址(the address of your company); 5. 电话号码(telephone number);

6. 传真号码(fax number); 7. 电子邮箱(E-mail address);

2E Writing Business Cards

A. Look at the business card and mark out what information is there on the card.

company name	the person's name	e-mail address	company logo
company address	phone numbers	the person's job title	company website

Step 7 Grammar

Nominal Clauses (名词性从句)

一、主语从句

1. 主语从句的类型

主语从句有两种类型：[1]由 *that* 引导，[2]由 *wh*-词——亦即 *what / when / whether / how* 等词——引导，如：

[1] *That he is alive is certain.* 他确实还活着。

That he says so is strange. 他这样说真奇怪。

[2] *What caused the accident is a mystery.* 事故的起因是个谜 / 不得而知。

Who stole the computer was not clear. 偷电脑的人是谁不清楚。

2. 主先行 *it* 和主语从句

即将 *it* 作形式主语，放在主语位置，而将真主语后移。试比较：

That he is alive is certain.

→ *It is certain that he is alive.*

What caused the accident is a mystery.

→ *It is a mystery what caused the accident.*

二、宾语从句

1. 宾语从句的类型

宾语从句也有两种类型：[1]由 *that* 引导，[2]由 *wh*-词引导，如：

[1] *I know that he was once a worker.* 我知道他从前是个工人。

[2] *She doesn't know what she is talking about.* 她不知道她自己在讲些什么。

Tell me whether he is at home or not. 告诉我他是否在家。

(比较: *I wonder whether / if I might ask you a question.* 是不是可以问你一个问题。)

2. 先行 *it* 和宾语从句

在“主动宾补”句式中，如果宾语是从句形式，就只能将 *it* 作形式宾语，放在宾语位置，而将真宾语后移，如：

I hope I made it clear to him that he was no longer welcome here. 我希望我已经跟他讲清楚他在这里不再受欢迎。

We think it highly probable that he will succeed. 我们认为他很可能会成功。

三、表语从句

表语从句即主语补语从句，也有两种类型：[1]由 *that* 引导，[2]由 *wh*-词引导，如：

[1] *The fact is that I don't like it.* 事实是我不喜欢它。

The point is that we are short of funds. 问题是我们资金短缺。

[2] *This is why I came here.* 这就是我来这里的原因。

That's what I want to say. 我要说的就是那个意思。

That is how it happened. 事情就是这样发生的。

That's where you are wrong. 这就是你的错误所在。

Grammar Check

Nominal Clauses

A. Rewrite the following sentences, using *it* as the subject.

Example

That you take up a few hobbies / is important.

→ *It* is important that you take up a few hobbies.

1. That Internet shopping is not going to replace traditional retailing / now seems clear.

It now seems clear that Internet shopping is not going to replace traditional retailing.

2. That on an average day, adults aged 75 and over spend 7.8 hours on leisure activities / is not surprising.

It is not surprising that on an average day, adults aged 75 and over spend 7.8 hours on leisure activities.

3. Whether they come or not / doesn't matter very much.

It doesn't matter very much whether they come or not.

4. Where Janet will go / is not known yet.

It is not known yet where Janet will go.

5. That John will come later / is possible.

It is possible that John will come later.

B. Combine each pair of sentences into one sentence containing a *that*- or *wh*- clause as the object.

Example

I have made a mistake. I admit it.

→ I admit that I have made a mistake.

Have I made a mistake? I wonder.

→ I wonder whether I have made a mistake.

1. Help will arrive at any moment. I expect so.

I expect that help will arrive at any moment.

2. I don't know who Brian is. Please tell me.

Please tell me who Brian is.

3. Mike is the right person for the job. I believe it.
I believe that Mike is the right person for the job.

4. Should we continue the next day or not? We could not decide.
We could not decide whether we should continue the next day or not.

C. Finish the following sentences using a predicative clause.

Example

Which room is the kitchen?

→ What I want to know is which room the kitchen is.

1. I hope that he will soon be well again.

→ My hope is that he will soon be well again.

2. Shall we go or stay?

→ The question is whether we shall go or stay.

3. John once lived here.

→ This is where John once lived.

4. The reason for Janet giving up her job was the long work hours.

→ Janet had to work long hours. That's why she gave up her job.

Chapter	Unit4 Environment
Teaching Objective	<ol style="list-style-type: none"> 1. To identify the core values of environmental protection and cultivate the legal consciousness of protecting the environment (Ideological and Moral Objective) (思政目标) 2. To get familiar with the topic of environment 3. To master some key words and sentences related to the topic 4. To start talking about how to sell safety signs
Teaching Focus	<ol style="list-style-type: none"> 1. Direct students' attention to master the new words in this unit. 2. Guide students to complete a project in groups, and encourage them to present their work in public. 3. Guide students to master the methods of low-carbon life and garbage sorting 4. Guide students to clarify the significance of promoting thrift
Teaching Difficulty	<ol style="list-style-type: none"> 1. To master the methods of cultural translation. 2. To encourage students completing their tasks as a team and present their projects. 3. To have a good command of the methods of low-carbon life and garbage sorting 4. To improve students' consciousness of protecting the environment.
Teaching Duration	9 lessons
Teaching Method	Lecture Method; Discussions and Practices
Assignment	Work in small groups and write about what they know about environment in China. When you have finished your leaflet, present it to the class.

Teaching Procedures:**Step 1 Warming up: (Ideological and Moral Teaching)**

1.1 Oral practice

1. Find out how much garbage goes into your bins.
2. Discuss and make the list of what kind of things can be repaired, reused and recycled.
3. Discuss on the importance of garbage sorting.








1.2 Pair Work:

- How green are you?
- Use recycled paper.
- Turn off the lights when you leave the room.
- Avoid using more water than you need.
- Avoid buying over packaged products.

Walk or ride a bike when traveling short distances.

1.3 Match the kinds of pollution to the pictures.

environmental pollution | water pollution | air pollution | noise pollution

			
air pollution	water and environmental pollution	noise pollution	noise pollution
			
water pollution	air pollution	water and environmental pollution	

Step 2 People and issues

1. New words and expressions reading

4.2 New words and expressions

<p>announce /ə'naʊns/ <i>vt.</i> 宣布</p> <p>critical /'krɪtɪkəl/ <i>adj.</i> 临界的</p> <p>atmosphere /'ætməsfɪə(r)/ <i>n.</i> 大气</p> <p>climate /'klaɪmɪt/ <i>n.</i> 气候</p> <p>gradually /'grædʒuəli/ <i>adv.</i> 逐渐地</p> <p>Spain /speɪn/ 西班牙</p> <p>Greece /griːs/ 希腊</p> <p>desert /'dezət/ <i>n.</i> 沙漠</p> <p>flood /flʌd/ <i>n.</i> 洪水</p> <p>Netherlands /'neðələndz/ 荷兰</p> <p>disappear /,dɪsə'piə(r)/ <i>vi.</i> 消失</p> <p>hurricane /'hʌrɪkən/ <i>n.</i> 飓风</p> <p>southeast /,saʊθ'iːst/ <i>adj.</i> 东南的</p> <p>coast /kəʊst/ <i>n.</i> 海岸</p> <p>cyclone /'saɪkləʊn/ <i>n.</i> 气旋</p> <p>sheet /ʃiːt/ <i>n.</i> (一)层, (一)片</p> <p>melt /melt/ <i>vi.</i> 融化</p> <p>centimetre /'sentɪmɪtə(r)/ <i>n.</i> 厘米</p> <p>low-lying /,ləʊ'laɪɪŋ/ <i>adj.</i> 低洼的</p>	<p>drown /draʊn/ <i>vi.</i> 淹没, 沉没</p> <p>disaster /dɪ'zɑːstə(r)/ <i>n.</i> 灾难</p> <p>in a row 连续</p> <p>fossil fuel 矿物燃料, 化石燃料</p> <p>fuel /'fjuəl/ <i>n.</i> 燃料</p> <p>gas /gæs/ <i>n.</i> 汽油, 瓦斯</p> <p>emission /ɪ'mɪʃən/ <i>n.</i> 排放</p> <p>alternative /ɔ:l'tɜːnətɪv/ <i>adj.</i> 替代的</p> <p>energy /'enədʒi/ <i>n.</i> 能源</p> <p>solar /'səʊlə(r)/ <i>adj.</i> 太阳的</p> <p>hydroelectric /,haɪdrəʊ'lektrɪk/ <i>adj.</i> 水力发电的</p> <p>power /'paʊə(r)/ <i>n.</i> 能量, 电力</p> <p>nuclear /'njuːklɪə(r)/ <i>adj.</i> 原子能的, 核能的</p> <p>global warming 全球变暖</p> <p>chaos /'keɪs/ <i>n.</i> 混乱</p> <p>owe /əʊ/ <i>vt.</i> 欠, 应把……归功于</p> <p>crisis /'kraɪsɪs/ <i>n.</i> 危机</p>
---	---

2. Ask students to:

- 1) Read News from the future 1 and News from the future 2.
- 2) Underline the key words and make notes.
- 3) Close the books and tell their partner about the future world. Their partner may ask questions. Then switch roles..

3. After-reading exercises

1 Decide if these sentences are right or wrong.
News from the future 1

	Right	Wrong
1 "The critical figure" means there is too much CO ₂ in the earth.		✓
2 Scientists agree that we cannot stop the earth getting warmer.	✓	
3 Spain and Greece will be in danger from floods.		✓
4 The Netherlands could sink into the sea.	✓	

	Right	Wrong
5 Life has already become impossible in other parts of the world.	✓	
6 The ice sheets are melting and sea levels are rising a metre a year.		✓
7 If people had acted quickly 60 years ago, they would have stopped today's disasters.	✓	

2 Choose the right answer to each question.

News from the future 2

- 1 How have we reduced the production of CO₂ emissions?
 - a. We have stopped driving cars.
 - ✓ b. We do not burn so much fossil fuel.
 - c. We have reduced 80% of the cars on the roads.
- 2 What have we replaced fossil fuels with?
 - ✓ a. We now use alternative forms of energy.
 - b. We now use alternative forms of transport.
 - c. We only have three billion cars on the road.



3 Which is NOT true about alternative forms of energy?

- a. Gas is a form of alternative energy.
- b. Alternative forms of energy are clean.
- c. Nuclear technology started to develop 8 decades ago.

4 What would have happened if our grandparents' generation had not acted as they did?

- a. We would have had a great oil crisis.
- b. We would have fallen into chaos.
- c. We would have had more alternative energy.

3 Compare the two versions of our world in the future. Find contrasting facts and put them in the correct box. The first one has been done for you.

News from the future 1	News from the future 2
<ul style="list-style-type: none"> ● We have now passed the "critical figure" of 560 parts of CO₂ per million parts of air. 	<ul style="list-style-type: none"> ● The world has held its CO₂ at 450 parts per million parts of air for the tenth year in a row.
<ul style="list-style-type: none"> ● In Europe, summers will get hotter and winters wetter. 	<ul style="list-style-type: none"> ● We have reduced our use of fossil fuels by nearly 80% over the last 50 years.
<ul style="list-style-type: none"> ● Spain and Greece in southern Europe will become deserts without trees or water. 	<ul style="list-style-type: none"> ● We now use alternative forms of energy.
<ul style="list-style-type: none"> ● Germany and France will be in danger from floods. 	<ul style="list-style-type: none"> ● Today three billion vehicles run on new fuel technology without any CO₂.

News from the future 1	News from the future 2
<ul style="list-style-type: none"> ● The Netherlands could disappear into the sea. 	<ul style="list-style-type: none"> ● The safe, cheap nuclear technology that started to be developed 80 years ago has helped, too.
<ul style="list-style-type: none"> ● Hurricanes are forcing people away from Central America and the USA's southeastern coasts. 	<ul style="list-style-type: none"> ● These and other changes have happened thanks to our grandparents's government.
<ul style="list-style-type: none"> ● In Asia, cyclones are doing the same from China to India. 	
<ul style="list-style-type: none"> ● Africa's deserts are expanding fast. Thousands are dying. 	

News from the future 1	News from the future 2
<ul style="list-style-type: none"> • <i>The ice sheets are melting and sea levels are rising a centimetre a year.</i> 	
<ul style="list-style-type: none"> • <i>Many low-lying islands have disappeared.</i> 	
<ul style="list-style-type: none"> • <i>Soon great cities on coasts, from Shanghai to New York, will drown as well.</i> 	
<ul style="list-style-type: none"> • <i>Scientists were warning the world about this 60 years ago, but people did nothing.</i> 	

4 Now write a short passage comparing the two worlds. Start like this:

In the 1st version the United Nations Environment Programme announced that we have now passed the “critical figure” of 560 parts of CO₂ per million parts of air in the earth’s atmosphere but in the 2nd version they announced that the world has again held its CO₂ at 450 parts.

In the 1st version ...

4. Working with words

1 Match the words from News from the future 1 with their opposites in the box.

be born | cool | different from | dry | easy | fall | few | freeze | unimportant | get smaller | quickly | unfortunate

critical → [unimportant]

difficult → [easy]

lucky → [unfortunate]

wet → [dry]

2 Now complete these sentences using words from exercise 1. You may have to change the form.

- 1 The ice sheets in the Antarctic are melting rapidly, i.e. they are getting smaller.
- 2 The critical stage has been reached and we must do something to change the situation today.
- 3 Summers in Spain and Greece have become hotter and drier.
- 4 In some countries a cool wind would be a welcome change to the hot summer they are suffering from.
- 5 Countries like China or India are being hit by cyclones.
- 6 Climate change is not a(n) easy problem to solve and it will take years.
- 7 The number of countries that are trying to reduce their CO₂ emission is rising every year.
- 8 Polar bears need freezing conditions, so they are also suffering because of global warming.

3 Replace the underlined words in each sentence with one of the words and expressions from the box, which are from News from the future 2. There are more words than you need.

alternative | coal | CO₂ emission | fossil fuel | reduce | government | global | success | vehicles | grandparents

- 1 Most cars run on gas or diesel [**fossil fuel**].
- 2 The world [**global**] environmental problems must be solved by all the nations.
- 3 The amount of CO₂ released [**CO₂ emission**] has to be reduced by more than 10% to make a difference.
- 4 One kind of substitute [**alternative**] form of energy is solar.
- 5 Our roads are jammed in the rush hour with all the buses, cars, lorries and motorbikes [**vehicles**].
- 6 The last people running the country [**government**] decided to try to reduce environmental problems by 2020.

Step 3 Listening

1.1 Listening 1

Riding a bicycle

Listen to the interview and fill in the missing words.

Interviewer: Today we are talking to Joe Bartts who is trying to save our environment by riding his bicycle. Good afternoon, Joe, thank you for coming here today. Did you come by bicycle?

Joe: Yes, I did. I go [1].....**everywhere**..... by bike, so I produce [2].....**zero**..... CO₂ emission.

Interviewer: Is that the only reason?

Joe: No, I don't need to fill my bike with [3].....**gas**..... so I am not using up [4].....**fossil fuel**..... that will soon become [5].....**rare**.....

Another reason is that if [6].....**more**..... people go by bicycle, we will need [7].....**fewer**..... new roads. That would mean we don't need to cut down so many [8].....**trees**.....

Interviewer: What about [9].....**winter**.....?

Joe: That depends on how [10].....**far**..... you have to go. If you are not going far, it is [11].....**better**..... to go by bike and you will get [12].....**warm**..... quite fast.

Interviewer: Thank you for coming in today and ...

3.2 Listening 2

Solar panels

Listen to the interview and choose the correct answer for each question.

1 How did Bob get the money to buy his new car?

- a. He put solar panels on his roof.
- b. He got a second job with a solar panel company.
- c. He worked on his roof.

2 What kind of car did he buy?

- a. He bought a solar car.
- b. He bought a petrol car.
- c. He bought an electric car.

3 What does he run the car on?

- a. He runs the car on the electricity from the solar panels.
- b. He runs the car with solar panels.
- c. He runs the car with cheap fuel.

4 How long will it take for the panels to pay for themselves?

- a. It will take 50 years.
- b. It will take 5 years.
- c. It will take 500 years.

Step 4 Culture Focus (Ideological and Moral Teaching)

Discussion: What is low-carbon life?

Low-carbon life is to minimize energy consumption in daily life, so as to reduce carbon dioxide emissions.

Low-carbon life is not just a kind of life attitude, but also a kind of social responsibility.

碳足迹 carbon footprint

低碳经济 low-carbon economy

低碳生活方式 low-carbon lifestyle

低碳技术 low-carbon technology

Step 5 Viewing

- a. Before you watch, make a shopping list for the weekend.
- b. Watch the video and number the items as you hear them.

c. Watch again. Are these sentences true or false?

Step 6 Writing

Summary

- 1 Read the summary of News from the future 1 and compare it with the original.
- 1 Look at the examples of how the sentences have been rephrased.
- 2 Compare the length of the original news with the summary.

Summary of News from the future 1:

Now the CO₂ in our planet's atmosphere has risen above 560 ppm. This means that climate change is out of control. In Europe, we will see hotter summers and wetter winters. Things are even worse in other regions. There, life has already become very difficult because of climate change. Thousands are dying. The earth's ice is melting and the sea levels are rising. Low-lying islands have disappeared and soon so will important coastal cities. If the world had responded to scientists' warnings 60 years ago, these catastrophes would have been avoided. (91words)

- 2 Now write a summary of News from the future 2.

Step 7 Grammar check: Adverbial clauses

1. Fill in the gaps with the words from the box.
2. Add a clause to finish each sentence.

Homework: Work out a Project.

Ask students to discuss "How much waste do you produce?"

Chapter	Unit 5 Business Meal
Teaching Objective	<ol style="list-style-type: none"> 1. Master key vocabulary and expressions related to business meals and Chinese cuisine, and use them in daily communication. 2. Improve reading, listening, speaking and writing skills through business meal-themed tasks. 3. Understand cultural differences in business meals and develop cross-cultural communication competence. 4. Distinguish the differences between direct speech and indirect speech in structure and usage. 5. Enhance pride in Chinese culinary culture and foster cross-cultural exchange consciousness. (Ideological and Moral Objective) (思政目标)
Teaching Focus	<ol style="list-style-type: none"> 1. Key vocabulary and expressions about business meals, Chinese cuisine, and business etiquette. 2. Guide students to complete the project in groups, and encourage them to present their work in public. 3. Guide students to master the skills of writing formal invitation. 4. Make sure students can summarize the main idea of the text. Improve students' reading abilities. 5. Practical listening and speaking skills: ordering food, making small talk, and practicing business meal etiquette..
Teaching Difficulty	<ol style="list-style-type: none"> 1. To master the accurate application of business meal vocabulary and etiquette in real interactions. 2. To encourage students to work in groups, ask questions and record information.
Teaching Duration	9 lessons
Teaching Method	Grammar Translation Approach; Communicative Approach; Task-based Approach.
Assignment	<ol style="list-style-type: none"> 1. Write a formal invitation to the end of term party to a partner. 2. Choose one food survey topic, interview 2 people and write 3 to 5 sentences about the results.

Teaching Procedures:

Period 1: Warming Up & Focus

1. Warm-up Activity: Organize a "food chain" game where students take turns continuing the sentence "When I had dinner last night I ate a spring roll and ..." to accumulate dining-related vocabulary (e.g., fried chicken, rice, hamburger).
2. Focus A Task: Present the meal type table (barbeque, business lunch, etc.), guide students to

match picture numbers, and explain the pronunciation and usage of key meal expressions.

A. Match the meals to the pictures.

barbeque (BBQ)	business lunch	family dinner	formal dinner
meal at a Chinese restaurant	picnic	snack at a fast food restaurant	TV dinner



1

formal dinner




2

business lunch


A. Match the meals to the pictures.

barbeque (BBQ)	business lunch	family dinner	formal dinner
meal at a Chinese restaurant	picnic	snack at a fast food restaurant	TV dinner



3

TV dinner



4

snack at a fast food restaurant

A. Match the meals to the pictures.

barbeque (BBQ)	business lunch	family dinner	formal dinner
meal at a Chinese restaurant	picnic	snack at a fast food restaurant	TV dinner



5

family dinner




6

barbeque (BBQ)


A. Match the meals to the pictures.

barbeque (BBQ)	business lunch	family dinner	formal dinner
meal at a Chinese restaurant	picnic	snack at a fast food restaurant	TV dinner



7

meal at a Chinese restaurant



8

picnic

3. Pair Work Practice: Students work in pairs to share personal experiences according to the prompt sentence patterns (Where/With whom/What/Who prepared) based on the meal types in the table. The teacher patrols to guide the accuracy of expressions.

where you had the meal (I had the meal in picture 1 ...)

with whom you had the meal (I had the meal with ...)

what you ate (I ate ... It was good / delicious / so-so, etc.)

who prepared the meal (The kitchen chef / My mother / My father ...)

4. Summary & Transition: Sort out core vocabulary, preview the reading content of the next period, and assign a preview task—writing down personal favorite Chinese dishes.

Period 2: 5A Reading (Pre-reading & Text Analysis 1)

1. Pre-reading Activity: Students share their favorite Chinese dishes written during preview, find common preferences in the class, and introduce the theme of "Chinese cuisine"; explain core vocabulary (cuisine, cookery, nourishing, culinary, etc.).

Cultural Confidence in Chinese Cuisine (Ideological and Moral Teaching)

Specific Implementation:

After students share their favorite Chinese dishes in the pre-reading activity, extend the discussion:

“Chinese cuisine is not just food—it’s a treasure of Chinese culture with a history of thousands of years. The four major culinary regions reflect the diversity of China’s land and the wisdom of Chinese people in adapting to nature. Why do you think Chinese cuisine is famous worldwide?”

Ideo-Political Goal: Guide students to recognize the cultural value of Chinese cuisine, enhance pride in traditional culture, and understand that food culture is an important carrier of national identity.

2. Text Skimming: Students quickly read the overview part of "Chinese Cuisine" and the "Northern China" "Eastern China" sections, and answer the questions: How many culinary regions are there in China? What influences Chinese local flavours?

3. Text Intensive Reading: Analyze the climate, ingredients, characteristic dishes and cooking characteristics of Northern and Eastern cuisines paragraph by paragraph, and mark key sentences (e.g., Northern China: People like solid, nourishing food.).

4. Vocabulary Consolidation: Strengthen the memory and application of vocabulary such as wheat, flour, congee, red-cooking with example sentences from the text.

词汇与语言要点整理

1) cuisine n. 烹饪, 烹调法

e.g. (1) Chinese are extremely proud of their cuisine. 中国人对他们的烹饪非常自豪。

2) cookery n. 烹调术, 烹饪业

e.g. (1) She enrolled in a professional cookery course to enhance her culinary skills. 她报名参加专业烹饪课程, 以提升她的烹饪技能。

3) content n. 内容

e.g. (1) The content of the book covers a wide range of topics related to science and technology. 这本书的内容涵盖了与科学技术相关的广泛主题。

4) characterise vt. 具有..... 的特征

e.g. (1) His friendly and outgoing personality characterises him in social situations. 他友好开朗的个性使他在社交场合中独具特色。

5) selection n. 挑选, 精选品

e.g. (1) The bookstore offers a diverse selection of books, catering to various interests. 这家书店提供各种各样的书籍选择, 迎合不同的兴趣。

6) ingredient n. 成分

e.g. (1) Fresh vegetables and herbs are essential ingredients in creating a healthy salad. 新鲜的蔬菜和香草是制作健康沙拉的重要食材。

7) nourishing adj. 有营养的

e.g. (1) The soup is not only delicious but also nourishing, providing essential nutrients. 这道汤不仅美味, 而且营养, 提供了必要的营养成分。

8) culinary adj. 厨房的; 烹饪用的

e.g. (1) The culinary arts program trains aspiring chefs in various cooking techniques. 烹饪艺术课程培训有抱负的厨师掌握各种烹饪技巧。

9) freezing adj. 严寒的

e.g. (1) The sudden drop in temperature led to freezing conditions, covering the landscape in frost. 气温的骤降导致了严寒天气, 大地被霜冻覆盖。

10) solid adj. 固体的

e.g. (1) She had refused all solid food. 所有的固体食物她都不肯吃。

11) traditionally adv. 传统上

e.g. (1) The dish is traditionally prepared during the festive season. 传统上, 这道菜是在节日期间准备的。

12) wheat n. 小麦

e.g. (1) Bread is a staple food made from ground wheat and water. 面包是一种由磨碎的小麦和水制成的主食。

13) flour n. 面粉

e.g. (1) The recipe called for two cups of all-purpose flour for the cake batter. 食谱要求蛋糕面糊中加入两杯多用途面粉。

14) steam vt. 蒸

e.g. (1) Chinese normally steam or fry their foods, not bake them. 中国人通常把食物拿来蒸或煎，而不用烘烤的。

15) mutton n. 羊肉

e.g. (1) The traditional recipe called for marinating the mutton in a blend of spices. 传统食谱要求用一种香料混合物腌制羊肉。

16) frequently adv. 频繁地

e.g. (1) The chef checks the oven temperature frequently to ensure even cooking. 厨师经常检查烤箱温度，以确保均匀烹饪。

17) chief adj. 主要的

e.g. (1) Unemployment was the chief cause of poverty. 失业是贫穷的主要原因。

18) hot pot 火锅

e.g. (1) Hot pot is a popular communal dish where diners cook ingredients in a shared pot of broth. 火锅是一道受欢迎的共享菜肴，食客在共用的炖锅中烹饪食材。

19) pork n. 猪肉

e.g. (1) The barbecue featured various cuts of pork, grilled to perfection. 烧烤中包括各种部位的猪肉，烤得恰到好处。

20) onion n. 洋葱

e.g. (1) The chef finely chopped the onion to add flavor to the soup. 厨师把洋葱切成细丝，为汤增添了风味。

21) garlic n. 蒜

e.g. (1) The recipe called for minced garlic to enhance the pasta sauce. 食谱要求加入蒜蓉以增强意面酱的味道。

22) characteristic adj. 典型的，特有的

e.g. (1) The region is known for its characteristic cuisine, featuring bold flavors and unique spices. 这个地区以其特有的美食而闻名，具有浓厚的风味和独特的香料。

23) style n. 风格

e.g. (1) The chef's cooking style combines traditional techniques with modern influences. 厨师的烹饪风格将传统技巧与现代影响相结合。

24) congee n. 粥，白粥

e.g. (1) Congee is often enjoyed as a breakfast dish. 白粥通常作为早餐食用。

25) soy sauce 酱油

e.g. (1) Soy sauce is a key ingredient in many Asian dishes, providing umami and saltiness. 酱油是许多亚洲菜肴中的关键成分，提供鲜味和咸味。

26) spice n. 香料

e.g. (1) The spice rack contains a variety of seasonings, from cinnamon to cumin. 香料架上有各种调味料，从肉桂到孜然。

27) foreigner n. 外国人

e.g. (1) As a foreigner, he was eager to explore and experience the local culture. 作为一个外国人，他渴望探索和体验当地的文化。

28) Buddhist adj. 佛教的

e.g. (1) The temple attracts Buddhist pilgrims from different parts of the world. 这座寺庙吸引了来自世界各地的佛教朝圣者。

29) missionary n. 传教士

e.g. (1) The missionary dedicated his life to providing education and healthcare in remote areas.

这位传教士致力于在偏远地区提供教育和医疗服务。

30) Silk Route 丝绸之路

e.g. (1) The Silk Route was a trade network connecting East and West. 丝绸之路是连接东西方的贸易网络。

31) Spanish adj. 西班牙的

e.g. (1) Spanish cuisine is known for its diverse flavors and creative use of ingredients. 西班牙美食以其多样的风味和对食材的创造性使用而闻名。

32) trader n. 商人

e.g. (1) The trader negotiated deals with merchants from different regions. 这位商人与来自不同地区的商人谈判交易。

33) chilli pepper 红辣椒

e.g. (1) The chef added a pinch of crushed chilli pepper to spice up the dish. 厨师加了一点切碎的辣椒来给菜肴增添香辣味。

34) recent adj. 最近的

e.g. (1) The research study published its most recent findings on climate change. 研究论文公布了关于气候变化的最新研究成果。

35) spicy adj. 辛辣的

e.g. (1) Some people enjoy spicy food for the intense and bold flavors. 有些人喜欢辛辣的食物，因为其浓烈而大胆的味道。

36) crawl vi. 爬

e.g. (1) The baby started to crawl across the living room floor. 婴儿开始在客厅地板上爬行。

37) heaven n. 天空

e.g. (1) Four tall trees stretched up to the heavens. 四棵大树参天而立。

38) edible adj. 可食用的

e.g. (1) Some wild mushrooms are not edible and can be toxic if consumed. 一些野生蘑菇不可食用，食用可能有毒。

39) poultry n. 家禽

e.g. (1) Poultry includes chicken, turkey, and duck as common types of domesticated birds. 家禽包括鸡、火鸡和鸭子，是常见的家养鸟类。

40) roast vt. 烤，焙，烘

e.g. (1) The Thanksgiving tradition involves roasting a turkey for the festive meal. 感恩节的传统是为庆祝的大餐烤制火鸡。

41) barbecue vt. 烧烤

e.g. (1) You barbecue the burgers and I'll make a salad. 你烤汉堡，我做沙拉。

42) butcher n. 屠夫

e.g. (1) The butcher sells meat. 屠夫卖肉。

43) oven n. 烤箱

e.g. (1) She baked a delicious cake in the oven for the birthday celebration. 她在烤箱里烤了一个美味的蛋糕，用于生日庆祝。

44) dim sum 点心

e.g. (1) Dim sum is a popular Chinese cuisine featuring a variety of bite-sized dishes. 点心是一种流行的中式烹饪，包括各种小吃。

45) literally adv. 照字面地，逐字地

e.g. (1) The phrase "break a leg" is often used in the theater and is not meant to be taken literally.

短语“祝你好运”在戏剧中经常被使用，不应按字面理解。

46) emigrate vi. 移居外国

e.g. (1) Many people emigrate from their home countries in search of better opportunities abroad. 为了寻找更好的机会，许多人离开他们的祖国移民到国外。

47) misunderstanding n. 误会

e.g. (1) The conflict arose due to a misunderstanding between the two parties involved. 冲突是由于涉及双方之间的误解而产生的。

48) region n. 地区，区域

e.g. (1) The Amazon rainforest is a vital region for global biodiversity. 亚马逊雨林是全球生物多样性的一个重要地区。

49) province n. 省

e.g. (1) He was born in a small village in the northern province of the country. 他出生在该国北部省份的一个小村庄。

50) Mongolia n. 蒙古（国家名）

e.g. (1) Mongolia is known for its vast landscapes and nomadic traditions. 蒙古以其辽阔的风景和游牧传统而闻名。

51) Mongolian adj. 蒙古的，蒙古人的

e.g. (1) Traditional Mongolian music reflects the nomadic lifestyle of the people. 传统的蒙古音乐反映了人们的游牧生活方式。

52) Canton n. 广州，粤（指广东省）

e.g. (1) Canton is the capital city of Guangdong province. 广州是广东省的省会。

53) Cantonese adj. 广东的；广东人的

e.g. (1) Cantonese cuisine is famous for its delicious dim sum and seafood dishes. 粤菜以其美味的点心和海鲜菜肴而闻名。

语言要点

1) 并列结构

People like solid, nourishing food. Traditionally, they don't eat rice; they eat wheat and noodles made from wheat flour. 当地的人们喜欢营养滋补的固体食物。传统上，他们不吃大米；他们吃小麦和小麦粉制成的面条。

e.g. (1) She enjoys reading, hiking, and traveling. 她喜欢阅读、远足和旅行。

2) 同位语结构

Congee – a rice dish – is eaten for breakfast throughout China. 白粥是中国各地早餐都吃的一道菜。

e.g. (1) My friend, an accomplished artist, is exhibiting her paintings. 我的朋友，一位成就卓越的艺术师，正在展出她的画作。

3) 插入语结构

In the past, foreigners, including Buddhist missionaries, travelled along China's famous "Silk Route". 在过去，包括佛教传教士在内的外国人沿着中国著名的“丝绸之路”旅行。

e.g. (1) The new employee, who recently graduated, is adapting to the work environment. 这位新员工，最近刚毕业，正在适应工作环境。

4) 直接引语

The Cantonese have a saying: "Anything that walks, swims, crawls or flies with its back to heaven is edible." 广东人有一句俗语：“天上飞的、水里游的、地上爬的，只要是活的都可以吃。”

e.g. (1) She said, "I will be there on time." 她说：“我会准时到那里。”

Period 3: 5A Reading (Text Analysis 2 & Exercises)

1. Text Intensive Reading: Analyze the "Western China (Sichuan Cuisine)" and "Southern China (Cantonese Cuisine)" sections, focusing on explaining core information such as the introduction of spices and dietary characteristics (spicy, diverse ingredients), and compare the differences among the four major cuisines.
2. Exercises (Looking at the text): Complete true/false questions and answer questions, check answers and explain common mistakes.

<p>A. Read the text and decide whether the statements are true or false. Tick (✓) the correct boxes.</p> <p>TRUE FALSE</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> 1. Chinese cuisine is characterised by the fine cooks.</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 2. In northern China the climate is hot and dry in summer and freezing cold in winter.</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> 3. In northern China the main ingredient is rice.</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 4. In northern China the people often eat mutton.</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> 5. Rice is grown in the north of eastern China.</p>	<p>B. Answer the questions.</p> <p>2. In which area, according to the text, are these foods most popular: bread, chicken, mutton, spices? <u>Bread is popular in eastern China. Chicken is popular in the Cantonese area. Mutton is popular in northern China.</u> <u>Spices are popular in the provinces of Sichuan, Hunan and Yunnan.</u></p> <p>3. What are the four cooking methods mentioned in the text? <u>The four cooking methods mentioned in the text are: steaming, "red-cooking", roasting and barbecue.</u></p>
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Exercises (working with words): Learn the rules of antonym formation, complete vocabulary filling, and strengthen the application of words such as uncharacteristic and inedible.

<p>A. Write the opposite of these words by adding the correct prefix: mis-, im-, in-, un-. Use a dictionary if you need to.</p> <p>characteristic → [<u>uncharacteristic</u>] developed → [<u>undeveloped</u>]</p> <p>edible → [<u>inedible</u>] famous → [<u>infamous</u>]</p> <p>frequent → [<u>infrequent</u>] mature → [<u>immature</u>]</p> <p>popular → [<u>unpopular</u>] understanding → [<u>misunderstanding</u>]</p>	<p>B. Fill in the gaps with the words from exercise A.</p> <ol style="list-style-type: none"> 1. The idea that grass is <u>edible</u> is a strange conception. 2. The idea that Asian people eat strange things is <u>immature</u> but very <u>characteristic</u> of many Western tourists. 3. The Chinese are not <u>infrequent</u> guests of their good Chinese restaurants. Some restaurants are so <u>popular</u> that you have to book months in advance to get a table. 4. The Chinese are <u>famous</u> for their hot and spicy food and their cuisine is highly <u>developed</u> to cater for all tastes. 5. In order to avoid any <u>misunderstandings</u>, you must know what the dishes are before you order in a Chinese restaurant.
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3. Summary: Sort out the core characteristics of the four major cuisines and form a mind map to help students memorize systematically.

Period 4: 5B Reading (Vocabulary & Text Comprehension)

1. Pre-reading Activity: Students share personal dining difficulties encountered to introduce the theme of "Surviving Business Meals".
2. Vocabulary Learning: Explain key vocabulary and phrases in Section 5B, follow the pronunciation with phonetic symbols, and understand usage through example sentences (e.g., My food preference is vegetarian dishes.).

词汇和语言要点

preference n. 偏好; 喜爱

e.g. (1) I can't say that I have any particular preference. 我说不出自己有什么特别偏好。

vegetarian adj. 素食的; 素的

e.g. (1) This is a delicious vegetarian dish that even carnivores love. 这是一道肉食者们都喜欢的美味素食。

vegetarian n. 素食主义者

e.g. (1) He's always spouting off about being a vegetarian. 他老把自己吃素挂在嘴边。

gluten n. 谷蛋白, 麸质

e.g. (1) Gluten is a protein found in wheat and other grains, causing issues for some individuals with gluten sensitivity. 麸质是一种存在于小麦和其他谷物中的蛋白质, 会给一些对麸质敏感的人带来问题。

regular adj. 普通的; 一般的; 寻常的

e.g. (1) I couldn't see my regular doctor today. 我今天找不到平常给我看病的医生。

embarrassing adj. 令人尴尬的, 使人难堪的

e.g. (1) You rescued me from an embarrassing situation. 我正感到尴尬, 你为我解了围。

awkward adj. 令人尴尬的, 使人难堪的

e.g. (1) The conversation became awkward after an unexpected question was asked. 在一个突如其来问题被提出后, 谈话变得尴尬。

silence n. 无声; 沉默; 缄默

e.g. (1) The room fell into silence as everyone awaited the speaker's announcement. 当每个人都在等待发言者的宣布时, 屋子里一片寂静。

search n. 搜索; 搜寻

e.g. (1) Eventually the search was called off. 搜查最后被取消了。

ahead of 在(某人或某事)前面

e.g. (1) The runner crossed the finish line ahead of all the other competitors. 这名赛跑者在所有其他竞争对手之前越过了终点线。

path n. 路, 小道, 小径; 通道

e.g. (1) Walking along the scenic path, they enjoyed the beauty of nature. 他们沿着风景如画的小路散步, 享受着大自然的美丽。

traffic n. 交通

e.g. (1) The city experiences heavy traffic during rush hours. 该城市在交通高峰时段经历交通拥堵。

priority n. 优先考虑的事

e.g. (1) Safety is always the top priority in any construction project. 在任何建筑项目中, 安全始终是首要任务。

discreetly adv. 审慎地, 谨慎地, 小心地

e.g. (1) She passed a note discreetly to her friend during the meeting. 她在会议期间悄悄地传了一张纸条给她的朋友。

mail v. 邮寄; 把..... 寄出

e.g. (1) Don't forget to mail that letter to your mother. 别忘了把那封信给你妈寄去。

in the presence of 当着..... 的面

e.g. (1) The contract was signed in the presence of witnesses to make it legally binding. 合同在见证人的面前签署, 以使其具有法律约束力。

order vt. 点(菜)

e.g. (1) I ordered a beer and a sandwich. 我要了一杯啤酒, 一个三明治。

starter n. (一餐的) 开胃品, 头盘, 第一道菜

e.g. (1) The restaurant offers a variety of appetizers as starters for the meal. 餐厅提供各种开胃菜作为餐前小吃。

course n. 一道菜

e.g. (1) Are you ready for the next course? 可以为你上下道菜了吗?

main course 主菜

e.g. (1) The main course is often the highlight of a formal dinner. 主菜往往是正式晚宴的重头戏。

at the same pace 以同样的节奏, 以同样的速度

e.g. (1) The team members were instructed to march at the same pace during the parade. 在游行中, 要求团队成员以相同的步伐行进。

follow one's lead 跟随..... 的带领

e.g. (1) Just follow my lead and you will not get lost. 跟着我走, 不迷路。

Reading B Language Points

Seeing the bill arrive can be awkward for your guests even though they aren't expected to pay. 即使客户不用买单, 账单送上来也可能让人感到尴尬。

动名词结构

e.g. (1) Hearing the news shocked me, but I had to remain composed.

听到这个消息让我震惊, 但我必须保持冷静。

If you're having something to drink, it's also important to follow your guest's lead but not if the guest starts drinking too much. 如果你要喝东西, 跟着客户的速度喝也很重要, 但如果客户开始喝太多就别跟着一起喝了。

条件状语从句, 由虚拟条件 "If" 引导, 表示假设条件。

e.g. (1) If it were sunny, we would go for a picnic.

如果天晴的话, 我们会去野餐。

3. Text Reading: Students read the text paragraph by paragraph, find 6 core skills for business meals (Choose the right restaurant, Arrive early, etc.), and mark the main idea of each paragraph with key words.

4. Detail Sorting: Teachers and students check core skills together, conduct discussions (e.g., Why is it important to arrive early?), and deepen the understanding of business etiquette.

5. Homework Assignment: Ask students to memorize core vocabulary and preview after-class exercises.

Period 5: 5B Reading (Exercises & 5C Vocabulary)

1. Exercises (Looking at the text): Subtitle Matching & True/False Judgment

A. Choose the right subtitle for each part of the text and write it in the blank. There are two you will not need.

• Arrive early	Paragraph 1	Choose the right restaurant
• Be able to make small talk	Paragraph 2	Find out who your guests are
• Choose a table at least two days before	Paragraph 3	Arrive early
• Choose the right restaurant	Paragraph 4	Only pay by credit card – it is easier
• Find out who your guests are	Paragraph 5	Match the guest's pace
• Match the guest's pace	Paragraph 6	Be able to make small talk
• Only pay by credit card – it is easier		
• Prepay the bill		

B. Decide whether the statements are true or false. Tick (✓) the correct boxes.

TRUE	FALSE	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. According to the writer, business meals are an important part of the job.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Always take your guests to famous restaurants. You know that they are good.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Try to find out what your guests are interested in.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. Sit next to a large group of noisy people. Then you won't have problems making small talk.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. If the guests arrive first, they may not feel important.

2. Exercises (Working with words): Preposition Filling: Explain the usage of prepositions such as in/of/with/by in business meal scenarios. Students complete the filling and check answers, analyzing error-prone collocations (e.g., in the presence of, on a personal basis).

A. Complete the sentences with words from the box. Some may be used more than once.

in	of	with	by	through	at	on	for
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1. I wanted to show how important our client was by doing something special so I took him to a very good restaurant.
2. Children should not be allowed to run about in a restaurant because they could be in the path of the waiters.
3. We were halfway through the meal when I discovered that I had forgotten my wallet.
4. My father never drinks alcohol in front of clients during a business meal.

B. Finish the sentences by choosing the correct words.


- ✎ 1. When my boss and I met our important client at the restaurant, I felt very _____. I did not want to make any mistakes.
 - A. embarrassing
 - ✓ B. nervous
 - C. hungry
 - D. awkward
- ✎ 2. You should know your guest's food _____ before you book a table at a restaurant.
 - A. priority
 - B. vegetarian
 - ✓ C. preferences
 - D. presence

3. 5C Vocabulary Learning: Explain key listening and speaking vocabulary such as Westernise, crisp, braise, medium rare, consolidate memory with phonetic symbols and example sentences (e.g., I like my steak medium rare.), and carry out vocabulary follow-up training.
4. Summary: Review core vocabulary and sentence patterns in 5B and 5C, and preview the listening training content of the next period.

Period 6: 5C Listening


1. Listening Warm-up: Review dish names (baked potato, dim sum, steak, etc.) in the 5C vocabulary list, play vocabulary pronunciation audio, and let students familiarize themselves with the pronunciation.
2. Listening 1-2 Training:
 Play Listening 1 (A Food Expert) twice. Students complete dish identification and picture matching tasks, check answers and explain key sentences.
 Play Listening 2 (At a Chinese Restaurant) twice, complete detailed questions and multiple-choice questions, focusing on dim sum-related information and common sentence patterns for ordering food.

B. What are the dishes like? Match the pictures with t statements.




1

b, d, e



2

a, f, g



3

c

- a It is diced chicken with peanuts.
- b It is with thin, crisp skin eaten with pancakes, onions and brown sweet-sour hoisin sauce.
- c It is braised pork shoulder with soy sauce.
- d The Westernised version has more meat.
- e It is a duck dish from Beijing.
- f It comes from Sichuan.
- g It is spicy.

B. Choose the right answer to each question.

- ✎ 3. What does the waiter say moo shu pork is?
 - A. It is pork and vegetables served in a pancake.
 - B. It is eggs served in a pancake.
 - ✓ C. It is pork and eggs served in a pancake.
- ✎ 4. What does the guest want to know about Wonton soup?
 - A. She wants to know if Wonton soup has dumplings.
 - ✓ B. She wants to know what kind of soup Wonton soup is.
 - C. She wants to know if Wonton soup is nice.


3. Listening 3-4 Training:


- Play Listening 3 (At a Western Restaurant). Students complete dish name matching, detailed questions and true/false judgment, and correct wrong sentences.
- Play Listening 4 (A Working Lunch). Students fill in the blanks to complete the dialogue, and follow the dialogue to imitate intonation.


C. Decide whether the statements are true or false. Tick (✓) the correct boxes.


TRUE	FALSE	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. John wants fish pie.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Mary orders a steak and chips.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Mary would like her steak rare.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. John orders a beer.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Mary orders a diet coke.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. John and Mary enjoy their meal.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. The restaurant does not take credit cards.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	8. Mary pays in cash.


A. Write the names of these dishes under the pictures.


4  fish pie

5  pizza

6  mushroom soup

7  side salad

8  steak

9  tomato salad

4. Listening Summary: Sort out high-frequency sentence patterns in listening (e.g., Could you order for me? What is moo shu pork?), and emphasize skills for grasping key information in listening.

Period 7: 5C Speaking & 5D Viewing

1. Speaking 1: Small Talk Training: Students group to rank "small talk" topics, discuss suitable small talk topics during business meals, and each group shares the Top 3 topics and reasons.

Small Talk

Think: Rank the topics that you think are the top five “small talk” topics.

Pair: Compare your list with a partner. Now make one list from your lists.

Share : Tell the class your top five topics and say why.

- | | | |
|---|--|---|
| food preferences <input type="checkbox"/> | mobile phones <input type="checkbox"/> | table tennis <input type="checkbox"/> |
| family <input type="checkbox"/> | holidays <input type="checkbox"/> | Winter Olympics <input type="checkbox"/> |
| cars <input type="checkbox"/> | restaurants <input type="checkbox"/> | alcoholic drinks <input type="checkbox"/> |
| parties <input type="checkbox"/> | social media <input type="checkbox"/> | the price of electricity <input type="checkbox"/> |

2. Speaking 2: Taking Orders Role-play:

Present the menu in Section 5C. Students are divided into groups of three to assign Waiter/Guest 1/Guest 2 roles, and practice the ordering process according to the dialogue template.

Groups display role-play results, and teachers comment on etiquette expressions and language accuracy.

Taking Orders

Menu

Starters

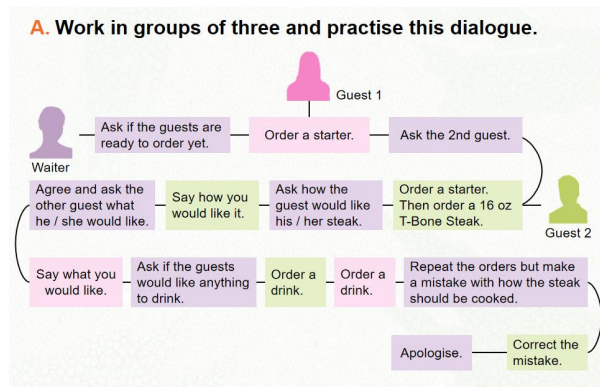
Chicken Salad	£5.95	Soup of the Day	£4.95
Prawn Salad	£6.25	Fried Mushrooms	£5.50
Grilled Goat's Cheese	£5.90	Garlic Bread	£3.25

Grill

8 oz Fillet Steak	£20.95	16 oz T-Bone Steak	£18.70
8 oz Rump Steak	£14.95	Mixed Grill	£17.20
Steak and Scampi	£13.95	Pork Chops	£13.25

Other Dishes

Spicy Chicken	£11.55	Chicken with Goat's Cheese	£11.55
Grilled Salmon	£12.75	Spinach and Cheese Pie	£10.75



3. 5D Viewing Activity:

Play relevant video clips of "A Meal in Weifang". Students complete event sequencing and multiple-choice tasks.

Discuss cross-cultural dining etiquette differences (e.g., using chopsticks, toasting order) and strengthen cultural awareness.

B. Number these events in the order that Mr Williams mentions them.

- [2] Mr Williams used chopsticks.
- [4] Everybody laughed.
- [3] Mr Williams lost a piece of meat.
- [7] Mr Williams proposed a toast.
- [5] Mr Williams did not put the chicken bones on the extra plate.
- [1] Mr Williams went for a meal with his Chinese partners.
- [8] Mr Williams found that it was not his turn to propose.
- [6] Mrs Jones gave Mr Williams a book about what to do in China.

C. Tick (✓) the correct word or expression to complete each sentence.

1. Mr Williams was invited for a meal by his partners in Weifang | Hangzhou.
2. He found it quite easy | difficult to use chopsticks.
3. Everybody | Nobody laughed when Mr Williams lost a piece of meat.
4. Mr Williams put all the chicken bones on his plate | on an extra plate.

4. Summary: Review core sentence patterns and cross-cultural etiquette points in oral communication.

Period 8: 5E Writing & Grammar Check

1. 5E Writing Teaching:

Explain the structure of formal invitations (salutation, reason for invitation, time and place, signature), analyze common expressions in model essays (requests the pleasure of, accepts with pleasure, etc.).

Students complete the filling of invitations and replies in Part A of the textbook, check answers and imitate writing.

5E Writing

Formal Invitation

A. The following are a formal invitation and replies. Complete them with expressions from the box.

accepts with pleasure	requests the pleasure of	regrets	prevents
their end-of-year dinner	8th December this year		

INVITATION TO THE COMPANY END-OF-YEAR DINNER

Push, Warlik and Partners (1) requests the pleasure of
 Wu Dong's company at (2) their end-of-year dinner
 on (3) 8th December this year
 at eight o'clock at Ritz Hotel 30 Grovener Street
 W2 3DQ, London RSVF

A. The following are a formal invitation and replies. Complete them with expressions from the box.

accepts with pleasure	requests the pleasure of	regrets	prevents
their end-of-year dinner	8th December this year		

ACCEPTING

Mr Wu Dong
 (4) accepts with pleasure
 Push, Warlik and Partners' kind invitation to dinner
 on Monday the 8th of December
 at eight o'clock

2. Grammar Check Explanation:

Systematically explain the conversion rules of direct speech and indirect speech (tense, pronoun, adverb, sentence pattern adjustment), and demonstrate conversion methods with example sentences in Grammar Check.

Grammar Practice: Students complete Part A indirect speech conversion and Part B direct speech conversion exercises. Teachers patrol to guide, focusing on explaining error-prone points (e.g., imperative sentence conversion, interrogative sentence conversion).

Direct and Indirect Speech	
<p>A. Turn these sentences into indirect speech by writing out the words in brackets in the correct order.</p> <p>1. "I saw her yesterday," he said. (He said (that) / her / the day / he'd seen / before) <u>He said (that) he'd seen her the day before.</u></p> <p>2. He said, "Will you be here tomorrow?" (He asked (her) / there / would be / the next day / if / she) <u>He asked (her) if she would be there the next day.</u></p>	<p>B. Turn these sentences into direct speech by writing out the words in brackets in the correct order.</p> <p>2. Jack told Paul that they were waiting for him in the restaurant. (Jack said / in the restaurant / Paul / waiting for you / We're) <u>Jack said, "We're waiting for you in the restaurant, Paul."</u></p> <p>3. The waiter apologised that they didn't accept credit cards. (The waiter said / sorry / I'm / don't / credit cards / accept / we / but) <u>The waiter said, "I'm sorry, but we don't accept credit cards."</u></p>

3. Homework Assignment: Ask students to independently complete a formal invitation (Part B) and reply (Part C), and review grammar rules.

Period 9: Project, Quiz & Summary

1. Project Group Task: Students are grouped according to 9 survey topics (e.g., Survey on breakfast, Survey on favourite food), discuss survey plans, clarify divisions of labor, and initially design questionnaires or interview questions during class.

What Is It Like for You?			
<p>Work in 9 groups. Each group take one of the areas to survey. Answer the questions on your card. Then present your results to the class.</p>			
<p>Survey on breakfast</p> <ol style="list-style-type: none"> Did you have breakfast this morning? What do you usually have for breakfast? Who do you eat breakfast with? 	<p>Survey on Lunch</p> <ol style="list-style-type: none"> Where do you usually have lunch? What do you normally have for lunch? Who do you eat lunch with? 	<p>Survey on cooking</p> <ol style="list-style-type: none"> Who cooks in your family? Who is a better cook, your mother or you? What can you cook well? 	<p>Survey on vegetables</p> <ol style="list-style-type: none"> Do you enjoy vegetables? Would you stop eating meat? What vegetables do you often eat?

2. Unit Quiz: Conduct a unit quiz covering core vocabulary (e.g., the antonym of edible), reading details (e.g., characteristics of the four major cuisines), grammar (direct/indirect speech conversion), etc., to quickly test learning effects.

3. Quiz Explanation: Check answers, explain error-prone questions, and strengthen weak knowledge points.

4. Unit Summary: Teachers and students jointly sort out core unit content (vocabulary, sentence patterns, grammar, cultural etiquette) and form a unit knowledge framework diagram.

5. Homework Assignment: Each group completes the survey task after class, sorts out survey results, and prepares for the next class presentation; students review unit content to fill in knowledge gaps.

纂写教案教师:

Unit 1 余淑清 Unit 2 林春华

Unit 3 陈朝虹

Unit 5 孙冬洵