

Unit 3 Business Meals

Teaching objective

1. In warming-up: Students can apply the principles of table seating arrangement to different situations.
2. In Reading A : grasp the main idea of the text and know about the characteristics of business meals mentioned in the passage.; learn the useful words and phrases;
3. In Reading B: practical reading about menu

The method of approach

1. Discussing, listening, reading, presenting, and role-playing by the students;
2. Explanation and demonstration by the teacher;
3. After-class research and practice by the students.

Unit content

Reading A: Deals over Meals

Reading B: Friendship Lunch Menu

Listening & Speaking: Dinning out

Writing: Invitation

Mini-project: Table Setting

Grammar: Passive Voice

Time requirement: 8-9 periods

Unit Focus

entertain	confidence	imply	urgency	company
multi-tasking	pay	knowledgeable	style	grace
intelligent	representative	sought-after	build up	turn out
see...through	conduct oneself	concentrate on		

Teaching procedures

This unit is arranged for a time span of 8 hours, during which a time limit is suggested for each step. Though it's always important to keep a time limit in mind for each activity, a teacher should never stick to a rigid time plan in teaching, but rather follow a more flexible time table when dealing with unexpected in-class occurrences and make necessary adjustments accordingly. Note that not every step suggested here is a must in teaching. A teacher can make whatever changes he thinks necessary.

Hour 1:

Course introduction 45 minutes

Warming-up Task 15 minutes

Objective: Ss can apply the principles of table seating arrangement to different situations.

Suggested answers:

A-Henry B-Susan C-Mary D-David E-George

Table manners in the western countries

1. How much do you know about the table manners?

2. What are the differences between Chinese table manners and the Western table manners?

Chopsticks are used to eat most kinds of Chinese foods. Hold your chopsticks towards their end, not in the middle or the front third when dining with them.

When you are not using your chopsticks, or have finished eating, lay them down in front of you with the tips to left.

Dinner knife butter spreader (奶油刮刀) 刀

Fork: salad fork, dinner fork, dessert fork 叉 (餐叉分得很细)

Goblet: water goblet, red wine goblet, white wine goblet 酒杯

Spoon: soup spoon tea spoon 勺子

Soup bowl 碗

Service or dinner plate bread and butter plate 餐盘

Napkin 餐巾

1) As soon as the hostess picks up her napkin (餐巾), pick yours up and lay it on your lap.

2) The Soup Course

Dinner usually begins with soup. The largest spoon at your place is the soup spoon. It will be beside your plate at the right-hand side.

3) The Fish Course

If there is a fish course, it will probably follow the soup. There may be a special fork for the fish, or it may be similar to the meat fork. Often it is smaller.

4) The Meat Course

The main course is usually served by the host himself, especially if it is a fowl (鸡禽) or a roast which needs to be carved. He will often ask each guest what piece he prefers, and it is quite proper to state your preference as to lean or fat, dark (红肉) or light (白肉).

5) Using Knife and Fork

The English keep the fork in the left hand, point curved downward, and bring the food to the mouth either by sticking the points onto it or in the case of soft vegetables, by placing it firmly on the fork in this position with the knife. Americans carve the meat in the same position, then lay down the knife and taking the fork in the right hand with the point turned up, push it under a small piece of food without the help of the knife and bring it to the mouth right-side-up.

6) Helping Yourself and Refusing

If a servant passes food around, he will pass the dish at your left hand so that you

can conveniently serve yourself with your right hand. Never serve yourself while the dish is on your right; it is then the turn of your neighbor on the right. It is polite to take some of everything that is passed to you. But if there is something you may not like, you may quietly say: "No, thank you."

5) Using Knife and Fork

The English keep the fork in the left hand, point curved downward, and bring the food to the mouth either by sticking the points onto it or in the case of soft vegetables, by placing it firmly on the fork in this position with the knife. Americans carve the meat in the same position, then lay down the knife and taking the fork in the right hand with the point turned up, push it under a small piece of food without the help of the knife and bring it to the mouth right-side-up.

6) Helping Yourself and Refusing

If a servant passes food around, he will pass the dish at your left hand so that you can conveniently serve yourself with your right hand. Never serve yourself while the dish is on your right; it is then the turn of your neighbor on the right. It is polite to take some of everything that is passed to you. But if there is something you may not like, you may quietly say: "No, thank you."

9) Other Things on the Table

When there are things on the middle of the table, such as bread, butter, jelly, pickles, nuts, candies, you should not take any until the hostess has suggested that they be passed.

10) Leaving the Table

It is impolite for a guest to leave the table during a meal, or before the hostess gives the signal at the end. When the hostess indicates that the dinner is over, she will start to rise from her seat and all the guests rise from theirs at the same time.

New words in Reading A 15 minutes

Objective: Ss can get familiar with the new words and expressions, etc..

Steps:

- Ss listen to the new words and expressions, etc.
- Ss read the new words and expressions, etc.

Notes: For a class with higher English proficiency, the teacher may follow the following steps:

- Ss preview the new words and expressions.
- Ss read the new words and expressions.
- Ss dictate several important new words and expressions.

Discussions before Reading A 15 minutes

Objective: Ss can get familiar with the new words and expressions, etc..

Steps:

- Ss know something about Reading A.
- Ss discuss the following two questions:

1. What do you think are good table manners?
 2. What do you about deals over meals?
- Comment briefly on their work.

Hours 2-3:

Reading A 45 minutes

Language points 35 minutes

Paragraph 1

entertain: v. to invite people to your home for a meal or party or take your company's customers to have a meal, drinks, etc.; to do something that amuses or interests people

e.g. I'll entertain my friends over the weekend.

The child was entertaining himself with his toys.

build up: to build; to increase, or become bigger or stronger gradually

e.g. They have built up a good reputation.

The noise built up until she couldn't stand it any longer.

formal: a. appropriate for official or serious situations or occasions

e.g. I only wear this suit for formal dinners.

Our boss is very formal; she doesn't call anyone by their first name.

Paragraph 2

imply: v. to make something understood without expressing it directly

e.g. I do not imply that you are wrong.

urgency: n. something very important and needing to be dealt with immediately

e.g. Well, take it easy! It isn't a matter of urgency.

company: n. the state of being with someone

e.g. Rita's husband is away for the week, so I think

I'd better go over and keep her company.

Paragraph 3

turn out: to have a particular result; to happen in a particular way

e.g. That man we met turned out to be Maria's second cousin.

Don't worry. I'm sure it will all turn out fine.

pay: v. to bring a good result or advantage for someone

e.g. It usually pays to tell the truth.

be on one's best behavior: to behave as well and politely as you can, especially in order to please someone

e.g. I want you to be on your best behavior at Granddad's.

knowledgeable: a. (of a person) knowing a lot

e.g. Dick is very knowledgeable about wines.

see someone through (something): to help someone continue doing something, especially something difficult or unpleasant, until it is finished

e.g. This overcoat has seen me through many severe winters.

He saw me through all the hard times.

intelligent: a. having a high level of mental ability; good at understanding ideas and thinking quickly and clearly

e.g. All teachers regard Jimmy as an intelligent student.

intelligently: ad. in an intelligent way

e.g. You have to speak intelligently at this important business meeting.

Paragraph 4

come in handy: to be useful

e.g. I'll put these bottles in the cupboard—they might come in handy someday.

conduct: v. to behave in a particular way, especially in a situation where people judge you by the way you behave; to carry out

e.g. Public figures have a duty to conduct themselves responsibly.

The company conducted a survey to find out what their customers think about the new product.

concentrate (on): v. to think very carefully about something that you are doing

e.g. She was concentrating on her book and didn't know what had happened.

Paragraph 5

sought-after: a. wanted by a lot of people

e.g. Doctors are the most sought-after people in the area.

Task 1, 2 10 minutes

Task 1

Objective: Ss can find some specific information in the passage.

Steps:

- Ss do Task 1.
- Ask Ss to work individually.
- Check the answers.

Suggested Answers:

Task 2

Objective: Ss can find some specific information in the passage.

Steps:

- Ss do Task 2.
- Ask Ss to work individually.
- Check the answers.

Suggested Answers:

Language lab 45 minutes

Task 1 5 minutes

Objective: Ss know the spelling and meaning of the words and expressions from Reading A.

Steps:

- Ss read Task 1.
- Allow Ss 5 minutes to do the task.
- Check the answers.

Key

Key: 1. E 2. D 3. A 4. H 5. I 6. B 7. J 8. C 9. G 10. F

Task 2 10 minutes

Objective: Ss can use the words and expressions from Reading A.

Steps:

- Ss do Task 2.
- Ask Ss to work individually.
- Check the answers.

Answers

- | | | | |
|------------------|--------------------|------------|------------------|
| 1. entertaining | 2. manners | 3. implied | 4. urgency |
| 5. intelligently | 6. formal | 7. conduct | 8. knowledgeable |
| 9. turned out | 10. representative | | |

Task 3 10 minutes

Objective: Ss can use the words and expressions from Reading A.

Steps:

- Ss do Task 3.
- Ask Ss to work individually.
- Check the answers.

Key:

1. He has built up a good reputation for his business.
2. My little brother was on his best behavior in the summer camp.
3. If you have a difficult time, I'll see you through.
4. Don't throw the plastic bags away, as they may come in handy.
5. It pays to know what you don't know.

Task 4 10 minutes

Objective: Ss can express ideas in writing using the two models outlined for Task 4.

Steps:

- Read the models to Ss with an explanation if needed.
- Ss work in pairs.
- Check the answers.

Key:

Model 1

1. He did not know where to go.
2. We have not decided whether to go there or not.
3. I can tell you how to get to the cinema.

Model 2

1. Where is the book which/that I bought this morning?
2. The teacher who teaches you Spanish will come tomorrow.
3. The woman who is speaking at the meeting is our manager.

Task 5 10 minutes

Objective: Ss can use the vocabulary in Reading A for translation.

Steps:

- Ss work individually or in pairs and translate the sentences.
- Ask two Ss to write their translations on the board.
- Comment briefly on their work with emphasis on the structures of their sentences.

Key:

1. It pays a lot to be careful in work.
2. I have just enough money to see me through a year in the US.
3. It turned out that he had never worked in that company.
4. It is bad manners to stare at people.
5. It's too noisy outside for me to concentrate on my work.
6. The Board of Directors selected him to be the General Manager of the company.
7. Roast Chicken is my favorite dish in this Thai restaurant.
8. We had ice cream for dessert after the main course.

Hours 4-5:

Listening 45 minutes

Task 1 5 minutes

Objective: Ss can understand the conversation and choose the best answer.

Script:

M: Excuse me, you must be Ms. Green from Australia?

W: Yes, I'm Lisa Green from Australia.

M: How do you do, Ms. Green. I'm Peter Smith, secretary to the Sales Manager of the GM Electronics.

W: How do you do, Mr. Smith. I'm very glad to meet you.

M: Glad to meet you too, Ms. Green. The waiting room is over there. Let's take a short rest there and then we can go to the hotel.

W: Thanks very much for your arrangement.

Q1: Where is Ms. Green from?

Q2: What is Peter's job?

Q3: What will the two speakers probably do next?

Key: 1. D 2. C 3. B

Task 2 10 minutes

Objective: Ss can find specific information from listening to a passage related to the theme.

Script & Key:

M: Hi Diana, thanks for your help on the contract. We're having a dinner this evening to celebrate getting the contract. We'd love you to come.

W: I'd love to, but I'm afraid I have to work overtime tonight.

M: That's a pity! Maybe you could join us a little later?

W: I'm really sorry. I just can't make it this time. I'm going on a business trip tomorrow and have got an early plane to catch.

M: Sorry you can't be there. Maybe some other time?

W: Sure. Anyway, thanks for asking. Hope you guys have fun!

Task 3 10 minutes

Objective: Ss can accurately write down the missing information.

Script:

M: Good morning, Season Hotel. May I help you?

W: Good morning. I'd like to book two single rooms.

M: OK. May I have the names, please?

W: Sure. Please reserve the rooms under the names of Angel Smith and Mark Johnson.

M: Angel Smith and Mark Johnson... No problem. When will they be arriving?

W: This Friday, and they will stay for five nights.

M: This Friday will be July 25th and they are leaving on July 30th. Right?

W: Exactly.

M: Any requirements for the rooms, Miss?

W: Yes. I'd prefer them with a view of the sea.

M: OK. I see. The room numbers are 1606 and 1608.

W: Thank you very much for your help. Bye.

Key:

Task 4 10 minutes

Objective: Ss can decide whether the statements are true or false.

Script:

M: Here we are at the Hongfu Restaurant. What would you like to eat, Ella?

W: Of course I'd like to have some Chinese food. But I know very little about it. Could you recommend some?

M: Sure. This restaurant is famous for its Kungpao Chicken, Sweet-and-Sour Fish, Mapo Tofu and Tomato and Egg Soup.

W: Wow, what a variety! Let's try the chicken and the fish, shall we?

M: That sounds great. How about a Kungpao Chicken, a Sweet-and-Sour Fish, a

Tomato and Egg Soup, and two bottles of Tsingtao beer?

W: My mouth is already watering.

M: You know we usually serve the food first and then the soup. But if you like, we can ask for the soup first.

W: Oh, that is very kind of you. Thank you.

Key

Key: 1. F knows little about

2. T

3. F two bottles of Tsingtao beer

4. F before

Task 5

10 minutes

Objective: Ss can find specific information from listening to a passage related to the theme.

Script & Key:

The main difference between Chinese and Western eating habits is that in the West everyone has their own plate of food, while in China the dishes are placed on the table and everyone shares. If you are being treated by a Chinese host, he will do the best to give you a taste of many different types of dishes. The Chinese are very proud of their food culture, and will do their best to show their hospitality.

The meal usually begins with a set of at least four cold dishes, to be followed by the main courses of hot meat and vegetable dishes. Soup then will be served followed by staple food ranging from rice, noodles to dumplings.

Perhaps one of the things that surprise a Western visitor most is that some Chinese hosts like to put food onto the plates of their guests. This is a sign of friendship and politeness. It is always polite to eat the food. But if you do not like it, just leave the food on the plate.

Speaking 45 minutes

Task 6

45 minutes

Objective: Ss are able to ask and give advice with the useful expressions.

Steps:

- Ss read Task 6.
- Ss work in pairs to ask and give advice.
- Ss complete the chart.

Key: (Omitted)

Extensive Reading

1. Ask the students to discuss in pairs something about west meals manners
2. Read the passage. Then match the business meals with their characteristics.
3. Lead the students to read the text together part by part and ask them to answer some simple questions to check whether they have understood the passage or not.

Para1

Westerners do an extraordinary amount of business over meals, from a quick breakfast

to “working lunches” to cocktail receptions and formal dinners.

amount of 不可以修饰可数名词。例子: a fair amount of 大量 a great amount of 大量 a incalculable amount of 不计其数的 a large amount of 大量 a limited amount of 极少数; 极少量 a moderate amount of 适量 a small amount of 少量 a substantial amount of 大量 a suitable amount of 适量 a vast amount of 大量 an amount of 一般是指某个物体的的多少, 一般用 an large amount of 等。

the amount of 一般是某个物体的具体的数量, 后面一般加名词

a number of 与可数、有生命或无生命的名词连用。如:

The president has made a large number of mistakes. 总统已犯了许多错误。

a number of 与 an amount of 的意思差不多, 但一般后面加群体性的名词, 如: people.

the number of 也和 the amount of 差不多, 也是后面一般加群体性名词

Para2

1. Breakfast meetings rarely last more than an hour.

More than

A. “More than + 名词”表示“多于……”、“非但……尤其是”如:

1) Modern science is more than a large amount of information.

2) Jason is more than a lecturer; he is a writer, too.

● B. “More than + 数词”含“以上”或“不止”之意, 如:

3) I have known David for more than 20 years.

4) Let's carry out the test with more than the sample copy.

● C. “More than + 形容词”等于“很”或“非常”的意思, 如:

5) In doing scientific experiments, one must be more than careful with the instruments.

6) I assure you I am more than glad to help you.

● D. 在“More...than...”中, 肯定“more”后面的而否定“than”后面的, 约等于“是……而不是……”如:

7) The difference between pure linguistics and applied linguistics is more apparent than real.

8) This book seems to be more a manual than a text.

9) Catherine is more diligent than intelli-gent.

10) Hearing the loud noise, the boy was more surprised than frightened.

● F. “No more...than...”表示“不……; 不如……”, 如:

14) I can no more do that than anyone else.

15) A learner can no more obtain knowledge without reading than a farmer can get good harvest without ploughing.”

“No more.....than...”的语义, 也可用“not any more than...”来取代, 因此 15 可以变成 16。

16) A learner cannot... any more than ...”同样的, 17 可以变成 18:

17) Dr Hu is no more a poet than Dr Wu is a philosopher.

18) Dr Hu is not a poet any more than Dr Wu is a philosopher.

此外, “more than”也在一些惯用语中出现, 如:

19) More often than not (经常), people tend to pay attention to what they can take rather than what they can give.

20) All of us are more than a little concerned about (非常关心) the current economic problems

2. Lunch is usually best for getting to know a guest a bit better.

a bit 与 a little 这两个词组意思相同, 有时可以互换, 但却又有各自独特的用法.

I. 相同之处

1). a bit 与 a little 都可作程度副词, 表示"稍微、一点儿"的意思, 修饰动词、形容词、比较级等, 二者可以互换。例如:

Will you please turn down the radio a bit/a little?(动词)请你把收音机声音关小一点好吗?

She's a bit/a little afraid of the teacher.(形容词)她有点怕老师。

Her mother feels a bit/a little better today.(比较级)她母亲今天感觉好一些。

2). for a bit 和 for a little 意思相同, 相当于 for a while 或 for a short time, 可互换。例如:

Let's rest for a bit/a little. 让我们休息一下。

II. 不同之处

1). a little 可以直接修饰不可数名词, 而 a bit 修饰不可数名词时, 只能用 a bit of。例如:

Tom has a little money./Tom has a bit of money. 汤姆有一点钱。

但是, 当 a little 修饰的名词前有 this, that, 所有格等限定词时, 也要用 a little of 结构。例如:

I want to drink a little of that drink. 我想喝点那种饮料。

2). a bit 和 a little 与 not 连用时, 意思大相径庭。not a bit = not at all, 意为"一点也不"; not a little = very much, 意为"十分"、"相当"、"极其"。例如:

He is not a bit tired. 他一点不累。

He is not a little tired. 他很累。

3. Generally, this is not a time to talk about business, but rather a time to get to know the other person and enjoy each other's company.

Not...but rather.....不是.....而是

Para 3

1. Business meals are multi-tasking jobs which can often turn out to be nightmares.

Which 引导的定语从句, which 在从句中作主语。

2. it pays to be on your best behavior at any such meal.

pay: 有利, 划算

It will pay to be kind to others.

好心会有好报。

It pays to learn a foreign language.

学外语是值得的。

Para 4

After all, you are trying to have a conversation with your guest, not concentrating on which fork to use.

可以改写为 not concentrating on which fork we should use.

Para 5

at the table 基本翻译: 在谈判中

网络释义

At the table:在桌子旁|在桌旁|吃饭时

sit at the table:坐在桌边|坐在桌子旁

Meal at the Table:餐桌上用餐

at table 基本翻译

a. 在进餐

网络释义

at table:在餐桌边, 在进餐时|在用餐|在餐桌边

sit at table:吃饭

wait at table:伺候进餐

Step 3. Exercise

Lead the students to discuss Task 2 and fill in the form without rereading the passage.

Then check the answers together.

Step 4. Assignments

1.Task 3 of language lab

2.Exercises. on the workbook

Practical Writing (Invitation)

邀请信是邀请亲朋好友或知名人士、专家等参加某项活动时所发出的请约性书信。在国际交往以及日常的各种社交活动中, 这类书信使用广泛。

英文邀请信可分为两种。一种为正规的格式 (formal correspondence), 亦称请柬 (invitation card), 这是一种正规的邀请信, 格式严谨而固定, 一般适用于较庄重严肃的场合。另一种是非正式格式 (informal correspondence), 即一般的邀请信, 适用于一些平常的事情的邀请, 通常邀请人同被邀请人之间比较熟悉, 这种邀请信具有简短、热情的特点。

(一) 邀请信的写法

1) 活动名称及目的

写明邀请对方参加什么活动, 以及邀请的原因和目的等。

2) 活动细节及注意事项

写明活动安排的细节及需要告诉对方的注意事项。诸如时间、地点、参加人员、人数, 需要做些什么样的准备以及需要穿着什么的服饰。要求穿礼服时, 须在请柬的右下角注明 dress: formal; 较随意时可用: dress: informal。

3) 回函要求

希望被邀请人收到请柬后对是否接受邀请给予答复的, 请柬下方要用 R.S.V.P.或 rsvp. (原为法语, 意味: 请赐复) 字样。右下方是主人的电话号码。请柬全文用第三人称。如果主人和客人的姓名都写在请柬的正文里, 称呼和结束语可省去。否则, 需在结尾加上结束语。

4) 请柬通常有一定的格式:

首先是主人的姓名 (要用全称) 或头衔;

第二部分是 request (s) the pleasure / honor of, 相当于汉语中的“恭请”;

第三部分客人的姓名 (要用全称) (加's) 或用 Your (泛指);

第四部分是 company / presence at..., 相当于汉语中的“光临...”;

第五部分是日期;

第六部分是钟点;

第七部分是地点。

例如：

The Chairman of
Far East Shipping Group
requests
the honor of your presence
at the opening ceremony
on Monday morning, the fifth of March
from nine to eleven o'clock
2851 Pudong Avenue
Shanghai

Reading B

西餐主食 Western Food bread

面包 toast 烤面包/土司 rye bread 黑麦面包 bun 小圆面包 hamburger 汉堡包
bacon cheeseburger 腊肉奶酪汉堡包 sandwich 三明治 tuna sandwich 金枪鱼三
明治 hotdog 热狗 biscuits/crackers/cookies 饼干 pancake 烤饼/薄饼 pizza 比萨
饼 meat-pie 肉馅饼
barley gruel 大麦粥 oatmeal 燕麦粥 French fries 炸薯条 pudding 布丁
macaroni 通心面 spaghetti 意大利面条

主菜 Entrees 西餐主菜 Western Entrees beef steak

牛排 (rare) 半熟的(牛排) roast beef 烤牛排 (medium-rare) 适中偏生的(牛排)
curry beef 咖喱牛排 (medium) 适中的(牛排) real cutlet/veal chop 小牛排
(medium-well done) 适中偏熟的(牛排) roast veal 烤小牛排 (well done) 熟透
的(牛排) spiced beef 五香牛排 braised beef 焖牛排 roast mutton 烤羊肉 lamb
chop 羊排 pork chop 猪排 sliced ham 火腿片 roast turkey 烤火鸡 roast chicken
烤油鸡 curried chicken 咖喱鸡 roast duck 烤鸭 smoked carp 熏鲤鱼 sardine 沙
丁鱼 fried fish 炸鱼 fried eggs 煎鸡蛋 boiled eggs 煮鸡蛋 poached eggs 荷包蛋
omelet/omelette 摊鸡蛋/蛋卷 pickled cucumber 酸黄瓜 salad 色拉 salad dressing
色拉酱 chicken salad 鸡色拉 French

法式(色拉酱) vegetable salad 素菜色拉 Italian 意大利式(色拉酱) ham salad
火腿色拉 Blue cheese 蓝乳酪式(色拉酱) Russian 俄式(色拉酱) baked potato
烤土豆 mashed potato 土豆泥

清汤 pottage/thick soup 浓汤 broth 肉汤 beef soup 牛肉汤 tomato soup 西红柿
汤 cabbage soup 洋白菜汤 vegetable soup 菜汤 chicken soup 鸡汤 creamed
chicken soup 奶油鸡汤 fish and tomato soup 红鱼汤 creamed ham soup 奶油火腿
汤 beef balls soup 牛肉丸子汤 creamed prawn soup 奶油虾汤 beef and vegetable
soup 牛肉蔬菜汤 creamed spinach soup 奶油菠菜汤 hot and sour soup 酸辣汤
minced chicken and corn pottage 鸡茸粟米汤 curry chicken soup 咖喱鸡汤
Grammar (passive Voice)

被动语态的用法:

1、不知道或没有必要指出谁是动作的执行者时。

The bridge was built last year.这座桥是去年建造的。

He was elected chairman.他被选为主席。

2、当更加强调动作的承受者时。此时动作的执行者由 by 引导置于谓语动词之后，不需要时可以省略。

The room hasn't been cleaned yet.房间还没有打扫。

The tiger was killed by him.老虎被他杀死了。

3、当动作的执行者不是人时，多用被动语态。如:

The window was blown by wind.窗户被风吹开了。

The whole village has been washed away by the flood.整个村庄都被洪水冲走了。

4、表示客观的说明常用"It is + 过去分词."句型。

It is said that Lucy has gone abroad.据说露茜已经出国了。

It is believed that he is a spy. (=He is believed to be a spy.)大家相信他是个间谍。

其它常见的"It is + 过去分词+ that"句型还有

It is reported that...据报道

It is said that...据说

It is believed that...大家相信

It is suggested that...有人建议

Listening & Speaking

Task 1 Peter is meeting a guest at the airport. Listen to the conversation and choose the best answer to each question you hear.

Task 2 Listen to the conversation and fill in the blanks with what you hear.

Task 3 John works in Season Hotel. He is receiving a phone call. Listen to the conversation and fill in the hotel reservation form

Task 4 Listen to the conversation and decide whether the following statements are true or false. Then write key words to support your answers.

Task 5 Listen to the passage twice and fill in the blanks with what you hear.

Writing

45 minutes

Task 1

15 minutes

Objective: Ss can get familiar with the style of invitation.

Steps:

- Ss do the task individually.
- Ss compare with each other's answers.
- Provide help if needed.
- Present the answers.

Key:

1. On many occasions people will send and receive invitations, such as a celebration,

a banquet, a reception, a party, a dinner, a concert or just a football match.

2. An invitation usually includes the event, date, time and place. If necessary, indicate the appropriate dress, or ask for a response by a specific date.

Task 2

15 minutes

Objective: Ss can get familiar with the style of invitation.

Steps:

- Ss do the task individually.
- Ss compare with each other's answers.
- Provide help if needed.
- Present the answers.

Key:

1. The dinner for Mr. and Mrs. Mark Stevenson will be held at Grand Hotel.
2. Sarah invites her friends to celebrate her birthday.
3. "RSVP" means "please reply". (French abbreviation for "please reply")
4. Bob invites Lisa to a concert.

Task 3

15 minutes

Objective: Ss can write an invitation, and can make a response by accepting or declining it.

Steps:

- Ss do the task individually.
- Ss compare with each other's answers.
- Provide help if needed.

Hour 8:

Mini-Project

40 minutes

Objective: Ss search online for the rules of table setting for a Western dinner and give illustration in class.

Steps:

- Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; Teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- Defining the project. Go through the project with the class and clarify requirements. You are advised to do it after Ss study Reading A. Explain that those tableware pictures on Ss' books are to make the task easier. Ss can simply draw a picture to illustrate the rules.
- Timing & cooperation. Give Ss the deadline for completion and guidelines on working together. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- Presentation. Ss present their evidence for completion. In this project, they can use either real tableware or a picture to explain table setting rules orally in class. Ask them

to do it after they study the whole unit.

Quiz

5 minutes