



1

Unit

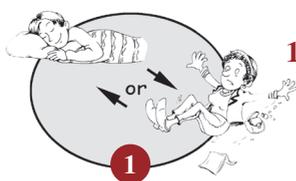
Learning Focus

Please pay attention to the following important items in this unit.

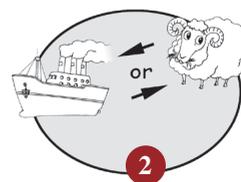
- **Pronunciation:** Distinguish four groups of phonetic sounds:
 - /i:/ /ɪ/ /e:/ /ɛ/ /p/ /b/ /p/ /f/
- **Listening:** Get familiar with the topic of “college life”.
- **Speaking:** Memorize useful expressions for greetings and introductions:
 - Good morning/afternoon/evening.
 - Nice/Glad/Pleased/Good/Happy to meet you.
 - Please allow me to/let me introduce myself. My name is...
 - I'd like you to meet...

Telling Apart

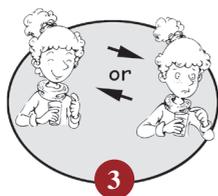
Task 1 You will hear 8 sentences. After each sentence, there will be a pause of 10 seconds. During the pause, circle the word you hear in each sentence. The sentences will be spoken only once.



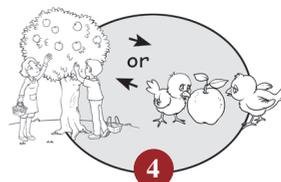
1 Be careful! Don't **sleep/slip** on the floor.



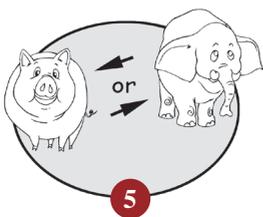
2 There is a **ship/sheep** over there.



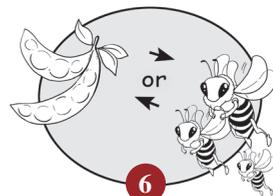
3 The soup is **better/bitter** for me.



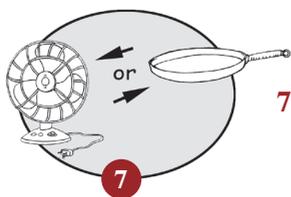
4 They are **picking/pecking** apples.



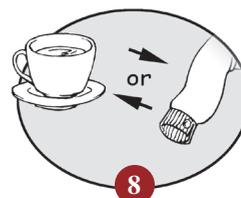
5 Sam really made a **pig/big** of himself at dinner.



6 You can take a photo of those **peas/bees**.



7 My mother bought a **fan/pan** yesterday.



8 Can't you see your **cup/cuff** is dirty?

Telling Apart

This part is designed to help students practice the pronunciation of the following phonetic sounds: /i:/, /ɪ/, /e/, /p/, /b/ and /f/.

Task 1

Teaching Tips

In this task, students should learn to pronounce the words correctly, while the meanings of the words are not so important.

- Play the recording and check students' answers.
- Play the recording again, stop after each sentence and ask some students to repeat. Correct their pronunciation when necessary.

Tapescript

- 1 Be careful! Don't slip on the floor.
- 2 There is a sheep over there.
- 3 The soup is better for me.
- 4 They are picking apples.
- 5 Sam really made a pig of himself at dinner.
- 6 You can take a photo of those bees.
- 7 My mother bought a pan yesterday.
- 8 Can't you see your cuff is dirty?

Key:

- | | | | |
|---------|----------|-----------|------------|
| 1. slip | 2. sheep | 3. better | 4. picking |
| 5. pig | 6. bees | 7. pan | 8. cuff |

Task 2 Read the following sounds and words aloud after the recording and compare them.

Vowels					
/i:/	sleep	sheep	cheek	heat	beat
/ɪ/	slip	ship	chick	hit	bit
/e/	better	peck	pen	letter	fell
/ɪ/	bitter	pick	pin	litter	fill

Consonants					
/p/	p <u>i</u> g	p <u>e</u> as	p <u>a</u> rk	p <u>e</u> ar	cap
/b/	b <u>i</u> g	b <u>e</u> es	b <u>a</u> rk	b <u>e</u> ar	cab
/p/	p <u>a</u> n	c <u>u</u> p	c <u>o</u> py	p <u>a</u> t	p <u>u</u> ll
/f/	f <u>a</u> n	c <u>u</u> ff	c <u>o</u> ffee	f <u>a</u> t	f <u>u</u> ll

Task 3 Read the following proverbs, sayings, and tongue twister after the recording and practice more by yourself.

Proverbs and sayings

A friend in need is a friend indeed.

患难见真情。

A little learning is a dangerous thing.

一知半解，害人不浅。

All's well that ends well.

结果好就是好。

East or west, home is best.

金窝银窝不如自家狗窝；天下唯家好。

Seeing is believing.

眼见为实。

Tongue twister

A big black bear bit the back
of a big black pig.

Then a big black bug bit the back
of the big black bear.

And when the big black bug bit
the big black bear,

The big black pig bit back
the big black bear.

Task 2**Teaching Tips**

Some of the words here are rarely seen. They were chosen simply to make sure that students have enough exercises. Students should pay more attention to the pronunciation of phonetic symbols and words rather than their meanings.

- Play the recording and ask students to read aloud after it.
- Ask students to practice each group of phonetic sounds and words in small groups or individually. When they are practicing, correct their pronunciation if necessary.

Optional exercises

- Ask one student to read one word from each group, and then let other students decide which one is read.
- Ask students to add more words to each group:
 - a. deep/dip, feel/fill, feet/fit, steel/still, read/rid, leave/live, meal/mill, beaten/bitten, heel/hill, feast/fist
 - b. bet/bit, dead/did, check/chick, net/knit, fed/fit, head/hid, led/lid
 - c. peach/beach, pace/base, pill/bill, pump/bump, pox/box, pull/bull, rope/robe, pie/buy
 - d. pin/fin, clip/cliff, pat/fat, pine/fine, pea/fee, pool/fool, pale/fail

Task 3**Teaching Tips**

The proverbs, sayings, or tongue twister contain the phonetic sounds practiced in Task 1 and Task 2.

- Ask students to read the proverbs and sayings several times until they can learn them by heart. Call students' attention to the easily confused words or sounds.
- Practicing the tongue twister can be an assignment. Ask students to practice it after class. Next time the teacher can check to see who speaks the tongue twister best.

Testing Your Ears

Listening Tips

Always listen with a **specific purpose** in mind. Ask yourself what you are listening for. Are you listening for a general understanding of the whole lecture or conversation? Or are you listening for specific information?



New Words

homesick	adj.	想家的；思乡的
married	adj.	结了婚的；已婚的
math	n.	数学
physics	n.	物理；物理学
subject	n.	学科；科目
theater	n.	剧场；戏院；电影院
wild	adj.	疯狂的；放肆的；狂热的

Phrases and Expressions

catch a cold	感冒
computer science	计算机科学
get along with	进展；与……相处
go shopping	购物
hand in	交上；提交；呈送
have a day off	休一天假
on one's own	独立
worry about	担心

Task 1 You will hear 8 questions. After each question, there will be a pause of 10 seconds. The questions will be spoken twice. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D.

Example:

You will hear: Mr. Smith is not in. Would you like to leave him a message?

You will read: A. I'm not sure. B. You're right.
C. Yes, certainly. D. That's interesting.

From the question, we learn that the speaker is asking the listener to leave a message. Therefore, C. Yes, certainly. is the correct answer. Now listen.

- A. I'm a nurse. B. I'm married.
C. No, I can't. D. Physics.
- A. I've caught a cold. B. Yes, I am.
C. You are welcome. D. Thanks a lot.
- A. Well, you can't. B. Do you believe it?
C. Everyone says so. D. Yes, it's even harder than people say.

Testing Your Ears

This part is designed to help build students' ability in listening. All the exercises here are concerned with college life.

Tell students to read the four choices in advance so as to be prepared for the questions and conversations when they deal with Task 1 and Task 2.

Task 1

Teaching Tips

This task checks students' ability to provide proper answers to different questions.

- Call students' attention to the importance of grammatical coherence when doing this type of exercises.

Tapescript

- 1 What are you studying?
- 2 Are you homesick at college?
- 3 Is that math course really as hard as everyone says?
- 4 How is your daughter getting along with her studies?
- 5 Which do you like better, art or music?
- 6 Is learning Japanese difficult for you?
- 7 I really enjoy college life here. How about you?
- 8 What did you do after finishing college?

Key:

1. D 2. B 3. D 4. B
5. B 6. A 7. D 8. C

Optional exercises

After checking the answers, let students work in pairs to ask and answer the questions by themselves.

- | | | |
|---|---|---|
| 4 | A. She is kind.
C. She often writes to me. | B. Very well.
D. She is tall. |
| 5 | A. Take it easy.
C. Good idea. | B. Art.
D. That's wrong. |
| 6 | A. No, it isn't.
C. I like it. | B. It takes time.
D. It's my pleasure. |
| 7 | A. Yes, they are.
C. Don't mention it. | B. No, they aren't.
D. So do I. |
| 8 | A. No, I didn't.
C. I traveled around the world. | B. Yes, of course.
D. For 2 years. |

Task 2 You will hear 8 short conversations. After each conversation, there will be a recorded question. After each question, there will be a pause of 10 seconds. The conversations and questions will be spoken twice. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D.

Example:

You will hear: W: Are you catching the 10:15 flight to New York?
M: No. I'll leave this evening.
Q: What are the two persons talking about?

You will read: A. New York City. B. An evening party.
C. A plane trip. D. The man's job.

From the conversation, we learn that the man is to take a flight to New York. Therefore, C. A plane trip. is the correct answer. Now listen.

- | | | |
|---|--|--|
| 1 | A. At 8:00.
C. At 7:30 | B. At 7:00.
D. At 6:30. |
| 2 | A. For 30 years at most.
C. For 5 years at most. | B. For 15 years at least.
D. For 50 years at least. |
| 3 | A. To see a play.
C. To go swimming. | B. To go shopping.
D. To go to see her mother. |
| 4 | A. It's not as good as it was.
C. It's better than it used to be. | B. It's better than people say.
D. It's not better than people say. |

Task 2**Tapescript**

- 1 W:** Oh, no. It's 8 o'clock already. I still haven't finished the exercises.
M: Don't worry. The clock is half an hour fast.
Q: When does the conversation happen?
- 2 M:** I have been working in this school for 15 years.
W: Mrs. More has been working here as long as you.
Q: How long has Mrs. More been working?
- 3 M:** The teacher said we might have a test tomorrow.
W: Oh, no! I planned to go to the theater this evening.
Q: What did the woman plan to do?
- 4 W:** Is this university really as good as people say?
M: It used to be even better.
Q: How's the university?
- 5 M:** I'm worried about sending Shelly to college. Most college students are so wild now.
W: Only a few are.
Q: What does the woman mean?
- 6 W:** You study harder than David.
M: But Tony studies even harder.
Q: Who studies the hardest?
- 7 M:** I heard you've got the highest mark in our class.
W: I'm sure you've also done a good job.
Q: Who are the speakers?
- 8 M:** I'd like you to hand in your paper the day after tomorrow.
W: So I should hand it in on Friday.
Q: What day is today?

Key:

1. C 2. B 3. A 4. A
 5. C 6. D 7. C 8. A

- 5 A. She agrees with the man. B. She is wild, too.
 C. She doesn't agree with the man. D. The man is wild, too.
- 6 A. David. B. The woman.
 C. The man. D. Tony.
- 7 A. Two teachers. B. A teacher and a student.
 C. Two students. D. A father and a daughter.
- 8 A. Wednesday. B. Monday.
 C. Tuesday. D. Sunday.

Task 3



Conversation 1

Listen to Conversation 1, and then look at the list of the subjects below. Check (✓) the two speakers' favorite (最喜爱的) subjects. The conversation will be spoken twice.

	Music	English	History	Math	Computer science	Art
Frank						
Daisy						

Conversation 2



Listen to Conversation 2. Match the information in Column A with that in Column B according to the conversation. The conversation will be spoken twice.



Column A (Name)	Column B (Reason)
1. Richard	A. Talking with friendly people
2. Carol	B. Being on his/her own
3. Susan	C. Having Fridays off

Task 3**Teaching Tips**

This task is designed to help build students' ability in listening for key words in a conversation.

- Help students to practice taking down key words while they are listening. This is a very useful method for any listening exercises.
- Emphasize the importance of this method in the course of teaching.

Conversation 1**Tapescript**

(This conversation is about subjects in schools.)

W: Frank, what subjects were you most interested in when you were in high school?

M: Music and history. What about you, Daisy?

W: Well, English and computer science.

Key:

Frank: Music, History

Daisy: English, Computer science

Optional exercises

Ask students what subjects they were interested in when they were in high school.

Conversation 2**Tapescript**

(This conversation is about college life.)

W: Can you tell me what you like about college, Richard?

M: Well, I like a lot of things about it. Most of all, I like being on my own at college.

W: How about Susan and Carol? Do you know what they like about college?

M: Susan has told me she likes talking with friendly people there. And Carol, I think, likes having Fridays off.

Key:

1→B 2→C 3→A

Optional exercises

Ask students what they like about college life.

Opening Your Mouth

New Words

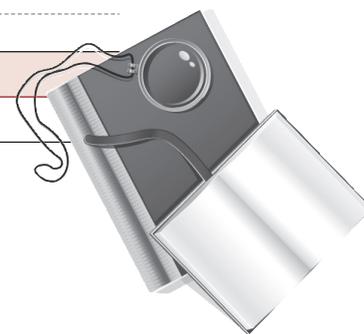
businessperson	<i>n.</i>	商人；实业家
classmate	<i>n.</i>	同学
introduce	<i>v.</i>	介绍；引见

Phrases and Expressions

by the way	顺便一提；顺便请问
spare time	业余时间

Proper Names

Foreign Studies College	外国语学院
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Task 1 Read and practice the short conversations.

1

W: Hi, Robert. How are you?
M: Great, thanks. And you?
W: Terrible. I've caught a cold.

2

M1: Good morning, Mr. Morgan.
How are things with you?
M2: Everything is all right. Thank
you, Paul.

3

W1: Hi, Lisa. I haven't seen
you for ages.
W2: It really has been a long
time.

4

W: Hi. My name is Nicole.
M: I'm Paul.
W: It's a pleasure to meet you.
M: Nice to meet you, too.

5

W: Please allow me to introduce
myself. My name is Bonnie.
M: Glad to meet you.
W: Glad to meet you, too.

6

M1: Lisa, I'd like you to meet
my classmate, Paul.
W: How do you do?
M2: How do you do?

Opening Your Mouth

This part is designed to help build students' ability in speaking.

Task 1

Teaching Tips

This task presents the expressions for greetings and introductions and helps students practice them.

- Play the recording and ask students to read after it.
- Ask students to work in pairs to act out the short conversations.
- Ask students to list more expressions for greetings and introductions.

The following expressions are for the teacher's reference.

Greetings	Responses
1. Hi./Hello.	1. Hi./Hello.
2. Good morning/afternoon/evening.	2. Good morning/afternoon/evening.
3. How do you do?	3. How do you do?
4. How are you/you getting along/you doing/you keeping?	4. Fine, thanks. And you?/Very well./Oh, I can't complain.
5. How are things (going) with you?	5. Pretty good./OK, I guess.
6. How's everything (going) with you?	6. Everything is all right./OK./Not too bad./Great.
7. Nice/Glad/Pleased/Good/Happy to meet you.	7. Nice/Glad/Pleased/Happy to meet you, too.
8. I haven't seen you for ages/weeks/months/such a long time.	8. It really has been a long time.

Introductions	Responses
1. My name is... You must be... I'm... May I introduce myself? I'm...	1. It's a pleasure to meet you. How nice to meet you! Nice/Glad/Pleased/Good/Happy to meet you.
2. Have you met... before?	2. No, I haven't met him/her before. No, I don't think we've met before.
3. Do you know each other/him/her?	3. I remember his/her face, but I'm not sure where we've met.
4. Mary, this is... I'd like you to meet... I'd like to introduce... It is with great pleasure that I introduce... to you.	4. How do you do?

Optional exercises

Ask students to create more conversations based on the expressions.

Task 2 Read the following two conversations after the recording and pay attention to the expressions for greetings and introductions that you have just learned.

Conversation 1



M1: Hi, Nicole! I haven't seen you for ages.

W: It really has been a long time. How are you?

M1: Very well, thank you. And you?

W: Great, thanks.

M1: Nicole, I'd like you to know my friend, Sam.

W: How do you do? Very glad to meet you.

M2: How do you do? I'm glad to meet you, too.

W: Sam, are you new here?

M2: Yes, I'm a new student in Foreign Studies College.



Picture 1

Conversation 2



W: Nice party, isn't it?

M: Yes, it is.

W: My name is Jessica Evans, by the way.

M: Sorry, what's your first name again?

W: Jessica.

M: Nice to meet you. I'm Bill.

W: Nice to meet you, too. What do you do, Bill?

M: Well, I'm a businessperson.

W: Oh, are you? Where are you from?

M: I'm from England.



Picture 2

Task 2**Teaching Tips**

This task presents two conversations about greetings and introductions.

- Tell the class to look at Picture 1. Then ask some pre-listening questions like:
 - How do you describe the people in the picture?
 - What do you think they are doing?
 - What is their possible relationship?

(The answers to these questions are open.)

- Tell the class to look at Picture 2. Then ask some pre-listening questions like:
 - Where are they? *(They are at a party or...)*
 - What are they doing?
 - What can you see in the picture?

(The answers to these questions are open.)

- Let volunteer pairs act out the conversations by using gestures and displaying emotions (*shaking hands, smiling, etc.*). They can use their real names and other information instead of that used in the conversations.



Task 3 Act out the following conversations and create more according to the given situations.

Conversation 1



1 When making conversations, people usually ask about jobs and interests. First try to complete Conversation 1, and then listen to the recording to check the answers.

W: Hi. 1) _____ Alice.

M: Hi. I'm Steven. 2) _____.

W: Nice to meet you, too. So 3) _____ do you do?

M: I'm a teacher.

W: Oh, really. That's nice.

M: What do you do?

W: 4) _____ a doctor.

M: So what do you like to do in your spare time?

W: 5) _____ to music. 6) _____ you?

M: I like reading.



2 With the help of Conversation 1, make another conversation with your partner based on the situation given below.

You meet a person at your friend's home. Greet him/her and introduce yourself. Then ask about his/her job and interests.

Language Tips

When people meet for the first time, they usually greet each other and introduce themselves.

The following are for your reference.

- occupations: teacher, doctor, lawyer, nurse, engineer, businessman, etc.
- interests: painting, singing, dancing, swimming, skating, playing basketball/volleyball/tennis/soccer, etc.
- Nice/Glad to meet you!
- How do you do?
- How are you doing?
- What do you do?
- It's nice talking to you!
- How about your new job?
- What's your interest?
- What do you like to do in your spare time?

Task 3**Teaching Tips**

This task helps students create more conversations by themselves.

- Divide the class into pairs to act out the conversations.
- Ask volunteer pairs to make more conversations based on the given situations.

Conversation 1**1 Teaching Tips**

Before listening, give students enough time to think about the answers, and encourage them to discuss. Students may give different answers for the same blank; explain to students whether their answers are appropriate or not.

Tapescript

W: Hi. My name's Alice.

M: Hi. I'm Steven. Nice to meet you.

W: Nice to meet you, too. So what do you do?

M: I'm a teacher.

W: Oh, really. That's nice.

M: What do you do?

W: I'm a doctor.

M: So what do you like to do in your spare time?

W: I like listening to music. How about you?

M: I like reading.

Key:

- | | |
|---------------------|---------------------|
| 1) My name's | 2) Nice to meet you |
| 3) what | 4) I'm |
| 5) I like listening | 6) How about |

2 Teaching Tips

Divide students into pairs, and ask them to act out the situation. They can take turns playing different roles.

Example:

A: May I introduce myself? I'm Peter Wang, Linda's high school classmate.

B: Nice to meet you, Mr. Wang. I'm Mary Wilson, Linda's roommate at college.

A: Nice to meet you, Miss Wilson. You can call me Peter.

B: All right. And you can call me Mary.

A: What do you do?

B: I'm reading for my Master's Degree now. What about you?

A: I work in a company in Shanghai. What would you like to do in your spare time?

B: I like playing tennis when the weather is nice, and I also like reading books. What about you?

A: I like swimming whenever I can, but you know, my work always keeps me busy.

B: I see. I have to leave now. I'm very glad to know you, Peter.

A: It's also my pleasure, Mary.

Conversation 2



1 Rearrange the order of the following sentences to form Conversation 2 and then practice it with your partner.

- 1) Great city, isn't it?
- 2) Glad to meet you, too.
- 3) How do you do?
- 4) Well, it's been nice talking to you.
- 5) About a week.
- 6) How do you do? Glad to meet you.
- 7) Yes, it seems really interesting.
- 8) Yes, nice talking to you, too.
- 9) No, I just arrived yesterday.
- 10) Rose, can I introduce you to Jason, Jason White? Jason, this is Rose Smith. She is a teacher.
- 11) Have you been in Beijing long?
- 12) How long are you going to stay here?

— — — — — — — — — — — —

2 With the help of Conversation 2, make another conversation with your partner based on the situation given below.

You and your classmate are at the library. There you meet a foreign friend. Introduce them to each other.

Language Tips

There are some general rules for introduction:

1. A man is always introduced to a woman.
2. A young person is always introduced to an elder person.
3. A less important person is always introduced to a more important person.

The following are for your reference.

- Have you ever met...?
- I'd like to introduce you to...
- May I introduce myself?
- Allow me to introduce... to you.
- It's an honor to know you.
- This is my wife/husband/friend...

Conversation 2



1

Key:

10 — 3 — 6 — 2 — 11 — 9 — 1 — 7 — 12 — 5 — 4 — 8

M1: Rose, can I introduce you to Jason, Jason White? Jason, this is Rose Smith. She is a teacher.

W: How do you do?

M2: How do you do? Glad to meet you.

W: Glad to meet you, too.

M2: Have you been in Beijing long?

W: No, I just arrived yesterday.

M2: Great city, isn't it?

W: Yes, it seems really interesting.

M2: How long are you going to stay here?

W: About a week.

M2: Well, it's been nice talking to you.

W: Yes, nice talking to you, too.

2 Teaching Tips

Divide students into groups of three, and ask them to act out the situation. They can take turns playing different roles.

Example:

A: Have you met Annie before?

B: No, I don't think we have met before.

A: Allow me to introduce David to you, Annie. This is David Liu, my classmate.

C: Nice to meet you, Mr. Liu. I'm Annie Smith.

B: It's a pleasure to meet you, Miss Smith.

C: You can call me Annie.

B: All right. Where do you come from?

C: I come from America.

A: Annie is an exchange student from America, and she will study here for one semester.

B: Welcome to our university. If you need any help, just let me know.

C: Thank you. You're so considerate.

Conversation 3



1 Act out Conversation 3 with your partner based on the following clues (提示).

Partner A	Partner B
1) Greet B.	1) Reply and introduce yourself.
2) Introduce yourself and ask where B is from.	2) Reply and ask where A is from.
3) Reply. Ask about B's job.	3) Reply. Ask about A's job.
4) Reply.	4) Find out A's interests.
5) Reply and ask about B's interests.	5) Reply.

2 Now make another conversation with your partner based on the situation given below.

You meet a person at a party. First introduce yourself and then ask where he/she is from and what his/her job is or interests are.

Language Tips

The following are for your reference.

- Have we ever met before?
- I don't think I've had the pleasure.
- Allow me to introduce myself.
- I hope you don't mind my introducing myself like this.
- I'm very glad to know you.
- It's a pleasure to meet you.
- Nice talking to you!

Conversation 3



1

Example:

A: Hello.

B: Hello, my name is Zhang Yu. Nice to meet you.

A: Nice to meet you, too. I'm Wei Zhe. Where are you from?

B: I'm from Xi'an. Where are you from?

A: Hmm, I'm from Zhejiang. What do you do?

B: I'm a student. How about you?

A: I'm a teacher.

B: Oh, nice. What do you like doing in your spare time?

A: Er, I like going bowling. What about you?

B: I like drawing.

2 Teaching Tips

Divide students into pairs, and ask them to act out the situation. They can take turns playing different roles.

Example:

A: Excuse me. Have we met before?

B: No, I don't think so.

A: Please allow me to introduce myself. I'm Robert Brown.

B: Mr. Brown? It's a pleasure. I'm Catherine Lee.

A: I'm very glad to know you, Miss Lee. Are you a local resident?

B: No, I'm not. I come from New York.

A: The Big Apple must be very noisy.

B: Yes, it is. So I come here to spend my summer holiday.

A: What do you do in New York?

B: I'm teaching in a university.

A: That's a nice job.

B: Thank you. What do you do?

A: I used to be a lawyer, but I retired last year.

B: You must have a lot of free time now.

Talking Together

Task 1 Act out the following pictures with your partners. Be sure to use the expressions for greetings and introductions that you have just learned.



Task 2 Go around the class. Practice greeting your classmates and introducing yourself to them.

Language Tips

The following are for your reference.

- Please allow me to introduce myself.
- Would you mind my introducing myself?
- Nice to meet you.
- My name is.../I'm...
- I am/come from...
- I major in/My major is...

Talking Together

This part is designed to help build students' ability in both listening and speaking.

Task 1

Teaching Tips

In this task, students should act out their own conversations more freely. Ask some volunteers to present their acting in class.

Conversation A

Before their acting, let students look at Picture A and answer questions like:

- Where are these people? (*They are at the gate of a park or...*)
- What are they doing? (*They are greeting each other or...*)
- Do you often go to the park? Why or why not?

(*The answers to the questions are open.*)

Example:

A: Hello, Mr. Li. How are you?

B: Fine, thank you. And you?

A: I'm fine, too. I'd like you to meet my husband, Zhao Jianguo.

B: Nice to meet you, Mr. Zhao.

C: Nice to meet you, too. How do you like the park?

A: Hmm, it's really different from what I expected. In fact, I like it very much.

Conversation B

Before their acting, let students look at Picture B and answer questions like:

- Where are the two men? (*They are at a bus stop or...*)
- How often do you take a bus?
- How do you usually go to school?

(*The answers to the questions are open.*)

Example:

A: Hi, John.

B: Hi, Tony.

A: How are you?

B: Very well, thank you. And how are you?

A: Fine, thanks. Are you waiting for the bus?

B: Yes, I'm going shopping. And you?

A: I'm going home. Oh, would you like to come over to my home for dinner this weekend?

B: That's nice of you. I'm pleased to go.

A: All right. See you then.

B: See you.

Task 2

Teaching Tips

In this task, encourage students to leave their seats and go around the class greeting each other in English, as if they had never met before.

Example:

A: Hello, my name is Lily. What about you?

B: My name is Tom. Nice to meet you, Lily. Where are you from?

A: I'm from Beijing. What about you?

B: I come from Shenyang. I'm a freshman in the English Department. What's your major?

A: Oh, my major is Computer Science.

Task 3

1 Look at the chart. You are going to hear three conversations. Circle the number of each conversation next to the correct picture in the chart. Then listen again and complete the information below. Finally, practice the conversations with your partner.

Picture	Conversation	Name	Job	Where... from?
 A	1 2 3	Eric Beet	A(n) 1) _____	2) _____
 B	1 2 3	Mark	A dancer	3) _____
 C	1 2 3	Emma	A(n) 4) _____	Italy

2 Now work in groups of four. First fill in your own information. Then ask your group members questions and write down their answers in the chart. Use the key words in the chart when asking questions.

Example:

—What do you do?
—I'm a student.

Name	Where... from?	What... do?	What... like to do?

Task 3**Teaching Tips**

This task is designed to help students practice listening and asking for specific information about peoples' jobs and nationalities.

- Let students look at the pictures first, and then answer these questions:

- What are in the pictures?
- Which countries are the places in?

(Picture A: The Statue of Liberty. In the USA.

Picture B: The Eiffel Tower. In France.

Picture C: The Leaning Tower of Pisa. In Italy.)

Tapescript

1	M: Let me introduce myself. My name's Eric Beet.	W: It's Jones.
	W: How do you do? I'm Linda Jones.	M: Glad to meet you.
	M: Sorry, could you repeat your last name, please?	W: Glad to meet you, too. And what do you do?
		M: I'm a doctor. I'm from America.
2	M: Great party, isn't it?	W: Nice to meet you. My name's Emma.
	W: Yes, it is.	M: So are you a teacher?
	M: I don't think we've met before. By the way, I'm Roy.	W: Yes, I teach art. And I'm from Italy.
3	M1: Emily, I'd like you to meet Mark.	M2: I'm a dancer.
	W: Glad to meet you, Mark.	W: Oh, are you? Where are you from?
	M2: Glad to meet you, too.	M2: I'm from France.
	W: And what do you do, Mark?	

Key:

Picture A→1	Picture B→3	Picture C→2
1) doctor	3) France	4) teacher
2) America		

Enjoying Yourself

Listen to the song and sing along.



Sing



Sing, sing a song
Sing out loud, sing out strong
Sing of good things, not bad
Sing of happy, not sad
Sing, sing a song
Make it simple to last your whole life long
Don't worry that it's not good enough for anyone else to hear
Just sing, sing a song
Sing, sing a song
Let the world sing along
Sing of love that would be
Sing for you and for me
Sing, sing a song
Make it simple to last your whole life long
Don't worry that it's not good enough for anyone else to hear
Just sing, sing a song

