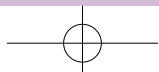


Unit 1

Learning Focus

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

- Pronunciation: Practice reading a poem and learn to appreciate it. Pay attention to the pronunciation, intonation and rhythm.
- Listening: Get familiar with the topic of “jobs”.
- Speaking: Memorize the useful expressions for describing products:
 - How many colors does it come in?
—It has three colors available: red, gray and black.
 - How is your product better than the competition?
—Since it is very light, you can carry it easily.
 - This is our latest model. It was launched last month. Would you like to see it?
—Sure!



Reading Aloud



Task

Read the following poem aloud after the recording. Pay attention to the pronunciation, intonation and rhythm.

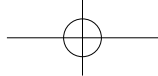
Music, When Soft Voices Die

By Percy Bysshe Shelley

Music, when soft voices die,
Vibrates in the memory—
Odours, when sweet violets sicken,
Live within the sense they quicken.

Rose leaves, when the rose is dead,
Are heaped for the beloved's bed;
And so thy thoughts, when thou art gone,
Love itself shall slumber on.





Reading Aloud



Task

Teaching tips

This part is designed to help the students practice reading poems and learn to appreciate them.

The following is an introduction of Percy Bysshe Shelley.

Percy Bysshe Shelley (1792–1822) was a British romantic poet, whose works include “Ode to the West Wind” (1819), “To a Skylark” (1820), the lyric drama *Prometheus Unbound* (1820), and “Adonais” (1821), an elegy to John Keats. Born into a noble family, Shelley was able to study in Oxford University, but was expelled later because of some of his anti-religious handouts. The poet demonstrates, in most of his works, optimism and expectation for the future.

The following translation of the poem is only for reference.

音乐，当乐声已经消亡
珀西·比希·雪莱

音乐，当乐声已经消亡，
仍在记忆中轻轻回荡——
芳香，当紫罗兰已经凋殒，
仍活在被它刺激的感官中。

玫瑰叶，当玫瑰枯萎，
仍把爱人的卧榻点缀；
同样地，当你已经消逝，
爱情长眠于对你的相思。

Notes: The meanings of some old English words are as follows:

1. **thy:** your 2. **thou:** you 3. **art:** are



Optional exercise

Ask the students to recite the poem.



Task 1

You will hear eight short conversations. After each conversation, there will be a question. After each question, there will be a pause of ten seconds. The conversations and questions will be spoken only once. When you hear a question, you should decide on the correct answer from the four 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.

- A. Because the working hours were unsuitable.

B. Because the job was not well paid.

C. Because the job was quite boring.

D. Because Linda didn't like traveling.
- A. Electronic music.

B. Civil engineering.

C. Electronics.

D. Electronic engineering.
- A. He is excited.

B. He is supportive.

C. He is surprised.

D. He is angry.
- A. The man is selling newspapers.

B. The man has a new job.

C. The man is hunting for a job.

D. The man likes his position at the paper.
- A. The salary attracted him.

B. The company needs him badly.

C. The working condition of the company is attractive.

D. He doesn't like the job.
- A. He hates meeting people.

B. He doesn't remember people's names.

C. He always gets to the office at 3:00 p.m.

D. He forgot to introduce the woman to the man.
- A. She is willing to tell Jason.

C. She doesn't want to tell Jason.

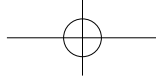
B. She thinks she must tell Jason.

D. She asked the man to tell Jason.
- A. He didn't really want to work in the bookstore.

B. He liked the job very much.

C. He couldn't get the job.

D. He didn't know the way to the bookstore.



Testing Your Ears

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

Task 1



- 1 M:** Did Linda turn down the job offered by the travel agency?
W: Yeah. The hours were convenient, but if she'd accepted it, she wouldn't have been able to make ends meet.
Q: Why did Linda refuse to take the job?
 * make ends meet: earn enough money to live without getting into debt 使收支相抵
- 2 M:** You know, I started out in civil engineering. Then I turned to electronic engineering, but what really interests me is electronic music.
W: Wow, that's a long way from civil engineering.
Q: What was the man interested in at first?
 * civil engineering: the planning, building, and repair of roads, bridges, large buildings, etc. 土木工程
- 3 W:** I'm free from today. Nobody will tell me what I should do and what I shouldn't any more.
M: You don't mean you've quit that well-paid job you've had for so long?
Q: What is the man's reaction?
- 4 W:** Have you found a position yet?
M: I'm still checking the papers.
- Q:** What can we conclude from the conversation?
- 5 W:** Do you have any special reasons for choosing this company?
M: Oh, not really. I mean, er, yes, I was attracted by the money, but that's not the only reason, of course.
Q: What does the man mean?
- 6 M:** Have you met the new sales manager yet?
W: We've been introduced about 3 times, but he seems a little forgetful.
Q: What do we know about the sales manager?
- 7 M:** Did you tell Jason that you were promoted?
W: No, I'm not about to tell him anything.
Q: What does the woman mean?
- 8 M:** Bob said he was looking for a job in the bookstore.
W: But then when he had the chance to work there, he turned it down, didn't he?
Q: What can we know about Bob?

Key:

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

Task 2

You will hear two conversations. After each conversation, there will be some questions. After each question, there will be a short pause. The conversations and questions will be spoken only once. When you hear a question, you should decide on the correct answer from the four choices marked A, B, C and D.

Word Power

1. **architecture**: the art and science of designing and constructing buildings 建筑学
2. **architect**: a person who designs buildings 建筑师, 设计师
3. **conference**: (a meeting for) discussion or exchange of views 讨论(会), 协商(会), 会议
4. **brush up (on)**: practice and improve your skills or your knowledge of something that you learned in the past 重温, 重新练习
5. **tip**: a small sum of money given to a waiter, a taxi driver, etc. as a personal reward for their services 小费



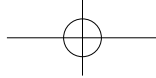
Conversation 1

1. A. To study law.
B. To attend international conferences.
C. To study English.
D. To go back to his hometown and work there.
2. A. Because he had a natural ability in design.
B. Because his father encouraged him.
C. Because he was so good at English.
D. Because he was not good at art.



Conversation 2

3. A. About three years.
B. About one year.
C. About ten months.
D. About six months.
4. A. As a cashier.
B. As a waitress.
C. As a cook.
D. As a manager.
5. A. Day work.
B. Evening work.
C. Part-time work.
D. Work at noon.



Task 2

This task checks the students' ability to figure out some key information in long conversations.



Conversation 1

In Conversation 1, a man and a woman are talking about the man's future career.

Tapescript

- W:** What are you going to take up as a career?
M: Architecture. Actually, I've already started. I began my studies at Shenyang School of Architecture last September.
W: What will you do when you finish?
M: Oh, I'll go back to my hometown and work there. You know there's a lot of useful work to do there, such as building schools, hospitals and homes for the people.
W: So you will be an architect then. What made you choose architecture as a career?
M: Well, I was good at math and art at school. And I think I had a certain feeling for design.
W: Will you need English in your job?
M: It'll be useful in many ways because there's a lot about architecture written in English and besides, many professional people in my country use English in business. When you attend international conferences, English is often the official language. Yes, I think I've done well to brush up on my English.

Questions

1. What is the man going to do when he finishes his studies in architecture?
2. Why did the man take up architecture as his career?

Key: 1. D 2. A



Conversation 2

In Conversation 2, a man is interviewing a woman who applies for a job as a waitress.

Tapescript

- W:** Hello, I'm Angela Catler.
M: Hello. Please come in.
W: I saw your ad in this morning's paper, and I decided to come and apply immediately.
M: Oh, yes. I'm Bill Warren, the owner and manager of this restaurant. Miss Catler, do you have any experience in the restaurant business?
W: Yes, a lot. I worked as a waitress for about 3 years at the Marriott Inn. And I also worked at the Olympia Diner for about six months. Yes, I was a cashier there.
M: Oh, I see. Well, what position are you applying for here?
W: Well, I want a job as a waitress, but I can also work as a cashier.
M: Yes, well, we are looking for a waitress, and you seem to have a lot of experience. Now, what about hours? Can you work in the evening?
W: Yes, I can. I can do both day and evening work, but I'd prefer evening work.
M: Good. Okay then.

Questions

3. How long did the woman work at the Olympia Diner?
4. What will the woman be most likely to work as?
5. What does the woman prefer?

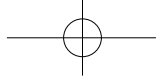
Key: 3. D 4. B 5. B

**Task
3**

You will hear a passage. The passage is printed in the textbook with some words or phrases missing. The passage will be spoken three times. During the second reading, you are required to fill in the five blanks with the words or phrases you hear. The third reading is for you to check your answers. Now listen.

I work in London at a large hospital as a nursing officer. It's what a lot of people call a male nurse, which I think is 1) _____ I've ever come across. It implies that a nurse 2) _____ and that by being male I'm different. The other thing is that people always say "I suppose you really wanted to be a doctor", just because I'm a man. They cannot imagine that I really wanted to be a nurse and that it isn't just that I 3) _____. And what they don't realize is the work's completely different. You know as a male nurse you've 4) _____ with the patients and, you know, a long-term responsibility for their welfare. Huh, there's no way I'd want to be a doctor. Well, 5) _____, of course.



**Task
3****Teaching tips**

This task helps improve students' ability in dictation.

- Ask the students to pay attention to the grammatical coherence in their answers.

**Tapescript**

I work in London at a large hospital as a nursing officer. It's what a lot of people call a male nurse, which I think is the most ridiculous term I've ever come across. It implies that a nurse ought to be female and that by being male I'm different. The other thing is that people always say "I suppose you really wanted to be a doctor", just because I'm a man. They cannot imagine that I really wanted to be a nurse and that it isn't just that I failed to be a doctor. And what they don't realize is the work's completely different. You know as a male nurse you've much more contact with the patients and, you know, a long-term responsibility for their welfare. Huh, there's no way I'd want to be a doctor. Well, except for the money, of course.

(144 words)

Key:

- 1) the most ridiculous term 2) ought to be female 3) failed to be a doctor
4) much more contact 5) except for the money

**Optional exercise**

Ask about the students' opinions of the job as a nurse, especially as a male nurse.

**Task
4**

You will hear a passage. After the passage you will hear five questions. The passage and the questions will be spoken only once. After each question, there will be a short pause. During the pause, you should decide on the correct answer from the four choices marked A, B, C and D. Now listen.

1. A. He hoped to finish college in a year.
B. He hoped to retire from his position.
C. He hoped to take the place of his manager.
D. He hoped to get promoted.
2. A. Because he was not clever enough.
B. Because he was not hard-working.
C. Because he was rude.
D. Because he was careless.
3. A. George retired from his position.
B. The young man was promoted above George.
C. George advanced to a higher position.
D. George was fired.
4. A. Because he was angry that the young man got promoted instead of him.
B. Because he was going to ask for early retirement.
C. Because he wanted to have a long holiday.
D. Because he decided to leave the company.
5. A. 1 year.
B. 32 years.
C. 15 years.
D. 16 years.

Task
4

Teaching tips

This task helps the students to listen for key information in a passage.

- Tell the students to read the four choices in advance so that they are better prepared for the questions and the passage. It's a useful technique when they take a test.



Tapescript *This passage is about George Jones' work experience.*

When George Jones finished college, he became a clerk in a big company, hoping to advance to higher positions as time went on. George did his work reasonably well, but he wasn't very smart, so when the older employees retired from higher positions, it was never George who was promoted.

After George had been with the company for fifteen years without ever being promoted, a smart young man, straight from college, came to work in the same department. After a year, the young man was promoted above George.

George was angry so he went to see his manager and said, "I've had sixteen years' experience on this job, yet a new man has been promoted over my head after having been here only one year." "I am sorry, George," answered the manager patiently, "but you haven't had sixteen years' experience; you've had one year's experience sixteen times."

(147 words)

Questions

1. What was George's hope?
2. Why was George never promoted?
3. What happened after a young man came to work in the company?
4. Why did George go to see the manager?
5. How long had George been working in the company?

Key:

1. D 2. A 3. B 4. A 5. D



Optional exercise

Ask the students to discuss the factors determining a person's promotion.

**Task
5**

You will hear two passages. Each passage will be spoken twice. After each passage you will hear five questions. When you hear a question, you should complete the answer with what you hear from the recording. Now listen.



Passage 1

1. She sent her story to _____.
2. It was returned _____.
3. Because she was _____ with him.
4. Because she wanted to make a test to see _____.
5. Because the publisher thought it was _____.



Passage 2

1. Because _____ are so high in America.
2. It allows the readers to become _____ in the stories.
3. It publishes them with the help of _____.
4. Because they like to see their own names and _____ in print.
5. They are helping a child to _____.

Task 5

This task helps the students to listen for key information and some details in the passages.



Passage 1



Tapescript

A woman once wrote a long story. She sent it to a famous publisher. After a few weeks the story was returned to her. The woman was so angry that she wrote back to the publisher.

“Dear sir, yesterday you sent back a story of mine. How do you know that the story is not good? You did not read it. Before I sent you the story, I stuck pages 18, 19 and 20 together. This was a test to see whether you would read the story. When the story came back yesterday, the pages were still stuck together. Is this the way you read all the stories that are sent to you?”

The publisher wrote back.

“Dear Madam. At breakfast when I have an egg, I don’t have to eat the whole egg to find out that it is bad.”

(141 words)

Questions

1. Where did the woman send her story?
2. When was the story returned to the woman?
3. Why did the woman write to the publisher?
4. Why did the woman stick pages 18, 19 and 20 together?
5. Why did the publisher send back the story?

Key:

1. a famous publisher
2. after a few weeks
3. very angry
4. whether the story was read
5. not good enough



Passage 2

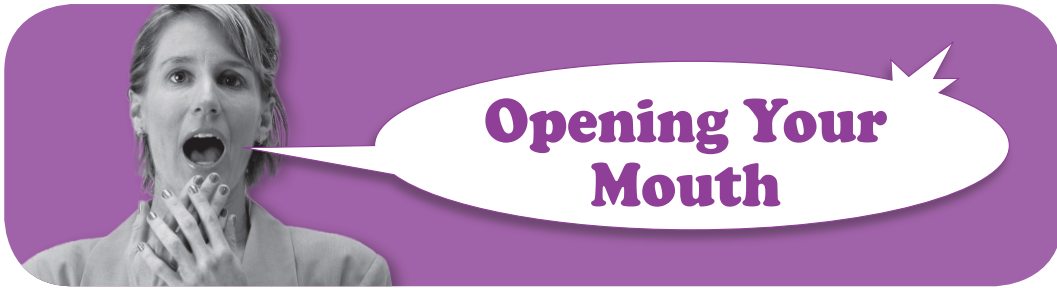


Tapescript

In America, where labor costs are so high, “do-it-yourself” is a way of life. Many people repair their own cars, build their own garages, even rebuild their own houses. It doesn’t surprise anyone that people will also be writing their own books.

In Hollywood, there is a company publishing children’s books. This company is not like other book companies because it allows the readers to become the leading characters in the stories with the help of computers. Here is how they do it. Let us suppose the child is named Jenny. She lives in New York, and has a dog named Hody. The computer uses this information to make up a story with pictures. The story is then printed up. A child who receives such a book might say, “This book is about me.” So the company calls itself the “Me-Books Publishing Company”.

Children like the “me-books” because they like to see in print their own names and the names of their friends and their pets. But more important, in this way, children are much more



Task 1

Read and practice the short conversations.

1

M: This is our latest model. It was a great success at the last exhibition in Paris. Would you like to see it?

W: Sure!

2

M: We have this style in several sizes and colors.

W: Haven't you got any brown color in stock?

3

M: Can you tell me about this camera?

W: Yes. This is our new product. It was launched last month.

4

M: How is your product better than the competition?

W: Since it is very light, you can carry it easily.

interested in reading the stories. “Me-books” are helping children to learn how to read.
(190 words)

Questions

1. In America, why do people do most things themselves?
2. How is the “Me-Books Publishing Company” different from other book companies?
3. How does the “Me-Books Publishing Company” publish children’s books?
4. Why do children like the “me-books”?
5. What are “me-books” helping a child to do?

Key:

1. labor costs
2. the leading characters
3. computers
4. the names of their friends and their pets
5. learn how to read



Optional exercise

Ask the students whether they like “me-books” or not and let them explain why.

Opening Your Mouth

This part is designed to build the students’ ability in speaking.

Task 1

Teaching tips

This task presents expressions for describing products.

- Play the recording and ask the students to read after it.
- Ask the students to work in pairs to act out the short conversations.
- Ask the students to list more expressions for describing products. Write them on the blackboard and ask the students to practice using them.

The following expressions are for the teachers’ reference.

Describing products

Comments/Inquiries	Responses
1. The demand is getting greater and greater.	1. There’s no doubt about it. You said it.
2. They are not as salable as canned fruit, I suppose.	2. Oh, no. That’s where we differ. I don’t think you’re right there.
3. I’d like to look at this kind of toy.	3. It is well-thought-of in Europe.
4. What are the strong points of your product?	4. Innovative technology has been applied.
5. Our products are all quality goods. We guarantee its quality. We’re confident about the quality of our products.	5. It’s true that your products are of high quality, but your price is the highest, too.
6. How many different colors do you offer?	6. Our products are available in various colors.
7. This is our latest model. May I show it to you?	7. Sure.

Task 2

Read the following two conversations after the recording and pay attention to the expressions for describing products that you have just learned.



Conversation 1

M: I saw some of your sample carpets at the Guangzhou Fair.

W: The samples displayed at the Fair are just part of our products. We are exporting a wide range of carpets to many countries. And now the demand is getting greater and greater.

M: So it is. Your exports of carpets have considerably increased during the last few years. It appears that Chinese carpets are attractive indeed.

W: Shall we go to the sample room?

M: That would be perfect.

W: Here is our sample room.

M: Oh, you certainly have got a large collection of sample carpets here.

W: You said it. This way, please. Here is a pure wool carpet and that one is of artificial (人造的) wool. Both are quite popular.

M: Oh, the material is soft and springy (有弹性的). Is this carpet handmade?

W: Yes. We use two ways in weaving our carpets, by hand or machine.

M: Oh, the designs are so nice!

W: This is the well-known Beijing style carpet. Its pattern is very popular and the style is unique (独特的). One feature of the wool carpet is that it looks classic and elegant.

M: Very nice indeed. I think some of the items will find a ready market in Canada, especially pure wool carpets. May I take back your catalogs (目录) and a price list with me?

W: Certainly.



Picture 1



Conversation 2

M: Good morning, madam.

W: Good morning. I am very interested in your exhibits. May I have some pamphlets (小册子)?

M: Here you are.

W: Our company engages in the trading of bicycles. We used to purchase bicycles from Japan and Britain. As we intend to expand our business with China, I have come to the Fair.

M: Our bikes are of good quality as you can see from the samples here and they have met with a favorable reception in overseas markets.

W: Well, this one looks nice.

M: This model is our latest product. Compared with our old models, it is relatively light in weight.

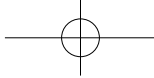
W: How many colors does it come in?

M: It has three colors available: red, gray and black.

W: Your new model is really attractive.



Picture 2

**Task
2****Teaching tips**

This task presents two conversations using the expressions for describing products.

- Have the students look at Picture 1. Then ask some pre-listening questions like:
 - What is the product in the picture? (*It is a carpet.*)
 - What are the essential elements when you introduce a product to customers? (*Open-ended.*)

- Have the students look at Picture 2. Then ask some pre-listening questions like:
 - What is the product in the picture? (*It is a bicycle.*)
 - Do you have a bicycle? If so, how do you describe your bicycle? (*Open-ended.*)

- Have the students find their partners and act out the conversations. Encourage them to use other information instead of that used in the two conversations.

**Task
3**

Act out the following conversations and create your own conversations based on the given situations.



First try to complete Conversation 1, and then listen to the recording to check your answers.



Conversation 1

M: What do you have there, Mrs. Lee?

W: 1) _____, Mr. Coffman.

M: Please let me have a look at it.

(Mr. Coffman is carefully examining the new product.)

W: 2) _____.

M: And what are the results?

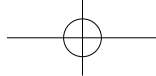
W: We found that our tire averaged twice the mileage of other brands.

M: 3) _____?

W: Please look at this section of the tire. As you can see, these twin beads are set in very firmly. They will not break or come loose easily under normal driving conditions.

M: I think 4) _____.

W: I'm happy to hear that.



Task 3 Teaching tips

This task helps the students create their own conversations.

- Divide the class into pairs to act out the conversations.
- Ask volunteer pairs to perform to the whole class.



Conversation 1

Teaching tips

Ask the students to discuss their answers before listening. The students may give different answers for each blank. The teacher decides whether they are suitable or not and explains why.



Tapescript

M: What do you have there, Mrs. Lee?

W: One of our new products, Mr. Coffman.

M: Please let me have a look at it.

(Mr. Coffman is carefully examining the new product.)

W: We've been testing this tire for over five years.

M: And what are the results?

W: We found that our tire averaged twice the mileage of other brands.

M: Why did it do so well?

W: Please look at this section of the tire. As you can see, these twin beads are set in very firmly. They will not break or come loose easily under normal driving conditions.

M: I think it's an excellent product.

W: I'm happy to hear that.

Key:

- 1) One of our new products
- 2) We've been testing this tire for over five years
- 3) Why did it do so well
- 4) it's an excellent product



Conversation 2

1. Arrange Conversation 2 in the right order and then act it out with your partner.

- ① That would be interesting.
- ② It's very durable (耐用的). Look, here's a sample that has traveled 15,000 kilometers in delivery.
- ③ It's about three times as strong as the usual packaging material.
- ④ You don't believe it, do you? Everyone has doubts at first.
- ⑤ Please take a look at this. It's a revolutionary new packaging we've just developed.
- ⑥ It looks new. Has it really traveled 15,000 kilometers?
- ⑦ It doesn't look like it's made of paper. How strong is it?
- ⑧ Well...
- ⑨ Yes. Then you can see for yourself what an outstanding product this is.
- ⑩ I see. It must be hard to fold.
- ⑪ You mean to send them to my home in the States?
- ⑫ Is it durable?
- ⑬ Let's try something. We have some small gifts we'd like to give you before you leave. Let's package them in this material and mail them.
- ⑭ On the contrary, it folds easily.

2. Now make your own conversations based on the situations given below.

Situation 1

Mr. Black is a British businessman specializing in textiles (纺织业). He comes to trade with Suzhou Silk Import & Export Corporation. Mr. Zhang is showing him around the sample room.

Situation 3

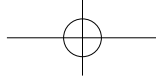
Mr. Sun and Mr. Wilson are at the Light Industrial Products Exhibition. Mr. Sun is describing the products of his corporation to Mr. Wilson.

Situation 2

Ms. Wang is visiting the exhibition with the intention of purchasing some electric toys. After going over the catalogs, she finds some models rather attractive. Mr. Anderson, an exhibitor from a company, is introducing their products.

Situation 4

Mrs. Johnson is asking about a kind of cloth displayed in the sample room. Miss Zhao is trying to give her as much information as possible.



Conversation 2

Key:

⑤-⑦-③-⑩-⑭-⑫-②-⑥-④-⑧-⑬-⑪-⑨-①

A: Please take a look at this. It's a revolutionary new packaging we've just developed.

B: It doesn't look like it's made of paper. How strong is it?

A: It's about three times as strong as the usual packaging material.

B: I see. It must be hard to fold.

A: On the contrary, it folds easily.

B: Is it durable?

A: It's very durable. Look, here's a sample that has traveled 15,000 kilometers in delivery.

B: It looks new. Has it really traveled 15,000 kilometers?

A: You don't believe it, do you? Everyone has doubts at first.

B: Well...

A: Let's try something. We have some small gifts to give you before you leave. Let's package them in this material and mail them.

B: You mean to send them to my home in the States?

A: Yes. Then you can see for yourself what an outstanding product this is.

B: That would be interesting.

Teaching tips

Read all the role-play situations aloud and make sure that the students understand each situation. Divide the students into small groups and assign each group a different situation. Before they enact the role-play, allow the students to discuss for a few minutes about their characters and what they would say. Remind them to practice using the expressions they have just learned in the "Opening Your Mouth" part.



Task 1

Work in pairs to practice the expressions for describing products based on the following pictures.



Task 2

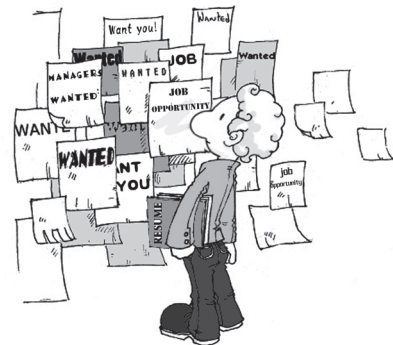
Work in pairs to play a game. One student in the pair tries to describe a product to the other, while the other guesses the name of the product with the help of the description.

Task 3

Look at the picture. Describe and comment on it. Then discuss the following questions with your classmates.

Questions

1. Should people be paid according to their performance, or age and experience? Why?
2. What do you think is an ideal job?
3. If you were out of work, what would you do?
4. Which is more important to you when you choose a job, salary or interest?
5. Will you work to live or live to work? Why?



Talking Together

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

Task 1

Teaching tips

- Ask the students to look at the pictures first and answer questions like:
 - What is it in the picture? (*It is a keyboard/a car.*)
 - Have you ever used it? (*Open-ended.*)
- Let the students act out their own conversations based on the pictures and what they have learned about describing products.
- Ask some volunteers to perform for the class.

Conversation A

Example

- A:** Now I would like to briefly introduce our product line to you.
- B:** Fine, thank you.
- A:** The main line is computer keyboards.
- B:** How many kinds of them are available now?
- A:** We have in total three types of keyboards.
- B:** Excuse me. I have a question. May I know what is your market share in the world?
- A:** Our market share is around 5%.
- B:** Have you ever thought of applying your line to other computer products?
- A:** So far we don't have any plan yet.

Notes

1. domestically made: 国产的
2. manual transmission: 手动操作

Conversation B

Example




- A:** Good morning. Anything I can do for you?
- B:** I'd like to look at some of these cars.
- A:** We have various cars. Do you want a domestically made car or an imported one?
- B:** A domestic car is cheaper than an imported one. So I'd prefer a domestic one.
- A:** OK. Please have a look over there.
- B:** I think I would like to see some cars with manual transmission.
- A:** Fine. What about the blue car? It is our latest model.
- B:** But I'd like the economy model better.
- A:** OK. This white one?
- B:** It looks good. What price do you set?
- A:** Only 48,000 *yuan*.
- B:** Let me think about it. Can I have a test drive?
- A:** Sure. This way, please.

Task 4

Look at the table. You are going to hear three conversations. Circle the number of each conversation next to the picture according to the sequence in which you hear them. Then listen again and complete the table below. Finally, practice the conversations with your partner.

Word Power

1. **yarn:** thick thread made of cotton or wool 纱, 纱线
2. **wear out:** become damaged or useless, or make something like this by using it a lot or for a long time 穿破, 用坏, 用旧; 磨损
3. **leather:** material made by animal skins 皮革
4. **modify:** change something slightly to improve it 稍改

Picture	Conversation	Product	Features of the product
 A.	1 2 3	Cloth	They are more 1) _____ than any 2) _____ ones on the market. The yarn is 3) _____ and 4) _____ in this fabric.
 B.	1 2 3	5) _____	It's made of 6) _____. There are 7) _____ designs in that grade. It's possible to be 8) _____.
 C.	1 2 3	9) _____	It uses 10) _____ as the "Key". The system can be modified to 11) _____ as well as lock them.

Task 4 Teaching tips

This task helps students practice listening for specific information about describing products.

- Ask the students to look at the pictures first, and then describe the products.

Tapescript

Conversation 1

M: Can you tell me more about your new product? I haven't had time to study the report in detail.

W: I'd be happy to. Basically, this kind of lock is like other quality locks. The difference is that our system uses the human voice as the "Key".

M: That sounds very interesting.

W: Of course, the system can be modified to open doors as well as lock them.

M: Do you mean I could command my front door to lock and open itself?

W: Exactly. Further more, if a stranger gives the same command, it won't open.

M: That's great.

Conversation 2

M: What's the material?

W: These gloves are made of goat leather.

M: How many designs do you have?

W: We have three designs in that grade.

M: Would it be possible to change the products slightly?

W: Yes, of course. How do you want them to be changed?

M: Let me tell you about our requirements in detail.

Conversation 3

W: These are our new models.

M: What are their strong points?

W: There's a lot to be said about them. In the first place, they are more durable than any similar ones on the market.

M: Why does it take longer for them to get worn out than others?

W: The yarn is of good quality and is woven very tightly in this fabric.

M: Can you leave these samples with us?

W: How long do you want to keep them?

M: About two weeks.

Key:

Picture A → 3	Picture B → 2	Picture C → 1
1) durable	5) Gloves	9) Lock
2) similar	6) goat leather	10) the human voice
3) of good quality	7) three	11) open doors
4) is woven very tightly	8) changed	

Facing Culture



Listen to the passage about the experiences of some successful businessmen, and then discuss the following questions with your partner.

Several years ago, Masaru Ibuka, chairman of Sony, was at a company meeting. Suddenly he had a brilliant idea. He stopped the meeting and asked everyone present what would happen if Sony removed the recording function and the speaker and sold headphones with a tape player instead. Almost everyone thought he was crazy. Still, Ibuka kept thinking about his idea and worked on refining it. The result, of course, turned out to be the wildly successful Sony Walkman.

Good ideas often start with a silly question. Bill Bowerman was making breakfast one day. As he stood there making waffles (华夫饼) for his son, he wondered what would happen if he poured rubber into his waffle iron (烘华夫饼的铁模). Later, he tried it and the result looked something like the bottom of most sports shoes we see today. Still, when he took this idea to several shoe companies, he was literally laughed at. In fact, every single company turned him down. Though rather discouraged, Bowerman persevered and went on to form his own company, making NIKE athletic shoes.

Sometimes good ideas grow out of frustration. When Fred Smith was a student at Yale University, he had some paperwork that he needed to have delivered across the country the next day. Smith was amazed to find out that overnight delivery was impossible. He sat for a long while wondering why. “Why couldn’t there be a reliable overnight mail delivery service?” He decided to design one. Smith did just that and turned his design into a class project. His professor gave him only a C for his efforts. However, Smith continued to refine the idea in that class project and eventually turned it into one of the first and most successful overnight mail services in the world—FedEx.

We know today, of course, that each of these ideas led to an incredibly successful product or service that has changed the way many of us live. The best questions are usually open-ended and are often silly. Children aren’t afraid to ask such questions, but adults frequently are. Think how different the world might be if people never asked “silly” questions!

Questions

1. What important qualities do you think inventors usually possess?
2. Do you have new ideas for new products or services? What are they?