



一带一路沿线国家
语言文化研究丛书

顾问◎(中方) 蓝岸 朱小隼 王忠平 周文兴

(日方) 野田研一(日本立教大学教授)

主编◎ 陈多友 杨晓辉

副主编◎ 张秀强 李国宁 林彦樱

日本生态文学 前沿理论研究



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS



普通高等教育“十一五”国家级规划教材
大学英语立体化网络化系列教材
北京大学—ESEC美国美中教育服务机构合作项目

博雅

大学英语 教师用书 视听说教程

(修订版) **2**

总主编 (美) Dr. Danny Yu

主 编 刘红中

副主编 (美) Corey Hanson Hegger

编者 刘红中 张敏 茆卫彤 陈冰 魏有美

College English
Listening and Speaking



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

大学英语视听说教程(2)教师用书/刘红中主编. —2版(修订本). —北京:北京大学出版社, 2016.5

(大学英语立体化网络化系列教材)

ISBN 978-7-301-27136-0

I. ①大… II. ①刘… III. ①英语—听说教学—高等学校—教学参考资料 IV. ①H319.9

中国版本图书馆CIP数据核字(2016)第105720号

书 名	大学英语视听说教程(2)教师用书(修订版) DAXUE YINGYU SHI-TING-SHUO JIAOCHENG (2) JIAOSHI YONGSHU
著作责任者	刘红中 主编
责任编辑	黄瑞明
标准书号	ISBN 978-7-301-27136-0
出版发行	北京大学出版社
地 址	北京市海淀区成府路205号 100871
网 址	http://www.pup.cn 新浪微博:@北京大学出版社
电子信箱	zpup@pup.cn
电 话	邮购部 62752015 发行部 62750672 编辑部 62754382
印 刷 者	北京京华虎彩印刷有限公司
经 销 者	新华书店
	787毫米×1092毫米 16开本 15.25印张 400千字
	2006年8月第1版
	2016年5月第2版 2016年5月第1次印刷
定 价	48.00元

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: 010-62752024 电子信箱: fd@pup.pku.edu.cn

图书如有印装质量问题,请与出版部联系,电话:010-62756370

大学英语立体化网络化系列教材

总 顾 问 李赋宁 胡壮麟

总 主 编 黄必康

网络版主编 李建华

编委会名单 (以姓氏笔画为序)

王海嘯 (南京大学)

王焱华 (北京师范大学)

刘红中 (北京大学)

孙建民 (河北师范大学)

余渭深 (重庆大学)

宋 黎 (大连理工大学)

李养龙 (北京航空航天大学)

杨 跃 (西安电子科技大学)

赵 雯 (东北大学)

贾国栋 (华南理工大学)

黄必康 (北京大学)

蔡基刚 (复旦大学)

王明舟 (北京大学出版社)

王惠玲 (西北大学)

刘龙根 (吉林大学)

孙秋丹 (北京大学)

吴松江 (福州大学)

李建华 (中国农业大学)

李霄翔 (东南大学)

柯彦玢 (北京大学)

夏纪梅 (中山大学)

梁育全 (云南大学)

蒋学清 (北京交通大学)

黎 宏 (四川大学)

Acknowledgements

We are indebted, mainly for the reading selections, to many sources. We have put forth the fullest effort to trace each and every source, and their origins and our acknowledgements are indicated within the book. However, a small number of copyright materials remain uncredited because the original copyright holders could not be located, or we were unable to establish communication with them. It may be the case that some unintentional omissions have occurred in the employment of some copyright materials. We are grateful to these authors and sources, and we apologize for not being able to extend our acknowledgements in detail. For any questions concerning copyrights and permissions, please contact

Copyrights Department
Peking University Press
Beijing, 100871
P. R. China
Telephone: +86 10 62752036
Fax: +86 10 62556201
Email: xiena@pup.pku.edu.cn

We are much obliged for any information concerned and will make necessary arrangements for the appropriate settlement of any possible copyright issue.

前言

为全面培养我国大学生英语应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》,为大学英语教学明确了前进的方向。与此同时,对新的大学英语教材的需求也就与日俱增。在这新形式的鼓舞下,北京大学出版社和北大英语系大学英语教研室共同组织、策划了《大学英语视听说教程》(1—4册),在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有25年教学合作历史的ESEC(Education Services Exchange with China 美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与美国ESEC众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套专为我国大学英语量身定做,同时又保证场景真实、语言地道、形式生动、内容丰富,且能学以致用的好教材,力求达到中方和外方编写人员高度合作的最佳效果,从而全面提高学生的英语听说能力。

1. 编写宗旨

《大学英语视听说教程》是根据《大学英语课程教学要求》为大学非英语专业学生设计编写的。主要目标是培养学生的英语听的能力和口头表达能力,同时增强他们的自主学习能力,提高综合文化素养。

本教程的编写重点:

1) 在选材上,特别注重口语的特征,注意题材对中国学生的实用性。各单元以日常交流中的常用口语为引导,加以合适的题材和情景作为本教程的主线,同一单元的各种语言素材基本围绕同一主题。强调语言真实、地道、原汁原味。包含大量生动形象的英语习语,语言素材全部由美方美中教育服务机构TESOL教员收集、撰写,力求符合中方教师的编写方案,场景贴近学生的生活,话题深受学生喜欢,努力达到学以致用。

2) 在内容编排上,注重中国传统文化和西方文化习俗的对比,培养综合文化素养和跨文化交际能力。

3) 注重学生自信心和学习方法、策略的培养。除分单元介绍学习方法外,根据有效的英语教学理论和教学方法,设计的每一项听说任务都配有具体详细的指令,渗透学习策略,为学生进行卓有成效的英语听与说的学习提供保证,逐步提高学生自主学习的能力。

4) 注重口头表达能力的培养,以说带听,同时强调听与说的互动,充分发挥学生的主观能动性。使他们能从进行日常对话、简答问题、发表看法,慢慢发展到做较长的口头发言、开

展辩论活动,逐步提高英语口语能力。

5) 强调听说基本功训练,每册含大量的模仿练习和听写练习,为快速提高学生听的能力,达到记笔记、写摘要的水平打下坚实基础。同时,在训练学生语篇理解能力的基础上,培养学生通过上下文猜词的能力。倡导脚踏实地,循序渐进,不断提高。设计的任务形式多样,以交际中传递和获取信息的实际需要为重,主要为主观型任务。包括:回答问题、听写、正误判断、填补信息、写提纲、写摘要等。

6) 重视口头语言在连续语流中语音、语调和其他超音段音位的各种特征,以提高学生交际的有效性,同时增强自信心。

7) 培养学生习惯正常英语语速,听力材料全部采用正常语速录音,注重原汁原味。其难度的区分取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。

8) 每单元配备小测验,每册配有期末考题,既方便学生自测,又便于教师了解学生阶段性学习进展情况。

2. 教程构成

全教程共4册,配有相应的光盘,提供网络教学平台。每册内容丰富,既可以作为听说教材独立使用,也可以和北京大学出版社出版的《大学英语教程·读写译》配合使用。本教程每册共有十五个单元。第二册每单元课文内容与目的如下:

1) Ready; Set; Go!! 热身活动

围绕单元主题而设计的听说活动或游戏,为完成本单元主要任务热身。

2) Interactive Listening 听力互动

内有两项对话听力任务:Listening Task 1 和 Listening Task 2。每项任务含有不同练习,主要目的是通过听日常对话,了解日常生活用语的特点,培养学生整体理解以及捕捉特定信息的能力,锻炼学生能就自己的观点发表简短意见。同时这两项任务的听力素材也是本单元口语练习的范例。

3) Speaking Interaction 口语互动

旨在帮助学生掌握生活中常用的口语表达用语。

内设两项任务:

Small Group Interaction 小组互动

旨在训练学生在所指定的情景下,运用所学表达用语进行模拟对话。

The Chinglish Correction Connection 中国式英语纠错

告诫学生避免那些由于受母语影响而常犯的语言错误。

4) Further Listening and Speaking 听说拓展

本部分有两项任务:

FYI (For Your Information) — People, Places and Things 知识信息

提供一篇有关人文、地理、趣事,信息量较大的短文,其任务较富挑战性。短文

的文字稿附在学生用书上,既方便学生查对,又方便他们模仿跟读。以强化学生对英语重音、连读、元音弱化等读音语调方面特点的了解,从而更有效地提高听说能力。喜好挑战的学生可先听,待做完理解性活动后,再对照原文进行跟读模仿。

What's the Story 故事欣赏

提供一篇故事性、趣味性较强的短文,特别适合学生开展口头复述活动,为口头发言打基础。

3. 选材原则

注重内容的时代性、信息性、趣味性,既跟得上时代的步伐,又贴近生活。注意语言的规范性、题材的广泛性,同时强调口头语言的特性,力保语言的纯真、地道和活力。第一、二册素材以日常对话及长度适中的短文为主,第三、四册以较长的对话、短文、访谈、讲演为主。

本书由北京大学英语系大学英语教研室具体策划并负责编写,素材由ESEC美国美中教育服务机构的众多教员提供。为本册提供素材的美方教员是:Tammie Warmus (Boston, Massachusetts), Amanda Van Dyk (Orlando, Florida), Mark Born (Calgary, Alberta), Allison Bernhard (Chicago, Illinois), Janet Barr (Mesa, Arizona), Camille Matlack (Jackson, Mississippi), Ken Wisleder & Farika Sanjoyo (Brattleboro, Vermont), Jill Holmes (Fresno, California), David Snyder (Normal, Illinois), Galen & Marie Hershey (Shippensburg, Pennsylvania), Amber Palmer (Washington, D.C.), Jamie Shinko (Southfield, Michigan), Katie Trapp (Southfield, Michigan), Laura Moll (Grand Junction, Colorado), Jason Stoughton (Indianapolis, Indiana), Erin Brandenburg (Gainesville, Florida)。原北大英语系美籍教师Stephanie Tebow为本册课文录音和歌曲演唱编导录音付出了辛勤的劳动。另外,著名语言学家Peter Blackwell审阅了全书,ESEC总裁Danny Yu博士为教材的顺利编写,多次往返于中国和美国之间,协调编写工作,还就如何提高听力口语能力,特地为学习此教材的学生做录像讲座。在此,谨向他们表示衷心的感谢!

此外,为配合常规课堂教学,ESEC和北京大学运用本教程的教学理念,专门策划开设了暑期全封闭式高级英语听说课程——Total Immersion Program,收到了良好效果。目前,此课程在北京大学的支持下,已成为北大昌平园区常规的短训课程。欢迎大家关注。详情请参见<http://www.tip.pku.edu.cn> 或 <http://www.tip.org.cn>。

编者

Contents

UNIT 1	Hit the Books!	1
UNIT 2	The Jack-O-Lantern	13
UNIT 3	Let's Eat Out!	24
UNIT 4	At the Movies	37
UNIT 5	On the Road	48
UNIT 6	Are You on Board?	61
UNIT 7	How Are You Feeling?	72
UNIT 8	Let's Rock 'n Roll!	84
UNIT 9	Book Your Vacation Now!	95
UNIT 10	A Shoulder to Cry On	107
UNIT 11	On the Campaign Trail	121
UNIT 12	You're a Winner!	135
UNIT 13	I'm Really Sorry... ..	144
UNIT 14	Describe Yourself... ..	157
UNIT 15	You Tick Me Off!	170
APPENDIX	Quizzes	182

UNIT 1

Hit the Books!

TEACHER NOTE: “Hit the books” is a slang term meaning *to study*.

At the end of this unit, your students will be able to:

- identify and speak school vocabulary including idiomatic expressions, slangs, and formal words;
- write dictations related to classroom instructions;
- answer questions about stories and retell them;
- improve listening skills by writing answers to cloze exercises.

Ready; Set; GO!! Conversational Warm-Up

Experiment: School Experiences

Step 1: Think of your experiences in school *as a student*. Share with the class what you liked or disliked about school and/or your most memorable and funniest experiences.

Step 2: Instruct each student to write in his or her book the thing that he or she likes most about school, least about school, and the most memorable school experience. Give students 3~5 minutes for this part of the activity.

Step 3: Put students in groups of 4 and have them share their responses. Give students 5 minutes for this activity.

Step 4: Ask each group to share their most unique answers with the rest of the class.

Interactive Listening

Listening Task 1

Activity 1

Review the words and phrases in the Word Box with the students before playing the audiotape.

Activity 2

Directions: Listen to the following dialogue.

Step 1: Ask students to close their books and listen.

Step 2: Ask students to write the missing words in the blanks to complete the dialogue. Do not stop the tape during this exercise.

Script & Key

- William: Hey. I missed class yesterday. I was out sick with a cold. I couldn't even get out of bed! Can I borrow your **notes**?
- Zachary: Sure. She gave us a lot of new material and information. I'll need them back tomorrow night so that I can study for Friday's quiz.
- William: There's a quiz Friday?
- Zachary: Yeah, there's a quiz Friday. And, the teacher told us to skim chapter 6 too. **It's a real pain.**
- William: That's the chapter about the Spanish-American War. Isn't it boring?
- Zachary: Yes, but skimming it is supposed to help us sharpen our reading skills.
- William: Are there any other directions?
- Zachary: No. Just **scan** the chapter and make sure you don't lose my **notes**.
- William: Okay. Thanks. See you later.
- Zachary: Later. Try to get those notes back to me tomorrow!

Activity 1 Answering Questions

This is a quick-check exercise with the entire class. Ask students if there are any words or phrases that need to be explained, then ask the following questions. These questions will help you evaluate how well the students are listening and understanding in context.

Reference Key

1. Are William and Zachary classmates? How do you know?
Yes, they are in the same class because they are able to use the same notes.
2. Must a person read in order to "skim" chapter 6?
Yes, he or she must read in order to skim a chapter. However, skimming does not mean reading carefully for detail, but rather reading for the main idea.
3. Why does Zachary say skimming chapter 6 is a real pain?
Because skimming chapter 6 is either a lot of work or not very fun, or both!
4. Why does William ask to borrow Zachary's notes?
Because he missed the class.
5. What does William mean when he says "see you later"?
"See you later" is a very informal way to say goodbye.

Listening Task 2

Activity 2

Ask students to answer the following questions as they listen to the dialogue.

Script

- William: Hi! It's good to see you again. Are you going to the **outdoor book fair** on Saturday?
- Zachary: Yeah, I think I'll **check it out.** Are you going too?
- William: Yeah, I'm in the mood for **a good read.** I just hope that I don't **go broke.** Last year I spent \$50 on books and magazines. And then I only read half of them. What a waste! I'll have to be more careful this year.
- Zachary: I'll have to be careful of that too. It's something I look forward to every year. I hope the weather is

nice.

William: Don't worry. If the weather is bad, the **rain date** will be the following Saturday.

Zachary: Oh really? In case it doesn't rain, let's meet up at the corner of Main and Highland on Saturday morning and go together.

William: I can't. I've already made plans to go to the book fair with Emily.

Zachary: (*teasing*) Oh, you're going to the book fair with your new girlfriend. Isn't that sweet?

William: (*annoyed*) I've told you before—Emily and I are **just friends**.

Zachary: But you do everything together! You must see each other every day. And you talk on the phone a lot. How can you say that you're "just friends"?

William: I'm telling you, man. We're not dating. We just like to hang out.

TEACHER NOTE: "Man" is a generic nickname that guys often use with each other.

Zachary: You'd better make sure *she* thinks you're "just friends." She might think something different.

Reference Key

1. What does William mean when he says that he is in the mood for a good read?

He means that he wants to read a good book and hopes he can find one at the outdoor book fair.

2. What will happen if it rains on the day of the outdoor book fair?

The outdoor book fair will be held the following Saturday.

3. What do William and Zachary need to be careful of when they go to the outdoor book fair?

Going broke or spending too much money.

4. Why can't William go to the book fair with Zachary?

Because he's already made plans to go with a friend, Emily.

5. Is Emily William's girlfriend?

Not according to William. However, Zachary points out that Emily might think something different since William and Emily spend so much time together.

Activity 1

Check the answers for **Activity 1** with the entire class orally. Have students raise their hands to answer questions and make sure all students participate. Ask students if they heard any words or phrases that they did not understand.

Allow students to listen to the dialogue 2~3 more times in order to gain the contextual meaning of the words and phrases identified in this exercise.

Call on students individually to define the new words and phrases in context. Ask students if they think these words are idioms or not.

Reference Key

outdoor book fair: an event where books are sold outside, not in a building

rain date: another time for an event if the event cannot take place because of rain

to check it out: to see what is happening somewhere

a good read: a book that is very interesting and enjoyable to read

to go broke: to spend all your money and have none left

“just friends”: a phrase used to describe a guy and a girl who spend a lot of time together, but are not romantically involved

Speaking Interaction

Activity 1

Step 1: Ask students to listen and repeat the following examples of formal, informal, and casual functions that appear in the text. Pay close attention to their diction.

TEACHER NOTE: These phrases may need further clarification:

Formal

1. “Quite apprehensive” means *he is very worried*.
“Academic records” are *files that contain grades and reports from previous schools*.
“Put your mind at ease” means *to make someone feel comfortable and not worried*.

Informal

1. “It’s my pleasure” means *he was glad to help*.
“Relax a bit” means *make yourself more comfortable and stop being nervous*.

Casual

1. “You’re in luck” means *you’re lucky*.
“Thanks a million” means *thank you very much*.

Step 2: Instruct students to practice these patterns with a partner. After most of the students have gone through the dialogues, instruct them to switch roles.

Activity 2

Step 1: Ask students to listen to the dialogue and fill in the missing lines. After you have checked the answers, instruct students to practice in pairs.



Script & Key

1. Principal: Good morning and welcome, Michael.
Michael: Good morning, Dr. Newton.
Principal: We’re very happy to have you as a student at our school.
Michael: I’m very glad to be here, but I’m quite apprehensive about attending a new school.
Principal: Don’t worry. It’s normal for a new student to feel that way. We have an excellent faculty and student body here.
Michael: Yes. I’ve heard a lot of good things about your school.
Principal: I have reviewed your academic records and they indicate that you’re an outstanding student.
Michael: Thank you. I hope that I can continue to improve while I’m here.
Principal: I’m sure that we can provide the opportunity here for you to do so. Now Michael, do you have any questions?
Michael: Yes. I’m concerned about finding my classes and rooms without being late for class.

TEACHER NOTE: In North American high schools, students change classrooms and teachers remain in the same room. Oftentimes students must rush from one class to the next in order not to be late.

- Principal: To put your mind at ease, I will walk with you to your homeroom and introduce you to your teacher.
- Michael: Oh thank you. I would appreciate it.
- Principal: Come with me Michael. We'll go now.
2. Principal: Mrs. Hershey, I'd like to introduce you to a new student, Michael.
- Mrs. Hershey: I'm pleased to meet you, Michael.
- Michael: Thank you, Mrs. Hershey. It's nice to meet you too.
- Principal: I need to be getting back to my office now. Goodbye Michael.
- Michael: Goodbye and thank you.
- Principal: It's my pleasure.
- Mrs. Hershey: Please come into our room and I'll find a seat for you and the book you'll need for your first class, which will be in this room.
- Michael: I'm so grateful for any help. I'm nervous about finding all my classes on time.
- Mrs. Hershey: Have a seat and **relax a bit**. The other students will be arriving soon and I'm sure someone will be glad to help you.
3. James: Hi, I'm James. You must be a new student.
- Michael: Hi, this is my first day here. My name is Michael. Nice to meet you.
- James: Do you have your schedule of classes yet?
- Michael: Yes, here. You may look at it.
- James: **You're in luck.** We have the same classes and even the same lunch period. We can even sit together in the cafeteria and I can help you to understand all the lunch lines.
- Michael: That's great! **Thanks a million.**
- James: Don't worry about it. I'm glad to have a new friend. Oh, it's time for class to start. When we rotate classes, I'll wait on you by the door.
- Michael: Thanks!

Step 2: Instruct students to work in pairs or groups. Instruct them to create their own dialogues by replacing the missing lines that they have just filled in. Possible answers are included below, but please note that *more than one answer per line is possible*.

This activity has been added to book 2 to increase students' fluency. Many times Chinese students focus too much on getting "the right answer." This focus on "the right answer" can block language acquisition because students become too worried about making a mistake and are afraid to speak English freely. This exercise reminds students that often there is more than one correct response to a question or prompt in English. It will also stretch them as they learn to express the same idea using different words. Although this exercise may be difficult for your students at first, it will become second nature towards the end of this book.

Script & Key

1. Principal: Good morning and welcome, Michael.
- Michael: Good morning. Or How do you do? Or Hello. Or Good day. Or Good morning sir, etc.
- Principal: We're very happy to have you as a student at our school.

- Michael: I'm very glad to be here. *Or I'm pleased to be here. Or It's great to be here. Or It's a pleasure to be here. Or I'm happy to be here, etc.* but I'm quite apprehensive about attending a new school.
- Principal: Don't worry. It's normal for a new student to feel that way. We have an excellent faculty and student body here.
- Michael: Yes, sir. I've heard a lot of good things about your school. *Or Your school has a good reputation. Or People have told me good things. Or People speak highly of your school. Or The school was recommended, etc.*
- Principal: I have reviewed your **academic records** and they indicate that you're an **outstanding** student.
- Michael: Thank you, sir. *Or Sir, I'm grateful. Or You're so kind, sir. Or You're so thoughtful. Or You're so helpful, etc.* I hope that I can continue to improve while I'm here.
- Principal: I'm sure that we can provide the opportunity here for you to do so. Now Michael, do you have any questions? *Or can I answer any questions? Or do you have anything to ask? Or can I help in any way? Or are you confused about anything? etc.*
- Michael: Yes. I'm concerned about finding my classes and rooms without being late for class.
- Principal: To **put your mind at ease**, I will walk with you *Or I will go with you Or I will accompany you Or we can go together Or we'll both go etc.* to your homeroom and introduce you to your teacher.
- Michael: Oh, thank you, sir. I would appreciate it. *Or I would be thankful. Or That would be so helpful. Or That would please me. Or I would feel much better, etc.*
- Principal: Come with me Michael. We'll go now. *Or It's time to leave. Or Let's go. Or We need to go. Or We have to leave now, etc.*
2. Principal: Mrs Hershey, I'd like to introduce you to a new student, Michael.
- Mrs. Hershey: I'm pleased to meet you. *Or I'm happy to know you. Or I'm glad to know you. Or It's nice to meet you. Or I'm glad to meet you, etc.* Michael.
- Michael: Thank you, Mrs. Hershey. It's nice to meet you too. *Or I'm also pleased to meet you. Or I'm happy to know you. Or I'm glad to meet you too. Or It's good to meet you too, etc.*
- Principal: I need to be getting back to my office now. Goodbye Michael. *Or So long Michael. Or See you later Michael. Or Have a good day Michael. Or Talk to you later, etc.*
- Michael: Goodbye and thank you.
- Principal: It's my pleasure. *Or I'm happy to do it. Or I'm glad to help you. Or I'm pleased to help you. Or I'm glad to assist you, etc.*
- Mrs. Hershey: Please come into our room and I'll find a seat for you and the book you'll need for your first class, which will be in this room.
- Michael: I'm so grateful for any help. *Or Thank you so much. Or Your help is greatly appreciated. Or You are so kind. Or I appreciate any help, etc.* I'm nervous about finding all my classes on time.
- Mrs. Hershey: Have a seat and **relax a bit**. The other students will be arriving soon and I'm sure someone will be glad to help you. *Or another student will like to help you. Or another student will be happy to assist you. Or someone will be pleased to be of help. Or another student can be of help, etc.*
3. James: Hi, I'm James. You must be a new student.
- Michael: Hi, this is my first day here. *Or I'm new here. Or I just moved here. Or I haven't been here*

before. *Or I just came here, etc.* My name is Michael. Nice to meet you.

James: Do you have your schedule of classes yet?

Michael: Yes, here. *You may look at it. Or Would you like to see it? Or You may have a look. Or Here it is. Or You may see it, etc.*

James: **You're in luck.** We have the same classes and even the same lunch period. We can even sit together in the cafeteria and *I can help you Or I can assist you Or I can answer your questions Or I can be of assistance Or I can be of help etc.* to understand the lunch lines.

Michael: That's great! *Or Terrific! Or That's wonderful! Or Super! Or I'm so thankful for your help! etc.* **Thanks a million.**

James: Don't worry about it. I'm glad to have a new friend. *Or to be your friend. Or to have another classmate. Or to meet someone new. Or to be your friend, etc.* Oh, it's time for class to start. When we rotate classes, I'll wait on you by the door.

Michael: Thanks! *Or I'm so grateful! Or I really appreciate this! Or You're so kind! Or That's wonderful! etc.*

Activity

Ask students to create dialogues on their own with the situational guidelines. Sample dialogues have been provided; however, *please note that many other dialogues are possible!*

Setting 1 (Casual)

Sample Dialogue

A=Michael; B=John

John: Hello there. My name is John. Are you new here?

Michael: Yes, I am. I'm Michael. It's good to meet you.

John: Have you gotten your lunch yet?

Michael: No, I haven't.

John: Okay. I'll help you order. Let's stand in line. Do you want pizza or a salad as your main dish?

Michael: A salad would be great.

John: Okay. Go order it and then we can eat lunch together.

Michael: Great! Thanks for your help.

Setting 2 (Informal)

Sample Dialogue

A=Alexis; B=Morgan

Morgan: Hi, are you new here?

Alexis: Yes, my name is Alexis and my family just moved to this area.

Morgan: Nice to meet you, Alexis. My name is Morgan. I'll show you around today. Can I see your class schedule?

Alexis: Sure. Here it is.

Morgan: This is great. We have the same first period class—math. I'll take you to class and show you the way.

Alexis: Thank you so much. I was really afraid I'd get lost!

Setting 3 (Formal)



Sample Dialogue

A=Michelle; B=Principal

Principal: Good morning and welcome to our school, Michelle.

Michelle: Thank you and good morning to you, ma'am.

Principal: My name is Dr. Palmer and we're so glad to have you attend our school.

Michelle: It's good to be here. I hope that I will be able to find my classes without a problem.

Principal: I'm sure you will be fine. Everyone is helpful and friendly here. Your records indicate that you're an excellent student.

Michelle: Thank you, ma'am. I hope to do as well in a school with such a good reputation.

Principal: I'm sure you will and I'll be glad to help in any way I can. Please don't hesitate to ask.

Michelle: Thanks again, ma'am. You're very kind.

Principal: Now, it's time to go to your homeroom. I will take you there to meet your teacher.

Michelle: Thank you. I really appreciate that.

Have extra time? Want to do more? Write situations on small squares of paper and have two students come to the front of the class, draw a situation and create a dialogue before the class.

The Chinglish Correction Connection

Give students 3~4 minutes to look over the incorrect phrases. Then call on individual students for their responses. Before you give the correct response, ask students if they agree with their peers. If the correct answer is not given, show them the corrections and explain the grammar behind the corrections.

✦ I **very like** this book. (*incorrect*)

I like this book **very much**. (*correct*)

I **really** like this book. (*correct*)

"Very" is an adverb and in this case, it tells to what extent the speaker likes the book. Even though it is an adverb, it is not used by itself and it is not used before a verb. It's better to use "really" or use "very" after the object and with "much."

✦ I am waiting **the ticket**. (*incorrect*)

I am waiting **for the ticket**. (*correct*)

✦ I will apply **the visa**. (*incorrect*)

I will apply **for the visa**. (*correct*)

The incorrect sentences need to have a preposition (*for*) in front of the objects (*the ticket and the visa*). A prepositional phrase begins with a preposition and ends with a noun or pronoun. It is incorrect to skip or not say the preposition.

Further Listening and Speaking

PVI – People, Places & Things

Activity 1

Ask students to read along as they listen to the text. Play the audio version.

The Amish are a group of people who live in parts of the United States and Canada, particularly in Pennsylvania, Ohio, and Indiana. Because of their religious beliefs, they choose to separate themselves from the rest of the world and live in isolated rural communities. They live an austere life without electricity, television, telephones, and other modern conveniences. Their life centers around family and the small communities that they live in.



The Amish keep to themselves and are easy to spot among other Americans because of their distinctive dress and mode of transportation. Amish men wear beards and plain colored clothes while the women wear long dresses. The men wear wide black hats and the women wear white or black coverings on their heads. They do not drive cars but use horses and buggies instead.



Most Amish live in the countryside and make their living as farmers. The men usually have a skill or a trade as well. Amish women help run the farm and take care of their families. The Amish are known for having large families and many children. It is common for an Amish couple to have at least six children and some are known to have as many as 21! They feel that the more children they have, the more help they will have on the farm. They choose to live very differently from most North Americans and enjoy what many would call “the simple life.”

Activity 2 Comprehension Check

Instruct students to complete the True/False activity while they listen to the recording again. Go over the answers with the class.

- | | | |
|---|---|---|
| 1. The Amish wear very colorful clothes.
(They wear plain, usually black and white clothing.) | T | F |
| 2. The Amish are easy to spot when among other Americans. | T | F |
| 3. Most Amish live in cities and large towns.
(They live in the countryside.) | T | F |
| 4. Amish men wear beards. | T | F |
| 5. An Amish family will drive a car and also use a horse and buggy for transportation.
(They do not drive cars.) | T | F |