



前言

《实用沟通英语》系列教材是在麦格劳-希尔公司出版的ICON系列教材的基础上,根据教育部2000年颁布的《高职高专教育英语课程教学基本要求(试行)》(以下简称《基本要求》)改编而成的。原书是一项历时10年的国际性的英语教材研究项目的成果。来自7个国家的英语教育研究人员参与了这个项目,并研究出一套教学材料的设计原则,随后又进行了课程大纲开发和写作教学研究,最后在此基础上开发了ICON系列教材。

原书强调把英语教材作为课堂教学过程中的工具,不仅促进学生学习英语,而且帮助教师有效地组织和开展课堂教学活动。其主要理念是通过一系列交互性“核心活动”开展教与学,学生通过参与这些活动而学,教师通过这些活动而教,体现了当代外语教学领域中的先进教学理念和研究成果,符合《基本要求》规定的“强调语言基本技能的训练和培养实际从事涉外交际活动的语言应用能力”的培养目标。

在改编中,我们保留了原书的“核心活动”整体框架,保持其听说活动和会话策略的优点,同时为使听、说、读、写、译达到更佳平衡,我们开发了适合中国学生英语学习的练习活动和词汇表。另外,为弥补阅读量的不足,特增加了与单元主题相关的短篇阅读,并开发了以主观题为主、题型各异的阅读练习。经改编,《实用沟通英语》系列教材具有以下一些特点:

1. 易学易练,强调语言基础。每个单元的学习和练习都围绕着“核心活动”展开,并通过这些“核心活动”使学生打好语言基础。单元主题和学习材料与学生的生活密切相关;循序渐进的活动设计有利于开展课堂学习的交互活动。

2. 亦听亦说,提高会话策略。提供了一套简单而有效的方案解决中国学生在英语学习中开口难的症结。有序的听、说、写活动,角色互换的会话练习,小组询问式讨论等活动不但有趣,而且能扎实促进词汇、句型和会话策略的提高。

3. 图标注,活动一目了然。贯通全书的交互活动用黄、蓝两色标注,引导学生在相互对话时的角色互换,鼓励学生表达自己的观点和经历。颜色编码还有利于开展大班教学。另外,在配套光盘的动画中设计了“大拇指”图标,生动有趣地指导和示范学生开展活动。

4. 重在实用,促进语能发展。听、说、读、写、译各个板块围绕一个主题有机地结合,让学生听懂、读懂,并且能说、会写、会译,全面提高语言应用能力。

5. 图文并茂,版式活泼新颖。大量图片的应用不仅从形象上帮助学生理解所学内容,还有利于他们掌握学习重点。另外,彩色图形块还使学生易于开展学习活动。

本书为《实用沟通英语综合教程1》配套的《教师参考书1》,包括12个单元,每个单元由以下9个模块构成:

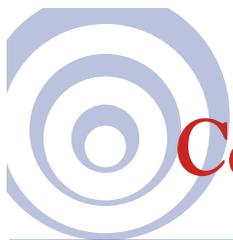
- 1) 词汇学习 (Vocabulary)
- 2) 听力训练 (Listening)
- 3) 聚焦习语 (Language Focus)
- 4) 会话策略 (Conversation Strategy)
- 5) 图示会话 (Conversation Map) 或说来说去 (Talkathon)
- 6) 信息地带 (Infozone)
- 7) 学学练练 (Learn & Practice)
- 8) 生词/词组用法 (Word Usages)
- 9) 背景信息 (Topic-Related Information / Background)

同时,书后还附有《实用沟通英语学生练习册1》的答案。

《实用沟通英语》系列教材由《综合教程》、《教师参考书》、《学生练习册》和配套的录音、录像光盘和电子教案等组成。

本书的改编得到了麦格劳-希尔公司和原书编者的大力协助;大连理工大学孔庆炎教授一丝不苟地审阅并修订了书稿;参与改编的大学和高职高专院校的专家和教师付出了辛勤的劳动;高等教育出版社编辑在教材策划、书稿审核、版式编排、音标输入等方面克服了众多的困难,做了大量的工作。在此,编者一并表示衷心的感谢。

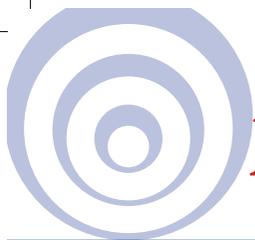
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Program Overview

INTRODUCTION

ICON grew out of an in-depth research project into the role of the course books in effective teaching and learning. From this research, the series has distilled a set of activity types that create effective learner interaction in the classroom. Each unit of **ICON 1** is designed around these core activities which were identified and developed through work with teachers who routinely teach at this language level. The core activities provide a structure which scaffolds the students' language learning experience. The scaffolding is achieved in the following ways:

1. The activities are sequenced to build gradually and systematically from more tightly focused to more open-ended language learning interactions.
2. The activity types recur throughout the book, making it easier for teachers to initiate student interaction in the class, since the activities become familiar to students.
3. Many activities are color-coded blue and yellow which clearly shows students "who does what".
4. The units have a consistent structure which supports students' confidence and independence.
5. The target language is recycled within and across each unit of the book.

This scaffolding makes **ICON** transparent and easy to use in small, medium and large classes.

COMPONENTS

While the **Student Book** is the heart of the series, **ICON** has a concentric design; each component builds on and extends the others in an integrated, expanding system. The **Teacher's Manual** gives detailed suggestions for how to teach the course, and includes extensive ideas for additional activities, answer keys and tape scripts. The **Teaching-Learning Video** (which is intended to be viewed by teachers and students) presents the Core Activities in short animated clips, clearly showing teachers and students alike how to participate in the **ICON** classroom. Through this interaction of **Student Book**, **Teacher's Manual** and **Teaching-Learning Video**, the **ICON** series weaves together teaching and learning explicitly so that teachers and students can achieve their aims.

The following components are also available:

- The **Workbook provides** additional practice for students within or outside the classroom.
- The **Audio Program** (available as audio cassettes and MP3) contains recordings for all the listening activities in the **Student Book**. It features a variety of native English speakers in addition to some non-native voices and accents.

OVERVIEW OF THE TEACHER'S MANUAL

This Teacher's Manual provides detailed suggestions on how to teach the course, as well as extensive pronunciation notes, expansion activities, culture notes, grammar notes, answer keys and tape scripts. The Teacher's Manual is organized in the following way.

1. Guide to the Core Activities

Each unit of **ICON** is organized around Core Activity types that recur throughout the book. This organization makes instruction and learning more effective, as the activity types become familiar to both teacher and student. The procedural notes for these activities appear in a special section at the front of this Teacher's Manual. This comprehensive guide to the Core Activities appears on pages viii to xiii. It contains:

- the teaching and learning goals of each activity type.
- step by step suggestions to initiate each activity type.
- teaching tips for each activity type.

2. Teacher's Notes

This manual has unit-specific suggestions, additional activities and explanations of the Student Book material. The following is an outline of what it includes.

Tape scripts

Complete tape scripts for the audio recording are provided, together with track information for the audio CDs, and time codes for the audio cassette.

Warm-ups

Suggested warm-up activities are provided at the start of each unit.

Culture notes

Culture notes are provided where necessary. These appear on the appropriate page of the teacher's notes under the heading "Explanation: Cultural awareness". In instances where students may not fully comprehend the photos in the Student Book, explanations appear under the heading "In the picture".

Language notes

Where appropriate, explanations of idioms, additional expressions that students can use, as well as pronunciation notes appear in the teacher's notes under the heading "Explanation: Language awareness".

Optional activities

The teacher's notes also provide suggestions for additional activities which you can implement in class. These include variation activities, expansion activities and games that are described in a step-by-step format for ease of use.

3. Workbook Answers

Answers to the workbook exercises appear on pages 120 to 129 of this Teacher's Manual.

UNIT STRUCTURE AND ORGANIZATION

Each unit of **ICON 1** follows a similar yet varied sequence of activities. These activities (Core Activities) are described in detail on pages viii to xiii of this Teacher's Manual. The Core Activities can be grouped as follows:

1. Activities that encourage reflection

Activities such as **YOU FIRST** and **LOOK/THINK/GUESS** are typically found at the beginning of a language learning sequence. They provide students with an opportunity to think about a topic, or new lexical items in advance of interacting with the text or with a fellow student.

2. Activities that encourage interaction

These speaking activities including **PAIR UP and TALK, REPORT, YOUR IDEAS, PRESENT and WATCH** encourage students to use the target language in an active and personalized way. By sharing their own personal preferences — sometimes with another student, sometimes reporting to the whole class — learning becomes active and meaningful.

These activities are color coded blue and yellow in the Student Book to highlight for students language models they can use, and to indicate roles (Student A is blue, Student B is yellow). In large classes where choral repetition is used, or where the size of the class can make classroom management difficult, the blue and yellow coding makes classroom interaction easier. The inside covers of the Student Book and the Teacher's Manual have been color coded blue and yellow. These can be used to show students which role you are modeling (blue or yellow) or to help students follow along in choral practice.

3. Activities that focus on listening

There are two main kinds of listening sequences in **ICON 1**. The first kind involves listening to language in common situations, in the form of a model conversation which is then extended for a subsequent listening activity. The second kind of listening sequence involves listening to Global Interviews which present the voices and opinions of people from around the world.

4. Activities that focus on reading and writing

Reading and writing are integrated with speaking in **ICON** in a section at the end of each unit called the **INFOZONE**. This section presents information in an appealing magazine format.

5. Activities that focus on accuracy

Each unit has three activities that focus on pronunciation in the context of the target language. Additional pronunciation activities are found at the end of the Student Book in the Pronunciation section.

In addition, each unit has a **GET IT RIGHT** activity that provides students with an opportunity to practice the target grammar of each unit, often in a communicative context.

UNIT SECTIONS

Each unit is divided into 8 sections with specific teaching and learning goals.

1. Vocabulary

This learning sequence presents students with new vocabulary, and provides students with an opportunity to interact with and personalize the target language.

2. Listening

There are two variations of listening sequence. One includes a model conversation; the other includes global interviews.

3. Language Focus

This sequence focuses on the accurate use of the target language presented in the unit.

4. Conversation Strategy

This sequence presents simple but effective ways to manage and sustain conversations.

5. Conversation Map, Role Play, Talkathon

In this section, students consolidate their learning by activating vocabulary, language patterns and conversation strategies in fun, communicative ways.

6. INFOZONE

The INFOZONE provides a step-by-step approach to reading and writing involving a progression from reading a model, to sharing opinions, to pre-writing exercises in preparation for a project.

7. LEARN & PRACTICE

This sequence consolidates what students have learned through translation exercises.

8. WORDS & EXPRESSIONS

This section provides a tool to help students to understand vocabulary.

TEACHING-LEARNING VIDEO

In order to make **ICON** as transparent and as easy to use as possible, an optional animated video that shows teachers and students alike how to use the Student Book activities is available.

This video illustrates the Core Activities around which **ICON** is designed. Each clip in the video visually represents the “choreography” of the activities; it illustrates how activities are initiated in the class, what students actually *do* during the activity, and how activities are brought to a close on completion. For example, in the **PAIR UP and TALK** clip, students are shown how to make pairs and work together until they have completed the activity.

Many of the speaking activities in **ICON** are color coded yellow and blue. This makes it easier for students to find their role (Student A or Student B). Similarly, the animated characters are color-coded yellow and blue in the Teaching-Learning video, clearly showing “who does what”. The inside covers of the Teacher’s Manual or Student Book (blue and yellow) can be used as described in the Unit Design section above.

NUMBER OF HOURS OF INSTRUCTION

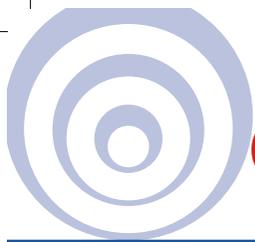
Each level of the **ICON** program provides from 60 to 120 hours of classroom instruction. **ICON** has a concentric design; each component builds on and extends the others in an integrated, expanding system. This design allows the program to be used in a condensed or expanded manner.

In situations where fewer hours are available, the Student Book alone can provide sufficient instructional material. Within the Student Book, the four Review units and the additional pronunciation practice (Pronunciation) can be omitted if necessary. The recycling of target vocabulary within units and throughout the Student Book provides adequate review where less time is available.

In classes with more hours, all four review units, together with the Pronunciation, can be used. There are ample expansion activities, variation activities, games, debates and project ideas in the Teacher’s Manual. The project ideas in particular provide ideas for collaborative student work that can take place within or outside the classroom.

For classes that approach the upper range in terms of classroom hours, the Workbook activities can be incorporated into the classroom for supplementary practice.

At the outset of the program, classroom use of the Teaching-Learning is strongly recommended, in order to make student interaction easier.



Guide to the Core Activities

Each unit of ICON is designed around the following Core Activity types. The goals of each Core Activity, suggestions for how to set the activities up, as well as tips, are outlined below.

Several ideas for student self assessment are contained in the suggestions and teaching tips below.

YOU FIRST

Goals:

- To prepare students to talk about the topic with their classmates
- For students to personalize the language so they can remember it

Steps for a Successful Activity

1. Before they do the activity, make sure students understand the language in the text.
Ways to do this: Give or elicit examples. Act out the vocabulary, draw examples on the board, or show real examples or charts.
2. Model the **YOU FIRST** activity.
Ways to do this: Model the activity yourself orally and by writing it on the board. Model the activity with a confident student.
3. Give students time to look at the text and think about their own experience or opinions.
4. Have students individually write or mark their answers.

Tips

- Be sure to give students sufficient time. They need to think about the content and how to respond.
- Walk around the class to see how students are doing and to answer any questions.
- Ask students to put their pens down so you know when they are finished and can move on to the next activity.

PRONUNCIATION

Goals:

- For students to become comfortable saying the target language
- To prepare students to use the target language with their classmate

Steps for a Successful Activity

1. Students should look at the text as they listen.
2. Play the recording and have students listen and repeat together what they hear.
3. Repeat step 2 to give students enough practice to feel comfortable saying the new vocabulary.

Tips

- Encourage students to speak loudly and to experiment with the language.
- This works best as a choral activity. If you ask students to repeat individually it may make them uncomfortable.

PAIR UP AND TALK

Goals:

- For students to experience using the target language successfully
- For students to talk about themselves and learn about their classmates

Steps for a Successful Activity

1. Model the activity.
Ways to do this: Model the activity yourself by playing both questioner (blue speech bubble) and answer giver (yellow speech bubble); hold up the blue inside cover when you ask questions and the yellow inside cover when you answer. Model the activity with an outgoing, confident student. Have two confident students model the activity.
2. Make sure each student has a partner.
Ways to do this: Students pair up as “blue” and “yellow”; students turn to face the person next to them. If there is an uneven number, a group of three can work together: A asks B, B asks C, C asks A.
3. Have one student ask questions and take notes of his or her partner’s answers.
4. When the first student has finished, have them change roles.

Tips

- Walk around to make sure students know what to do and to answer any questions. This also gives you the opportunity to know when to tell students to switch roles and when to stop.

- Give students a one or two minute “warning” before it is time to stop. The energy level often picks up when students know they don’t have much time left.

REPORT

Goals:

- To bring the class back together and to assess their understanding and use of the target language
- For students to hear and compare what their classmates have said to each other
- For students to feel a sense of accomplishment in completing an activity in English

Steps for a Successful Activity

1. Model the activity by writing the report question on the board.
2. Ask several pairs to report something they learned about each other.

Tips

- Encourage students to speak confidently so that others can hear them.
- Acknowledge their answers.
- When one pair has finished, ask them to choose the next pair. This is called **Round Robin checking**.
- You can summarize what students have said about the topic, or, if your students are confident enough, you can ask the students to summarize.
- Rather than correct students individually, you can make a note of any problems your students had with pronunciation and use of new vocabulary. Then write the examples on the board and have students correct them together.

LISTENING

There are two formats for listening in ICON 1. One includes a MODEL CONVERSATION, the other has GLOBAL INTERVIEWS.

Model Conversation Global Interviews

- | | |
|----------------------|--------------------|
| • Look/Think/Guess | • First Listening |
| • Model Conversation | • Second Listening |
| • Active Listening | • Pair Up and Talk |

LOOK/THINK/GUESS

Goals:

- To prepare students for what they will hear by establishing a context
- To encourage students to express their own ideas about the topic
- To introduce new vocabulary

Steps for a Successful Activity

1. Give students time to look at the picture and think about what they see.
2. Have students work in pairs to make guesses.
3. Ask students to share their ideas. You can write these ideas on the board.
4. Encourage students to guess answers to the questions. Make sure they know that there is no correct answer.

Tips

- Repeat each idea in an encouraging way.
- Ask other questions about the picture that your students can answer.

MODEL CONVERSATION

Goals:

- For students to become proficient in understanding conversational English
- For students to hear the target vocabulary and grammar in a natural speech setting
- For students to practice an extended conversation in English

Steps for a Successful Activity

1. Have students listen to the model conversation once and check their guesses about the topic (from Look/Think/Guess).
2. Have students repeat with the recording.
Ways to do this: Divide the class into two groups; assign a role to each group; practice the roles chorally. Switch roles and practice again.
3. Have students practice with a partner.
4. Check that the students understand the conversation.
Ways to do this: Have students retell what they heard. Have students role play the conversation. Have students ask and answer questions about the people and the topic.

Tips

- It's important for students to hear and practice the conversation more than once so they can feel successful.
- You can start by having students listen with their books closed while you play the model conversation the first time. Ask them what they heard. Together you can “reconstruct” the conversation on the board.
- Encourage students to speak expressively using appropriate body language and eye contact.
- Students can perform the conversation for their classmates using appropriate props.

ACTIVE LISTENING

Goals:

- To build students' confidence in listening without seeing a text
- For students to learn to listen selectively and purposefully
- To show students they can understand a conversation without understanding every word

Steps for a Successful Activity

1. Make sure students look at any pictures and charts before you play the audio so they know what to do.
2. Have students listen to the recording once and complete the activity.
3. Have students verify their answers with each other.

Tips

- Have students predict the answers before listening.
- Students can verify their answers with a partner. This checking technique is called **Check with a Neighbor**.
- Check the answers with the whole class by having students raise their hands if everyone agrees on the answer. To build confidence, it's better for them to figure out the answer themselves without you telling them.

FIRST LISTENING

Goals:

- To build students' confidence in listening without seeing a text
- For students to learn to listen selectively and purposefully
- To show students they can understand a conversation without understanding every word

Steps for a Successful Activity

1. Make sure students look at any pictures and charts before you play the recording. Ask them to predict who they are going to hear and what the interview is about.
2. Have students listen to the audio once and complete the activity.
3. Students verify their answers with each other.

Tips

- Have students predict the answers before listening.
- When each pair has finished, they can confirm their answers with another pair. This checking technique is called **Pair/Compare/Check**.

SECOND LISTENING

Goals:

- For students to increase their listening proficiency by listening a second time with a different purpose
- For students to learn to listen selectively and purposefully

Steps for a Successful Activity

1. Make sure students look over the whole activity and at the pictures before you play the recording again.
2. Model for students what they have to do to complete the task.
3. Have students listen to the recording once and mark their answers.
4. Have students verify their answers with each other.

Tips

- Check the answers with the whole class by having students raise their hands if everyone agrees on the answer.
- To build confidence, it's better for them to figure out the answer themselves without you telling them.

GET IT RIGHT

Goal:

- For students to test their own understanding of how to use the target language

Steps for a Successful Activity

1. Make sure students know how to do the activity. *Ways to do this:* Model or elicit the first example and write it on the board. Model the first example

with a confident student; have two students model the first example.

2. Have students complete the individual writing activity.
3. Students compare their answers with a partner.
4. Then have students repeat the completed activity as a speaking activity with a partner.

Tips

- Walk around while the students are doing the individual activity to make sure they understand what to do.
- Encourage students to refer to the **Language Focus** box at the top of the page to figure out the answers.
- Use the **Round Robin** checking technique: When everyone has finished, ask one student to read the first answer. That student chooses another student to read the next answer, and so on, until all the answers have been read aloud.
- When the pair work calls for personal answers, you can collect some of their answers on the board.

LISTEN AND ADD

Goals:

- For students to hear how the conversation strategy is used in conversations
- For students to practice using the conversation strategy in conversations

Steps for a Successful Activity

1. Give students time to read the conversations so they know what is missing.
2. Have them listen once without writing so they can hear it as a conversation.
3. Have students listen to the conversations and write the missing conversation strategies in the blanks.
4. Have students verify their answers.
5. Have students practice the conversation with a partner.

Tips

- Have students predict what they are going to hear.

YOUR IDEAS

Goals:

- For students to use the target language independently
- For students to use the target language to express their own ideas

Steps for a Successful Activity

1. Model the activity.
Ways to do this: Elicit possible questions from the students and write them on the board.
2. Give students time to think of questions.
3. Have students write as many questions as they can with the target language.
4. Have students ask and answer the questions in pairs.

Tips

- After talk to one partner, students can talk to a new partner so that they can get more practice expressing their ideas.
- Students can demonstrate their questions and answers for the class.
- Bring everybody back together again and collect their questions on the board so that everybody can see how much they know.

FINISH IT

Goals:

- For students to complete the conversation using the strategy
- For students to practice using the conversation strategy in conversations

Steps for a Successful Activity

1. Give students time to read the conversations so they know what is missing.
2. Have students write the missing words.
3. Students check their answers.
4. Have students practice the conversation with a partner.

Tips

- Make sure students know that there is more than one way to complete the conversation.

TALK AROUND

Goals:

- For students to feel successful using the target language with a variety of classmates
- For students to learn about a variety of classmates' experiences and opinions

Steps for a Successful Activity

1. Give students time to look over the activity so they know what to do.

Ways to do this: Model the activity by walking around the room and talking to different students.

2. Have a student get up, find a classmate and interview him or her.
3. When the interview is complete, each student finds another classmate to interview.
4. Students continue interviewing classmates until the activity is complete.

Tips

- Have students get up out of their chairs and move to another part of the room before they begin the activity.
- Walk around to make sure they interview more than one person.
- Remind students to use the conversation strategy.

DISCUSS AND DECIDE

Goal:

- For students to share and develop their ideas with a partner

Steps for a Successful Activity

1. Give students time to look over the chart or questions.
Ways to do this: Write the chart on the board; elicit examples from students.
2. Have students work in pairs to look at the chart or questions and think about their own experience or opinions.
3. Have students write or mark their answers.

Tips

- Be sure to give students sufficient time. They need to think about the content and how to respond.
- Walk around the class to see how students are doing and to answer any questions.

PRESENT AND WATCH

Goals:

- For students to build confidence in using English for a specific situation
- For students to listen for specific language and strategies in each other's role plays

Steps for a Successful Activity

1. Ask students to study the assessment checklist.
Ways to do this: Put the checklist on the board; elicit examples of each item for the students.
2. Have students form groups of 6 (3 pairs).
3. The first pair acts out their role play while the others watch. The other pairs make notes on the checklist.
4. When the role play is done, the observers share the results with the performers.
5. Then the next pairs perform while the other pairs watch and complete the checklist.
6. Afterwards, they give their feedback.

Tips

- Encourage students to be expressive and use eye contact and appropriate body language when they perform the role-play.
- Have students do the role-play more than once so they can improve the role-play based on their classmates' suggestions.
- At the end of the role-plays ask the class for strengths and weaknesses. Make a list on the board.

READ ABOUT IT

Goals:

- For students to interact with pictures and text to get the information they need
- To prepare students to deal with unfamiliar vocabulary while reading for a purpose
- To prepare students to talk and write about a topic

Steps for a Successful Activity

1. Model the activity.
Ways to do this: Read the first question aloud and write it on the board. Have students skim the text and point to where they find the answer.
2. Have students individually consult the text to answer the questions.
3. Have students verify their answers with a partner.

Tips

- Give students time to complete the answers.
- **READ ABOUT IT** is not a test but an opportunity for students to move back and forth between the text and the questions. Encourage students to consult the text to figure out the answers.

TALK ABOUT IT

Goals:

- For students to use the vocabulary in the text
- To personalize the information in the text

Steps for a Successful Activity

1. Model the first question with a student.
Ways to do this: Use language that students can use with each other as they refer to the text and pictures. For example, “Let’s see, that’s here (in this part of the Infozone).”
2. Students work in pairs to ask and answer the questions.
3. Students change partners and ask their new partner the questions.

Tips

- You can check students’ answers by doing a Round Robin.
- Collect ideas about the open questions so they can learn from each other.

WRITE ABOUT IT

Goals:

- For students to express ideas from the Infozone in writing
- For students to experience writing as a process of thinking and then writing

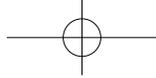
Steps for a Successful Activity

1. Give students time to look at the model.
2. Have students take notes about their ideas.
3. Have students write up their ideas, using the model to help them.
4. When they are finished have students get into small groups and read their writing aloud to the others.

TIPS

- You can provide another model of your own, or you can construct a model by eliciting ideas from the students.
- Make sure students understand that there are two parts to Write About It:
 1. Preparing to write by thinking about the topic and noting down ideas.
 2. Then putting the ideas together in writing.

高等教育出版社



《实用沟通英语》立体化系列教材

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1

Is Korean food spicy?

Please see pages viii to page xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: *Kinds of food*

Warm Up: Matching

In this activity students match foods and countries.

- On the board, make two columns for a matching activity. Write nationalities in one column and a list of foods from the countries in the other. **Example:**

Italian	kimchi
Brazilian	pasta
Korean	egg rolls
Chinese	feijoida
Japanese	sushi
- Have individual students come up to the board. Students draw lines to match the foods and countries.
- Show pictures of the food in the Student Book and discuss what kinds of food students have eaten before.

A. YOU FIRST

Culture Note: Pictures of food

The pictures in the Student Book are of various foods. The Italian food shown is spaghetti bolognese (pasta noodles with meat sauce). The Indian foods shown are curry with nan (Indian style bread). The Korean food shown is bibim bap (mixed vegetables and fried egg on rice). The Japanese foods shown are sushi (raw fish with rice), tempura (deep fried vegetables and shrimp) and fish. The Chinese foods shown are egg rolls (vegetables and pork wrapped in rice paper) and dumplings (ground meat wrapped in pasta). The French foods shown are various cheeses and baguettes (French style bread).

Expansion: Game. *Think fast!*

Books closed. Do this after completing the activity in the Student Book.

- Put students in groups of three to five.
- The groups brainstorm five or six kinds of foods such as Mexican, Thai, and Indian food. Write them on the board.
- The groups think of as many kinds of dishes for each kind food as they can in five minutes. For example, for *Mexican*, they could say *enchiladas*, *tacos*, *seviche*.
- The group that has the most dishes wins the game.

Key: Answers will vary.

B. PRONUNCIATION



Audio Script

- Italian food.
- Indian food.
- Korean food.
- Japanese food.

- Chinese food.
- French food.

Explanation: Language awareness

Food names are usually the same as the nationalities of the country that they come from. English has many different suffixes for nationalities and food names. Some of the more common suffixes are: *-ese* as in *Chinese*, *-an* as in *Indian*, *-ish* as in *Spanish*.

C. PAIR UP and TALK

Variation: Survey

Books closed. In this variation, students interview their classmates.

- Write these questions on the board: *What's your name? What's your favorite kind of food?*
- Model the activity: Choose two students. Ask them the two questions. Write down their answers on a piece of paper.
- Tell students to survey at least ten students in the class, asking them the same two questions. They should write down the name and the favorite food of the people that they survey.

Key: Answers will vary.

Tom (Example)

Korean; French (Example)

D. REPORT

Project: Graph

Books closed. This is a follow-up to the survey activity above.

- Put students in pairs. Have them combine their survey results. If they interviewed some of the same people, they should count them only once.
- Students make a graph of their survey results.
- Students share graph results by presenting them to the class. They can recreate their graphs on the board. Here is one way that students can do the graph.

	Number of Students				
Food	1	2	3	4	5
Chinese					
Mexican					
Indian					
Turkish					
Thai					

Key: Answers will vary.

Chinese; India (Example)

2 LISTENING: *Is it expensive?*

A. LOOK/THINK/GUESS

Expansion: Rank the foods

Books open. Students rank food restaurants in order of most liked to least liked.

1. Write kinds of foods on the board. Model the activity. Give your ranking of the foods from your favorite food to your least favorite. **Example:** I really like Italian food so I'm going to rank it number 1. I also like Japanese food, so I'm going to rank it number 2. (Continue with the other items.)
2. Have students rank the foods.
3. Students pair up and compare their rankings.
4. Review the differences in rankings with the class. One way to do this is to call out a type of food and have all the students who ranked it as #1 stand up.

Key: French; International; Italian; Japanese; Indian

B. MODEL CONVERSATION



Audio Script

Nick: Let's have Indian food.
The Bombay Palace is good.
Gabby: Is Indian food spicy?
Nick: Yes, it is.
Gabby: I don't like spicy food.
Nick: Well, how about that French restaurant?
Jessie: No way. It's too expensive.

Explanation: Language awareness

The expression *No way* is used in informal situations. It has two meanings. In this dialogue it means, *that is not an option*. It can also mean, *I can't believe it as in, "I'm getting married!" "No way!"*

Expansion: Write a dialogue

1. Books closed. Briefly explain the two meanings of *No way*. Model them by making statements and having students respond "*No way!*" **Example:** Teacher: *I'm not going to eat for five days.* Students: *No way!*
2. Have students brainstorm other situations where *no way* could be used, for example, buying something expensive.

3. Students write a dialogue between two people using *No way* at least twice. They can use a situation from the brainstorming, or they can choose another one.
4. Circulate among the students to help.
5. Students role play dialogues in front of the class.

C. ACTIVE LISTENING



Audio Script

Nick: Hmm. How about The Milano? Is it expensive?
Gabby: I don't know . . . but it's too crowded.
Nick: OK, well where do you want to go?
Gabby: I'm not sure. Hmm . . . How about The Global Village?
Nick: That's a good idea.
Gabby: Are you sure?
Nick: Sure I'm sure! Let's go.

Expansion: Dialogue questions

Books closed. This activity gives students the opportunity to understand the dialogue more completely.

1. Write the questions below on the board.
2. Students listen to the dialogue and then answer these questions. Play the recording several times if necessary.
3. Students compare answers with a partner and then review answers with the class.

Questions

1. How is Nick feeling in the dialogue? Why?
2. What kind of food do you think The Milano serves?
3. What kind of food does The Global Village have?
4. What does "sure" mean in the two sentences, "Are you sure?" and "Sure, I'm sure."

Possible Answers

He is impatient and a little angry.
Italian food.
Food from around the world.
(1) *Sure* = *certain*. (2) the first *sure* = *of course*; the second *sure* = *certain*.

Key: The Global Village

3 LANGUAGE FOCUS: *Yes/No questions with “be”*

A. PRONUNCIATION

See *Pronunciation* on page 114 of this Teacher’s Manual.



Audio Script

Female: Is Korean food spicy?
 Male: Yes, it is.
 Female: Is Indian food cheap?
 Male: No, it isn’t.
 Female: Are French restaurants expensive?
 Male: Yes, they are.
 Female: Are hamburgers spicy?
 Male: No, they aren’t.

Explanation: Language awareness

In Yes/No questions, the intonation rises at the end of the sentence: Is Korean food *spicy?*

Variation: Sentence scrambles

Here is a way to show how word order changes when we make Yes/No questions from statements.

- Books closed. Write one sentence from the Student Book in large print, spread out across a page of writing paper. Cut the sentences up so that each word, including the punctuation mark, is on one cut-up piece of paper.
Example: Korean food is spicy . On the back of the piece of paper with the word “is” write “Is”. On the back of the piece of paper with the period “.” write a question mark “?”.
- Put tape on the back of the sentence pieces and place them on the board in order as a statement, *Korean food is spicy*.
- Elicit from the class the way to turn this statement into a question, *Is Korean food spicy?*
- Turn over the “is” paper and the paper with the period on it “.” and place the words in the correct order to form a question.
- Do the same steps (1–4) for a plural sentence, *Are hamburgers spicy?*
- Books open. Have students read the sentences in the chart in the Student Book as you play the recording for them.
- Before class, make other sentence scrambles so that students can practice more.

Expansion: Matching

Books closed. You can do this after doing the activity in the Student Book or the variation above.

- Write the questions from the Student Book plus a few others in a column on the board.
- Write the responses to the questions in another column. Use scrambled order. **Example:**
 Is Korean food spicy?
 Is Indian food cheap? Yes, it is.
 Are French restaurants expensive? No, it isn’t.

Are hamburgers spicy? Yes, they are.
 Is spaghetti Italian? No, they aren’t.
 Are Chinese restaurants expensive?

- Model the activity. With the class, have one student read a question. Discuss which response (singular or plural form) is a correct response. Then ask students if they agree with an affirmative response or a negative response. This will, of course, depend on their opinions.
- In groups of three to five, students choose grammatically correct answers and discuss their choice of answer.

B. GET IT RIGHT

Expansion: Support your answers

Books open. Do this after students have completed the exercise in the Student Book. Students will have an opportunity to agree or disagree with each other.

- Model the activity. Write *Is French bread good?* on the board. Have a student ask the question to you. Answer, “No, it isn’t. I think it’s too hard. What do you think?” Get the student to respond with an opinion (“I think it’s good.” or “I agree with you.”).
- Write useful language such as *I think . . .*, *I agree with you*, and *I don’t agree with you* on the board.
- Put students in pairs. Have them ask and give their own answers to the questions in the Student Book. They should add information to support their answers as shown in the model.

Key: Answers will vary.

- A: Are B: Yes, they are. Or No, they aren’t.
- A: Is B: Yes, it is. Or No, it isn’t.
- A: Is B: Yes, it is. Or No, it isn’t.
- A: Is B: Yes, it is.
- A: Are B: No, they aren’t.
- A: Is B: No, it isn’t.
- A: Are B: Yes, they are. Or No, they aren’t.

C. YOUR IDEAS

Variation: Interview

- Books closed. Students write questions to ask you (or another student) about another nationality’s food.
Example: *Is American food cheap? Is American food healthy? Are hot dogs American?*
- Students interview you or another student. They should make notes of the answers.
- Students can give an oral report of the interview to the class.

Project: Writing

Books closed. Students use the grammar points as they write a letter.

- Students write a letter to a friend who is living in another country (they choose which country).
- In the letter, they ask their friend about the food there.

Key: Answers will vary.

- Indian food cheap (Example)
 Yes, it is. (Example)
 hamburgers good for you (Example)
 No, they aren’t. (Example)

4 CONVERSATION STRATEGY: *Saying you don't know*

A. PRONUNCIATION



Audio Script

I don't know the words in English.
I'm not sure.
I don't know.
Beats me.

Explanation: Language awareness

Beats me is an informal way to say, *I don't know*, or *I don't have any idea*. *Beats me* suggests that the speaker cannot understand or explain something.

Beats me is an informal conversational form for *It beats me*. In informal conversation, subject pronouns are sometimes omitted. "What time does the plane leave?" "Don't know." (= *I don't know*.)

Expansion: Use the expressions

Books closed. You can do this after you have done the activity in the Student Book.

1. Brainstorm other ways to say, *I don't know*, such as *I have no idea*, *I haven't the faintest idea*, *I haven't the foggiest idea*, *You've got me*, *No clue*. (The first three items are acceptable in most conversational contexts. The last two are rather informal. *I don't know* is informal if it is said as "don't know" or "dunno".)
2. Ask questions that students wouldn't know the answers to. Students respond using one of the ways of saying *I don't know*. **Examples:** *Is the food good in Australia?* *Are tacos good in New York?* *Is clam chowder good?*

B. LISTEN and ADD



Audio Script

1. Male: What's fondue?
Female: I'm not sure.
2. Female: What are crepes?
Male: I don't know.
3. Male: What's in feijoada?
Female: I don't know the words in English.
4. Female: What's a good French dish?
Male: Beats me.

Game: Find someone who . . .

1. Books closed. Think of other countries and foods. Include several that you think your students will know about. Write a chart like this on the board:

Tapas	Spain	_____
Baguettes	France	_____
Tacos	Mexico	_____
Lhasi	India	_____
Dal Baat	Nepal	_____
Nasi Goreng	Indonesia	_____
Pad Thai	Thailand	_____
Dim Sum	China	_____
Kimchee	Korea	_____
Okonomiyaki	Japan	_____

2. Review how to ask the question *Do you know what _____ is?*
3. Tell students to copy the chart. Then they go around to their classmates asking if they know what the dishes are (*Do you know what tapas are?*). If a student knows what a particular dish is, he/she says, *Yes, I do*, then writes his/her name on the other person's paper by that dish.
4. After the time limit, ask students to elaborate on the dishes that they know.

5 CONVERSATION MAP: *What's a good Italian dish?*

PAIR UP and TALK

Culture Note

This activity instructs the students to ask each other about different kinds of ethnic dishes. Here are some examples: Argentinian—Empanadas (meat and onions wrapped in dough), Churrasco (grilled steak). Australian—Damper (bread eaten with syrup), Pavlova (meringue dessert). Brazilian—Feijoada (black beans and pork stew), Empada (chicken mini-pie). Canadian—Buttermilk pancakes with maple syrup. Mexican—Tacos (meat and cheese in a shell-shaped corn tortilla), Burritos (meat and cheese wrapped in a flat flour tortilla), Filipino—Adobo (pork in vinegar and soy sauce), Swiss—Fondue (melted cheese and bite size pieces of bread), Pastetli (meat pie). Thai—Pad Thai (noodles, vegetables and meat covered with a peanut sauce), Tom Yum (spicy soup with vegetables, meat, lemon grass and cilantro). Vietnamese—Spring Rolls (cellophane noodles, vegetables and shrimp wrapped in rice paper), Banana-rice pudding (brown rice, bananas, cinnamon).

Expansion: Role play

Books open. You can do this after you have done the activity in the Student Book. This expansion asks students to add additional information to the dialogues in the Conversation Map.

1. Have students write a role play between a customer and a waitress/waiter in a restaurant.
2. Students follow the left side of the Conversation Map in the text but elaborate more on the conversation and the description of the dish in question. **Example:**
Customer: What's a good American dish?
Wait Person: Well, clam chowder is delicious. I love it.
Customer: What's in it?
Wait Person: Clams, potatoes, onions, and milk.
Customer: OK, I'll try it.
3. Students perform the role plays in front of the class. Set the scene of a restaurant for effect. For example, have students sit at a table. Write "Menu" on a piece of paper to serve as the menu.

6 INFOZONE *Global Village Restaurant Lunch Menu*

Expansion: Role play

Books closed. Do this after you have worked with the INFOZONE reading with the students. Pairs of students create and perform a role play between a customer and a wait person at a restaurant.

- Books closed. In pairs, the students prepare their roles. Give them a specific amount of time. The customer will think of questions about the menu in the Infozone. The wait person will think of how to describe the dishes on the menu. (Students could also choose a different menu other than the one in the Infozone.)
- Outline how the conversation will take place:
 - Students greet one another.
 - The waitress/waiter asks if the customer is ready to order.
 - The customer asks a few questions about the dishes

on the menu and the waitress/waiter responds.

- The customer decides on what to order.
 - The waitress/waiter writes the order down and then reads the order back to confirm.
 - The waitress/waiter pretends to give the customer the dish and the customer says "thank you."
- Give students some time to practice their role play.
 - Pairs perform their role play for the class.

Expansion: Locate local restaurants

Books closed. You can do this after you work with the reading in the Student Book.

- In pairs, students brainstorm kinds of restaurants in their city.
- Pairs report back to the class by describing the restaurant, describing the food, and giving the location. Other students ask questions about it.

地球村饭店

午餐菜单

印度菜

咖喱蔬菜 \$11.95

配料: 蔬菜、调料

[, V, ]



意大利菜

烤宽面条 \$12.50

配料: 意大利面、肉酱、番茄汁、奶酪



中国菜

宫爆鸡丁 \$9.75

配料: 鸡肉、蔬菜、调料 []



日本菜

寿司 \$15.25

配料: 鱼肉、米饭 []



法国菜

法式薄煎饼 \$9.75

配料: 薄煎饼、奶油、蘑菇 [V]



韩国菜

韩式牛肉烧烤 \$18.95

配料: 牛肉配蔬菜



= 辛辣菜

V = 素菜



= 低脂菜

READ ABOUT IT

Expansion: Scenarios

Books open. Students can do this after completing the *Read About It* activity in the Student Book.

- Write *Which kind of food should I order?* on the board. Then write scenarios on the board. **Examples:** *I'm on a diet. I don't like spicy foods. I like fish.*
- Pairs read the scenarios and together read the Infozone menus and figure out which kind of food fits each scenario.
- When the pairs have finished, go over the possible answers with the class.

Key:

- A. 1. spicy 2. low fat 3. vegetarian 4. low fat
 C. 1. 1) quick to make 2) quick to eat 3) cheap
 4) delicious/tasty
 2. Australia China France Italy
fish and chips (beef) noodles crepe pizza
dumplings

TALK ABOUT IT

Expansion: What would you order?

- Books open. Students review the Global Village Restaurant menu and decide what they would order.
- Conduct a class discussion. Students state their choices and why they made them.

Expansion: Discussion

Books closed. Discuss fast food.

- Present the term *fast food*. It can mean different things, but often it means that the food in a restaurant is made ahead of time and is served very quickly. Some fast food is not very healthy, but this is not always the case.
- Students brainstorm the names of fast food restaurants in their city.
- Lead a class discussion about the students' opinions on whether the food at these restaurants is healthy, whether they think these restaurants are taking over their food culture, and what they think the impact of these restaurants will be on future generations.

- If two opposite opinions are forming in the class, separate them into teams and have them prepare for a debate about these topics.

Key: Answers will vary.

- Is bulgogi expensive? (Example)

WRITE ABOUT IT

Variation: Write a cookbook

- Review cooking measurement terminology in English. If possible, bring in real measuring cups and spoons.
- Students write a recipe for their favorite dish, making sure they write the correct measurements needed to make the dish.
- Collect and correct the recipes and bind them into a "cookbook."
- Make a copy for each student. They can share these with other classes, friends or family members.
- Have a "potluck" party where students make their dish from the "cookbook" to share with the class. (At a "potluck" dinner or party, everyone brings something to eat.)

Project: Menu

- In groups of three to five, the students decide what kind of food they will serve and the name of the restaurant.
- The group writes the menu with detailed descriptions of the dishes.
- Students create the menu on a computer (if available) or with pen and paper. Encourage them to decorate it with pictures (from magazines, the computer, hand-drawn images, etc.).
- Students display their menus for other groups to see. If possible, provide sticky tags so that students can write comments on the menus and stick them on.
- Students can use these menus to create a role-play, or groups can write questions about their menu, and other groups have to answer.

Key: Answers will vary.

- bi bim bap (Example)
 Korean (Example)
 vegetables and spicy sauce (Example)



For additional practice of the language presented in Unit 1, direct students to the ICON 1 Workbook pages 2 to 7. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. 礼品不必昂贵，礼品只是我们用来表达对他人的关爱的东西。
2. 除了收集信息之外，互联网还使人们能够进行网上聊天和网上购物。
3. 美国的节日多种多样。有些主要是宗教节日，而其它的则与美国历史上的著名人物和事件有关。
4. 在美国，人们在网上购物通常使用信用卡。但一些人却因节日期间购物太多而背负信用债务。
5. 当圣诞节来临的时候，孩子们会经常写信告诉圣诞老人他们需要什么，父母们也忙着给家人和朋友购买礼物。

B. Translate the following sentences into English.

1. Apart from the necessities, he spends most of his money on books and stationery every month.
2. All the lovers wish to have a romantic Valentine's Day. So they like to buy unusual gifts for their other

half.

3. I usually buy my favorite books and gifts over the Internet. I also buy clothes and things for family use from catalogs.
4. In modern society, various commercials heavily affect the shopping choice of people.
5. Although there are different traditional festivals in China and Western countries, they are all for joy and reunion.
6. I don't like shopping online. I'm afraid that the information of my credit card might be stolen.
7. It is hard to imagine how men managed to live in an age without electricity, computers and network.
8. He isn't a bit like his elder brother. His brother is so serious about life and work, while he prefers to lead a free life.

8 WORD USAGES

amount	n.	数量；总数 A computer can store a large amount of information.	
	v.	(to) 总计，等于 Can you believe it? The bill amounts to 500 yuan.	[1]
boring	adj.	无聊的，令人厌烦的 This is really a boring movie.	[6]
bow	v.	鞠躬，点头致意 He bowed to the old man to say hello to him.	[2]
cosmetic	n.	化妆品 Lipstick and hair conditioner are cosmetics .	
	adj.	化妆的 Girls need time to do cosmetic preparations before going out.	[1]
cover	n.	封面 The magazine had a picture of a horse on the cover .	
	v.	覆盖；遮蔽 She covered her face with her hands.	[6]
fancy	adj.	特级的，高档的 There are usually some fancy cakes served with coffee.	[2]
habit	n.	习惯；习性 It's all right to borrow money sometimes, but don't let it become a habit .	[6]
imagine	v.	想象；设想 Can you imagine what it would be like to live without TV?	[6]
interview	n.	访谈，谈话；面试 Applicants will be called for interview .	
	v.	面试；接见 The company interviewed 20 people for the job.	[2]



majority	n.	大多数, 过半数 The majority of the students are from the north, only a few from the south.	[6]
occasion	n.	场合, 重大的事件 The wedding is quite an occasion .	[2]
prefer	v.	更喜欢; 宁愿 She prefers coffee to tea. I prefer walking to driving. He preferred to be alone	[6]
preference	n.	偏爱 She has a preference for blue.	[6]
project	v.	设计, 计划 They are projecting a new business enterprise.	
	n.	计划, 方案 Our government is thinking about a housing development project .	[1]
purchase	n.	购买的东西 This is the most expensive purchase I have ever made.	
	v.	购买, 采购 I purchased some clothes, a book and a pair of shoes yesterday.	[6]
romantic	adj.	浪漫的; 罗曼蒂克的 She wishes that her boyfriend could be as gentle as the man in that romantic love story.	[2]
shop	v.	选购, 买东西 They are shopping for New Year's presents now.	
	n.	商店	[6]
specialty	n.	特制; 专业, 专长 Korean food is the chef's specialty .	[6]
supply	n.	供应品, 补给 Have you got enough supplies of coal?	
	v.	供应, 提供 He kept me well supplied with tea when I wrote the report.	[1]
tradition	n.	传统; 惯例 By tradition , people play practical jokes on April Fool's Day.	[2]
cell phone		手机 Cell phones have become a must in people's life.	[2]
in fact		事实上, 实际上 In fact , he didn't tell the truth.	[1]

9 TOPIC-RELATED INFORMATION/BACKGROUND

1. Christmas

Christmas is a Christian holiday on December 25 that celebrates the birth of Jesus Christ. It was first celebrated in ancient Rome. But now for Christians and non-Christians alike, Christmas has become a time for family celebration and the giving of gifts

2. Valentine's Day

Every February 14 lovers let each other know about their love, commonly by giving flowers, candies and Valentine's cards decorated by Valentine symbols,

such as hearts and the winged Cupid.

3. Amazon

Amazon.com is an American electronic commerce company based in Seattle, Washington. It was one of the first major companies to sell goods over the Internet. It began as an online bookstore and then branched out into retail sales of music CDs, videos and DVDs, software, consumer electronics, kitchen items, tools, apparel, etc.



7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. 在西方，蔬菜不是中式的做法，吃起来不像我们想像的那么好吃。
2. 筷子与中餐联系紧密，因此许多外国人把筷子当成中国饮食文化的一大特色。
3. 尽管我在法国留学几年，却没在法国餐馆吃过一顿饭，因为太贵了。
4. 日本料理中的寿司主要是由米饭和生鱼片构成，辅以芥末为调料。
5. 通常认为美式快餐不是健康食品，并可能危害人们的健康。

2. Fast food may be cheap in the United States, but the American fast food isn't so cheap in China.

3. It is no good to eat fast food frequently for it is unhealthy.

4. As a part of Chinese culture, Chinese food has become the favorite of more and more foreigners.

5. Because of the varieties of climate and geography, food in different places has its own features.

6. Elderly people should pay attention to their eating habits, and eating more low-fat food is good for their health.

B. Translate the following sentences into English.

1. — Is Hamburger the low-fat food?
— No. Don't eat it regularly.

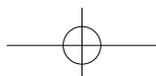
7. Although this is my first visit to China, I'm deeply impressed by the delicious Chinese food.

8. Sichuan cuisine/food is not only loved by Chinese people but has gradually become the favorite food of many people around the world.



8 WORD USAGES

delicious	adj.	美妙的；美味的 This kind of fruit is really delicious although it is not good-looking.	[5]
expensive	adj.	昂贵的，花钱多的 Houses in the center of city are so expensive that few people can afford them.	[2]
favorite	adj.	喜爱的，中意的 Coke has become a favorite soft drink of many Chinese teenagers.	
	n.	特别喜欢的人（或物） After a few years in China, tea became my favorite .	[1]
global	adj.	世界的，全球的 The increase of oil price will certainly affect economy.	[6]
Beats me.		我不知道！ — Can you tell me who built this church? — Beats me! I'm not a historian.	[4]
No way!		决不！ — Will you give up this chance to participate in the coming Olympics? — No way! This is my dream.	[2]





9 TOPIC-RELATED INFORMATION/BACKGROUND

1. Korean food

Koreans are the only people in East Asia to eat their rice and soup with spoons. Neither the Chinese nor the Japanese use spoons so regularly. Because soups and stews are part of their menu and the national preference for sticky rice, spoons are indispensable in Korean daily life.

Of course, no Korean meal would be complete without the popular kimchi (朝鲜泡菜), fermented vegetables essential to the traditional winter diet because of the shortage of fresh vegetables. Today few homes are without a refrigerator, but kimchi remains on every Korean table. Each region has its own special kimchi, reflecting differences in climate and local traditions.

2. A pizza delivery joke

A college student was delivering pizza to a regular customer's house in New York. The guy who answered the door asked him, "What is the usual tip?"

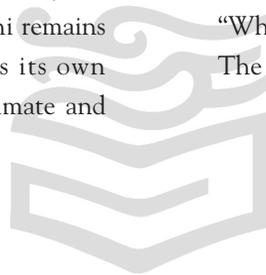
"Well," replied the youth, "this is my first trip here, but the other guys say if I get a quarter out of you, I'll be doing great."

"Is that so?" snorted the man. "Well, just to show them how wrong they are, here's five dollars."

"Thanks!" replied the youth, "I'll put this in my school fund."

"What are you studying?" asked the man.

The lad smiled and said: "Applied psychology."



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12

That's a nice jacket!

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: Clothes

Warm Up: What was she wearing?

In this warm-up, students try to remember what classmates are wearing.

1. Brainstorm a list of clothing with the students and write them on the board. Make the meaning clear by showing a picture or giving an example of the clothing item.
2. Next, ask for a volunteer. Tell the rest of the students to close their eyes while the volunteer goes out of the room (or to the back of the room where no one can see her).
3. Then ask the students to try to remember what the student was wearing. Ask them to give you complete sentences (*She is wearing a black sweater.*) List the guesses on the board.
4. Next have the student return to the room and check how many clothing items the class guessed correctly.
5. Continue the activity with another volunteer.

A. YOU FIRST

Explanation: Language awareness

1. *Fleece* is the coat of wool of a sheep, used to make warm clothing; today, many pieces of clothing called “fleece” are actually artificial.
2. *Athletic shoes* are special shoes worn for exercising or playing sports. The ordinary kinds of athletic shoes are often informally called *sneakers*.

Key: Answers will vary.
a tie

B. PRONUNCIATION



Audio Script

1. How often do you wear a dress? High heels?
2. How often do you wear a tie? A suit?
3. How often do you wear a skirt? A blouse? A sweater?
4. How often do you wear a fleece jacket? Casual pants? Boots?
5. How often do you wear a sweatshirt? Jeans? Athletic shoes?
6. How often do you wear a T-shirt? Shorts? Sandals?

Expansion: What are Sally and Joey wearing?

Books closed. In this expansion, students listen to a description and draw. This is also an opportunity for students to hear the present continuous tense, which is presented later in the chapter.

1. Start the activity by drawing two stick figures on the board. Name them Sally and Joey.
2. Ask the students to copy the drawings on their own paper.
3. Tell the students a short story about Sally and Joey.
Example: *Today is very hot. Sally and Joey are going to the park. Sally is wearing shorts.*
4. Have the students draw the articles of clothing on the characters according to your story.

C. PAIR UP and TALK

Game: Password

Books closed. In this game, teams guess which words their teammates are describing.

1. Write 10 or 15 clothing words on different slips of paper. If your class is large, increase the number of words.
2. Put students in teams of four.
3. One by one, the teams take turns. One teammate picks a piece of paper and describes the word to the teammates.
Example: *It is long and thin. Men wear it around their neck.* (Answer: a tie.)
4. The teammates guess the words. For each correct answer given in the specified time limit, the team gets a point. The team with the most points after every student has had a chance wins the game.

Key: Answers will vary.
a tie (Example)

D. REPORT

Game: What would you wear?

Do this expansion after the activity in the Student Book.

1. Teach the sentence *What would you wear . . . ?*
2. Ask a few questions to students. **Examples:** *What would you wear to a nice restaurant? What would you wear to a picnic?*
3. Put students in groups of three or four and have them brainstorm situations. **Examples:** *to a wedding, to a picnic, to school, to church, to work, to a disco, to a soccer game, to a swimming pool, to go horseback riding, to go skiing, to go boating, to go bowling.*
4. Members of one group choose a situation and ask a member of another group *What would you wear . . . ?*
5. The student answering the question has 30 seconds. He or she can get help from group members. If there is a correct answer in 30 seconds, that team gets a point. If not, the other team gets a point. The group with the most points at the end of the time wins.

Key: Answers will vary.

2 LISTENING: *How was your trip?*

A. LOOK/THINK/GUESS

Variation: What are they wearing?

Books open. Students describe what people are wearing in the picture.

1. Have pairs look at the picture. Ask: *What are they wearing? What do you think they are doing?*
2. Review answers and ideas with the class.

Key: It was wonderful.

B. MODEL CONVERSATION



Audio Script

Ann: Hey Jenny, how was your trip?
 Jenny: It was great. New Zealand was fantastic. Look, I just got the pictures.
 Ann: Wow, look at this one. What's with the dressy clothes? You're wearing a dress.
 Jenny: We're celebrating Jackie's birthday. We went to her favorite Italian restaurant.
 Ann: Very stylish. Who are these guys?
 Jenny: The one in the white shirt is Thomas. He's Jackie's brother. And that's Eric, in the blue shirt. He's a friend.
 Ann: I want to go to New Zealand . . .

Explanation: Language awareness

The idiom *What's with . . .* is an informal way to ask about something. **Example:** *What's with the suit and tie? Are you going to a wedding today?* This idiom expresses a feeling of surprise, shock or mystery.

Variation: Detailed questions

Books closed. In this variation, students don't look at the dialogue in the Student Book. They listen to the recording and then answer questions before reading the dialogue in the Student Book.

1. Write the questions below on the board.
2. Students listen to the dialogue and then answer these questions. Play the recording several times if necessary.

Questions	Possible Answers
1. Where did Jenny go on her trip?	Jenny went to New Zealand.
2. What does Jenny show her friend, Ann?	Pictures. Photographs of her trip to New Zealand.
3. What did Jenny wear for Jackie's birthday?	Dressy clothes. A dress and high heels.
4. Where did they eat?	At an Italian restaurant.
5. Who else is in the picture and what are they wearing?	Jackie's brother, Thomas. Thomas is wearing a white shirt. Jackie's friend, Eric. Eric is wearing a blue shirt.
6. Why do you think Ann wants to go to New Zealand?	To meet the men in Jenny's picture. To have a good time.

C. ACTIVE LISTENING



Audio Script

Ann: What's going on in this picture?
 Jenny: Which one?
 Ann: The one where you're on the beach . . .
 Jenny: Oh that one! They're playing beach rugby.
 Ann: Beach rugby? What's *that*?
 Jenny: Well it's like beach volleyball . . . but it's rugby on the beach instead. They played all morning. Everybody was really into it.
 Ann: You're kidding! I thought you didn't like sports.
 Jenny: I don't. I'm not playing. I'm taking the picture.
 Ann: You're quite a photographer! I have no idea what's going on here.
 Jenny: Yeah, well some of my pictures are good, some aren't.
 Ann: Look at this picture! It's a great one! The mountains are incredible. How was the weather?
 Jenny: It was cold and sunny.
 Ann: But I thought it was summer in New Zealand?
 Jenny: Yeah, it was.
 Ann: Well, not in this picture! It looks like winter. How come you're wearing a coat and boots?
 Jenny: Oh, we went hiking in the mountains. I borrowed Jackie's coat.
 Ann: Look at those mountains. Is that snow?
 Jenny: Yes, it was gorgeous. But cold!

Game: What can you remember?

1. Books closed. Put students in groups and have them write down as many details from the dialogue as possible.
2. Have students read their facts, and judge whether they are correct or not.
3. The group with the most correct facts wins.

Key:

1. What are they playing?
 volleyball rugby soccer
2. Is Jenny playing?
 Yes No
3. How long did they play?
 two hours all day
 all morning three hours

1. What time of year is it?
 summer spring winter
2. Whose coat is Jenny wearing?
 Jackie's her own Eric's
3. What did they do?
 went skiing went sightseeing
 went hiking went shopping

3 LANGUAGE FOCUS: *Present continuous*

A. PRONUNCIATION

See *Pronunciation* on page 119 of this Teacher's Manual.



Audio Script

What are you doing?
I'm listening to music.
What are they doing?
They're running.

What is she wearing?
She's wearing jeans

Explanation: Language awareness

Many English speakers pronounce the *-ing* verb ending as 'n, especially in informal situations. **Examples:** *What are you doin'?* *What is she wearin'?*

Expansion: What are you doing?

In this expansion, students get practice with asking questions in the present continuous tense.

- Think of activities and clothing words that would relate to that activity. Write them down on pieces of paper and put them in an envelope. **Examples:** *Swimming—swimming suit; Dancing—dress; Playing tennis—shorts; Hiking—boots, hat; Walking in the rain—rain coat; Skiing—coat, hat.*
- To model the activity, take a piece of paper and pretend you are putting on the item of clothing listed on your paper. Students guess what you are putting on.
Example: *skiing/hat.*
You: (Pretend to put on a hat.)
Student A: Are you putting on a hat?
You: Yes, I am putting on a hat.
Student B: Why are you putting on a hat?
You: (Act out the activity, skiing.)
Students then ask other questions to try to figure out why you're putting on a hat. **Examples:** *Are you going outside? Are you skiing?*
- Write some useful expressions on the board. **Examples:** *Are you putting on a _____? Why are you putting on a _____? Are you _____ing?*

- Once students have guessed correctly, have another student come up and pick a paper to act out the clothing item and activity for students to guess.

B. GET IT RIGHT

Explanation: Language awareness

Some verbs change their spelling when *-ing* is added to them. Here are some rules.

- For most verbs, just add *-ing*.
- If a verb ends in a consonant plus *e*, drop the *e* and add *-ing*: *make—making; hope—hoping*.
- If a verb ends in a single vowel plus a consonant, double the consonant and add *-ing*: *sit—sitting; run—running*.

Expansion: Matching

Books closed. Do this after students have completed the exercise in the Student Book. Students read descriptions of people and find the matching picture.

- Draw several pictures of people on the board (or find magazine pictures, clothing catalog advertisements, or computer graphics) and write descriptions of each one.
- Students read the descriptions and match them to the pictures.
- Review answers with the class.

Key: Answers will vary.

- They are wearing suits and ties. (Example)
- She's wearing a dress. (Example)
- He's listening to music. (Example)

C. YOUR IDEAS

Variation: Who is wearing . . . ?

Books closed. In this game, students secretly pick someone in the class to describe. Classmates guess who it is.

- Model the activity: *I'm thinking of a person in our class who always wears athletic shoes, T-shirts, and shorts to class. Who is it?*
- Students listen and guess to your clue.
- Ask other students to describe other classmates or famous people who always wear certain clothing items.

Key: Answers will vary.

Tina (Example)



4 CONVERSATION STRATEGY: *Showing surprise*

A. PRONUNCIATION



Audio Script

Really!
You're kidding!
You're not serious!

Expansion: Using the expressions

Books closed. You can do this after you have done the activity in the Student Book.

1. Brainstorm other ways to say, *Really*, such as, *I can't believe it!* *You must be joking!* *Get out of here!* *Get out of town!* *No way!* (The first two items are acceptable in most conversational contexts. The last two are rather informal. *Get out of here* and *Get out of town* are pronounced, *Get outta here* and *Get outta town*.)
2. Practice the pronunciation of the new expressions.
3. Say things to the class that are surprising. Students respond to you using one of the ways of showing surprise.
Examples: *I bought this coat for _____* (name a very low price)! *I once left the house in my pajamas!* *I met _____* (name a famous person).

B. LISTEN and ADD



Audio Script

Conversation 1

- A: What do you think of nose rings?
B: I like them.
A: You're kidding!
B: No, I really like them. I think they're cool.

Conversation 2

- A: That's a nice jacket.
B: Thanks. I bought it five years ago.
A: You're not serious!
B: Yeah, and it's still in style.

Expansion: What do you think of my . . . ?

Books closed. In this expansion, students write their own dialogue.

1. In pairs students write a dialogue similar to the one in the book. One idea is for students to write a dialogue around a parent and a child.
2. Monitor students' work, offering help as needed.
3. Pairs perform dialogues in front of the class.

Key:

1. A: You're kidding!
2. A: You're not serious!

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5 TALKATHON: *Clothing questionnaire*

Variation: Questions out of a hat

In this variation, students pick a question and answer it in front of the class.

1. Have students follow the directions in the Student Book for writing questions about clothing. Have them write their questions on slips of paper.
2. Collect all of the slips in a hat or another container.
3. One by one, students come up and pick a question to answer in front of the class.

Key:

- A. Answers will vary.
Tom (example)
1. A suit. (Example)
4. How often do you wear a suit? (Example)
- B. Answers will vary.
- C. Answers will vary.





6 INFOZONE: School Uniforms

Expansion: Who's in the picture?

Books closed. Do this after you have worked with the INFOZONE reading with the students. **Note:** Before you do this activity—tell students to bring in a photograph of themselves and their family or friends. You should bring a photo, too.

1. Bring in a photograph of your family on a trip (or from any situation—when you were in school, etc.).
2. Show the class the picture. Students ask questions to find out who is in the picture. **Examples:** *Who is the girl in the red shirt? Who is in the suit and tie? Who is wearing the blue dress? What's with the _____?*
3. Respond to the students' questions.
4. In small groups (or whole class, depending on how large the class is), students show their photographs and classmates ask questions about the people and what they are wearing.

Role Play: Interviewing students

Books closed. Do this after you have worked with the Infozone reading with the students. Groups of students create and perform a role play between a student committee in a school and an administrator who is in favor of school uniforms. (Adapt this situation to the school setting your students are in.)

1. Books closed. Tell students that they will write and perform a role play about school uniforms. One group member will play the school administrator, and the other group members will play high school students who want to express their opinions to the administrator.

2. In groups, the students prepare their roles. Give them a specific amount of time. The students will think of questions and statements about school uniforms.

Examples: *Why are you in favor of uniforms? How much would the uniforms cost? We think that uniforms are too expensive. Other schools are successful without uniforms.*

The administrator will also prepare questions and statements.

3. Outline how the conversation will take place:
 - a. The administrator greets the students.
 - b. The administrator asks the students one by one to ask questions or make statements, and the students respond accordingly.
 - c. The administrator then asks questions and makes statements.
4. Give students some time to practice their role play.
5. Groups perform their role play for the class.

Expansion: Writing a school dress code

Books closed. You can do this after you work with the reading in the Student Book.

1. Ask students to think about their school days and describe the dress code in their school. Did they have to wear a uniform? If so, have them describe it. If there were no uniforms, was there a dress code (dress rules)? If so, what were some of the rules? (No shorts, no sandals, etc.)
2. Tell students that they are now administrators of a high school. They must think of a dress code or uniform that they would want to have. The group must agree.
3. Give students time to think about the dress code and write it down.
4. Groups explain (or demonstrate by showing pictures) of the school uniform or dress code.

校服

你穿什么去上学？你认为你们的校服怎么样？



千里中学

洋子：我们讨厌我们的校服，太正规。领带叫人不舒服。连衣裙服虽然舒服却很难看。我们想穿长裤上学，尤其是在冬天。

圣马可高中

卡洛斯：正如你看到的，我们穿着校服。男女生都穿着黄色的衬衣，不过我们可以穿不同颜色的短裤、长裤或者裙子。学生通常都穿运动鞋。我们的校服相当舒服。



斯特普斯高中

戴伦：我们很幸运，没有校服。照片里的我们都穿着牛仔服、休闲衬衣或套头衫。大多数学生的穿着平常就是这样，没有人穿正装上学。



高地小学

海瑟：我们喜欢我们的校服，它们很休闲，而且可选择的式样很多。在这幅照片中，有些孩子穿着卡其布短裤、裙子或者长裤。有些穿着绿色的衬衣，有些穿着白色的。我们对鞋子没有特别的要求。惟一的问题是没有女孩子穿的短裤。



READ ABOUT IT

Expansion: Scenarios

Books open. You can do this after you have done the activity in the Student Book.

1. Write *What should I pack?* on the board. Then write scenarios like the following on the board: *I'm going on a ski trip. I'm going to the beach. I'm going to a wedding. I'm going to New York City.*
2. Pairs read the scenarios and together write a list of the different kinds of clothing that is needed for each scenario.
3. When the pairs have finished, go over the possible answers with the class.

Key: Answers will vary.

A. 1. uniform 2. hated 3. shorts 4. athletic

C. 1. 1) dressed up
2) reception; ceremony
3) dressy
4) blisters
5) suits; ties

dressy	casual
high heels	<u>skirt</u>
<u>stylish dress</u>	<u>blouse</u>
<u>suit</u>	jeans
<u>tie</u>	<u>sweatshirt</u>
	athletic shoes

TALK ABOUT IT

Expansion: Which school would you want to go to?

You can do these expansion activities after you have done the activity in the Student Book.

1. Books open. Students review the descriptions of the school uniforms in the Infozone and decide which school they would want to go to.
2. Conduct a class discussion. Students state their choices and why they made them.

Expansion: Discussion

1. Lead a class discussion about the students' opinions on school uniforms and school dress codes. Ask their opinions on them and why they feel that way. Also ask what they think of the way that teenagers are dressing nowadays. Do they think they are dressing too provocatively? Too old for their age? Also ask their opinions on body piercing, tattoos, etc.
2. If two opposite opinions are forming in the class, separate them into teams and have them prepare for a debate about these topics.

Key: Answers will vary.

4. Do you wear a uniform to work?

WRITE ABOUT IT

Expansion: Dear Doctor Know

Books closed. In this expansion students pretend that their job is to give advice to people who write letters seeking advice in the newspaper.

1. Write a letter that someone would write to an advice column in a newspaper. **Example:**
Dear Doctor Know, I don't know what to do. My 15 year old daughter likes to wear clothes that are very strange. She always wears jeans and black T-shirts. She dyed her hair orange. She always wears big black boots. She wants to get her nose pierced, but I won't let her. We always fight about her clothes. She never wears dresses or skirts and I don't know what to do. Please help. Frustrated in San Francisco.
2. Read the letter with the class and explain any unknown words. If advice columns are not familiar to your students, explain them.
3. Students then write a letter to the person, giving advice on what to do. **Example:**
Dear Frustrated in San Francisco, I understand your problem. I understand that your daughter is wearing clothes that you don't like. It will be hard to force her to always wear dresses and skirts if she does not want to. How about a compromise? Tell her when she goes to school, she has to wear more appropriate clothing, but when she goes out with her friends she can wear her black t-shirts and jeans. About her nose-piercing, you could tell her that she has to wait until she is an adult.
4. Have students go through the editing process with their letters (first draft, edit, final copy).
5. Have students read their advice letters to the class. Vote on which advice is the best.

Expansion: Write a story

In this expansion, students write a story about people in a magazine picture.

1. Find several magazine pictures of people wearing various clothes. Take one and write a story about the people in the picture. The story should explain why they are wearing the clothes in the picture.
2. Individually, students write their stories.
3. Have students go through the editing process (first draft, edit, final copy).
4. Have students share their stories with the class.

Key: Answers will vary.

Jeans (Example)

I was good to have a choice. (Example)

 For additional practice of the language presented in Unit 12, direct students to the ICON 1 Workbook pages 68 to 73. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

- 20世纪30年代, 牛仔服迅速流行并在几年时间内风靡年轻一代。
- 这个故事被讲得若有其事, 听众都信以为真。
- 约翰正在著名的度假圣地迈阿密海滩度假。
- 你认为到风景点旅游的惟一目的就是照相吗?
- 到那家豪华餐馆就餐你会穿什么衣服? 据说男士不系领带不得入内。

B. Translate the following sentences into English.

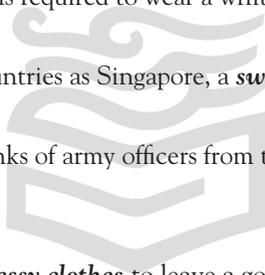
- People usually wear formal clothes to a wedding, while they wear casual clothes for a picnic.
- Which suit are you going to wear for the dinner at the professor's, the blue one or the black one?
- You said that you were going to give up your holiday, did you mean it?
- The school uniform should offer a variety of styles so that the students can have more than one choice.
- China is now enthusiastically celebrating its 55th anniversary of foundation.
- The man in white on the opposite is the very legendary figure that I often mentioned.
- How about the trip to Switzerland? I guess you didn't bring with you enough clothes against the cold.
- Mary is kidding. She never likes high-heel shoes and skirts. Instead, sneakers and blue jeans are her favorite.

8 WORD USAGES

athletic	adj.	运动的, 运动员的 The athletic events attracted a lot of tourists from all over the world.	[1]
blouse	n.	女衬衫 A blouse is often decorated with a lace collar.	[1]
casual	adj.	随意的, 随便的 My mother tried to tell me the bad news in a casual voice, but she failed.	[6]
celebrate	v.	庆祝 The company is going to celebrate its success in the increase of market share.	[2]
comfortable	adj.	舒适的, 舒服的 The coffee bar supplies not only the delicious snacks, but also a comfortable environment for you.	[6]
dressy	adj.	正式的; 正装的 He is a man who always wears dressy clothes and a neck-choker.	[6]
especially	adv.	特别是, 尤其是 I like your car very much, the headlight especially .	[6]
favorite	adj.	最喜爱的, 最喜欢的 His favorite football player, Renaldo, left the football field because of his foot problem.	[4]
fleece	adj.	羊毛的 The pair of fleece trousers wants ironing after washing.	[1]
heel	n.	鞋跟; 脚踵 Girls like to wear high heels , because they look taller in this kind of shoes.	[1]
jeans	n.	牛仔裤, 工装裤 The cowboys in Western movies are always in jeans and boots.	[1]



kid	v.	开玩笑 If you think he is kidding you, you are quite wrong.	
	n.	小孩 A family without kids sounds strange to most Chinese.	[4]
pants	n.	裤子 The color of the pants doesn't go with your sneakers.	[1]
sandal	n.	凉鞋 You'd better wear sandals to the beach.	[1]
style	n.	潮流; 样式 How do you like my new hair style ?	[4]
stylish	adj.	漂亮的, 时髦的 Your digital camera looks stylish . How much is it?	[2]
suit	n.	西服 In this company, it is required to wear a white shirt and a deep-color suit for work.	[1]
sweater	n.	套头衫; 毛衣 In such tropical countries as Singapore, a sweater is not needed.	[1]
uniform	n.	制服 Can you tell the ranks of army officers from their uniform ?	[6]
dressy clothes		正装 Job-seekers wear dressy clothes to leave a good impression on interviewers.	[6]
go sightseeing		观光 A great many people go sightseeing on this small island every year.	[6]
in style		流行 Levi's Jeans are always in style among young people.	[6]
school uniform		校服 The school uniforms worn by students are designed by themselves.	[6]



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9 TOPIC-RELATED INFORMATION/BACKGROUND

The story of jeans

Levi Strauss was the founder of the great Levi's jeans. When Levi Strauss reached San Francisco in 1853, a miner approached him and asked if he had any pants to sell. Levi asked him, "Why pants?" It seems that the miners digging for gold found that the rough work environment quickly wore out their pants, which created a shortage in stores. Being an experienced

merchant and not a miner, a thought flashed in Levi's mind: He would take the tough canvas cloth and make this man a pair of pants. He went immediately to a tailor, who made the pants for the man to wear. Right on that day, the first jeans in the world was born. During 1860-1940, Strauss made some changes to the original which became the symbols of the world famous Levi's jeans.

Review of Units 10-12

1 CONVERSATION



Audio Script

Annie: Hi, Mark. It's Annie. What are you doing?
 Mark: Oh, I'm watching TV. How about you?
 Annie: I'm shopping downtown. I want to buy a shirt for my brother. Where's a good place to buy men's clothes?
 Mark: Why don't you try Edgar's Fine Clothing?
 Annie: Excuse me?
 Mark: Edgar's Fine Clothing.
 Annie: Edgar's? Where's that?
 Mark: It's next to Bob's Books.
 Annie: Great. Thanks.

1. Ask students to form pairs and decide roles (either Student A or Student B).
2. Tell students to look at the missing parts in the conversation. Together they finish writing the conversation.
3. Walk around the class to see how students are doing and to answer any questions.
4. Students practice their conversation.
5. Ask pairs to share their conversation with the rest of the class.

Key:

- A. A: doing
 B: watching
 A: I'm; to; buy
 B: Why don't
 A: me
 A: Where's

2 INFORMATION GAP

A.

1. Ask students to form pairs and decide roles (either Student A or Student B).
2. Student (A) reads about Keiko.
3. Student (B) reads the questions about Keiko to Student (A). Student (A) answers his/her partner's questions.

B.

1. Student (B) reads about Tom.
2. Student (A) reads the questions about Tom to Student (B). Student (B) answers his/her partner's questions.

3 GAME



1. Male: Is there a coffee shop in the store?
2. Female: Are there any cosmetics in the store?
3. Male: Two men are buying CDs. What are they wearing?
4. Female: A girl is wearing a white skirt and orange sweater. What is she doing?
5. Male: A woman is looking at jewelry. What is she wearing?
6. Male: A young woman is reading a book. What is she wearing?
7. Female: A man is buying a suit and tie. What is he wearing?
8. Female: A man is wearing a suit. What is he buying?

A.

1. Have students put their pencils down and look at the page in the book. Tell them that they will have two minutes to remember what the people are wearing and what they are doing.
2. After two minutes, tell students to cover the picture with a piece of paper.

B.

1. Play the recording once. Give the students time to answer the questions.
2. Play the recording a second time. Students check their answers.
3. Have students compare their answers with a partner.
4. Ask individual students to share their answers with the class.
5. As the students read the answers, write them on the board so that others can check their answers.

Key:

1. No, there isn't.
2. Yes, there are.
3. They're wearing pants and shirts.
4. She's listening to music.
5. She's wearing a skirt and a jacket.
6. She's wearing a skirt and a blouse.
7. He's wearing casual pants and a shirt.
8. He's buying books.

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Review of Units 1-3: Information Gap for Student B

STUDENT B: Interview your partner and complete the chart.

A: Where's a good place to visit?

B: Hawaii

A: What sports . . . ?

B: surfing,
volleyball, golf

	Good place to visit "Where's a good . . ."	Popular sports "What sports..."	Popular foods "What kind of food..."	Weather "How's..."	Shopping "How's..."	Nightlife "How's..."
Student A	<u>New York</u>	basketball, baseball	Italian food	terrible	wonderful	okay
Student B	Hawaii					

Review of Units 4-6: Information Gap for Student B

STUDENT B

A. Answer your partner's questions about the activities in the chart below. Then ask your partner about each activity. Write *Yes* or *No* in the chart. Answer your partner's questions.

A: Do you like to listen to rap music?

B: Yes, I do. I think it's great.

	like to listen to rap music?	like to watch horror movies?	like to go dancing?	like to play volleyball?	want to eat out tonight?
Answers will vary. Do you . . .	<u>Yes</u> (Example)	_____	_____	_____	_____
Does David . . . 	<u>Yes</u>	Yes	<u>Yes</u>	<u>No</u>	No
Does Nina . . . 	No	<u>No</u>	Yes	Yes	<u>Yes</u>





Review of Units 4-6: Information Gap for Student B (Cont.)

2. Take turns asking questions about David and Nina. Write *Yes* or *No* in the chart.

A: Does David like to listen to rap music? B: Yes, he does.

3. Write four sentences about the people in the chart. Answers will vary.

Both David and Nina like to go dancing.

David likes to listen to rap music, but Nina doesn't.

My partner and Nina want to eat out tonight (Example).

My partner and David like to go dancing (Example).



Review of Units 10-12: Information Gap for Student B

STUDENT B

A. Ask your partner questions about Keiko.



1. How often does Keiko wear a skirt and jacket to work?
2. What does Keiko need to buy? Why?
3. How often does Keiko wear casual clothes to work?
4. What does Keiko wear on special occasions?
5. When does Keiko wear shorts?

B. Read about Tom. Then answer your partner's questions.



Tom

I love my casual clothes because they are comfortable. I wear sweatshirts a lot. I wear my fleece jacket and boots all the time in the winter. I never wear a shirt and tie to classes. Once in a while I wear a suit and tie for a job interview. In the summer I wear shorts and sandals a lot.





Pronunciation

UNIT 1 Intonation of *yes/no* questions



A. LISTEN to these questions.

1. To demonstrate what the students should be focusing on when listening to the recording, write one sentence on the board (*Is fondue Swiss?*).
2. As you read the sentence draw a rising arrow over the word *Swiss* to show the rising intonation.
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the rising intonation in each of the sentences.



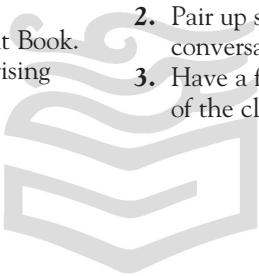
B. LISTEN and PRACTICE the questions above.

1. Play the recording again. Have students repeat the sentences after the recording.



C. LISTEN and PRACTICE the conversation with a partner.

1. Have students look at the exercise in the Student Book. Play the recording and tell students to notice the rising intonation of the *yes/no* questions.
2. Pair up students and have them practice the conversation with their partner.
3. Have a few pairs demonstrate the conversations in front of the class.



UNIT 2 Intonation of *wh-* questions



A. LISTEN to these questions.

1. To demonstrate what the students should be focusing on when listening to the recording, write one sentence on the board (*What's your favorite sport?*).
2. As you read the sentence draw a falling arrow over the word *sport* to show the rising and falling intonation.
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the rising and falling intonation in each of the sentences.



B. LISTEN and PRACTICE the questions above.

1. Play the recording again. Have students repeat the sentences after the recording.



C. LISTEN and PRACTICE the conversation with a partner.

1. Have students look at the exercise in the Student Book. Play the recording and tell students to notice the rising and falling intonation of the *Wh-* questions.
2. Pair up students and have them practice the conversation with their partner.
3. Have a few pairs demonstrate the conversations in front of the class.





UNIT 3 Syllable stress in adjectives



A. LISTEN to the examples.

1. To demonstrate what the students should be focusing on when listening to the recording, write the words from the Student Book on the board (*awful, interesting, terrific, international*).
2. As you read the word make a dark circle over the stressed syllable. You could also say the word and clap your hands when you say the stressed syllable.
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the stressed syllables.



B. LISTEN and PRACTICE the questions above.

1. Play the recording again. Have students repeat the word after the recording. Option: you could also have the students clap their hands when they say the stressed syllable.



C. LISTEN to the adjectives and mark the stressed syllable.

1. Have students look at the exercise in the Student Book. Play the recording and tell students to put a check or a mark over the stressed syllable.
2. To check their answers, write the words (*wonderful, funny, delicious, horrible, expensive, relaxing*) on the board and ask students to read the words. Mark the stressed syllable.



D. LISTEN to the conversations. Then practice them with a partner.

1. Have students look at the exercise in the Student Book. Play the recording and tell students to notice the stressed syllables in the conversations.
2. Pair up students and have them practice the conversation with their partner.
3. Have a few pairs demonstrate the conversations in front of the class.

UNIT 4 Reduced form of *do you*



A. LISTEN to these questions. Notice two ways to say *do you*.

1. To demonstrate what the students should be focusing on when listening to the recording, write two sentences on the board (*Do you like jazz? Do you like pizza?*).
2. Read one sentence at normal speed and read the other sentence using the reduced form of *Do you* (*D'you*).
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the two different ways to say *Do you*.



B. LISTEN and REPEAT the chant. Then practice it in pairs and groups.

1. Play the recording again. Have students listen to the chant.
2. Next, pair up students and have them practice the chant with their partner.
3. Have a few pairs demonstrate the chant in front of the class.

C. ASK your partner these questions. Use the reduced form of *do you*.

1. Pair up students. Tell the pairs to ask each other the questions in the Student Book. Encourage them to practice using the reduced form of *Do you*.
2. Have a few pairs demonstrate their questions in front of the class.
3. **Chain drill option:** Have students sit in a circle. Start the activity by asking the person on your right one of the questions in the Student Book (*Do you have any pets?*). Be sure to use the reduced form of *Do you*. That student answers your question and then turns to the person on his right and asks the same (or a different) question. This continues around the classroom until each student has had an opportunity to ask and answer a question.





UNIT 5 Word stress in sentences



A. LISTEN to the conversation. Notice the word stress.

1. To demonstrate what the students should be focusing on when listening to the recording, write the conversation on the board.
2. As you read the conversation draw a line under the stressed words.
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the stressed words.

B. PRACTICE the conversation above with a partner.

1. Pair up students and have them practice the conversation with their partner.
2. Have a few pairs demonstrate the conversation in front of the class.

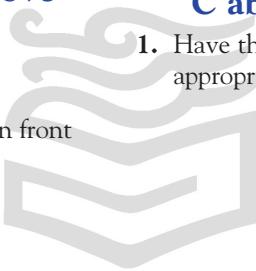


C. LISTEN and UNDERLINE the stressed words. The first one is done for you.

1. Have students look at the exercise in the Student Book. Play the recording and tell students to put a line under the stressed words in the sentence.
2. To check their answers, write the sentences on the board. Ask a few students to come up to the board, read the sentences and mark the stressed words.

D. PRACTICE the sentences in Activity C above.

1. Have the students read the sentences stressing the appropriate words.



UNIT 6 Reduced form of *want to*



A. LISTEN to these conversations. Notice two ways to say *want to*.

1. To demonstrate what the students should be focusing on when listening to the recording, write one conversation on the board (*What do you want to do? // I want to watch a video.*).
2. Read the conversation through once at normal speed and then read the conversation through a second time using the reduced form of *want to* (*wanna*).
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the two different ways to say *want to*.



B. LISTEN and REPEAT the chant. Then practice it in groups and pairs.

1. Play the recording again. Have students listen to the chant.
2. Next, pair up students and have them practice the chant with their partner.
3. Have a few pairs demonstrate the chant in front of the class.

C. TELL your partner three things you want to do after class today and three things you want to do next year.

1. To demonstrate the activity, write three things you want to do after class today and three things you want to do next year on the board.
2. Read the sentences (using the reduced form of *want to*) out loud.
3. Pair up students and have them tell each other three things they want to do after class and next year.





UNIT 7 Reduced form of *wh*- questions



A. LISTEN to these questions. Notice two ways to say *what do you* and *when do you*.

1. To demonstrate what the students should be focusing on when listening to the recording, write two sentences on the board (*What do you do for fun? When do you eat breakfast?*).
2. Read the sentences through the first time at normal speed. Then read the sentences through using the reduced form of the *Wh*-questions (*/Whaddya/ do for fun? /Whenddya/ eat breakfast?*).
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note the two different ways to say *what do you* and *when do you*.



B. LISTEN and PRACTICE the questions above.

1. Play the recording again. Have students repeat the sentences after the recording.

C. ADD two more questions of your own.

1. To demonstrate the activity, write two more questions using *What do you* and *When do you* on the board.
Examples: *What do you like to eat? When do you wake up in the morning?*
2. Ask the questions to various students.
3. Have students think of two questions to ask a partner.
4. Pair up students and have them ask each other their questions and the questions in the Student Book.

Key: Answers will vary.

UNIT 8 Sentence stress — content words



A. LISTEN to the sentences. Notice that the last word or word group in each sentence is stressed.

1. To demonstrate what the students should be focusing on when listening to the recording, write a few sentences on the board (*I live on instant noodles and diet soda. Running is easy for Anna. Etc.*).
2. As you read the sentence draw a line under the last word (or word group) in each sentence.
3. Have students look at the exercise in the Student Book. Play the recording and tell students to note that the last word or word group in each sentence is stressed.



B. LISTEN to these sentences and UNDERLINE the stressed word or word group. You will hear each sentence twice.

1. Have students look at the exercise in the Student Book. Play the recording and tell students to put a line under the stressed words in the sentence.
2. To check their answers, write the sentences on the board. Ask a few students to come up to the board, read the sentences and mark the stressed words.



C. LISTEN again and PRACTICE the sentences above.

1. Play the recording again. Have students practice the sentences.



UNIT 9 -ed endings



A. LISTEN to the examples and REPEAT them.

- To demonstrate what the students should be focusing on when listening to the recording, write the three words written in the Student Book (*walked, dreamed, started*) on the board.
- As you read the word write the sound that the suffix *-ed* makes after each one (*walked /t/, dreamed /d/, started /ed/*).
- Have students look at the exercise in the Student Book. Play the recording and tell students to note the rising intonation in each of the sentences.



B. Do you hear /t/, /d/, or /ed/? LISTEN and CHECK.

- On the board recreate the graph as it is shown in the Student Book.
- Play the recording and tell students to put a check under the sound they hear for each word.
- Ask a few students to come up to the board and share their answers.

C. PRACTICE the conversations below with a partner.

- Play the recording again. Have students practice the conversations.
- Have a few pairs demonstrate the conversations in front of the class.

Key:

	/t/	/d/	/ed/
1. listened		✓	
2. stopped	✓		
3. watched	✓		
4. needed			✓
5. played		✓	
6. checked	✓		
7. exercised		✓	
8. wanted			✓

UNIT 10 Initial th sounds



A. There are two ways to pronounce *th* in English: /th/ as in *there* and /th/ as in *think*. Which sound do you hear? LISTEN and CHECK.

- To demonstrate what the students should be focusing on when listening to the recording, write two words that have the two different *th* sounds on the board (*there, think*) on the board.
- As you read the word, try to exaggerate the difference in the *th* sounds.
- On the board recreate the graph as it is shown in the Student Book.
- Play the recording and tell students to put a check under the sound they hear for each word.
- Ask a few students to come up to the board and share their answers.



B. LISTEN and PRACTICE these sentences.

- Play the recording again. Have students repeat the sentences after the recording.

C. TONGUE TWISTER. Say the following sentence three times

quickly.

- Write the tongue twister on the board. Have students come up and underline all the *th* sounds in the sentence.
- Explain that a sentence that has a lot of the same sounds is called a “tongue twister.”
- Have students look at the tongue twister in the Student Book and practice saying the sentence together.
- Ask for volunteers to say the tongue twister out loud to the class.
- Option:** Have a race to see which student can say the tongue twister the fastest.

Key:

	/th/ as in <i>there</i>	/th/ as in <i>think</i>
1. thin		✓
2. they	✓	
3. then	✓	
4. thing		✓
5. this	✓	
6. that	✓	
7. three		✓
8. the	✓	

UNIT 11 Plural -s and -es endings



A. LISTEN. Do you hear /s/, /z/ or /ez/? CHECK.

- To demonstrate what the students should be focusing on when listening to the recording, write three words that have the three different sounds on the board (desks /s/, tables /z/, couches /ez/) on the board.
- As you read the word write the sound that the suffix -s or -es makes after each one (desks /s/, tables /z/, couches /ez/).
- On the board recreate the graph as it is shown in the Student Book.
- Play the recording and tell students to put a check under the sound they hear for each word.
- Ask a few students to come up to the board and share their answers.



B. LISTEN again and REPEAT the words in the chart.

- Play the recording again. Have students repeat the words after the recording.

C. TELL your partner five things that you want to buy. Choose from the box.

- To demonstrate the activity, recreate the box that as it is shown in the Student Book.
- Tell students two things that you want to buy from the box. Remember to use the reduced form of *want to*.
Example: *I want to (I wanna/) buy clothes and CDs.*

- Pair up students. Students tell their partners five things that they want to buy.
- Ask a few volunteers to share what they want to buy.
- Chain drill option:** Have students sit in a circle. Start the activity by saying what you want to buy and then asking the person on your right what do they want to buy. (*What do you want to buy?*). Be sure to use the reduced form of *want to*. That student answers your question and then turns to the person on his right and asks the same question. This continues around the classroom until each student has had an opportunity to ask and answer the question.

Key:

	/s/	/z/	/ez/
1. supplies		✓	
2. cosmetics	✓		
3. gifts	✓		
4. clothes		✓	
5. DVDs		✓	
6. dresses			✓
7. books	✓		
8. shoes		✓	
9. purchases			✓
10. places			✓

UNIT 12 Reduced forms of *what are* and *what is he*



A. LISTEN and REPEAT the chants. Notice the pronunciation of *what are* and *what is he*.

- To demonstrate what the students should be focusing on when listening to the recording, write the two chants on the board.
- As you read the chants draw a line connecting *What are* and *What is he* together. Show that these words get linked together and are pronounced, /*whaddare/* and /*whadizhe/*.
- Have students look at the exercise in the Student Book. Play the recording and tell students to note the pronunciation of *What are* and *What is he* in each of the sentences.

B. PRACTICE the chant in pairs and groups.

- Next, pair up students and have them practice the

chant with their partner.

- Have a few pairs demonstrate the chant in front of the class.

C. ASK and ANSWER the questions from the chant with a partner. Give your own answers. For the second part, ask about another student in your class.

- To demonstrate the activity, have a confident student come up to the class. Ask him the questions in the first chant. The student answers your questions. For the second chant, ask another student to come up and ask the questions about another student in the class.
- Next, pair up students and have them ask and answer the questions from the chants just as you did in your demonstration.
- Have a few pairs demonstrate their questioning and answering in front of the class.

Key: Answers will vary.

Workbook Answer Key



UNIT 1

1

A.

1. name; favorite
2. kinds; French

B.

1. Chinese food
2. French food
3. Japanese food
4. Italian food

C.

1. My name is Jerry; Italian, Chinese
2. your name; favorite kinds of food
3. My name is Anna; What are your favorite
4. My name is Jong; French and Indian food

2

A.

1. Is; No
2. Are; are
3. Are; Yes
4. Is; isn't
5. Are; aren't

B. Answers will vary.

1. Are bananas good for you? Yes, they are.
2. Is Korean food spicy? Yes, it is.

3

A.

1. 2, 1, 4, 3
2. 3, 2, 4, 1
3. 1, 4, 3, 2
4. 4, 1, 3, 2

B

1. I'm not sure.
2. Well, sushi is delicious.
3. I don't know.
4. What's in it?
5. I don't know the word in English.

C. Answers will vary

4

A.

- Country: India
 Dish: Vegetable curry
 Ingredients: vegetables, spices, rice
 Vegetarian?: Yes
 Good for you?: Yes
 Expensive?: No

- Country: Italy
 Dish: Lasagna
 Ingredients: pasta, meat sauce, tomato sauce, cheese
 Vegetarian?: No
 Good for you?: No
 Expensive?: No

B. Answers will vary.

C. Answers will vary.



UNIT 2

1

A.

1. Surfing, Miami Beach
2. Rugby, Australia
3. Auto racing, France
4. Volleyball, Canada

B.

1. boring
2. difficult
3. expensive
4. popular
5. fun

C.

1. Auto racing is an expensive
2. Baseball is a boring
3. Golf is a global
4. Surfing is a dangerous
5. Soccer is an exciting
6. Skiing is a relaxing

2**A.**

1. is
2. are
3. is
4. are
5. is
6. is

B.

1. are
2. is; it's
3. What; are
4. Where; In

3**A.**

1. baseball; answers will vary
2. golf; answers will vary
3. skiing; answers will vary
4. basketball; answers will vary

B.

1. Why skiing?
2. Why is that?
3. How come?
4. Really? Why golf?

C.

- 1.-6. Answers will vary.

4**A.**

1.

Name of sport:	auto racing
Equipment:	Formula One race car
Expensive?:	Yes
Who does it:	race car drivers
Why?:	Because it's exciting

2.

- | | |
|-----------------------|---|
| Name of sport: | running |
| Equipment: | no equipment |
| Expensive?: | no, cheap |
| Who does it: | runners |
| Why?: | Because it's relaxing and it's good for you |

B. Answers will vary.**C.** Answers will vary.**A.**

- good; great; nice; wonderful
 OK; not bad
 awful; bad; horrible; terrible

B.

1. OK
2. terrible
3. wonderful
4. boring
5. good
6. bad

C.

1. Is Italian food good?; It's wonderful. How's the weather in Venice?; It's OK.
2. How are things in Mexico?; Not bad.; It's terrific.

D. Answers will vary.**2****A.**

1. It's awful.
2. They're expensive.
3. It's OK.
4. They're really good.

B.

1. How is; How are; How are; How are; How is; how is

3

A.

1. Oh, yeah?
2. Really?
3. That's interesting.
4. Oh, yeah?

B.

1. Really? Why Fiji?
2. Oh, yeah? Why is that?
3. That's interesting. What's your favorite sport?

C.

1. My favorite sport is basketball. Really / Oh, yeah; Because it's exciting.
2. My favorite kind of food is Indian food; Really / Oh, yeah; Because it's spicy

D. Answers will vary.

4

A. Answers will vary.

B. Answers will vary.

1

A.

1. bluegrass
2. rhythm and blues
3. opera
4. salsa

B.

1. It has a great beat.
2. I love classical music.
3. It's terrific dance music.
4. I'm not familiar with it.

C. Answers will vary.

D.

1. opera; It's okay
2. reggae; It has a great beat

3. jazz; It's different

4. country music; I love it

2

A.

1. Yes, they do.
2. No, he doesn't.
3. No, they don't.
4. Yes, she does.
5. Yes, I do.

B.

1. Does Mr. Thomas like jazz? Yes, he does.
2. Do your friends like rock? Yes, they do.
3. Does she like rap music? No, she doesn't.
4. Do Eli's parents like reggae? No, they don't.

3

A.

1. A: Do you like the Whiners?
B: I don't know them.
Are they really good?
2. A: Do you like Barry Goodman?
B: Yes, I do.
I think he's terrific.
3. A: Do you like Suzanne?
B: No, I don't.
I think she's awful.
4. A: Do you like Manny Cordero?
B: I don't know him.
Is he good?

B.

1. I think they're great.
2. I think he is terrible.
3. I think they're boring.
4. I think they're interesting.
5. I think she's really good.

C.

1. him
2. them
3. her
4. him
5. them

4

A.

1. Name of place: The Hideaway
Type of music: Rock
Name of musical group: Sweet Sixteens
When you can go: Fridays and Saturdays
Why it is or isn't interesting to you: Answers will vary.

UNIT

4

高等教育

2.

Name of place: Dina's Fine Dining
Type of music: Classical
Name of musical group: The Harmony Trio
When you can go: Sunday nights
Why it is or isn't interesting to you: Answers will vary.

B. Answers will vary.



1

A.

1. love
2. hates
3. like
4. don't like
5. don't like
6. like

B. Answers will vary. Possible answers:

Okay for children: animated movies, musicals, comedies.
 Not okay for children: horror movies, dramas, action movies

C.

1. Can you recommend a good action movie?
2. No, they're not my thing.
3. Do you need some help?
4. No, it's a musical.
5. What about *My Terrible Times*?

2

A.

1. A lot of people, I, Two people in our class
2. One person in our class, She, Everybody
3. My best friend, Nobody
4. Everybody
5. My parents, My friends

B. Answers will vary.

3

A.

1. A: Can you recommend a good horror movie?
 B: Hmm. Let me think. What about *Dracula*?
 A: Okay. Thanks.
 B: You're welcome.
2. A: What's a good comedy?
 B: Let's see. Well, . . . What about *Jimmy Jokester*?
 A: Okay. Thanks!
3. A: What's a good science fiction movie?
 B: A good science fiction movie? *Flight to Mars* is pretty good.
 A: Okay. Thanks.
4. A: Can you recommend a good musical?
 B: Let me think. Well, what about *Bells are Ringing*?
 A: Thanks.

B.

1. Let's see. Well, I like *Grease* a lot.
2. Let me think. What about *Night Train*?
3. Well, a lot of people like *Terminator III*.
4. Hmm. Let's see. *Silly Sue* isn't bad.
5. *Oklahoma* is really great!

C. Answers will vary.

4

A.

Title: The Reggae Adventure

Kind of movie: Action

Comments: Both funny and scary

About: A man who goes to Jamaica on vacation but has a dangerous adventure

Ratings: Males under 21 *****

Males 21 to 35 *****

Males 36 and over *

Females under 21 *

Females 21 to 35 *

Females 36 and over *

Title: Where Is Megan?

Kind of movie: Comedy

Comments: Very funny and romantic

About: A woman who gets lost in Paris. She meets a young musician and finds love.

Ratings: All males *

All females *****

B. Answers will vary.



UNIT 6

1

A.

1. No
2. Yes
3. No
4. No

B.

1. stay
2. go
3. eat out
4. go
5. hang out
6. watch

C.

1. go
2. watch
3. eat
4. okay

D.

1. Jim
2. Lisa
3. Lisa
4. Jim

2

1. prefer; prefer
2. like; does
3. Does; prefers
4. like; do
5. want; wants

3

A.

1. Go to a movie? Sure.
2. Do something? Like what?
3. Let's go to the movies tonight.
4. Do you want to go dancing?

B.

1. Let's
2. like

3. Let's; Like
4. Do; Let's
5. Would; like

C.

1. 3, 2, 4, 1
2. 2, 4, 1, 3
3. 1, 4, 3, 2
4. 2, 4, 1, 3

4

A.

1. Name of activity: bicycle riding
Place that people like to do it: city, country
Why they like to do it: fun, fitness, enjoy the great outdoors

2. Name of activity: inline skating
Place that people like to do it: city streets, bike paths in parks
Why they like to do it: faster than walking, a lot of fun

B. Answers will vary.

C. Answers will vary.



UNIT 7

1

A.

1. seven o'clock
2. 7:30 in the morning
3. 1:15 A.M.
4. 5:30 P.M.
5. six o'clock
6. before midnight

B.

1. gets up; 7:00
2. eats breakfast; 7:30
3. has lunch; 1:15
4. gets home; 5:30
5. checks her e-mail; 6:00
6. goes to bed before midnight

C.

1. after
2. at
3. around
4. at
5. before
6. around

2**A.**

1. does
2. does
3. do
4. do
5. does
6. does

B.

1. He has breakfast.
2. He leaves home at 8:00.
3. They get to work at 8:30.
4. They have lunch at 12:30.
5. He checks his e-mail.
6. He gets home at 6:00.

3**A.**

1. I see
2. Uh huh.
3. Right.

B.

1. It's bargain day.
2. It's at 9:30.
3. Around 6:00 A.M.

C.

1. What time does English class start?; Right./Uh huh./I see.
2. And when does it close?; Right. Uh huh./I see.
3. Do you need any more information?
4. What do you do after dinner?; Right.Uh huh./I see.
5. When do the soccer games start on Saturday?; Right./Uh huh./I see.
6. What do you do on weekend evenings?; Right./Uh huh./I see.

4**A.** Answers will vary.**B.** Answers will vary.


UNIT 8

1**A.**

1. healthy
2. diet
3. outdoors
4. vitamins
5. really
6. drink

B.

1. eats a lot of vegetables
2. take vitamins
3. goes to the gym
4. hates exercise

C.

1. junk food; soda
2. tired; sleep
3. exercise; marathon
4. noodles; vegetables

2**A.**

1. How often does Raquel eat vegetables? Every day.
2. How often does Megan drink soda? Once a year.
3. How often do Megan and Raquel eat junk food? Never.
4. How often does Dan get enough sleep? Twice a week.
5. How often does Chan play a sport? Once a month.
6. How often do Dan and Chan drink soda? Never.

3**A.**

1. 2, 4, 1, 3
2. 3, 2, 4, 1
3. 1, 4, 2, 3
4. 3, 1, 4, 2

B.

1. Yes, I think so.
2. Yes, I do.
3. No, not really.
4. Around midnight.
5. Noodles.
6. Never.

C.

1. Answers will vary.

4

A.

How often he takes vitamins:

How much time he spends outdoors:

How often he eats vegetables:

How often he exercises:

How often he laughs:

How often he spends time with friends:

How often he eats every day:

every day

a lot of time

every day

three times a week

a lot

almost every night

five or six times a

day

B. Answers will vary.**C.** Answers will vary.

1

A.

1. played computer games
2. did the laundry
3. took a nap
4. went to the gym
5. went shopping
6. met someone new

B.

1. something else
2. Go on . . .
3. No wonder
4. a lot in common
5. did you do
6. Nothing special

C.

1. stayed up late
2. got up late
3. did homework
4. went to the gym
5. took a nap
6. went to the movies

2

A.

1. Did Andy and Sue; No, they didn't.
2. Did Lisa; Yes, she did.
3. Did Julio; Yes, he did.
4. Did Jenny and Alice; Yes, they did.
5. Did Ms. Lazon; No, she didn't.
6. Did Symon; Yes, he did.

B.

1. She went shopping.
2. They took a nap.
3. She took her class to a restaurant.
4. He talked on the phone.

3

A.

1. Yes, I do. Do you?
2. No, I didn't. Did you?
3. Yes, I did. Did you?
4. No, I don't. Do you?

B.

1. did; Did
2. Do; Do
3. do; Do; don't
4. Did; didn't; Did
5. does; Do; don't
6. Did; did; Did

C.

1. he did; Did you
2. he didn't; Did you
3. I do; Do you
4. they do; Do you
5. they did; Did you
6. they don't; Do you

4

A. Answers will vary.**B.** Answers will vary.



UNIT
10

1

A.

1. drugstore
2. department store
3. bookstore
4. convenience store
5. bank
6. gas station

B.

1. subway
2. shop
3. museum
4. mall
5. Line

C.

1. an ATM; One more question; across from; No problem
2. an easy way; the bus; Take; change

2

A.

1. Yes, there are.
2. No, there isn't.
3. Are there any; No there aren't.
4. Yes, there is.
5. Is there; Yes, there is.

B.

1. Is there; Yes, there is./No, there isn't.
2. Is there; Yes, there is./No, there isn't.
3. Are there; Yes, there are./No, there aren't.
4. Is there; Yes, there is./No, there isn't.
5. Is there; Yes, there is./No, there isn't.
6. Are there; Yes, there are./No, there aren't.

3

A.

1. 5, 1, 4, 2, 3/5, 3, 4, 2, 1
2. 2, 4, 1, 3
3. 1, 4, 5, 3, 2, 6/3, 4, 5, 1, 2, 6
4. 4, 3, 1, 2

B.

1. Yes, there is.
2. Yes, there's one near the bank.
3. You're welcome.
4. Could you please say that again?
5. No problem.

C.

mailbox; Excuse me / Could you please say that again; Is there a mailbox; near the taxi stand; Thanks / Thank you; No problem / You're welcome

4

A.

Name of the town:

Centerville

Name of the neighborhood:

Payson Place

Description of the neighborhood:

A quiet area near the bus station in Centerville

Kinds of people in the neighborhood:

Nice people—a lot of teachers and college students; families with small children

Good things about the neighborhood:

A lot of bookstores, coffee shops, and movie theaters; two art museums; the nightlife is wonderful

Bad things about the neighborhood:

No department stores or shopping malls nearby

B. Answers will vary.



UNIT
11

1**A.**

1. clothing; Christmas
2. jewelry; Valentine's Day
3. CD's; New Year's
4. electronic equipment; Valentine's Day
5. cosmetics; Christmas
6. school supplies; New Year's

B.

1. material
2. occasion
3. supplies
4. spent
5. gifts

C.

1. Where
2. What
3. Did
4. any
5. Who
6. near

2**A.**

1. any, some
2. a, a
3. a, some
4. any, a

B. Answers will vary.

3**A.**

1. A: Where's a good place to buy used books?
B: Why don't you try Mary's Book Mart?
A: Where's Mary's Book Mart?
B: It's on Clinton Street.
2. A: Where's a good place to buy Christmas gifts?
B: What about the mall?
A: Where's the mall?
B: It's in Centerville.
3. A: Where's a good place to buy sports equipment?
B: Why don't you go to Lee's Sports Store?
A: Where's that?
B: It's on Valentine Street.
4. A: Where's a good place to buy cosmetics?
B: Why don't you try Carol's?
A: Where's that?
B: It's online.

B.

1. Where; What
2. Where; Why don't; Where
3. Where; Why; Where
4. Where; What
5. Where; Why; Where

C. Answers will vary.

4

A. Answers will vary.

B. Answers will vary.



UNIT
12

1

A.

1. boots
2. a jacket
3. jeans
4. a suit
5. a tie
6. a dress
7. shoes
8. a blouse
9. a skirt
10. a sweater

B.

1. In the summer.
2. For a special occasion.
3. At a wedding.
4. To go hiking.
5. In the winter.

C.

How was your trip?; Let me see!; And who is that?; But what's with the shirt and tie?; We're celebrating my birthday.; Very stylish!

2

1. is she doing; She's playing
2. is he doing; He's writing
3. are they wearing; They're wearing
4. is he doing; He's yawning
5. is she doing; She's drinking
6. are they playing; They're playing
7. are they doing; They're listening
8. are you doing?; Answers will vary.

3

A.

1. What do you think of ties?; Really! / You're kidding! / You're not serious!
2. No. It's too dressy.; Really!
3. That's a nice suit.; Really!
4. Do you like this sweatshirt?; Really! / You're kidding! / You're not serious!
5. That's an impressive necklace. ;Really!
6. What do you think of these shoes?; You're kidding!

B.

1. Because
2. No
3. Thanks
4. No
5. Because
6. Yeah

C. Answers will vary.

4

A. Answers will vary.

B. Answers will vary.

2

Where is volleyball popular?

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: Describing sports

Warm Up: Draw and guess

In this warm-up, students draw pictures of sports and their teammates guess what is being drawn.

1. Write names of sports on note cards.
2. To demonstrate the game, pick a card and draw a picture that represents the sport on the board.
3. Write the structure on the board *Is it _____?*. Tell students to guess what you're drawing by using the structure written on the board. **Example:** *Is it volleyball?*
4. Have students come to the board, pick a card and draw the sport on the board. The other students guess which sport it is.
5. The activity continues until all of the cards have been drawn.

A. YOU FIRST

Variation: Matching

Books closed. You can use your own pictures to present the vocabulary in this matching activity.

1. Gather pictures representing the sports listed in the Student Book. You can find pictures on a computer or in magazines, or you can hand draw them. Write the names of the sports on pieces of paper (one word per paper). Also write the adjectives listed in the Student Book on pieces of paper. Tape pictures and words to the board.
2. Have each student match the picture of a sport to the name of the sport and then choose an adjective that expresses their opinion of it.
3. Higher level students can explain why they chose that adjective with that sport.

Game: Charades

1. Put students into two teams. (If you have a large class, you can have several games going on at once.)
2. Write names of sports on note cards (one on each card).
3. One person from Team A picks a card and acts out the sport written on the card for his teammates. The teammates have 15 seconds to guess the sport being acted out.
4. The team with the most points wins.

Key: Answers will vary.
soccer is fun (Example)

B. PRONUNCIATION



Audio Script

1. Do you think soccer is fun?
2. Do you think golf is relaxing?
3. Do you think basketball is exciting?

4. Do you think skiing is expensive?
5. Do you think auto racing is dangerous?
6. Do you think baseball is boring?
7. Do you think volleyball is easy?
8. Do you think surfing is difficult?

Expansion: Pronouncing Do you

Books open. This activity presents two ways of saying *Do you*—the full pronunciation and the short, conversational pronunciation. Do this after students listen to and say the sentences in the Student Book.

1. Direct students' attention to the question *Do you think _____* at the beginning of the activity in the Student Book.
2. Give an example of a question with the blanks filled in. **Example:** *Do you think _____ basketball is fun _____?*
3. Ask a few students to give other examples.
4. Model a question in two ways: *Do you* think surfing is dangerous? (Pronounce *Do you* as two syllables.)
D'you think surfing is dangerous? (Pronounce *Do you* as one syllable.)
5. Explain that *Do you* is often pronounced as *D'you*.
6. Say several questions, some as *Do you* and some as *D'you*. Have students answer "one" if you say *D'you* and "two" if you say *Do you*.
7. Have pairs of students ask and answer questions with *D'you*.

C. PAIR UP and TALK

Expansion: Agree or disagree

Books open. Do this after doing the activity in the Student Book.

1. Teach how to agree and disagree with someone. (*I agree with you, I disagree with you, I don't agree with you.*)
2. In pairs or small groups, one student makes a statement about a sport and the other agrees or disagrees. **Example:**
A: *I think skiing is relaxing.* B: *I disagree with you. I think it's very difficult.*

D. REPORT

Explanation: Language awareness

Sometimes we use *that* after verbs like *think*, *believe*, and *know*.

Do you think (that) golf is boring?

I think (that) auto racing is dangerous.

Accept answers with and without *that*. *That* can always be omitted except in rare cases when the meaning is unclear without it.

Key: Answers will vary.
golf is difficult (example)

2 LISTENING/GLOBAL INTERVIEWS: *What sports are popular?*

A. FIRST LISTENING

In the picture: Rugby players

This photograph shows rugby players reaching for the ball during a game. Rugby is a physical sport played by two teams. It is popular in Western Europe, South America, South Africa, New Zealand and Australia.



Audio Script

Interviewer: Hello to everyone. Welcome to Global Interviews. Today's topic is sports and we have four people from around the world. The question is, "What sports are popular in your country?" Are you ready?

Interview #1, Nelson

Interviewer: The first person here is Nelson. Where are you from, Nelson?

Nelson: I'm from Brazil.

Interviewer: So, what sports are popular in Brazil?

Nelson: That's an easy question. Soccer! Soccer is the Brazilian national sport. We call it 'football.' Almost everyone plays it.

Interviewer: That's interesting . . . Are any other sports popular?

Nelson: Well, I don't really like sports very much. But a lot of my friends play volleyball . . . Especially in the summer.

Interviewer: Yeah, volleyball is really fun. So . . . soccer and volleyball are popular in Brazil.

Nelson: That's right.

Interview #2, Amelia

Interviewer: The next person here is Amelia. Where are you from, Amelia?

Amelia: I'm from the U.S.

Interviewer: What sports are popular in the U.S.?

Amelia: Do you mean team sports?

Interviewer: Yeah, team sports.

Amelia: Well, baseball. It's a really popular sport here. I think baseball is boring, though.

Interviewer: I see. Are other sports popular too?

Amelia: Sure, a lot of people like basketball.

Interviewer: So, baseball and basketball—two very popular sports in the U.S. Thanks, Amelia.

Interview #3, Paul

Interviewer: Next we'll talk to Paul. Where are you from, Paul?

Paul: I'm from Australia . . . from Sydney.

Interviewer: Sydney . . . a great city. So Paul, what sports are popular in Australia?

Paul: I'd say one of the most popular sports is rugby. And, let's see . . . we love surfing! And of course, soccer.

Interviewer: Rugby, surfing, soccer . . .

Paul: Lots of other sports are popular, too. Australians are crazy about sports!

Interviewer: Yep, Australians love sports! Thanks, Paul.

Interview #4, Yasue

Interviewer: The last person today is Yasue. Hi Yasue, where are you from?

Yasue: I'm from Japan.

Interviewer: What sports are popular in Japan?

Yasue: Well, baseball and volleyball are popular. I play

volleyball. I'm on the team at my school. And soccer is also pretty popular in Japan.

Interviewer: Soccer? I see. Why is that?

Yasue: Because of the World Cup, I think. Soccer is really a global sport.

Interviewer: Thank you very much, Yasue.

Interviewer: Well, that's it for now. Thank you, Nelson, Amelia, Paul, and Yasue for today's global interviews. Goodbye, and play fair.

Role Play: TV interview

Books closed. You can do this after the students have listened to the recording at least once.

1. Pairs role play a similar dialogue to the ones in this activity. One student is the interviewer and one student is the interviewee.
2. After the pairs decide on which country they will talk about, the interviewers prepare their questions, and the interviewees prepare their answers.
3. Students perform their role plays in front of the class.

Key:

	Nelson Brazil	Amelia The United States	Paul Australia	Yasue Japan
soccer	✓		✓	✓
baseball		✓		✓
basketball		✓		
volleyball	✓			✓
rugby			✓	
surfing			✓	



B. SECOND LISTENING

Explanation: Language awareness

1. The idiom *to be crazy about* is an informal way of saying, *I really like something*. **Example:** *I'm crazy about skiing. I go every weekend.*
2. We use the word *play* for most sports that require a ball (*play basketball, baseball, play tennis*). However, we say *I bowl* or *I go bowling*.

Key: 1. volleyball 2. baseball 3. sports 4. soccer

C. PAIR UP and TALK

Variation: What about here?

1. Books closed. In groups, students and make a list of the top five sports where they live.
2. Groups present their findings to the class.

Expansion: Where in the world?

1. Hand out maps of the world to the students.
2. Students show where various sports are played and then write a paragraph about their map.

Key: Answers will vary.

B: Brazil; Japan (Example)

3 LANGUAGE FOCUS: *Wh- questions with “be”*

A. PRONUNCIATION

See *Pronunciation* on page 114 of this Teacher’s Manual.

In the picture: Professional golfer

Se Ri Pak is a professional golfer from Korea. She won 30 amateur tournaments before turning professional at age 18.



Audio Script

- A: What sports are popular in the United States?
 B: Basketball and baseball.
 A: Where is soccer popular?
 B: In Mexico.
 A: Where’s soccer popular?
 B: Everywhere.
 A: Why is soccer popular?
 B: Because it’s exciting.
 A: Why is soccer popular?
 B: Because it’s fun.

Variation: Question scrambles

Instead of working with the chart in the book, you can present the grammar by having students unscramble words to make questions.

- Books open. Briefly go over the question and answer charts in the Student Book.
- Books closed. Write several questions from the chart in the Student Book across a large piece of paper. Write in very large letters so that the entire class will be able to see them.
- Cut the questions up so that one word is on one cut-up piece of paper (including punctuation). **Example:**

Where	is	soccer	popular	?
-------	----	--------	---------	---
- Use tape to put the pieces of paper up on the board. Put them in scrambled order.
- Ask a student to come to the board and put a question in order.
- Check it and have other students put the other questions in order.
- Write other scrambled questions on the board. Have students work in pairs to unscramble them.
- Students write the questions as they unscramble them. They then answer the questions.
- Review the questions and answers with the class.

B. GET IT RIGHT

Variation: Listening activity

- Books open. Read the first line of each dialogue to the class.
- Students fill in the blanks with what you said, and then they write a response to the question.
- Call on students to be the second person (B) in the dialogue. You ask the questions, and they read their answers.

Key:

- | | |
|-------------|---------------------------------------|
| 1. A: are | B: Soccer and volley. |
| 2. A: Where | B: the United States. |
| 3. A: are | B: Skiing and auto racing. (Example) |
| 4. A: What | B: Golf and skiing. |
| 5. A: Where | B: Australia |
| 6. A: Why | B: it is relaxing. (Example) |
| 7. A: Where | B: In; in the United States (Example) |
| 8. A: are | B: In Japan. (Example) |
| 9. A: is | B: Because it is exciting. (Example) |
| 10. A: is | B: Because it is fun. (Example) |

C. YOUR IDEAS

Expansion: More wh- questions

- Books closed. Elicit questions with all wh- words: *Who*, *What*, *Where*, *When*, *Why*, and *How*.
- Individual students or pairs think of other questions to ask about one sport (for example, tennis) using all of the Wh words: For example: *What is tennis played on? How many players play tennis? What do you need to play tennis? Who keeps score? How do you win? Where do people play tennis?*
- Students exchange their questions with a partner and answer the partner’s questions in writing. If they don’t know the answers to the questions, students can ask other students in the class, or they can do research on the sport.
- Students check back with their original partner to make sure they have the correct answers.

Expansion: Ranking

Books open. In this expansion, students rank sports in different categories.

- Write the sports listed in the book across the top part of the board. (Optional—write other sports also: rock climbing, scuba diving, mountain climbing, table tennis.)
- Underneath the list of sports, write these three categories across the board: dangerous sports, easy to learn sports, expensive sports.
- Model the activity by telling the students how you would rank the sports in one of the categories. **Example:** (Dangerous sports) *I think auto racing is very dangerous, so I’m going to rank this as number 1. I think surfing is also dangerous, so I’m going to rank this as number 2.*
- After your example, have students rank the sports in each of the categories (1 = most, 5 =least).
- Pair up students and they compare their rankings.
- Review the differences in rankings with the class. **Example:** (Dangerous Sports) *Stand up if you ranked auto racing as #1. Stand up if you ranked surfing as #1.*
- Discuss rankings with the class. Students elaborate on their opinions.

Key: Answers will vary.

are popular in Korea (Example)
 Soccer and baseball. (Example)

is auto racing popular (Example)
 In Brazil. (Example)

is auto racing exciting (Example)
 Because it is dangerous. (Example)

4 CONVERSATION STRATEGY: Asking follow-up questions

A. PRONUNCIATION



Audio Script

Why is that?
Why basketball?
How come?

Explanation: Language awareness

The term *How come* is an informal way to say *why*?

Example: A: I don't like golf.

B: How come?

When *How come* is used in a complete question, the subject and verb are not inverted as they are when you use *Why*.

Examples: Why are you late? How come you're late?

Expansion: Use the expressions

Books closed. You can do this after doing the activity in the book. It gives the students more opportunities to respond to statements with follow-up questions.

1. Model the activity with a confident student. Tell the student in private that he/she should make a statement about a sport. You will ask a follow-up question, and the student will answer. **Example:**
Student: I really like surfing.
You: Why is that?
Student: Because it's fun, and because I like the beach.
2. After the class understands the model, make statements about sports that you like or dislike. Call on students to ask a follow-up question for each one. Then you answer the question.
3. Next, call on one student to make a statement and call on another student to ask a follow-up question. The first student answers. Do this several times.

B. LISTEN and ADD



Audio Script

1. A: What sports are popular at your school?
B: Hmm. I think volleyball and soccer are popular.
A: Why volleyball?
B: Because our teams are great!
2. A: Is skiing popular too?
B: No, it isn't.
A: Really? How come?
B: Because it's expensive and dangerous.
3. A: What's your favorite sport?
B: Baseball.
A: Really? Why is that?
B: Because it's fun.

Expansion: Role-play

You can do this after you have done the activity in the Student Book.

1. Books open. Pairs write a dialogue similar to the ones in *Listen and Add*, but about a different topic of their choice. Here are some possible topics:
food
movie stars
music groups
television programs
outdoor activities (for example: biking, hiking, bird-watching, camping, picnicking, fishing)
2. Books closed. Pairs practice their role-plays and then present them in front of the class.
3. As you circulate to help, make sure that students are including follow-up questions in their dialogue.
4. As students listen to their classmates' role-plays, they should take notes about what each pair is talking about. This ensures that everyone is paying attention, and it also encourages active listening.
5. After all of the role-plays have been performed, go over the topics with the class.

Key:

1. Why volleyball?
2. How come?
3. Why is that?

5 TALKATHON: What's your favorite sport?

Variation: Talk to everyone!

1. Write everyone's name on a paper and make copies for each student in the class. (Or, you can have students prepare this list themselves.)
2. Books open. Students complete the sentences in *You First*.
3. Books closed. Students circulate the room interviewing their classmates about their favorite sports and what they think about it. Students write their classmates' sports and reasons for liking it in the blanks next to that the

person's name.

4. Students analyze their results and report on the favorite sports among the people interviewed.

Key: Answers will vary.

- A. soccer (Example)
exciting and fun (Example)
- B. Tom (Example)
Skiing (Example)
Because it is exciting. (Example)



6 INFOZONE World Sports

Game: Search for the answers

You can do this after you have explored the INFOZONE material with the class.

1. Books closed. Write questions about the Infozone reading material on the board. **Examples:** *Who is Yao Ming? What kind of sport uses skates? What sport do gymnasts play? Who wears helmets and uses a stick?*
2. You can ask students to add questions to the list.
3. Put students in small groups. Set a time limit.
4. Books open. One at a time, group members choose a question and read it out loud to the group.
5. The group members read the Infozone material and find the answer.

6. The person who read the question writes the answer on a piece of paper.
7. Group members continue picking cards until all questions are answered.
8. The first group that gets all of the answers right wins the game.

Expansion: Guess!

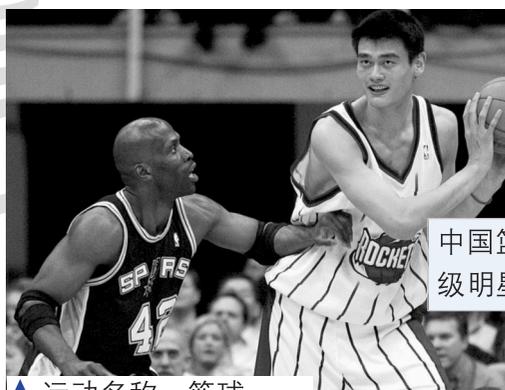
1. Students write a clue for their favorite sport. **Example:** *You do this sport on a field. There are 11 people on a team. The players try to kick the ball into the goal. What's my favorite sport?*
2. One by one (or in small groups depending on the size of your class), students read their clues out loud and the class guesses which sport they're talking about.



环球体育

美国佛蒙特州雪板运动员
Kelly Clark赢得奥运金牌。

▲ 运动名称: 雪板速滑
运动类型: 个人项目
装备: 滑雪板、头盔
参与者: 雪板运动员



中国篮球超
级明星姚明

▲ 运动名称: 篮球
运动类型: 集体项目
装备: 篮球、篮筐
参与者: 篮球运动员



▶ 运动名称: 体操
运动类型: 个人项目
装备: 体操用单双杠、吊环
参与者: 体操运动员

在很多国家, 孩子们从小
就开始练习体操。

▼ 运动名称: 冰球
运动类型: 集体项目
装备: 冰鞋、头盔、冰球、球棍
参与者: 冰球运动员



加拿大人非常
喜爱冰球运动!

▼ 运动名称: 跆拳道
运动类型: 个人项目
装备: 无
参与者: 跆拳道教练和学生



世界上大约5 000
万人练习跆拳道。



READ ABOUT IT

Expansion: What's my sport?

Books open. Do this after you have done the activity in the Student Book.

1. Think of scenarios with questions and write them on the board. **Examples:** *I'm really tall, and I can run fast. What's my sport? I'm strong and I can skate fast. What's my sport? I'm strong, and my body is very flexible. What's my sport? Some people say my sport is dangerous. I like it because I love to be in the mountains. What's my sport?*
2. Pairs read the scenarios, and together they look at the Infozone material to figure out the sport (or sports) that fit the situation.

Key:

- A.** Some answers will vary.
1. Taekwondo; snowboarding; gymnastics
 2. Ice hockey; basketball
 3. Snowboarding; ice hockey
 4. Basketball
 5. ice hockey (Example)
- C.**
1. T
 2. F
 3. N
 4. T
 5. N

TALK ABOUT IT

Expansion: Discussion

Books closed. You can do this after you have done the activity in the Student Book.

1. Teach the terms *professional athlete* and *amateur athlete*. (A professional athlete plays for money; most people who play sports are amateur athletes—they do it for enjoyment, and they do not get paid.) Ask the students to name some professional athletes that they know of.
2. Discuss the following topics with the class (for larger classes, put students in groups).
Do you think professional athletes are paid too much money?
Do you think professional athletes should be allowed to play in the Olympics?
Do you think parents start their children in sports too young and pressure them to do well?
3. If two opposite opinions on a topic are forming in the class, separate them into teams and have them prepare for a debate.

Project: Demonstrations

1. Students choose a sport that they like and prepare to teach or give a demonstration on how to do some of the basic skills of that sport. For example, if a student

chooses tennis, the student could bring in a racket and balls, bring in a diagram of a tennis court and demonstrate how to swing the racket.

2. Give students time to prepare their demonstrations (either in class or as homework).
3. Students give their demonstrations in class.

Key: Answers will vary.

5. Is snowboarding expensive? (Example)

WRITE ABOUT IT

Expansion: Find the picture!

1. Students write a short description for a sport (an uncommon sport would work best in this situation) and then find (or draw) a picture of it. Students write their name on the back of the picture and also on the back of the description.
2. Collect the written descriptions and distribute them among the students, making sure that every student gets someone else's work.
3. In class, tape the pictures on the board.
4. Students walk around and try to match the description they have with the correct picture.
5. When students think they have found a match, they turn the picture sheet over to check the name. If it's the same name as the name on the description that they're reading, they remove the picture sheet and sit down. If incorrect, they try again.
6. Once everyone has found the picture sheet that matches the description, students tell the class about their sports, using their pictures as visual support.

Project: Popular sports

In this project, students write a guide for foreign visitors about sports in their culture.

1. Present basic paragraph writing skills if necessary.
2. Give students time to research and write their paper (either in class or as homework).
3. Students read their paper to the class. Alternatively, you can also collect everyone's paper, make several copies, and put them into a binder. Set aside some time in each class period for groups to read from the binders.

Key:

Answers will vary.
rugby (Example)
team (Example)
ball, goalposts (Example)
It's an exciting and dangerous game. (Example)



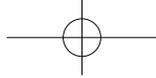
For additional practice of the language presented in Unit 2, direct students to the ICON 1 Workbook pages 8 to 13. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

- A.** Translate the following sentences into Chinese.
1. 尽管斯诺克台球不是奥运会项目，但许多国家都很喜爱这项运动，特别是在英国，因为斯诺克台球起源于英国。
 2. 在许多人眼里，体操表演非常优雅，但他们不知道在一分钟的表演后面是多年的艰辛训练。
 3. 尽管赛车运动很危险并经常引发事故，许多人依然热衷于这项运动。
 4. 沙滩排球是一种特别的运动项目，这是由于它的比赛场地通常是在蓝天碧海的沙滩上。
 5. 在中国很多年轻人，尤其是大学生，热爱篮球运动，而且都有自己喜爱的篮球明星。
- B.** Translate the following sentences into English.
1. As a national game, table tennis is the most popular in China and many people love it.
 2. As Australia is surrounded by sea, it provides wonderful conditions for surfing.
 3. Playing bowling with friends is a wonderful way to relax.
 4. Our basketball team is excellent, so the most popular sport in our school is basketball, not football.
 5. As long as you have a ball and a hoop, you can play basketball anywhere.
 6. Many people are crazy about skiing, and spend a lot of time and money on this game.
 7. A friend of mine is crazy about rock climbing for it is very exciting.
 8. China may not have football superstars, but there is no lack of football fans.

8 WORD USAGES

around	prep.	围着，环绕	
		Mark Polo traveled around the world;	
	adv.	在周围，四面	
		Since then he has had no work to do but traveled around from place to place.	[6]
boring	adj.	无聊的，令人厌烦的	
		If you don't understand computer science, this technical book may be boring to you.	[1]
crazy	adj.	喜爱的；疯狂的	
		Not many people in China are crazy about baseball.	[2]
fun	n.	有趣的人或事物	
		Playing hide-and-seek is full of fun.	
	adj.	有趣的	
		She is a fun person to be with.	[1]
individual	n.	个人，个体	
		The rights of individuals should be respected.	
	adj.	个人的，个体的	
		We should give our individual attention to local environment issues.	[6]
popular	adj.	受欢迎的，流行的，大众的	
		This song was very popular 20 years ago.	[1]
relaxing	adj.	轻松的，放松的	
		Golf is a relaxing game to me.	[1]
full of ...		充满...，装满...	
		This glass is full of water.	[7]
How come?		为什么会是这样？	
		I can't believe you don't like this gift. How come?	[4]
spend ... on ...		在...上花费...	
		Don't spend too much time on computer games.	[7]



9 TOPIC-RELATED INFORMATION/BACKGROUND

1. History of volleyball

William G. Morgan invented the game of volleyball in 1895, and designed the game to be a combination of basketball, baseball, tennis and handball.

The first volleyball net, borrowed from tennis, was only 6'6" high. The style of setting (拦网) and spiking (扣杀) was first demonstrated in the Philippines in 1916. After that, it became clear that standard rules were needed for the game, and thus the USVBA (United States Volleyball Association) was formed in 1928.

Two years later, the first 2-man beach volleyball game was played, though the professional scale is not big enough until much later. Not surprisingly, the first beach volleyball association appeared in California in 1965.

In 1949, the initial World Championships were held in Prague, Czechoslovakia.

In 1964, Volleyball was introduced to the Olympic Games in Tokyo.

2. A volleyball poem by Pach Thao

From the dead grasses of Erb Park*,
 To the dirty floors of the Ark**,
 When we step into the court and touch the ball,
 You may as well give up cause you stand no chance
 at all.
 And if you thought that man could not fly,
 Just wait ... because you won't believe your eyes.
 Like lightning that explodes when it strikes,
 That's what you'll experience when we spike!
 And we will come at you with full power,
 Soon you will be witnessing our meteor shower!
 You may laugh and you may joke,
 But you'll see, we'll still be standing after the smoke.
 Your team may wish that they didn't exist,
 When we come with a force you can't resist.
 This is a fact that is so very true,
 We will be victorious, and you ... will simply lose!

 *Erb Park is a park in Appleton, Wisconsin, USA.

**The Ark is a church Gym.

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3

The nightlife is great!

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions

Warm Up: Rank the city

In this warm-up, students rank various aspects about their city.

1. On the board write various aspects of a city. **Examples:** *weather, shopping, nightlife, food, public transportation, traffic, museums, parks.*
2. Write the numbers 1-10 on the board. Ask students to rank the aspects of the city they live in now, with 1

being the worst and 10 being the best. Write an example of your opinion on the board. **Example:** *I rank the weather in this city a "9" because it is always so sunny and warm. I rank the traffic in this city a "3" because it is always so crowded on the streets.*

3. Next have each student give their rankings on the various aspects of the city. If they can, ask them to elaborate with a reason. They can follow your example on the board.

1 VOCABULARY: Describing places

A. YOU FIRST

Variation: That's right/that's wrong

Books open. In this variation, students must listen to a sentence about the pictures in the Student Book and then tell if it is right or wrong.

1. Go over the pictures with the students. Make sure that they know the topic of each picture (the weather, shopping, nightlife) and the adjectives (great, terrible, wonderful, awful).
2. Write the sentences *That's right* and *That's wrong* on the board. Make sure that the students understand them.
3. Tell the students to listen and tell you if what you say is right or wrong. Say a true sentence about the first picture. Ask students to respond "That's right" or "That's wrong." Do this several times, using both true and untrue sentences. **Examples:**
You: The weather here is terrible.
Students: That's right.
You: The shopping here is terrible.
Students: That's wrong.
4. Next have students say the sentences and their classmates respond.

Key: 1. terrible 2. wonderful 3. great
4. good 5. awful 6. horrible

B. PRONUNCIATION



Audio Script

1. The weather is terrible.
2. The shopping is wonderful.
3. The nightlife is great.
4. The food is really good.
5. The public transportation is awful.
6. The traffic is horrible.

Explanation: Language awareness

The pronunciation of *is* is /iz/. The /z/ sound is often linked

to the word after it. (*The weather here is great—/izgreit/*).

C. PAIR UP and TALK

Expansion: Brainstorming

Books closed. This expansion invites students to think and talk about other qualities of a city. You can do this after you have done the activity in the Student Book.

1. Ask, "What other things can you find in a city?" Have students brainstorm other ideas (*parks, museums, people, recreation*). Write the ideas on the board as the students say them. Make sure that all students understand all of the words.
2. Brainstorm other words that describe a place (*fantastic, excellent, awesome, exciting, boring, depressing*).
3. Students ask each other the question *What do you think of the ___ here?* and use the words you just brainstormed. Students respond by saying *I think it's ___ (adjective)*.
Example: Student 1: *What do you think of the downtown area here?* Student 2: *I think it's exciting.*

Key: food (Example)
OK (Example)

D. REPORT

Project: Survey

Books closed. This project requires students to write interview questions and to interview three people about their city. The preparation and the interviews can be done in or out of class. The reporting should take place in class.

1. Students write interview questions about their city similar to the ones in Pair Up and Talk.
2. Students interview three people (classmates or people outside the class). If possible, they should conduct their interviews in English.
3. Students write down the answers.
4. Students report their findings to the class orally.

Key: food (Example)

2 LISTENING: *How's the weather?*

A. LOOK/THINK/GUESS

Expansion: Predictions

Books open. You can do this after students have done the Student Book activity. Students make predictions about what will happen in the recording.

1. On the board, write a list of questions about the picture.
Examples: *Who is in the picture? Where are they?*
2. In groups, students write answers based on the picture.
3. Go over the students' answers. Write the common ones beside the question on the board.
4. After listening to the recording in the next section, students decide which answers were right.

Key: In a nightclub.

B. MODEL CONVERSATION



Audio Script

Nick: Hello?
Gabby: Hello, Nick? It's Gabby.
Nick: Oh, hi Gabby.
Gabby: Where are you?
Nick: I'm in Miami.
Gabby: Wow! How are things there?
Nick: Not bad.
Gabby: Well, how's the weather?
Nick: The weather? Oh, it's fine.
Gabby: Oh yeah? That's good.

Explanation: Language awareness

1. The expression *How are things in _____?* asks for a general description of a place.
2. The idiom *not bad* usually means *fairly good*. It is often used when a speaker is surprised that something was good. **Example:** A: *My little sister made lunch for me yesterday.* B: *How was it?* A: *Well, for a 10-year-old kid, it wasn't bad!*

C. ACTIVE LISTENING

Audio Script



Gabby: Are you there, Nick? Nick? Can you hear me?
Nick: Sorry, Gabby. Can you hear me now?

Gabby: Yeah, I can hear you. So how are the restaurants?
Nick: Oh, they're great.
Gabby: Great? Nick?
Nick: Yes, can you hear me? There's all kinds of food—Korean, Japanese, Chinese . . .
Gabby: Makes me hungry. What about the shopping? Are there any good stores?
Nick: Yeah, the shopping is really good. There are great stores everywhere.
Gabby: Oh, good. You can buy me a present. How's the nightlife?
Nick: The nightlife? Oh, it's terrible. There's nothing going on.

Expansion: Listening for details

Books closed. You can do this after students have done the activity in the Student Book. In this expansion, students listen for a closer comprehension of the dialogue.

1. Write these questions on the board:

Questions

1. What kinds of restaurants are there?
2. Are there many stores?
3. What do you think the relationship is between Nick and Gabby? Why?
4. What does Nick say about the nightlife? Do you believe him?
5. Why do you think he said that it is terrible?

Possible Answers

- All kinds of food. Korean, Japanese, Chinese.
Yes. The shopping is really good.
Boyfriend/girlfriend. Husband/wife. Friends. Because Gabby tells Nick that he can buy her a present.
The nightlife is terrible and there is nothing going on. I don't believe him because in the picture and on the tape there is a lot going on!
Because he didn't want to let Gabby know about the fun he was having.

2. Students listen to the audio tape and in pairs compare answers to the questions.
3. Play the recording again. Have students check their answers. Then discuss their answers.

Key: 1. great
2. really good
3. terrible

3 LANGUAGE FOCUS: *Using pronouns ("it" and "they")*

A. PRONUNCIATION

See *Pronunciation* on page 115 of this Teacher's Manual.



Audio Script

A: How is the weather?
B: It's wonderful.
A: How's the food?
B: It's wonderful.

- A: How are the stores?
 B: They're great.
 A: How're the beaches?
 B: They're great.

Explanation: Language

In English, final consonant sounds are often linked from one word to another. For example, there is no pause between *it's* and *wonderful*: It's wonderful. It's great.

B. GET IT RIGHT

Variation: Listen and respond

In this variation, students do the Student Book activity based on listening rather than on reading.

- Books closed. Ask students to tell you the adjectives, both positive and negative, that they have been using to describe places in a city. **Examples:** *great, wonderful, really good, terrific, beautiful, not bad, OK, awful, terrible.* As the students give you the adjectives, list them on the board.
- Tell the students to number a piece of paper from 1 to 8. Do the same on the board so that all students will understand what to do.
- Do the first two items with the students as models. Read the customer's line of the first dialogue. Elicit a response, for example, "*It's great.*" Write "*It's great*" next to item number 1 on the board. Do the same with the second dialogue. Point out that students must choose between *it's* and *they're* for every dialogue. Also point out that they can choose any adjective that they wish.
- Proceed with the other six dialogues: Read the first line

and have students write a sentence in response.

- Have students check their answers. Elicit a correct response for each item and write it on the board. Remember that the adjectives can vary.
- Books open. Call on students to be the "travel agent." You ask the questions, and they read their answers.

Key: 1. It's 2. They are 3. They are 4. It's
 5. they're 6. it's 7. It's 8. They're

C. YOUR IDEAS

Expansion: Interview the class

You can do this after students practice in pairs. In this activity, students interview at least three people. They also record answers and report back to the class.

- Students write sentences about their favorite city and why they like it, for example, *My favorite city is Paris because it is so beautiful. The public transportation is great, and the sightseeing is fantastic.*
- Students walk around the room interviewing at least three of their classmates with two questions, *What is your favorite city?* and a question about one aspect they want to know about that particular city, for example, *How's the food there?.*
- The students write the answers down for each person they interview on a piece of paper.
- Students report back to the class on what their classmates said.

Key: Answers will vary.
 Mexico City. (Example)
 How's the weather in Mexico City. (Example)
 It's OK. (Example)

4 CONVERSATION STRATEGY: Showing you are interested

A. PRONUNCIATION

Culture Note: The Statue of Liberty

This drawing is of the Statue of Liberty in New York City. It is a symbol of freedom and it was a gift to the United States from France in 1886.



Audio Script

Really?
 Oh, yeah?
 That's interesting.

Explanation: Cultural awareness

- English speakers show that they are listening to a conversation by using certain expressions (*Really? Oh, yeah? That's interesting!*) while the other person is talking. Speakers expect these expressions or other ways of showing attention (such as using body language like nodding one's head). Without them, they may feel that their listener is uninterested or bored.
- In many English-speaking cultures, a listener maintains constant eye contact with a speaker while listening. It is

considered impolite not to do this. However, the speaker can look away from the listener from time to time while speaking.

B. LISTEN and ADD



Audio Script

- Woman: What do you think of New York?
 Man: Well, I think the people are really nice.
 Woman: That's interesting! How's the weather?
 Man: The weather? It's awful.
- Man: How are the restaurants there?
 Woman: They're great.
 Man: Really? What's your favorite kind of food?
 Woman: Chinese food.
- Woman: How's the traffic in New York?
 Man: The traffic? It's awful.
 Woman: Oh, yeah? How's the nightlife?
 Man: Oh, it's wonderful.

Expansion: Using the expressions

You can do this expansion after doing the activity in the Student Book. You will present or have the students brainstorm additional ways to show interest, and students will use them in response to your statements.

1. Present or (for higher levels) brainstorm other expressions that show someone is listening: **Examples:** *I see. Uh-huh. Hmm. What do you know?* (Pronounced as “*Whaddaya know*,” this expression is used when the listener is surprised at the information.)
2. Tell students that you’re going to talk about your hometown (or another city).
3. As you speak, pause occasionally and point to a student.
4. The student that you point to has to say an expression

such as *I see, uh-huh*, etc. or one of the expressions presented in the Student Book. **Example:**

You: There’s a park in the middle of town . . .
(point to a student)

Student: Uh-huh.

You: In the middle of the park, there’s a little open building. Bands play music there on summer evenings. (point to a student)

Student: That’s interesting!

You: People bring picnics and everyone has a good time. (point to a student)

Student: I see.

- Key:**
1. A: That’s interesting!
 2. A: Really?
 3. A: Oh, yeah?

5 TALKATHON: *Where’s a good place for a vacation?*

Expansion: Writing

Have students write about their findings from the Student Book activities. Writing can reflect their skill level: sentences for lower level students and paragraphs for higher level students.

Key: Answers will vary.

- A. Seoul (Example)
the museums are great (Example)
- B. Tom (Example)
Taipei (Example)
The people are really nice. (Example)

6 INFOZONE *Great Places to Visit*

Variation: Jigsaw reading

In this variation, each student reads just one part of the material in the INFOZONE. Then students pool their knowledge to answer the questions in Read About It.

1. Make copies of the Infozone page and cut the pages up so that each “Great Place to Visit” is on one small piece of paper. Make as many sets as there are groups.
2. Books closed. Put students in groups of five and give one set of papers to each group.
3. Each member of the group takes one of the cards to read on his/her own.
4. Books open. When the students have finished reading their own card, they get together and complete the sentences in the Read About It section of the Student Book. Since they have read only their own piece of information, they will have to listen and communicate with each other to complete the sentences.

find out only by asking yes/no questions. If they guess correctly by asking twenty questions or fewer, they win.

Example:

You: I’m thinking of a place.

Students: Is it in this country?

You: No, it isn’t.

Students: Is it on the ocean?

You: Yes, it is.

Students: Is there a film festival there?

You: No, there isn’t.

Students: Is it in Central America?

You: Yes, it is.

Students: Is it Corcovado National Park?

You: Yes, it is. You win!

Game: Twenty questions

You can do this after doing the activity in the Student Book or the variation above.

1. Each student thinks of a place. It can be a place from the Infozone or another one. You should think of a place, too.
2. Start the game by being “it.” Tell the class that they have to guess the place you are thinking of. They can

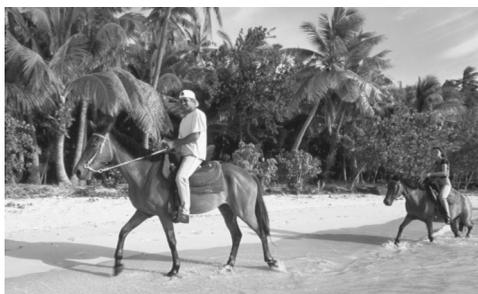
Expansion: Find someone who . . .

1. Write the information given in the Student Book as personalized questions. **Examples:** *Who has visited Korea? Who has been to Italy?*
2. Review how to ask the question using the present perfect tense: *Have you ever visited Korea?*
3. Students walk around asking each other the questions, and they record the responses.
4. As a whole class, report findings.
5. Have students compare their findings about these places with the information in the book.

旅游胜地



- ▲ 地点：加利福尼亚州圣巴巴拉市
国家：美国
何以闻名：极佳沙滩；宜于冲浪；
购物佳地；绝妙饭店；国际电影节
最佳旅游季节：3月至11月



- ▲ 地点：那塔多拉海滩
国家：斐济
何以闻名：美丽的白沙海滩；冲浪和
骑马佳地；美食；气候宜人
最佳旅游季节：5月至10月



- ▲ 地点：科科瓦多国家公园
国家：哥斯达黎加
何以闻名：美丽沙滩；气候宜人；
大量鸟类
最佳旅游季节：12月至4月

- ▶ 地点：威尼斯
国家：意大利
何以闻名：绝妙饭店；无车城市；
良好的公共交通；美丽城市
最佳旅游季节：2月至6月，9月
至10月



- ▶ 地点：釜山
国家：韩国
何以闻名：国际电影节；绝妙饭店；
购物佳地
最佳旅游季节：9月至11月

READ ABOUT IT

Game: Search for the information

Do this after the students have answered the questions in the Student Book.

- Write questions about the Infozone reading material on the board. Number the questions. **Examples:**
 - Which places have great beaches?
 - Which places are good to visit in November?
 - Which places have film festivals?
 - Which place is in Europe?
 - Which place is in North America?
 - Which place has horseback riding?
- Put students in small groups and tell them to answer the questions on the board. Set a time limit.
- One at a time, group members choose a question and read it out loud to the group.

- The group members read the Infozone material and find the answer.
- The person who read the question writes the answer on a piece of paper.
- Group members continue until all questions are answered.
- The first group that gets all of the answers right wins the game.

Key:

- A. Some answers will vary.
- Corcovado National Park; Santa Barbara; Natadola Beach
 - Venice
 - international film festival
 - surfing; horseback riding
 - Corcovado National Park

C.

1.

pasta	—	Fisherman's Wharf
dim sum	—	North Beach
seafood	—	Chinatown

2.

- 1) convenient public transportation
- 2) fine weather
- 3) delicious food
- 4) a lot of nightlife, sightseeing and shopping
- 5) low expense

TALK ABOUT IT

Role-Play: Travel agency

Do this after the class has done the activity in the Student Book. Students will create a role play between a travel agent and a customer.

1. In pairs, one student plays the role of a travel agent; the other plays a customer.
2. The students prepare their roles. Give them a specific amount of time. The customer will think of questions about the places listed in the Infozone. The travel agent will think of additional information for each place listed in the Infozone. Students could also choose different cities other than those in the Infozone.
3. Before students do the role play, outline how the conversation will take place:
 - a. Students greet one another
 - b. The customer sits down and tells the agent that he or she wants to take a vacation.
 - c. Using the Infozone as a “brochure,” the travel agent suggests one of these destinations.
 - d. The customer asks specific questions about the places. The agent answers.
 - f. The customer decides on one place or decides to wait to make a decision.
 - g. The customer and the agent say goodbye.
4. In pairs, the students practice role-playing the scene as outlined above.
5. Have one or two pairs role-play their scene for the whole class. If possible, make this more realistic by having students sit at a table (representing the travel agent's desk).

Key: Answers will vary.

5. What's the best time to visit your favorite city? (Example)

WRITE ABOUT IT

Game: Find the picture

In this game, students write paragraphs and then find or make illustrations about them. In class, the students must match up their classmates' paragraphs with their illustrations.

1. Instruct students to write one or more paragraphs about the place of their choice. Lower levels can write just one paragraph. Higher levels can write more paragraphs, each one with a different focus—weather, shopping, recreation, etc. Provide an example before they start writing. Tell students *not* to put their names on their work.
2. As homework, ask students to find or draw pictures of the place that they wrote about. They should tape these on to a sheet of paper and write the name of the place on the back of it.
3. In class, tape the picture sheets on the board. Distribute the students' paragraphs from step 1, making sure that every student gets someone else's work.
4. Students walk around and look at the illustrations. They try to match the paragraph they have with the illustration that goes with it.
5. When students think they have found a match, they turn the picture sheet over to check. If correct, they remove the picture sheet and sit down. If incorrect, they try again.
6. Once everyone has found the illustration that matches the description, they have to ask around and find whose picture it is and hand it back to them.
7. Students tell the class about their places, using their pictures as visual support.
8. If you want to collect the students' writing, remember to have them write their names on it.

Project: Best vacation places

In this project, students draw a map, with notes describing their favorite vacation places.

1. Present a model on the board. Draw a map, and indicate with an arrow where the example vacation place is. Write a short note. For example: New York City. Great Nightlife, wonderful museums, good shopping.
2. Give students time to research and write their paper (either in class or as homework).

Key: Answers will vary
 Veracruz (Example)
 Mexico (Example)
 The restaurants are good, great nightlife, weather is sunny. During Carnival.



For additional practice of the language presented in Unit 3, direct students to the ICON 1 Workbook pages 14 to 19. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.



7 LEARN & PRACTICE

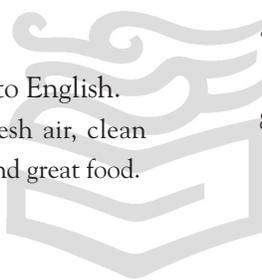
A. Translate the following sentences into Chinese.

1. 夏威夷最迷人之处在于它宜人的气候和美丽的海滩。
2. 我觉得这场足球比赛很乏味，天气不好，两队不在状态。
3. 从上海到釜山的航程约3个小时，可我一点儿也不觉得疲惫。
4. 夏天去北京游览可不是个好时候，因为天气太热，人也太多。
5. 这部电影讲述了一个美妙的故事，但很多人不喜欢它的悲惨结局。

2. In foreigners' eyes, Beijing is not only a famous historical city, but also a city with modern style.
3. These pictures of traffic accidents are awful, and safe driving is really very important.
4. Housing is so expensive in Santa Barbara that many people have to drive two or three hours every day to and from work.
5. If you don't mind hot food and twisting roads, you may love Chongqing.
6. The environment here is quiet and comfortable without the noise of cities.
7. Jiuzhaigou is most beautiful in autumn, so the best time to visit it is September.
8. Hong Kong is not only a heaven for shopping and fashion, but also a city with colorful nightlife.

B. Translate the following sentences into English.

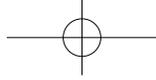
1. Qingdao is a beautiful city with fresh air, clean streets, good public transportation and great food.



8 WORD USAGES

awful	adj.	糟糕的，丑陋的，可怕的	
		The public transportation in this city is awful .	[1]
fantastic	adj.	极好的；奇异的	
		It is a fantastic idea to build a bridge over the river.	[1]
festival	n.	节日，喜庆日	
		The National Day is the country's most important festival .	
	adj.	节日的，快乐的	
		Festival atmosphere is all over the city during the National Day holidays.	[6]
horrible	adj.	讨厌的，可怕的	
		The traffic jam is so horrible that hundreds of cars can hardly move.	[1]
international	adj.	国际的	
		Peaceful international relationship is key to economic development.	[6]
public	adj.	公共的，公开的	
		Security is the most important matter among public issues!	[1]
sunny	adj.	阳光照耀的，太阳的	
		Sunny days are always welcome in winter.	[6]
terrible	adj.	极差的；可怕的	
		Look! It's raining again. What terrible weather it is!	[1]
What about ...?		…如何？怎么样？	
		Welcome back! What about the journey?	[3]





9 TOPIC-RELATED INFORMATION/BACKGROUND

Welcome to Sydney, Australia

Vibrant, dynamic, accessible and blessed with stunning natural beauty, Sydney is truly a world city, and offers something for everyone.

Sand between your toes

Sydney is not just high energy, it's also part seaside resort. People bathe on beaches and in coves where cool water and warm shores let time trickle through their toes.

Dining

The melting pot of over 140 different cultures, it's no wonder Sydney has such a distinct food scene. Produce is fresh and varied, menus are innovative and there really is something for everyone — whether you're after a five-

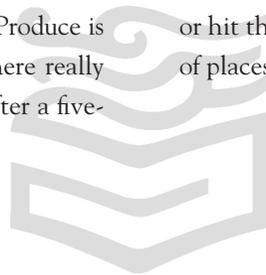
star feast or simply fish 'n' chips by the sea.

Shopping

Whether you're a label hunter or a bargain hunter, you'll be spoilt for choice shopping in Sydney. There are boutiques for the world's greatest names in fashion, shopping districts with objects of desire for those seeking the best, the contemporary or the exotic.

Nightlife

Sydney never sleeps and if you have the energy you won't either. Whether you want to sip a cocktail at sunset, enjoy a cup of cold refreshment at the local pubs or hit the dance floor till the early hours, there are plenty of places for every mood.



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Review of Units 1-3

1 CONVERSATION

A. COMPLETE the CONVERSATION

1. Have students put their pencils down and look at the page in the Student Book. Play the recording through once.
2. Play the recording through a second time. Students write in the missing words in the conversation.

Key:

- A: name is
 B: I'm
 A: Nice; are
 B: from
 A: my
 B: that
 A: food
 B: what's
 A: I'm; They

B. LISTEN to CHECK your ANSWERS



1. Play the recording through a third time. Students check their answers.
2. Ask two students to read the conversation out loud. Write the conversation on the board so the other students can check their answers.
3. Have students review the conversation by practicing it in pairs.

Audio Script

Eva: Hi, my name is Eva.
 Paulo: Hi, Eva. I'm Paulo.
 Eva: Nice to meet you, Paulo. Where are you from?
 Paulo: I'm from Brazil.
 Eva: Really? That's my favorite place!
 Paulo: Oh yeah? Why is that?
 Eva: Well, the food is great.
 Paulo: Oh, what's your favorite Brazilian dish?
 Eva: I'm not sure. They're all delicious.

2 INFORMATION GAP

Interview your partner and complete the chart.

1. Ask students to form pairs and decide roles (either Student A or Student B).
2. Student (A) asks questions and student (B) responds. Then student (A) marks the information in his/her book.
3. When they have finished, they change roles.

A: Where's a good place to visit?

B: Hawaii

A: What sports . . . ?

B: Surfing, volleyball, golf

	Good place to visit "Where's a good . . ."	Popular sports "What sports..."	Popular foods "What kind of food..."	Weather "How's..."	Shopping "How's..."	Nightlife "How's..."
Student A	New York					
Student B	Hawaii	Surfing, volleyball, golf	Chinese food	great	terrible	okay

3 GAME: *Tic Tac Toe*

Cultural note and directions: *Tic Tac Toe* is a popular game for students in the United States. There are nine boxes drawn on a piece of paper. The game is played in pairs. One person takes the “X” and the other takes the “O.” One by one the players put an X or an O in the boxes. The object of the game is to get three of the same letters in a row (vertically, horizontally or diagonally). The game in the Student Book has been adapted for language practice. Students take turns choosing a square and answering the question. If it is correct, they place their letter (either X or O) in the box. The object of the game is to get three in a row (vertically, horizontally or

diagonally).

1. To demonstrate this game draw nine boxes on the board in the same way as it is shown in the Student Book.
2. Tell the students that they must choose a box, answer the question correctly and then put either an X or an O over the box.
3. Walk around the class to check on students.

Key: Answers will vary.

GAME 1

Taipei (Example)
it's fun (Example)



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4

It's terrific dance music.

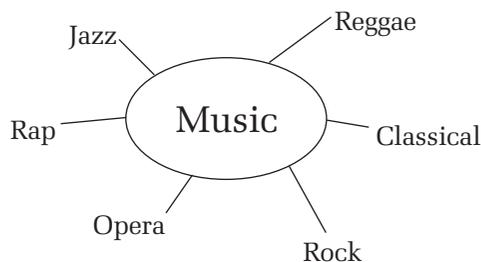
Please see page viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: *Kinds of music*

Warm Up: What do you know about music?

In this warm-up, students get an opportunity to write down what they know about music.

1. Draw this chart on the board.



2. Have students come up to the board and write things that they know about each kind of music. Each student adds something new to the board and talks about it.
Example: *We know that Rap comes from the U.S.*

A. YOU FIRST

Variation: Name that music

Books open. For this variation, students need to hear short selections of music in class. Each selection should be representative of one of the kinds of music that are presented in the Student Book.

1. Familiarize the students with the names of the kinds of music by briefly going over the kinds of music in the Student Book.
2. Play each musical selection for the class.
3. After each selection, stop the recording and have the students decide which kind of music it represents.
4. Students discuss their answers. Students can also discuss their likes and dislikes in music.

Key: Answers will vary.
rock (Example)

B.  PRONUNCIATION

Audio Script

- | | |
|-------------------------------|---------------------------------|
| 1. Do you like rap? | 5. Do you like reggae? |
| 2. Do you like rock? | 6. Do you like R and B? |
| 3. Do you like opera? | 7. Do you like jazz? |
| 4. Do you like country music? | 8. Do you like classical music? |

Expansion: Survey

1. Survey the students regarding their favorite kinds of

music. Write the results on the board.

Explanation: Cultural awareness

Many kinds of music are popular in English speaking countries.

1. Rap: Modern music in which the words are not sung but spoken in time to music with a steady beat. Eminem is a popular rap artist.
2. Rock: Modern music played on guitars and drums, with a strong loud beat. The Rolling Stones is a popular rock band.
3. Opera: A play with classical music in which the words are sung. Luciano Pavarotti is a famous opera singer. Giuseppe Verdi is a well-known opera composer.
4. Country music: A type of music from the southern and western United States. Faith Hill is a popular country music singer.
5. Reggae: A type of music from Jamaica. Bob Marley was a popular reggae singer.
6. R and B (Rhythm and Blues): A type of popular music that is a mixture of the blues (a type of jazz) and rock music. It is usually played on electric instruments. The singer Ray Charles helped originate R and B.
7. Jazz: Music that usually has a strong beat and parts for performers to play alone. Ella Fitzgerald was a popular jazz singer.
8. Classical music: Music that was written especially in Europe in past times by composers such as Bach, Mozart and Beethoven.

C. PAIR UP and TALK

Expansion: Music for every occasion

1. Books closed. Elicit or present (depending on the students' level) times when people listen to music. These can be physical locations or moods. **Examples:** *When I'm happy. When I'm studying or working. When I'm driving.*
2. Model the activity: Tell the students the kinds of music you listen to at different times. **Example:** *I listen to classical music when I'm in a quiet mood. I listen to rock music when I'm happy.*
3. In pairs, students talk about the different kinds of music they listen to at different times.

Key: Answers will vary.
opera (Example)

D. REPORT

Key: Answers will vary.
opera (Example)

2 LISTENING/GLOBAL INTERVIEWS: *What do you think of Samba?*

A. FIRST LISTENING



Audio Script

- Interviewer: In today's global interviews, we're talking about world music. I asked three people to bring typical music from their countries. I'm a real fan of world music; so let's get started.
- Interviewer: The first person here is Sylvia. Where are you from, Sylvia?
- Sylvia: I'm from Rio de Janeiro, Brazil.
- Interviewer: You're from Rio? That's great. And what kind of music do you have today?
- Sylvia: I have some samba music.
- Interviewer: Samba?
- Sylvia: Yes, samba is very popular in Brazil, especially during Carnival. Would you like to hear some?
- Interviewer: Sure.
- Sylvia: Do you like it?
- Interviewer: Yes, it's really cool. . . .
- Sylvia: And it's terrific dance music.
- Interviewer: I'm sure it is. Thanks Sylvia. The next person is Donovan. You're from Jamaica, right?
- Donovan: Yes, that's right.
- Interviewer: Where in Jamaica?
- Donovan: I'm from Kingston . . . the capital of Jamaica.
- Interviewer: And what kind of music do you have with you?
- Donovan: I want to play some reggae music for you.
- Interviewer: Okay.
- Donovan: What do you think of it?
- Interviewer: I love it. It has a great beat.
- Donovan: It sure does.
- Interviewer: Thanks, Donovan. The next person here is Steven. Where are you from, Steven?
- Steven: I'm from the United States.
- Interviewer: There is lots of good music in the United States. What kind of music do you have with you?
- Steven: I have some bluegrass music.
- Interviewer: Bluegrass? I'm not familiar with it.
- Steven: Well, would you like to hear some?
- Steven: What do you think of it? Be honest. Some people don't like it.
- Interviewer: Well, actually, I don't like it, really.
- Steven: Yeah, it's different.
- Interviewer: Thanks very much, Steven. And, that's all we have time for. Thanks for talking to us today.

Expansion: Detail questions

Books closed. This expansion requires students to listen for details. Do this after doing the activity in the Student Book.

- Write the following questions on the board.

Questions	Possible Answers
1. When is Samba especially popular?	Samba is especially popular during Carnival.
2. What does the interviewer think about reggae?	He loves it. It has a great beat.
3. What kind of music is the interviewer not familiar with?	Bluegrass music.
4. Do all people from the United States like bluegrass music?	No. Some people don't like it.
5. What does the interviewer think of all of the kinds of music on the show?	The interviewer likes reggae and samba but not bluegrass.
- Play the tape again and have pairs of students answer as many questions as they can.
- If necessary, play the tape one more time and have students listen for any missing answers.

Key:

- | | |
|-------------------|-----------|
| 1. Silvia | bluegrass |
| Brazil | ragtime |
| 2. Donovan | samba |
| Jamaica | salsa |
| 3. Steven | reggae |
| the United States | |

B. SECOND LISTENING



Explanation: Language awareness

The expression *It's really cool* is an informal way of saying, *It's great*. **Example:** I love reggae music. It's really cool. This expression can also be used with people. **Example:** *I really like Maria. She's really cool.*

- Key:** 1. reggae 2. samba 3. samba
4. bluegrass 5. bluegrass

C. PAIR UP and TALK

Expansion: What about here?

- In groups, students make a list of the kinds of music popular among people where they live.
- The groups agree on a ranking of the kinds of music, with the most popular first.
- Have groups compare and discuss their results.

Key: Answers will vary.
samba (Example)

A: samba (Example)

B: I like it a lot (Example)

3 LANGUAGE FOCUS: Yes/No questions with “do” and “does”

A. PRONUNCIATION

See *Pronunciation* on page 115 of this Teacher’s Manual.



Audio Script

Female voice: Do you like rock?
 Male voice: Yes, I do. Do you like rock?
 Female voice: No, I don’t.
 Female voice: Do you and your friends like rock?
 Male voice: Yes, we do. Do your parents like rock?
 Female voice: Yes, they do. Do your parents like rock?
 Male voice: No, they don’t.
 Female voice: Does Emily like rock?
 Male voice: Yes, she does.
 Female voice: Does Nick like rock?
 Male voice: No, he doesn’t.

Variation: Show me

- Write a chart like this on the board. Be sure to use both singular and plural subjects.

D	you		
D	you and your friends		rock?
D	Nick		classical music?
D	your parents	like	jazz?
D	Emily		reggae?
D	our teacher		R and B?
D	little kids		
- Books open. Briefly go over the charts in the Student Book, pointing out the question formation with *Do* and *Does* and the short answers.
- Books closed. Have each student take a piece of paper and tear it in half. On one half, they write the word *Do*. On the other half, they write the word *Does*. Both words should be written very large and dark.
- Model the activity. With a ruler or your finger, point to the letter “D” (at the beginning), one of the subjects, the verb *like* and one of the kinds of music. Ask, “Which one? *Do* or *Does*?” Hold up one student’s paper with the correct answer. Tap out another sentence, and have all students hold up the correct piece of paper.
- Have students come to the front of the class one by one and tap out a sentence. All of the students hold up the piece of paper that they think is correct to complete the question.
- The student that tapped out the question calls on one student to say it.
- As students answer by holding up their papers, you can check to see which students are doing well and which

might need extra help.

Explanation: Language awareness

Notice the use of stress in the dialogues, for example:

A: Do you like rock music?

B: Yes, I do. How about YOU? Do YOU like rock music?

A: Do your parents like rock?

B: Yes, they do. Do YOUR parents like rock?

When we ask the same question that someone asked us, we stress the subject pronoun or the possessive adjective.

B. GET IT RIGHT

Variation: Bag of questions

- Write the questions in the Student Book on slips of paper. Leave a blank in each sentence for *Do/Does* or for the verb. **Example:** _____ your friends like rock music? If possible, write enough additional sentences so that there is one for each student. Put the slips in a bag or a hat.
- One by one, students pick a question from the bag, read it out loud and answer the question. **Example:** Student: *Do your friends like rock music? Yes, they do.*
- If you have not made enough slips for the entire class, have the students put the slips back into the bag or hat.

Key:

- A: Do B: do.
- A: Dose B: doesn’t.
- A: Do B: don’t.
- A: Do B: we do.
- A: like B: she does Or he does.
- A: Do B: do.
- A: Do B: don’t.
- A: Does B: she does.

C. YOUR IDEAS

Game: Guess

- Students think of their favorite kind of music and one by one stand before the class.
- The rest of the class asks questions to figure out which kind of music that student likes. **Example:** *Do you like rap music?*
- Higher level students can ask more detailed questions. **Example:** *Do you like music that is usually played very loudly? Do you like music with lyrics (words)?*

Key: Answers will vary.

you; samba (Example)

Yes, I do. (Example)

your friend; rap (Example)

Yes, he does. (Example)

4 CONVERSATION STRATEGY: *Explaining your answers*

A. MODEL CONVERSATION

In the pictures: Singers

On the left: Missy Elliot is an American rhythm and blues singer and song writer.

On the right: Mick Jagger is the lead singer of the British rock band *The Rolling Stones*.



Audio Script

- Female voice: Do you like Teri Amos?
Male voice: Yes, I do. I think she's great.
Female voice: Do you like Missy Elliot?
Male voice: No, I don't. I don't like rap.
- Male voice: Do you like the Rolling Stones?
Female voice: No, I don't. They're old.
Male voice: Do you like the Dave Matthews Band?
Female voice: Oh, yes. They're terrific.

Explanation: Cultural awareness

In English-speaking countries, it is considered polite to explain an answer by giving more details in your responses to questions. If you give only short responses, people may think that you don't want to talk to them.

Expansion: Brainstorm

- Books open. Brainstorm with the class other ways to explain the answers given for the questions in the Student Book.
- Write the items from the brainstorming on the board.
- Have students practice the dialogues in the Student Book using the new ways to explain their answers. **Examples:**
A: Do you like Eminem?
B: No, I don't. I don't like rap.
B: No, I don't. I think he is rude. I think his lyrics are violent.

Expansion: Using the expressions

- Think of other questions like the ones in the Student Book to ask your students. **Example:** *Do you like Madonna?*
- Students respond to your questions and explain their answers.

B. FINISH IT

Variation: Dictation

In this variation, you will read the short dialogues and have students write what they hear.

- Books closed. Draw two simple figures of people on the board. Write a name for each one, for example, Tom and Sue.
- Read the first line of the first dialog in the student book. Point to one of the figures as you read. Then read the second line as you point to the second figure. (You will have to complete the "B" part of the dialogue.)
- Tell students to write the lines of the dialogue as you say them. Read the first line at a slow but natural speed. Give students time to write, then repeat the line again. Follow the same procedure for the second line.
- Tell students to check their work. Read both lines one final time.
- Follow steps 3 and 4 with the second dialogue.
- Ask four students to come up and write the lines for the "A" and "B" parts underneath the figures on the board. Correct their work if necessary.
- Books open. Have students practice the short dialogues in pairs.

Key: Answers will vary.

- Yes; do; They're terrific. (Example)
- No; don't; I don't like her. (Example)

5 CONVERSATION MAP: *Do you like the Happy Rappers?*

Expansion: Eavesdropping

- On the board, write three questions similar to the ones in Pair Up and Talk in the Student Book. **Examples:** *Do you like The Rolling Stones? Do you like Eminem?*
- Explain what "eavesdropping" means (when you deliberately listen to what another person is saying, but the other person doesn't know it).
- Put students into groups of four. In each group, designate one person to be the "eavesdropper."
- The eavesdroppers leave their group and sit near another group. Every group should have an eavesdropper from another group.
- In each group, the other group members talk about the questions on the board. The eavesdropper listens to their conversation from a nearby chair.
- The eavesdroppers go back to their original group. The

group members ask the eavesdropper how the other group members responded to the questions. **Example:** *Does Maria like the Rolling Stones? Does Yousun like Eminem?*

- As the eavesdropper tells them what he or she overheard, the group members write down the answers. **Examples:** *Maria likes the Rolling Stones. Yousun doesn't like the Rolling Stones.*
- Groups check with the other group to make sure that what was overheard was correct.

Key: Answers will vary.

- Elvis (Example)
Nora Jones (Example)
U2 (Example)
- U2 (Example)
wonderful (Example)

6 INFOZONE Music and Dance Scene

Role Play: Calling a radio show

Do this role play after the students have read the material on the INFOZONE page. In this role play, one student is the host of "Infozone Live," a radio program about entertainment. People call in and ask the host about things to do in town. Students use the information in Infozone for their role plays. (More advanced students can make a list of places in their city and use these instead.)

- In pairs, one student plays the role of the radio host. This student looks at the Infozone page in the Student Book. The other student is a caller and does not look at the infozone page.
- Books open. The students prepare their roles. The radio host reviews the information about the places in the Infozone and thinks of additional information for each place. The caller thinks of questions to ask. The pairs can talk about more than one place in their role play.
- Before students do the role play, outline how the conversation will take place:
 - The caller calls the radio show and waits for the host

to answer.

- The host answers. **Example:** *This is Infozone Live. You're on the air.*
 - The caller answers. **Example:** *Hi. My name is Fernando, and I'm looking for a place to go on Saturday night.*
 - The caller asks his/her questions, and the host answers them. **Examples:**
 Caller: Where could I go to hear jazz?
 Host: Well, the Apollo Theater has a jazz show. I think it's great.
 Caller: How much is it?
 Host: The tickets are \$40 to \$150 each.
 Caller: Is it hard to get tickets?
 Host: Hmm. I don't know. You can call them and find out. The number is . . .
 - The caller thanks the host, and they say goodbye.
4. Students practice their role play and then perform it for the whole class.

Note: Students could also choose places in their city rather than those in the Infozone.

周末舞台

5月11日至13日

音乐舞蹈表演



查克餐吧 独一无二的吉姆和他的牛仔们！
他们演奏极棒的乡村音乐！星期五晚9点



起居室 本周六有疯狂摇滚的狂欢
门票：免费
9点至午夜



城堡餐厅 周五和周六是佛来明戈音乐之夜。一边用餐一边观赏乔格和皮拉尔的表演。晚餐和演出共计50美元。



阿波罗剧场
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梅尔舞场 这个周六来吧，随着来自牙买加金斯敦的牙买加哭泣者乐队的节拍舞动。节奏强劲的雷鬼舞曲！

READ ABOUT IT

Variation: Find the errors

Books open. In this variation, students find and correct errors.

- Write the six sentences in the Student Book on the board, but fill in some of the blanks with wrong information. **Examples:**
 - Jim and His Cowboys' play reggae music.
 - Jo Marsfield's dancers dance to jazz.
 - Rocking Out's music is country music.
 - Jorge and Pilar dance to Flamenco music.
 - Jamaican Wailers' play country music.
 - On Friday you can listen to reggae music and rock music.
- Students copy the sentences and correct the answers that are wrong. They can refer back to the Infozone page to find correct information.
- Students compare their answers in pairs.
- Erase the wrong answers on the board and write in the correct ones so students can check their work.

Key:

- A.
- country
 - jazz music
 - rock
 - flamenco
 - reggae
 - country; flamenco
- C.
- music
 - opera.
 - rock; beat.
 - jazz
 - hip-hop; singer.

TALK ABOUT IT

Discussion: Stereotypes

Discuss the different stereotypes that are attached to each type of music and the stereotypical people who listen to the different kinds of music.

Performance and Discussion: Demonstrations

If a student sings or plays a musical instrument, have them do a musical demonstration for the class. Have the rest of the class prepare questions to ask the performer.

Key: Answers will vary.

- What event is free? (Example)

WRITE ABOUT IT

Project: Guide to local weekend entertainment scene

In this project, students research and compile a weekend guide to the performing arts in their city. Students can research music, dance, poetry, theater, or any other performing art.

- In class, students brainstorm places for performing arts in their city.
- As homework, students find information about the places. They write up their findings in English.
- In class, divide the students up into groups. They can use their information and illustrations that they find or draw.
- If possible, post the guides in the classroom so that all students can see them. If you have students who are familiar with the Internet, arrange to have the guides posted on line so that other classes can see them as well.

Key: Answers will vary.

- The Alcazar (Example)
Jorge and Pilar (Example)
Flamenco (Example)



For additional practice of the language presented in Unit 4, direct students to the ICON 1 Workbook pages 20 to 25. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

- 秧歌在华北很流行，你常常能看到许多老年人在公园里扭秧歌。
- 许多妈妈相信古典音乐能让孩子更聪明，所以她们常常给她们的小宝宝播放莫扎特的乐曲听。
- 这首曲子是他早期的代表作品，与他后来的作品大不相同。
- 艾米丽梦想成为一个伟大的歌手。这就是她想高中毕业后上音乐学院的原因。
- 这张专集的所有歌曲都节拍强劲，节奏美妙。这肯定是全年最好的一张专集。

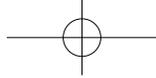
- There is a concert of classical music every month in our college, and it is very popular among students.
- Wild South Band plays modern jazz from 8 to 11 every night at the Apollo Theater.
- If you want to listen to Chinese folk songs, the Huaxia Theater has a show tonight.
- My parents don't like rock music; they think it is just noise, not music.
- Samba is terrific dance music. Whenever I hear samba, I will dance to it.
- Rap has a great beat and almost all young people love it very much.
- I'm not familiar with Beijing opera, but my grandma likes it. She goes to the theater every week.

B. Translate the following sentences into English.

- The musicals of Broadway in New York are terrific, but the tickets are too expensive.

8 WORD USAGES

awful	adj.	糟糕的 While the story is awful , the scene of the movie is beautiful.	[5]
band	n.	乐队 This rock band plays in Little Bar every weekend.	[4]
beat	n.	节拍 It is easy to dance to the beat of the music.	
	v.	击打; 击败 Hey boy! Don't beat the table like a drum.	[2]
board	n.	(记事)牌; (木)板 There is weather information on the notice board .	[6]
boring	adj.	无聊的, 沉闷的 Much of the news today is boring .	[5]
bulletin	n.	公告 The bulletin board system (BBS) on the Internet is a good place for discussion.	[6]
classical	adj.	古典的; 经典的 Some people think that classical music is hard to understand.	[1]
cool	adj.	顶好的, 酷的; 凉的 He looks really cool in his new jeans.	[2]
country	n.	乡村音乐; 乡村; 国家 American country music is popular all over the world.	[1]
cowboy	n.	牛仔 The cowboys in American movies are usually strong, hard-working, and like to fight.	[6]
delight	n.	快乐, 喜悦 The beautiful scene brings delight to all the visitors.	[6]
especially	adv.	特别, 尤其 She likes Korean music, especially those love songs.	[2]
event	n.	事件, 活动 Of all the events in the weekend, this is my favorite.	[6]
female	adj.	女的 She's the only female singer in the group.	[4]



global	adj.	全球的 Global warming may lead to many bad results.	[2]
honest	adj.	诚实的 To be honest , I couldn't understand what he is rapping about.	[2]
information	n.	信息 Do you have any information about the band?	[6]
interview	n.	采访; 面试 Are you ready for the job interview ?	[2]
jazz	n.	爵士乐 New Orleans, USA is the birthplace of jazz .	[1]
male	adj.	男的 Most of the band members are male .	[4]
musician	n.	音乐家 Missy Elliot is a famous hip hop musician .	[6]
popular	adj.	流行的, 受欢迎的 This song is popular with those born in or before the 1970s.	[2]
rap	n.	说唱 Rap is the favorite of many young people.	[1]
rhythm	n.	节奏 Each language has its own rhythm .	[1]
rock	n.	摇滚乐; 岩石 I think the best rock band of the 20th century goes to the Beatles.	[1]
samba	n.	桑巴舞曲; 桑巴舞 (一种源自非洲的巴西舞) Samba is a typical Latin dance music.	[2]
scene	n.	舞台; 场面, 情景 The president of this country is only a figure on the political scene ; he doesn't have real power.	[6]
terrible	adj.	很糟的 The traffic accident makes a terrible scene.	[5]
terrific	adj.	极好的 Norah Jones is known to many people for her terrific song, Come Away With Me.	[2]
typical	adj.	典型的 The picture shows a typical country scene.	[2]
bar and grill		(售卖酒水和食物的) 餐吧 John's Bar and Grill is a good place for Mary's birthday party.	[6]
sell out		卖完 The newly-published book has been all sold out .	[6]
bulletin board		公告牌 There isn't much information today on the bulletin board .	[6]

9 TOPIC-RELATED INFORMATION/BACKGROUND

The Beatles: a British rock music group recognized as the most popular and influential music group of the 20th century.

Bluegrass: a kind of country music popular in the 1950s and 1960s in America.

Flamenco: a kind of Gypsy dance music popular in Spain.

Jazz: a style of music invented by African American musicians in the early part of the 20th century. Jazz

music has very strong rhythms and often involves improvisation.

Ragtime: a distinctive American musical style enjoying its peak popularity around the years 1900-1918. It had a major influence on early jazz.

Samba: a typical Latin dance music, a must in Brazilian Carnival.

Salsa: another kind of popular dance music in Latin America.

5

I don't like horror movies.

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions

1 VOCABULARY: *Kinds of Movies*

Warm Up: What movie am I watching?

In this warm-up, students act as if they were watching a movie and the classmates guess which kind of movie it is.

1. Write the word *movies* on the board and ask students to brainstorm kinds of movies (comedy, animated, drama, musical, science fiction, horror, action). If students do not think of all of the kinds, write the rest of the list on the board.
2. Discuss the meanings by giving examples for each kind of movie.
3. To demonstrate the activity, secretly choose one of the kinds of movies and act as if you were watching that kind of movie. Use facial expressions, body language and sound effects to show what kind of movie you are watching.
4. Ask students to guess which kind of movie you are watching.
5. After they guess, ask a student to come up and act out a different kind of movie.

A. YOU FIRST

In the pictures: Movie names

The names of the movies are as follows: 1) The Three Stooges 2) Shrek 3) Gone with the Wind 4) The Sound of Music 5) Star Trek 6) The Shining 7) Shanghai Noon 8) Gladiator

Explanation: Language awareness

Some terms for types of movies are nouns used alone.

Example: *I saw a good comedy last night.*

Others are a noun plus the word *movie*. **Example:** *"Hallowe'en" is a good horror movie.*

Game: Think fast!

1. Books open. Pairs or groups think of as many movies as they can for each kind of movie.
2. Compare lists. The group with the most movies in each category wins.

Key: Answers will vary.

B. PRONUNCIATION



Audio Script

1. Do you like comedies?
2. Do you like animated movies?
3. Do you like dramas?
4. Do you like musicals?
5. Do you like science fiction movies?
6. Do you like horror movies?

7. Do you like Jackie Chan movies?
8. Do you like action movies?

Explanation: Language Awareness

When English speakers use the words *love* and *hate* to express how they feel about ordinary things, the words don't have a very strong meaning. **Examples:** *I love pizza. I hate spiders.* But when speakers use these words for people, they often have very strong meanings. **Example:** *I love my husband/wife.*

C. PAIR UP and TALK

Expansion: Explaining your answer

Books open. Do this after doing the activity in the Student Book.

1. Teach how to expand answers. **Example:** *I like comedies because they make me laugh.*
2. Brainstorm other ways to expand answers in each movie category. Write a list on board. **Examples:** *Comedies: make me laugh, make me relaxed, make me silly, make me forget my problems.*
3. Students do the Pair Up and Talk exercise in the Student Book again, this time adding reasons for their opinions. **Example:** *I hate them because they are boring.*

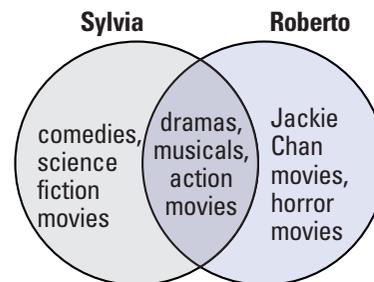
Key: dramas (Example)

D. REPORT

Expansion: Make a Venn diagram

Books open. You can do this after students have done the reporting activity in the Student Book.

1. Pairs create a large Venn diagram showing which kinds of movies they both like and the kinds that only one person likes. The Venn diagram might look like this:



2. Students use the Venn diagram to present the results to the class.

Key: Answers will vary.
musicals; comedies (Example)

2 LISTENING: *Everybody likes action movies!*

A. LOOK/THINK/GUESS

Expansion: What are they saying?

Books open. Do this after doing the student book activity.

1. With the class, brainstorm some things that the people in the picture might be saying. Write these on the board.
2. In pairs, students write a dialogue to go with the picture.
3. The pairs then act out the scene in front of the class.

Key: In a video store. No.

B. MODEL CONVERSATION



Audio Script

Clerk: Do you need some help?
 Justin: Yes, can you recommend a good comedy?
 Clerk: A comedy? Hmm. Let me think. What about *The Power Game*?
 Justin: *The Power Game*? Is that a comedy?
 Clerk: Well no, it isn't. It's an action movie, but it's really great!
 Justin: I don't like action movies.
 Clerk: But everybody likes action movies. They're terrific.
 Justin: Not me. They're not my thing.

Explanation: Language awareness

The idiom *They're not my thing* is an informal way of saying, "I don't like them." This expression can be used in the singular or plural forms. (Plural: *I don't like horror movies. They're not my thing.* Singular: *I don't like that movie. It's not my thing.*)

Expansion: Rewrite the dialogue

1. Books open. Ask students what they think of the clerk. Is he rude or unhelpful? Have they ever had a clerk like this?
2. Pairs rewrite the lines to make the clerk more helpful.
3. Pairs role play their dialogue in front of the class.

C. ACTIVE LISTENING



Audio Script

Conversation 1

Clerk: Next customer. Hi, how're you doing?
 Betty: I'm fine. Do you have any dramas? I'd like something interesting . . .

Clerk: Hmm! Well, how about *Cliff-hanger*? It's a terrific movie . . . lots of action. There's this scene when . . .
 Betty: *Cliff-hanger*?
 Clerk: Yeah it's great! It's really popular. And it has this great Indian music.
 Betty: It sounds like an action movie. I don't like them, they're too scary. I want a drama.
 Clerk: But everybody likes action movies . . .
 Betty: Well, I don't.

Conversation 2

Kid: Can you help me? I'm looking for a musical.
 Clerk: A musical, like the *Sound of Music*? Why do you want a musical? They're awful . . . all that singing and dancing.
 Kid: But . . .
 Clerk: You need something exciting! What about a Jackie Chan movie? They have lots of action!
 Kid: I don't know. My father wants a musical or a comedy. Something relaxing . . . Besides, he doesn't like scary movies!
 Clerk: But scary movies are the best kind of movies.
 Kid: I know, but they make him nervous.
 Clerk: That's too bad.

Expansion: Detailed questions

1. Books closed. Write these questions on the board.

Questions for

Conversation 1

Which movie does the clerk recommend?
 What kind of music does that movie have?
 What does the customer think of action movies?

Possible Responses

She is looking for a drama.
 Great Indian music.
 She doesn't like them. They're too scary.

Questions for

Conversation 2

What does the clerk think about musicals?
 Which action movie does the clerk recommend?
 Who is the movie really for?

Possible Responses

The clerk thinks musicals are awful.
 A Jackie Chan movie. An action movie.
 The kid's father.

2. Replay the recording and have students look for answers.

Key:

	Conversation 1	Conversation 2
1.	woman	child
2.	drama	musical
3.	action movie	Jackie Chan movie

3 LANGUAGE FOCUS: *Singular and plural forms*

A. PRONUNCIATION

See *Pronunciation* on page 116 of this Teacher's Manual.



Audio Script

I love comedies.
 We like animated movies.
 They don't like dramas.
 Two people in our class hate musicals.
 A few people in our class love action movies.
 A lot of people in our class like comedies.
 She loves animated movies.
 He likes dramas.
 My best friend doesn't like musicals.
 One person in our class hates action movies.
 Everybody likes comedies.
 Nobody likes comedies.

Game: Think fast!

Books closed. Do this after going over the language charts in the Student Book.

1. Separate the class into two or more teams.
2. Write "_____ action movies" on the board.
3. Say a subject (*my mother, my cousins, my friends, my neighbor, etc.*) and one member from each team runs to the board and completes the sentence using the subject you just said and either *love/loves* depending on the subject.
4. The person to write the correct answer the fastest wins a point for the team.

Expansion: Continuum

1. Books closed. Draw a horizontal line on the board like this.

	100%
--	------

 Write the words *everybody, nobody, a few people, some people, most people, a lot of people, many people* along the line, but in random order. Point out to the students that this is the wrong order.
2. Pairs of students draw their own line on a piece of paper and put the words in order from the least amount of people (0%), to the greatest amount of people (100%).
3. Check their answers by having students come up and write the words on the line on the board. Use the line on the board to review meaning of the words.

B. GET IT RIGHT

Variation: Class poll

Books closed. In this variation, you will use a chart showing your class's likes and dislikes.

1. Poll the class. On the board, draw a chart like the one in the Student Book. Ask each student, "What do you think of _____ movies?" One by one the students answer, "I love them, I like them, I don't like them, or I hate them." As they respond, record the number of students who love, like, don't like, or hate the different kinds of movies.
2. Students use the information from the chart to write sentences about the class. The sentences should include the quantity expressions in activity 3.A.
3. Have students complete the activity in Get It Right, using the information in the student book chart.

Key: Some answers will vary.

1. likes
2. likes
3. hates
4. love Or don't like
5. don't like
6. like
7. like
8. love

C. YOUR IDEAS

Expansion: Your family

Books closed. Do this information gap activity after you have done the activity in the Student Book.

1. Pair up students, then have them split up. Half of the pairs will come up to the front of the room to listen to a story about your family. The other pairs will stay at their desks. Tell the first half of the pairs about what kind of movies some of your family members like. Make this story as simple or as extended as your students can handle. (Simple example: *Let me tell you about my family. My sister likes comedies. My mother likes dramas. My father likes action movies. My little brother likes horror movies.* Extended example: *My family went to the movies the other night. My little brother really wanted to see the new horror movie since that is his favorite kind. My father told him that that wasn't the best movie for everyone since my little sister would get scared . . .*)
2. The students listen to your story and take notes on what kinds of movies your family members like.
3. Send that group of students to their seats and have the other group of students come and listen to a story about which kinds of movies the rest of your family likes. Think of different family members (making up family members and their opinions on movies if needed). This group of students also listens and takes notes on what you said.
4. Next, draw a form on the board that lists all of your family members with blanks after their names. The pairs get back together and copy the form from the board.
5. Write these useful expressions on the board: What kind of movie does _____ like? What about _____
6. Students then tell each other what each family member likes, and they write that kind of movie on the paper.



4 CONVERSATION STRATEGY: *Pausing expressions*

In the picture: Movie name

The movie shown here is *The Birds*. It is a horror movie directed by Alfred Hitchcock.

A. MODEL CONVERSATION



Audio Script

Let's see. Well, . . .
Hmmm. Let me think.
Let me think. Well, . . .

Explanation: Cultural awareness

Many English speakers use “pausing expressions” such as: *Let's see, well . . .* while thinking before giving an answer to a question. This shows the person you are talking to that you heard the question, but you need time to think about how to answer. If you do not use one of these pausing expressions, the person might think that you didn't hear the question or that you don't want to talk about the subject.

B. LISTEN and ADD



Audio Script

Conversation 1

A: What's your favorite movie?
B: Hmmm. Let me think. I like *Star Wars* a lot.
<pause>

Conversation 2

A: Can you recommend a good horror movie?
B: Let's see. Well, a lot of people like *The Birds*.

Expansion: Using the expressions

Books closed. Do this after doing the Student Book activity.

- Elicit or provide other questions like the ones in the Student Book. Write them on the board. **Examples:** What's your favorite movie? Who's your favorite movie star? What do you think of horror movies?
- Model the activity. Have a student ask you one of the questions. Then you use a pausing expression and an answer. **Example:** Let's see, well, . . . I think my favorite movie is “Casablanca.”
- Ask questions to the students. You can use those on the board or add other questions. Tell the students to use one of the pausing expressions before answering.

Key:

- B: Hmmm. Let me think
- B: Let's see. Well

5 TALKATHON: *Can you recommend a good action movie?*

A. YOU FIRST

Variation: Tell a partner

Books open. In this variation, each student gives a partner an example of each kind of movie in the chart. Students can give the names of the movies in their first language.

- Put students in pairs. They ask each other these questions: What's a good comedy? What's a good animated movie? What's a good action movie?
- Students take notes on their partner's selections.

Key. Answers will vary.

Good comedies	Good animated movies	Good action movies
Liar, Liar (Example)	Toy Story (Example)	Troy (Example)

B. TALK AROUND

Expansion: A movie in common

Books closed. Do this expansion after doing the activity in the Student Book. Students try to find other students

whose favorite movies are the same as theirs.

- Students write down their three favorite movies.
- The students walk around the class interviewing other students asking: *What are your favorite movies?* They are trying to find someone who has a top movie in common with them.
- Review with the class. Ask students to tell who had the same movies on their lists. They can also tell a little bit about their favorite movies.

C. REPORT

Expansion: Students' picks

- Books closed. Students write the name of their favorite movie on a big piece of paper and prepare to give a summary of it. The summary should not be longer than one minute.
- Students get into groups. Each group discusses, then makes notes about their favorite movie.
- Groups take turns presenting their favorite movie to the class.



6 INFOZONE: *Movie Reviews*

Expansion: Scenarios and recommendations

Books open. Do this after the students have read the INFOZONE page.

- Write scenarios of people who want recommendations about the movies on the Infozone page. **Examples:** Tom loved the movie, *Making History*. Which other movies would you recommend to Tom? Rosa is 40 years old. Which movies would you recommend to her? Ko likes exciting movies. Which movies could you recommend to him?
- Students read the scenarios and make recommendations of other movies for the people in the scenario to watch.
- Discuss recommendations with the class. Write the recommended movies on the board under the title of the Infozone movies.

Role Play: The movie critic

Books closed. Students role play a television program in which a host interviews a movie critic.

- In pairs, one student plays the role of a movie critic; the other plays a TV host.
- The pairs decide which movie they will critique. They can choose one from the Infozone page or choose a recent film that both have seen.
- The students prepare their roles. The TV host will ask the movie critic questions about the movie. The movie critic will prepare a summary of the movie, critique the movie (by giving his/her opinion), rate the movie and respond to the TV host's questions about the movie.
- Before students do the role play, outline how the interview will take place:
 - The TV host welcomes the movie critic to the show.
 - The TV host asks for a summary of the movie, and the movie critic gives it.
 - The TV host asks the movie critic to critique and

rate the movie. The movie critic talks about what was good and bad about the movie and gives the movie a rating (five stars, etc.).

- The TV host thanks the movie critic for being on the show and they say goodbye.
- Have one or two pairs role play their scene for the whole class.

Game: Rename that movie

- Brainstorm a list of current and/or classic movies. Write the names on the board.
- In pairs, students think of new titles for the movies.
- Discuss new titles with the class and have pairs explain why they think that is a better title for the movie.
- Have the class vote on the best new name for each movies.

READ ABOUT IT

Game: Search for the answers

Books open. Do this after you have done the activity in the Student Book. In this game, students find detailed information in the Infozone page.

- Write questions about the movies listed on the Infozone page on the board. **Examples:** Which age group loves the movie *Ace Ventura*? What type of movie is *Braveheart*? Which movie do both men and women like? Which movie is about an ant?
- Put students in small groups and set a time limit within which students must answer the questions.
- One at a time, group members read one of the questions out loud to the group.
- The group members read the Infozone material and find the answer.
- The person who read the question writes the answer on

电影评论

高等教育出版社

评分星级:

★★★★ = 极佳 ★★★ = 很好
★★ = 不错 ★ = 很糟



勇敢的心

电影类型: 战争动作片

评价: 棒

内容: 13世纪一位苏格兰人为国家的自由而战

评级:	男性	女性
21岁以下:	★★★★	★★★
21到35岁:	★★★★	★★★★
36岁以上:	★★★★	★★★



虫虫特工队

电影类型: 动画片

评价: 可爱、滑稽

内容: 蚂蚁和其它虫虫的冒险经历

评级:	男性	女性
21岁以下:	★★★	★★★★
21到35岁:	★★	★★
36岁以上:	★★★	★★★★



惊声尖叫

电影类型：恐怖片

评价：恐怖、刺激

内容：一群少年在小城里搜寻凶手

评级：	男性	女性
21岁以下：	★★★	★★★
21到35岁：	★★★	★★★
36岁以上：	★★	★★



宠物侦探

电影类型：喜剧

评价：非常滑稽

内容：找寻丢失的宠物

评级：	男性	女性
21岁以下：	★★★★	★★★★
21到35岁：	★★★	★★
36岁以上：	★★	★

- a piece of paper.
- Group members continue until all questions are answered and the answers are written on the paper.
 - The first group that gets all of the answers right wins the game.

Key:

- A. 1. A Bug's life, Ace Ventura 2. don't like
3. love 4. like

C. 1.

	a. m.	h. f.	c.	l. s.	s. f. m.	d.	m.
Me						√	√
Jackson	√	√					
Marie Pierre	x	x	√	↓			
Hiroko				x	√		

2. 1) F 2) F 3) T 4) F 5) F 6) N

TALK ABOUT IT

Discussion

- Books closed. Discuss these issues with the class (if the class is large, put students into discussion groups). Are movies too violent? Do you think violent movies impact real crime? What do you think of censorship? Does it happen where you live? Is there a rating system for children where you live? What are the categories of the rating system? Does it work? What do you think of movies from the United States compared to movies from other countries? If a movie is based on a book, would you rather read the book or watch the movie?
- If two opposite opinions on a topic are forming in the class, separate them into teams and have the groups prepare for a debate.

Expansion: Rating movies

- Books closed. Bring in real movie reviews (or write your own movie reviews of recent or old movies).
- Students read the reviews and discuss whether they agree with the review or not.

Key: Answers will vary.

5. Do you like braveheart? (Example)

WRITE ABOUT IT

Variation

- Books closed. Make a list of recent or classic movies and find out which movies all of the students have seen. This may be only one or two movies.
- Together decide on which movie to use for this activity. (If there is not one single movie that everyone has seen, break students into groups of movies they have seen.)
- Students then write a review for that movie giving their opinion on the movie and give it a rating between one and five stars (five being the best). Depending on the level of the students, the review can range from only a few sentences (following a sample review) to several paragraphs stating the reasons for their opinions.
- Collect the movie reviews and go through a revision stage (correct the papers, hand them back for the students to make the necessary changes, then collect again).
- Hand the reviews back to the students, making sure that they do not get their own review.
- Students read the review and write a response paper back to the person who wrote the review, either agreeing or disagreeing with their opinion.
- Students then hand their response paper back to the person who wrote the review and they discuss their opinions.

Project: Class movie guide

In this project, students combine the information they collected in the *Write About It* section.

Key: Answers will vary.

Monsoon Wedding (Example)

Romantic comedy. (Example)

A woman marries a man she doesn't know. (Example)

Women. (Example)



For additional practice of the language presented in Unit 5, direct students to the ICON 1 Workbook pages 26 to 31. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. 这部恐怖片太吓人了，我看了以后根本睡不着觉。
2. 虽然这是一部为孩子们制作的迪斯尼动画片，但也深受父母的喜爱。
3. 我在找喜剧，或是能让人放松的东西，不是那些恐怖片。恐怖片总是让我紧张。
4. 不管顾客要找什么类型的影片，店员总能帮他找到一些好片子。
5. 尽管他在这部电影中演得很成功，人们仍然把他看作歌手，而不是电影明星。

B. Translate the following sentences into English.

1. Many action movies have violent scenes. That's why those under 16 cannot see them.

2. *Sound of Music* is a classical musical. Almost all people love it.
3. According to the movie review, females like animated movies more than males.
4. This comedy about a detective is very funny. Both men and women love it.
5. This horror movie is very scary. I won't recommend it to people under 21.
6. This science fiction movie about adventures on Mars is exciting. I have seen it five times.
7. My best friend loves every Jackie Chan movie, and thinks he is one of the greatest actors.
8. They recommend to me not only some dramas, but also a few musicals.

8 WORD USAGES

action	n.	动作，行为 Both Jackie Chan and Jet Li are known as stars in action movies.	[1]
adventure	n.	冒险 Have you ever heard about his adventure in the jungle?	[6]
animated	adj.	动画的，栩栩如生的 Disney is famous for its animated movies. 生气勃勃的，活跃的 After the dinner, he became animated and joined in our talk.	[1]
bug	n.	小虫，臭虫 A worm has a soft body, but a bug doesn't.	[6]
century	n.	世纪 China will develop itself into a powerful economic country in the 21st century.	[6]
clerk	n.	店员，职员 She works as a clerk in the store.	[2]
cliff	n.	悬崖 Be careful. You may fall off the cliff .	[2]
comedy	n.	喜剧 Charles Chaplin is the greatest comedy actor in the 20th century.	[1]
customer	n.	顾客 The customers of our store are mainly college students.	[2]
cute	adj.	可爱的 The excellent show is performed by a group of cute little girls.	[6]



detective	n.	侦探	Almost everyone knows this great British detective , Sherlock Holmes.	[6]
drama	n.	戏剧, 故事片	This drama is based on a novel called the Call for Freedom.	[1]
excellent	adj.	卓越的, 极佳的	Jackie Chan is an excellent actor.	[6]
fiction	n.	小说	This isn't a true story. It's just a fiction .	[1]
freedom	n.	自由	As a college student away from my parents, I enjoy more freedom .	[6]
hang	v.	悬挂	He hung helplessly from a tree on the cliff, trying not to look down.	[2]
horror	n.	恐怖	Her scream left me in horror .	[1]
murderer	n.	杀人犯	This murderer killed 3 men and then ran away.	[6]
musical	n.	音乐剧	The musical Cats tells a story of a particular group of cats.	
	adj.	音乐的	Her recent musical works are not very popular.	[1]
nervous	adj.	紧张不安的	She is nervous during the interview.	[2]
recommend	v.	推荐	May I recommend this terrific drama to you?	[2]
relaxing	adj.	令人放松的	You may listen to some relaxing music before you go to bed.	[2]
review	n.	评论	Have you read the review about the new movie?	[6]
scary	adj.	吓人的	Her scream is more scary than the horror movie.	[2]
scream	v.	尖叫	Some women scream when they see a little mouse.	[6]
teenager	n.	十几岁的青少年	I'm already 20, not a teenager any more.	[6]
Scottish	adj.	苏格兰的, 苏格兰人的	Scottish men wear a kind of skirt called kilt.	[6]
animated movie		动画片	Parents often take their children to see animated movies on weekends.	[1]
science fiction		科幻(小说)	There is a large collection of science fictions in the library.	[1]
They are not my thing.		我不喜欢这种东西。	Do you like this kind of paintings? They are not my thing .	[2]



9 TOPIC-RELATED INFORMATION/BACKGROUND

Movie synopses

Braveheart:

William Wallace, a legendary thirteenth century Scottish hero, is known as Braveheart to his countrymen. After his wife is killed and his home burnt to the ground, he rallies the Scots against the tyrannical English oppressors. Willing to fight to the death for Scotland's freedom, Wallace assembles an amateur band of warriors whose faith in freedom is stronger than any English army.

A Bug's Life:

In this computerized fun animated film, Flick, a worker ant, sets out on a journey to find "bigger bugs" to save his colony from the evil grasshoppers. Yet he mistakenly ends up getting a group of circus bugs for the job. However, the ants beat the grasshoppers in the end.

Scream:

The sleepy little town of Woodsboro just woke up

screaming. There's a killer in their midst who's seen a few too many scary movies. Suddenly, nobody is safe ... The mysterious killer who likes to quiz the victims on details of horror movies is finally found out by some teenagers. The success of its debut in 1996 inspired a large number of similar films, including Scream2 in 1997 and Scream3 in 2000.

Ace Ventura: Pet Detective:

When your dog, bird, or any other pet disappears, you go to Ace Ventura, who is a private detective specializing in recovering lost animals. When Snowflake, a Miami dolphin, is kidnapped, Ace is put on the case. Besides Snowflake, several other dolphins have also gone missing. And these dolphins are team members of the Miami Dolphins. With the Super Bowl only two weeks away, will Ace be able to find Snowflake and the missing athletes in time to salvage the big game? In spite of many difficulties, Ace manages to find out the kidnapper and brings Snowflake back to the Super Bowl game in time.

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6

Do you like to eat out?

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: *Fun things to do*

Warm Up: Contrasting activities

In this warm-up, students brainstorm other contrasting activities.

- Write a few of the examples of contrasting activities from *You First* in two columns on the board, (*go to the movies/stay home and watch videos, hang out with friends/ go to a party*).
- In pairs (or as a whole class), brainstorm other contrasting activities (*watch a sporting event/play a sport; watch a movie/read a book; drive/take a train; take a guided vacation/set up your own vacation*).
- Discuss ideas and ask students to give a preference for each contrasting activity.

Key: Answers will vary.
go to a concert; go to a sports event

A. YOU FIRST

Variation: One way or the other

In this variation, students listen to the teacher and move to a corner of the room to express their preference.

- Books open. Have students look at the pictures and read the phrases that go with them. Make sure that students understand the phrases. Teach the meaning of the phrase "Do you prefer to . . . or . . . ?"
- Books closed. Ask the questions in the text. **Example:** *Do you prefer to go to the movies or stay home and watch videos?* As you ask the question, point to opposite corners of the room indicating to the students to walk to the corner that represents the activity that they like to do.
- After hearing each question, students walk to the corner of the room that represents what they prefer to do.

Expansion: Give reasons

Books closed. As you do the variation above, you can do this expansion.

- For each question, students that are in the same corner talk with each other about the reasons why they prefer to do that activity. Students choose a spokesperson (a different spokesperson for each question) to express their reasons for their preference.
- Ask the spokesperson in each corner to explain the group's preference. **Examples:** *We prefer to watch videos because it's cheap. We prefer a sports event because it's exciting.*

B. PRONUNCIATION



Audio Script

Do you prefer to go to the movies or stay home and watch videos?
Do you prefer to hang out with a few friends or go to a party?
Do you prefer to go to a concert or go to a sports event?
Do you prefer to eat out a restaurant or eat take-out food at home?

Explanation: Language awareness

English speakers use a rising and falling intonation pattern when asking questions about preferences. **Example:** *Do you prefer to go to the movies or stay home and watch videos?*

C. TALK AROUND

Variation: Making predictions

Books open. In this variation, students answer the questions for themselves and then make predictions about what their partner prefers to do.

- Put students in pairs.
- First, students individually record their answers to questions in the Student Book activity.
- Next, students predict what their partner prefers to do. They record their predictions. Give an example by predicting what one student prefers to do. Write the prediction on the board. **Example:** *I think Lin prefers to go to the movies.*
- Write some useful expressions on the board. **Examples:** *I think you prefer to . . . I predicted that you prefer to . . . You are right! No, actually, I prefer to . . .*
- Students tell each other what they thought the other prefers to do. **Example:** A: *I think you prefer to stay home and watch videos.* B: *No, actually, I prefer to go to the movies.*

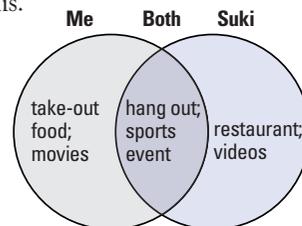
Key: Tom (Example)

- stay home and watch videos
- go to a party
- go to a concert
- eat take-out food at home

D. REPORT

Variation: Venn diagrams

- Students make a Venn diagram showing how their preferences are different and alike. The diagram might look like this.



Key: Answers will vary.
Tom; to go to a party; he likes parties (Example)

2 LISTENING: *What do you want to do tonight?*

A. LOOK/THINK/GUESS

Expansion. What are they saying?

Books open. After doing the Student Book activity, students can do this expansion, in which they think of what the two people could be saying in the picture.

1. Ask the students what they think Nick and Gabby could be saying in the picture. Brainstorm some ideas and write them on the board as examples.
2. Together, pairs write what Nick and Gabby are saying in the picture.
3. Pairs stand up in front of the class and act out the scene, saying the lines they wrote.

Key: Making plans.

B. MODEL CONVERSATION



Audio Script

Gabby: What do you want to do tonight? Do you want to watch a video?

Nick: Not really. I don't like to stay home on Friday nights. It's boring.

Gabby: Well, how about a concert?

Nick: A concert? What kind of music?

Gabby: Let's see . . . There's a reggae band at The Super Club.

Nick: I don't know. The Super Club is always crowded and smoky.

Gabby: Well, there's a jazz concert at Jack's Place.

Nick: That sounds fun, but I'm broke.

Gabby: That's OK. It's on me!

Explanation: Language awareness

1. The idiom, *I'm broke*, is an informal way of saying, *I don't have any money*. The idiom can be used with nouns and other pronouns as subjects, too. **Examples:** *We're broke. My girlfriend and I are broke.*
2. The idiom, *It's on me*, is an informal way of saying, *I will pay for you*. It can also be used with a noun as the subject instead of the pronoun, *it*. **Examples:** *The movie is on me. Your drink is on me.*

Expansion: What other things do they like to do?

Do this expansion after listening to the dialogue.

Students think of other activities that Nick and Gabby like to do, based on what they say in the dialogue.

1. Ask these questions about the dialogue. What does Gabby want to do tonight? What does Nick want to do? Do they like to do different kinds of things? What other kinds of activities do you think Nick and Gabby like to do.
2. Brainstorm a few ideas on the last question with the class. Have pairs finish their lists on their own.
3. Discuss the pairs' ideas.

C. ACTIVE LISTENING



Audio Script

Conversation 1

Man: Do you want to go to a movie tonight?

Woman: A movie?

Man: Yeah.

Woman: Sure. What movie do you want to see?

Man: How about the new comedy with Jim Carie?

Woman: I don't really like Jim Carie.

Man: Or . . . there's an action movie called *It's Only a Game*. It's about baseball.

Woman: Baseball? I don't think so.

Man: Do you really want to see a movie?

Woman: I do! But all the movies sound boring.

Man: Well then, do you want to go out to eat?

Woman: Good idea. I love to eat out. How about Indian food?

Man: Sounds great!

Conversation 2

Jeff: Hey, what do you want to do Saturday night?

Joe: I don't know. Stay home?

Jeff: Stay home . . . and do what? How about the basketball game at the gym?

Joe: I don't know; I don't really like sports.

Jeff: OK, I know it's not a rock concert . . . but basketball is fun.

Joe: I just want to hang out at home.

Jeff: Well my sister's in the game.

Joe: Your sister? Does she play basketball?

Jeff: Yep. She's pretty good. And you're her favorite fan!

Joe: Say no more! Let's go.

Expansion: Cloze

1. Books closed. Write 6 to 8 lines from each dialogue on the board. In each line, replace one or two words with a blank. **Example:**

Man: Do you _____ to _____ to a movie tonight?

Woman: A _____

Man: Yeah.

Woman: _____ What movie do _____ want to see?

2. Tell students to copy the lines.
3. Play the recording of the lines for the class. Have students fill in as many of the blanks as possible. You can play the recording two or three times.
4. Put students in pairs and have them compare their answers.
5. Have students come up and complete the dialogues on the board.

Key: Conversatoin #1

go out to eat.

Conversatoin #2

go to a basketball game.

3 LANGUAGE FOCUS: Questions with “like to,” “want to,” and “prefer to”

A. PRONUNCIATION.

See *Pronunciation* on page 116 of this Teacher’s Manual.



Audio Script

A: Do you like to eat out?

B: Yes, I do.

A: Do your friends want to go dancing?

B: No, they don’t.

A: Does your partner want to watch videos?

B: Yes, he does.

A: Does your sister want to eat out?

B: No, she doesn’t.

A: Do you prefer to go to a concert or go dancing?

B: I prefer to go dancing.

A: Does your partner prefer to go to the movies or watch videos?

B: She prefers to go to the movies.

Game: How well do you know the teacher?

In this game, students write questions for the teacher to answer. They predict how the teacher will respond to their questions. The student who predicts the most right answers wins the game.

1. Students work together to write questions to ask the teacher. **Examples:** *Do you like to eat out? Do you and your friends want to go dancing this weekend? Does your mother like to watch movies? Do you prefer to go to a concert or go dancing?*
2. As the questions are generated, one student writes them on the board. Monitor the grammar and spelling of each question. The other students copy the questions on their own paper.
3. Then the students individually guess how the teacher will respond to their questions. They write their own predictions next to each question on their own paper.
4. Students then ask their questions to the teacher and as the teacher responds, they check which answer they had written down and give themselves one point for each correct guess.
5. The student with the most points “knows the teacher the best” and wins the game.

B. GET IT RIGHT

Variation: Scrambled sentences

Books closed. In this variation, pairs (or groups) of students manipulate words on pieces of paper to make the sentences. This provides extra interaction among the

students.

1. Write the sentences in large letters across a piece of paper and cut out each word (including punctuation). Mix up the order, and then clip the pieces of each sentence together or put them in an envelope. Make a set of cut-up sentences for each pair (or group) of students.
2. Hand out a set of words to each pair (or group).
3. Pairs (or groups) manipulate the pieces to put the sentences back together.
4. After they put the sentences together, they write them down on a piece of paper.
5. Review answers with the class.

Key:

2. Do you want to eat out?
3. Does your teacher like to go dancing?
4. Do you prefer to eat pizza or eat spaghetti?
5. Do you want to go to the movies tonight?
6. Do you prefer to go to the movies at night or in the afternoon?
7. Do your friends like to chat online?
8. Do a lot of people in this class like to play soccer?

C. YOUR IDEAS

Project: Make a visual of yourself

Students draw or make a visual of themselves that represents what they like to, want to, or prefer to do in their lives.

1. Tell students that they will make a visual of themselves showing what they like to do, want to do, or prefer to do in their lives. The visual could be a collage of magazine photos, drawings, computer pictures, etc. There should be no writing on the visuals, only pictures. Make a visual of yourself to use as an example with the class.
2. Allow time in class or out of class for the students to work on their visuals.
3. When finished, students pick a partner and show each other their visuals. They then ask each other questions according to the pictures that they see on their partner’s visual. For example, if the visual has a picture of people playing tennis, a student might ask, “Do you like to play tennis?” The student can only answer “Yes, I do,” or “No, I don’t.” If the student answers “No, I don’t,” then the partner asks another question about that picture to find out what the person is trying to convey on the visual.
4. If you have a large class, you can have students do the activity by walking around the room asking many classmates questions about their visuals.
5. After the partners find out what the other likes to do, they take notes and then write sentences about their partner.

Key: Answers will vary.
go dancing (Example)

4 CONVERSATION STRATEGY: *Repeating to check understanding*

A. LISTEN and ADD



Audio Script

Conversation 1

- A: Do you want to eat out tonight?
 B: Eat out?
 A: Yeah.
 B: Sure. I'd love to.

Conversation 2

- A: Would you like to go dancing tonight?
 B: Tonight?
 A: Yes.
 B: Sorry I can't. I'm busy.

Conversation 3

- A: Hey, let's go out.
 B: Go out?
 A: Yeah. I want to try that noodle restaurant.
 B: Okay.

Explanation: Cultural awareness

Many English speakers repeat a few key words of a question to confirm whether they understood the question or not.

Example:

- A: I like to play tennis.
 B: Tennis?
 A: Yes, tennis.
 B: That's great. I like it, too.

Repeating words to check your understanding is more polite than just asking, "What?" It shows that you have been listening, but you wanted to confirm what you heard.

Variation: Pick out what you heard

In this variation, students choose the missing words from the dialogues from a list of words written on the board. It is a simpler task for lower level students.

1. Write the missing words along with several other words from the mini-dialogues on the audio recording randomly on the board.
2. Students listen to the recording, and together the class can point to the missing words on the board.
3. After each mini-dialogue, review and check answers so that all students can hear the missing words again.

Key: 1. B: Eat out 2. B: Tonight 3. B: Go out

B. FINISH IT

Expansion: Using the strategy

Books closed. Do this expansion after you have done the activity in the Student Book. This expansion allows students to use the new expressions in conversation.

1. Think of other questions like the ones in the Student Book to ask the students. **Example:** *Do you want to eat out tonight? Would you like to go bowling tomorrow?*
2. Point to a student to respond to your question by repeating part of the question back to you. You respond to the student, and the student answers the question. **Example:**
 You: Do you want to eat out tonight?
 Student: Eat out tonight?
 You: Yes, I want to eat sushi tonight.
 Student: OK. Sure. I'd love to.
3. Continue asking questions to other students.
4. Have pairs of students do the same thing in front of the class.

Key: Answers will vary.

- A: go to the movies
 B: Go to the movies
 B: Yes, I'd love to.

5 GAME: *Do you want to do something?*

Game: Find someone who . . .

Books closed. Do this after students have done the activity in the Student Book. In this game, students walk around the room trying to find three people that want to do what they want to do. The first person to find the three people wins the game.

1. Students list three things they want to do this weekend (just like part A in the Student Book).
2. Instead of interviewing just one person, they walk around the room trying to find someone who wants to do the three things they want to do this weekend. Model a possible conversation for the class. **Example:**
 A: Do you want to do something this weekend?
 B: Like what?
 A: I want to do dancing.
 B: I don't like dancing, but I want to go to a concert.
 A: I don't like concerts.
 B: Do you want to go shopping?
 A: Shopping?

B: Yes, I need to buy some shoes.

A: Sure! I want to go shopping, too.

Remind students to check understanding by repeating part of the question.

3. They continue down their list with one person trying to find out if they have an activity in common. If they don't, they move on to someone else to ask. If they find someone who wants to do one of the things that they want to do, they write their name down on their paper next to that activity.
4. They continue trying to find people who want to do the things that they want to do. The student who succeeds first wins.
5. Review with the class by asking what the students want to do this weekend and who they are going to do it with.

Key:

- A. Answers will vary.
 1. Go to the movies. (Example)
 2. Go shopping. (Example)
 3. Play golf. (Example)
 C. Answers will vary.



6 INFOZONE: Free Time Around the World

Project: Free time around the world

Do this project after you have read the INFOZONE reading material. This project has students research a popular free time activity in another country.

1. Write four or five country names (but not the ones in Infozone) on the board. Put students in pairs. Each pair chooses a country from the list or another country of their choice.
2. The pairs do research on a popular free time activity in that country. They find out interesting facts about the

- hobby (how many people do it, what kinds of people do it (young/older people, city/country people, rich/ordinary people, the history of the activity, etc.).
3. Students write a report that includes pictures, demonstrations, examples, etc.) on the activity that they researched.
 4. Have students go through the editing process (first draft, edit, final report).
 5. Students present their reports orally in front of the class or display them around the room.

世界各地的闲暇时光



前面注意!

在日本，人们喜欢打高尔夫球。每天有125万日本人要么去打高尔夫，要么在室内击球场练习击球。由于日本总人口约为1亿2千5百万，因此打高尔夫球的人数确实很多!



精彩的户外运动

巴西人闲暇时喜欢户外活动。他们喜欢去海滩，喜欢水上运动，喜欢看足球或踢足球，还喜欢远足、骑自行车，或只是闲逛。巴西人也喜欢用手机。巴西是世界上手机用户最多的国家。



等教育出版社

停拍!

印度人喜欢看电影。每天有1 500 万印度人去看电影。印度有1万3千个电影放映厅。印度拥有世界上最大的电影产业。

▶ 将(军)!

加拿大第二流行的活动是什么呢? 国际象棋! 超过20%的加拿大人说他们喜欢下象棋。15到30岁之间的加拿大人更是如此。在加拿大寒冷的冬日，象棋是一项绝好的活动。



READ ABOUT IT

Variation: Jigsaw reading

This variation provides students with more interaction. They each read one part of the Infozone material and then they explain to their group members what the information was about. Together, they answer the questions in the book.

1. Make copies of the Infozone page and cut up the individual selections on the different countries.
2. Books closed. Put students into groups of five and give one reading section to each member of the group so that together, the group has the whole page.
3. Tell the students to read their selection and be prepared to tell the others what it was about.
4. Books open. After the group members have all told the others what their reading section was about, the students then go through the questions listed in the Read About It section. They must communicate with each other in order to answer the questions.

Key:

- A. 1. Japanese; golf 2. Brazil 3. watch movies 4. Chess
 C. 1. 1) In their 20s. 2) In their 30s and 40s.
 3) In all ages. 4) Reading.
 2. (c) gardening
 (b) going to sporting events
 (b) eating out
 (a) playing video games
 (c) playing golf
 (a) going to parties
 (a) chatting online
 (b) going to concerts
 (a) watching TV

TALK ABOUT IT

Role Play: Matching roommates

Books closed. In this role play, students play the role of two housing directors at a nearby university. Their goal is to match up roommates that have similar interests.

1. Explain the situation to the students: In pairs, they are going to take the role of housing directors at a nearby university. They have to match roommates according to their likes and dislikes.
2. On the board, write the likes and dislikes of 10 different people describing their likes and dislikes. For each person described, there should be another person who is similar. Thus, there are five pairs of "good" roommates.
Examples: *Jane likes to do outdoor activities. She loves to do sports. Julie is a quiet woman who likes to read and go to classical music concerts. Joanna plays tennis and soccer and she likes to go hiking outside. Jennifer is a serious student who plays the violin and reads poetry. Jane and Joanna have similar interests and might be good roommates, and so would Julie and Jennifer.*
3. The pairs read all of the descriptions and talk about which students would be good matches for each other and why. **Example:** *I think Jane and Joanna are a good match because they both like to do outdoor activities.*
4. Write useful expressions on the board so that when students are acting out their roles, they will have some phrases to use. **Examples:** *This person likes to _____.*
They both like to _____. *_____ likes to _____*
but _____ to _____.
5. Review with the pairs which students they would put together as roommates and why.

Key: Answers will vary.

5. Why do you think chess is popular in Canada? (Example)

WRITE ABOUT IT

Expansion: Dear Dr. Know

Books closed. In this expansion, students that pretend that their job is to give advice to people who write letters seeking advice in the newspaper.

1. Write a letter that someone would write to an advice column in a newspaper. **Example:**
Dear Dr. Know, I don't know what to do. I really like a woman that I am dating but I am not sure if we are a good match for each other. She is a quiet woman. She likes to stay at home. She likes to watch movies at home instead of going out to a movie. She prefers to cook at home than to go out to a restaurant. I am an outgoing man. I like to go out at night. I like to go to movies and I prefer to go to restaurants than to cook at home. Should I continue this relationship? Thank you for your advice, Confused in California.
2. Read the letter with the class and explain any unknown words. (You might also have to explain the concept of advice columns in newspapers. These columns exist in many English-language newspapers.)
3. Students then write a letter back to the person, giving advice on what to do. **Example:**
Dear Confused in California, I understand your problem. I understand that she likes to stay at home and you like to go out. It seems that you two have very different personalities, but if you like her and you have a good time with her, then I think you should continue the relationship. I think if you find some things that you both like to do, then you will be happy for the rest of your lives.
4. Have students go through the editing process with their letters (first draft, edit, final copy).
5. Have students read their advice letters to the class. Vote on which advice is the best.

Project: Brochure

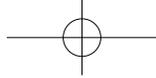
Do this project after you have discussed and read the INFOZONE material in the book. This project has students write about the local activities available in their cities. The project could be made into a resource brochure for English speaking people in their communities.

1. Brainstorm with the class different kinds of popular activities that are done locally in their city.
2. Pairs or individuals choose an activity to research and write about (where to do the activity, price, etc.).
3. Gather all of the information and create a brochure that can be handed out to local English speaking tourists, expatriates, English teachers.

Key: Answers will vary.

- A. Go to the beach.
 Near my house.
 It's relaxing.

 For additional practice of the language presented in Unit 6, direct students to the ICON 1 Workbook pages 32 to 37. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.



7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. 闲暇时，人们喜欢做好多有趣的事情，比如看电影、下馆子、参加派对、和朋友约会或是做运动。
2. 如果你们星期天不忙的话，我们想邀请你们两个过来吃烧烤。
3. 年轻人通常喜欢户外运动甚于室内运动，大学生们尤其如此。
4. 目前有氧健身操很盛行。许多女士想通过有氧运动减肥。
5. 秋天夜晚越来越长，再没有比坐下来下一盘中国象棋更让我喜欢的活动了。

B. Translate the following sentences into English.

1. Now many people like to stay at home and watch videos on weekends. It is both convenient and

comfortable.

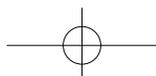
2. I'm very keen on outdoor sports, so whenever I'm free, I go to play tennis with friends.
3. Her parents decide to go to Germany, but actually she prefers Spain.
4. Let's get some take-out food from a restaurant. I don't want to cook.
5. I have two tickets for tonight's opera. Do you want to go with me?
6. The new bar is not very crowded and smoky. She wants to try it this weekend.
7. More and more Chinese like to chat online. This is especially true for teenagers.
8. I want to go to the concert very much, but I am broke. So I have to borrow some from my friend.

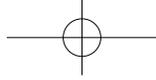
8 WORD USAGES

activity	n.	活动 There are a lot of activities during carnival.	[6]
brochure	n.	小册子 This brochure is about the colorful life on campus.	[6]
chat	v.	聊天 It is a good way to practice your English by chatting with English speakers online.	[3]
cut	v.	停拍；切换 When the director calls " Cut! ", the camera is turned off.	[6]
especially	adv.	特别地，尤其 The training class is especially for those students weak in English grammar.	[6]
fore	interj.	（打高尔夫球时的叫声）前方注意 " Fore! " the player shouted, and then hit the ball.	
	adj.	在前的，以前的 He sat in the fore part of the train.	[6]
hike	v.	徒步旅行，远足 Peter likes to hike , bike and play soccer in his free time.	[6]
hit	v.	打，击 As a new learner of golf, I cannot hit the ball beyond 50 meters.	[6]
illustrated	adj.	有插图的 This illustrated brochure tells the customers everything about the product.	[6]
indoor	adj.	室内的，户内的 Table tennis is usually an indoor activity.	[6]
industry	n.	工业，产业 The tourist trade is a major industry for this island.	[6]



online	n.	网上, 在线 Lots of people prefer reading news online to reading newspapers.	[3]
outdoor	adj.	户外的, 室外的 Canada in winter is too cold for outdoor activities.	[6]
perfect	adj.	完美的, 理想的 The weather now is perfect for a tennis game.	[6]
prefer	v.	更喜欢, 宁愿选择 What do you prefer , classical music or popular music?	[1]
range	n.	挥杆场, 靶场 The hotel provides a small golf range for its customers for free. 范围 We offer a wide range of products.	[6]
screen	n.	放映厅, 银幕, 屏幕 The cinema has 12 screens with 2500 seats.	[6]
soccer	n.	足球 For those crazy fans, there's never a dull moment in a soccer game.	[3]
spaghetti	n.	意大利面条 Spaghetti is one of my favorite foods.	[3]
take-out	n.	外卖食品; 外卖餐馆 There is a Chinese take-out in the town center.	[1]
video	n.	录像, 录影 The video of the event can help the police to find the trace of the murderer.	[1]
wrestling	n.	摔角, 格斗 Sumo wrestling is a very popular TV show in Japan.	[3]
Brazil	n.	巴西 Brazil exports a lot of coffee.	[6]
Brazilian	n.	巴西人 The Brazilians speak Portuguese.	
	adj.	巴西(人)的 The Brazilian football team is regarded as unbeatable.	[6]
India	n.	印度 India is the second largest country in population.	[6]
Indian	adj.	印度的, 印度人的 Lots of Indian movies are musicals.	
	n.	印度人, 印第安人, 印第安语 What makes India a software power is its support from Indians abroad.	[6]
agree on		就...达成一致 We couldn't agree on a meeting date.	[5]
eat out		下馆子 If you don't want to prepare supper, let's go and eat out .	[1]
hang out		闲逛; 消磨时间 She often hangs out with her friends on weekends.	[1]





9 TOPIC-RELATED INFORMATION/BACKGROUND

1. Driving range

Also known as “practice range”, a driving range is a special area designated for the practice of hitting golf balls.

2. The Indian film industry

The successful Indian cinema industry is often called Bollywood, a pun on Hollywood. India has the world's biggest movie industry in terms of the number of movies produced (around 1200 movies annually). India also features the cheapest cost of tickets in the

world (only 20 US cents for an average ticket). Movies in India are, in a sense, an escape for the masses from the harsh realities of a difficult life. As in any other society, motion pictures enable the viewer to enjoy the life of his or her dreams.

3. Checkmate

In chess, checkmate is a situation in which you cannot stop your king being captured and so you lose the game.



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Review of Units 4-6

1 CONVERSATION

1. Ask students to form pairs.
2. Tell students to look at the two columns in the Student Book and create a dialogue with the words.
3. Walk around the class to see how students are doing and to answer any questions.
4. Students practice their conversation.
5. Ask pairs to share their conversation with the rest of the class.

Key: Answers will vary.

2 INFORMATION GAP

A.

1. Ask students to form pairs and decide roles (either Student A or Student B).
2. Student (A) asks questions and student (B) responds. Then student (A) marks the information in his/her book.
3. When they have finished, they change roles.

C. Answers will vary.

like to go dancing
like to play volleyball
want to eat out tonight (Example)
like to go dancing (Example)

B.

1. Student (A) asks questions to student (B) about David and Nina. Then student (A) marks the information in his/her book.
2. When they have finished, they change roles.

C.

1. Students take the information from the chart and complete the sentences.
2. Have a few students read their sentences for the class.

Key:

B.

	like to listen to rap music?	like to watch horror movies?	like to go dancing?	like to play volleyball?	want to eat out tonight?
Do you . . . Answers will vary.	<u>Yes</u> (Example)	_____	_____	_____	_____
Does David . . .	Yes	<u>Yes</u>	Yes	No	<u>No</u>
Does Nina . . .	<u>No</u>	No	<u>Yes</u>	<u>Yes</u>	Yes

3 GAME

- To demonstrate this game, recreate the game board on the board.
- Show students a coin. Point out that one side is designated for one space forward and the other side is designated for two spaces forward.
- Flip the coin and ask the students what the answer is for that particular space.
- Once students understand the rules, ask students to form pairs.
- Pairs write their names on small pieces of paper.
- Make sure that each pair has a coin.
- Students start playing the game.
- Walk around the class to see how students are doing and to answer any questions.

Key: Answers will vary.



Key: (Unit 7, 2. Listening, A.) (The audio script is on page 59.)

2 LISTENING/GLOBAL INTERVIEWS: *What's your daily routine?*

A. FIRST LISTENING

	Chris <i>Australia</i>	Yu Chen <i>Taiwan</i>	Gina <i>Mexico</i>
Gets up at . . .	<input checked="" type="checkbox"/> 6 A.M. <input type="checkbox"/> 7 A.M. <input type="checkbox"/> 8 A.M. <input type="checkbox"/> 9 A.M.	<input checked="" type="checkbox"/> 7 A.M. <input type="checkbox"/> 8 A.M. <input type="checkbox"/> 9:30 A.M. <input type="checkbox"/> 6 A.M.	<input type="checkbox"/> 7 A.M. <input checked="" type="checkbox"/> 8:30 A.M. <input type="checkbox"/> 9 A.M. <input type="checkbox"/> 6:30 A.M.
Eats breakfast?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Starts work at . . .	<input checked="" type="checkbox"/> 7 A.M. <input type="checkbox"/> 8 A.M. <input type="checkbox"/> 9 A.M. <input type="checkbox"/> 8:30 A.M.	<input type="checkbox"/> 8 A.M. <input checked="" type="checkbox"/> 9 A.M. <input type="checkbox"/> 9:30 A.M. <input type="checkbox"/> 10 A.M.	<input type="checkbox"/> 9 A.M. <input checked="" type="checkbox"/> 10 A.M. <input type="checkbox"/> 8 A.M. <input type="checkbox"/> 11 A.M.
Gets home in the evening . . .	<input type="checkbox"/> early <input checked="" type="checkbox"/> around 8 P.M. <input type="checkbox"/> at midnight	<input type="checkbox"/> at 7 P.M. <input type="checkbox"/> at dinner time <input checked="" type="checkbox"/> late	<input checked="" type="checkbox"/> at 7 P.M. <input type="checkbox"/> late <input type="checkbox"/> at midnight

7

When do you have lunch?

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: *Daily routines*

Warm Up: Find the time

In this warm-up, students practice telling time.

1. Draw a big clock on the board and review telling time with the students. Remind them how to say each increment of time (6:00—six o'clock, 6:05—five after six, 6:15—six fifteen or quarter after six, 6:30—six thirty or half past six, 6:45—six forty-five or quarter to seven, 6:55—five to seven, etc.).
2. To practice, draw different times on the board and have students read them together.
3. To play the game, write 20 different times in random order on the board. (10:00, 6:15, 4:30, 11:45, 3:20, 7:55, etc.)
4. Put students into two teams. Have the teams line up in front of the board.
5. Say one of the times that is on the board and have the first student from both teams run to the board and find the time specified and circle it. The first person to circle it wins a point for his team.

A. YOU FIRST

Expansion: Your daily routines

Books closed. Do this after you have done the activity in the Student Book.

1. Brainstorm daily routine activities with the students. Include those in the book and also new ones. Write the activities on the board in random order as the students brainstorm them.
2. Using the items on the board, tell your daily routine, in order, to the students. Point to each item as you say it.
3. Have students write their daily routine in order on a piece of paper.
4. Have students compare their routines with a partner.
5. Discuss routines with the class.

Key: Answers will vary.

B. PRONUNCIATION



Audio Script

1. I usually get up before six A.M.
2. I eat a big breakfast.
3. I leave home at 7:30 in the morning.
4. I have lunch around 12:15.
5. I get home about six P.M.

6. I check my e-mail after dinner.
7. I watch TV in the evening.
8. I usually go to bed after midnight.

Explanation: Language awareness

1. Words like *usually*, *sometimes*, and *never* are frequency adverbs. When these adverbs are used with most verbs, they typically go before the verb: I *usually* go to bed after midnight. When used with the verb *be*, they typically go after the verb: I am *never* late for class.
2. There are many other kinds of time phrases used when talking about routines. **Examples:** *Before.* Before I get dressed, I eat breakfast. *After.* After I get dressed, I eat breakfast. *At.* At eight A.M., I leave the house. *Around.* Around 6:30 A.M., I wake up. *In the morning/afternoon.* I take a shower in the morning/afternoon. *During.* During breakfast, I read the newspaper.

C. TALK AROUND

Expansion: Three true, one false

In this expansion, students make four statements about their daily routine. Three of the statements are true, and one statement is false. The other students have to guess which one is the false statement.

1. Model the activity: Say (or write on the board) four statements about your daily routine. Three of the statements should be true, and one should be false. Students say which statement they think is the false one, and they give a reason why they chose it. After they have guessed, tell them if they were right.
2. Tell the students write down three true statements and one false statement about their daily routine.
3. Group students and have them read their statements while the other group members guess which one is the false statement and give a reason for their choice.
4. Review the statements with the class.

Key: Tom (Example)

D. REPORT

Variation: Report your false statement.

Books closed. You can do this if you did the expansion above.

1. Students report their false statement to the class.
Example: *I said, "I never eat breakfast." But really I always eat breakfast. I like breakfast.*

Key: Tom (Example)

2 LISTENING/GLOBAL INTERVIEWS: *What's your daily routine?*

A. FIRST LISTENING



Audio Script

Interview 1

- Interviewer: We're talking to people about their daily routines — what they do every day. What is your daily routine? Is one day different from the next? First let's talk to Chris from Australia. What time do you get up, Chris?
- Chris: It depends. On workdays, I work from 7 A.M. to 7 P.M. So I get up about 6. Then I have a quick breakfast and I leave home about 6:30.
- Interviewer: You work from 7 A.M. to 7 P.M.? That's twelve hours straight!
- Chris: Yes, that's right. I work four days on and then I have four days off.
- Interviewer: You certainly start work early! What time do you get home?
- Chris: Around 8 in the evening. When I get home, I'm really tired. But sometimes I read the newspaper on line.
- Interviewer: Which newspaper do you read?
- Chris: The *Sydney Morning Herald*. It's an Australian newspaper.
- Interviewer: Sounds like a busy day! Thanks, Chris.

Interview 2

- Interviewer: Next let's talk to Yu-chen. Where are you from, Yu-chen?
- Yu-chen: I'm from Taipei, Taiwan.
- Interviewer: I see. So what's your daily routine? What time do you get up?
- Yu-chen: I usually get up at 7 and make a cup of tea. I don't have breakfast. I don't like to eat in the morning.
- Interviewer: Do you work or go to school?
- Yu-chen: Right now I have a part time job and I go to school. I work in an office. I do odd jobs. I start work at 9. Then in the afternoon I go to school, to study.
- Interviewer: Study?
- Yu-chen: Yes, for the national university entrance exam.
- Interviewer: Uh huh. What time do you get home in the evening?
- Yu-chen: Late. I like to go out with my friends. I usually go to bed around midnight.
- Interviewer: It sounds like you have a very active life.
- Yu-chen: Yes I do. I'm busy 24-7.
- Interviewer: Well, thanks Yu-chen. And good luck on your exams.

Interview 3

- Interviewer: Finally, let's talk to Gina. Gina you're from Mexico?
- Gina: Yes, that's right. I'm from Mexico City.
- Interviewer: Tell us about your daily routine.
- Gina: Well, I get up around 8:30. I eat a quick breakfast . . . usually just orange juice, coffee, and some cereal.
- Interviewer: What do you do after breakfast?

- Gina: I check my e-mail. Sometimes I chat on-line. Then I go to the office about 10.
- Interviewer: Where do you work?
- Gina: At a small travel agency.
- Interviewer: What about the rest of the day?
- Gina: Let's see, I usually have lunch around 2. We close the office from 1:30 to 3 in the afternoon, and I go out to lunch with my co-workers. I finish work around 6:30 and I get home around 7.
- Interviewer: It sounds like a long day!
- Gina: Not really. I like my job. The people in my office are great. We often go out together after work. It's a lot of fun.
- Interviewer: Thanks Gina.

Variation: Fill in their schedules

A more challenging task is for students to complete a chart.

1. Write charts like the one below on the board, one for each interviewee, and have students copy them. Possible answers for Chris are in italics. Do not put the answers on the board.

Chris	Activities
Morning	Gets up about 6:00, eats quick breakfast, leaves home around 6:30, works
Afternoon	Works
Evening	Gets home around 8:00, reads newspaper on-line.

2. Students listen to the interviews and fill in the activities for each person.
3. Review answers with the class.

Key: See "Key: (Unit 7)" on page 57.

B. SECOND LISTENING

Expansion: Guess who . . .

Books closed. Do this expansion after you finish the activity in the Student Book. Students write one thing about their daily routine at work

1. Students write down an unusual activity from their daily routine on a piece of paper and hand their papers to you.
2. Write all of the activities on the board.
3. In pairs, students guess which student does each activity.
4. Discuss answers with the class. Ask students to state their guesses and then ask the person who does that activity to come forward and give details about it.

Key: 1. ten → twelve 2. Yu Chen → Chris
3. morning → afternoon 4. Gina → Yu Chen
5. hotel → travel agency 6. dinner → lunch

C. PAIR UP and TALK

Variation: Venn diagram

1. Students complete Venn diagrams showing what is similar or different between them and one of the interviewees. (See an example of a Venn diagram on page T-30.)
2. Students compare their diagrams to their partner's diagrams.

Key: Answers will vary.
Chris (Example)
get up at 6 A.M. (Example)



3 LANGUAGE FOCUS: *Wh-* questions with *do* and *does*

A. PRONUNCIATION

See *Pronunciation* on page 117 of this Teacher's Manual.



Audio Script

- A: When do you get up?
 B: I get up at 7:30.
 A: What time does he get up?
 B: He gets up early.
 A: When does she get up?
 B: She gets up early.
 A: What do you do in the morning?
 B: I go to class.
 A: What does he do in the morning?
 B: He goes to class.
 A: What do you do in the afternoon?
 B: I study.
 A: What does she do in the afternoon?
 B: She studies.
 A: What do you do after dinner?
 B: I watch TV.
 A: What does she do after dinner?
 B: She watches TV.

Expansion: Matching

Books closed. This activity provides practice in matching questions to answers.

- Write *Wh-* questions from the text plus a few others in a column on the board. Write answers in scrambled order in another column. **Examples:**

When do you get up?	I eat breakfast.
What does he do after dinner?	I eat at 12:30.
What time do you eat lunch?	I get up at 7:30.
What do you do after you get up?	He goes to sleep.
- Model the activity. With the class, have one student read a question. Have another student choose the correct answer. Discuss why the answer is a correct response.
- Students match the questions to the answers.
- Discuss answers with the class.

Expansion: Question and answer

This activity provides oral practice with *Wh-* questions.

- Brainstorm other *Wh-* question words with the class. The *Wh-* question words are *Who*, *What*, *Where*, *When*, *Why*, *Which*, and *How*. (*Whom* is also a *Wh-* question word, but it is used mostly in very formal English.)
- Write *Wh-* questions on slips of paper. If you have a small class, write one question per class member. For large classes, write one question per two or three students. For higher levels, have students write *Wh-* questions; for lower levels, write the questions yourself.
- Put questions in a hat (or an envelope). Have each

student pull out a question, read it aloud, and answer it. If you don't have one question per student, have students put the questions back in the hat after answering them.

B. GET IT RIGHT

Variation: Scrambled sentences

You can do this instead of the activity in the Student Book.

- Books closed. Write correct versions of the sentences in the Student Book in big letters across a piece of paper. Cut out each word, including punctuation, and keep each sentence together.
- Do an example by demonstrating how to put the sentences back together.
- Groups put the remaining sentences back together. For example, if you have four groups, you can give each group two of the 8 sentences. After a group has finished unscrambling its two sentences, it can exchange sentences with another group. Continue until all groups have unscrambled all eight sentences.
- Books open. Have students write the sentences in the student book activity.

Key:

- When does your best friend usually study?
- What time do you get up?
- What does your teacher usually do at the beginning of class?
- What time do you have lunch?
- When do you usually watch TV?
- What do you do in the evening?
- When do you usually check your e-mail?

C. YOUR IDEAS

Game: Beat the teacher

Books closed. Students repeat previous students' answers to a question and add their own answer. If all students are able to give all of the information, they "win." If not, you "win."

- Pose a question to the class.
- Students repeat their classmates' responses and then answer the question for themselves. **Example:**
 Teacher: When do you get up in the morning.
 Student 1: I get up at 6:00.
 Student 2: Pablo gets up at 6:00. I get up at 7:30.
 Student 3: Pablo gets up at 6:00. Kumiko gets up at 7:30. I get up at 7:00.
 Student 4: (etc.)
- If a student makes a mistake in repeating the previous students' information, the process stops, and that student has to ask the next question. You, the teacher, "win."
- If all students successfully repeat everyone's information, the students "win." You ask the next question.

Key: Answers will vary.
 go to bed (Example)
 At midnight. (Example)



4 CONVERSATION STRATEGY: *Showing you are listening*

A. PRONUNCIATION



Audio Script

Uh huh
I see
Right

Explanation: Language awareness

English speakers often show that they are listening by saying expressions such as *Uh huh* and *I see*. If you do not use an expression to show that you are listening, the person talking may believe that you are not listening or paying attention. Using these expressions does not mean that you agree with what is being said; it only means that you are listening to what is being said.

Expansion: Using the expressions

Books closed. You can do this after you have done the activity in the Student Book.

1. Brainstorm other ways to show that you are listening, for example: *Uh huh*; *Yeah*; *Hmmm*; *Oh, really?* etc. (We use *oh, really?* when the information is a little unusual or surprising.)
2. Start telling students a story about your family or your daily routine. As you talk, point to students and they use one of the expressions to show that they are listening.
Example: My routine is almost the same everyday (point to a student—“I see.”). I get up at 6:30 and drink my coffee and read the newspaper (point to a student—“Yeah”). Then I take a shower and get dressed (point to

a student—“All right.”). After I get dressed, I eat breakfast and get my briefcase ready for work (point to a student—“Uh huh”). And then I ride my bicycle to work. (point to a student—“Oh, really?”).

B. LISTEN and ADD



Audio Script

1. A: What time does the movie begin?
B: The early show is at 7 o'clock and the late show is at 9 o'clock.
A: I see. Thank you.
2. A: What time does the mall open and close?
B: It opens at 10 A.M. on weekdays and 9 A.M. on weekends.
A: Uh huh.
B: And it closes at 10 P.M.
A: Right. Thanks

Variation: Listen and choose

Books closed. This variation allows the students to select the missing phrases from the board while listening to the audio recording.

1. On the board, write several expressions that show you're listening, including the expressions used in the dialogues on the recording (*Uh huh* and *I see*).
2. As students listen to the recording they look at the board and choose the missing phrase.

Key:

1. A: I see.
2. A: Uh huh.
A: Right

5 TALKATHON: *Living for the weekend*

A. YOU FIRST

Variation. Find someone who . . .

In this variation the students look for someone who does the same things on the weekdays and weekends as they do.

1. Students fill out the chart in the Student Book.
2. Tell the students that they are to find people who do the same activities that they do on the weekdays and weekends.
3. Write these questions on the board: What do you do in the morning on weekdays? What do you do in the morning on weekends? What do you do in the afternoon on weekdays? What do you do in the afternoon on weekends? What do you do in the evening on weekdays? What do you do in the evening on weekends?

4. Practice saying the questions with the students.
5. Then students walk around the room interviewing their classmates to see if they do the same things on the weekdays or on the weekends. Once they find someone who does one of the same things as they do, they write the person's name next to that activity.
6. Review the findings with the class. Ask if any two people do the same things on the weekends or weekdays.

Key: Answers will vary.

	Weekdays	Weekends
Morning	Get up at 7 A.M. (Example)	Get up at 10 A.M. (Example)



6 INFOZONE: *Good Luck Routines*

Expansion: Guess who . . .

Books closed. You can do this after the reading in the Student Book.

1. After reading and discussing the good luck routines in the Infozone reading, ask students to secretly write down on a piece of paper what they do for good luck, or what their lucky charm is. (If the students say they don't have a lucky charm or a good luck routine, then ask them to think of a family member, friend, or a famous person.)
2. Collect the papers and write the routines on the board in one column and then write the names of the students in another column.
3. Students match the names to the lucky charms and the good luck routines.

Role Play: Interview

Books closed. You can do this after the reading in the Student Book. In this role play, students conduct an interview between a TV host and a famous singer, athlete, actor, etc. The interview consists of what the person does for good luck before performing.

1. One student plays the role of the TV host and the other student plays the role of a famous singer, athlete, actor, etc.
2. Give students time to prepare their roles. The TV host prepares questions and the famous person prepares stories about his/her good luck routines or lucky charms.
3. Outline what the conversation should be:
 - a. The TV host welcomes the famous person to the show.
 - b. The TV host asks the famous person about his/her career (what kind of music he/she sings, which sport he/she plays, in which kinds of movies he/she acts) and the student playing the famous person responds to the questions.
 - c. The TV host then asks if the famous person has a good luck routine or a lucky charm and the famous person responds.
 - d. They say thank you and goodbye.
4. Students practice their role plays before performing them in front of the class.

企盼好运的习惯做法

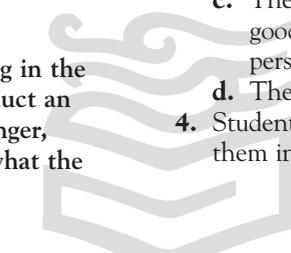
很多人都有企盼好运的习惯做法。你有吗?



- ▲ 影星妮可·基德曼有一副非常特别的企盼好运的耳环。每次参加像奥斯卡这样的颁奖典礼时，她都会戴着这副耳环。



- ▶ 赛车手迈克·哈蒙没有任何企盼好运的习惯做法。然而他却认为有些事情会给他带来噩运。比如说，他不喜欢开绿颜色赛车。此外，他也不喜欢比赛前有人在他的车旁吃花生。



高等教育

影视明星弗兰奇·莫尼兹有一个企盼好运的做法：念叨某些特别的词语，重复上百遍。在拍戏、乘飞机、甚至开车前他都会这么做。那他到底说了些什么话？他没有透露。



- ▶ 有些运动员有企盼好运的习惯做法。例如足球运动员赛前颠球的次数常常是偶数次（2、4、6次等）。



READ ABOUT IT

Game: Read fast!

In this game, teams compete to find the answers in the Infozone reading material.

1. Put students into teams of four students each.
2. Think of questions for the INFOZONE material and read them to the teams. **Examples:** *Who has a special pair of earrings? Do soccer players touch or bounce the ball an even or odd number of times? What color car does Mike Harmon not drive?*
3. Teams search the reading material together to find the answer to the question.
4. Once a team finds the answer, they raise their hand or yell, "Got it!" and then a spokesperson from the team gives the answer. (Teams should rotate spokesperson so that every team member gets a chance to respond.)
5. If the team gives the wrong answer, then the teacher asks the team who had their hands up next to answer.
6. Review each answer before going on to the next question.

Key:

- A. 1. earrings 2. words 3. bounce; ball 4. bad
 C. 1. gets up 2. go to school 3. works 4. dance class
 5. violin class 6. basketball game; soccer practice
 7. dinner 8. go to bed.

TALK ABOUT IT

Expansion: Lucky charms

Books closed. You can do this expansion activity after you have done the Talk About It activity in the Student Book. In this expansion, students bring in their lucky charms or explain what they do to bring them luck.

1. After reading and discussing the good luck routines in the Infozone reading, ask students if they have a good luck charm, or if they do something in their daily routine to bring them luck.
2. For the students who have lucky charms or good luck routines, ask them to bring them in or come prepared to talk about what they do.

Key: Answers will vary

3. Do you have lucky earrings? (Example)

WRITE ABOUT IT

Expansion: Fairy tales and fables

In this expansion students retell a fairy tale or fable about luck.

1. Read a fairy tale or a fable about a lucky charm in English (or retell it if the story is not in English).
2. Discuss the story with the students. Ask questions about the characters, the conflict, the solution, and the luck charm.
3. Ask students to think of a fairy tale or a fable about luck. The story could be from their country or from another country, or if they do not know of a story, they could make one up.
4. Students rewrite the stories in English.
5. Go through the editing process (correcting grammatical errors, spelling mistakes, etc.) with the students until you have a final copy.
6. Students read their stories to the whole class or small groups, or students read each other's stories independently.
7. Another option is to choose one of the stories and have the class develop a theatrical skit around the story.

Project: Research

In this project, students do research on traditional luck charms in their country.

1. In pairs or individually, students choose a traditional luck charm from their country or another country. **Examples:** Japanese luck charm: crane origami; US luck charm: rabbit's foot.
2. Students then do research on this charm by reading information on the Internet, in books, or by talking to people.
3. Students write a report about the history on the luck charm and any other information they find about it.
4. Students either give an oral report or display their report (if possible, bringing in the actual luck charm for show).

Key: Answers will vary.

1. I say "rabbit, rabbit, rabbit". (Example)
 Brings me good luck. (Example)

 For additional practice of the language presented in Unit 7, direct students to the ICON 1 Workbook pages 38 to 43. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. 我早上9点左右到达办公室，一直工作到12点半，然后吃午饭；这就是我上午的例行安排。
2. 平时我工作很忙，好在周末我可以轻松一下。好在我的生活并非只是工作而没有娱乐。
3. 与中国学生不同的是，很多美国少年还在空余时间做兼职工作。
4. 生活很容易就变成了单调乏味的例行公事，但能否使例行公事成为一种创造性的体验就取决于你了。
5. 很多人都有不同的企盼好运的习惯做法，因为他们相信这些做法会给他们带来好运。

B. Translate the following sentences into English.

1. My school starts at 8 A.M. I usually get to school at seven fifty. I am never late for school.
2. My mother usually finishes work at five thirty P.M.,

gets back home at six and then cooks dinner.

3. In China, people believe that the number of 6 brings good luck while 4 is a bad luck number.
4. On weekends I usually chat with friends online or play computer games. And I often stay up very late.
5. When college students are back home during vacations, they will change their life routine.
6. Most boy students in my class love sports. We often play a football game after class in the afternoon.
7. English-speaking countries and China have many different customs. Knowing them is helpful for English learning.
8. For my son, Saturday is the time for sports or to hang out with friends; he never studies on Saturday.

8 WORD USAGES

athlete	n.	运动员	
		Australia will send about 500 athletes to the Summer Olympics.	[6]
award	n.	颁奖；奖，奖品	
		Oscar is the best known movie award event in the world.	[6]
bounce	v.	(使)反跳，弹起	
		Don't bounce on the bed! You'll break the springs!	[6]
candle	n.	蜡烛	
		Here are some candles for you in case the electricity goes off.	[6]
ceremony	n.	典礼	
		The graduation ceremony is a big event for every student.	[6]
check	v.	检查，查看	
		Please check these figures again carefully; we cannot afford any errors.	[1]
common	adj.	共同的，共有的；普遍的	
		Britain and Australia share a common language.	[2]
co-worker	n.	同事	
		We hold a party for the new co-workers as a gesture of welcome.	[2]
daily	adj.	每天的，日常的	
		Telephone is of great importance in our daily life.	[1]
earring	n.	耳环	
		Is it a fashion to wear only one earring ?	[6]
e-mail	n.	电子邮件	
		If there are any questions, you can reach me by e-mail .	[2]



entrance	n.	进入, 入口 The entrance fee of the club is 1 000 yuan and there is an annual membership fee of 200 yuan.	[2]
even	adj.	偶数的; 水平的, 均匀的 Any even number can be divided exactly by the number two.	[6]
idiom	n.	习惯用语 “A bad hair day” is an <i>idiom</i> to mean that nothing is going to be right.	[2]
illustration	n.	插图, 图解; 例子 Illustrations are often used in teaching children since they help to show what the world around us looks like.	[6]
midnight	n.	午夜 She was allowed to go out, but her parents made her promise to get back home before midnight .	[1]
national	adj.	国家的, 全国的 The story appeared on the front page of the national newspapers.	[2]
race	n.	赛跑 In Olympics 2004, Liu Xiang easily won the champion of men’s 110m hurdle race .	[6]
research	n.	研究 It is important to do some research before introducing something new into the market.	[6]
routine	n.	常规惯例, 通常做法 She is bored with the dull routine of washing, cleaning and cooking for the family every day.	[1]
soccer	n.	足球 It’s against the rules to touch the ball with hands in soccer .	[6]
straight	adv.	不间断地, 连续地 It has been raining for six days straight . No wonder the whole city is so eager to see the sun.	
	adj.	笔直的 The Main Street is a straight road from south to north.	[2]
weekday	n.	平日 (除了星期六和星期日的一周中的任一天) The museum is open to the public free of charge on weekdays from 9.30 A.M. to 5.00 P.M.	[4]
24-7	adv.	每时每刻 (每天24小时, 每周7天) The newly-opened store is said to be open 24-7 .	[2]
all the time	adv.	始终, 一直 She stays at home all the time to prepare for the test.	[2]
blow out	v.	吹熄, 吹灭 The sudden burst of strong wind opened the window and blew the candles out .	[6]
have ... in common		共有, 同样 The two brothers look alike, but they have absolutely nothing in common .	[2]
make a wish	v.	许愿 If you make a wish while throwing a coin into a fountain, the wish will come true.	[6]



9 TOPIC-RELATED INFORMATION/BACKGROUND

1. Common beliefs about good luck in western, especially English speaking countries:

- a. “Touch wood” or “knock on wood” is what people often say or do in order to reverse any bad luck that might come your way. It is believed that if someone says something not wished for, they should immediately touch or knock on wood to avoid the fulfillment of the bad luck, or the event not desired.
- b. If you make a wish and then blow out all the candles on your birthday cake on your first try, your wish will come true.
- c. A wish made upon seeing a shooting star will come true — but only if you complete the wish before the shooting star flies away.
- d. People often say “Bless you!” when someone sneezes, since in the past, it was commonly believed that when people sneezed, their life force left them. You would bless them as a way to ensure that their spirit went back into them.
- e. In North America, people believe that if you accidentally find yourself wearing something, e.g. a T-shirt, inside out or backwards, you’re in for a pleasant surprise!
- f. Baseball players often spit on a new baseball bat before using it for the first time to make it lucky.
- g. People, especially kids, believe that if you use the same pencil to take a test that you used for studying for the test, the pencil will remember the answers.
- h. An acorn (橡树果) carried along, a rabbit’s foot put in the pocket, or a horseshoe hung above the doorway are all popular good luck charms in English speaking countries which are believed to bring luck and protect the owner from evil spirits.
- i. For good luck throughout the year, wear new clothes on Easter.

2. Common beliefs about bad luck in western, especially English speaking countries:

- a. It is believed that the number 13 brings bad luck, since, according to the Bible, there were 13 people at Christ’s Last Supper. In modern times the fear of the number 13 in western countries is demonstrated by the fact that 13 is an especially unlucky number of a dinner party; more than 80 percent of high-rises lack a 13th floor; many airports skip the 13th gate; airplanes have no 13th aisle; hospitals and hotels regularly have no room number 13; Italians omit the number 13 from their national lottery; on streets in Florence, Italy, the house between number 12 and 14 is addressed as 12 and a half; many cities do not have a 13th Street or a 13th Avenue.
- b. Many people believe that breaking a mirror will bring you seven years of bad luck.
- c. You must get out of bed on the same side that you get in or you will have bad luck.
- d. It’s bad luck to pick up a coin if it’s tails side up. Good luck comes if it’s heads up.
- e. To drop a comb while you are combing your hair is a sign of a coming disappointment.

8

I never get enough sleep!

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: *Health do's and don'ts*

Warm Up: Healthy or unhealthy

In this warm-up, students categorize healthy and unhealthy habits and discuss their reasoning.

1. Write the eight healthy and unhealthy habits listed in the Student Book on the board (eat junk food, get enough sleep, smoke, take vitamins, exercise, drink soda, spend time outdoors, eat vegetables).
2. With the class, brainstorm other healthy and unhealthy habits people do and add those ideas to the list on the board.
3. In a different area on the board draw two columns titled "healthy" and "unhealthy."
4. To demonstrate the activity, choose one of the habits on the board and write it under one of the columns. Explain to the students why you put it in that category.
Example: *I think smoking is an unhealthy habit because it is bad for your lungs. Write your sample sentence on the board to help students with their sentences.*
5. One by one have students come to the board and write a habit in one of the columns. Have that student explain why they matched it to that column.
6. After each student answers, ask the rest of the class if they agree or disagree. Give the students a chance to add to the student's opinion or disagree with it.

A. YOU FIRST

Expansion: Pros and cons

In this expansion, students think of pros and cons (advantages and disadvantages) for the activities listed for the Student Book.

1. Write two columns on the board, titled *Pro's* and *Con's*.
2. With the class, brainstorm a list of pro's and con's for each of the 8 items in the student book. **Example:** *Eat a lot of junk food.*

Pros	Cons
It tastes good.	It is bad for your health.
It is convenient.	It is fattening.
3. If students disagree with any of the pro's and con's, have them give reasons for their opinions.

Key: Answers will vary.
get enough sleep (Example)

B. PRONUNCIATION



Audio Script

1. Do you eat a lot of junk food?
2. Do you get enough sleep?

3. Do you smoke?
4. Do you take vitamins?
5. Do you exercise every day?
6. Do you drink a lot of soda?
7. Do you spend a lot of time outdoors?
8. Do you eat vegetables every day?

Explanation: Language awareness

1. The pronunciation of the phrase, *a lot of* is /a loddə/ in conversational speech. It means *many* or *much*.
2. The phrase *lots of*, (pronounced /lottsə/ means the same as *a lot of*. Both phrases take either a count or non-count noun. **Examples:** *There are a lot of /lots of cookies. There is a lot of /lots of coffee.*

C. PAIR UP and TALK

Variation: Table talk

Books open. In this variation, groups discuss the questions and add reasons for why they do or don't do the activities.

1. Instruct students to answer the questions in the book and to think of reasons for why they do or don't do the activities. Model this by giving an example: *I eat a lot of junk food because I am always hungry, junk food is fast and convenient, and it tastes good!*
2. Put students into groups of five. One by one the students ask the group the questions in the Student Book. The group members respond to the questions and elaborate on their answers.
3. Review a few responses with the class.

Key: Answers will vary.
smoke (Example)

D. REPORT

Project: Graph

Books closed. You can do this if you did the variation above.

1. The same groups make a graph of their question results.
2. Groups share graph results by presenting them to the class. They can recreate their graphs on the board. See page T-4 of this Teacher's Manual for an example of a graph you can use. Students can write everyday activities (such as: eat junk food, smoke, eat vegetables, exercise, etc.) in the column on the left.

Key: Answers will vary.

2 LISTENING: *You look great!*

A. LOOK/THINK/GUESS

Expansion: What are they saying?

Books open. In this expansion, students think of what Gabby and Mike could be saying in the picture.

1. Ask the students what they think Gabby and Mike could be saying in the picture. Brainstorm some ideas and write them on the board as examples.
2. Together, pairs write what Gabby and Mike are saying in the picture.
3. Pairs stand up in front of the class and act out the scene, saying the lines they wrote.

Key: In a supermarket.
Food.

B. MODEL CONVERSATION



Audio Script

Gabby: Hi Mike, how are you?
Mike: I'm fine. Boy, you look really great!
Gabby: Thanks. I'm really into exercise these days. I go to the gym a lot.
Mike: Really. How often do you go?
Gabby: Every day, usually.
Mike: That's impressive.
Gabby: And I try to eat a good diet. No soda, no junk food, just lots of healthy stuff, like vegetables.
Mike: Not me. I don't like to cook and I hate vegetables. I live on instant noodles and diet soda.

Explanation: Language awareness

The idioms *I'm into . . .* and *I live on . . .* are used in informal situations. *I'm into . . .* means that you really like something, and you do it often. **Example:** I'm into vegetables. I eat them with every meal. *I live on . . .* means you eat or drink a lot of it. **Example:** I live on soda and chips. I eat them all of the time.

Expansion: Eavesdropping

Books closed. Do this expansion after you have explained the meanings of the two expressions, *I'm into . . .* and *I live on . . .* Groups of students talk about foods that they "live on" while other students listen to their conversations. The eavesdroppers then go back to their group to report what they heard. See page T-27 for specific instructions for this activity.

C. ACTIVE LISTENING



Audio Script

Conversation 1

Amy: Hey, Anna!
Anna: Oh, hi Amy.
Amy: You're a runner now?
Anna: I guess so. Actually, I want to run in the Boston Marathon.
Amy: Wow, that's great! How often do you run?
Anna: Mmmm . . . almost every day.
Amy: So you're in great shape, huh?
Anna: Not really. Running is pretty difficult for me.
Amy: Running is difficult? Why's that?
Anna: Well, because I smoke.
Amy: Really? A lot?
Anna: Yeah, too much. I want to quit, but it's not easy.

Conversation 2

Jake: Hi George, how're you doing?
George: Not so good. I'm really wiped out.
Jake: You're always tired! Do you get enough sleep?
George: No, not really. I try to, but it's difficult.
Jake: Come on! You go out almost every night!
George: Not every night . . . It depends.
Jake: Hey! Don't you have an exam today?
George: Yeah, I do. That's the problem. It's hard to keep my eyes open.
Jake: Well, you can go to bed early tonight!
George: Maybe . . . but there's a party at Gabby's tonight. You want to go?

Expansion: Write a dialogue

Books closed. Do this expansion after the activity in the book. This expansion gives the students a chance to write their own dialogue.

1. Pair up students and tell them to create a dialogue between two people. The dialogue should be similar to the conversations on the recording. The characters could be based on the students themselves, or students could create two fictitious people. The dialogue should contain the phrases: *I'm into . . .* and *I live on . . .* at least two times each.
2. Have pairs perform their dialogue in front of the class.

Key:

Conversation #1

	True	False
1. Anna wants to run in a marathon.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Running is easy for Anna.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Anna smokes a lot.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Conversation #2

	True	False
1. George is very tired.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. George usually gets enough sleep.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. George has an exam today.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3 LANGUAGE FOCUS: “How often” + “do” and “does”

A. PRONUNCIATION

See *Pronunciation* on page 117 of this Teacher’s Manual.



Audio Script

How often do you exercise?
Every day.
How often do your parents eat junk food?
Four times a week.
How often do they drink soda?
Once a month.
How often does your sister play a sport?
Twice a year.
How often does your friend get enough sleep?
Never.

Game: Figure out the picture

Books closed. Students try to figure out the meanings of the visuals representing different time expressions.

- Write a list of time expressions on the board, including the ones listed in the Student Book. **Examples:** every day, four times a week, once a month, twice a year, never, every other day, every weekend, every Tuesday, every other month
- Make visual representations of these time expressions on the board. **Examples:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
X	X	X	X	X	X	X

This example is a visual representation of *everyday*.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
X		X		X		X

This example is a visual representation of *every other day*.

- Put students into two teams (or more if your class is large).
- Instruct students to match the time expressions with the visuals. (For higher levels, do not write the time expressions on the board; instead, have students come up with them on their own.)
- The team to have all correct answers first wins.
- Review the expressions after the game.

B. GET IT RIGHT

Game: Unscramble the sentences

Books open. Instead of having the students unscramble the sentences individually, form teams and make it into a game.

- Write the sentences as they are written in the book on the board (add more scrambled sentences if you want). Put a big piece of paper over each of them so that the students can’t see them yet.
- Put students into teams of three and have the teams line up in front of the board.

- Uncover the first sentence. The first people in line run to the board and write the sentence in the correct order. The other teammates may help them do the task.
- When they are done, they raise their hand. Check the sentence. If the sentence is not written correctly, then go to the next team and so forth. The student who writes the sentence correctly the fastest wins a point for his or her team.
- Do this with all of the sentences.
- After the game is over, review the sentences by reading them with the class.

Explanation: Language awareness

The term *surf the internet* means to go on to the internet and follow links to different web sites. This term compares using the internet to surfing on the ocean waves. Like a surfer getting bounced around from wave to wave, a person can go from web site to web site on the internet. Like a surfer adapting himself to the flow of a wave, the internet user goes from site to site in search for information.

Key:

- How often do you eat out?
- How often does your best friend exercise?
- How often do your friends check e-mail?
- How often do you get enough sleep?
- How often do your friends go to the movies?
- How often do you surf the Internet?

C. YOUR IDEAS

Variation: Once a day

Books open. This variation allows for the whole class to get involved.

- Students write questions using the model sentences in the Student Book. Monitor the students’ writing to make sure there are no errors.
- Collect the questions and put them in a hat (or some type of container).
- One by one students take a question out of the hat, read it and ask one of their classmates to respond. **Example:**
Julia: (takes a question out of the hat and reads)
Paulo, How often does your father exercise?
Paulo: He exercises four times a week.
If students are at a higher level, you can encourage them to repeat what the person said to confirm understanding (a review of the conversation strategy in unit 6) and ask a follow-up question (a review of page 13). **Example:**
Julia: Four times a week?
Paulo: Yes, four times a week.
Julia: What kind of exercise does he do?
Paulo: He plays tennis.
- Have some students elaborate on their answers.

Key: Answers will vary.
eat out (Example)
Never (Example)

4 CONVERSATION STRATEGY: *Asking follow-up questions.*

A. PRONUNCIATION



Audio Script

When do you go to bed?
What kind of food?
What is your favorite movie?

Expansion: Brainstorm questions

Books open. You can do this after you have done the activity in the Student Book.

- Write several questions on the board. **Examples:** *How often do you exercise? How often do you eat out? How often do you go to the movies? How often do you surf the internet?*
- Take the first question as an example and brainstorm follow-up questions with the students. **Examples:** *What kind of exercise do you do? Where do you exercise? Do you exercise with someone else? How much does it cost?*
- Remind students of the *wh-* question words, *who, what, where, when, why, how*, when thinking of questions.
- Put students in pairs and have them write other follow-up questions for the other questions on the board.
- After the pairs have written their follow-up questions have them switch partners with another pair.
- The newly formed pair chooses one question and its follow-up questions to ask the new partner. **Example:**
A: How often do you exercise?
B: Almost every day.
A: Really? Do you exercise with someone else?
A: No. I prefer to exercise alone.

B. LISTEN and ADD



Audio Script

Conversation 1

A: Do you get enough exercise?
B: Yes, I think so.
A: What kind of exercise?
B: I run.

Conversation 2

A: Do you sleep late?
B: No, not really.
A: Oh. When do you get up?
B: Around 7:00.

Conversation 3

A: Do watch a lot of TV?
B: Yes, I do.
A: Really, what is your favorite show?
B: The Comedy Hour.

Expansion: Mini role plays

Do this expansion after the students have completed the activity in the Student Book.

- In pairs, have students make up a new conversation similar to the ones they heard on the recording. The conversations should consist of a main question with several follow-up questions. **Example:**
A: Do you go to the movies a lot?
B: Yes, I do.
A: What kinds of movies do you like to see?
B: I like to see all kinds of movies; action, comedy, dramas.
A: Who do you go with?
B: I go with my friends, or sometimes I go by myself.

Key:

- A: What kind of exercise?
- A: When do you get up?
- A: What is your favorite show?

5 TALKATHON: *Do you have a healthy lifestyle?*

Variation: Categorize

Books open. This variation provides support for lower level students.

- Write a list of things that students might consider healthy or unhealthy randomly on the board. **Examples:** *vegetables, fruit, cookies, milk, ice-cream, cake, cheese, candy*
- Put students in pairs. Pairs take the list on the board and categorize the words into the two categories in the Student Book: "Good for your health" and "Not good for your health."
- When pairs are finished categorizing, they team up with another pair and compare their lists. If they placed a word in different categories, they discuss their reasoning.
- Have students fill in the chart in part A of Talkathon. Then proceed with parts B and C.

Role Play: The doctor's office

Books closed. In this role play students act the parts of a doctor and a patient.

- The students pretend that the patient is having his or her annual check-up with the doctor. Students think of questions that a doctor would ask in a routine examination. They should write these out as a dialogue. **Example:**
Doctor: How are you feeling?
Patient: I'm fine.
Doctor: How often do you exercise?
Patient: I exercise twice a week.
Doctor: That's good. How often do you eat junk food?
Patient: Every day.
Doctor: Junk food isn't good for you. Try not to eat it every day.
Patient: OK, I'll try.
- Students perform the role plays in front of the class.

Key:

- Answers will vary.
Exercise (Example)
Junk food (Example)
- Answers will vary.
- Answers will vary.

6 INFOZONE: *Living Longer*

Expansion: Ranking

Books open. Do this after you have worked with the INFOZONE reading with the students.

1. Have different students retell what each tip in the Infozone says about how to live a longer life.
2. Instruct students to rank the tips in order from most beneficial to least beneficial according to their opinion.
3. After the students have ranked the tips, put them in groups of four and have them compare and discuss their rankings.
4. Review with the class.

Expansion: Local places to relax

Books closed. You can do this after you work with the reading in the student book.

1. In pairs, students brainstorm relaxation facilities that are available in their city. **Examples:** *spas, massage therapists, hot springs, yoga lessons.*
2. Pairs report back to the class by describing the places and the kinds of activities they offer. Other students ask questions about them.
3. You can extend this activity by having students get information on one of the facilities and report on it to the class. For example, they can collect brochures, explore internet sites, or find advisements in newspapers to find information for their report.

Role Play: Relaxation convention

In this role play, pairs create their own spa or place of relaxation. A mini-convention is simulated in the classroom with tables set up as booths in a convention center and the pairs explain the benefits their “spa” has

to offer. Students get fake money and in the end get to decide where they want to spend a day to relax.

1. Talk about spas or places people go to relax. Ask if anyone has ever been to one and what kinds of things were offered. Possibilities include massage, facials, sauna, hot rock treatment, mud-baths, hot springs, Jacuzzi, mud-baths, Tai chi, comedy relief, and yoga.
2. Pair up students and explain that they will create their own spa together. They must think of the name for their spa, the kinds of relaxation activities they offer.
3. Give students time to create their spa. Make sure they are prepared to explain the different activities that they offer. If there is enough time, students could also make a brochure listing the types of activities they offer and the prices. Be prepared to help with suggestions if needed.
4. When students have finished creating their spa, move the tables or desks around in the room so that they are in a circle. Pairs make a sign for their spa and put it on one of the tables.
5. Explain that it's time for the convention, where customers will go to shop for spa services. (For an optional effect, give the students fake money to spend at one of the spas.)
6. Instruct one student in the pair to stay at the table to explain the spa, while the other student goes around to the other tables and finds out what the other spas have to offer. After a designated amount of time, have the partners switch roles so that they both get a chance to explain their spa and visit other booths.
7. In the end, ask students where they want to spend their money and why.

长寿 (的秘诀)

遵循以下窍门，享受健康长寿的人生！

笑对我们身心皆宜。笑能帮助我们放松。由于笑会牵动许多肌肉，所以笑也是一种运动。成年人一般每天笑17次左右，你笑多少次呢？



沉思能延长寿命。每天沉思15到30分钟能让你放松并会减少心脏病发作的危险。每个人都能抽出15分钟来沉思，不是吗？



多数长寿的人不会一天只吃一顿或两顿大餐。他们每天进餐五六次，每餐都比较简单。当然，他们每次吃得都不多。你一天吃几餐？



▲长寿的人都广交朋友，但光交朋友还不够，还得和朋友们共度时光。你花多少时间和朋友相处？

READ ABOUT IT

Variation: Read fast!

Books open to the Infozone page. You can do this variation instead of the usual procedure. It provides students with a game-like activity.

1. Change the “fill in the blank” sentences in the book to questions. **Example:** *What activity takes only fifteen minutes to half an hour a day but adds years to your life.* Add questions of your own to lengthen the activity. **Examples:** *How often does the average adult laugh a day? What helps us solve our problems and deal with stress? What happens if you eat too much food at a time?*
2. Put students in pairs.
3. Read the questions you have prepared out loud to the pairs.
4. Together the students search for the answers in the Infozone material.
5. Once a pair thinks they have got the answer, they raise their hands.
6. The teacher checks to see if it's the right answer. If it is, they read the answer out loud. If it is not the right answer, tell the pairs to continue searching.

Key:

- A. 1. Meditation 2. Laughter 3. relax 4. five or six
 C. 1. 1) N 2) T 3) F
 4) T 5) T 6) N

Do's	Don'ts
Sleep for eight hours every night.	Eat many sweets.
Play sports with friends.	Run a marathon every day.
Do outdoor activities.	Drink a lot of coffee.
Do tai chi to be healthy.	Smoke a cigarette when stressed out.

TALK ABOUT IT

Expansion: Elders' advice

Out of class, students interview several relatives, neighbors, or friends who are older than they are, asking what they think the secret to living a long life is. If possible the students should conduct their interviews in English.

1. Ask students if they know many people who are quite a bit older than they are.
2. Tell them that they will interview three older people that they know on what they think the secret to a long life is.
3. Together, brainstorm a list of questions for the interview. **Examples:** *How old are you? What do you think helps people live longer? What do you do to relax? Is your opinion about a happy life different now from 20 years ago? How?*
4. Students share the results of their interview with the class.

Expansion: Discussion

Books closed. In this expansion, students discuss whether the activities people do to “prolong” life really work or if humans are predestined to live a certain amount of years regardless of what we try to do.

1. Write this sentence on the board: *Do you think doing certain things in life (massage, meditation, yoga, laughing, eating well, etc.) help us to live longer? Why or why not?*
2. Start the discussion by giving your opinion on the topic.
3. If two different opinions start forming in the class, break students into teams and prepare for a debate on the subject.

Key: Answers will vary.

5. Do you eat junk food? (Example)

WRITE ABOUT IT

Project: The Secret of a long life

In this project, students do research on old traditions or folk wisdom about how to live a longer life.

1. Talk about traditions or sayings about living a long life in the students' culture. An example from United States culture is the saying, "An apple a day keeps the doctor away."
2. Brainstorm other traditions or sayings related to health or longevity in the students' culture.
3. Students pick a tradition or saying and write about it.
4. Students go through the editing process (first draft, edit, final copy).
5. Collect papers and either display them so that others can read them, or have students read their papers out loud.

Expansion: What is your perfect stress-free day?

1. Ask students: *If you could design the perfect stress-free day, what would you do?* Model a response. **Example:** *My perfect stress-free day is like this. I get up at 8:00 A.M. I drink coffee and eat pancakes for breakfast. I have a massage. I go to the beach. I read a good book for a few*

hours.

2. Ask students to give some of their ideas for a perfect, stress-free day. Write down their ideas on the board, asking students to elaborate.
3. Then, students write about their perfect stress-free day. If people are having a difficult time finding ideas, they may use some of the ideas written on the board.
4. Students may draw a picture to coincide with their perfect day or make a collage with magazine pictures.
5. Display or have students read their work out loud to the class.

Key:

A. I laugh. (Example)

Go to comedies often.

Watch funny programs on TV
(Examples)

 For additional practice of the language presented in Unit 8, direct students to the ICON 1 Workbook pages 44 to 49. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

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7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

1. 睡得早，起得早，让人健康、富足、智力好。
2. 如果你已养成了喝酒过量的习惯，可尝试每周两天不喝酒。
3. 这里列出的是要做到平衡和健康饮食的一些必要做法，你应该坚持不懈地照着做。
4. 那些聚会不仅使我结交了许多朋友，还让我有机会参加了各种户外活动，如钓鱼、骑车和滑雪。
5. 生活和工作压力过大会引起健康问题，但饮酒绝对不是减轻压力的好办法。

B. Translate the following sentences into English.

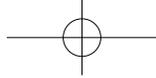
1. In order to keep fit, I have been jogging and swimming for five years.
2. Add the mushrooms and salt to the soup, and

reheat it for 10 minutes.

3. If you eat a balanced diet, take regular exercise and try to relax properly, you'll soon feel less stressed.
4. A glass of warm milk before you go to bed at night would help you fall asleep faster.
5. Michael is busy with his work, so he doesn't pay attention to his diet and he lives on the junk food such as hamburgers, potato chips and instant noodles.
6. What sport do you usually play on weekends, badminton or table-tennis?
7. Every summer many city folks spend their holidays here because they are really into the rural lifestyle.
8. Cigarette smoking is harmful to health, and heavy smokers are even more likely to die young.

8 WORD USAGES

adult	n.	成年人	[6]
		In this country only adults are permitted to have alcoholic drinks.	
	adj.	成年(人)的	
		Adult education in the US provides more than 2 million people with various training programs.	
attack	n.	攻击; 突然发病	
		Opponents made a bitter attack on the new government's economic policies in many ways.	
	v.	攻击, 袭击	
		The woman recalled that night she was attacked from behind by a robber.	[6]
average	adj.	普通的, 平常的; 平均的	
		The average rainfall is 20 centimeters in this season.	
	n.	平均, 平均数	
		Prices fell by an average of 2.5% in the last 3 years.	[6]
comedy	n.	喜剧	
		Shakespeare's comedies and tragedies won him lasting fame.	[4]
diet	n.	日常饮食	
		Rice is the staple diet of many people in Asia.	
	adj.	低糖的, 低脂肪的	
		George usually eats a beef sandwich and drinks diet Coke for lunch in his office.	[2]
gym	n.	健身房, 体育馆	
		The university gym is not so crowded on weekends.	[2]
impressive	adj.	令人钦佩的, 给人以深刻印象的	
		The impressive achievements made by the woman biologist have won her quite a few grand prizes.	[2]



instant	adj.	立即的; 速食的, 速溶的 She had instant success there, winning an Oscar award for her first screen role.	
	n.	瞬息, 顷刻 For an instant the flood destroyed all the buildings along the coastline.	[2]
laughter	n.	笑, 笑声 Some people are of emotional type and more easily moved to laughter or tears than others.	[6]
marathon	n.	马拉松赛跑 The third annual New York City Marathon was won by Sheldon Karlin, with a time of 2 hours, 27 minutes and 52.8 seconds.	[2]
meditation	n.	沉思, 冥想 Many people find it useful to spend some time on meditation or sleep when they feel over stressed.	[6]
muscle	n.	肌肉 A severe muscle injury prevented him from participating in the basketball game.	[6]
noodle	n.	面条 Even though some instant noodles taste good, you should try to avoid eating them frequently.	[2]
reduce	v.	减少, 降低 We'd better reduce our expenses in order to save enough money for the trip abroad.	[6]
relax	v.	松弛, 放松 The park has become a place for the local people to relax themselves.	[6]
soda	n.	汽水; 苏打 A sandwich and a soda are what Mr. Miller has for lunch every weekday.	[1]
stuff	n.	物质, 东西, 材料 I'm not an expert about computer stuff , so I don't know how to fix the problem.	[3]
	v.	满, 填充 She stuffed the gifts into the box before her children came back from school.	[2]
surf	v.	冲浪 Nowadays many small towns and even villages have cyber cafes where you can surf the Web.	[3]
vitamin	n.	维生素 Most fresh fruits and vegetables are good sources of vitamin C.	[1]
add to		增加; 添加 Add some water to the tea if it is too strong.	[6]
be into		非常喜欢 It has been a problem that some teenagers are so heavily into computer games that their studies are neglected.	[2]
eat out		下馆子 If you want to eat out , I'll recommend an Italian restaurant on 5th Street.	[3]
junk food		垃圾食品 Bob loves junk food such as potato crisps, sweets and fizzy drinks.	[1]
live on		以...为生; 以...为主食 The girl has been living on fruits and vegetables for two weeks in order to lose weight.	[2]
play a sport		做运动 Let's go outside and play a sport outdoors to enjoy fresh air and sunshine.	[3]

9 TOPIC-RELATED INFORMATION/BACKGROUND

1. Life expectancy at birth

CountryYears

Australia	81
China	72
France	80
India	65
Japan	81
Russia	67
United Kingdom	79
United States	78

From: Country Statistics, Encarta Encyclopedia 2006

2. Meditation

Meditation is the act of remaining in a silent and calm state for a period time, so that one is more able to deal with the problems of everyday life.

The practice of meditation has occurred worldwide since ancient times in a variety of contexts. Some studies show that reactions are faster, creativity is greater, and comprehension is broader after mediation because it can bring about a healthy state of relaxation in which the heart rate, pulse rate, stress hormones, and respiration rate decrease.

3. Eight essential health tips

(1) Move More

Make it a daily challenge to find ways to move your body. Climb stairs if given a choice between that and escalators or elevators. Walk your dog; toss balls with friends, mow the lawn. Anything that moves your limbs is a fitness tool.

(2) Cut Fat

Avoid the obvious such as fried foods, burgers and other fatty meats. Dairy products such as cheese, cottage cheese, milk and cream should be eaten in low fat versions. Nuts and sandwich meats, butter and sauces should be eaten in limited amounts. Most are available in lower fat versions such as substitute butter and fat free cheeses.

(3) Quit Smoking

Ever since 1960 when the Surgeon General announced that smoking was harmful to your health, Americans have been reducing their use of tobacco

products that kill. Just recently, we've seen a surge in smoking in teenagers. Could it be the Hollywood influence? It seems the stars in every movie of late smoke cigarettes. Warn your children or friends of the "tough guy" stance of Hollywood smokers.

(4) Reduce Stress

Spend 30 minutes a day doing something you like. (i.e. Soak in a hot tub; walk on the beach or in a park; read a good book; visit a friend; play with your dog; listen to soothing music; watch a funny movie). Count to ten before losing your temper. Avoid difficult people when possible.

(5) Protect Yourself from Pollution

If you can't live in a smog-free environment, at least avoid smoke-filled rooms, high traffic areas, breathing in highway fumes and exercising near busy main streets.

(6) Wear Your Seat Belt

Statistics show that seat belts add to longevity and help reduce potential injuries in car crashes.

(7) Avoid Excessive Drinking

While recent studies show a glass of wine or one drink a day (two for men) can help protect against heart disease, more than that can cause other health problems such as liver and kidney disease and cancer.

(8) Keep a Positive Mental Outlook

There's a definitive connection between living well and healthfully and having a cheerful outlook on life. You can't be unhappy when you're smiling or singing.

4. About health

He who has health has hope, and he who has hope has everything.

Arabian Proverb

A good laugh and a long sleep are the best cures in the doctor's book.

Irish Proverb

So many people spend their health gaining wealth, and then have to spend their wealth to regain their health.

A. J. Reb Materi

9

Did you go to the gym?

Please see pages viii to xiii of this Teaching Manual for other teaching suggestions

1 VOCABULARY: *Weekend activities*

Warm Up: Think Fast!

In this warm-up, students brainstorm activities that people do on the weekend.

1. Pair up students, and tell them to think of as many kinds of activities as they can in 2 minutes.
2. After two minutes are over, have the pairs tell you their ideas and you write them on the board.
3. The pair who has the most activities listed in two minutes wins the game.
4. If there is time, have students draw a picture of the ideas. Use these pictures as extra vocabulary within the unit.

A. YOU FIRST

Variation: Stand up or sit down

Books closed. This variation provides for movement and interaction in the classroom.

1. Change the sentences in the book to yes/no questions.
Examples: *Did you get up early last weekend? Did you go shopping last weekend? Did you do laundry last weekend?*
2. Ask the students the questions and instruct them to stand up if they want to answer yes or remain seated if they want to answer no.
3. When people stand up, ask follow up questions.
Examples: *Did you get up early last weekend? What time did you get up? What did you do after you got up?*

Key: Answers will vary.

B. PRONUNCIATION



Audio Script

1. I got up early.
2. I went shopping.
3. I did the laundry.
4. I went to the gym.
5. I played computer games.
6. I took a nap.
7. I met someone new.
8. I stayed up late.

Explanation: Language awareness

1. The regular past tense ending, *-ed*, has three different pronunciations, /t/, /d/, /ɪd/. **Examples:** played /d/ (one syllable), walked /t/ (one syllable), painted /ɪd/ (two syllables).
2. If a verb ends in the letters *t* or *d*, the *-ed* is pronounced as a separate syllable. For all other verbs, the /d/ sound or

the /t/ sound is added to the verb and is not a separate syllable. If the last sound of the verb is voiced (sounds like *b*, *v*, *r*, *z*, or a vowel), the *-ed* is pronounced as a /d/ sound. If the last sound is voiceless (sounds like *p*, *f*, *k*, or *s*), the *-ed* is pronounced as a /t/.

C. PAIR UP and TALK

Variation: Find someone who . . .

Books open. In this variation, students find other classmates who did the same things that they did.

1. Students answer the questions in the Student Book.
2. Students walk around the classroom asking classmates the questions, one question per student.
3. Once they find someone who did one of the activities that they did, they write the person's name in the book.
4. When students have completed the chart, they sit down.
5. Review with the class.

Key: go to the gym (Example)

D. REPORT

Expansion: Graph

Books closed. In this expansion, the class works together to make a graph to report on the activities that everyone did over the weekend.

1. Ask the questions listed in the Student Book.
2. Students raise their hands if they did the activity in the question. One student counts the raised hands and makes tally marks on the board.
3. After all of the questions have been posed, the students make a graph on the board. It might look like this:

Activity	Number of Students				
	1	2	3	4	5
Get up late					
Go shopping					
Do laundry					
Go to the gym					
Work on the computer					

4. Have students write sentences about the graph.

Key: Answers will vary.

2 LISTENING: *How was your weekend?*

A. LOOK/THINK/GUESS

Expansion: How does she look?

Books open. Have students speculate on how Emma feels.

1. Have students look at the picture and say how they think Emma feels. Ask, "Does she look happy? Angry? Tired?"
2. Elicit ideas and write them on the board. Revisit them after students listen to the recording.

Key: At work.
Great.

B. MODEL CONVERSATION



Audio Script

Nick: Hi, Emma. How was your weekend?
Emma: Well Saturday was nothing special. But Sunday was something else!
Nick: Really? What did you do?
Emma: Well, Sunday afternoon I went to the gym with Joan.
Nick: I know Joan—your friend from high school, right?
Emma: That's right. Anyway, I met her friend Antonio. He's really nice.
Nick: Oh, you met someone new?
Emma: Well, yeah. Actually, we went for a walk and talked. We have a lot in common.
Nick: That's interesting. Go on . . .
Emma: Then we went out to dinner. After dinner we went out dancing.
Nick: No wonder you look so tired!

Explanation: Language awareness

1. The idiom *something else* means that something or someone is special or great. For example: I love my little sister. She's something else!
2. The expression *no wonder* (a short conversational form for *It's no wonder*), means that you now know the reason for something.

Expansion: No wonder you're so . . .

Books closed. Do this expansion after you have discussed the meaning of *no wonder*.

1. Write out several scenarios on note cards and put them in an envelope. **Examples:**
Scenario #1: Pretend that you just ate four cookies and two pieces of cake for lunch and now you feel sick. Rub your stomach and pretend that you are sick. Say: *I ate four cookies and two pieces of cake.*
Scenario #2: Pretend that your dog died last night. Act like you are crying and very sad. Say: *My dog died last night.*
Scenario #3: Pretend that you just played three soccer games. Act very tired and sore. Say: *I played three soccer games today.*
Scenario #4: Pretend that you had a date with a

wonderful man/woman last night. Act very happy. Say: *I had a date with a wonderful man/woman.*

2. Write *What's wrong?* and *No wonder you look so . . .* on the board.
3. Model the activity: Sit or stand in front of the class and pretend to be very sleepy. Point to the phrase *What's wrong* and elicit the question from the students. Answer the question with, *Oh, I couldn't sleep at all last night. My neighbors had a big party and they played the music very loud.* Point to *No wonder you look so . . .* on the board and elicit the response *No wonder you look so tired.*
4. Now have a student pick a card and play out the scenario. The classmates go through the same dialogue, asking *what's wrong* and responding with *no wonder . . .* Continue with the other cards.

C. ACTIVE LISTENING



Audio Script

Joe: Hi, Jeff.
Jeff: Hey, Joe. How are you doing?
Joe: Not bad. Did you go to the gym yesterday?
Jeff: Naw. I stayed home. It was my day off so I got up late.
Joe: Sounds pretty good to me.
Jeff: Yeah, I hung out at home. In the afternoon, I went to a movie.
Joe: Really, did you see anything good?
Jeff: Yeah. It saw that new comedy with what's his name?
Joe: You mean Steve Martin?
Jeff: Naw, The little guy . . . I forget his name. He's really funny. Then I met my sister later for pizza.
Joe: Your sister? How is she?
Jeff: She's fine. She asked about you.
Joe: Did she?

Expansion: Detail questions

Books closed. This activity gives students the opportunity to understand the dialogue more completely. Do it after the activity in the Student Book.

1. Write the questions below on the board.
2. Students listen to the dialogue and answer the questions. Play the recording several times if necessary.

Questions

1. Why did Jeff get up late today?
2. What did Jeff do in the morning?
3. What did Jeff and his sister eat?
4. What did Jeff's sister do?
5. How does Joe feel about Jeff's sister?

Possible Answers

Because it was his day off from work.
He hung out at home.
Pizza.
She asked about Joe.
He is interested in her.

Key:

1. When did Jeff get up? late
2. What did he do? He went to a movie.
3. Who did he meet later? his sister
4. What did they do? They ate pizza.



3 LANGUAGE FOCUS: *Past tense*

A. PRONUNCIATION

See *Pronunciation* on page 118 of this Teacher's Manual.



Audio Script

- A: Did you get up early today?
 B: Yes, I did. I got up at 6.
 A: Did she go shopping yesterday?
 B: No, she didn't. She went shopping this morning.
 A: Did he eat out last week?
 B: Yes, he did. He ate at an Indian restaurant.
 A: Did they watch TV last night?
 B: No, they didn't. They watched a video.

Explanation: Language awareness

In past tense questions, the verb is in the simple form, as in: *Did you eat breakfast?* When responding to the question, the verb is in the past tense form, either regular (-ed) or irregular forms.

Variation: Make the question

Books closed. In this variation, the students get a chance to see how word order changes in statements and questions in the past tense.

- Write several past tense yes/no questions in a column on the board. In a column beside the questions, write answers in scrambled order. (See examples below.)
- Do an example for the class. Choose one of the questions and ask students what to write in the blank. Then ask students which response matches the question.
- One by one have students come to the board and fill in the blank for one of the questions and then draw a line from that question to its corresponding response.

Example:

- Did you eat breakfast? Yes, we played tennis.
 Did he _____ to the store? Yes, they painted the house.
 Did you _____ tennis? Yes, I ate breakfast.
 Did they _____ the house? Yes, he went to the store.

- Review each sentence, pointing out the word order and the change in the form for the sentences.

B. GET IT RIGHT

Game: Ball toss

Books closed. Do this after you have reviewed the irregular verb chart in the book. This game gives students practice with saying the irregular past tense verbs in a fun, fast-paced, and interactive way.

- Write the simple form of irregular verbs in one column on the board. Elicit the past form for each verb and write it in another column. (See page 100 for more irregular verbs.) **Example:**
 go went
 eat ate
 do did
 get got

- Practice the pronunciation of each word by going through the two columns.
- Bring a large, soft ball to class (or something else that you can throw). Throw the ball to a student. As you release the ball, say a verb ("go") and as the student catches it, he/she says the past tense form of that same verb (went).
- The student throws the ball to another student in the class, saying a different verb while releasing the ball. That student catches it and says the past tense form of the verb. Continue with other students.

Key:

- did; watched
- didn't; had
- didn't; got
- did; went to
- did; took
- did; went

C. YOUR IDEAS

Expansion: Help!

Books closed. Students use the grammar points as they help solve a problem.

- Write these four situations on the board. Draw a box around each one.

I feel sick. I don't know what is wrong with me.

I lost my purse/wallet. I can't remember what I did today so I don't know where it could be.

I'm having a party. I'm not sure if I am prepared for it.

I'm leaving on a trip. I don't know if I am prepared for it.

- As an example, do the first situation together as a class. Ask students: *I feel sick! I don't know what is wrong with me.* Elicit suggestions from the students. Examples: *Did you eat breakfast? Did you get enough sleep last night? Did you eat too much?*
- Answer every question with either *yes* or *no* so that the suggestions keep coming. Write their questions on the board.
- Instruct students to look at the other three situations and to write questions to help the person figure out the situation.
- Review questions by pretending to be the person in each situation and have the students ask you their questions.

Key: Answers will vary.

- go to a Mexican restaurant last week (Example)
 No, I didn't. (Example)



4 CONVERSATION STRATEGY: *Turning the conversation around*

A. PRONUNCIATION



Audio Script

Conversation 1

A: Did you watch the TV news last night?

B: Yes, I did. Did you?

A: No, I was too busy.

Conversation 2

A: Do you usually watch the news on TV?

B: No, I don't. Do you?

A: Yes, I always watch the channel 6 news.

Explanation: Cultural awareness

After answering a question, English speakers often ask the same question that they have just answered. This “turning around” of a conversation is seen as a polite way to continue the conversation. It also shows the other person that you are interested in what he/she has to say. There are several ways to turn a conversation around. **Examples:**

Yes/no questions, e.g., *Do you? Did you? Can you?*

And you?

How about you?

What about you?

What do you think/do?

Key:

1. B: Did you 2. B: Do you

B. FINISH IT

Expansion: Around the circle

Books closed. You can do this after you have done the activity in the Student Book. In this expansion, students get practice using the new conversation strategy.

1. Have students stand up and make two circles, one inside the other. Have the students in the two circles face each other. Each person should be directly across from another person.
2. Write 10 questions on the board. **Examples:** *Did you watch TV last night? Did you eat before coming to class? Did you see a movie last weekend? Cover each sentence up with a piece of paper taped to the board.*
3. Uncover the first sentence and have the inner circle students ask the question written on the board to their partner in the other circle.
4. The partner answers the question and then turns the question back to their partner.
5. After about 30 seconds, announce that you are uncovering sentence #2.
6. Half way through the sentences, change the direction of the conversation. Have the outer circle students ask the question first so that each student gets a chance to use the expression in turning the conversation around.

Key: Answers will vary.

1. B: Yes, I did A: No, I didn't. I took a nap (Examples)
2. B: Yes, I do A: No, I don't. I have a big breakfast. (Examples)

5 TALKATHON: *Last week BINGO*

Expansion: Guilty or innocent?

Books closed. In this expansion, two students are suspects of robbery, and the other students ask them questions to find out whether they are guilty or innocent.

1. Ahead of time, take two higher level students aside and tell them that they will work together in this activity. Explain that they will play the part of suspected robbers in a bank robbery. Make sure that they feel comfortable with their role.
2. Bring the class together and tell the students that there has been a bank robbery and that the class will play the part of the police and the two appointed students will play the part of the suspects.
3. Send the two “suspects” out of the room and have them prepare their alibi. They must come up with a story of what they did that day together. The story must be told exactly the same so that the “police” don't suspect them.
4. Meanwhile, the class thinks of questions to ask the suspects. Appoint a student to write the questions on the board.
5. After a designated amount of time, have one suspect come back into the classroom at a time and each student

gets to ask the suspect one of the questions. Appoint a student to write the answers next to the questions.

6. After the first suspect has been questioned, the other suspect comes into the room. Seat the student in front of the board so that he/she can not see his fellow suspect's answers to the questions. The class asks the same questions to this suspect. The responses are written on the board.
7. After the second questioning period, the suspects leave the room again and the police look at the two sets of answers that were given and decide whether there is any more suspicion.
8. The suspects come back in and the verdict is given!

Key:

- A.** Answers will vary.
Monday
Went to the gym (Example)
Tom (Example)
B. Answers will vary.
C. Answers will vary.



6 INFOZONE: *Weekend Goals and Accomplishments*

Expansion: Priorities

Books closed. Do this after you have worked with the INFOZONE reading with the students. Students prioritize a list of weekend activities.

1. Brainstorm a list of activities typically done on the weekends. **Examples:**
do the laundry
clean the house
go shopping
have dinner with friends
exercise
read
2. After the list is complete, tell students to prioritize the list on their own piece of paper. Students list the activities from most important (first on the list) to least important (last on the list).
3. After students complete their prioritizing, have them compare their list with a partner's list. They discuss their reasons for their priorities.
4. After the pairs have compared lists, have the students go back to their lists and check off the activities that they did last weekend.
5. Have students report back on what they think their top 5 priorities are and whether they did them last weekend or not.

Expansion: A visitor

Books closed. You can do this after you work with the reading in the Student Book.

1. Tell students to think of a friend or relative who lives out of town or in a different country. Ask students to tell the class who they are thinking about. Model the intended responses: I am thinking of my friend, _____. She lives in _____. We met in _____.
2. Next, tell students to pretend that this friend visited you last weekend. Tell them to write what they did last weekend. To get them started, tell them to think of things this person would like to do when visiting your city. Write your own version and read it as a model.
Example: My friend from the United States came to visit last weekend. We met at the university five years ago. She likes to do outdoor activities, so we went hiking. We had a picnic. We played tennis. We went to an outdoor concert.
3. Have students read their itineraries and elaborate on why they chose those kinds of activities to the class.

周末目标和完成情况

这个周末你怎么安排的？你完成目标了吗？



◀ 凯文·麦顿 让我想想。我计划睡个懒觉，打篮球，和朋友们一起玩，但我仅做了其中一件。我没顾得上打篮球和跟朋友玩，因为我有许多作业要做，所以我只是做了作业，另外还睡了个好觉！

▶ 纳塔利·福特博士 我本来想把所有这些试卷全改完，再备课，但却没时间把两件事都做完。我备了课却没有改试卷。然而，我打了网球，还和孩子们一起去了海滨。我玩得愉快极了！尽管现在我很忙。



◀ 秀英·帕克 我打算学习，但是却没做到。相反，我去看望了一些朋友。我们在一起玩得开心极了。我们在一家很棒的餐馆吃了饭，然后参加了一个派对。但现在我得学习了！

▶ 安德鲁·科斯坦萨 这个周末棒极了。我做了许多事。我干了些活，把车洗了，还洗了衣服。我感觉好极了！现在我已经为星期一做好准备。



READ ABOUT IT

Expansion: Did you accomplish your goals?

Do this after the students complete the activity in the Student Book. Students write a synopsis about their own weekend (like the ones in the INFOZONE) and then in groups students read each others' papers and make statements like those in *Read About It*.

1. Instruct students to write a synopsis about their weekend, much like the ones written in the Infozone. Write your own synopsis as an example.
2. Students go through the editing process (first draft, edit, final copy).
3. Gather the papers. Form groups of five students and give each student a paper, but not a paper written by a group member.
4. The group members read each other's papers and then together read and discuss them. Then they write statements like those in the student book.
5. Review with the groups.

Key:

- A. 1. Kevin Madden; Soo-Young
2. Three
3. Andrew
4. Soo-Young; Natalie
5. Kevin; Andrew
- C.

Time	What Chinese did	Reason to do so
1st day	They didn't eat meat.	To ensure a long and happy life.
2nd day	They <u>talked with their ancestors and were nice to dogs.</u>	N
5th day	They <u>didn't visit family and friends.</u>	It is bad luck.
6th day	They <u>went to the temple.</u>	To ask for good health and luck.
7th day	They <u>drank special vegetable juice and ate noodles and raw fish.</u>	N
10th to 12th days	They <u>stayed home and met family and friends for dinner.</u>	N
15th night	They <u>walked to the lantern festival.</u>	N

TALK ABOUT IT

Expansion: Who had the best weekend?

1. Have students stand up and give a one sentence synopsis of their weekend. Give an example: I helped my wife clean the apartment, and then we went on a hike in the hills.
2. As students say what they did, write their name and a few summary words on the board. **Example:** Mr. Smith: *cleaned the apartment; went on a hike.*

3. After all of the students gave their summary, vote on who had the best weekend. As students vote, have them give a reason for their vote. (Students can vote for themselves.)
4. Later, discuss the question: What makes a good weekend? A fun weekend? A productive weekend? A quiet weekend?
5. Write useful expressions on the board. **Examples:** *I agree with _____ . I disagree with _____ . I think that _____ .*

Key: Answers will vary.

4. Do you get early at the weekend?

WRITE ABOUT IT

Books closed. You can do this activity after doing the Write About It activity in the Student Book.

Variation: A letter home

1. Tell students that they will write a letter (or an e-mail message) to a friend or a family member about what they did last weekend. Provide an example.
Dear Mom,
Hi, how are you? How was your weekend? I had a great weekend! On Saturday, I went for a hike with my friend. At the top of the mountain, we had a picnic . . .
2. Review some useful letter writing techniques and expressions on the board before students start writing.
3. Students write their letters and go through the editing process (first draft, edit, final copy).
4. Students read their letters out loud or display them around the classroom.

Project

In this project, students interview each other about memorable weekends they had.

1. Model an interview with a student at the start of the activity. Provide students with feedback and an opportunity to correct their work.

Key: Answers will vary.

1. Do my laundry (Example)
No (Example)
I cleaned my room (Example)



For additional practice of the language presented in Unit 9, direct students to the ICON 1 Workbook pages 50 to 55. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.

7 LEARN & PRACTICE

A. Translate the following sentences into Chinese.

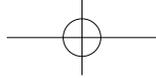
1. 远足或骑车郊游对于想享受愉快周末的家庭来说是理想的选择。
2. 除了逛商店，辛西娅平常的闲暇活动还有打网球、玩桥牌、喝下午茶。
3. 她想到那时正是西蒙教授下午小憩的时候，因此决定不打扰他。
4. 小镇风景美丽，气候温和，生活悠闲，每年有几万游客来到这里。
5. 我昨晚原计划起草一份文件，但我的目标未完成，因为朋友的来访打乱了我的计划。

B. Translate the following sentences into English.

1. Nowadays going to the movies is the favorite pastime of many young people in their spare/leisure time.
2. Last night Jack was so excited after playing computer games that he didn't sleep well. He looks so bad today.
3. I like to spend my weekend in the village because the villagers there are very friendly and have a desire to help anyone in need.
4. On my days off I hung out with Linda and had a great time. We even learned how to cook gourmet meals at home.
5. I intended to make an appointment with Dr. White for my health check-up on Thursday morning. But he is not available until Friday afternoon.
6. Yesterday I stayed up all night and watched the TV program. It was really something else and extremely interesting.
7. Tom did not travel to any places on summer holidays. He accomplished a lot and did some volunteer work in the community.
8. This is a fantastic place without TV or radio and network. So you can enjoy the quietness as much as you like. Have a great time!

8 WORD USAGES

accomplish	v.	完成，实现 He is so lazy that he will never accomplish anything.	[6]
accomplishment	n.	成绩，成就；完成，实现 I felt a real sense of accomplishment when I finished a job and it turned out just as I'd planned.	[6]
activity	n.	活动 Social activities take up much of his study time.	[1]
actually	adv.	实际上 Actually , English is not as difficult as Chinese.	[2]
anyway	adv.	不管怎么说，总之，无论如何 I don't know whether my wallet was lost or stolen; anyway , it's gone.	[2]
beach	n.	海滩 Actually, you can camp on the beach and sleep to the sound of the waves.	[6]
bingo	interj.	(因出乎意料的成功而表示兴奋的叫声) 看吧，嘿；	
	n.	宾戈赌博游戏 In a bingo game, players try to match numbers on their cards with numbers that are called out.	[4]
channel	n.	频道；海峡，水道 There are more than 40 channels of TV programs, and the National Geographic Channel is my favorite.	[4]
goal	n.	目标	



grade	v.	With her help, I met my goal of the month.	[6]
		评分, 给分数	
	n.	The teacher spent all weekend grading the children's papers.	
		等级, 级别	
laundry	n.	Grade A potatoes are the best in quality.	[6]
		要洗的衣服; 洗衣店	
memorable	adj.	Usually I do the cooking and my husband does the laundry .	[1]
		值得纪念的, 难忘的	
nap	n.	That trip is really a memorable experience.	[6]
		小睡(常指在白天), 午睡	
project	n.	Usually Americans have a very short lunch break, but many Chinese need a longer one, because they like to take a nap after lunch.	[1]
		计划, 方案, 工程	
video	n.	Started in 1989, China's Hope Project aims to finance the education of students from poor rural families.	[6]
		录像, 视频	
eat out		Since the late 20th century, the cinema has gradually given its place to the home video .	[3]
		上餐馆吃饭	
hang out		I'm not in the mood for cooking tonight. Shall we eat out ?	[3]
		闲荡; 厮混	
no wonder		Even though he doesn't like hanging out with his wife's friends, he is still a good husband.	[6]
		难怪, 不足为奇	
something else		You turned off the air conditioner! No wonder I feel so hot.	[2]
		出类拔萃的, 不同凡响的, 不一般	
stay up late		I am amazed by that man. He is so intelligent, so knowledgeable about everything. He is really something else .	[2]
		熬夜, 迟睡	
		Don't wake her up. She stayed up late last night writing a paper.	[1]

9 TOPIC-RELATED INFORMATION/BACKGROUND

Bingo

Bingo is a game of chance where randomly-selected numbers are drawn and players match those numbers to those printed on cards. The first person to have

a card where the drawn numbers form a specified pattern is the winner and calls out "Bingo!" to alert others to the win. Now people often call out "Bingo" to show that they win.

Review of Units 7-9

1 CONVERSATION

1. Ask students to form pairs and decide roles (either Student A or Student B).
2. Tell students to look at the missing parts in the conversation. Together they finish writing the conversation.
3. Walk around the class to see how students are doing and to answer any questions.
4. Students practice their conversation.
5. Ask pairs to share their conversation with the rest of the class.

Key: Answers will vary
 B: great; visited some friends
 A: visit your friends
 B: four times a month
 A: wonderful; went out dancing
 A: stayed here; did my laundry
 (Examples)

2 INTERVIEW

A.

1. Ask students to form pairs.
2. Each student chooses a topic from the box and writes questions to ask his/her partner.
3. Students interview each other.

B.

1. Have the students report back to the class about their interviews.

Key:

- A. Answers will vary.
 B. Answers will vary.

3 GAME

1. To demonstrate this game, recreate the game board on the board.
2. Show students a coin. Point out that one side is designated for one space forward and the other side is designated for two spaces forward.
3. Flip the coin and ask the students what the answer is for that particular space.
4. Once students understand the rules, ask students to form pairs.
5. Pairs write their names on small pieces of paper.
6. Make sure that each pair has a coin.
7. Students start playing the game.
8. Walk around the class to see how students are doing and to answer any questions.

Key: Answers will vary.

10

Is there an ATM around here?

Please see pages viii to xiii for other teaching suggestions

1 VOCABULARY: Places

Warm Up: Password

In this warm-up, teams guess what the word is by listening to their teammate's clues.

- On the board write the places listed in the Student Book. Discuss the meaning by giving examples.
- Brainstorm other places around town with the students.
- Write the names of the places on note cards and put them in an envelope.
- Make teams of four students. Model the game by giving an example. Take out one word from the envelope. Give clues about the word without actually saying the word.
Example: Bank: *This is where you put your money. This is where you go to get your money.* Elicit the answer from the students.
- After the students understand how to play the game. Ask one student from one team to come forward and pick three words out of the envelope.
- Tell the team that they have 30 seconds to guess the words. For every correct answer, the team wins a point.

A. YOU FIRST

Game: Think fast!

Books closed. Do this after the activity in the Student Book.

- Put students in groups of three to five.
- Ask students to brainstorm other places in the neighborhood. Set a time limit. **Examples:** *movie theater, school, restaurant, supermarket (grocery store), church, library, park, fire station, police station, shoe store, bakery, office building, subway/train station, bus stop, post office, ATM.*
- After the time limit, students read off their lists. Write their ideas on the board. Discuss any unknown words by giving examples of what you do in that kind of place.
Example: *We buy stamps and send packages in a post office.*
- Count the number of ideas from each team. The team with the most ideas wins.

Key: Answers will vary.
bank (Example)

B. PRONUNCIATION



Audio Script

- Is there a bank in your neighborhood?
- Is there a convenience store in your neighborhood?
- Is there a gas station in your neighborhood?
- Is there a bookstore in your neighborhood?
- Is there a drugstore in your neighborhood?
- Is there a department store in your neighborhood?

- Is there a shopping mall in your neighborhood?
- Is there a coffee shop in your neighborhood?

Explanation: Language awareness

A *drug store* is another word for *pharmacy*, a store where you can buy prescription medication and many other things related to your health. A *department store* is a large store where you can buy various items such as clothing, shoes, house furnishings, electronics, etc. A *shopping mall* is a big building with many different stores and restaurants inside it. An *ATM* (Automated Teller Machine) is a machine from which you can get cash from your bank account or make a deposit.

C. PAIR UP and TALK

Variation: More follow-up questions

Books closed. In this variation, students think of other follow-up questions to ask their partner.

- Write the question, *Is there a bank in your neighborhood?* on the board.
- Ask students to think of follow-up questions to this question. **Example:** *Which bank is it? Does it have an ATM?*
- Individually, students write other follow-up questions for the other places listed in the book.
- Put students in pairs and have them ask each other the questions in the book and the follow-up questions that they wrote.
- Review with the class.

Key: bank (Example)
Where is it (Example)

D. REPORT

Variation: Draw your street

Books closed. In this variation, students draw a rough sketch of their street. They choose six of the places that are on their street.

- On the board, draw a rough sketch of your street. Name six of the places on your street and place them generally on your map.
- Show the map to the class. Name the places on your street. **Example:** *This is my street. There is a bakery. There is a school. There is a bank. Etc.*
- Have student individually draw their own street and share it with their partner.
- Later, students take their partner's sketch and report back to the class. **Example:** *This is my partner's neighborhood. There is a _____.*

Key: Answers will vary.

2 LISTENING: *Is there an easy way to get downtown?*

A. LOOK/THINK/GUESS

Expansion: What are they saying?

Books open. Do this after students have answered the questions in the student book activity. In this variation, students think of what Gabby and Nick could be saying in the picture.

1. Ask the students what they think Gabby and Nick could be saying in the picture. Brainstorm some ideas and write them on the board as examples.
2. Together, pairs write what Gabby and Nick are saying in the picture.
3. Pairs stand up in front of the class and act out the scene, saying the lines they wrote.

Key: In a train station.
How can you get to ...?

B. MODEL CONVERSATION



Audio Script

Clerk: Can I help you?
 Gabby: Yeah. Is there an easy way to get downtown?
 Clerk: Sure. You can take the bus or the subway. Where do you want to go?
 Gabby: To the Art Museum.
 Clerk: It's five stops on the subway. You take the Blue Line to Center City and change to the Red Line.
 Babby: Thanks. Oh, one more question. Is there an ATM around here?
 Clerk: There are two. One is across from the newsstand. The other is next to the drugstore.
 Gabby: Thanks.
 Clerk: No problem.

Explanation: Language awareness

The phrase *no problem* is an informal, friendly way of saying *You're welcome*.

Expansion: No problem

In this expansion, students get practice using the term, *no problem*, in context.

1. Tell students to think of a question like: *Is there a _____ near here?*
2. Have students stand up and walk around the classroom.
3. Students ask each other their questions and they respond to each other by saying: *I don't know*. Or, the students give the directions.
4. The one student who asked the question says: *Thank you*.
5. The other student responds with, *No problem*.

Expansion: Write a dialogue

Books closed. In this expansion, students write a dialogue with information that is true for their city.

1. Pair up students and have them write a dialogue similar to the one in the book but using the transportation information for their city.

2. Students write a dialogue between two people. One could be a tourist in the city, and one could be a native. They choose which point in the city the tourist wants to get to and they write directions in the dialogue from their school.
3. Circulate among the students to help.
4. Students role play dialogues in front of the class.

C. ACTIVE LISTENING



Audio Script

Conversation 1

Man: Excuse me?
 Clerk: Yes?
 Man: Where can I get a taxi?
 Clerk: There's a taxi stand in front of the station. Where do you want to go?
 Man: To Center City.
 Clerk: Center City? By taxi?
 Man: Yeah, I'm in a hurry.
 Clerk: Well, there's a lot of traffic this time of day. I actually think the subway is faster.
 Man: No, thanks. I don't want to take the subway. Oh, where can I get an out-of-town newspaper?
 Clerk: Try the newsstand across the street.

Conversation 2

Clerk: What can I do for you?
 Woman: Is there a department store around here?
 Clerk: Not really. The department stores are all downtown. What are you looking for?
 Woman: I need an umbrella.
 Clerk: Well, there's a drugstore. I think they sell umbrellas.
 Woman: A drugstore?
 Clerk: Yes, there's one over there. See the sign for the ATM?
 Woman: Yes.
 Clerk: The drugstore is next to it. Or you can take the subway downtown.
 Woman: No, let me try the drugstore. Thanks.

Expansion: Cloze

1. Write a few lines from the beginning of one of the dialogues on the board. In each sentence, omit one or two words and write blanks in their place.
2. Have students copy the dialogue lines.
3. First have students try to complete the lines without listening.
4. Next, play the dialogue several times until students are able to complete all of the lines.
5. You can have students work together.

Key:

	The person asks for ...	The clerk suggests ...
Conversation #1	<input checked="" type="checkbox"/> a taxi	<input checked="" type="checkbox"/> the subway
Conversation #2	<input checked="" type="checkbox"/> a department store	<input checked="" type="checkbox"/> a drugstore



3 LANGUAGE FOCUS: “Is there/Are there”; Prepositions of location

A. PRONUNCIATION

See Pronunciation on page 118 of this Teacher’s Manual.



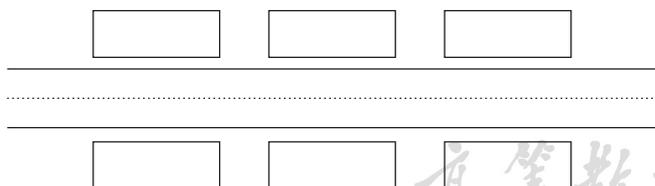
Audio Script

- A: Is there a bookstore near here?
 B: Yes, there is. It’s between the drugstore and the bank.
 A: Is there a post office around here?
 B: No, there isn’t.
 A: Are there any bookstores in this area?
 B: Yes, there are. There’s one next to the bank.
 A: Are there any bookstores near here?
 B: Yes, there are. There’s one across from the restaurant.
 A: Are there any post offices around here?
 B: No, there aren’t.

Expansion: Across from . . .

Books closed. In this expansion students get more practice with the prepositions of location.

- Have all of the students stand at the board.
- Draw a simple street map on the board with three boxes (representing buildings) on one side of the street and three on the other. **Example:**



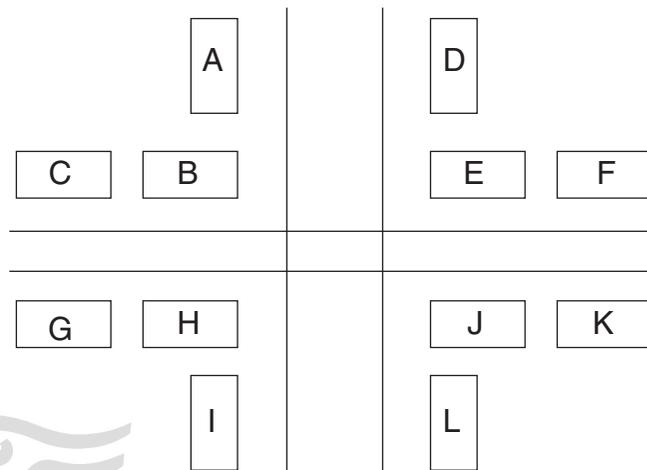
- Have the students draw the same map. Tell students that there is a bank across the street on the left side. Write the word *bank* in that box on your map. Students should follow your example.
- Then give other locations. **Example:** *Across from the bank is a supermarket. Next to the supermarket is a drugstore.*
- Students listen to what you’re saying and write in the place names in the right place.
- After a few more examples, students can pair up and give each other directions.

B. GET IT RIGHT

Game: Guess what’s in town

Books closed. Do this after students have completed the exercise in the Student Book. In this expansion, teams guess what is in a town.

- Put students into two teams (or more if it’s a larger class). Have them stand in front of the board in a line.
- On the board, draw a street scene like the one below. Don’t label the buildings and stores yet. On a separate piece of paper, draw the exact street scene, but with the names of the buildings and stores on it. This will be your answer key. **Example:**



- The first person in line asks a question like: *Is there a bank in your town?* Answer: *Yes, there is.* Or *No, there isn’t.* If there is a bank, tell the student where it is.

Example: *The bank is across from building A.* The student writes the word *bank* where you told him to write it. If there isn’t a bank, then write the word, *bank*, on the board under a list labeled: *Places not on this map.*

- Teams continue to guess what is in the town. For every right answer, the team gets a point. The team with the most points wins the game.

Key:

- A: Is there B: is; across from
- A: Are there B: are; between; video store; movie theater
- A: Is there B: isn’t
- A: Is there B: is; There’s; across from
- A: Are there B: are; next to

C. YOUR IDEAS

Variation/Game: One step forward, one step back

- Have students stand in a horizontal line at the back of the room. You stand in the front of the room.
- Tell students to think of questions to ask you about your neighborhood. One by one, down the line, they ask you questions. For every question to which you answer yes, that student gets to move forward one step. For every question answered with *no*, that student moves back one step. **Examples:**

Student A: Is there a drugstore in your neighborhood?
 You: Yes, there is. (The student moves forward one step.)

Student B: Is there a park in your neighborhood?
 You: No, there isn’t. (The student moves back one step.)

- The student to reach you first wins the game.

Key: Answers will vary.

- a CD store (Example)
 No, there isn’t. (Example)



4 CONVERSATION STRATEGY: *Asking for repetition*

A. PRONUNCIATION



Audio Script

Excuse me?
Could you please say that again?

Variation: Using the expressions

1. Ask a student a question and, after the response, pretend not to have heard the answer. Say, "Excuse me?" Prompt the student to repeat the response.
2. Talk about what just happened with the class. Ask them when you would ask someone to repeat something. (When you didn't hear the question. When you didn't understand the question.)
3. Play the recording and have the students read the two expressions in the book.
4. Brainstorm other ways to ask for repetition. Write them on the board. **Examples:** *Could you repeat that, please? What was that? Pardon me? I'm sorry? What did you say? Come again?* (This expression is only used in informal situations.)
5. Practice the pronunciation of the expressions with the students.
6. Practice using the expressions by asking students questions and pretending not to hear the answers.
7. Students practice using the expressions. Have a group of four students stand in a circle. The students standing across from each ask each other questions. Since they'll be talking over the other pair, they'll have to ask for repetition.

B. LISTEN and ADD



Audio Script

Conversation 1

A: Is there an ATM around here?
B: Excuse me?
A: Is there an ATM near here?
B: Yes, there's one across the street.
A: Thanks.

Conversation 2

A: Is there a mailbox around here?
B: Could you please say that again?
A: Is there a mailbox nearby?
B: Yes, I think there's one near the subway station.
A: Thanks.

Explanation: Language awareness

The idiom *I guess so* can mean *I think so*. It often implies that the speaker isn't quite sure. **Example:**

A: Are you going at 6:00?
B: I guess so.

It is used in informal situations, and, depending on the intonation of the speaker, it can also make the speaker sound apathetic, as though he or she doesn't have a better idea. **Example:**

A: Do you want to go to the library to study?
B: I guess so.

Key:

1. B: Excuse me.
2. B: Could you please say that again?

5 ROLE PLAY: *Around our school*

Expansion. Find the right map

Books closed. In this expansion, students read a description of a neighborhood and find the corresponding map.

1. Write a description of your neighborhood on the board.
Example: *I live in a great neighborhood. My house is next to a coffee shop. Across from my house, there is a restaurant. Next to the restaurant, there is a bookstore.*
2. Draw a picture that corresponds to your description.
3. Read the description out loud and have a student come up and point out the various places on your map as you read about them.
4. Tell students to write a description of their own neighborhood.
5. After they finish writing, have them draw a map that corresponds to their description.
6. Gather the descriptions and the maps. Redistribute the descriptions back to the students. Make sure that no one gets his or her own. Tape the maps on the classroom walls.
7. Students read the description and walk around the room looking for the corresponding map.
8. Once they have found the right map, they take it off the wall and sit down.
9. After all of the students have finished, they find the person who wrote the description and give it back.

Key:

- A. Answers will vary.
B. Answers will vary.
bank (Example)
bank
next to the bookstore (Example)
C. Answers will vary.

6 INFOZONE: *It's a great neighborhood!*

Expansion: Role play

Books closed. Do this after you have worked with the INFOZONE reading with the students. Pairs of students create and perform a role-play between a rental agent and a tenant (someone who rents an apartment or a house).

- In pairs, one student plays the role of a rental agent; the other plays a tenant who is looking for a place to live.
- In pairs, the students prepare their roles. Give them a specific amount of time. The rental agent will review the Infozone material and practice retelling the information. The tenant will think of questions to ask the rental agent about the different places to rent. (Students could also make up additional neighborhood descriptions.)
- Outline how the conversation will take place:
 - Students greet one another
 - The tenant asks the rental agent to hear about some of the apartments and the neighborhoods.
 - The rental agent responds by describing the neighborhoods.
 - The tenant decides which place she wants to rent.
 - The rental agent pretends to prepare some papers for signing the contract.
 - The agent and tenant say *thank you* and *goodbye*.
- Give students some time to practice their role play.
- Pairs perform their role-play for the class.

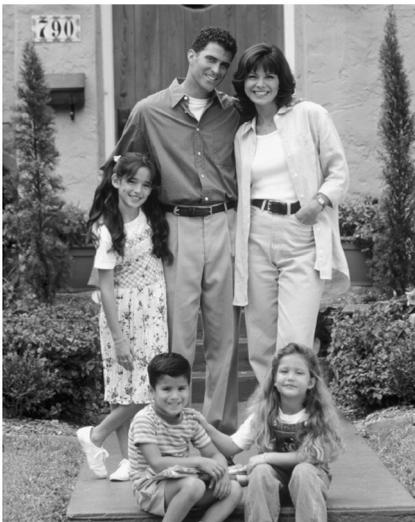
居住环境真不错!



我们住在塞万提斯。我们喜欢这个地方。这个社区宁静又很漂亮，附近有一个很好的购物中心和几家不错的餐馆。最好的是，很多有小孩的家庭住在这个地区。

我们搬到了维斯特菲尔德，因为这里美丽而宁静。这里牛羊遍布而住户不多，虽然如此，我们却很喜欢这种生活环境。这里除了一个邮局和一个小超市外就没有其它什么了。

公园塔楼公寓是单身者或两口之家的理想住所。所有的套房都是新的，可以一览城市的美丽风光。我们住35楼！这儿的住户多在附近工作。这里的夜生活很精彩。这是一个好地方，但住在这里你不能养宠物或带小孩。



我住在大学苑。这里非常适合学生居住。虽不是很漂亮，但是却便宜。它邻近大学，周围有许多去处。附近有一家很好的书店，它的旁边便是一家便利食品店。在我公寓的街对面，还有一个公共汽车站。



READ ABOUT IT

Expansion: Scenarios

Books open. You can do this after you have done the activity in the Student Book.

1. Write *Which place should I rent?* on the board. Then write some scenarios on the board. You can make some of them humorous. **Examples:** *I am a student. I want to have goats. I love to go out at night. We have two children.*
2. Pairs read the scenarios and together read the Infozone menus and figure out which neighborhood fits each scenario.
3. When the pairs have finished, go over the possible answers with the class.

Key:

- A. Some answers will vary.
1. students; the university is nearby
 2. Westfield
 3. singles and couples
 4. families; it is quiet
 5. Westfield; beautiful; lots of cows and sheep everywhere
- C.
1. home / the Guatemalan family my brother lived with
 2. bank / ATM machine
 3. department store
 4. language school
 5. coffee shop

TALK ABOUT IT

Expansion: Discussion

Books closed. Discuss the perfect neighborhood.

1. Lead a class discussion about the students' opinions on what makes a perfect neighborhood (the kinds of places they want around their house).
2. If two opposite opinions are forming in the class, separate them into teams and have them prepare for a debate about these topics.

Key: Answers will vary.

4. Do you want to live in a very quiet neighborhood? (Example)

WRITE ABOUT IT

Expansion: Write about where you live

Books closed. You can do this expansion after doing the Write About It activity in the student book.

1. Tell students that they will write a letter (or an e-mail message) to a friend, a family member about where they are living and the surrounding neighborhood. Write your own letter as an example. **Example:**
Dear Susan,
Hi, how are you? It has been a long time since I wrote you. I am sorry! I moved to a new apartment and I want to tell you about it. My new neighborhood is great. There is a bookstore next to my apartment building so I buy lots of books. Across from my apartment, there is a coffee shop. I go there to meet my friends . . .
2. Review some useful letter writing techniques and expressions on the board before students start writing.
3. Students write their letters and go through the editing process (first draft, edit, final copy).
4. Students read their letters out loud or display them around the classroom.

Project: Neighborhood guide

Do this project after you have discussed and read the Infozone material in the book. This project has students write about their neighborhoods.

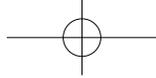
1. Brainstorm with the class ideas which they can use.
2. Pairs or individuals choose a neighborhood to research and write about.
3. Gather all of the information and create a brochure.

Key: Answers will vary.

- Santa Ynez (Example)
Families (Example)
Good schools (Example)
There aren't any stores. (Example)



For additional practice of the language presented in Unit 10, direct students to the ICON 1 Workbook pages 56 to 61. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.



7 LEARN & PRACTICE

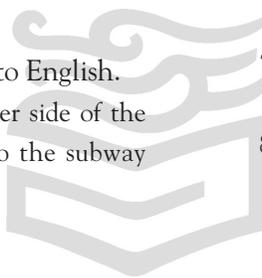
A. Translate the following sentences into Chinese.

1. 充满传说的香格里拉位于西藏和云南的交界处。
2. 邻近有一个便利商店，但我很少去，因为那儿的商品质量差。
3. 我住校园内的公寓。虽然价格不便宜，但它离教室和图书馆都很近。
4. 高峰时间交通太拥挤，所以辛普森先生宁愿乘公共汽车而不是驾车去上班。
5. 河水上涨了许多，那个人怎样才能涉水到达对岸的那所房子呢？

B. Translate the following sentences into English.

1. There is a phone booth on the other side of the street. Next to it is an entrance to the subway station.

2. Because of the traffic jam in the downtown, it is difficult for us to predict accurately when he will arrive.
3. The newly-built gasoline station is located at the 2nd Ring Road with up-to-date facilities.
4. Tom likes chatting with his friends in the coffee house on the top floor.
5. If you have network access at home, please help me find out the information of flights to New York.
6. You must know the sales in Metro, for you shop there very often.
7. My aunt lives in Greenwich. Every time I go to her home, I have to change No. 2 subway.
8. There are ATMs all over the streets and alleyways, which brings great convenience to people.



8 WORD USAGES

agent	n.	代理	If you intend to buy this model of machine, you may get in touch with our agent in China. [6]
apartment	n.	公寓, 套房	My friend Tony decided to buy the apartment next to mine. [2]
convenience	n.	方便, 便利	The voice service on the bus aims to bring convenience for the poor-sighted. [1]
couple	n.	一对夫妻, 一对情侣; 一对, 一双	The couple kept on quarrelling over the household chores. [6]
downtown	n.	市区, 商业中心	At Christmas season, one usually expects sales in the downtown . [2]
drugstore	n.	药店	A drugstore sells not only the medicines, but also some daily items. [1]
mall	n.	购物中心	The real estate developer plans to build a huge mall on this piece of land. [6]
neighborhood	n.	居住区, 社区	I don't often cook, for there are many take-out restaurants in my neighborhood . [1]
newsstand	n.	报亭	I usually buy a copy of China Daily from the newsstand in the corner. [6]
pet	n.	宠物	Nowadays people usually keep cats as pets instead of as mice-killers. [6]
rental	n.	租赁	You can find the latest rental information on this website. [6]



single	adj.	单独的, 惟一的 The leader believed that this task could be finished by a single person.	
	n.	单身者 He remained a single at the age of 40.	[6]
subway	n.	地铁 Subway serves as the most convenient public transportation means in this crowded city.	[2]
terrific	adj.	极好的, 极棒的 I feel terrific whenever I'm away from the noisy city.	[6]
traffic	adj.	交通的 Traffic jam is almost a universal phenomenon in big cities.	[2]
view	n.	景色, 景观; 观点, 看法 My guest appreciated the night view outside my window, but I didn't.	[6]
convenience store		便利商品店 This convenience store gains fame for its good services.	[6]
department store		百货商场 This department store has gone bankrupt.	[6]
no problem		不客气; 没问题 — Will you please do me a favor to take this book to Mary? — No problem!	[2]
shopping mall		购物中心 They need a shopping mall in this newly-built district.	[6]

9 TOPIC-RELATED INFORMATION/BACKGROUND

1. Shopping mall

Shopping mall, or shopping plaza, is the modern adaptation of the historical marketplace. The mall is a collection of independent retail stores, services, and a parking area, which is conceived, constructed, and maintained by a separate management firm as a unit. They may also contain restaurants, banks, theaters, professional offices, etc.

2. ATM

An ATM (Automatic or Automated Teller Machine) is a computerized machine designed to dispense cash to bank customers without need of human interaction. The ATM can also take deposits, transfer money between bank accounts and provide other basic financial services.

3. Drug store

Drugstore is a shop where drugs and medicines are sold or given out, and where you can buy cosmetics, some household goods, and also drinks and snacks.

11

I want to buy a CD.

Please see pages viii to xiii of this Teacher's Manual for other teaching suggestions.

1 VOCABULARY: *Things to buy*

A. YOU FIRST

Warm up: Think fast!

In this warm-up, students brainstorm things people buy.

1. Put students in groups.
2. Ask students to brainstorm things that people buy each month.
3. The groups write down their ideas in a certain amount of time.
4. After the designated time, write their ideas on the board. The group that has the most ideas wins the game.

Expansion: I want it! I need it!

Books closed. Students categorize and then rank a list of items.

1. Students write a list of things people typically buy during the month. They can use the words from the student book activity and others. **Examples:** *food, cleaning supplies, gas, sports equipment.*
2. Individually students put the items into two categories, *Need* and *Want*.
3. Then within each category, students rank the items from the "most needed" to the "least needed" and the "most wanted" to the "least wanted." To model the activity, make your own list and show your rankings.
4. After students have prepared their lists, students compare them with a partner. Discuss differences.
5. Have pairs report back on some of the differences in their rankings.

Key: Answers will vary.
CDs (Example)

B. PRONUNCIATION



Audio Script

1. How much money did you spend on school or office supplies last month?
2. How much money did you spend on CD's or DVD's last month?
3. How much money did you spend on jewelry last month?
4. How much money did you spend on cosmetics last month?
5. How much money did you spend on gifts last month?
6. How much money did you spend on clothing last month?
7. How much money did you spend on reading material last month?
8. How much money did you spend on electronic equipment last month?

Key: Answers will vary.

C. PAIR UP and TALK

Variation: Survey

Books open. In this variation, students interview many students instead of just their partner.

1. Brainstorm a list of categories things people buy (or just use the list in the text). For each category, write specific items within that it. **Examples:** *jewelry, rings, earrings, necklace, watch.* Other categories could include: school/office supplies; CD's/DVD's; cosmetics; gifts; clothing; reading material; electronic equipment; groceries; tools; household supplies; pet supplies; child care; restaurants; car expenses; public transportation; entertainment; medical expenses. Try to have enough categories so that every student in class can have a different one.
2. Assign a category to each student.
3. Tell the students to survey all of the students in the class (or specify a number in case the class is large). Students ask each other the same questions that are listed in the Student Book: *How much did you spend on _____ last month. What did you buy? Where did you buy it?* but they substitute the one category that they are researching.
4. Students should write down the responses other students give. Here is one way students can record their answers:

Jewelry

Name	How much \$	Item bought	Where
Junko	\$100	Earrings, ring	Kay Jewelers
Yuki	\$0	Nothing	-----
Saeko	\$30	Earrings	mall
Hiro	\$45	Necklace	mall

Key: Answers will vary.
gifts (Example)
25 dollars on gifts (Example)
the gifts (Example)

D. REPORT

Expansion: Report

Books closed. You can do this if you did the survey above.

1. Students write a report on how much the class spent collectively on that item, the average amount spent per person, which were the most popular items bought, which were the most popular places to buy the items, etc.
2. Students can make a graph to illustrate their points.
3. Students should follow the editing process: first draft, revise, final draft.

Key: Answers will vary.

2 LISTENING/GLOBAL INTERVIEWS: *When do you give gifts?*

A. FIRST LISTENING



Audio Script

Interviewer: We're asking about giving gifts in different countries. When do people give gifts? And what kind of things do they give? I have José here with me. Where are you from, José?

José: I'm from Mexico.

Interviewer: So tell me, when do people give gifts in Mexico?

José: Hmm . . . Christmas Eve is probably the biggest time for gift-giving.

Interviewer: Ah, the night before Christmas . . . What happens on Christmas Eve?

José: The whole family comes to our house and we have a big party. People give each other presents.

Interviewer: What kind of gifts do they give?

José: Oh, children get things like books and toys. And electronics like CD players are really popular.

Interviewer: What kind of gifts did you give last year?

José: I gave my brother a CD and my sister some jewelry.

Interviewer: Sounds like a lot of fun. Thanks.

Interviewer: The next person is Chung-ja. You're from Korea?

Chung-ja: Yes, that's right.

Interviewer: When do you usually give gifts in Korea?

Chung-ja: Well, traditionally we give gifts on Korean Thanksgiving, and on New Year's.

Interviewer: What kind of gifts do people give at New Year's?

Chung-ja: At New Year's, people usually give food.

Interviewer: Food?

Chung-ja: Yes, you know fancy food from department stores. Sometimes they give children things like school supplies. They also give money.

Interviewer: Is New Year's your favorite holiday?

Chung-ja: When I was young it was. I really enjoyed New Year's. I bowed to my parents and they gave me presents, usually money. There were lots of people in my family so I got a lot of money.

Interviewer: And did you buy anything for your parents?

Chung-ja: Actually I didn't because little children don't usually buy presents for their parents.

Interviewer: Thanks, Chung-ja.

Interviewer: Our last person is Matt. He's from Canada.

Matt: That's right. I'm from Toronto.

Interviewer: Tell us about giving gifts in Canada.

Matt: Well, Canada is a pretty big country. People here come from all over the world, so they have lots of different traditions.

Interviewer: What is your favorite time to give gifts?

Matt: Actually, I really like Valentine's Day, you know in February.

Interviewer: Valentine's Day? Now that's interesting!

Matt: Yeah, a lot of men don't like it, but I really do. I get presents for my mom and my sisters . . . like CD's or books. If I have a girlfriend, I usually give her flowers.

Interviewer: And what do people get you?

Matt: Oh, usually just cards . . . and sometimes candy. Last year, my girlfriend gave me a cell phone.

Interviewer: That's romantic! Thanks, Matt.

Expansion: Give your own answer

- Books open. In pairs, students use **sentence 1** in the Student Book as a model to write about their own culture.
- Put pairs together and have them compare their answers.

Key:

- books; electronics
- food; money
- flowers; CDs

B. SECOND LISTENING



Expansion: Write a dialogue

Books closed. Students write an interview similar to the one on the tape.

- Talk about gift giving customs from around the world.
- In pairs, students write an interview similar to the ones on the recording.
- Students role play interviews in front of the class.

Key:

- a CD; some jewelry
- money
- a cell phone

C. PAIR UP and TALK

Variation: Talking in circles

Books closed. In this variation, students talk to many people instead of just one partner.

- Students stand in two circles, one inside the other. The students in the two circles are facing each other, in pairs.
- Write the questions from the book on the board as a reference.
- Tell students that they have one minute to talk with their partner about a birthday.
- Students talk, and after one minute, say "Stop!" Instruct students to take one step to the left. Give the next topic: *Tell about a gift that you made for someone or someone made for you. You have one minute, go!*
- Continue around the circle for as many questions as you like. Other question ideas: What was the most expensive gift you ever got? What do you do with gifts you don't like? Do you like to get money as a gift?

Key: Answers will vary.

3 LANGUAGE FOCUS: *Count and non-count nouns*

A. PRONUNCIATION

See *Pronunciation* on 119 of this Teacher's Manual



Audio Script

- A: I bought a book
 B: I bought three books.
 A: I bought some books.
 B: I didn't buy a book.
 A: I didn't buy any books.
 B: Did you buy a book?
 A: Did you buy any books?
 B: I bought some jewelry.
 A: I didn't buy any jewelry.
 B: Did you buy any jewelry?

Expansion: Categorizing

Books open. In this expansion, students categorize count and non-count nouns.

- Write a list of nouns on the board (use the words from the Student Book and others). Make sure that you have a combination of both count and non-count nouns on the list.
- Students (individually or in pairs) categorize the words by making two columns on their papers and writing the nouns in the appropriate column.
- Review answers.

B. GET IT RIGHT

Variation: Take a poll

Books closed. Students complete statements and find out if they are true for their classmates.

- Copy the 8 sentences from the Student Book activity on

the board. Add a column of check-boxes as in the Student Book, but write *True for Us* as the heading.

- Ask for a volunteer to come up to the board and fill in the blank in the sentence. Give guidance as necessary.
- Then have the student read the sentence. Other students raise their hands if the sentence is true for them. The student at the board counts the number of hands and writes the number in the box.
- Call on another student to do the second sentence, and continue to the end.
- You can add more sentences if you wish.
- Discuss any interesting results.

C. YOUR IDEAS

Expansion: What's in the shopping bag?

Books open. Students try to guess what is in the shopping bag by asking the teacher questions.

- Bring some objects to class (or pictures of objects) and a shopping bag. **Examples:** pencil, book, CD, picture of a car, coffee, food, jewelry, subway ticket. Make sure you have included both count and non-count nouns.
- Put one of the items in the bag. Say: *Yesterday, I went shopping. Can you guess what I bought?* Give a clue, shake the bag, or let students reach in and feel the object to help spark question ideas.
- Students ask questions such as: *Did you buy _____ yesterday?*
- Every so often give another clue to stimulate more guesses.
- After a student guesses the answer, or after they give up. Show the object. Say: *I bought _____ yesterday!*
- Continue with other items in the bag.

Key: Answers will vary.
 a newspaper (Example)

	True for Me (Example)
1. I want to buy (a/ some) CD.	<input checked="" type="checkbox"/>
2. I didn't buy (a/ any) newspaper last week.	<input type="checkbox"/>
3. My parents gave me (a / some) money last year.	<input type="checkbox"/>
4. I need (a / some) sports equipment.	<input type="checkbox"/>
5. I don't need (a / any) new pens.	<input type="checkbox"/>
6. I ate (a / some) delicious food yesterday.	<input type="checkbox"/>
7. I need to buy (any / some) paper.	<input type="checkbox"/>
8. I don't have (any/ some) questions.	<input type="checkbox"/>

4 CONVERSATION STRATEGY: *Making suggestions*

A. PRONUNCIATION



Audio Script

What about the mall?
Why don't you try Mega Mart?
Why don't you go to Bookland?

Explanation: Cultural awareness

English speakers often give suggestions or advice on things. This is seen as friendly and helpful. Here are some other ways to make suggestions:

How about _____?
Why not try _____?
Have you thought of _____?
You could try _____?

Variation: The perfect gift

Books open. Students help each other brainstorm the perfect gifts.

1. Start off by saying something like: *My brother's birthday is next week and I don't know what to buy him. Let me tell you about him and then maybe you can help me think of a gift idea. He is a university student. He likes music. He likes the outdoors. He has a dog . . .*
2. Write these expressions on the board: *How about _____? What about _____? Have you thought of _____?* Students use these expressions and give you gift ideas.
3. Students break into groups. They each try to help each

- other with the perfect gift idea.
4. Students report back on the ideas.

B. LISTEN and ADD

Audio Script



1. A: Where's a good place to buy CDs?
B: Why don't you go to Amazon?
A: Where's that?
B: It's online.
2. A: Where's a good place to buy men's clothes?
B: What about Macy's?
A: Macy's? Where's that?
B: It's on 17th Street.
3. A: Where's a good place to buy used books?
B: Why don't you try Powell's Books?
A: Where's Powell's Books?
B: It's across the street.

Expansion: Where's a good place . . . ?

Books closed. In this expansion, students write a dialogue.

1. In pairs, students write a dialogue similar to the one in the book. They use the information related to their city.
2. Monitor the students work. Help when necessary.
3. Pairs perform dialogues in front of the class.

Key:

1. B: Why don't you go to
2. B: What about
3. B: Why don't you try

5 TALKATHON: *Places to shop*

Expansion. Can you help me?

Books open. In this expansion, half of the students have to buy something but don't know where to buy it, and the other half of the students know where to buy certain things. The task is to try to find each other.

1. Prepare two kinds of note cards. On one type, write sentences like: I want to buy a CD but I don't know where to shop. I want to buy jewelry but I don't know where to shop.
2. On the other note cards, write sentences that match the items on the other set of note cards. **Examples:** *I love to buy CDs. I know of a lot of different stores to buy CDs. I love to buy jewelry. I know of a lot of different stores to buy jewelry.*
3. As examples, write these three note card situations on the board and ask two volunteers to help you. I want to buy a CD, but I don't know where to shop. I want to buy some jewelry, but I don't know where to shop. You love to buy jewelry. You know of a lot of stores to buy jewelry.
4. Act out the situations:
Student A reads: I want to buy a CD, but I don't know where to shop. Can you help me?
You: I'm sorry. I don't know where to buy

CDs. Sorry!

Student A says: That's OK. Thanks anyway.

Student B reads: I want to buy some jewelry, but I don't know where to shop. Can you help me?

You: Yes! I buy jewelry all of the time. Why don't you go to _____? Or what about _____?

Student B says: Thank you!

5. On the board write useful expressions for their conversations: *Can you help me? Sorry! I don't know where to buy _____.* *That's OK. Thanks anyway.*
6. Students read their note card and walk around the room looking for someone to help them or looking for someone to help.
7. Have students report back on who helped them find a good place to buy what they needed.

Key:

- A. Answers will vary.
1. a CD (Example)
- B. Answers will vary.
a CD (Example)
- C. Answers will vary.

6 INFOZONE: *Shopping from Home*

Expansion: What would you buy online?

Books open. Do this after you work with the reading in the Student Book.

1. Write the list of items from the Infozone reading material (*books, clothes, shoes, jewelry, airline ticket*). Ask students to brainstorm other items people buy online.
2. Have students individually rank the items that they would buy online (from the most likely to the least).
3. Students compare and discuss their rankings.
4. Review with the class. Do a mini survey asking students to raise their hands if they buy something online or not.

Role Play: Create a commercial

Books closed. You can do this after you work with the reading in the Student Book.

1. Talk about commercials on TV or on the home shopping network on cable television. Brainstorm a list

of items that are on commercials a lot. If possible, bring in a video recording of some commercials to spark the conversation.

2. Tell students that they will work in pairs to create a commercial for a product. They can use a real product or make up one.
3. Pairs get together to plan out the commercial (the name of the product they are advertising, details about the product, the cost, where you can buy it, and how the commercial will go).
4. Give students enough time to prepare and practice their dialogues. Give help when needed.
5. When ready, students perform their commercial in front of the class. If possible, video tape the commercials and show them on tape for more of a real effect.



在家购物很热门！不仅方便有趣，而且快捷。有哪些人在家购物呢？大部分网上购物的人都不到45岁，他们中的大多数也是邮购客户。那么他们通过互联网都邮购些什么呢？设想你需要购买：

- 一本书
- 几件衣服
- 一双鞋
- 几件珠宝首饰
- 一张机票

下面哪些物品你会选择在家购买呢？如果你与大多数人一样，你会乐意通过网络购买书籍。其实书籍、影像制品和唱片是人们在网上最常购买的商品。人们也通过互联网购买机票和礼物。虽然也有人通过网络购买衣服，但是就衣物而言，邮购仍然比网上购买更普遍。其它常见的邮购物品还包括家居用品和电子产品。但是人们仍然更愿意去商店购买鞋和珠宝首饰。



READ ABOUT IT

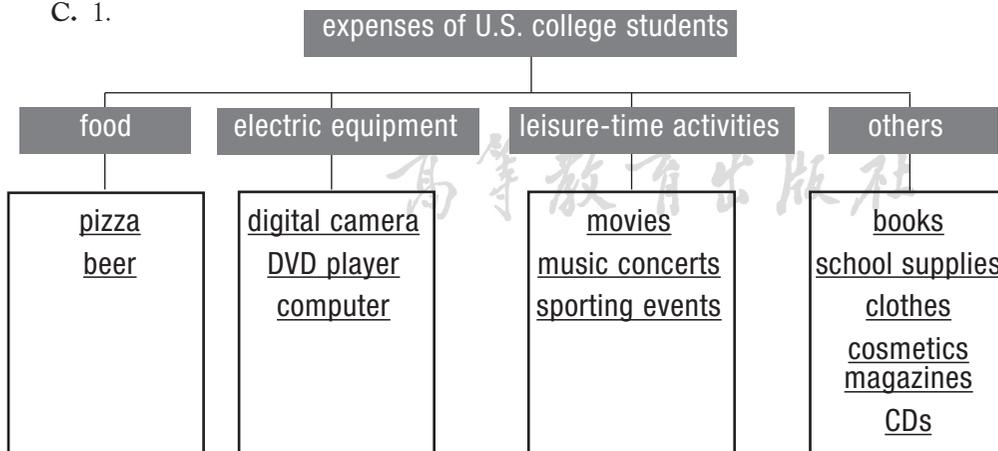
Game: Search for the information

Do this after the students have answered the questions in the Student Book.

- Write questions about the *INFOZONE* reading material on the board. Number the questions. **Examples:**
 - How many years ago did home shopping begin?
 - How did home shopping begin?
 - In addition to shopping at a store, name three other ways to shop.
 - How old are the majority of internet shoppers?
 - What else do internet shoppers like to do?
 - Which is the more popular way to buy clothes, catalog shopping or on the internet?
- Put students in small groups and tell them to answer the questions on the board. Set a time limit.
- One at a time, group members choose a question and read it out loud to the group.
- The group members read the Infozone material and find the answer.
- The person who read the question writes the answer on a piece of paper.
- The first group that gets all of the answers right wins the game.

Key: Some answers will vary.

- A. 1. The Internet; catalogs
2. younger than 45 years old
3. catalogs
4. shoes; jewelry
5. books; videos; CDs
- C. 1.



2. 1) N
4) N

- 2) T
5) T

- 3) F

TALK ABOUT IT

Expansion: Discussion

Books closed. Students discuss shopping from home.

- Lead a class discussion about the students' opinions on what home shopping (catalogs, the Internet) is doing to society. Do they think that home shopping promotes laziness? Do they think that home shopping is hurting retail shops?
- Have them also write a list of pros and cons and if two opposite opinions are forming in the class, separate them into teams and have them prepare for a debate about these topics.

Key: Answers will vary.

5. Do you like shopping?

WRITE ABOUT IT

Books closed. You can do this project after doing the activity in the student book.

Game: Guess who . . .

Books closed. In this game, students try to match up paragraphs about shopping habits with the person who wrote them.

- As an example for this activity, write two paragraphs about your shopping preferences and habits. You can use the example in the Student Book for one of the paragraphs. **Example:** *I like to shop the "old fashioned" way, at the stores. I like to go to the mall and look at all of the clothes and shoes that are in style this season. I don't like to shop online. I'm afraid that someone will know what I'm buying or even get my credit card information.*
- Write both of the paragraphs on the board.
- Students read the two paragraphs and decide which one is more like you.
- After they guess, tell them which one you wrote. Then tell them that each student will write one paragraph on their own shopping preferences and habits. The content of the paper should remain a secret, and they should not write their names on their papers.
- Have them go through the editing process (first draft, edit, final copy).
- Gather the papers. Put the students into groups of six. Hand back papers written by one group's members to

another group and vice versa. The author of the paper should still remain a secret.

7. One by one, a group member reads one of the papers out loud and together they decide which person in the other group could have written each paragraph.

8. They make their decisions and then team up with the other group and find out if they guessed correctly.

9. Review paragraphs with the class by either displaying their work or having them read it out loud.

Project: Create a catalog cover

- On the board, write a list of shopping categories (food, electronics, women's clothes, men's clothes, shoes, jewelry, etc.).
- Put students into pairs and each pair decides on which category to work.
- Pairs then create a cover for a catalog.
- Students can use the covers to create a role play.

Key:

Internet (Example); Internet (Example); food (Example)



For additional practice of the language presented in Unit 11, direct students to the *ICON 1 Workbook* pages 62 to 67. Answers to the Workbook activities are on pages 120 to 129 of this Teacher's Manual.