《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、译达到更佳的平衡,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3》配套的《教师参考书3》,包括12个单元,每个单元由以下9个模块构成: 11

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- 1) 词汇学习(Vocabulary)
- 2) 听力训练 (Listening)
- 3)语言重点(Language Focus 1 & 2)
- 4) 读者论坛 (Readers Forum)
- 5) 词汇扩展(Vocabulary Expansion)
- 6) 写作练习(Writing Workshop)
- 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3》的答案。

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《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。

> 编者 2007年10月

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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 3** 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.** The units have a consistent structure which supports students' confidence and independence.
- **4.** 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 audio CDs) 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.

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-bystep format for ease of use.

3. Workbook Answers

Answers to the workbook exercises appear on pages 119 to 128 of this Teacher's Manual.

UNIT STRUCTURE AND ORGANIZATION

Each unit of **ICON 3** 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 THINK ABOUT IT and

ANALYZE 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**, **ROLE-PLAY**, **and COLLECT IDEAS**, 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 classlearning becomes active and meaningful.

3. Activities that focus on listening

There are ample opportunities for students to listen in **ICON 3**. While the voices that appear on the recording are predominantly native English, students are exposed to a variety of other fluent speakers of English.

4. Activities that focus on Reading and Writing

Reading and Writing in ICON 3 appear on the **READERS' FORUM** and **WRITING** pages.

5. Activities that focus on accuracy

Each unit has activities that focus on accurate use of the target language. In addition, pronunciation activities are found at the end of the Student Book in the Pronunciation Practice section.

Each unit has two **GET IT RIGHT** activities 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 6 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 **ROLE-PLAY**; the other includes a **LISTEN** and **TRY IT ACTIVITY**.

3. Language Focus

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

4. READERS' FORUM

This learning sequence presents simple but effective pre-reading and post-reading activities.

5. A Second LANGUAGE FOCUS and VOCABULARY EXPANSION section

This section presents students with additional target language in preparation for the writing activity.

6. WRITING WORKSHOP

The **WRITING WORKSHOP** provides a step-bystep approach to writing involving a progression from studying a model, to sharing opinions, to pre-writing exercises in preparation for the writing activity.

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.

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 (More Pronunciation Practice) 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 More Pronunciation Activities 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.

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Guide to the Core Activities

Each unit of ICON 3 is designed around the following Core Activity types. The goals of each Core Activity type, suggestions for how to set up each activity, as well as teaching tips are outlined below.

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

Set up for success:

- 1. Model the activity *Ways to do this:* Model the activity yourself by playing both questioner and answer giver. 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 work in pairs; students turn to face the person next to them. If there is an uneven number, a group of three can work together: student A asks student B, student B asks student C, student C asks student A.
- **3.** Have one student ask questions and takes 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.

PAIR EXCHANGE

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
- To allow students assess their own understanding and use of the target language

Steps for a Successful Activity

- 1. Model the activity *Ways to do this:* Write one of the discussion questions on the board. Ask several pairs to share their answers with the class.
- 2. Have pairs form groups with other pairs.

Tips

- Walk around to make sure students know what to do and to answer any questions.
- Allow sufficient time for students to share what they learned with other students.
- At the end of the activity, you can summarize what students have said about the topic, or ask confident students to summarize the discussion.

LISTENING

There are two formats for listening in ICON 2. One includes a ROLEPLAY, the other has a LISTEN and TRY IT Activity.

Role-play

Listen and Try It

- First Listening
- First ListeningSecond Listening
- Second ListeningRoleplay
 - Listen and Try it

FIRST LISTENING

Goals:

- To prepare students for what they will hear by establishing a context
- To encourage students to predict when they listen
- To introduce new vocabulary

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 conversation 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 activity.
- **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.

ROLEPLAY

Goals:

- For students to build confidence in using English for a specific situation
- For students to practice specific language and/or conversation strategies

Steps for a Successful Activity

- 1. Model the activity.
- *Ways to do this:* Model the activity yourself, stressing the specific language or conversation strategies students must use. Write these on the board. Have two confident students model the activity.
- 2. Make sure each student has a partner.

Tips

- Encourage students to be expressive and use eye contact and appropriate body language when they perform the roleplay.
- Have pairs do the roleplay for the class. Encourage other students to provide suggestions for improvement.
- At the end of the roleplays, ask the class for strengths and weaknesses. Make a list on the board.

LISTEN and TRY IT

Goals:

- For students to listen for specific language and strategies in conversations
- For students to build confidence in using English for a specific situation
- For students to practice specific language and/or conversation strategies

Steps for a Successful Activity

1. Model the activity.

Ways to do this: Model the activity yourself, stressing the specific language or conversation strategies students must use. Write these on the board. Have two confident students model the activity.

2. Make sure each student has a partner.

Tips

- Encourage students to model the conversation
- strategies as they practice.
- Have pairs perform the conversations for the class. Encourage other students to provide suggestions for improvement.

THINK ABOUT IT

Goals:

- To introduce new target language
- To prepare students to use the target language with their classmates.

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 additional examples.
- 2. Students should look at the text as they listen.
- **3.** Play the recording and allow time for students to notice the target language.
- **4.** Elicit other examples from students.

Tips

- Allow plenty of time for students to think of their own examples.
- If necessary, have students think of other examples in pairs.
- Collect all the examples on the board.

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 another example first example with a confident student.
- 2. When applicable, have students complete the individual writing part of the activity. Students can then compare their answers 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 or Vocabulary Expansion boxes to figure out the answers.
- Use the **Round Robin** technique to check answers: 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.

YOUR TURN

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

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

Tips

- After talking 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 students together as a whole class and collect some questions and answers on the board so that everyone can see how much they know.

INFO GAP

Goals:

- For students to use the target language in a structured way
- For students to interact with pictures and text to get the information they need

Steps for a Successful Activity

1. Model the activity:

Ways to do this: Read the first part — the Student A part — of the information gap activity aloud and write it on the board. Have students look at the text and point to where they find the answer. Model the answer — the Student B part for the class and write it on the board.

2. Make sure each student has a partner.

Tips

- Walk around to make sure students know what to do and to answer any questions.
- Give students a one or two minute 'warning' before it is time to stop.
- Make a note of problems students are having. Then write the examples on the board and have students correct them together.

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.
- 2. Model the activity. Ways to do this: Walk around the room and talk to different students.
- 3. Have students get up, find a classmate and interview him or her.
- 4. When the interview is complete, each student finds another classmate to interview.
- 5. 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 students interview more than one person.

BEFORE YOU READ

Goals:

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

Steps for a Successful Activity

1. Model the activity.

Ways to do this: Read the pre-reading activities and write them on the board. Elicit possible answers and write them on the board.

- 2. Students work individually to find the answers.
- 3. Elicit the answers and write them on the board.
- **4.** Have students verify their answers with a partner.

Tips

- Give students sufficient time to complete the answers.
- Have students point to the place in the text where they find the answers

READ and DISCUSS

Goals:

- For students to listen to the reading while they read
- For students to share and develop their ideas with a partner

Steps for a Successful Activity

- 1. Play the recording for students. Ways to do this: Have students read the text along with the recording.
- **2.** Model the activity: Ways to do this: Focus attention on the first question or chart. Have students skim the text for the first answer and point to where they find the answer.
- 3. Make sure each student has a partner for the discussion part of the activity.

Tips

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- Play the recording before students begin to discuss the reading.
- Elicit some reaction from the students to the discussion questions at the outset of the activity.

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 a activity in English

Steps for a Successful Activity

- 1. Model the activity by writing the report question or questions on the board.
- 2. Have several pairs take turns reporting something they learned about each other.

Tips

- Encourage students to speak confidently so that others can hear them
- Acknowledge their answers.
- 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 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.

ANALYZE

Goals:

- To prepare students for a writing activity by establishing a context
- For students to experience writing as a process involving thinking and planning prior to writing

Steps for a Successful Activity

- Give students time to look at the model. Way to do this: Write part of the model on the board.
- **2.** Give students time to look at the model and answer the questions
- **3.** Elicit answers as a whole class activity and write them on the board.

Tips

- Have students compare answers in pairs.
- Ask other questions about the model that students can answer.

COLLECT IDEAS

Goals:

- For students to share and develop their ideas with a partner
- For students to talk about a topic in preparation for writing

Steps for a Successful Activity

- 1. Model the activity by writing the questions on the board.
- 2. Ask several pairs to report to the class.
- 3. Write some of these responses on the board.

Tips

• You can summarize what students learn about the topic, or, if your students are confident enough, you can ask the students to summarize.

INTERVIEW

Goals:

- For students to learn about a variety of classmate's experiences and opinions
- For students to share and develop their ideas with a partner
- For students to talk about a topic in preparation for writing

Steps for a Successful Activity

- 1. Model the activity.
- Ways to do this: Write example of the interview questions on the board. Model asking these questions and answering. Model the activity with an outgoing, confident student. Have two confident students model the activity.
- 2. Make sure students are circulating and talking to other students.
- **3.** Elicit some of the answers and write them on the board.

Tips

- Be sure to give students enough time.
- Walk around the class to see how students are doing and to answer any questions.

WRITE

Goals:

- For students to express their ideas in writing
- For students to experience writing as a process of thinking, planning and then writing

Steps for a Successful Activity

- 1. Give students time to look at the model.
- 2. Have students write, using the model to help them. You may also choose to assign the writing for homework.
- 3. When they are finished, have students get into small groups and read their writing aloud to the others.

Tips

- Be sure students use their pre-writing activities to help them.
- Encourage students to follow the organizational model in the Student Book.

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《实用沟通英语》立体化系列教材

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was overdressed!

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

VOCABULARY: Talking about clothing

Warm-up: Draw it!

In this warm-up, students draw clothing words on the board and their teammates guess the item.

- 1. Write names of clothing items on note cards. Make two cards for every student.
- **2.** Divide the class into two teams.
- **3.** Show one person from each team a card. Give students 15 seconds to draw that clothing item.
- **4.** Their teammates guess the word being drawn. Teams that guess correctly, win a point.
- **5.** The activity continues until each person has had a chance to draw.
- 6. In the end, review the clothing items with the students.

A. PAIR UP and TALK

Variation: Categorize

In this variation, pairs think of examples for each category and another pair categorizes the clothes.

- To demonstrate the activity, write these six categories on the board and give one example for each category. Example: Casual clothes — jeans//In-style clothes — wide pants//Underdressed at work — t-shirt//Dress up clothes dress//Out of style — leather ties//Overdressed at work tuxedo.
- **2.** Pair up students. Tell the pairs to write five examples of clothing items for each category on strips of paper.
- **3.** Pairs exchange their set of papers with another pair and categorize the papers.
- **4.** They check to see if they categorized the clothing items correctly and discuss any discrepancies.
- **5.** To review the categories, the students tell you examples for each category. Write them on the board.

Key: Answers will vary.

B. PAIR EXCHANGE

Expansion: Good idea or bad idea?

In this expansion, students read scenarios about clothing choices and decide whether it was a good idea or not.

- 1. To demonstrate the activity, write one scenario on the board: Tom wore shorts to a wedding. Was that a good idea or a bad idea?
- 2. Discuss their opinions on the scenario with the class. Encourage the students to use the vocabulary from the unit while expressing their opinion. **Example:** I think it was a bad idea for Tom to wear shorts to a wedding because shorts are too casual for weddings. He was underdressed.
- **3.** Write other scenarios about clothing choices on the board. Sara wears pointed toed shoes all of the time. Is that a good idea or a bad idea? // John wears t-shirts to work. Is that a good idea or a bad idea? // Maria wore a dress and high heels to a picnic. Is that a good idea or a bad idea?
- **4.** Put students into groups of four. Tell students to read the scenarios and discuss their opinions.
- **5.** In the end, have a few groups share what they talked about.

Key: Answers will vary.

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LISTENING: I wouldn't be caught dead in that!

A. \mathbf{Q} FIRST LISTENING



Audio Script

- B: Isn't this a great store? Don't you just love it?
- A: Yeah. Look at all these clothes from the 60s.
- B: Hey, look at this vest. This is so cool.
- A: Do you really think so? It looks kind of gaudy, don't you think?
- B: Gaudy? Don't you like this color red? I guess it is sort of ugly. But look at the fringe. It's fabulous!
- A: I'm not so sure. It's pretty silly looking.
- B: Oh, come on, don't you think it's me!
- A: What about this?
- B: What is it?
- A: It's a hat! Can't you tell?
- B: A hat? Looks more like a dead bird to me . . .
- A: Here, it looks great on you.
- B: I don't know. I can't imagine wearing it.
- A: Oh come on, it looks great! And . . . it's a real bargain.
- B: Oh, look at that jacket! Isn't it great!? Doesn't it remind you of the Beatles? Come on! Why don't you try it on!
- A: A Nehru jacket? You've got to be kidding! I wouldn't be caught dead in that.
- B: Oh come on . . . They were big in the sixties. Can't you just see yourself at the office?
- A: Ooof, It smells. I'll never wear it. I can tell you that right now.
- A: Hey, check out these pants. They're sort of cool.
- B: Hmmm, Looks like spray-painting. I like the colors.
- A: You should try them on. Those hip-hugging, tight pants — from the 70s — they're back in style.
- B: They are not! Wait here. I'll be right back.
- B: Well, what do you think?
- A: Hey, you look great!
- B: Yeah! I kind of like them!
- A: There's nothing like shopping to cheer you up . . .

Variation: Would you wear it?

In this variation, students decide whether they would wear the clothes being talked about.

- 1. Before playing the recording, ask students to look at the pictures in the Student Book and decide whether they would wear these clothes or not.
- 2. On the board, write Man and Woman. Play the recording and tell the students to listen for whether the man and the woman like the clothing items they talk about.
- 3. In the end, discuss the answers (Vest the woman likes it, the man doesn't like it // Hat the man likes it, the woman doesn't like it // Jacket the woman likes it, the man doesn't like it // Dress both the man and the woman like it), then ask the students which items they like and which ones they don't like.

Key: ③ Jacket ② hat ④ pants

B. () SECOND LISTENING



Explanation: Language awareness

The expression, *I wouldn't be caught dead in that*, means that you would never want to wear that clothing item. **Example:** *I wouldn't be caught dead in a bikini*.

Expansion: Using the expression

Do this expansion after students have learned the expression, I wouldn't be caught dead in that. In this expansion, students get an opportunity to use the expression.

- **1.** To prepare, cut clothing pictures out of magazines (and ask students to bring in clothing pictures).
- 2. To demonstrate the activity, on the board write the two sentences: Yes, I would wear that and No, I wouldn't be caught dead in that and then show one picture to the class and ask: Would you wear this?
- **3.** As students respond to the question, make a tally mark under either sentence. Count up the marks and write a sentence about the picture. **Example:** *Ten people wouldn't be caught dead in this outfit, but two said that they would wear it.*
- **4.** Give the pictures to the students (one per student). Students then walk around and show the picture to their classmates. They ask the question: *Would you wear this?* Students count how many would wear it and how many wouldn't.
- **5.** In the end, students tape their pictures on the board and write their final sentence as you did in your example.

Key: a. 2 b. 4 c. 3 d. 1 e. 2 f. 1 g. 3 h. 4

C. **W** LISTEN and TRY IT



Audio Script

Conversation One:

- A: I think that coat is beautiful.
- B: You do? I can't imagine wearing it.

Conversation Two:

- A: That shirt is silly-looking.
- B: I'm not so sure. I kind of like it.

Conversation Three:

- A: This tie is ugly
- B: Do you really think so? I think it's cool.

Key: Answers will vary.

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LANGUAGE FOCUS: Infinitives and gerunds

A. THINK ABOUT IT



Audio Script

What do you need to buy? Do you want to wear casual clothes?

Do you enjoy getting dressed up? Would you consider getting a tattoo? Do you feel comfortable wearing dressy clothes?

Do you like to buy clothes? Do you like buying clothes?

Game: Write fast!

In this game, students write a sentence using a gerund or an infinitive. Do this game after students have learned about infinitives and gerunds.

- 1. Divide the class into two teams (or more if it is a large class).
- 2. Have two people from each team come to the board. Say a verb and tell the students to write a sentence using either a gerund or an infinitive, depending on the verb.
- **3.** The student who writes a correct sentence first, wins a point for their team.
- The game continues until each person has had an opportunity to write a sentence.
- 5. Review the sentences.

Key:

Ey: INFINITIVES What do you need to wear to work?

GERUNDS

Do you like shopping for new clothes?

GERUNDS OR INFINITIVES Do you like to dress up? Do you like dressing up?

B. GET IT RIGHT

Expansion: Questions out of a hat

In this expansion, students write questions and then pick a question out of a hat to answer.

- 1. After students have completed the GET IT RIGHT activity, tell them to write their own questions using gerunds or infinitives. Have them write the questions on small pieces of paper and then put them in a hat (or an envelope). Example: Do you need to dress up for work? Do you mind wearing out of style clothing?
- 2. Students sit in a circle. The first person picks a question and asks the person on their right the question. That person answers it and then takes another question to ask the person on the right.

3. The activity continues throughout the whole circle.

Key:

- 2. to wear or wearing 4. to wear or wearing
- 3. wearing 5. wearing 7. to wear

1. wearing

- 6. wearing
- 8. wearing

C. TALK AROUND

Variation: Who has the same?

In this variation, students answer the questions for themselves and then find out who has the same opinions.

- 1. Tell the students to answer the questions in the Student Book for themselves. (Do you plan to go away this weekend? Do you dislike drinking coffee for breakfast?)
- 2. Then students interview their classmates and try to find people who have answered the questions just like they did. If they find someone who answered the question in the same way, they write their name down.
- 3. In the end, ask students to share their findings. **Example:** Both Juan and I plan to go away this weekend.

Key: Answers will vary.

1. Name: Tom (Example) More information: Is going skiing. (Example)

4 Readers' Forum

A. BEFORE YOU READ

Variation: Detailed questions

In this variation, students answer detailed questions about the reading selection.

1. After students have read the article and guessed the missing words, write these questions on the board:

D 111 D

Questions	Possible Responses	
What did "LR" do to impress the older wrestlers?	Shaved his head.	
Did the older wrestlers think he was cool?	No. They laughed at him.	
What did the cool kids in TS's school do?	The cool kids cuffed their pants.	
What was wrong with TS's pants?	They were too short so when he cuffed them, they barely covered his calves.	
What did LR's hair look like before she got a perm?	Long, thick, beautiful hair.	
What did LR's hair look like after she got a perm? Did she like it?	Short, layered, curly bob. No, she didn't like it.	
What did SD do in junior high school?	Bought expensive, brand- name clothes.	
Did it get SD into the popular crowd?	No, the popular kids didn't admit members based on clothes. They didn't let people into their group on brand-name clothes only.	

Key:

<u>all the rage</u> = in style <u>went our for</u> = tried to join <u>brand name</u> = with designer labels <u>goofy</u> = silly

我做过的扮酷蠢事

为了赶"时髦"你会走多远?我们问过一些人, 他们在学生时代为扮酷都做过什么。下面是他们的 一些回答。

剃过光头来引起老摔跤队员的注意

13岁时我设法加入了摔跤队。为了让老队员觉 得我很酷,我去剃了个光头。结果却没起作用。不 但他们嘲笑我,连同龄的孩子也笑我。*LR*

把裤脚翻起来

初中时,学校里的"酷"孩子们都把裤脚翻起来。尽管我大多数的裤子都有点儿短,我还是想学他们那样。把裤脚翻起来以后,裤子几乎连小腿肚也盖不住了。虽然样子很傻,但是至少我也有翻边的裤脚了! *TS*

烫头发

高中时烫发风靡一时。于是我把一头浓密的美丽长发弄成了小卷的叠层短发。烫发的结果很糟糕,就像是一个16岁的孩子顶着一头60岁老人的头发。LR

衣橱里塞满了品牌服装

初中时我只买昂贵的品牌服装——那些才是能 穿的衣服。我想赶时髦,想使那些有名气的孩子留意 我,但却毫无意义。仅靠衣装是不可能打入酷孩子圈 的。花那么多冤枉钱真是太傻了。SD

B. \square **READ** and **DISCUSS**



Expansion: What did you do that was stupid? In this expansion, students write about the things they did in school to be popular.

- 1. To demonstrate the activity, tell a story (or make one up) about what you did to be cool in school. Use the stories in the Student Book as a model. (If you tell a true story and you have a picture, bring it in to show the students).
- **2.** Tell students to write about what they did to be cool but have them keep it a secret from their classmates.
- **3.** Have them go through the editing process (first draft, edit, final copy), then collect and number the papers.
- **4.** Post the papers around the room and ask the students to number a piece of paper (with the same number of papers written).
- **5.** Students read the stories and guess whose story is whose. Students write their guesses next to the corresponding number on their paper.
- **6.** In the end, students read their original paper and students check to see if their guesses were correct.

Key: Answers will vary.

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Famous Women			Fashio	n Fads	
Name	Occupation	Time	Hair	Dress	Overall impression
Jacqueline	First lady	1960's	like a helmet; bouffant	jackets & skirts; a pillbox-shaped hat	/
Twiggy	Model	1966	/	straight loose dress	ultra-thin
Farrah	TV star	1970's	long; layered; curly	/	sexy
Madonna	Singer & songwriter	1980's	1	barely dressed; bras & garters	provocative; underdressed

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

5 VOCABULARY EXPANSION: Hot or not?



A. **()** THINK ABOUT IT

Audio Script

dyed hair fake eyelashes pierced ears colored contact lenses teased hair shoes with pointed toes baggy pants short hair

Expansion: Pictures

In this expansion, students look through magazines and find examples of the vocabulary words.

- 1. Bring in several magazines (preferably 1 magazine per pair) to class.
- 2. Pair up students and give each pair a magazine.

- **3.** Tell the pairs to cut out examples of the vocabulary words (*dyed hair*, *fake eyelashes*, etc.).
- **4.** Have the pairs share their pictures with the rest of the class. Write the vocabulary words on the board and then post the pictures under the correct category.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Chain drill

In this expansion, students ask each other questions around the circle.

- Put the class in a circle. Start off by asking a question from the Student Book to the student on your right. Example: Have you ever worn colored contacts?
- 2. That student answers your question by expanding on it and then asks a different question to the person on his right.
- **3.** This goes on around the circle until the last person has spoken.

Key: Answers will vary.

6 LANGUAGE FOCUS: Giving reasons

A. $\mathbf{\hat{p}}$ THINK ABOUT IT



Audio Script

I shaved my head to look cool. I shaved my head because I wanted to look cool. I shaved my head so I would look cool.

Expansion: Why did you do it?

In this expansion, students write a sentence with three possible reasons and the classmates have to guess the right reason.

- To demonstrate the game, write a sentence on the board with three possible reasons. Example: I got a perm in high school because a) I wanted to look like my favorite rock star.
 b) permed hair was in style. // c) my mother made me.
- 2. Ask the students to guess the correct reason to the sentence, then reveal your answer.
- **3.** Then students write their own sentences with three possible endings on a piece of paper.
- **4.** Collect the papers (correct any mistakes), number them and then post them on the wall.
- 5. Students read the posted papers and guess the answers.
- **6.** In the end, students read their sentences and reveal the reason. Students check their guesses.

Key: I dyed my hair to look cool.

B. GET IT RIGHT

Variation: Write fast!

In this variation, students rewrite the sentence in a different way.

- 1. Write the sentences from the Student Book (and add more of your own) on the board (or on large strips of paper) and then cover them up so that the students can't see them.
- **2.** Divide the class into two teams (or more if it is a large class).
- **3.** Have two people from each team come to the board, reveal one sentence and tell them to rewrite the sentence in a different way.
- **4.** The student who writes a correct sentence first, wins a point for their team.
- 5. The game continues until each person has had an
- opportunity to write a sentence.
- 6. Review the sentences.
- Key: Answers will vary.
 - 1. She dyed her hair red so she would look cool.
 - 2. I wore colored contact lenses to look more interesting.
 - 3. A lot of people wore baggy pants so they would look like everyone else.
 - 4. He got a tattoo because he wanted to look cool.

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7 WRITING WORKSHOP: Fashion fads

A. COLLECT IDEAS

Variation: Brainstorm together

In this variation, groups brainstorm the fads together.

- 1. Put students into groups of three (or more if the class is large).
- 2. Assign one item from the Student Book to each group and tell them to think of fads for that item. Example: Clothing baggy clothes, shoes with pointed toes, etc.
- **3.** After the time limit, have each group write their ideas on the board and elaborate on the fads.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Discussion

In this expansion, students discuss fitting in.

- 1. Ask the class these questions: Do you think adolescents have a more difficult time fitting in than when you were that age? If so, how? What do kids do now to fit in to the popular crowd? If you had a chance to talk to a group of adolescents about peer pressure and fitting in, what would you say?
- **2.** Lead the students in a discussion about fitting in and peer pressure these days.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmate's papers and respond in writing (either in agreement or disagreement).
- 6. Students get their original papers back and read the comments that their classmates wrote.
- **7.** Have a few students share their views.

Key: Answers will vary.

C. WRITE

Expansion: Dear Dr. Know

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 Dr. Know, I need your advice. I just moved to a new school and I don't have any friends. The popular kids all wear expensive clothes but my clothes are out of style. The other day, I spent all of my money on a new pair of shoes to impress the cool kids at school, but they didn't even notice me! I would like to fit in with the popular group, but I don't know how. I'm thinking of getting my nose pierced because many kids have it done in the cool group, but my mother would kill me! There are some kids who are nice to me at school, but they aren't in the cool group. I don't know what to do. Please help! Desperate to be cool in Dallas.

- 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 Desperate to be cool in Dallas, it sounds like you need to decide if the popular group are the kind of kids you want to be friends with. If they don't talk to you, then maybe this kind of group is not for you. If you have to change who you are just to fit in to a popular group of kids, then it's not worth it. Talk with the people who are nice to you. Be yourself and you will make lots of good friends.

- **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.

Key: Answers will vary.

For additional practice of the language presented in Unit 1, direct students to the ICON 3 Workbook pages 2 to 7. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

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8 LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
 - 浏览"孤独星球"网站是全球旅行爱好者最新的 风尚。
 - 我不喜欢盲目追逐时尚,因为服装有可能会今年 时髦,而明年过时。
 - 这家高级意大利餐厅有严格的着装要求——穿着 太随便的顾客不允许入内。
 - 法国的职业女性以优雅著称,她们比较喜欢淡 妆、香水和简单的饰品。
 - **5.**80年代出生的年轻人十分注重外表,所以不介意 花很多钱去赶潮流。

- **B.** Translate the following sentences into English.
 - 1. This hip-hugging short skirt looks fabulous, but it's sort of tight on me.
 - **2.** Many college students like updating their blogs frequently and consider it in.
 - **3.** Bell bottoms were all the rage in the 1970's, but they are back in style this year.
 - **4.** A recent survey showed that those who like wearing casual clothes always hate to get dressed up.
 - **5.** She wouldn't be caught dead in wearing this gaudy evening dress at the Oscar Awards ceremony.
 - **6.** Cathy always likes buying expensive brand-name clothes. So she is often overdressed at work.
 - **7.** Orange is a stylish color this summer. So his fans are all wearing marked orange T-shirts
 - **8.** To be cool, this boy dyed his hair red, pierced his ears, and got a tattoo. But he looks quite goofy.

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12 Risky business

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

VOCABULARY: Talking about dangerous jobs

Warm-up: Password

In this warm-up, students guess different occupations.

- 1. To prepare for this activity, write occupation names on note cards or slips of paper. Write one per card or slip of paper. Examples: *doctor*, *teacher*, *scientist*, *baker*, *mechanic*, *veterinarian*, *chef*, *sales* person, etc.
- **2.** Divide the class into two teams.
- **3.** Have one person from one team pick a card and give clues to their teammates. If the teammates guess the correct word within the time limit, they win a point. If they don't guess the word, the other team can have a chance to guess at the word.
- **4.** The game continues until each student has had a chance to give clues.
- 5. The team with the most points, wins the game.

A. PAIR UP and TALK

Expansion: Think fast!

In this expansion, students think of as many dangerous jobs as they can.

- 1. On the board, write the six occupations listed in the Student Book: *astronaut, war correspondent, park warden, police officer, bodyguard, search and rescue worker.*
- 2. In groups of three, students work together to come up with as many other dangerous jobs as they can in the given time period.
- **3.** In the end, have students write their jobs on the board. Discuss each job.

Key: Answers will vary.

B. PAIR EXCHANGE

Variation: Ranking

In this variation, students rank the jobs according to different criteria.

- 1. On the board, write the six jobs listed in the Student Book.
- 2. In groups of four, first students individually rank the jobs according to which is the most dangerous (#1 is the most dangerous, #6 is the least dangerous). Then they discuss their rankings.
- **3.** Next, tell the students to rank the jobs in order of importance (#1 is the most important, #6 is the least). Tell the groups to discuss their rankings.
- **4.** Have students share their opinions with the rest of the class.

Expansion: Pros and cons

In this expansion, students brainstorm the advantages and disadvantages of each job.

- 1. On the board, write the six jobs listed in the Student Book.
- With the class, brainstorm the advantages and disadvantages to each job. Example: Astronaut—
 Advantages: exciting, elite job, get to see something no one has seen before

Disadvantages: dangerous, have to be away from family for long periods of time, dietary restrictions, etc.

Key: Answers will vary.

2 LISTENING: Facing danger





Audio Script

Newscaster: We're here at Look Out Point, the highest point that you can drive to on the mountain. It is believed that the injured hikers are about 1 000 feet above here. It's not far, but the mountain is extremely rocky and dangerous here. We have with us two members of the search and rescue team. Thank you gentlemen for taking the time to talk to us. What do you know about the rescue efforts at this time?

Man #1: We know that the hikers have been found but we haven't yet determined the best way to reach them. We were planning to rescue them by helicopter, but we're not sure if that is going to be possible now.

Newscaster: Why is that?

Man #1: The winds are too strong. Also there's a lot of cloud cover. Strong winds and heavy clouds are a terrible combination.

Newscaster: If a helicopter rescue isn't possible, what will you do?

Man #2: Well, we'll have to send some of the team up on foot with stretchers, but we're hoping that won't be the case as that could take a long time, you see.

Newscaster: While we're waiting here to find out what your next move will be, I wonder if we could talk a bit about search and rescue missions in general.

Man #1: Sure.

Newscaster: Thank you. Could you tell us about other places where you do search and rescue missions?

Man #2: That's a hard question to answer because they happen anywhere and everywhere. Of course a lot of our work is rescuing injured or lost mountain climbers, but in addition we could do a search and rescue mission for a lost person in the middle of the city.

Man #1: That's right. Last week we were called up on a mission to find an elderly man who had wandered away from his home. He had Alzheimer's so it was pretty likely he had no idea where he was going or even where he was.

Newscaster: And did you find him?

Man #1: Yes, we did. He turned up in a restaurant just as one of our public service announcements was being broadcast on TV. Someone in the restaurant recognized him and called us immediately. That was certainly one of our happier stories. *Man* #2: Yes, and one more thing. In situations like that we can't emphasize strongly enough how important the help we get from the general public is. It's critical that the public stay alert when they see any of our TV public service messages. *Newscaster:* What other kinds of help do you receive? *Man* #2: Well, we couldn't do this job without our most valued team members, our dogs. They are true heroes — they work bravely until they find what they are searching for in any type of condition.

Newscaster: Impressive. Apart from the danger, what is the worst part about your jobs?

Man #1: First, let me just comment that very few search and rescue people would ever say that they dislike danger. It's best to just accept danger rather than fear it. The gratitude of the

people we rescue and seeing the joy in the family's faces is what motivates us to put ourselves in harm's way on a daily basis. *Man #2:* That's very true. And as for anything we don't like about the job, I think we'd all say it's the waiting. In any search and rescue operation we spend some time waiting to get our orders. It's a real challenge to remain patient when you know there is a person out there needing help.

Man #2: We're being called back to the helicopter now. It looks like we are going to attempt a helicopter rescue, after all. *Newscaster:* Well, good luck to you, and thank you so much for talking to us. We all appreciate your efforts.

Key: 1. c. 2. a. 3. c 4. b. 5. b.

B. () SECOND LISTENING



Explanation: Language awareness

The term, *I owe you one*, means that you need to repay someone a favor. **Example:** Thanks so much for fixing my car. *I owe you one*. The favors can be big (fixing a car) or small (giving someone a ride to work).

Expansion: Using the expression

In this expansion, students get an opportunity to use the expression, I owe you one.

- **1.** Seat the students in a circle. Ask the question: Has someone done you a favor recently?
- 2. Talk about a favor someone has done for you recently and then say the expression, I owe her one. Example: My friend lent me her car the other day. I bought a chair for my house and I didn't have any way to bring it home, so my friend lent her car to me. I really owe her one.
- 3. After you have said your story, turn to the person on
- your right and ask them to tell the class about a time a friend did them a favor. Encourage them to end their story with the expression: *I owe him/her one*.
- **4.** This continues around the circle until each person has had an opportunity to talk about who they owe.
- Key: 1. By helicopter. 2. In a restaurant.
 - 3. Someone recognized him from TV.
 - 4. They accept it as part of the job.
 - 5. All the waiting.

C. () ROLE-PLAY



Audio Script

- Male: Thank you for all that you do to benefit our community. We are so grateful. Female: You're welcome.
- Female: Thank you so much for talking to us. We really appreciate your efforts.
 - Male: No problem.
- **3.** Male: Thank you very much for giving me a ride home. I owe you one. Female: My pleasure.

Key: Answers will vary.

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3 LANGUAGE FOCUS: Future in the past

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

We were planning to rescue them by helicopter, but now we don't know if that is possible.

Miki was going to go on a camping trip, but she broke her leg and couldn't go.

He wasn't going to tell anyone his secret, but he changed his mind.

I thought that you weren't going to be able to get time off today.

Expansion: Visualizing it

In this variation, students draw pictures that represent a sentence and the classmates have to guess the sentence.

- 1. To demonstrate this activity, draw a picture on the board that represents the sentence, *Miki was going to go on a camping trip, but she broke her leg so she couldn't go.*
- 2. Ask the students to write a sentence for the picture on the board. Elicit the sentence, Miki was going to go on a camping trip, but she broke her leg so she couldn't go. Then write the sentence under the picture.
- **3.** Next, tell the students to write a future in the past type sentence on one piece of paper and then on another piece of paper, draw a picture that represents the sentence.
- **4.** Check the students' pictures and corresponding sentences, then collect the pictures, number them and post them on the wall.
- **5.** Tell the students to number a piece of paper (with the same number of pictures). Tell them to look at the pictures and write a sentence for each picture. Students write the sentence next to the corresponding number on their paper.
- **6.** In the end, have students share their original pictures and sentences. Students check their sentences to see if they guessed correctly.
- Key: Dave was planning to go on a vaacation, but he became ill.

She was going to go on vacation, but she changed her mind.

B. GET IT RIGHT

Expansion: Completing sentences

In this expansion, students complete sentences using the future in the past.

- 1. Brainstorm the first part of sentences such as: *I was going to be a teacher but.* . . . Write these on the board.
- 2. Have students complete the sentences.

Key: Answers will vary.

- 2. She was planning to go to Paris
- 3. He was going to go to the movies
- 4. You were planning to be a doctor
- 5. They weren't going to offer him a position
- 6. She was planning to buy a new suit

C. PAIR UP and TALK

Variation: What were you going to do?

In this variation, students walk around asking their classmates what they had planned on doing last weekend but didn't do.

- 1. Tell the students to think about what they had planned on doing last weekend, but then didn't end up doing. Have them write one sentence using the future in the past. **Example:** *I* was going to paint my kitchen last weekend, but I didn't do it.
- **2.** Collect the sentences from the students (check for grammatical errors).
- 3. Write the sentences on the board and tell the students to copy them on to a piece of paper. Tell them to leave a line next to each sentence so that they can write the name of the person next to it.
- **4.** Next, the students walk around the room asking each other what they were going to do last weekend but didn't do. After they talk to someone, they write the person's name next to the corresponding sentence.
- **5.** In the end, ask the class to review who was going to do which activity last weekend. **Example:** Who was going to paint their kitchen last weekend but didn't do it?

Key: Answers will vary.

-🐼

4 Readers' Forum

A. BEFORE YOU READ

Expansion: Are you a Type T person?

In this expansion, students listen to the teacher list personality characteristics of a person with a Type T personality. Students decide if they are like that or not.

- **1.** Ask the class to stand in a row facing you in the middle of the room.
- **2.** Ask questions comparing Type T personality traits to t-type traits (from the Student Book). **Examples:** *Do you need individual freedom or do you like traditions? Do you like new experiences or do you like familiarity? Do you like intensity or are you uncomfortable with intensity?*
- **3.** Tell the students if they answer yes to the first part of the question, they should take a large step forward. If they answer yes to the second part of the question, they should take a large step backward.
- **4.** After you have read all of the questions, check to see who took the most steps forward and who took the most steps backward.
- **5.** Discuss the results with the students. Did they think they had a T-type personality or not? Have the students elaborate.

Key: 1. taking risks 2. T-type and t-type

活在边缘

你是那种喜爱坐过山车和看恐怖电影的人吗? 冒险和恐惧会令你感到刺激吗?如果你有机会去蹦 极或作悬挂式滑翔,你会拒绝吗?一想到从事一份 有清晰发展前景的稳定工作,你会觉得不舒服吗? 如果答案肯定,你就可能具有所谓的T型性格。心理 学家弗兰克?法利博士认为,具有T型性格的人遇到、 刺激冒险和因变化带来的兴奋就会亢奋。这些刺激 和冒险可能是生理的,情感的,甚至是精神上的。 在我们最熟悉的名人和英雄中间就有具有典型T型性 格的人,包括科学家、宇航员、艺术家、哲学家, 甚至还有企业家。试想一下,如果没有帕布罗·毕加 索、伽利略、玛丽·居里和比尔·盖茨这些T型性格 的人,我们现在的世界不知道会是怎样。然后就是我 们这些人了,最适合处于一个稳定、安全和无虑的 环境里。法利博士认为这些人具有的是t型性格。

下面列出了这两种不同性格类型所具有的一些 特征列。大部分人的性格特征介于二者之间。你的 性格又属于那种类型呢?

T型性格	t型性格
需要个人自由	喜欢传统
喜欢新的体验	喜欢熟人熟事
喜欢强刺激	对强刺激感觉不适
需要变化	喜欢按部就班
容易觉得无聊	需要舒适
如能放任自流则	喜欢掌控一切
感觉良好	
寻求冒险	避免冒险

B. () READ and DISCUSS



Expansion: Other activities a Type T person would like.

In this expansion, students brainstorm other types of activities that a Type T personality would like.

- 1. Ask the students to find examples in the reading selection of activities that a Type T personality would like (*riding roller coasters, watching scary movies, bungee jumping, free falling, hang gliding*).
- **2.** Put the students into groups of four. Tell them to brainstorm other types of activities a Type T person would like to do.
- **3.** Have the groups share their ideas with the rest of the class.

Expansion: Who do you know that is Type T? In this expansion, students first talk about and then write about someone they know who has a Type T personality.

- 1. Ask the students if they know anyone with a Type T personality. Do they know anyone who has a dangerous job or does dangerous and exciting activities?
- **2.** Tell the students to write about their friend (what kind of job they have, what kinds of activities they like, etc.). Have them go through the editing process (first draft, edit, final copy).
- **3.** In the end, either post the papers around the room or have the students read their paragraphs to the class.

Key: Answers will vary.

C.

1.	1) T	2) N	3) F	4) T	5) F
2.	1) D	2) D	3) B	4) B	5) A

5 VOCABULARY EXPANSION: Phrasal verbs

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

- 1. turn up
- 2. turn down
- **3.** figure out
- 4. put up with
- **5.** put off
- 6. keep on
- 7. drop out (of)
- 8. bring up

a. stop participating in

- **b.** tolerate without complaining
- **c.** postpone, delay
- **d.** arrive
- e. understand something after thinking about it
- **f.** refuse an offer
- $\mathbf{g}_{\boldsymbol{\cdot}}$ start to talk about
- **h.** continue

Key: 1 — d;	2 — f;	3 — e;	4 — b;
5 — c;	6 — h;	7 — a;	8 — g

Game: Concentration

Do this game after students have learned the information on phrasal verbs.

- 1. Write the phrasal verbs on one set of note cards (*turn up, turn down, figure out,* etc.) and write the meanings on a different set of note cards (*arrive, refuse an offer, understand something,* etc.). Make copies of these sets (one per group of four students).
- 2. Put students into groups of four. Demonstrate the game by putting all of the cards in both sets face down on a table. One at a time, students turn over two cards. If the cards are a match (*turn up/arrive*), they get to keep the cards. If the cards are not a match, the student should put them face down in the same place where they found them.
- **3.** Students take turns until all of the cards are matched. The student with the most matches, wins.

B. PAIR UP and TALK

Expansion: Brainstorming

Do this expansion after students have completed the activity in the Student Book.

- 1. As a whole-class activity, have students brainstorm other phrasal verbs they know. Write these on the board.
- 2. Have students make sentences with these phrasal verbs.

Key: Answers will vary.

6 LANGUAGE FOCUS: Separable and non-separable phrasal verbs

A. $\mathbf{\hat{p}}$ THINK ABOUT IT



Audio Script

I couldn't turn down that opportunity. I couldn't turn that opportunity down. I couldn't turn it down.

turn down, figure out, put off, bring up

He put up with the noise. He put up with it.

turn up, put up with, keep on, drop out (of)

Key: He trieddd to bring the subject up. He dropped out of school.

B. GET IT RIGHT Variation/Game: Fix it!

In this game, teams compete to find the errors in the sentences.

- 1. Books closed. Write the sentences as they appear in the Student Book on the board (or on large strips of paper). Add more sentences so that there are enough sentences for every two students. Conceal the sentences so that the students can't see them yet.
- **2.** Divide the class into two teams and tell one person from each team to come to the board.
- **3.** Reveal the first sentence. Tell the students to underline the different parts of the phrasal verb and then find and correct the error in the sentence.
- **4.** The student that underlines the phrasal verb and writes the sentence correctly first, wins a point for their team.
- **5.** Continue the game until each person has had a chance. The team with the most points, wins the game.

Key:

- 3. This computer program is too confusing. I can't figure out (it)
- 5. Kathy was so passionate about surfing that she dropped school out of to travel around the world following the waves.

7 WRITING WORKSHOP: T-type or t-type?

A. COLLECT IDEAS

Variation: Rate each other

In this variation, the students first rate themselves and then each other.

- 1. On the board write the words from the Student Book (comfort, security, adventure, etc.). Tell the students to rate their desire for these words.
- **2.** Pair up the students. Tell them to rate their partner and then share their ratings for each other.
- **3.** Have a few pairs share whether or not their rankings were correct for each other.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Dear Dr. Know

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

- Write a letter that someone would write to an advice column in a newspaper. For example: Dear Dr. Know, I need your advice. My boyfriend is really into extreme sports and is always doing dangerous activities. He loves the danger and the excitement but I don't. He always asks me to go skydiving with him or some other extreme sport, but I don't want to. I really like him and I don't want to lose him. I'm afraid that he might get bored with me. Safe in Sydney.
- 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 Safe and Secure, It is OK to not want to do the kinds of activities that your boyfriend likes. Explain to him that the

activities he likes are just not a part of your personality. Try to find an activity that you both can enjoy. Some time apart is healthy for any relationship, but make sure that you find an activity that you both can enjoy.

- **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.

Key: Answers will vary.

C. WRITE

Expansion: Thank you letters

In this expansion, students write a letter to someone who does an important but dangerous job.

- 1. Brainstorm with the class a list of jobs that are important jobs that help the community, but are dangerous jobs (police officers, fire fighters, search and rescue workers, electrical workers, etc.
- **2.** Tell the students to choose one job and to write a letter to the people who do that job.
- **3.** If necessary, review the basics in letter writing (letter format, set phrases Dear, Sincerely, etc.) and have them go through the editing process (first draft, edit, final copy).
- **4.** Either post the letters around the room or have them read their letters out loud to the rest of the class. If possible, have the students actually send their letters to real people who do those jobs.

Key: Answers will vary.

For additional practice of the language presented in Unit 12, direct students to the ICON 3 Workbook pages 68 to 73. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

8 LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
 - 一些人喜欢假期呆在家里,因为在熟悉的环境里 他们感到更放松、更舒服。
 - 我们公司寻求那种愿意接受挑战,并且在压力大的环境下能够出色工作的人。
 - 彼得不断地变换工作,因为他属于那种需要个人 自由和喜欢全新体验的人。
 - 越来越多的年轻人对蹦极、悬挂式滑翔和攀岩等 冒险性活动非常喜爱。
 - 很多大学生都选择离家很远的地方求学,因为他 们担心家长仍不愿放松对他们的束缚。

- **B.** Translate the following sentences into English.
 - 1. Home environment plays an important role in the shaping of personality.
 - **2.** The firefighters who risk their lives for the safety of others win the respect of all.
 - **3.** I thought you were going to turn down this job, because it is of high risk!
 - **4.** I was going to be a pilot, but later had to give up because of my poor eyesight.
 - **5.** It is hard to imagine what the world would be like if there is only one type of personality.
 - **6.** The idea of being an astronaut always inspires me because of my interest to explore the unknown.
 - **7.** Being passionate, imaginative and independent characterizes the people who enjoy artistic work.
 - **8.** As the team leader, he keeps motivating each member to make the most of his or her advantages.

9 Words & Expressions

barely	adv.	仅仅;几乎没有	
		I saw some of the soldiers at the camp were barely teenagers.	[4]
bargain	n.	便宜货	
		At this price, the computer is a real bargain.	[2]
deem	v.	认为,相信	
		I deem it highly important and necessary to clearly claim our position.	[4]
dye	v.		[]
		My grandma dyed her hair black and looked ten years younger.	[5]
epitomize	v.	是····的典型范例	[4]
fabulous	adj.	Do you think the computer epitomizes the Age of Information? 非常好的; 令人难以置信的	[4]
labulous	uuj.	The ad designer came up with a fabulous idea for the product promotion.	[2]
fad	n.	时尚	[2]
iad	11.	It is no longer a fad for college students to perm their hair.	[7]
fake	adj.	假的,伪造的	[.]
	5	A sharp-eyed shop assistant spotted the fake bill and called the police.	[5]
gaudy	adj.	华而不实的,华丽而俗气的	
		The old lady at the party wore gaudy jewellery.	[2]
goofy	adj.	愚蠢的	
		Bill looked ridiculous in that goofy hat, but he didn't care.	[4]
in	adj.	时髦的,流行的;内部的	
		Harry Potter series are in at the moment.	[1]
layer	v.	分层	
		At the end of the dinner, a plate of layered fuits was served.	[4]
out	adj.	过时的	
		Although break dance has been out for years, he is still a fan of it.	[1]
overdress	v.	穿得过于正式或讲究	
. 1	7.	He appeared to be overdressed in this expensive suit at the classmate reunion.	[1]
pointed	adj.	尖的,尖锐的	[5]
	a di	The church is the only house downtown with a pointed roof. 煽动的;挑衅的	[5]
provocative	adj.	Provocative words will only make the matter worse.	[4]
spray	v.	· · · · · · · · · · · · · · · · · · ·	[7]
opiay	υ.	Grandfather is spraying water to flowers in the garden.	
	n.	喷雾,飞沫	
		He bought a throat spray at a drugstore yesterday.	[2]
underdress	v.	穿着太随便;穿得太单薄	
		It was a huge mistake for him to underdress for the job interview.	[1]
violent	adj.	猛烈的,凶暴的	
		The wind was so violent that the branches of trees were cracked.	[3]
all the rage		非常时髦的	
		Loose pants were all the rage last spring.	[4]
go out for		设法参加;设法成为	
		Many young girls went out for the singing contest last summer.	[4]

10 UNIT 1 I was overdressed!

kind of	有点儿,有几分	
	Seeing my exam paper, my father looked kind of disappointed.	[2]
out of style	过时的	
	It seems that black dresses never go out of style.	[1]
wouldn't be caught dead	由于尴尬而决不做某事	
	Gillian is an animal protector, so she wouldn't be caught dead wearing fur.	[2]

0 Topic-Related Information/Background

1. Style tips

Style is the way you put on clothes, not the clothes themselves. There is something to be said for picking clothes you won't get sick of but that feel good.

- Unless you don't mind getting rid of certain items every season, stay away from overly trendy pieces when shopping for your basic wardrobe.
- Don't pick everything you see in magazines. Pick what looks and feels better on you. This comes with being honest and true to yourself.
- Wear what's right for your body type and don't be a slave to fashion
- If a particular style is unflattering on you, just forget it.
- Your wardrobe should show your personality, not the personality of the store's salesperson.
- Remember, clothes say more about you than you can imagine

2. How to avoid being a fashion victim

- Decide if you're wasting too much money on fads by assessing the last five items you've purchased.
- If three or more are touted as the season's "musthaves," you're in danger of being a fashion victim.

- Examine your closet to see if more than half of your wardrobe is already out of style according to your favorite fashion sources.
- Now, ask yourself if you are buying fashion fads because you really like them or you use them like a fashion security blanket.
- If you decide you always buy all of the fads because you really like them, you're not telling the truth so you might as well just stop here.
- Never wear more than two trends together if possible.
- Never wear your sunglasses indoors.

3. A joke

You Look Twenty Years Younger!

When I was 28, I was teaching English to high school freshmen in a school where occassionally the faculty and staff were allowed to dress down.

One of those days, I donned a sweatshirt and slacks. A student came in and his eyes widened!

"Wow!" He exclaimed. "You should wear clothes like that every day. You look twenty, maybe even thirty years younger!"

9 Words & Expressions

alert	adj.	提防的,警惕的	
		The whole nation stayed alert to the possible terrorist attacks around September 11.	
	n.	警惕,警报	
		Police are on the full alert for any conflicts during a large-scall strike.	[1]
appreciate	v.	感激;赏识;增值	
		I can't tell you how much I <i>appreciate</i> your help when I am in need.	[2]
benefit	v.	有益于,受益	
		The government promised to build low-cost houses to benefit low-income people.	
	n.	利益,好处	[1]
11.		There is a potential educational benefit in online learning. $4 + 4 = 4$	[1]
celebrity	n.	名人;名声 With the help of more modia, calchritize can be exacted examinent.	[4]
characterize		With the help of mass media, celebrities can be created overnight. 刻画…的性格,表现…的特色	[4]
characterize	v.	The writer characterizes the hero in this latest novel as courageous and passionate.	[4]
community	n.	社区,社团	[1]
community		Students here are encouraged to do some community services as their after-class activities.	[2]
confuse	v.	混乱,糊涂	
		I can't see how anyone could confuse you with your sister.	[5]
downsize	v.	缩小规模	
		Due to lack of confidence, the company decided to downsize production scale.	[4]
grateful	adj.	感激的,感谢的	
		I'm grateful for your attention on my application for the scholarship.	[2]
gratitude	n.	感谢的心情	
		We would like to invite you to the party to show our gratitude for your highly valued support.	[2]
inspire	v.	鼓舞,激发;产生	
		Helen Keller continues to inspire us and change the way we think about people	
		disabilities.	[1]
intensity	n.	强烈,剧烈;亮度 (1) ···································	[4]
mission	n.	In spite of the intensity of pain, the girl tried to produce a faint smile to her visitors. 任务, 使命; 代表团	[4]
111551011	п.	The solders are under orders not to discuss the secret mission with anyone.	[2]
overtime	adv.	加班地	[2]
		People who work overtime should get extra payment.	
	adj.	超时的,加班的	
		Workers in this factory are in dispute with their manager about overtime rates.	
	n.	超时,加班,延长时间	
		Most countries have already made laws against excessive overtime.	[3]
passionate	adj.	充满热情的	
		The passionate speech made by Martin Luther King greatly inspired black people to	fight
		for their civil rights.	[5]
risky	adj.	危险的	641
1 .11		It is risky to cross the desert without sufficient preparation.	[1]
thrill	n.	兴奋,发抖 Things have shanged and you can not being a theill from shildren just by giving a	them
		Things have changed, and you can not bring a thrill from children just by giving candies.	
tolerate	v.	Randies. 忍受	[4]
toleiate	ν.	Your rude manners can not be tolerated any longer.	[4]
		Tour rade manners can not be tolerated any longer.	111

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p106-108.indd 106

well-defined	adj.	明确的;定义明确的 No more conflicts have arisen since the boundaries between these two countries are defined.	well- [4]
apart from		除…之外;远离	
call up		Apart from occasional calls, he seldom cares about his parents. 使想起;召唤	[2]
keep fit		The old man has special favor of this song that calls up his childhood in his hometown. 保持健康	[2]
-		Proper diet and physical exercise are both important factors in keeping fit.	[1]
let go of		释放,放开 Why don't you let go of your idea since it is impractical?	[4]
on the edge		在边缘, 濒于 The government officals should pay more attention to the life of the people who liv	ve on
seek out		the edge of the town. 搜出; 挑出; 想获得	[4]
		The policemen sought out the murderer in the mountains.	[4]
thrive on		以…旺盛,繁荣 I know that you will make good in your new job because you can thrive on challenge	s. [4]
turn down		拒绝;(向下)折转 How could you turn down the invitation so rudely?	[4]
turn up		出现,发现;找到	
		This movie star turned up half an hour later at the press conference.	[2]

10 Topic-Related Information/Background

1. A Short Personality Test

This short personality test is quite revealing. Simply choose a picture that appeals to you most at this moment, and then check up your personality profile below.



Blue

UNIT 12

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Your Personality Profile:

5	You are sexy, powerful, and bold. You're full of passion and energy. Sometimes this passion has a dark side. You feel most alive when you're seducing someone. You never fail to get someone's attention. Quick minded, you're also quick to lose your temper!
	You are nurturing, kind, and lucky. Like mother nature, you want to help everyone. You are good at keeping secrets and tend to be secretive. A seeker of harmony, you are a natural peacemaker. You are good natured and people enjoy your company. You put people at ease and make them feel at home with you.
D	You are dependable, popular, and observant. Deep and thoughtful, you are prone to moodiness. In fact, your emotions tend to influence everything you do. You are unique, creative, and expressive. You don't mind waving your freak flag every once and a while. And lucky for you, most people find your weird ways charming!
	You are happy, driven, and status conscious. You want everyone to know how successful you are. Very logical, you see life as a game of strategy. A bit of a loner, you prefer to depend on yourself. You always keep your cool and your composure. You are a born leader and business person.
	You are dignified, spiritual, and wise. Always unsatisfied, you constantly try to better yourself. You are also a seeker of knowledge and often buried in books. You tend to be philosophical, looking for the big picture in life. You dream of inner peace for yourself, your friends, and the world. A good friend, you always give of yourself first.
Ŵ	You are funky, outdoorsy, and down to earth. While you may not be a total hippie You're definitely one of the most free-spirited people around. You are very impulsive — every day is a new adventure. However, you do put some thought behind all your actions. Still, you do tend to shock and offend people from time to time!
S	You are pure, moral, and adaptable. You tend to blend into your surroundings. Shy on the outside, you' re outspoken to your friends. You believe that you live a virtuous life And you tend to judge others with a harsh eye. As a result, people tend to crave your approval.
	You are elegant, withdrawn, and brilliant. Your mind is a weapon, able to solve any puzzle. You are also great at poking holes in arguments and common beliefs. For you, comfort and calm are very important. You tend to thrive on your own and shrug off most affection. You prefer to protect your emotions and stay strong.
1.	You are dreamy, peaceful, and young at heart. Optimistic and caring, you tend to see the best in people. You tend to be always smiling — and making others smile. You are shy and intelligent and a very hard worker. You're also funny, but many people don't see your funny side. Your subtle dry humor leaves your close friends in stitches.

2. Personality quotes

• Personality is to a man what perfume is to a flower.	— Charles Schwab
• Personality is a mask you believe in.	— Dr. White
• There is no one greater than the one who realizes and admits his own mistake.	— Kazi Shams
• Ideas are, in truth, forces. Infinite, too, is the power of personality. A union of the two always makes history.	
	— Henry James, Jr.

- Personality is only ripe when a man has made the truth his own. Soren Kierkegaard
- One's personality can be understood from the people they mingle with. Kazi Shams
- If you have anything really valuable to contribute to the world it will come through the expression of your own
 personality, that single spark of divinity that sets you off and makes you different from every other living creature.
 — Bruce Barton

Review of Units 10–12

VOCABULARY

А.

- 1. To demonstrate this activity, recreate the chart from the Student Book on the board. Describe a person you know by using the words in the box. **Example:** *Person:* My *friend,* Mark // *Personality Trait: stubborn. Reason: He likes to do things his way.*
- **2.** Have the students open their Student Book to the activity.
- 3. Review the other example in the Student Book.
- **4.** Tell them to complete the chart with descriptions of people they know.

Key: Answers will vary.

2 INTERVIEW

Α.

1. Have students open their text to the activity. Tell them to think of four things in their past that they wish they hadn't done.

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2. Tell them to write their regrets on the lines in the Student Book.

Key: Answers will vary.

Β.

- 1. Pair up the students. Tell the pairs to talk about the people they wrote about in Activity A.
- **2.** In the end, ask a few students to share a description of someone they know.

Key: Answers will vary.

Β.

- 1. Pair up the students. Tell them to share their regrets with each other.
- **2.** Next, tell the pairs to discuss how things in their life would be different if they had or hadn't done the things they listed.

Key: Answers will vary.

3 GAME

- 1. Demonstrate the game by secretly thinking of an occupation and then telling the students to ask questions about the job.
- 2. After 20 questions, reveal the answer.
- 3. Put the students into groups of four.

- **4.** Tell the groups to take turns thinking of a job.
- **5.** Remind the groups that they can only ask 20 questions to find out the name of the secret job.
- **6.** Encourage them to use the words in the box in the Student Book.

4 GAME

- 1. Have the students open their Student Books to the activity.
- Pair up the students. Tell them to take turns choosing a topic from the game chart and to have a conversation about it.
- 3. Instruct them to use at least one phrasal verb in each

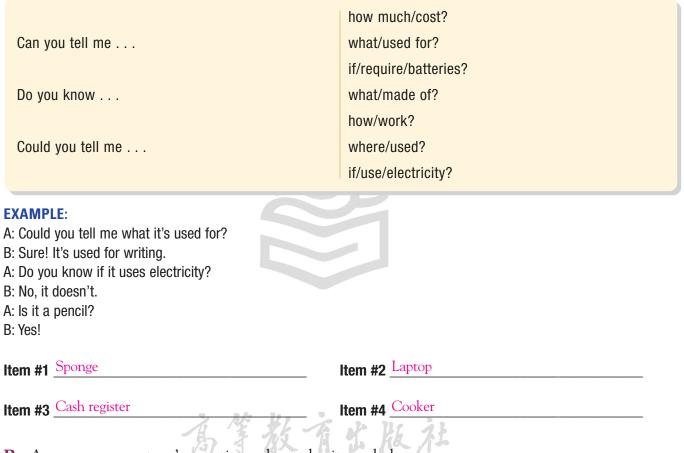
conversation.

- **4.** In the end, ask a few students to share what they talked about. Write down the phrasal verbs they used on the board.
- Key: Answers will vary.

Review of Units 4-6, Activity 1: Information Gap for Student A

STUDENT A

A. Ask your partner questions to find out what the four items are. Use the phrases in the box to help you.



B. Answer your partner's questions about the items below.



Item #1



Item #3



Item #2



Item #4

->

Review of Units 4-6, Activity 1: Information Gap for Student B

STUDENT B

A. Answer your partner's questions about the items below.



B. Ask your partner questions to find out what the four items are. Use the phrases in the box to help you.

9. 170 11.	
	how much/cost?
Can you tell me	what/used for?
	if/require/batteries?
Do you know	what/made of?
	how/work?
Could you tell me	where/used?
	if/use/electricity?

EXAMPLE:

A: Could you tell me what it's used for?	
B: Sure! It's used for writing.	
A: Do you know if it uses electricity?	
B: No, it doesn't.	
A: Is it a pencil?	
B: Yes!	
Item #1 cellphone	Item #2 broom
Item #3 alarm clock	Item #4 rake
111 Information Gap	Information Gap 11

Unit 7, Activity 3C: Your Turn

Work with a partner. Take turns starting conversations. Use the pictures for topics.

Answers will vary.



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Pronunciation





A. LISTEN and PRACTICE

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the chart from the Student Book on the board.
- **2.** As you read the words, underline the vowel sounds being practiced in each word.
- **3.** Have students look at the exercise in the Student Book. Play the recording and tell students to note the different vowel sounds in each word.



B. LISTEN and PRACTICE

- 1. Have students look at the exercise in the Student Book. Play the recording and tell students to note the differences in the vowels in each word.
- **2.** Play the recording again and have students repeat after the recording.
- **3.** Pair up students. Tell them to ask each other the questions.
- **4.** Have a few pairs demonstrate their conversation in front of the class.

2 Speaking expressively/Using emphasis



UNIT

A. LISTEN and PRACTICE

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the sentences from the Student Book on the board.
- **2.** As you read the sentences draw a line under the stressed words.
- **3.** Have students look at the exercise in the Student Book. Play the tape and tell students to note the stressed words.
- **4.** Play the recording again and have the students repeat after the recording.

B. READ and WRITE.

- 1. Tell students to complete the sentences in the Student Book.
- **2.** To review, write the sentences (with the blanks) on the board and then have a few students complete them.

Key: Answers will vary.

C. PAIRWORK

- **1.** Pair up students. Tell them to ask each other the questions.
- **2.** Have a few pairs demonstrate their conversation in front of the class.



A. LISTEN and PRACTICE

- 1. To demonstrate what the students should be focusing on when listening to the recording, recreate the chart from the Student Book on the board.
- 2. As you read the words emphasize the sound that the suffix –ed makes after each one. (*shocked* /t/, *frightened* /d/, *disgusted* /id/.
- **3.** Have students look at the exercise in the Student Book. Play the recording and tell students to note the difference in the *-ed* endings.



Audio Script

shocked	surprised
impressed	disgusted
frightened	interested

Key: /t/: stressed; relaxed /d/: bored; confused; scared; thrilled; amazed /Id/: crowded; fascinated; excited

B. PAIRWORK

- **1.** Pair up students. Tell them to say the words on the chart together.
- 2. The students should write the word under the sound they hear for each word.
- 3. Have students listen to check their answers.



Audio Script

- confused stressed bored crowded fascinated
- scared relaxed thrilled amazed excited





A. LISTEN

0 **•**_ 0

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the questions and their accompanying answers on the board.
- 2. Have student volunteers read the questions and you read the responses. As you read the responses, stress the word in **bold face**. (John, occasionally, research, online).
- **3.** Have students look at the exercise in the Student Book. Play the recording and tell students to note how the stressed words convey different meanings.



C. LISTEN and PRACTICE

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



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B. LISTEN and PRACTICE

- 1. Have students look at the exercise in the Student Book. Play the recording and tell students to listen to the conversation.
- **2.** Pair up students and have them ask each other the questions in the conversation with their partner.
- **3.** Have a few pairs demonstrate their conversation in front of the class.

JNIT 5 Content words and stress-timing



A. LISTEN and PRACTICE.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the sentences from the Student Book on the board (*Have you ever hurt your back*? etc.).
- 2. As you read the sentences, emphasize and underline the content words (*hurt*, *back*, etc.)
- **3.** Have students look at the exercise in the Student Book. Play the recording and tell students to note how the content words are stressed.



B. LISTEN

- 1. Have students look at the exercise in the Student Book. Play the recording and tell students to note how the content words are stressed in each of the sentences.
- **2.** Play the recording again and have students repeat after the recording.

C. PRACTICE

- 1. Pair up students. Tell the pairs to practice saying the chant with each other. One student practices the *A* lines and the other practices the *B* lines. Then they switch roles.
- **2.** After the pairs have practiced, divide the class into two groups. Assign the A lines to one group and the *B* lines to the other. Switch roles.

UNIT 5

Pronunciation of -*s* plural endings

A. LISTEN and PRACTICE

- 1. To demonstrate what the students should be focusing on when listening to the recording, recreate the chart from the Student Book on the board.
- 2. As you read the words emphasize the sound that the suffix -s makes after each one. (monuments /s/, buildings /z/, beaches /ez/.
- **3.** Have students look at the exercise in the Student Book. Play the recording and tell students to note the difference in the *-s* endings.
- Key: /s/: bags; maps; landmarks; boats; waterfalls; hotels /z/: waves; cars; museums /Iz/: places; churches; palaces



B. PAIRWORK

- 1. Pair up students. Tell them to say the words together.
- 2. The students should write the word under the sound they hear for each word on the chart in the Student Book.

C. ASK your partner questions about travel experiences.

- 1. Pair up students and have them ask each other questions about their travel experiences. Tell them to use the question starters in the Student Book and the words in exercises A and B.
- **2.** Have a few pairs demonstrate their conversation in front of the class.

Key: Answers will vary.

7 Intonation in tag questions



A. LISTEN and PRACTICE the sentences. Notice the intonation.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write two sentences on the board (*You work here, don't you? Nice day, isn't it?*).
- **2.** As you read the sentences draw a rising arrow over the word, *you*, in the first question to show the rising intonation and a falling arrow over the word, *it*, in the second question to show a falling intonation.
- **3.** Explain that when a speaker doesn't know the answer to a question, the intonation of the tag question rises and when the speaker thinks she knows the answer to the question, the intonation falls.
- **4.** Have students look at the exercise in the student book. Play the recording and tell students to note the falling and rising intonation in each of the sentences.



B. LISTEN to the conversations. Draw a rising or falling arrow over each tag question.

- 1. Have students look at the conversations in the student book. Play the recording and tell students to draw a rising or falling arrow over each tag question.
- 2. Play the recording again and check their answers.

UNIT 8 Emphasis



A. LISTEN and PRACTICE. Notice how words that give the most information are emphasized.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write one of the sentences from the student book on the board. (*One of the best parts about Santa Barbara is the Spanish architecture.*)
- **2.** As you read the words, underline and emphasize the words *best*, *Spanish* and *architecture*.
- **3.** Explain that the words that give the most information or are the most important, are emphasized.
- **4.** Have students look at the exercise in the student book. Play the recording and tell students to note which words are emphasized.

Key:

- 1. A: You work here, too, don't you? I'm sure I've seen you around.
 - B: Yes, I do. It's a great place to work, isn't it?
 - A: Yeah, it sure is.
- 2. A: Ryan and Bea's house looks beautiful, doesn't it?
 - B: Yes. I heard it took months to build.
 - A: I'm sure it did. Big projects always take a long time, don't they?
- 3. A: They're going to help us with the report, aren't they?
 - B: I'm not really sure. They haven't said yet.
 - A: Well, you don't think we'll be able to finish on our own, do you?
- 4. A: This is a pretty boring party, isn't it?
 - B: Yeah, you can say that again. Hey, you can give me a ride home, can't you?
 - A: Sure. When will you be ready to leave?

C. Now ask your partner the questions in B.

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



B. LISTEN to these sentences. Underline the two or three emphasized words or phrases.

- 1. Play the recording and tell the students to underline the words that are emphasized.
- **2.** Check their answers.
- 3. Practice saying each sentence with the students.
- Key: 1. favorite; snow
 - 2. <u>worst; humidity</u>
 - 3. <u>I like; winter; fireplace</u>
 - 4. <u>least; rain</u>

C. Ask a partner about his or her favorite and least favorite parts of a place he or she knows.

- 1. Pair up students and tell them to ask each other about their favorite and least favorite parts of a place they know.
- Remind them to emphasize the words that give the most information.
- 3. Ask a few students to share what they talked about.

UNIT 9 Reduced speech with present perfect



A. LISTEN and PRACTICE. Notice the reduced form of *been*.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the sentences from the Student Book (*How long have you been playing guitar*?)
- 2. First read the sentences at normal speed and then read the sentences using the reduced form (*/ben/*)
- **3.** Have students look at the exercise in the student book. Play the tape and tell students to note the reduced form of *been*.

B. 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 note reduced form of *been*.
- **2.** Then, pair up students and tell them to practice the conversations with each other.
- **3.** Have a few pairs demonstrate the conversations in front of the class.

C. Work with a partner. Take turns asking and answering the questions.

- **1.** Pair up students. Tell the pairs to take turns asking and answering the questions in the student book.
- **2.** Have a few pairs demonstrate their conversation in front of the class.

UNIT []] Reduced form of *would have, might have, could have, should have*

- A. LISTEN. Notice the reduced form of would have, might have, could have and should have.
- 1. To demonstrate what the students should be focusing on when listening to the recording, write the four sentences on the board.
- 2. First read the sentences at normal speed and then read the sentences using the reduced forms (/wudhuv/ /mighthuv/ /cudhuv/ /shudhuv/).
- **3.** Have students look at the exercise in the student book. Play the tape and tell students to note the reduced forms.

B. LISTEN and PRACTICE the phrases. Then complete the sentences using *if* clauses.

- 1. Have students look at the exercise in the student book. Play the recording and tell students to listen to the phrases.
- **2.** Then tell the students to complete the sentences using *if* clauses.
- Key: Answers will vary.
 - 1. I could have gone if <u>I had had the money. (Example)</u>

C. READ YOUR SENTENCES TO A PARTNER.

- **1.** Pair up students. Tell them to read their sentences to each other.
- **2.** Ask a few students to share their sentences with the rest of the class.

UNIT 11 Linking

- A. LISTEN and notice how the consonants and vowels are linked. Notice also when the same consonant sound ends one word and starts another, the consonant is pronounced only once.
- 1. To demonstrate what the students should be focusing on when listening to the recording, write the two columns and the words from the Student Book on the board (recording executive, David Dexter, etc.).
- 2. First read the words at normal speed and then read the words using the linked form.
- 3. Have students look at the exercise in the student book. Play the tape and tell students to note how the consonants and vowels are linked.



- **B. LISTEN to the conversations and** draw a linking symbol (__) under linking consonant and vowel sounds, and a V (v) under linking consonant sounds.
- 1. Have students look at the exercise in the student book. Play the recording and tell students to draw a linking symbol (__) under linking consonant and vowel sounds, and a V (v) under linking consonant sounds.
- **2.** Check their answers.

UNIT 12 Word stress in phrasal verbs

A. LISTEN and PRACTICE. Notice that the adverbs in phrasal verbs are stressed more than the verbs.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the sentences from the Student Book on the board.
- 2. As you read the sentences emphasize the adverbs in the phrasal verbs.
- **3.** Have students look at the exercise in the student book. Play the recording and tell students to note the word stress in the phrasal verbs.

Key:

- 1. A: I'm so sorry that I dropped your radio on the floor.
 - B: Don't worry about that! It never really worked very well anyway.
- 2. A: I regret not telling them earlier. B: I know what you mean, but it probably wouldn't have helped.
- 3. A: Do you remember receiving any of the money? B: Yes. At least I think I do. Or maybe I just wish I did.
- 4. A: Oh, no. My life is ruined.
 - B: That's not true. It may seem like that today, but it'll be okay!
- 5. A: How was Sam's job interview? B: He said that he totally blew it.
- 6. A: Do you regret doing that?
 - B: Yes, I do, but I learned my lesson, although it was a terrible lesson to have to learn.
- C. PRACTICE the conversations with a partner. Then tell your partner three things you regret doing or not doing in your life.
- 1. Pair up students. Tell the pairs to tell each other three things they regret doing or not doing in their lives. Remind them to try to link their consonants and vowels
 - together.
- 3. Ask a few students to share what they talked about with the rest of the class.



B. LISTEN to the chants. Then listen again and repeat them.

- 1. Tell students to look at the chant in the student book.
- 2. Play the recording and tell the students to repeat the chant after the recording.

C. TALK about the chants with a partner. Decide what you think each one is about. Then practice the chants with your partner.

- 1. Pair up students and tell them to talk about the chants and decide what they think they are about.
- **2.** Then tell them to practice them with each other.
- 3. Have a few pairs share what they think the chants are about and to demonstrate the chants in front of the class.

Workbook Answer Key





- **B**.
- gaudy
 overdressed
- 2. big5. imagine3. up6. underdressed

2

A.1. I'm not so sure.2. Do you really think so?4. You do?

B. Answers will vary.



A.

- 1. to have, seeing
- 2. to go; to go, saving
- **3.** studying / to study; studying / to study
- 4. living; spending / to spend
- 5. helping; doing / to do6. to wear, to be; getting / to get
- **B.** Answers will vary.



B. 3

C. Answers will vary.



1.f 2.e 3.a 4.d 5.c 6.b

B.

- 1. She pierced her ears to be in style.
- **2.** He started wearing baggy pants so he would look like his friends.
- 3. I teased my hair because I wanted to look interesting.
- 4. I dyed my hair so I would look cool.
- **6**
- **B.** Answers will vary.
- **C.** Answers will vary.



- 1. spree, shopaholic, bargains
- 2. discount, window
- 3. brand, rip off,
- 4. hunter, splurge



A.

- **1.** A: What's that? Is it a new laptop?
- B: Yes, it is. It was a bargain.
- **2.** A: How much was your cell phone? Was it marked down?
- B: Yes, it was. It was only \$50.
- 3. A: When did you get that TV? Did you get it this week?
- B: Yes, I did. I got it yesterday.
- **4.** A: Is that a new car? Did you just get it?
- B: Yes, I just bought it this morning.

B.

- Answers will vary.Possible answers:1. Did you get it recently?2. Is it a cell phone?3. Was it expensive?
- **4.** Is it a laptop?

3

Α.

- 1. Cell phones are more expensive than regular phones.
- **2.** Skiing is much more dangerous than running.
- 3. Regular phones are not as convenient as cell phones.
- **4.** Clothing is getting more and more expensive.
- **5.** Orange juice is much healthier than soda.
- 6. Department stores aren't as cheap as discount stores.

B.

- 1. richer and richer
- **2.** much more expensive
- 3. more convenient than
- **4.** as exciting as
- 5. much more fun
- 6. more relaxing than



B.

- **1.** The prices are low, and it's more convenient than going to a store.
- 2. It increased. It increased by 26.3 percent.
- **3.** They didn't think it was safe to give their credit card numbers.
- **4.** Shopping is entertainment for them.

C. Answers will vary.

5

A.

- 1. In fact, / As a matter of fact,
- 2. Suddenly,
- 3. When
- **4.** but then
- **5.** at the end,
- 6. In fact, / As a matter of fact,

B.

The man said, "I love the new Nora Jones CD."
 Correct

- 3. The man answered, "I got it at a discount store."
- 4. The woman said, "I think I'll buy it, too."
- **5.** Correct
- 6. The woman said, "That's a great idea!"



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



- 1. starred, acting, bombed
- 2. romantic, blockbuster
- 3. cinematography, amazing
- 4. scene, star, co-star



A.

- 1. Yes, I thought it was really funny.
- 2. Yes, I love classic films.
- **3.** Yes, I saw an amazing comedy.
- **4.** No, I thought they were boring.
- 5. Yes, but I only go to blockbusters.
- 6. No, but his co-star was wonderful.

B.

Answers will vary.



A. 1. 3, 1, 4, 2 **2.** 2, 3, 1, 4 **3.** 1, 4, 3, 2 **4.** 2, 4, 1, 3

B.

1.d 2.c 3.e 4.b 5.a 6.f



B. 3, 4

C. Answers will vary.



Α.

That was a superb film.
 I was disgusted.
 It was exciting.
 I was frightened.
 I didn't understand it.
 The actors were amazing.
 It was shocking.
 They are amazing to me.

B.

- 1. exciting
- 2. frightened
- **3.** shocked**4.** confusing
- **5.** amazed
- **6.** fascinating
 - . fascinating

UNIT 4

1

Α.

1. c 2. b 3. f 4. e 5. d 6. a

В.

a whatchamacallit
 a spreadsheet
 an abacus
 a wok
 a stove
 A dishwasher
 A broom
 a sponge



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

B. Answers will vary.



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

3

- **A.**
- 1. Can you tell me where he lives?
- 2. Do you know
- if Oscar is in school?
- **3.** Could you tell me when class begins?
- **4.** Do you know what the homework assignment is?
- 5. Can you tell us when the bus leaves?

B.

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Answers may vary.

- Possible answers:
- 1. Can you tell me when the next train leaves?
- 2. Do you know if Anna went home early?
- **3.** Do you know how much that car cost?
- 4. Do you know how a computer works?



B. 2, 4

C. Answers will vary.

5

A.

hardly ever
 on a daily basis
 once in a while
 never
 fairly frequently

В.

1.d 2.e 3.f 4.c 5.b 6.a

6

Α.

using a spreadsheet
 using a fax machine
 using a broom
 using a pen / pencil

B. Answers will vary.

C. Answers will vary.





A.

- 1. break, sprained
- 2. hurt, sunburn
- **3.** burn, cut**4.** gotten, stung

0 / 0

B. Answers will vary.

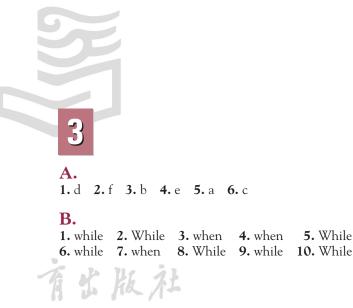


A.

- 1. Now, make sure to come home early.
- 2. Please don't splurge.
- 3. Now, make sure to get dressed up.
- 4. Now, make sure to call me when you get back.
- **5.** Please don't call me after 9:00.
- **6.** Please don't use you cell phone here.

B.

- **1.** Don't cross the street.
- 2. Make sure you don't forget your keys.
- 3. make sure to say Mr. or Ms.
- 4. And make sure to drive carefully.

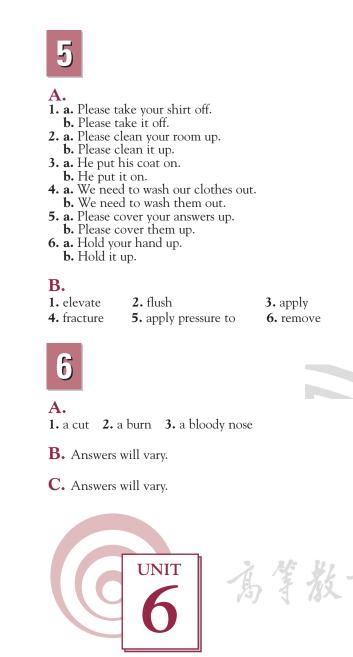




B.

Possible answers:

- 1. High-top shoes help prevent sprained ankles.
- **2.** Think about where you are putting your feet when you climb stairs.
- 3. Long-sleeve shirts and pants help prevent sunburn.
- 4. It can hurt your back.
- **C.** Answers will vary.





Α. 1. tomb 2. statue **5.** museum

3. palace **4.** waterfalls **6.** religious building **7.** tower 8. memorial

Α.

- 1. Could I say something?
- 2. Could I ask you a question?
- **3.** Can I interrupt for a minute?
- **4.** May I interrupt?

B.

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

5

1. P 2. P 3. A 4. A 5. P 6. A

B.

1. were designed **2.** were built 3. was constructed **4.** was begun **5.** was completed **6.** were visited

- **B**. **1.** CN Tower
 - 2. Tokyo Tower
 - 3. Oriental Pearl Tower
 - 4. Oriental Pearl Tower
 - 5. Tokyo Tower
- **C.** Answers will vary.

5)

- **A.** Checked: 2, 3, 5.
- **Rewrites:**
- 1. I like hotels that have a lot of restaurants.
- 2. correct
- 3. correct
- 4. Lisa went to the store (that) you told her about.
- **5.** correct 6. They recommended a restaurant that serves Japanese food.

B.

- 1. huge
- 3. silent 5. clean, spotless
- 7. wonderful
- 2. important, crucial **4.** ancient
- **6.** tiny
- 8. freezing

$(\mathbf{0})$

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



1

Α.

1. the news	2.
3. TV shows	4.
5. bad habits	6.
7. politics	8.

the weather religion

family

vacation plans

B. Answers will vary.



2

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



A.

1.h 2.e 3.g 4.c 5.b 6.a 7.f 8.d

B.

- 1. Actually, I didn't see it. Maybe I'll go this weekend.
- 2. Yes, it is.
- 3. Actually, they don't. They've just moved to Arizona.
- **4.** Actually, it was.
- **5.** Actually, I thought it was excellent.
- 6. Yes, I am.

4

B. Sentences 2 and 4 should be checked.

C. Answers will vary.

124 Workbook Answer Key

5

Α.

Answers will vary. Possible answers:

- 1. Did you know that a cockroach can live for nine days without its head?
- **2.** Are you aware that women blink nearly twice as often as men?
- **3.** Are you aware that right-handed people live longer than left-handed people?
- 4. Did you know that a snail can sleep for three years?
- **5.** Did you know that no word in English rhymes with *orange* or *silver*?

B.

 $\left(\right)$

1. network 2. function 3. position 4. schmoozer

i contraction of the second se

A. Answers will vary.

B. Answers will vary.



- drizzling
 a real scorcher
 chilly
 dreary
- foggy
 raining cats and dogs
 frigid



- A. 1 Leould
- I couldn't say just yet.
 I at ma give that some that
- Let me give that some thought.
 Could I get back to you on that?
- **4.** My plans are still up in the air.





B.

Answers will vary. Possible answers:

- 1. I couldn't say just yet. I'll call you later.
- 2. Could I get back to you on that? I may have to work.
- **3.** Let me give that some thought. I was planning to go to the beach.
- **4.** My plans are still up in the air. I'll call you as soon as I know.
- 5. Let me give that some thought. Six A.M. is awfully early.
- 6. Could I get back to you on that? I think I have a soccer game that day.



offer, will let; tell, won't have
 don't lend, 'll take; takes, don't run into
 go, 'll be; make, 'll bring



4

B. 1. No **2.** Yes **3.** No **4.** Yes

C. Answers will vary.

5

A.

1. One of the things I don't like about New York City is the hot, humid summers.

在等数

- 2. One of the best parts of this school is the library.
- **3.** One of the worst things about Mondays is getting up early.
- **4.** One of the best parts of my parents is that they never worry about me.

B.

- 1. The weather in some parts of Mexico is hot and humid.
- 2. The region receives very little rain.
- **3.** I don't like extreme weather.
- 4. It looks like we're going to get some precipitation.
- 5. The park looks green.
- **6.** Some animals live in frigid climates.



B. Answers will vary.

C. Answers will vary.

- **A.1.** She hasn't been studying English very long.
- **2.** I have been staying home a lot lately.

UNIT

1.d 2.e 3.a 4.c 5.f 6.b

4. audition **5.** musical instrument

1. boy band 2. manufacture

- **3.** They haven't been studying enough this year.
- **4.** We have been talking for almost 20 minutes on the phone.

В.

А.

B.

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

5.3, 4, 2, 1

6. 3, 4, 1, 2

3

- Answers will vary.
- Possible answers:
- **1.** I have been waiting for an hour.
- 2. We haven't been studying enough.
- **3.** She has been practicing for two weeks.
- **4.** They have been sleeping well.
- **5.** He hasn't been feeling very well lately.
- 6. You haven't been working very long.



В.

- Kittie
 Kittie
- **3.** Sweet Honey in the Rock**4.** The Dixie Chicks
-

C. Answers will vary.

3. personality type

6. number-one single



A.

has been looking
 has filled out
 has been working
 has been writing
 has finished
 has put on

7. have been waiting

8. have finished

B.

1.d 2.b 3.g 4.a 5.e 6.f 7.h 8.c



A. Answers will vary.

B. Answers will vary.





A. 1. d 2. c 3. f 4. b 5. a 6. e

B.

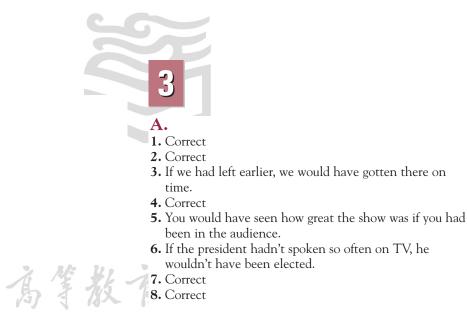
- **1.** She is easily rattled.
- **2.** He's a trustworthy friend.
- 3. He's an impatient man.
- 4. She's certainly optimistic!
- **5.** When I tell Maria about my problems with him, she is empathetic.
- **6.** They kept cool.



A.

Answers will vary. Possible answers:

- 1. How awful! When can he come back to school?
- **2.** I'll bet you're jealous. Do you wish you could go with them?
- 3. You must be really happy! When does it open?
- 4. You must have been scared. What did you do?
- 5. I'll bet you're excited! Where are you going?
- 6. You must be thrilled! When does practice start?
- **B.** Answers will vary.



B.

- 1. had been, wouldn't have gotten
- **2.** had studied, would have gotten
- 3. hadn't saved, wouldn't have been able to
- 4. wouldn't have found, hadn't followed
- 5. hadn't been, wouldn't have bought
- 6. wouldn't have read, hadn't recommended



B.

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

C. Answers will vary.



А.

- 1. Nevertheless, he manages to visit them twice a year.
- 2. As a result / As a consequence, I'm driving a lot less.
- 3. For instance, she might have missed the 8:00 train.
- **4.** Although the salary is good, the job security isn't.
- 5. As a consequence / As a result, I'm saving a lot of money.

B.

- Answers will vary.
- Possible answers:
- 1. He's too self-centered.
- 2. She's very flexible.
- 3. She's so temperamental.
- **4.** He's really stubborn.
- 6. He's pretty easygoing.



B. Answers will vary.

C. Answers will vary.



Α.

- 1. Don't take it personally.
- 2. Don't worry about it.
- 3. It'll be okay.

В.

- Answers will vary.
- Possible answers:
- **1.** It'll be okay. It's probably just a misunderstanding.
- **2.** Don't take it personally. He says that to everyone.
- 3. It'll be okay. He'll change his mind in a few days.
- 4. Don't worry about it. You were just angry.



- 10. wish I had checked
- 11. wish I hadn't bought
- 12. wished there were



1.b 2.e 3.a 4.f 5.c 6.d

B.

regrets, blew it / messed up, wasted, workplace, mortified, messed up / blew it



B.

Answers will vary.

- Possible answers:
- 1. Seeing a regret clearly is the first step in letting it go.
- 2. You must forgive yourself and any other person involved.
- **3**. Knowing your reasons makes it easier to let a regret go.
- **4.** Read it over several times.

-1

Α.

- 1. regrets not marrying him
- 2. remember her telling me always to do my best
- **3.** regret leaving their homeland
- 4. regrets not going to college
- **5.** remember going to the circus on my sixth birthday
- **6.** remember putting them in my pocket

B.

- 1. I'm disappointed in myself for failing the test.
- **2.** I feel so bad about missing your party.
- 3. I could kick myself for hurting her feelings.
- 4. I'm angry at myself for forgetting your birthday.

6

A.

Answers will vary. Possible answers:

- 1. She's sorry she never learned how to swim. She was too afraid when she was little. Now she can't have fun in the water with her friends. She should take swimming lessons now that she is older. She would probably not be as afraid of the water as she was when she was little. Life sometimes gives us a second chance to do things differently.
- 2. He regrets getting such a short haircut. He thought his friends would think it was cool. But instead, his friends laughed at him. He should probably wear a hat for a few weeks. His friends will still know he shaved his head, but at least it won't show as much. A few years from now he will look back on this situation and laugh, but it doesn't feel very funny right now.





- 1. high-risk; alert
- 2. fearless; search-and-rescue
- 3. inspired; danger
- 4. challenge; in harm's way



A. 1. 4, 3, 1, 2

- **2.** 1, 3, 4, 2
- **3.** 3, 1, 4, 2
- **4.** 2, 1, 4, 3

B. Answers will vary.

128 Workbook Answer Key

3 A. 1. f 2. d 3. c 4. a 5. b 6. e

B.

1. were planning; was going to tell

- **2.** was going to practice; wasn't going to tell
- 3. were going to take, were thinking about; were planning



B. Sentences 2, 3, and 4 should be checked.

C. Answers will vary.



A.
1. put off
2. put up with
3. turn up
4. bring up
5. figure out

6. keep on

В.

5

- drop out of French class
 bring it up
 keep on playing
 put up with him
 figure it out
- 6. turn it down
- 7. put off going
- 8. turn it down



B. Answers will vary.

C. Answers will vary.

2 To buy or not to buy?

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

VOCABULARY: Talking about shopping

Warm-up: How much did you spend?

In this warm-up, students estimate how much they spent this week.

- 1. On the board, write things we spend money on *clothing*, *electronics*, *jewelry*, *food*, *entertainment*, *transportation*.
- **2.** Tell the students to write down what they bought this week and estimate the total amount of money they spent.
- **3.** Then tell them to stand in a line (the beginning of the line is the lowest total, the end of the line is the highest total).
- Students talk about their totals and what was the most they spent money on. Example: I spent most of my money on food and entertainment this week.

A. PAIR UP and TALK

Game: Password

In this game, students give clues for the vocabulary words and their teammates guess.

- With the class, review the Dictionary of Shopping in the Student Book and brainstorm other shopping vocabulary. Examples: sale, discount, clearance, to browse, to barter, "buy one, get one free," mall, yard sale, etc.
- **2.** Write the vocabulary words from the Student Book (and any others you brainstormed) on note cards.
- **3.** Divide the class into two teams.
- **4.** Have one person from one team pick a card and give clues to their teammates. If the teammates guess the correct word within the time limit, they win a point.
- **5.** The game continues until each student has had a chance to give clues.

Key: Answers will vary.

B. PAIR EXCHANGE

Expansion: Four corners

In this expansion, students decide what kind of shopper they are.

- 1. Say the four kinds of shoppers from the Student Book one by one out loud.
- **2.** The students listen to the kinds and decide which kind of shopper they are. They then go to the corner of the room that represents their answer.
- **3.** The students that gathered together then discuss why they are this kind of shopper and their characteristics (*shopaholic: shops every weekend, goes to every sale, etc.*)
- **4.** The students share their characteristics and their reasons for being this kind of shopper with the class.

Key: Answers will vary.

出版社

LISTENING: That place is a rip-off!

A. **FIRST LISTENING**



Audio Script

Owen:	Hey, Celia. What's up?
Celia:	Oh, hi Owen. I was just checking out those
	laptops.
Owen:	Why do you need a new laptop? What's wrong with
	your old one?
Celia:	Nothing, really. But the new ones are smaller and
	faster. Do you want to ?
Owen:	You are always looking for ways to spend your money. Why don't you just give some to me? It'd
	be easier
Celia:	You? Come on I mean, what do you need
	money for? You never buy anything.
Owen:	That's not true. Anyway, Celia, if you're going to buy a laptop, you should go to TJ's. It has a lot more variety than this place.
Celia:	TJ's? What's TJ's? Is it an electronics store?
Owen:	Yeah, it's that big new electronics store—you know,
	two blocks up. Hey, look, there's Sam. Sam, hey, over here.
Celia:	What's he doing? Is he coming over?
Owen:	Yeah, here he comes Hi, Sam. How's it going?
Sam:	Good, good. Hey, Celia, how are you doing?
Celia:	I'm OK.
Owen:	Want to go computer shopping with us at TJ's?
Sam:	TJ's?! Why are you going there? That place is a rip off.
Celia:	How would you know? You never
Owen:	You know a cheaper place, Sam?
Sam:	Sure. You should go to E-World. They have the
	best deals on computers, especially on laptops.
Celia:	Sounds good to me. Let's go to E-World.
Celia:	Wow, this place is enormous! They must have everything. You're right, the laptops are cheaper!
Owen:	Look at the stuff in the window over there
Sam:	I'm hoping they'll still have that sale on
Celia:	Did you say "sale," your favorite word?
Sam:	Sure. If there are bargains, I am there.
Celia:	Oooh. Look at those! I have to get one of them!
	I'm off
Sam:	I'm going to take a look at the bargains over there You want to come, Owen?
Owen:	Sure. I mean, it never hurts to look
	-,

Expansion: Discussion

In this expansion, students discuss consumerism.

1. After students have listened to the recording, ask them these questions: What do you think about Celia buying a new laptop? Does she need it? How has consumerism (buying things) changed in recent years? How about marketing? Are people buying things they don't need? Why do you think this

is happening?

2. With the responses to these questions, lead the students in a discussion about consumerism.

Key:

и. с 2. с 3. а 4. с

B. () SECOND LISTENING



Expansion: Guess what kind of shopper I am!

In this expansion, students guess what kind of shoppers their classmates are.

- 1. To demonstrate this activity, on the board write: What kind of shopper do you think I am?
- 2. Students make their guesses and then reveal your answer.
- 3. Instruct students to write down each of their classmates' names on a piece of paper. Next to each name, have them guess what kind of shopper each classmate is.
- 4. Next, students walk around and interview their classmates. They ask: What kind of shopper are you? and then they check to see if their guess was correct.
- 5. In the end, have a few students share why they are that kind of shopper.

Key:

۲

- 1. a shopaholic
- 2. a window shopper
- 3. a bargain hunter

LISTEN and TRY IT

Audio Script

- A: What's that? Is it the new Norah Jones CD?
- B: Yes, it is. It's great.
- A: When did you get it? Did you get it recently?
- B: Yes, in fact, I just got it.
- A: Where did you get it? Did you get it downtown?
- B: No, I got it on the Internet.
- A: How much was it? Was it expensive? B: No, it was a steal!

Key: Answers will vary.

3 LANGUAGE FOCUS: Making comparisons

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

The new cell phones are more versatile than the old ones.

The old cell phones aren't as versatile as the new ones.

Hot Circuits is cheaper than E-World.

E-World is not as cheap as Hot Circuits.

Laptops are much smaller than they used to be.

Laptop computers are getting smaller and smaller.

Laptops are much more powerful than they used to be.

Laptops are becoming more and more powerful.

Game: Write fast!

In this game, students rewrite the sentence in a different way. Do this after students have learned comparative sentences.

- 1. Write the sentences from the Student Book (and add more of your own) on the board (or on large strips of paper) and then cover them up so that the students can't see them.
- **2.** Divide the class into two teams (or more if it is a large class).
- **3.** Have two people from each team come to the board, reveal one sentence and tell them to rewrite the sentence in a different way. (*The new cell phones are more versatile than the old ones*. = *The old cell phones aren't as versatile as the new ones*.)
- **4.** The student who writes a correct sentence first, wins a point for their team.
- **5.** The game continues until each person has had an opportunity to write a sentence.
- **6.** Review the sentences.

Key:

Laptops are more expensive than desktop computers. Laptops aren't as cheap as desktop computers.

B. GET IT RIGHT

Variation: Scrambled sentences

In this variation, students put together scrambled sentences.

- Books closed. Write the sentences from the text spread out across pieces of paper, then cut up the sentences so that each word is separated. Example: Discount// stores// are// cheaper// than//department//stores. Put each sentence in an envelope and number them 1–12.
- **2.** Put students in pairs and number a piece of paper 1–12.
- **3.** Pairs take the scrambled sentences from the envelopes and put the sentences back together.
- **4.** They write the unscrambled sentence by the right number on their paper.
- **5.** Check answers by having students come up to the board to write the sentences.

Key:

- 2. <u>easir and easier</u>
- 3. <u>isn't as convenient as</u>
- 4. more and more widespread
- 5. <u>more and more popular</u>
- 6. aren't as expensive

C. YOUR TURN

Variation/Game: Think fast!

Books closed. In this variation, students think of as many comparisons as they can. Do this after the students have learned the information on comparatives.

- 1. On the board, write the first sentence from the Student Book. (Describe three ways your town or city is different from ten years ago.)
- 2. To demonstrate the game, brainstorm with the class a few comparative sentences on the board. Example: The city is much more congested than it was ten years ago.
- **3.** Divide the class into teams of three. Teams work together to come up with as many comparative sentences for the first situation listed on the board. Give a time limit.
- **4.** After the time limit, have students write their sentences on the board. The team with the most correct sentences wins that round.
- **5.** To continue the game, one by one write the other sentences from the Student Book on the board. Teams write down as many ideas as they can think of in the time limit.

Key: Answers will vary.

4 Readers' Forum

A. BEFORE YOU READ

Expansion: What's your favorite commercial?

In this expansion, students talk about and then write about their favorite commercial. Do this after students have read the READERS' FORUM article.

- 1. On the board write: What are some memorable commercials? Why did you like them?
- **2.** In groups of four, students talk about memorable commercials.
- **3.** Next, tell students to choose one of the commercials to write about.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students read their papers to the class (or post them for others to read).

Key: Answers will vary.

- 1. Diamonds are forever. Love is forever.
- 2. A couple are getting engaged.
- 3. Answers will vary.

钻石恒久远 林俊平

.....

我看到过最棒的广告是一则有关钻石的电视广告。通常,我们看到钻石这个词,首先想到的便是 浪漫。是的,这则广告就是有关爱情的。

广告是这样的:清晨,一对青年男女站在甲板 上,面向美丽的湖水。小伙子首先开口,语气严肃: "我们在一起很久了,我认为不该再让我们的关系 这样继续下去。"听到这些话,姑娘转过身来面对 小伙子,满脸惊诧和忧伤。显然,她以为小伙子想 要离开她。但接着小伙子却拿出一枚钻石戒指给她。 看到戒指,女孩子意识到小伙子是在向她求婚,于 是笑颜如花。接着,广告展现这一对情侣在教堂举 行婚礼的场面。

我喜欢这则广告,因为它的背景和故事很美, 年轻的姑娘也很美。

B. **• READ** and **DISCUSS**



Expansion: Create a commercial

In this expansion, students create a commercial and role play it in front of the class.

- 1. Talk about commercials on TV or on the home shopping network on cable television. Brainstorm a list of items that are often on commercials. 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 they can make one up.
- **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.** For more of a real effect, encourage the students to bring in a picture, draw a picture, or actually bring in the real product that they are advertising.
- **4.** Give students enough time to prepare and practice their dialogues for the commercial. 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.

Key:

- 1. There's a big surprise.
- 2. Men and women who want to get engaged.
- 3. Answers will vary.
- 4. Answers will vary.
 - 5. Answers will vary.

C.

1. Paragraph Heading

- (2) <u>Shopping at a discount store</u>
- (3) <u>Danger of shopping on-line</u>
- (4) <u>Advice on wise shopping</u>

2. 1) T 2) F 3) N 4) T 5) N

- **3.** 1) congested 2) splurge 3) overspend
 - 4) make a purchase / purchase 5) commercial
- 6) shopper

LANGUAGE FOCUS: Transition words

A. () THINK ABOUT IT



Audio Script

When the woman sees the ring, she smiles. The commercial then shows the couple at their wedding. At the end, we see the couple at their wedding.

But then the man presents her with a diamond ring. Suddenly, the man presents her with a diamond ring.

I loved this commercial. In fact, this was a very popular commercial.

The book was very successful. As a matter of fact, it sold a million copies.

Variation: Fill it in

In this variation, students fill in the missing words.

- 1. On the board, write the sentences from the Student Book and add some of your own. Delete the transition words: when, then, at the end, in fact, as a matter of fact, but then, suddenly. Example: ______ the woman sees the ring, she smiles.
- 2. On the board, write the transition words to be used as a

reference. Ask the students to fill in the missing words with the transition words.

- 3. Tell students to think of other sentences with transition words. Check their sentences.
- Have each student write their sentence on the board, deleting the transition words.
- 5. Students volunteer to fill in the missing words.

Kev: Answers will vary. The commercial was very effective. As a matter of fact, it was the most popular commercial ever.

B. GET IT RIGHT

Variation: Listen and write

Books open. In this variation, students listen to the teacher read the paragraph, and then fill in the blanks with transition words.

- 1. To prepare, fill in the blanks in the paragraph with the transition words from the Student Book.
- 2. Tell students to open their books and listen to you read the paragraph out loud.
- 3. Students fill in the blanks with the transition words.
- 4. Check the sentences.

 4. Check and

 Key: Answers will vary.

 1. In fact
 2. Suddenly

 Yuben
 5. At the end

 3. But then

PUNCTUATION EXPANSION: Using quotation marks

在紫秋

A. () THINK ABOUT IT



Audio Script

She asks him, "Have you tried E-World?" The man answers, "No, it's too expensive." The woman says, "I think you can get good deals there."

Variation: What's wrong with it?

Book closed. In this variation, instead of making a list of differences, students add quotation marks to the sentences.

- 1. Write the incorrect sentences from the Student Book on the board. (She asks him have you tried E-world?)
- 2. Ask students to correct the sentences. Ask students to add quotation marks and commas.

Kev: See circled elements below.

Correct

She asks him, "Have you tried E-World?"

The man answers, "No, it's too expensive."

The woman says \mathfrak{M} think you can get good deals there."

B. GET IT RIGHT

Expansion: What did she say?

In this expansion, students listen to a mini-conversation and then write what was said.

- 1. To demonstrate this activity, ask a confident student to help you. Ask the student: Where did you buy your shoes? Write your question on the board.
- 2. After the student answers your question, write the student's response on the board. Example: I bought my shoes at Shoe Mart.
- 3. Then ask the class, What was said in the mini-conversation? Elicit this response: You said, Where did you buy your shoes and Juan said, I bought my shoes at Shoe Mart.
- 4. Correct the sentences on the board by adding quotation marks. Example: The teacher asked, "Where did you buy your shoes?" Juan said, "I bought my shoes at Shoe Mart."
- Pair up students. Students think of a mini-conversation (one line each). Correct mistakes.
- 6. Pairs read their conversations in front of the class. The students listen and write down what was said using quotation marks (like the example on the board.)
- 7. After each pair, write their mini-conversation on the board to check the students' sentences.

Key: Answers will vary.

- 1. The little girl runs into the room and tells her mother, "I'm hungry!"
- 2. The mother says, "I have a treat for you."
- 3. The little girl asks, what is it? "What is it"?
- 4. The mother answers, it's a new kind of cookie. "It's a new kind of cookie."
- 5. The little girl eats it and says, yum, that's delicious! "Yum, that's delicious".

7 WRITING WORKSHOP: Analyzing a TV commercial

A. COLLECT IDEAS

Variation: Gallery walk

In this variation, students brainstorm memorable commercials.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with products and services: *Cars*, *Jewelry*, *Food*, *Mobile phone service*, *Hotels*, etc.
- **2.** Students write down as many commercials as they can think of for each product or service.
- **3.** Discuss the commercials.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Discussion

In this expansion, students discuss advertising.

- 1. Ask the class: How has advertising changed in recent years? What are advertising companies using to sell products (romance, a promise of a better lifestyle)? Are some commercials targeting younger and vulnerable people (cigarettes, alcohol)?
- **2.** Lead the students in a discussion about advertising and how it affects people.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- 6. Students get their original papers back and read the comments that their classmates wrote.

7. Have a few students share their views.

Key: Answers will vary.

C. WRITE

Expansion: Draw, write, read, guess!

In this expansion, students write about a product, swap the descriptions, and find the picture.

- 1. To demonstrate this activity, cut out 2 pictures of cars from a magazine, one a luxury car and the other an economy car. Then, write a short advertisement for the product. The description should match the luxury car. **Example:** It's sleek. It's fast. It's smooth. Come take a ride in the most luxurious car you'll ever own.
- 2. Show the two pictures and the descriptions to the class. Students read the description and decide which picture it describes.
- **3.** Next, students cut out (or draw) a picture of a product and write a description that matches.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- 5. Collect the papers and number them.
- 7. Post the pictures around the room. Give one description to each student (not their original).
- **8.** Students read the paper and look for the picture that matches the description.
- **9.** Once they think they found it, they tape it under the picture.
- **10.** In the end, students share their pictures and descriptions with the class.

Key: Answers will vary.

For additional practice of the language presented in Unit 2, direct students to the ICON 3 Workbook pages 8 to 13. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

8 LEARN & PRACTICE

- **A.** Translate the following sentences into Chinese.
 - 1. 我非常喜欢这个沙发。请问能打折吗?
 - 我喜欢在市中心的大商场购物,因为它们提供的 商品品种更多。
 - 安妮的手表简直是敲竹杠,因为那是汤姆与安妮 订婚后,花了四千美元为她买的。
 - 在决定选择品牌等方面,现在的孩子对他们父母 的影响要比以前强得多。
 - **5.** 欧洲人一般每天看4个小时的电视,因此他们肯 定会记住电视广告所推销的品牌。

- **B.** Translate the following sentences into English.
 - 1. Among the TV commercials you have watched, which one is the most impressive?
 - 2. I suggest that you use a credit card to pay for the things you buy it is much more convenient than cash.
 - **3.** His latest film was highly praised, but was not a commercial success.
 - **4.** I like buying things when they are on sale and I often managed to get a good buy/bargain.
 - **5.** Jenny was a little disappointed because her boyfriend's proposal was not as romantic as she had imagined.
 - **6.** Trying on that new dress, Mary asked Mike if it looks good on her.
 - 7. As a matter of fact, ads have become a part of our life whether you like them or not.
 - **8.** While online shopping has become more and more popular, there are still some people who don't think it as safe as shopping in malls.

-

9 Words & Expressions

alternative	n.	可选择的办法,事物	
		If you refuse to work overseas, the alternative is to resign.	[4]
convenient	adj.	方便的	
	-	With the developed transport system, it is convenient for people to travel around	the
		world.	[3]
effective	adj.	有效的;深刻印象的	
		I know this actor because he had made an effective performance in a film.	[4]
engage	v.	订婚	
		Our son is engaged to a nice young woman with whom he fell in love at the first sight	. [4]
expand	v.	扩大,展开	
		Mark owned a small factory and desired to expand his business.	[5]
impulse	n.	冲动;刺激	
		Have you ever bought something on impulse?	[1]
propose	v.	求婚;提议	
		Jack wanted to propose to Jean, but he got cold feet at the last minute.	[4]
rip-off	n.	敲竹杠,价格异常昂贵的东西	
		10 dollars for an ice cream! It is really a rip-off!	[1]
sequence	n.	顺序	
		Words in the glossary of the textbook are arranged in alphabetical sequence.	[5]
splurge	v.	挥霍,浪费	
		She was blamed by her parents because she had splurged lots of money on new clother	s.[1]
target	n.	目标	
		It is a good idea to set a target when you want to do something.	[7]
tone	n.	语调	
		Although Tom pretended to be confident, his tone implied that he was nervous.	[4]
variety	n.	和美 う なく A ひ KA バー	
		Quite a few people arrived late at the meeting for a variety of reasons.	[2]
widespread	adj.	普遍的,分布广泛的	
		There is a widespread concern that our earth will be getting warmer and warmer.	[3]
a steal		特价品;偶然得到的珍品	
		A silk dress like this is really a steal at \$50.	[2]
as a matter of fa	act	事实上	
		He told us he was in charge, but as a matter of fact his secretary does the actual work.	[5]
result in		导致	
		The overuse of such chemical will result in land pollution.	[4]
shop on-line		网上购物	
		If you want to shop on-line, you must first of all open an e-account at a bank.	[3]

10 TOPIC-RELATED INFORMATION/BACKGROUND

1. What's your shopping style?

Before you lay down your cash, take this quiz to find out what your shopping style says about you.

- 1) Your favorite store is having a sale, but it's very crowded. You:
 - A) skip the whole thing.
 - B) come back in the morning.
 - C) fight your way through, anyway.
- 2) Designer clothes make you:
 - A) cringe. Why spend so much on clothes?
 - B) wonder when they'll go on sale.
 - C) happy! I'm a label junkie.
- 3) When it comes to credit cards, your motto is:
 - A) I can live without it.
 - B) Only in case of emergency.
 - C) Charge it!!
- 4) What's your first stop at the mall?
 - A) The food court.
 - B) My secret store, with all the cool deals.
 - C) The trendy store I love!
- 5) Shopping online is:
 - A) not my thing.
 - B) fine, if there are no shipping charges.
 - C) fun when I'm bored.
- Score:
- 10 for A
- 5 for B
- 0 for C

Scores from 0-15 mean that you are a **super saver**. Scores from 15-35 mean that you are a **savvy shopper**. Scores of 15 and below mean that you are a **shopaholic**. **Feedback:**

高等教育

- Super saver: Don't worry. You're not the only one who hates shopping. After all, you have better things to do than spend all your cash at the mall.
- Savvy shopper: Good job! When it comes to your shopping personality, you're one savvy customer. Always looking for deals and bargains, you know that looking good doesn't have to cost a million.
- Shopaholic: "I shop, therefore I am" is your shopping motto. You might as well move into the mall. Don't forget that there's more to life than spending money.

- 2. Famous slogans in English commercials
 - A diamond lasts forever. (De Bierres) 钻石恒久远,一颗永流传。(第比尔斯)
 - Start ahead. (Rejoice)
 成功之路,从头开始。(飘柔)
 - Engineered to move the human spirit. (Mercedes-Benz)
 - 人类精神的动力。(梅塞德斯-奔驰)
 - Connecting People. (Nokia)
 科技以人为本。(诺基亚)
 - 5) Let us make things better. (Philips) 让我们做的更好。(飞利浦)
 - Communication unlimited. (Motorola)
 沟通无极限。(摩托罗拉)
 - 7) Focus on life. (Olympus) 瞄准生活。(奥林巴斯)
 - B) Good to the last drop. (Maxwell) 滴滴香浓,意犹未尽。(麦斯威尔咖啡)
 - 9) Impossible is nothing. (Adidas)
 一切皆可能(阿迪达斯)
 - We lead. Others copy. (Ricoh) 我们领先,他人仿效。(理光复印机)
 - The choice of a new generation. (Pepsi)
 新一代的选择。(百事可乐)
 - 12) Just do it. (Nike)
 - 只管去做。(耐克)
 - The Relentless Pursuit of Perfection.(Lexus) 追求完美永无止境。(凌志汽车)
 - 14) The taste is great. (Nescafe) 味道好极了。(雀巢咖啡)
 - 15) No business too small, no problem too big. (IBM)
 没有不做的小生意,没有解决不了的大问题。
 (IBM公司)

3

lt was a box-office hit.

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

1 VOCABULARY: Talking about movies

Warm-up: Act it out!

In this warm-up, students start off this unit by acting out various movies.

- 1. Write the name of movies on note cards (one movie per card).
- **2.** Divide the class into two teams.
- **3.** One at a time, team members come up, pick a card and act out the movie for their team members.
- **4.** If a team guesses the correct movie within the time limit, they win a point.
- **5.** The game continues until each person has had a chance to act out a movie.

A. PAIR UP and TALK

Expansion: Ranking

In this expansion, students rank the kinds of movies they like to see.

- 1. On the board, write these types of movies: Blockbuster Hits, Movies with Special Effects, Classic Movies, Movies with Good Cinematography, Movies with Famous Stars, Independent Movies (lower budget movies, usually with nonfamous actors).
- 2. Discuss each kind of movie and the new vocabulary words. Ask students to give you an example for each kind of movie. **Example:** Blockbuster Hits (The Titanic), Movies with Special Effects (Lord of the Rings), Classic Movies (The Godfather), Movies with Good Cinematography (Troy), Movies with Famous Stars (As Good As It Gets), Independent Movies (My Big Fat Greek Wedding).
- **3.** Students then rank the kinds of movies (#1 is the kind of movie they most like to see, #6 is the kind of movie they least like to see).
- **4.** Put students into groups of four. Groups share their rankings and discuss their reasons.
- **5.** In the end, ask a few students to share their rankings with the class.

Key: Answers will vary.

B. PAIR EXCHANGE

Expansion: That movie was a bomb!

In this expansion, students give their opinions on movies.

- 1. Write six movie titles on the board. Examples: Matrix, *The Lord of the Rings*, etc.
- **2.** Students categorize the movies into three categories: *Bomb* (explain that this can be a noun and a verb), *Blockbuster*, *Classic*.
- **3.** Put students into groups of four. Groups share their opinions and discuss their reasons.
- **4.** In the end, ask a few students to share their opinions with the class.

Game: Concentration

Do this game after students have learned the vocabulary.

- 1. Write the vocabulary words on one set of note cards (*blockbuster, bomb, cast,* etc.) and write the definitions on a different set of note cards. Make one set per group of four students.
- 2. Put students into groups of four. Demonstrate the game by putting all of the cards in both sets face down on a table. One at a time, students turn over two cards. If the cards are a match (*bomb/to be a failure*), they get to keep the cards. If the cards are not a match, the student should put them face down in the same place where they found them.
- **3.** Students take turns until all of the cards are matched. The student with the most matches, wins.

Key: Answers will vary.

2 LISTENING: Didn't you love it?

A. \bigcap FIRST LISTENING



Audio Script

- Ben: Seen any movies lately? Dee: Yah, I just saw Amelie.
- Ben: Amelie? The French movie that takes place in Paris?

Dee: Yeah.

- Ben: What a great movie! I loved the scenes in the photo booth. Did you like it?
- Dee: Not really. I was kind of disappointed.
- Ben: Why? I thought you liked romantic comedies.
- Dee: Yeah, I do, usually. But it wasn't very funny.
- Ben: You didn't think it was funny? I thought it was hilarious. Talk about a movie not to see, I just saw Troy. What a waste of time.
- Dee: You thought *Troy* was a waste of time? What do you mean? The acting was terrific.
- Ben: I don't know. Guys dressed up in togas.
- Dee: Yeah, but Brad Pitt was amazing.
- Ben: I'm not a Brad Pitt fan. I dunno. The battle scenes were too violent. And it wasn't historically accurate.
- Dee: Who cares? It's a great movie. So have you seen any other movies you liked?
- Ben: Yes, as a matter of fact, I finally saw *Finding Nemo*. Dee: *Finding Nemo*? I didn't think you liked animated
- movies. Ben: You're right. I'm usually not big on animated
- movies, but I loved this one.
- Dee: Me, too. Did you have a favorite scene?
- Ben: Yeah, I loved the scenes in the dentist's office.
- Dee: I loved the scenes with the sea turtles.
- Ben: I think it will be a classic.
- Dee: Me, too.

Variation: Detailed questions

In this variation, students answer more detailed questions about the dialogue.

1. Books closed. Before playing the recording, write these questions on the board. Have students answer the questions.

Questions	Possible Responses	
1. What kind of movie is Amélie? Troy? Finding Nemo?	A comedy. An Action Movie. An animated movie. I don't know.	
2. Which movies do you think the woman liked?	Amelie.	
3. Which movies do you think the man liked?	Troy.	

Key: The woman liked: Troy, Finding Nemo didn't like: Amélie The man liked: Amélie, Finding Nemo didn't like: Troy

B. () SECOND LISTENING



Explanation: Language awareness

The expression, *not big on*, means that you don't like it very much. It is usually used with the negative. **Example:** *I'm not big on movies with a lot of special effects*.

Expansion: Using the expression

In this expansion, students get an opportunity to use the expression.

- 1. On the board, brainstorm different kinds of movies: action, horror, comedy, drama, classics, blockbusters, etc.
- Put the class in a circle. Start off by asking a question:
 Do you like horror movies? For negative answers,
 encourage the students to use the expression: I'm not big
 on . . .
- Have students answer your question by expanding on it and then ask a question to the person on their right.
 Example: Do you like classics? // No, I am not big on classics. I would rather see a recent movie.
- **4.** This goes on around the circle until the last person has spoken.

Key: 1. $\sqrt{3}$. $\sqrt{4}$. $\sqrt{6}$. $\sqrt{7}$. $\sqrt{8}$. $\sqrt{7}$

C. $\mathbf{\hat{p}}$ LISTEN and TRY IT



Audio Script

- A: Do you go to the movies very often?
- B: No, not very often. Maybe once a month.
- A: Have you seen any movies recently?
- B: Yes, I just saw Lost in Translation.
- A: Did vou like it?
- B: Yes, I thought the acting was great.
- A: Did you have a favorite scene?
- B: Yes, I loved the karaoke scene.

Expansion: TV interview

In this role-play, students act out a TV interview with a famous actor.

- **1.** Explain that the students will role-play a TV interview between a TV host and a famous actor.
- **2.** In pairs, one student plays the role of the TV host; the other plays the famous actor.
- **3.** The students prepare for their roles. They decide on which actor they will interview and which movie they will talk about (tell them to choose a movie that both students have seen so that they can talk about the scenes).
- **4.** The TV host writes questions to ask the actor. **Example:** What scene did you like best in your movie? What was the most difficult scene in the movie? etc. The actor prepares answers to these kinds of questions.
- **5.** In the end, have students perform their role-plays in front of the class.

Key: Answers will vary.

-

LANGUAGE FOCUS: Negative Questions and Answers

A. **A** THINK ABOUT IT



Audio Script

Didn't you like that movie? Don't you love anime? Wasn't Charlie Chaplain a great actor?

Didn't you like that movie? Yes, I did. I loved it. No, I didn't. I hated it. Wasn't it exciting? Yes, it was. It was very exciting. No, it wasn't. It was boring.

Variation: Matching

In this variation, students match the negative questions to the meanings.

- 1. Write the negative questions from the Student Book on the board, and add more of your own in a column. Examples: Isn't Ben Affleck a great actor? Aren't the special effects in Pirates of the Carribean cool? Wasn't Seabiscuit good?
- 2. In a different column on the board, write the meanings to the negative questions in random order. Example: Question — Isn't Ben Affleck a great actor? // Meaning — I like Ben Affleck and I think you do, too.
- 3. Students come to the board and match the negative questions to the meanings.

Kev:

Questions

Wasn't Brad Pitt great in Troy?

B. GET IT RIGHT

Expansion: Do we agree or disagree?

In this expansion, pairs have a mini-conversation and the class decides whether they agree or not.

1. Pair up students and tell them to write a miniconversation like the one in the Student Book.

- 2. Pairs read their dialogues in front of the class. The classmates decide whether they agree or disagree with one another.
- Review each conversation.
- Key: 1. B: Yes, I did 3. B: No, they're not
- 2. B: No, it isn't 4. B: No, I didn't
- 6. B: Yes, they were
- C. TALK AROUND

In the picture

The photo is from The Lord of the Rings: The Return of the King.

Expansion: Tell your friend

In this expansion, students write a letter to a friend telling them how they liked a particular movie.

- 1. To demonstrate this activity, compose a letter to a friend and write it on the board. Example: Hi! How are you? I'm doing fine. I just saw the movie you saw last week, Big Fish. Wasn't it great? Weren't the special effects awesome! I really liked how reality met fantasy in the movie. Wasn't that cool?
- 2. Have students read the letter and respond to the negative questions orally. Example: Yes, I thought it was a great movie, too. // No, I really didn't like it.
- 3. With the class, find two movies that everyone has seen.
- 4. Put the students into pairs. Each student writes their own letter on one of the movies (each student should write about a different movie).
- 5. Have them go through the editing process (first draft, edit, final copy).
- Students exchange their letters. They respond to the negative questions in the letter by writing a letter back to their partner.
- 7. When students have completed their response letters, they give it to their partner. Have a few pairs read the letters out loud.

Key: Answers will vary.

Titanic (Example); the story was so romantic (Example)

Readers' Forum

A. BEFORE YOU READ

Variation: Detailed questions

In this variation, students answer detailed questions about the reading selection.

1. Before students read the article, write these questions on the board:

Possible Responses

Did Pat think you should	Yes.
see this movie?	

Did Pat think she was going to like this movie?	No. Since she knew how it would end, she thought she would be bored.
Did Pat like it?	Yes. She liked every minute of it.
What did Pat think of Cate Blanchett?	She thought that Cate Blanchett was fascinating.
What do good historical films help you with?	They help understand life in the past.

5. B: Yes, she was

What does a "must-see" film mean?	It's a movie that you have to go and see. You can't miss it.
What did Greg think of the movie?	No. He thought it was very disappointing.
What did he think was interesting about the film?	The topic of the movie was interesting.
What didn't he like about the movie?	It was confusing, boring, the dialog was difficult to understand and the story hard to follow.

2. Students read the article and answer the questions.

3. Review the answers with the class.

Key: Answers will vary.

影 评

如果你还没有看过《伊丽莎白》这部影片,那 你应该去看一下。我没有想到我会喜欢上这部影片 因为我事先已经知道电影的结局,所以觉得看的时 候会很无聊。天哪,我太吃惊了!我居然每一分钟 都在享受。扮演伊丽莎白女皇的女主角凯特·布兰 切特太迷人了,其他的联袂主演也很棒。事实上, 所有演员都非常优秀。好的历史片可以帮助你理解 过去的生活,《伊丽莎白》在这方面做得非常好。 总之,在我看来它是一部必看的电影。

如果你还没有看过《伊丽莎白》这部影片,你 就不必看了。这是一部让人非常失望的影片。电影 的主题倒是有趣,描述的是英格兰的伊丽莎白一世, 一个统治英国45年的女人。但是电影本身杂乱无章, 最糟糕的是它枯燥乏味。晦涩难懂的对白和难以理 解的剧情更是雪上加霜。不要在这部电影上浪费你 的时间了,还有其它更好的描写伊丽莎白女皇的电影。

B. $\mathbf{\hat{p}}$ **READ and DISCUSS**



Expansion: Rating movies

In this expansion, students read real movie reviews and decide whether they agree or disagree.

- **1.** Bring in real movie reviews (or write your own movie reviews of recent or old movies).
- **2.** Students read the reviews and discuss whether they agree with the review or not.

Key: Answers will vary.

C.

1.

2

	Sergio (the husband)	Pilar (the wife)
Movies he/she likes	fantasy films; blockbuster thriller	romantic comediies; classics
Movies he/she dislikes	films with many characters blockbuster thriller	
Movies they both like	anime	

Statements		Opinion	
	Sergio's	Pilar's	
Classics are based on historical novels.			
Thrillers are shocking and violent.			
Films with many characters are hard to follow and confusing.			
Big blockbuster thrillers are rich in action, battle scenes and car chases.			
Special effects are incredible.	\checkmark		
The acting of thrillers is disappointing and the dialog is silly.			
Special effects make many films big box-office hits.	\checkmark		
Great cinematograph and superb acting are important.			

3.

Key: 1)	character
6)	action

2) star
 7) fantasy film

film buff
 anime

genre
 blockbusters

5) comedy 10) filmmaker

5 VOCABULARY EXPANSION: Adjectives



Audio Script

It's a superb film. I've seen it several times. I was fascinated by the animation. It was wonderful. I couldn't believe the special effects. They were fantastic. I thought there was too much violence. I was disgusted. The end was shocking. I didn't expect it to end that way. I loved the chase scenes. They were thrilling. The plot was too confusing. I couldn't understand the movie. I closed my eyes during some of the scenes. I was really frightened.

Game: Concentration

Do this game after students have learned the meanings of the adjectives.

- 1. Write one set of adjectives on one set of note cards (superb, fascinated, fantastic, etc.) and write the meanings on a different set of note cards (very good, interested, wonderful, etc.). Make copies of these sets (one per group of four students).
- 2. Put students into groups of four. Demonstrate the game by putting all of the cards in both sets face down on a

table. One at a time, students turn over two cards. If the cards are a match (superb/very good), they get to keep the cards. If the cards are not a match, the student should put them face down in the same place where they found them.

- 3. Students take turns until all of the cards are matched. The student with the most matches, wins.
- Key: 1. very good 2. interested 4. upset 5. surprising 7. not clear 8. scared
 - 6. exciting

3. wonderful

B. YOUR TURN

Variation: Describe it in one word

In this variation, students describe a movie in one word.

- **1.** Prepare a list of movies. On the board, write the vocabulary words from the Student Book.
- 2. Put the class in a circle. Start off by stating a movie title to the person on your right. Tell them to use one word to describe the movie. Example: Lord of the Rings // Thrilling.
- 3. Each student gives one word to describe the movie. Encourage them to use a variety of words.
- 4. Once the circle is completed, state another movie title and go around the circle again.

Key: Answers will vary.

LANGUAGE FOCUS: Present and past participles

A. () THINK ABOUT IT



Audio Script

Greg thought Elizabeth was boring. Pat thought she would be bored. I thought the last scene was surprising. I was surprised by the ending. I think historical films are interesting. I'm interested in films about the past.

Variation: Fill it in

In this variation, students fill in the missing words.

- 1. On the board, write the sentences from the Student Book and add some of your own. Delete the present and past participles. Examples: boring, surprising, interesting, bored, surprised, interested.
- 2. On the board, write the present and past participles that can be used to complete the sentences.
- 3. Ask the students to fill in the missing words with one of the participles.
- **4.** Tell students to think of other sentences with present or past participles. Check their sentences.
- 5. Have each student write their sentence on the board, deleting the participles.
- 6. Students volunteer to fill in the missing words.

Kev: Answers will vary. She thought the *Titanic* was moving. She was moved by the movie.

B. GET IT RIGHT

Variation: Scrambled sentences

In this variation, students put together scrambled sentences.

- 1. Books closed. Complete the sentences in the Student Book and then write them spread out across pieces of paper.
- 2. Cut up the sentences so that each word is separated. **Example:** Do//you//think//musicals//are//interesting//?// In addition to the correct participle (interesting), add the other participle (interested) so that the students have to choose between the two. Also separate the question mark so that the students don't have an idea which word is the ending.
- Put each sentence in an envelope and number them 1-8. 3.
- Students number a piece of paper 1 8. Tell them to leave two 4. spaces between each number.
- 5. Students take the scrambled sentences from each envelope and put the sentences back together.
- 6. They write the unscrambled sentence by the right number on their paper and then answer the question.
- 7. Check answers by having students come up to the board to write the sentences and their response to the question.

Key: Answers will vary.

- 1. interesting 2. exciting
- 4. boring
- 3. frightened
- 5. disgusted
- 6. thrilling; boring
- 8. confused 7. shocked

7 WRITING WORKSHOP: Writing a movie review

A. COLLECT IDEAS

Variation: Gallery walk

In this variation, all the students get a chance to give their opinions about the movies.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with movie titles: *The Matrix, Harry Potter, Lord of the Rings, Seabiscuit,* etc.
- **2.** Students write their opinions and comments about the movies on the papers.
- **3.** Discuss the comments.

Key: Answers will vary.

B. PAIR UP and TALK

In the picture

The photo is from the movie *The Matrix*, starring Keanu Reeves.

Expansion: Discussion

In this expansion, students discuss and then write their opinions.

- Ask the class: Are movies too violent? Do you think violent movies impact real crime? What do you think of censorship? Does it happen in your country? Is there a rating system for children in your country? What are the categories of the rating system? Does it work? What do you think of Hollywood movies compared to movies from your country?
- **2.** Lead the students in a discussion about these movie issues.
- **3.** After the discussion, tell students to write their opinion to these questions.
- 4. Have them go through the editing process (first draft,

edit, final copy).

- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- **6.** Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

C. WRITE

Variation: What do you think?

In this variation, students write about other people's opinions to movies.

- 1. Each student chooses one movie to interview their classmates about (make sure that each person chooses a different movie).
- **2.** Students interview their classmates about the movie. They take notes on their classmates' comments and opinions.
- **3.** Students write a summary of the comments. Have them go through the editing process (first draft, edit, final copy).
- **4.** Either post the papers or have the students read their summaries out loud to the class.

Key: Answers will vary.

For additional practice of the language presented in Unit 3, direct students to the ICON 3 Workbook pages 14 to 19. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

8 LEARN & PRACTICE

- **A.** Translate the following sentences into Chinese.
 - 影片《碟中碟III》(难以完成的使命III)是去年 票房的大赢家,影片中有不少场景是在上海拍摄 的。
 - 2. 尽管由于暴力场面过多而被定为限制级,他认为 《七宗罪》是一部精彩的悬念片。
 - 奥斯卡最佳动画片奖得主《千与千寻》(神隐少 女)在儿童和成年人中都大受欢迎。
 - 本周将上映的《皇家赌场》是与以前的邦德系列 片完全不同。
 - 《黑客帝国》以其令人难以置信的特效和想象力 给全球影迷留下了深刻印象。

- **B.** Translate the following sentences into English.
 - 1. These confusing movie reviews make it difficult for people to decide what films to see.
 - **2.** It is not amazing that *Titanic* became a blockbuster at the end of last century.
 - **3.** Overall, this horror movie is so boring and disgusting that you don't bother to watch it at all.
 - 4. Directed by Steven Chow, King of Comedy has many hilarious scenes and is young people's favorite.
 - **5.** I enjoy watching action movies, because its car chase scenes are very thrilling.
 - **6.** *Amélie* is by far the most interesting comedy I have ever seen and I enjoyed every minute of it.
 - 7. *Roman Holiday* was considered a must-see film and people were fascinated by its romantic plot.
 - 8. Because the actor gave a superb performance, thousands upon thousands of filmgoers went to the cinema to see the movie.

9 Words & Expressions

amazing	adj.	惊人的	
		It is amazing that the little girl has solved the problem so quickly.	[2]
blockbuster	n.	引起轰动的,大受欢迎的电影	
		Have you seen the latest Hollywood blockbuster?	[1]
breathtaking	adj.	惊人的,令人兴奋的	
		This book offers a handful of breathtaking shots from top photographers worldwide.	[1]
chase	n.	追逐,追求	
		I am so bored with the endless car chases in the movie.	[5]
classic	n.	杰作,名著	
		Mona Lisa Smile is a painting classic.	
	adj.	经典的,一流的	
		People's interest in classic music has revived recently.	[1]
confusing	adj.	迷惑的,混乱的	
		The instructions are so confusing that I still don't know how to operate the new machine.	[4]
disgusted	adj.	厌恶的	
		She is totally disgusted at the way they treat their aged parents.	[5]
effect	n.	效果	
		The negative effect of the drug is minor.	[4]
fantasy	n.	幻想	
		Stop daydreaming every day. This is not a world of fantasy.	[3]
incredible	adj.	令人难以置信的	
		As a disabled person, it takes incredible endurance for him to climb Mt. Everest.	[3]
overall	adv.	大体上,总的来说	
		Even though we suffered a minor loss in the first month, overall, our profit has double	ed.
	adj.	全部的,总的	
		The overall costs of medical care have been increasing over the past few years.	[4]
predictable	adj.	可预知的	
		If we sit back and do nothing about the global warming, its terrible effect is predictable.	[4]
superb	adj.	优秀的,质量极高的	
		Young as she is, her acting in the movie was superb.	[4]
thrilling	adj.	令人激动的;毛骨悚然的	
		The pianist gave a thrilling performance in the concert.	[5]
special effect		(电影的)特效	
		It is the special effects of the movie that attract the audience.	[1]

10 Topic-Related Information/Background

1. Main film genres

Main Film Genres	Descriptions of Main Film Genres
Action	Action films are usually about rescues, battles, fights, escapes, destructive crises (floods, explosions,
WOW	natural disasters, fires, etc.), often two-dimensional "good-guy" heroes or heroines battling "bad guys".
MAU!	Examples: Kill Bill series; Crouching Tiger, Hidden Dragon; Léon
Adventure	Adventure films are usually exciting stories, with new experiences or exotic locales, often about
4 30	historical spectacles, searches or expeditions for lost continents, "jungle" and "desert" epics, treasure
N	hunts, disaster films, or searches for the unknown.

26 UNII 3 1 It was a box-office hit.

	Examples: Lawrence of Arabia; The Wizard of Oz; The Adventures of Robin Hood
Comedy	Comedies are light-hearted plots consistently and deliberately designed to amuse and provoke
(**)	laughter by exaggerating the situation, the language, action, relationships and characters.
${ }$	Examples: Home Alone; American Pie; Amélie
Crime & Gangster	Crime (gangster) films are developed around the sinister actions of criminals or mobsters,
	particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law,
	stealing and murdering their way through life.
*	Examples: The Godfather; Pulp Fiction; A Clockwork Orange
Drama	Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life
	situations, and stories involving intense character development and interaction.
	Examples: Gone With the Wind; Schindler's List; Titanic
Epics/Historical	Epics take an historical or imagined event, mythic, legendary, or heroic figure, and add an
5-0	extravagant setting and lavish costumes, accompanied by grandeur and spectacle, dramatic
[=====+	scope, high production values, and a sweeping musical score.
5	Examples: Hotel Rwanda; United 93; The Last King of Scotland
Horror	Horror films are designed to frighten and to invoke people's hidden worst fears, often in a
Gene -	terrifying, shocking finale, while captivating and entertaining people at the same time.
A.	Examples: The Shining; The Exorcist; The Others
Musicals (Dance)	Musical/dance films are cinematic forms that emphasize full-scale scores or song and dance routines in a
	significant way (usually with a musical or dance performance integrated as part of the film narrative).
13-5	Examples: The Sound of Music; Take the Lead; My Fair Lady
Science Fiction	Sci-fi films are often visionary and imaginative? complete with heroes, aliens, distant planets,
	impossible quests, improbable settings, fantastic places, futuristic technology, unknown and
J.	unknowable forces, and extraordinary monsters either created by mad scientists or by nuclear havoc.
~	Examples: The Matrix; Star Wars series; E.T. the Extra-Terrestrial
War (Anti-War)	War films acknowledge the horror and heartbreak of war, letting the actual combat fighting provide
	the primary plot or background for the action of the film.
	Examples: Braveheart; Saving Private Ryan; The Great Escape
Westerns	Westerns present a picture of the early days of the expansive American frontier, with very recognizable
	plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.).
	Examples: Dances with Wolves; The Searchers; Dead Man

2. Two jokes

Good Old Days!

For the first time in many years, an old man traveled from his rural town to the city to attend a movie. After buying his ticket, he stopped at the concession stand to purchase some popcorn. Handing the attendant \$1.50, he couldn't help but comment, "The last time I came to the movies, popcorn was only 15 cents."

"Well, sir," the attendant replied with a grin, "You're really going to enjoy yourself. We have sound now."

A Dog at the Movies

Following a woman with a dog out of the movie theater, a man stopped her and said, "I'm sorry to bother you, but I was amazed that your dog seemed to get into the movie so much. He cried at the right spots, moved nervously at the boring spots, and laughed like crazy at the funny parts. Don't you find that unusual?"

"Yes," she replied, "I find it very unusual. Especially considering that he hated the book!"

3. Information About Cate Blanchett

Date of birth (Location)

14 May, 1969 Melbourne, Victoria, Australia **Main works**

- viani works
 - →Paradise Road (1997)
 - →Elizabeth (1998)
 - \rightarrow The Talented Mr. Ripley (1999
 - \rightarrow The Gift (2000)
 - →Bandits (2001)
 - →The Lord of the Rings: The Fellowship of the Ring (2001)
 - \rightarrow The Lord of the Rings: The Two Towers (2002)
 - →Veronica Guerin (2003)
 - \rightarrow The Missing (2003)
 - →The Lord of the Rings: The Return of the King (2003)
 - →The Life Aquatic with Steve Zissou (2004)
 - \rightarrow The Aviator (2004)
 - →Babel (2006)



Review of Units 1-3

1 INTERVIEW

Α.

- 1. Tell students to match the two parts of the question.
- 2. Students write the questions on lines 1–6.

Β.

- **1.** Play the recording. Tell the students to check their answers.
- **2.** Tell the students to change any answers that were incorrect.

Key: 1 - c. 2 - d. 3 - a. 4 - f. 5 - b. 6 - c



Audio Script

- 1. Do you prefer to dress up or be casual?
- **2.** Don't you love shopping?
- 3. Would you consider getting your nose pierced?
- **4.** What brands do you like to buy?
- 5. What do you plan to wear tomorrow?
- 6. Would you refuse to wear clothes that were out of style?

C.

- **1.** Pair up students. Tell them to ask each other the questions from activity A.
- 2. Have a few pairs demonstrate their conversations in front of the class.



2 CONVERSATION

Α.

- **1.** Have students open their Student Book to the activity. Review the example together.
- **2.** Tell the students to write sentences comparing the two stores.
- 3. Students write their sentences on lines 1–6.

Key: Answers will vary.

Β.

- 1. After the students have finished their sentences, lead the class in a discussion. Ask them: Which advertisement is more effective? Which store would you prefer to shop at? Why?
- 2. Encourage students to use the comparative sentences they wrote in activity A when they discuss the questions.

-

3 GAME

- 1. To demonstrate this game, recreate the game board and write the "Question Starters" list from the Student Book 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 to formulate a question using one of the phrases from the "Question Starters" list. They ask the question and you respond to it.
- **4.** Once students understand the rules, ask students to get into groups of four.
- **5.** Group members write their names on small pieces of paper.
- **6.** Make sure that each group has a coin.
- **7.** Students start playing the game.
- **8.** Walk around the class to see how the students are doing and to answer any questions.

Key: Answers will vary.

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4

High tech or low tech?

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

VOCABULARY: Talking about technology

Warm-up: Inventory

Students start off this unit by writing down every kind of tool they used today.

- 1. On the board write, *What kinds of tools did you use today?* Have a few students respond to the question, and write their responses on the board.
- 2. Tell students to write down all of the kinds of tools they used today. Tell students to count the tools and stand in a line (first in line are people who used the least amount of tools, last in line are people who used the most amount of tools).
- **3.** Go through the lines. Students say how many they used and read their list.
- **4.** As they review their list. Write the tools on the board. Review any unknown words.

A. PAIR UP and TALK

Variation: Think fast!

In this variation, groups think of as many examples as they can for each category.

- 1. On the board, write the four categories from the Student Book (*communication tools*, *cooking tools*, *cleaning tools*, *business tools*).
- 2. In groups of three, students work together to come up with as many examples for the four categories listed on the board. Give a time limit.
- **3.** After the time limit, have students write their words on the board under each category. The team with the most examples wins.

Game: Password

In this game, students give clues for the vocabulary words and their teammates guess.

- 1. Write the vocabulary words from the Student Book (and others you brainstormed) on note cards.
- **2.** Divide the class into two teams.
- **3.** Have one person from one team pick a card and give clues to their teammates. **Example:** *Telephone: This is something you use to talk to someone in a different house than yours.* If the teammates guess the correct word within the time limit, they win a point.
- **4.** The game continues until each student has had a chance to give clues.

Key: Answers will vary.

cellphone (example)	microwave (example)
drying rach (example)	palm pilot (example)

B. PAIR EXCHANGE

Expansion: The five you can't live without

In this expansion, groups have to decide on five tools to have.

- 1. On the board, write the list of tools from each category from the Student Book.
- 2. Divide the class into groups of four. Tell them that they must decide together on a list of five tools to own. They must have the same five items on their list.
- **3.** Students begin by writing their own lists of five items that they can't live without. They then share their lists and their reasoning with their group mates. If there are any differences, they must convince each other to choose the tools they want.
- **4.** In the end, have them share their lists with the rest of the class and their reasons.

Key: Answers will vary.

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2 LISTENING: That's really handy!

A. \bigcirc FIRST LISTENING



Audio Script Clerk: Hi, welcome to the Rocky's Emporium, home of a thousand electronic gifts. Can I help you find anything? Customer 1: Yeah, do you have alarm clocks? Clerk: We sure do! They're right over there. Do you see the sign that says "Palm pilots"? Well, the alarm clocks are right next to them. Um, thanks. Can you tell me what Customer 1: this is? Clerk: Sure, that's the Sunrise Alarm clock. Customer 1: Do you know how this works? Clerk: I don't have a clue. No, seriously it's a cool alarm clock. When the alarm rings, the clock face gets brighter and brighter. So the light and sound wake you up. Customer 1: That's different! How's it better than a regular alarm clock? Clerk: Well, a lot of people don't like regular alarm clocks because the ring is really loud, and so they wake up all stressed out. Customer 1: Hmm, sounds like a good idea. I am stressed out. Maybe I need one! Clerk: They're only \$29.95 OK. You sold me. I'll take it. Customer 1: Clerk: Excuse me. Hi, welcome to Rocky's Emporium, home of a thousand electronic gifts. Customer 2: Do you sell batteries? Clerk: We do. What kind do you need? Customer 2: They're for a digital camera. Clerk: Well, there are lots of different kinds of digital cameras What kind of camera do you have? Customer 2: I don't remember. What's that thing? Clerk: Oh, it's a leaf blower. It's called an Air Rake. Customer 2: What does it do? Clerk: Oh, it's for cleaning up outside the house. It blows leaves so you don't have to rake. Now that is really handy. My husband Customer 2: would love that kind of gadget! He hates to rake leaves! How much is it? Clerk: I'm afraid I don't know. Let me check.

This is just a perfect present.

Hi, welcome to Rocky's Emporium,

home of a thousand electronic gifts.

Customer 2:

Clerk:

	I'll be right with you.
Customer 3:	Hi, I'm looking for this
	whatchamacallit I saw in your
	catalogue. I can't remember what it's
	called. You know, it helps you find your
	car keys when you lose them.
Clerk:	Oh, the Key Finder. They're over there.
	I'll show you where they are.
Customer 3:	Thanks.
Clerk:	So, this is the Key Finder. When you
	lose your car keys, you push this button
	and it makes a noise like this.
Customer 3:	That is so cool! You mean you just press
	this thing and it finds your keys? That is
	really handy. My Dad needs one of
	these. He's always losing his car keys
	and then he says I took them.
Clerk:	It's a great gift. Can I get you anything
	else today?

Expansion: Which one would you buy?

In this expansion, students discuss which product they would rather have.

- 1. On the board, write the three products that were talked about in the recording (*massage alarm clock, air rake and key finder*).
- **2.** Put the students into groups of four. Groups discuss which product they would rather have.
- **3.** Have students share which product they would rather have and why.

Key: Customer #1: a. Customer #2: e. Customer #3: c.

B. \bigcap second listening



Key: \square Do you know how this works.

- \mathbf{V} Hmmm. Sounds like a good idea.
 - What does it do?
 - ☐ I'm looking for this whatchamacallit I saw in your catalog.
 - \square That is *really* handy.

C. $\mathbf{\Omega}$ LISTEN and TRY IT



Audio Script

- 1. A: How does this work?
 - B: I don't have a clue. You'd better ask the salesclerk.
- 2. A: Do you know how much this costs?
- B: I'm afraid I don't know.
- 3. A: What's that?
 - B: Sorry, but I have no idea.
- 4. A: What features does this have?B: Sorry, but I couldn't tell you.

Key: Answers will vary.

3 LANGUAGE FOCUS: Indirect questions

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

What is this? Do you know what this is? How does this work? Can you tell me how this works? How much is it? Do you know how much it is? Is this electric? Could you tell me if this is electric? Does it require batteries? Do you know if it requires batteries?

Variation: Fill it in!

In this variation, students fill in the missing words.

- 1. Books closed. Write the direct questions on the board in one column: *What is this? How does this work? How much is it?*
- 2. Next to the sentences, in a different column, write the first part of the sentences, but leave blanks for the rest of the sentences (one blank per word) Example: Do you know ?
- **3.** Ask the students another way to say the sentence in the left column. Ask the students to fill in the missing words in the sentence in the column on the right.
- **4.** Check their sentences. Discuss the differences in politeness. (The indirect question is a more polite and softer way of asking for information.)

Key: Answers will vary.

B. GET IT RIGHT

Expansion: What does this thing do?

In this expansion, students ask people what a certain product does.

- To prepare for the activity, write various product names (either real or not) on note cards. Example: Palm Pilot (a hand held computer/electronic schedule book), Caller ID (device put on telephone to see the incoming number), iPod (portable music storage), etc.
- 2. Hand one note card to each student. On the board write these helpful phrases: Do you know what a ______ is? Can you tell me how a ______ works? Do you know where I can buy a _____?
- **3.** Instruct students to ask their classmates questions about the product they have.
- **4.** In the end, have each student introduce the product they have and the information they found out about it.

Key:

- 2. Do you know if a compass is battery-operated?
- 3. Can you tell me how a fax machine works?
- 4. Do you know if fax machines are available online?
- 5. Could you tell me how much a hybrid car costs?
- 6. Do you know if a hybrid car uses a lot of electricity?

C. YOUR TURN

Variation/Game: 20 questions

In this variation, teams work together to guess the tool.

- 1. To prepare, make a list of tools (both high-tech and low-tech).
- 2. Divide the class into two teams.
- **3.** One by one, students ask questions about the product (make sure they use the indirect questions) until either team guesses the correct tool.
- 4. The team with the most points, wins the game.

Key: Answers will vary.

4 Readers' Forum

A. BEFORE YOU READ

Variation: Pair up!

In this variation, pairs work together to complete the Internet Quiz.

- 1. Pair up students. Pairs then read the *Internet Quiz* together and guess at the missing information.
- **2.** Monitor the pairs' work.
- **3.** When they are finished filling it out, check their answers. Count up the wrong answers and tell them how many mistakes they have.
- **4.** The first pair to get all of the answers correct first, wins.

Key:

1. Answers will vary.

- 2. Canada, the U.S., Australia, the U.K., France,
 - Germany
 - 1. the U.S., Canada; Brazil;
 - China, Japan, Korea;
 - Germany, the U.K., Italy, France 4. Women,
 - men,
 - Younger people,
 - older peopel
 - 6. get travel information,
 - read the news, read the news, get travel information

32 UNIT 4 **(a)** High tech or low tech?

互联网小测验

每天24小时,世界各地的人们通过互联网保持 联系,获取信息,消费购物。你对互联网的使用情 况了解多少呢?做做这个小测验就知道了!

1. 你能猜出互联网用户最多的10个国家吗?

3个在亚洲。他们是______, ___

2个在北美洲。他们是_____和____ 1个在南美洲。他是_____。

_____。 4个在欧洲。他们是_____,_____

- _____和____。 2. 加拿大人在网上购物时最有可能买的东西是: a) 机票 b) 书籍 c)曲棍球棒。
- 3. 在澳大利亚,使用网络最大的群体是:a) 50岁以上 b)小于24岁 c)在25到49岁之间。

 在美国,无论用户是男是女,或老或少,都会影响对互联网的使用。______更有可能在网络上查寻有关健康和宗教的信息,而______更 经常是搜寻金融信息、体育和政治新闻。______更有可能是用互联网来发送即时短信或下载 音乐,而_____则用互联网搜寻健康资讯或 访问政府网站。

5. 在美国,用互联网来: a)购物, b)作研究, c)发送电子邮件的人们要多于从事其他在线活 动的人。

和

0.0

6. 在英国、法国和德国,位列电子邮件之后,最流行的两项网络活动是获取旅游资讯和阅读新闻。
 在英国,74%的人上网是为了_____,66%的人上网是为了_____。在法国和德国情况正好相反。上网_____的人比_____的人比_____的人要多。

B. **• READ** and **DISCUSS**

Expansion: Other internet facts

In this expansion, students do research on other Internet facts and then write about them.

- 1. After you have discussed the Internet facts from the *Internet Quiz*, tell the students that they will research their own Internet facts.
- 2. Write a few website addresses on the board.
- 3. Tell them to do their own research on an Internet fact.
- 4. Students write about their fact.
- **5.** Have them go through the editing process (first draft, edit, final copy).
- 6. Post their papers and classmates read each others' facts.

Key: Answers will vary.



2	1	1
Things people do	Tools used before	Tools used now
To clean	a broom	an electronic vacuum cleaner,
		a dishwasher
To cut vegetable	a knife	a food processor
To figure out bills	an abacus, a cash register	a computer scanner
To send/receive messages	a fax machine	Internet email service
To gather information	library	the Internet

3.

Main idea: The <u>Internet is a handy and efficient tool</u>. Supporting details:

A. Email service

To check messages regularly.

B. <u>A high tech way to gather information</u>

- a) To access financial spreadsheets.
- b) To download facts.
- c) <u>To talk with people in a chat room.</u>
- d) To watch bald eagles feed their young via webcam.
- e) To read the text of political speeches.
- f) To monitor the stock market.

5 VOCABULARY EXPANSION: *Placement of adverbs*





Audio Script

She checks the weather online pretty regularly. She checks the weather online fairly regularly. She checks the weather online on a daily basis. He occasionally checks the weather online. He checks the weather online occasionally. Once in a while, he checks the weather online. He checks the weather once in a while. She hardly ever checks the weather online. She almost never checks the weather online. She never checks the weather online. She never checks the weather online. She has never checks the weather online.

Variation: Fill it in!

In this variation, students fill in the missing words.

- 1. On the board, write the sentence from the Student Book (She checks the weather online.) Delete the adverbs.
- 2. Next to the sentence, write the adverbs on the board (pretty regularly, fairly often, on a daily basis, on a regular basis, occasionally, once in a while, hardly ever, etc.). Tell the students to add these adverbs to the sentence.
- 3. Students volunteer to add the adverbs to the sentence.
- **4.** Write other sentences on the board. Students add the adverbs to the sentences.

Expansion: Continuum

Books closed. In this variation, students write in the words on the continuum.

- 1. Draw a vertical line on the board. On opposites ends of the line write *every day* and *not a lot.*
- 2. In a separate area of the board, in random order write the adverbs (pretty regularly, fairly often, on a daily basis, on a regular basis, occasionally, once in a while, once in a while, hardly ever, etc.)
- **3.** Ask students to come to the board and write the words on the continuum.

Key: Answers will vary.

B. GET IT RIGHT

Expansion: Ask and graph

Do this after the students have completed the sentences. In this expansion students ask their classmates a question and then graph the results.

- 1. To demonstrate the activity, write one question from the Student Book on the board, and ask the students the question. Example: How often do you check the weather online? Also on the board, write the adverbs from the THINK ABOUT IT section.
- 2. Ask students to respond to the questions.

Key: Answers will vary.



6 VOCABULARY EXPANSION: Describing websites

A. **W** THINK ABOUT IT



Audio Script

a travel website a personal webpage a movie website be secure be fun be easy to navigate be visually appealing have good graphics have up-to-date, reliable information

Variation: Walk around

In this variation, students walk around and rank the characteristics of a website.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with the different characteristics of websites: *be secure*, *be fun*, *be easy to navigate*, etc.
- 2. Students rank the characteristics from 1–6 on the papers.
- 3. Discuss the characteristics together.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Other characteristics

Have students brainstorm other important characteristics.

Key: Answers will vary.

7 WRITING WORKSHOP: Internet profile

A. COLLECT IDEAS

Expansion: Discuss and write

In this expansion, students discuss and then write their opinions.

- 1. Ask the class: Has technology improved your life? How? Has it made it more difficult? How? Does technology save time or does it add time? Does it make our lives less or more complicated?
- **2.** Lead the students in a discussion about these questions.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- **6.** Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

B. INTERVIEW

Expansion: Website catalogue

In this expansion, students write about their favorite websites and create a catalogue.

- 1. Ask students if they have a website that they use on a daily basis.
- 2. Provide an example: When I want to find a date in the future, I go to www._____.com. They have the calendar for this year and for years to come. I can always find out a date in the future.
- **3.** Tell the students to choose one or two of their favorite websites and to write a description of it.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- 5. Collect all of the papers and create a catalogue of websites. Have students create a cover page, table of

8 Learn & Practice

- A. Translate the following sentences into Chinese.
 - 1. 我和妹妹经常在QQ上聊天,偶尔也会打电话闲 聊家常。我感觉这样很惬意。
 - 为将那些孩子们吸引回学校,我们必须做的事情 就是为他们提供比网络游戏更有吸引力的东西。
 - 很多偏远地区的孩子不能使用电子化手段学习, 因为他们无法联通互联网。
 - 一些手机用户说他们越来越感到紧张,因为随时 随地都会有人给他们打电话。
 - 在古代,信使必须是一个值得信赖的有责任心的人,而现在它也许只是一个方便又安全的计算机程序。

contents, etc.

Key: Answers will vary.

C. WRITE Expansion: Dear Dr. Know

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 Dr. Know, I need your advice. I am technology-shy! I don't know anything about computers, the Internet, or about any of the latest technology. I'm dating a woman who is very technologically-savvy. She uses the Internet on a daily basis. I don't want her to know that I don't know anything. She might think I'm a loser! Please help! Technology-shy in Chicago.
- 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 Technology-Shy, There is no reason to feel embarrassed. Many people don't use the Internet or computers on a regular basis. I certainly don't think the woman you're dating will think you're a loser only because you don't use technology! But, if you truly want to learn about technology, I recommend taking a class on using computers at a nearby community college. You will soon learn how easy it is to use the Internet!
- **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.

Key: Answers will vary.

For additional practice of the language presented in Unit 4, direct students to the ICON 3 Workbook pages 20 to 25. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

- **B.** Translate the following sentences into English.
 - 1. Have you ever thought about what your life would be like without the Internet?
 - **2.** This website is updated on a daily basis, which enables us to access the latest information.
 - **3.** Science and technology available today can't solve all the problems human beings are faced with.
 - **4.** Scientists have discovered a clue to the puzzle of why our cells get old and die.
 - **5.** Telephoning, text messaging and e-mailing all enable you to stay in touch with friends.
 - **6.** It doesn't require any high technology to produce these electric gadgets. But they are very popular among customers.
 - **7.** If you download this computer software, it will give new features to your computer system.
 - **8.** People find that their lives have been frequently changed by those handy digital products.

9 Words & Expressions

access	v.	进入,接近	
		I can't <i>access</i> the file in my computer because I've forgotten the code.	
	n.	入口,通路	
		Every student has unlimited access to the school libary.	[4]
appealing	adj.	吸引人的	
		She gave him a warm appealling smile.	[6]
available	adj.	能得到的,可用的	
		The map of the city is available at the front desk of the hotel.	[3]
avid	adj.	热心的,热切的	
		I don't understand why she is so avid for horror movies.	[7]
clue	n.	线索	
		He speaks so rapidly that many listeners haven't a clue as to what he is saying.	[2]
disadvantage	n.	缺点,不利条件	
		The advantages of this project largely outweigh its disadvantages.	[7]
download	v.	下载	
		This software is free to download and easy to use.	[4]
financial	adj.	财政的,金融的	
		The bank puts forward some new services and hopes to satisfy various financial nee	
с 1		its clients.	[4]
frequently	adv.	经常地	[7]
1 1	1.	A shuttle bus runs frequently between the campus and downtown. $\Rightarrow \pi t$	[5]
handy	adj.	方便的,有用的	[2]
•		The traveller's cheque may come in handy on vocation.	[2]
navigate	v.	导航;航行	1.1
		An arrow sign is placed at the bottom of the webpage to navigate browsers to rel	
abaalata	a di	information. 过时的,废弃的	[6]
obsolete	adj.		[4]
occasionally	adv.	To my disappointment, what we've got is obsolete information. 偶尔地	[4]
occasionally	auv.	周元型 John is a kind person though occasionally he loses his temper.	[5]
reliable	adj.	值得信赖的	[7]
renable	uuj.	Are you sure the news comes from a reliable source?	[6]
secure	adj.	安全的	[0]
secure	uuj.	The little boy felt secure and protected near his parents.	[6]
sterilize	v.	杀菌,消毒	[0]
		It is convenient and effective to use a microwave to sterilize towels.	[4]
up-to-date	adj.	最新的	1.1
1	5	It's very important to keep antivirus program up-to-date.	[6]
visually	adv.	视觉上地	
,		The vivid description enables me to visually imagine the scenery in the mountain.	[6]
.			
on a daily basis		每天地	
stock market		The pollution we face on a daily basis can cauase all kinds of illnesses, including cancer. 股票市场	[5]
		Stock prices climbed sharply before the stock market crashed.	[4]

36 UNIT 4 ^(a) High tech or low tech?

10 TOPIC-RELATED INFORMATION/BACKGROUND

1. A quiz on the use of the Internet

Are you addicted to the Internet?

This quiz will tell whether you might have an unhealthy relationship with the Internet.

	Questions	Never or	Sometimes	Often or
		rarely		regularly
1.	Do you find that you stay online longer than you intended?			
2.	Do you prefer the excitement of the Internet to intimacy with your partner?			
3.	Do you neglect household chores to spend more time online?			
4.	Does your work (or school work) suffer because of the amount of time you spend online?			
5.	Do you form new relationships with others online?			
6.	Do others in your life complain to you about the amount of time you spend online?			
7.	Do you become defensive or secretive when anyone asks you what you do online?			
8.	Have you ever noticed that your job performance or productivity suffers because of the			
	time spent online?			
9.	Do you check your e-mail before something else that you need to do?			
10.	Do you snap, yell, or act annoyed if someone bothers you while you are online?			
11.	Do you find yourself anxiously anticipating when you will go online again?			
12.	Do you block out disturbing thoughts about your life with soothing thoughts of the			
	Internet?			
13.	Do you fear that life without the Internet would be boring, empty, or joyless?			
14.	Do you find yourself saying "just a few more minutes" when online?			
15.	Do you feel preoccupied with the Internet when off-line, or fantasize about being online?			
16.	Do you lose sleep due to being online late at night?			
17.	17. Do you try to hide how long you've been online?			
18.	Do you choose to spend more time online over going out with others?			
19.	Have you tried to cut down the amount of time you spend online and failed?			
20.	Do you feel depressed, or nervous when you are off-line, which goes away once you are back online?			

Score:

- 0 for <u>NEVER OR RARELY</u>
- 1 for <u>SOMETIMES</u>
- 2 for OFTEN OR REGULARLY

Feedback:

If you scored

- 30&up: Net addition likely
- 20-29: Net addition possible
- 15-19: Net addition
- 0-14: No net addition

2. Not-so-accurate predictions

"I think there is a world market for maybe five computers." — Thomas Watson, chairman of IBM, 1943

"I have traveled the length and breadth of this country and talked with the best people, and I can assure you that data processing is a fad that won't last out the year." — The editor in charge of business books for Prentice Hall, 1957

"There is no reason anyone would want a computer

in their home."

— Ken Olson, president, chairman and founder of Digital Equipment Corp., 1977

"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."

— Western Union internal memo, 1876.

"Heavier-than-air flying machines are impossible."

— Lord Kelvin, president, Royal Society, 1895.

"Airplanes are interesting toys but of no military value."

— Marechal Ferdinand Foch, Professor of Strategy, Ecole Superieure de Guerre.

"Everything that can be invented has been invented." — Charles H. Duell, Commissioner, U.S. Office of Patents, 1899.

"640K (RAM) ought to be enough for anybody." — Bill Gates, 1981

UNIT 4
High tech or low tech? 37



Have you ever broken a bone?

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

1 VOCABULARY: *Types of injuries and ailments*

Warm-up: Label a body

Students start off this unit by labeling a body.

- 1. On the board, draw an outline of a body (or a stick figure). Put arrows next to major parts of the body (*head*, *neck*, *arm*, *elbow*, *leg*, *foot*, etc.). Be as general or as specific as is appropriate for the level of your class.
- 2. One by one, have students come up and label the body.

A. PAIR UP and TALK

Expansion: Act it out!

In this variation, teams act out the injuries and try to win points for their team.

- 1. Write the injuries listed in the Student Book on note cards (one word per card). Add more of your own. **Example:** *broken arm, bruised leg, stiff neck,* etc.
- 2. Divide the class into two teams.
- **3.** One at a time, team members come up, pick a card and act out the injury for their team members.
- 4. If a team guesses the correct injury, they win a point.
- 5. The game continues until each person has had a chance to act out an injury. The team with the most points wins the game.

Key: Answers will vary.

B. PAIR EXCHANGE

Expansion: Ranking

In this expansion, students rank the injuries according to difficulty.

- 1. On the board, write the eight injuries listed in the Student Book.
- **2.** In groups of four, first students individually rank the injuries according to difficulty. Then they discuss their rankings with the group.
- **3.** Have students share answers with the whole class.

Expansion: How did you injure yourself?

In this expansion, students write about an injury they had and classmates vote on which was the worst.

- 1. To demonstrate this activity, write a description of an injury you once had. Write about what you were doing when it happened. Example: I broke my arm when I was playing tennis. I twisted my ankle and then fell down and broke my arm.
- **2.** Students then write their own descriptions of a time they injured themselves.
- **3.** Have them go through the editing process (first draft, edit, final copy).
- **4.** Students then either post the papers or read them out loud. Classmates decide on which is the worst injury.

Key: Answers will vary.

-🐼

2 LISTENING: Accident-prone!

A. \bigcap FIRST LISTENING

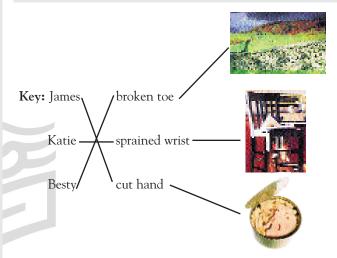


Audio Script

Dr. Liu:	Hi, my name's Dr. Liu.
Patient 1:	I'm James Gagliardi.
Dr. Liu:	What have we got here? Looks like a bad cut.
	Now, make sure to keep your hand up.
Patient 1:	Okay.
Dr. Liu:	It'll help stop the bleeding. How did you do
	that?
Patient 1:	I was watching TV and I was opening this can,
	you know, for lunch?
Dr. Liu:	How did you cut your hand opening a can?
Patient 1:	Well, I was pulling and the top came off very
	suddenly, and the edge of the top cut my hand.
	I guess I'm sort of accident-prone!
Dr. Liu:	Well, things like that do happen. We'll clean it
	up. Excuse me, I'll be right back.
Demonst	Como en Kasia de la instalación de la
Parent: Child:	Come on, Katie, you're going to be just fine.
Parent:	Ouch! My hand hurts.
	Please don't move your hand.
Dr. Liu:	Hello. So tell me, what's your name?
Child:	I'm Katie.
Dr. Liu:	Hello, Katie. I know it hurts. So tell me, what happened here? It looks like your wrist hurts.
Parent:	We were making breakfast in the kitchen.
I dicite.	Katie likes to watch, so she was standing on a
	chair and it tipped over. She grabbed on to the
	table as she fell She's really, really accident-
	prone.
Dr. Liu:	A lot of kids are at her age. So, Katie, you were
Di. Diu.	falling and you tried to grab on to the table. I
	guess that didn't work very well, did it?
Parent:	I think she hurt her wrist when she grabbed on
i arciit.	to the table. Do you think she broke it?
Dr. Liu:	No, I don't think so. She probably sprained it.
Dii Diu.	We can put a bandage on it and put her arm in
	a sling. It'll be pretty sore for a few days.
	a sing. It is be pretty sole for a few days.
Dr. Liu:	So, you're Betsy
Patient 2:	Yes, that's right.
Dr. Liu:	So how did you hurt yourself? Did you fall?
Patient 2:	Sort of It was a really stupid accident, I
ratione 2.	mean My sister Sarah is visiting, and we
	were taking pictures. She wanted to take a
	picture of me sitting on a stone wall—you
	know—with mountains in the background. So I
	got up on the wall and
Dr. Liu:	Does that hurt?
Patient 2:	Mmm. So I got up on the wall, and you're
rationt 2;	not going to believe me I tripped, and fell
	over the other side. And I landed on my ankle.
D. L.	over the other side. 7 the Flanded off my allkle.

Dr. Liu: Ouch! Sounds like that hurt. How far did you fall?

Patient 2:	I think it was about five feet I'm such a
	klutz Anyway, my foot's all swollen and I
	can't walk on it.
Dr. Liu:	Well, you're lucky! It looks like you have a
	broken toe.
Patient 2:	A broken toe! But it hurts so much
Dr. Liu:	We'll need to take an X-ray.



B. $\mathbf{\Omega}$ SECOND LISTENING



Explanation: Language awareness

A *klutz* is someone who often gets injured or often breaks things. **Example:** You better carry the vase, I'm such a klutz.

Expansion: Are you a klutz?

In this expansion, students tell whether they consider themselves a klutz or not.

- 1. Put the class in a circle. Start off by saying whether or not you consider yourself a klutz. **Example:** *I consider myself a klutz. I have broken my arm three times.*
- 2. Next, ask the student on your right: Do you consider yourself a klutz?
- **3.** That student answers your question by expanding on it and then asks the same question to the person on his right.
- **4.** This goes on around the circle until the last person has spoken.

Key: 1. K 2. J 3. B 4. K 5. B 6. K 7. B 8. J

C. ROLE-PLAY



See the audio script on page 45 of the Student Book.

Key: Answers will vary.

LANGUAGE FOCUS: Simple past and past continuous

A. 😱 THINK ABOUT IT



Audio Script

We were swimming when the storm began. He was playing soccer when he fell and sprained his ankle. I hurt my back while I was working in the garden. She had an accident while she was driving to work.

Key: Answers will vary.

B. GET IT RIGHT

Variation: Fill it in!

In this variation, students fill in the missing words.

- 1. On the board, write the sentences from the Student Book and add some of your own. Leave blanks where the simple past and past continuous would go and write the verbs swim and begin on the board.
- 2. Ask the students to fill in the missing words by writing the verbs in the simple past and the past continuous.
- **3.** After the first example, write other sentences with blanks on the board.
- 4. Students volunteer to fill in the missing verbs. Check

their answers.

Key:

- 1. was mixing 2. stopped 3. put 4. started
- 6. asked 7. was making 8. showed 5. broke
- 9. turned on 10. was running 11. put 12. broke

C. YOUR TURN

Variation/Game: How did you do it?

In this variation, students guess how their classmates hurt themselves.

- 1. To demonstrate the activity, tell the students about an injury you once had (either true or imaginary). **Example:** I once broke my arm.
- Tell students to guess how you got your injury. Tell them to use the past continuous and the simple past. **Example:** Were you playing a sport when you broke your arm?
- 3. Give the opportunity for each student to ask a question. If they don't guess how you injured yourself, then reveal the answer.
- 4. Next, one by one, students tell their classmates about an injury. The classmates then make guesses on how they injured themselves.

Key: Answers will vary.

Readers' Forum

A. BEFORE YOU READ

Expansion: What do you do?

In this expansion, students write about their remedies for certain injuries.

- 1. Post large papers around the room (or designate different areas on the board) and title them with different injuries and illnesses (burns, cuts, headache, fever, sore throat, etc.).
- 2. Students write about how they take care of these injuries or illnesses.
- 3. Discuss the various remedies.

Key: Answers will vary.

- 1. To provide help for injured people.
- 2. Burns, eye injuries, cuts

急救指南

烧伤

如果烧伤严重,伤者感到剧烈疼痛,立即求助医疗 救护。

- 切勿用药。
- 切勿试图脱去伤者的衣物。 如果是轻微烧伤,皮肤会发红,还可能起小水泡。

将创面浸入冷水中 切勿挑破水泡

如果有尖锐物体刺入眼睛, 立即求助医疗救护。

- 切勿试图取出眼中的物体。
- 用眼罩盖住双眼,盖住双眼会避免伤眼活动。
- 切勿揉搓伤眼或在眼上敷冰。
- 如果眼内有异物(非尖锐物体),用水冲洗十分 钟。

出血

求助医疗救护。

- 让伤者平卧。
- 用一块洁布覆盖伤口,直接压住伤口。
- 切勿拔出嵌入伤口的异物,求助医生取出异物。
- 如果受伤部位没有骨折迹象,则小心地将受伤部 位抬高, 使之高出伤者的心脏位置。
- 40 UNIT 5
 Have you ever broken a bone?

眼伤



Variation/game: Search for the answers.

In this variation, groups of students search for the answers to questions about the reading.

1. Write questions about the information written on the READERS' FORUM page on note cards, **Example:** *Should you apply medications to a burn? Why should you cover both eyes when you have an eye injury?* (For higher level groups, have students write the questions. You correct the grammar and write them on note cards.) Make one set of questions per group.

- 2. Put students in small groups and give a set of note cards to each group. Set a time limit.
- **3.** One at a time, group members pick a card and read the question out loud to the group.
- **4.** The group members read the *READERS'* FORUM material and find the answer.
- **5.** The person who read the card writes the answer on the back of the note card.
- **6.** Group members continue picking cards until all questions are answered.
- **7.** The first group that gets all of the answers right, wins the game.
- Key: Answers will vary.

C.



Order	Patient	Symptom	Treatment
1	an 82-year-old woman with	splinter in her eye	removed it.
	bad eyesight		
2	a young woman	a sprained ankle	put ice on it.
3	a woman from a car accident	a bone fracture	set a bone fracture and prescribed
			medications for pain.
4	another woman from a car	a bloody wound	closed the wound with 16 stitches
	accident	\$1. × 10 110 2	and then bandaged it.
		7 P.M. Break Time	L
5	a man	a broken wrist, a black eye	Not mentioned.
		and a lot of sore muscles.	
6	a child	a bad burn	submerged it in a tub of ice, then
			applied antibiotic cream.
7	a man	something in the eyes.	flushed the eye with warm water.

One Twelve-Hour Shift of Doctor Huang So-Young

2. 1) T 2) N 3) F 4) T 5) F

5 LANGUAGE FOCUS: Separable phrasal verbs

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

Clean out the wound. Clean the wound out. Clean it out.

Cover up the person. Cover him or her up.

Don't take the person's shoes off

Key: take off the person's shoes Cover the person up. Don't take them off.

Variation/game: Three different ways

In this variation, pairs find three different ways to write a sentence.

- 1. On the board, write the first sentence from the Student Book (*Clean out the wound*).
- 2. Pair up the students. Pairs try to write the sentence in two different ways. (Clean the wound out. Clean it out.).
- **3.** Check their sentences by having a few students write their sentences on the board.
- **4.** Once they know how to do the activity, write more sentences with phrasal verbs on the board (*Cover up the*

person. Don't take off the person's shoes. Wash out the wound. Put on the bandage. etc.).

5. Pairs then write two other sentences for each sentence. Have each pair write their sentences on the board. The pair with the most correct sentences, wins.

B. GET IT RIGHT

Expansion: What should I do?

Do this after the students have completed the sentences. In this expansion students tell what to do for an injury.

- 1. Tell students scenarios of injuries (use the examples from the Student Book). Example: *I cut my finger, what should I do?*
- 2. Ask students to tell you what you should do. They write down their suggestions. Example: *Hold it up! Clean it out!* etc.
- **3.** After you say all of the scenarios, ask the students to say their suggestions out loud.

Key:

- 1. You should cover up the person. Or you should cover the person up.
- 2. You should wash out the blood. Or you should wash the blood out.
- 3. You should take it out. Or you should take out the splinter.
- 4. You should clean up the wound. Or you should clean it up.
- 5. You should not take them off. Or you should not take off your shoes.

6 VOCABULARY EXPANSION: Medical terms





Audio Script

apply to	take off
remove	take out
flush	rinse
apply pressure to	push down or
fracture	break
fractured	broken
elevate	raise
put on	

Variation: Matching

In this variation, pairs match the medical terms to the common terms.

1. Pair up students. Write the medical terms on one side of the board and write the common terms on the other side of the board.

- **2.** Pairs then race against each other to match the items. Once a team has the terms matched, check their work. If there are any wrong, tell students the correct number and pairs try again.
- **3.** In the end, the pair that matched the terms correctly first, wins.
- **4.** Review the synonyms.

Key: Answers will vary.

B. GET IT RIGHT

Variation: Writing

- As a variation, have students close their books.
- 1. Dictate the 6 sentences to the students.
- **2.** Have students first write the sentences down, then change the medical terms to common terms.

Key: Answers will vary.

7 WRITING WORKSHOP: Writing a first-aid guide

A. COLLECT IDEAS

Variation: Gallery walk

In this variation, all the students get a chance to write down their ideas on how to care for an injury.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with the injuries listed in the Student Book: *a minor cut, a sprained ankle, a broken toe*, etc.
- 2. Students walk around and write their ideas on how to care for each of the injuries on the papers.
- **3.** Discuss the ideas together.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Discuss and write

In this expansion, students discuss and then write their opinions.

- 1. Ask the class: What do you think about alternative medicine compared to modern medicine? Have you ever known anyone to just use alternative medicine? If you were sick, which would you use? Why?
- 2. Lead the students in a discussion about these questions.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).

易等

- **6.** Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

C. WRITE

Expansion: Worst case scenario

In this expansion, students write what they would do in the scenarios.

- 1. Write a few scenarios on the board. **Example:** You come across a minor car accident. What do you do after you call the ambulance? Your friend and you are playing tennis. Your friend sprains her ankle and can't walk. What do you do? Your friend is making dinner for you. She cuts her finger and the cut is very deep. What do you do?
- **2.** Tell students to write what they would do in each scenario.
- **3.** Have them go through the editing process (first draft, edit, final copy).
- **4.** Collect the papers, number them, and post them around the room. Tell students to number a piece of paper (with the same number of classmates).
- **5.** Students then read all of the papers and vote on the best one in each category (they write their number one choice for each of the three scenarios).

Key: Answers will vary.

For additional practice of the language presented in Unit 5, direct students to the ICON 3 Workbook pages 26 to 31. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

8 LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
 - 严重出血可能会很危险,但在等待急救时你却可 以通过控制伤口出血而挽救生命。
 - 当有人在事故中受伤时,应立即采取急救措施, 在前30分钟内尤应如此。
 - 小孩容易发生意外,所以请把急救箱放置在他们 拿不到,但大人能方便取用的地方。
 - 当你遭受轻微的食物中毒的时候,你可能会感到 胃部剧烈疼痛,并且想吐。
 - **5.** 如果你有基本的急救知识,你就能提供必要的帮助,因为许多损伤并不需要立即的医疗处理。

- **B.** Translate the following sentences into English.
 - **1.** The mother cut one of her fingers while she was making a dress for her daughter.
 - **2.** Unfortunately, he tripped to the floor and fractured his leg which became very swollen.
 - **3.** Flush the wound with running water first, and then send the person to see a doctor immediately.
 - **4.** I missed one step and sprained my ankle when I was coming downstairs yesterday.
 - **5.** Many people believe that holding up the injured parts will help stop the bleeding.
 - **6.** Anyone with heart problems should ask for the medical advice before traveling.
 - **7.** As a matter of fact, most accidents can be prevented if we pay enough attention.
 - **8.** According to the medical report, people's blood pressure is prone to elevate because of a diet with too much salt.

9 Words & Expressions

accident-prone	adj.	容易出意外的	
*	U U	The research found that people with lower IQ scores were more likely to be accident-prone.	[1]
ailment	n.	(轻微的)疾病	
		A heart ailment forced Levy to reduce his work load.	[1]
apply	υ.	(to) (对…)施用;涂抹	
		Apply the medicine to the wound three times a day, and you'll recover soon.	[6]
assistance	n.	帮助,协助	
		The company promised to provide satisfactory technical assistance to its computer users.	[4]
flush	v.	以水冲; (脸颊等)突然变红	
		Don't you know you should <i>flush</i> the toilet after you use it?	
		She left the room embarrassed, her face flushing red.	[4]
injury	n.	伤害,损害	
		He's been out of action for 3 months with a serious back injury.	[1]
intense	adj.	强烈的;极端的	
		During the holiday, his eyes were badly hurt by the intense light on the snow mountain.	[4]
medical	adj.	医学的,医术的	
		It is suggested that people over 60 should have a medical check-up every year.	[1]
minor	adj.	较不严重的,次要的	
		Minor burns usually heal without medical treatment.	[4]
prescribe	v.	开处方,下医嘱	
		It is against law to sell you the drug unless your doctor prescribes it.	[4]
rinse	υ.	冲洗,漂洗	
		To treat a chemical skin burn, rinse the area with lots of water.	[6]
rub	v.	摩擦	
		What you said seems like rubbing salt on her wound.	[4]
shiver	v.	颤抖,哆嗦 心人 月 本 片之 / ~	
	1.	The girl shivered with fear when she saw a snake emerging from behind the rock. The $f(x)$ is $f(x)$.	[5]
sore	adj.	酸痛的,疼痛的	
		My muscles were sore for a couple of days after I started strength training.	[2]
		His back is often sore during raining days.	[2]
sprain	υ.		[1]
	a di	Rushing out of the house, he fell and sprained his ankle. 弗力与的 调互始	[1]
strenuous	adj.	费力气的,艰巨的 It's common sense to avoid strenuous exercise for a few hours after a meal.	[2]
tio		何斜	[2]
tip	v.	Mary tipped the bottle and poured wine out of it.	
	20	尖端; 小费	
	n.	天响; 小云 He took the thorn out from the child's finger with the tip of a needle.	[2]
wound	n.	伤口	[~]
unu		She has been so seriously injured that it may take a long time for the wound to heal.	[4]
		ene has seen to benously injured that it may take a long time for the would to heat.	L I J

44 UNIT 5 (a) *Have you ever broken a bone?*

10 TOPIC-RELATED INFORMATION/BACKGROUND

- 1. First-Aid Quiz a fun way to brush up on your first aid knowledge
 - If earache occurs during air travel the patient could close their mouth, pinch their nose and blow their nose, to equalize the pressure in the ears.
 - A. True. B. False.
 - 2) In the event of a chemical burn to the eye, what is the minimum length of time that the eye should be under running water?
 - A. 5 minutes. B. 10 minutes. C. 15 minutes.
 - 3) In case of frostbite (冻伤) what temperature water should you use to put the injured parts in?
 - A. Very Cold water.
 - B. Water from running water tap.
 - C. Warm water.
 - D. Boiling Water.
 - 4) If someone has taken an overdose of drugs, should you induce his or her vomiting?
 - A. Yes. B. No.
 - 5) When should CPR (Cardiopulmonary Resuscitation心肺复苏术) be stopped after an ambulance has been called?
 - A. When the lips go blue.
 - B. After 10 cycles.
 - C. After 15 minutes.
 - D. Only when assistance has arrived.
 - 6) What is the maximum length of time that the brain can be starved of oxygen before permanent damage?
 - A. 1 minute. B. 3 minutes. C. 5 minutes.
 - 7) Is cotton wool suitable for cleaning a wound with?A. Yes. B. No.
 - 8) Which of the following is not a sign of shock?A. Fast Pulse. B. Slow Pulse.
 - C. Sweating. D. A weak "thread" pulse.
 - 9) Someone has suffered an electric shock from a power tool. You are unable to cut off electricity, which of the following should be used to move the power tool away?
 - A. Your bare foot.
 - B. A metal object (e.g. piping).
 - C. A wet piece of wood.
 - D. A dry broom handle.

- 10) How long should you check for normal breathing when dealing with an unconscious casualty ?
 - A. Up to 5 seconds.
 - B. Up to 10 seconds.
 - C. Up to 30 seconds.

SCORE YOURSELF:

Below are the correct answers. 10 points for every correct answer.

1-5: ABCBD; 6-10: BBBDB

10-20 points: You almost don't know any first-aid knowledge. You have to attend a training course to learn the life saving skill.

30-60 points: You don't have enough knowledge about first-aid. Hopefully this quiz will provide a way of reminding yourself of more first aid knowledge to better prepare you for the future.

70-100 points: Surely you know how to save yourself and others in emergency situations!

2) A joke

First-Aid

"How come you're late?" asks the waiter as the blonde waitress walks in the door.

"It was awful," she explains. "I was walking down Elm street and there was this terrible accident. A man was lying in the middle of the street. He'd been thrown from his car. His leg was broken, his skull was fractured, and there was blood everywhere. Thank God I took that first-aid course and all my training came back to me in a minute."

"What did you do?" asks the waiter.

"I sat down and put my head between my knees to keep from fainting!"

5 It's a landmark.

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

VOCABULARY: Talking about famous places

Warm-up: Name that place!

Students start off this unit by listening to clues and guessing the name of famous places.

- 1. To prepare, make a list of famous sites around the world. Examples: Big Ben, The Great Wall of China, The Pyramids of Egypt, The Eiffel Tower, Niagara Falls, Stonehenge, Statue of Liberty, etc.
- 2. Divide the class into two teams. Give them clues about the places (*Big Ben: This is found in London. It's very large. It can tell time. What is it?*) and the teams try to name the place you're describing.
- **3.** For every correct guess, the team wins a point. The team with the most points, wins the game.

A. PAIR UP and TALK

Expansion: Where would you rather go?

In this expansion, students rank the famous places according to where they most would want to visit.

- 1. Write the famous places listed in the Student Book on the board (*The Eiffel Tower, The Temple of Tikal*, etc.)
- 2. Tell students to rank the places according to where they would most want to visit. (Number 1 is the place they would most want to visit, number 9 is the place they would least want to visit.)
- **3.** Put students into groups of four. Students first share their rankings and then discuss their reasoning.
- **4.** In the end, have a few students share their rankings and reasonings.

Key: Answers will vary.

B. PAIR EXCHANGE

Expansion: Research

In this expansion, students research one of the famous places and then share what they learned.

- 1. On the board, write the nine famous places listed in the Student Book. Add more so that every student has one to research.
- 2. Each student chooses a site. Tell them to do research about these famous places.
- 3. Students write a report about the famous place.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- 5. Last, have the students present their report to the class.

Key: Answers will vary.

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2 LISTENING: Welcome to Mighty Fast Tours.

A. **FIRST LISTENING**



Audio Script

Auulo S	cript
Guide:	Good afternoon ladies and gentlemen, and a truly lovely afternoon it is too, here in London. My name's Anthony. I'll be your guide for the next few hours as we tour this lovely city. So sit back, and enjoy the ride.
Guide:	Here we are at our first stop. On your left, you'll see the famous Tower of London. Now, ladies and gentlemen, this is an old building. Construction was started in uhm uh, 1078. Yes, that's it. 1078. The Tower was used as both a palace and as a prison. There's a great museum here if you like jewels. This is where the British Crown Jewels are kept.
Man:	Excuse me. Could I ask a question?
Guide:	Ask away. That's what I'm here for.
Man:	Weren't some famous people kept here as
	prisoners?
Guide:	They sure were. It was a regular hotel for famous people. Queen Elizabeth I had a room here when she was still a princess. And a few of King Henry
	VIII's wives got locked up here, too. And then
	there was Sir Thomas More, Sir Walter Raleigh,
	and uhm, oh, yes, and Rudoff Hess was it's last
	prisoner.
Man:	Thanks. That answers my question.
Guide:	Then on to the next stop.
Woman:	Look at the river, isn't it beautiful? All those
	boats
Guide:	There you have it, ladies and gentlemen,
	Westminster Abbey.
Woman:	It is very beautiful
Guide:	Westminster Abbey is famous for its coronations
Oulde.	and burials.
W7	_
Woman:	Coronations?
Guide:	Yes. This is where our monarchs are crowned.
	Kings and queens throughout the ages; nearly
	every king since William I.
Man:	Can I interrupt for a minute? I have a question.
Guide:	Of course.
Man:	Weren't some famous poets buried here?
Guide:	Right you are. If you go inside, you can see the
	tombs of Chaucer and Browning and
Man:	Yes, well thank you. That answers my question.
Guide:	Okay. Well, if there are no more questions, you
	will move along to move on to our next stop.
Guide:	Well, here we are at our next stop. One of the
	greatest department stores in the world. Harrods
	covers an area of about $4 \frac{1}{2}$ acres. That's almost
	two square kilometers. Today you can buy just
	about anything here. Clothes, jewelry, furniture.

But it started as a grocery store. Think of it. A little food shop. Of course that was back in 1849 when it first opened. Guide: Any questions? No? Well then we'll move right on to the next stop on our tour. And here we are folks. This is Hyde Park. Guide: Covering 630 acres right here in central London, it even has an artificial lake in it! It's very popular for boating, sailing, and even bathing. Bathing? Oh, you mean swimming! George: Guide: That's right, although I wouldn't recommend swimming in it. Hyde Park is also famous for its memorials. The Albert memorial is here . . . a lovely memorial if I do say so. It was built by . . . Key: (2) Westminster Abbey (1) Tower of London (3) Harrods (4) Hyde Park **B.** () SECOND LISTENING Key: 1 1 3 1 2 1 3 2 C. () LISTEN and TRY IT

Audio Script

- A: Can I interrupt for a minute?
 B: Sure. Go for it.
- 2. A: Excuse me. Could I ask a question? B: Ask away.
- A: Excuse Me. Could I say something?
 B: Certainly
- 4. A: May I interrupt? I have a question.B: Of course.

Key: Answers will vary.

۲

3 LANGUAGE FOCUS: Active vs. passive in the past

A. $oldsymbol{G}$ THINK ABOUT IT



Audio Script

The Greeks completed the Parthenon around 438 B.C. The Parthenon was completed around 438 B.C.

Maya Lin designed the Vietnam Veterans' Memorial. The Vietnam Veterans' Memorial was designed by Maya Lin.

Shah Jahan built the Taj Mahal for his wife. The Taj Mahal was built by Shah Jahan for his wife.

Variation: Another way to say it

In this variation, students rewrite the sentence in a different way.

- 1. On the board, write the Active sentences from the Student Book and add some of your own. (*The Greeks completed the Parthenon around 438 B.C.*)
- 2. In a different area of the board, write the passive verb phrases (*was completed, was designed, was built*). Ask the students to rewrite the sentences using these Passive verb phrases.
- **3.** Discuss the differences between the active and the passive in the past.

Key: Answers will vary.

B. GET IT RIGHT

Expansion: True or False?

In this expansion, students read statements about famous landmarks and decide if they are true or false.

1. To prepare, write 10 sentences (written in the active

voice) about famous landmarks around the world. Make some of the statements true and some of them false. **Example:** No one knows who built Stonehenge. (True) The Greeks built the Coliseum. (False) The French gave the Statue of Liberty to the Americans. (True)

- 2. Write the sentences on the board. Pairs first decide whether the statement is true or false and then write a response in the passive voice. **Example:** *True*, *no one knows how Stonehenge was built*. *False, the Coliseum was built by the Romans. True, the Statue of Liberty was given to the Americans by the French.*
- **3.** In the end, volunteers write their sentences on the board. Discuss the answers.

Key: Answers will vary.

1. visited2. was begin3. was buried4. was built5. were used6. were carved7. is constructed8. named

C. YOUR TURN

Variation/Game: Guess

In this variation, students guess the famous place their classmate is describing.

- To demonstrate the activity, describe a famous place to the class. Use the passive voice whenever possible.
 Example: (*The Louvre*) *This museum was built by the French. The Mona Lisa is located there* . . .
- 2. Tell students to guess which famous landmark you are describing. If they don't guess correctly, reveal the answer.
- **3.** Next, one by one (or in small groups), students describe a famous place to their classmates while the class guesses.

Key: Answers will vary.

4 Readers' Forum

A. BEFORE YOU READ

Expansion: Other criteria

In this expansion, students brainstorm other criteria that are important for beaches and other tourist destinations.

- 1. Post large papers around the room (or designate different areas on the board) and title them with different tourist attractions (*beaches, museums, parks, monuments, castles,* etc.).
- **2.** Students walk around and list criteria that are important to them when visiting each place.
- **3.** Discuss the criteria.

Key: Answers will vary.

完美海滩

去年,英国计算机专业学生皮特 · 沙农在由一家 网络旅游公司Expedia.co.uk举办的比赛中获胜。沙农 先生击败了1000名其他参赛者而胜出。比赛中,每 个参赛者都必须描述完美海滩应具备的重要标准。 根据沙农先生的描述,完美海滩必须有清洁的沙滩, 起伏的海浪、轻柔的微风,而且游人不能太多。

沙农先生获得的奖励是一次全免费的环球海滩 之旅。以下是沙农先生游览的5个海滩,每个都按照 他评选最佳海滩的12项标准中的6项来评分。获得5 分即表示该海滩达到该项标准的最佳指标。

海滩	沙子 温度	沙滩 洁净度	当地 居民 友善度	海浪 大小	噪音	费用
马尔代夫 富尔瑞海滩	5	5	3	2	5	1
安提瓜岛迪 肯森湾海滩	4	3	4	4	5	2
斐济主岛 海滩	5	4	5	4	1	3
泰国查汶 海滩	2	2	3	3	4	3
英国布赖顿 海滩	1	1	3	5	2	4

B. **Q** READ and DISCUSS

Variation/game: Search for the answers.

In this variation, groups of students search for the answers to questions about the reading.

1. Write questions about the information written on the READERS' FORUM page on note cards. Example: What did the entrants in the contest have to do? What does a perfect beach have to have for Mr. Shannon? What did Mr. Shannon win? What did he think of the noise level for Ihuru Beach? (For higher level groups, have students write the

questions. You correct the grammar and write them on note cards.) Make one set of questions per group.

- **2.** Put students in small groups and give a set of note cards to each group. Set a time limit.
- **3.** One at a time, group members pick a card and read the question out loud to the group.
- **4.** The group members read the READERS' FORUM material and find the answer.
- **5.** The person who read the card writes the answer on the back of the note card.
- **6.** Group members continue picking cards until all questions are answered.
- **7.** The first group that gets all of the answers right wins the game.

Expansion: Rate your favorite beach

In this expansion, students rate their favorite beach or beaches around them according to criteria.

- 1. Brainstorm other criteria that are important to the students when visiting a beach. Write the criteria on the board. **Examples:** *beauty*, *accessibility*, *sand-course*, *fine*, *black*, *white*, *activities-wind surfing*, *snorkeling*, *swimming*, *etc*.
- **2.** Then either write the name of some beaches in the area on the board or tell the students to think of a beach that they know of.
- **3.** Tell the students to rate the beach(es) according to the criteria and also to give each beach a total ranking (average of all points given).
- **4.** Put the students into groups of four. Students share their ratings with their group mates and explain their reasoning.

Key: Answers will vary.

C.

1. 1) D 2) A 3) B

)	-
L.		"

An All-expenses-paid Trip					
When	last year				
Who	top earners in the Prentiss-Smithe Company				
Why	to motivate the top earners to work to their optimum ability and reward				
	them to do so				
Where they went	Rome Paris				
What they saw	1) The Sistine <u>Chapel</u>	1) the <u>Palace</u> at Versailles			
	2) Michelangelo's <u>paintings</u>	2) the $Hotel$ des Invalides			
	3) <u>statue</u> Pieta	3) the Eiffel <u>Tower</u>			
	4) tombs and frescos	4) the Arc de Triomphe			
	5) the Coliseum				
	6) city squares				

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5 VOCABULARY EXPANSION: Adjective clauses to describe places

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

Mr. Shannon likes beaches that aren't too crowded. The Tower of London is made up of buildings that cover 13 acres.

We visited the house where she wrote many of her books.

Expansion: Who would be a good travel partner?

In this expansion, students answer questions about traveling and then find someone who would make a good travel partner.

- 1. On the board, write these questions: How do you like to travel? Do you like a fixed itinerary or an open-ended schedule? Do you like beaches with lots of activity or quiet, serene beaches? Do you like historical tourist spots or modern tourist spots?
- 2. Discuss how to answer these questions using adjective clauses. Example: I like trips that have a fixed itinerary. I like trips that have an open-ended schedule. I like beaches that have lots of activity. I like beaches that are quiet and serene. I like to go to places that are historical. I like to go to places that are modern.

- 3. Students then write their responses to the questions.
 - Next, tell the students to walk around and interview their classmates using the questions on the board. Students answer using the adjective clauses.
 - **5.** They write down the names of the students who like to travel like they do.
 - **6.** In the end, have students talk about their travel preferences and the classmates they found that would be good travel partners.

Key: Answers will vary.

B. GET IT RIGHT

Variation: Find someone who . . .

Do this after the students have completed the sentences. In this variation, students ask all of their classmates the questions.

- 1. After the students have completed the questions in the Student Book, they then walk around and interview their classmates.
- **2.** They write down the name of the student who answers "yes" to their questions.
- **3.** In the end, students share their questions and results. **Example:** Marta has seen a beach with black sand.
- **4.** Ask the students who answered "yes" to elaborate on their answers.

Key: Answers will vary.



6 VOCABULARY EXPANSION: Synonyms with shades of meaning

A. THINK ABOUT IT

Game: Concentration

Do this game after students have learned the different synonyms.

- 1. Write adjectives on one set of note cards (*crowded*, *fascinating*, *large*, etc.) and write the synonyms on a different set of note cards (packed, interesting, huge, etc.). Make copies of these sets (one per group of four students).
- 2. Put students into groups of four. Demonstrate the game by putting all of the cards in both sets face down on a table. One at a time, students turn over two cards. If the cards are a match (*crowded/packed*), they get to keep the cards. If the cards are not a match, the student should put them face down in the same place where they found them.
- **3.** Students take turns until all of the cards are matched. The student with the most matches wins.

Key: Answers will vary.

B. GET IT RIGHT

Expansion: Writing

In this expansion, students write sentences using the vocabulary in the Student Book.

- 1. Have students write sentences using the stronger words.
- 2. Have students read their sentences to the class.

Key: 1. packed	2. fascinating	3. huge
4. wonderful	5. freezing	6. silent
7. tiny	8. burning	9. spotless
10. crucial	11. burning	12. thrilling

7 WRITING WORKSHOP: Recipe for a perfect place

A. COLLECT IDEAS

Variation: Gallery walk

In this variation, all the students get a chance to write down their criteria for a perfect place.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with the locations listed in the Student Book: *art museums*, *parks*, *shopping centers*, *sports stadiums*, etc.
- 2. Students write their own criteria for a perfect place.
- 3. Discuss the ideas together.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Discuss and write

In this expansion, students discuss and then write their opinions.

- 1. Ask the class: Do you think that all landmarks should be open and accessible to everyone (even if you have to alter the original form of the landmark)? Is it better to keep tourists away from original landmarks (in order to preserve its natural state)? Or is it better to allow thousands of tourists to visit the site (even if it potentially damages the state of the landmark)?
- 2. Lead the students in a discussion about these questions.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- **6.** Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

8 Learn & Practice

- A. Translate the following sentences into Chinese.
 - 1. 中国的长城被世界古遗迹基金会列为100处濒危 古迹之一。
 - 许多人选择在假日远离拥挤的城市,回归自然和 家人去享受一段好时光。
 - 这名导游认为,一个完美的旅游胜地必须有优美的风景,著名的标志物,并且不太嘈杂。
 - 海陆空一流的交通系统使我们花费不多就能游览 彼此的国家。
 - 去年,以文化遗产和历史遗迹而闻名的古都西安 吸引了80多万游客。

C. WRITE

Expansion: Tour book

In this expansion, students write about famous tourist sites in their city to create a tour book.

- 1. Brainstorm with the class the various tourist sites in the country you're living in, then tell students that the class will compile a tour book in English of the country.
- 2. Decide on the things to include in the book (description of the tourist site, a picture, things to do at the site, how to get to the site, the cost, the hours, etc.).
- **3.** Next, students choose one tourist site to research and write about. Have them go through the editing process (first draft, edit, final copy).
- **4.** Collect all of the descriptions. Compile them into a tour book. Assign students to create a cover page, a table of contents, appendix, etc.
- **5.** Make copies of the tour book. They can be distributed to English-speaking tourists and people living in the country.

Key: Answers will vary.

For additional practice of the language presented in Unit 6, direct students to the ICON 3 Workbook pages 32 to 37. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

- **B.** Translate the following sentences into English.
 - 1. The Atlantic Ocean is perfect for swimming especially during the spring and summer.
 - 2. The writer lived the last years of his life in the temple that wasn't too crowded.
 - **3.** Switzerland is located in Western Europe, which is famous for its beautiful landscape.
 - In order to enjoy a wonderful holiday, a travel plan must be made before setting out.
 - **5.** The newly married couple was staying on the beautiful island and enjoying the cool summer breeze.
 - **6.** When you feel stressed out, traveling becomes a good choice of relaxing.
 - **7.** The guide recommended us a cave where many stone figures were carved in the rocks.
 - **8.** Many years ago, wetlands near the bay were made into a park to protect the birds.

9 Words & Expressions

artificial	adj.	人工的	
	,	The room is decorated with both natural and artificial flowers.	[2]
breeze	n.	微风	
		We are enjoying the cool summer breeze that comes from the sea.	[4]
bury	v.	埋葬,掩埋	
		The investigation resulted in nothing about where he was buried.	[4]
criterion	n.	标准	
		Money is not always a good criterion of happiness in life.	[4]
crucial	adj.	关键性的,决定性的	
		These reforms are crucial to the development of our company. T	[6]
enclose	v.	围住;包含	
<u> </u>		The yard of the teahouse was enclosed with a white fence.	[7]
fountain	n.	喷泉	[7]
		The musical fountain in the square attracts many people with colorfully dancing water.	[7]
grocery	n.		[2]
an i alle tan	a des	My wife always makes a shopping list before she goes to the grocery store. 很;非常	[2]
mighty	adv.	1座; 升 西 Yesterday, a mighty storm attacted this region and caused great damage.	[2]
motivate	v.	激发	[2]
motivate	ν.	One important task for the teachers is to motivate the students to learn by themselve	es [4]
outdoors	adv.	在户外	201[1]
outdoord		Walking outdoors during the spring and autumn months can be quite enjoyable.	[7]
packed	adj.	挤满了人的	[.]
1	5	At weekends, the department stores are always packed with people.	[6]
recipe	n.	秘诀;食谱	
		He told me his recipe for success was just diligence.	[7]
spotless	adj.	无瑕的,极其清洁的	
		His spotless reputation always lifted him above other politicians.	[6]
surround	v.	围绕,包围	
		She likes to surround herself with beautiful flowers at home.	[3]
be made up of		由…构成	
		Indonesia is a country which is made up of over 18 000 islands.	[5]
go for it		去做某事	
		I think the best way to learn using a computer is to simply go for it.	[2]

52 UNIT 6 It's a landmark.

p52-53.indd 52

10 TOPIC-RELATED INFORMATION/BACKGROUND

1. Telephone records at a travel agency

- → A man called, and he was furious about a Florida package we did. I asked what was wrong with the vacation in Orlando. He said he was expecting an ocean-view room. I tried to explain that is not possible, since Orlando is in the middle of the state. He replied, "Don't lie to me. I looked on the map and Florida is a very thin state."
- → I got a call from a man who asked, "Is it possible to see England from Canada?" I said, "No." He said "But they look so close on the map."
- → A nice lady just called. She needed to know how it was possible that her flight from Detroit left at 8:20 am and got into Chicago at 8:33am. I tried to explain that Michigan was an hour ahead of Illinois, but she could not understand the concept of time zones. Finally I told her the plane went very fast, and she bought that!
- → A woman called and asked, "Do airlines put your physical description on your bag so they know who's luggage belongs to who?" I said, "No, why do you ask?" She replied, "Well, when I checked in with the airline, they put a tag on my luggage that said FAT, and I admit I'm overweight. Is there any connection?" After putting her on hold for a minute while I "looked into it" (I was actually laughing) I came back and explained the city code for Fresno is FAT, and that the airline was just putting a destination tag on her luggage.
- → I just got off the phone with a man who asked, "How do I know which plane to get on?" I asked him what exactly he meant, which he replied, "I was told my flight number is 823, but none of these planes have numbers on them."

2. A joke.

Touring South America

A tourist was traveling with a guide through one of the thickest jungles in South America. When he came across an ancient Mayan temple, he asked the guide for details. To this, the guide stated that archaeologists were carrying out <u>excavations</u> (挖 掘), and still finding great treasures. The tourist then queried how old the temple was.

"This temple is 1 503 years old," replies the guide.

Impressed at this accurate dating, he inquired as to how he could give this precise figure.

"Easy," replied the guide, "the archaeologists said the temple was 1 500 years old, and that was three years ago."

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Review of Units 4-6

1 INFORMATION GAP

Α.

- 1. Pair up students. Students decide roles (either Student A or B).
- 2. Student A then asks Student B questions about the

items on his/her page.

Key: Answers will vary.

Key: Answers will vary.

C.

3. Encourage the students to use the phrases listed in the Student Book.

1. Tell the pairs to change partners. The new pairs then tell

2. Have a few students share the information they learned about their original partner with the rest of the class.

4. When Student A has guessed the four items, the students change roles.

2. Students write their answers in the chart.

each other about their original partner.

2 INTERVIEW

Α.

- 1. Have students add two more activities to the chart in their Student Books.
- **2.** Next, tell them to answer the questions in the chart about themselves. Encourage them to use the adverbs listed in the Student Book.

Key: Answers will vary.

Β.

1. Pair up students. Tell them to ask each other the questions in the chart.

3 ROLE-PLAY

- 1. Tell the students that they will act out a scene between a person who got injured and a person who is giving advice.
- 2. Pair up students. Students decide roles (Student A or B)
- **3.** Student A follows the instructions in the Student Book (ask Student B what the injury is, how it happened, etc.)
- **4.** Student B follows the instructions in the Student Book (explain how the accident happened).
- **5.** Then Student A gives Student B some advice about the injury.

B. P V. 21

- **1.** Give pairs time to practice their role-plays.
- **2.** Ask the pairs to perform their role-plays in front of the class for their classmates.

Key: Answers will vary.

Key: Answers will vary.

4 GAME

- 1. To demonstrate the game, secretly think of a city name and then tell the students to guess which city you are secretly thinking about. **Example:** *Paris.* Encourage students to use some of the phrases on the "Question Starters" list in the Student Book.
- **2.** After every student has asked a question, and if they have not guessed correctly, then reveal the answer.
- **3.** Put students into pairs. Tell the pairs to secretly write down a name for each category.
- 4. Put two pairs together to make a group of four. One pair

chooses a category and then asks five questions to find out the name of the place/city. If they guess correctly, then they write the name on the "Them" line in the chart.

- **5.** Then the next pair tries to guess a name/place in one of their opponents' categories.
- **6.** The game continues until one pair has guessed three squares in a row.
- Key: A. Answers will vary.
 - B. Answers will vary.

7 Small talk

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

VOCABULARY: Small talk topics

Warm-up: Talking in circles

In this warm-up, students make small talk with their classmates.

- 1. Write a list of small talk topics (*your family, the weather, your work,* etc.) on the board.
- 2. Have students stand in two circles (one circle is inside the other, and students are facing each other so each student has someone in front of them in the opposite circle).
- **3.** Start the activity by announcing one of the topics (*your family*) and tell the students to talk to the person in front of them in the opposite circle for one minute.
- **4.** After one minute has passed, announce the next topic. The outside circle then takes one step to the right and the students start talking with their new partner.
- **5.** The activity continues until you have gone through your list of topics.

A. DISCUSS and DECIDE

Game: Think fast!

Key: Answers will vary.

In this game, students think of other small talk topics.

- 1. On the board write "Small Talk Topics."
- 2. In groups of three, students come up with as many small talk topics as they can. Set a time limit.
- **3.** After the time limit, have students write their topics on the board. Review the topics for appropriateness. The team with the most appropriate topics wins.

B. REPORT

Expansion: Role-play

In this role play, students act out a scene of two people making small talk.

- 1. Brainstorm a list of places where people make small talk. **Examples:** *waiting for a bus or train, at work, at parties, in the elevator,* etc.
- **2.** Explain to the students that they will role-play a conversation between two people in one of the situations on the list.
- **3.** Pair up students and then assign a situation/place to each pair.
- **4.** Before students prepare the role-play, outline how the conversation will take place:
 - a. Students greet one another.
 - b. One person brings up the topic.
 - c. They talk about it for a minute and then say goodbye.
- **5.** Give the students time to decide on a topic, prepare, and practice their dialogue.
- **6.** After the pairs have practiced their role-play, have them perform them in front of the class.

Key: Answers will vary.

SMALL TALK TOPICSNot appropriateSometimes appropriateAppropriatebad habitsthe newsthe weatherreligionyour familyTV showspoliticsImage: Sometime termTV showsvacation plansImage: Sometime term

2 LISTENING: Nice day, isn't it?

A. \bigcap FIRST LISTENING



Audio Script

Conversation 1:

Wendy: Ughhh. I hate these work things! Tim: What????? You're kidding! Wendy: I absolutely hate them! I hate making small talk. Tim: You hate small talk? Come on, Wendy. It's easy. Wendy: Maybe for you, but it's not easy for me! Oh, no! There's that guy, what's his name? Tim: Tom. Tom Sharp . . . but be nice to him. He's a very important customer. Tom: Hi, Hi, Hi you guys! Wendy and Tim: Hi, Hello. Great football game last night, wasn't it! Tom: Absolutely incredible! Tim and Wendy: Ahh, no . . . Actually, I'm not interested in sports. Me, neither. Tom: Oh, it was amazing. When Jackson passed the ball to Evans! . . .

Wendy: I wish I were home watching TV.

Tom: Excuse me?

Wendy: I said, "Would you like me to get you some tea?"

Conversation 2:

Wendy: Hello. Nice weather, isn't it?

- Dave: Oh. . . . yes, I suppose it is. I hadn't thought about it. It's a bit hot for me.
- Wendy: Oh . . . well . . . Do you live here, or are you from out of town?
- Dave: Me? Out of town.
- Wendy: Oh . . . really . . . is it hot there, too?
- Dave: Yeah, yeah, about the same as here.
- Wendy: Oh, how interesting . . . What kind of winter did you have?
- Dave: Snowy.
- Wendy: Really . . .

Conversation 3:

- Wendy: Hi there. I'm Wendy. This is my colleague, Tim.
- Glenn: Hi Wendy, Tim. I'm Glenn. Nice to meet you both. Glenn: So, did you see the president on TV? Wasn't he
- great? I absolutely love him. He is so in tune with what people are thinking, don't you think?
- Wendy: ... Well ... actually Glenn, I have to disagree. Tim: Nice weather, isn't it?
- Glenn: Now, hold on a minute there, Tim. What were you saying, Wendy?

Wendy: I said, I don't agree.

Tim: So, did you see that new Julia Roberts movie?

Expansion: What are they saying/thinking?

In this expansion, students write what the two people in the picture might be thinking.

- 1. Tell students to look at the picture in the Student Book and to think about what they could be saying and what they could be thinking.
- **2.** Pair up students. Tell the pairs to write captions for what the two women are thinking in the picture.
- 3. Have the pairs share their ideas with the rest of the class.
- Key: Conversation #1: sports Conversation #2: the weather Conversation #3: politics

B. () SECOND LISTENING



Expansion: Ranking

In this expansion, students rank the small talk mistakes.

- 1. On the board, write the four mistakes listed in the Student Book.
- 2. Talk about other kinds of mistakes that people make when conversing. **Examples:** The person only talks about himself/herself, the person doesn't look you in the eye, the person constantly looks at his watch.
- **3.** Put students in groups of four. First, tell students to individually rank the mistakes in order of annoyance to them (#1 being the worst mistake). Then tell the groups to discuss their rankings with the group.
- **4.** In the end, have students share their opinions with the whole class.
- Key: Conversation #1: c. Conversation #2: a. Conversation #3: b.

C. () ROLE-PLAY



Audio Script

- A: Nice day, isn't it?
- B: It's wonderful! I'm going away for the weekend, so I hope it stays nice. Have you been to Jones Beach?
- A: Jones Beach? That's on Long Island, isn't it?
- B: Yes, that's right.
- A: I've never been there. Actually, I'm more of a city person than an outdoors person.
- B: You are? What do you think of the new art museum?
- A: Well, . . .

Key: Answers will vary.

3 LANGUAGE FOCUS: Tag questions

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

Positive Questions

Nice day, isn't it?

Great movie, wasn't it?

Peter's coming tomorrow, isn't he? The bus stops here, doesn't it?

Negative Questions

You don't smoke, do you? That wasn't very good, was it? They're not leaving tomorrow, are they?

like this heat. Yes, it was. **Or** Actually, I

Answers

don't like action movies. Yes, he is. **Or** No, he isn't. He's coming on Saturday. Yes, it does. **Or** No, actually. It stops over there.

Yes, it is. **Or** Actually I don't

No, I don't. **Or** Actually, I do. No, it wasn't. **Or** Actually, I thought it was great. No, they aren't. **Or** Actually, they are.

Expansion: Chain drill

In this expansion, students ask each other tag questions in a circle. Do this expansion after the students have learned about tag questions.

- 1. To prepare, write a list of positive and negative tag questions. Examples: Nice day, isn't it? Superman 2 was a great movie, wasn't it? You don't smoke, do you? etc.
- 2. Put the class in a circle. Start off by asking a question to the student on your right. **Example:** *Nice day, isn't it?*
- **3.** That student answers your question (with either a positive or negative response) and then asks the student on his or her right the same question.
- **4.** The activity continues around the circle until the last student has spoken.
- **5.** Continue the activity by asking another question from your list.

Key: Lovely weather, isn't it? He's not your boss, is he?

B. GET IT RIGHT

Expansion: Can we help?

In this expansion, pairs have a mini-conversation and the class offers help to continue the conversation.

- **1.** Pair up students and tell them to prepare a miniconversation like the ones in the Student Book.
- **2.** Pairs read their dialogues in front of the class. Classmates offer suggestions for ways in which the conversation might continue, by suggesting follow-up questions or related topics.

In the picture:

This is a photo of the U.S. film actor, Brad Pitt. Pitt has starred in many movies including Troy and Fight Club. **Kev:**

1.	A:	isn't it	B:	}
2.	A:	are they	B:	ŀ
	A:	do we	B:	ŀ
3.	B:	isn't it		
4.	A:	wasn't it	A:	d

- : Yes, it is A: isn't it
- B: Actually, they are
- B: Actually, we do

A: do you B: I do

C. YOUR TURN

Explanation: Language awareness

The idiom, *Don't even* go *there!* means that the speaker is upset and doesn't want to talk about the topic. **Example:** A: *Beautiful day, isn't it?* B: *Don't even go there!* I have to stay inside and study all day for my test.

Expansion: Using the idiom

In this expansion, students get an opportunity to practice the idiom.

- 1. Ask the students what kinds of topics they don't like talking about. **Example:** *politics, work,* etc.
- 2. On the board, write the list of things that each person doesn't want to talk about. Write the students' names next to the topics. **Example:** *Work* (*Ana*).
- **3.** To give the students an opportunity to use the idiom, ask each student about the topic they don't want to talk about. **Example:** So, *Ana. How is work going?*
- **4.** Encourage the students to use the idiom, *Don't even* go *there!* as a response, and then to explain why they don't want to discuss this topic.

4 Readers' Forum

A. BEFORE YOU READ

Variation: Search for the answers

In this variation, students answer detailed questions about the reading.

1. Write questions about the information on the READER'S FORUM page on note cards or strips of paper. Examples: Who is Judy Green? What makes Judy Green so nervous? What is Judy Green's technique in making small talk? What does Belinda Ford say about appearing in social situations? Make one set of questions

per group.

- **2.** Put students in small groups and give a set of questions to each group. Set a time limit.
- **3.** One at a time, group members pick a card and read the question out loud to the group.
- **4.** Together, the group members read the article in the Student Book and find the answer.
- **5.** The student who reads the question writes the answer on the back of the note card or strip of paper.
- **6.** Group members continue picking cards until all questions are answered.

Explanation: Language awareness

The expression, "It's a big deal" means "It's important". Sometimes, the words "Big deal!" used as an exclamation can mean "So what?"

Key: Answers will vary.

只是闲聊? 不, 至关重要!

朱蒂·格林,一家高科技公司的首席执行官, 30刚出头。这是她的内心活动:

"A代表动物。B代表篮球。C代表乘计程车。D 代表…"她这是在家照看3岁的孩子吗?不,她正参 加一个非常重要的商务聚会,和一些她的最重要的 客户以及业内竞争同行在一起。

"你知道,我全天都对自己的工作充满自信," 朱蒂说,"但一到招待客户或参加聚会活动时,我 就感觉要垮掉了。我紧张极了。'A代表动物'是 我用来帮助自己与别人闲聊的一个招数。我想着字 母表上的字母,再去联想以这些字母开头的一个话题,然后再就那些话题提问。"

像朱蒂这样的人很多。在工作上他们极其出色, 但到了社交场合,就显得不那么游刃有余了。"如 今,你在社交场合的表现极为重要," 洛杉矶形象 顾问贝琳达·福特说:"当你出席商务聚会时,你 就在推销自己和你的公司。拙嘴笨舌或腼腆羞怯传 递的是负面信息。"

就事业发展而言,你在社交场合的表现至关重要。"你在什么地方才能结交那些可能会在另一家公司给你提供职位的人呢?当然是在行业聚会和社交场合," 福特继续说道,"善于闲聊会使你在职场中备受青睐。"

幸好有补救办法可寻。关于这方面有许多非常 不错的书。像贝琳达·福特这样的顾问也开设了有 关讲座。福特说,"既然你为你的职业服装进行了 投资,为什么不愿再投资于你的职业行为举止呢?" 以下是贝琳达·福特建议的一些别的闲聊技巧。

- 倾听他人。
- 率先提问。问一些有问必应的问题,如"天 气很不错,是吧?"或"你看棒球比赛了吗?
- 很多人像你一样局促不安。不要害怕走上前 去和他们交谈。

"人人都明白你来参加招待会不是为了谈论天 气",福特说,"但天气是大多数人都可以评说的 话题,是不会冒犯任何人的一个安全话题。"

B. () READ and DISCUSS



Expansion: Small talk tips

In this expansion, students brainstorm tips for making small talk.

- 1. After reading and discussing the information in the reading, ask the students if they know of any other tips for making small talk.
- **2.** Put students in groups of three and have them brainstorm tips for making small talk.
- **3.** Students write down their tips and then present the information to the class or post their tips around the room.

Expansion: Is small talk difficult for you?

In this expansion, students think and write about whether making small talk is difficult for them.

- 1. Ask the students if they are like Judy Green in the article. Do they like to make small talk? Or, do they find it difficult?
- **2.** Tell students to think about and then write about how they feel when they make small talk.
- **3.** Have them go through the editing process (first draft, edit, final copy) and then post the papers around the room.
- **4.** Next, tell the students to read their classmates' essays and decide whether they have similar views.
- 5. In the end, ask the students which classmates have similar views to them. Example: So, Jin. Who has a similar view to small talk as you? // Paolo and Min Kyoung have similar views on small talk as I do. We all like to make small talk.

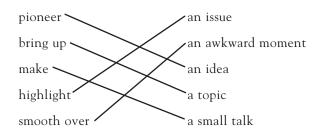
Key:

- 1. They need to make a good impression.
- 2. Answers will vary.
- 3. Answers will vary.
- 4. Answers will vary.

C.

Key:

2.



5 LANGUAGE FOCUS: *Rhetorical questions*

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

Did you know that many people find small talk difficult? I'm not surprised.

Are you aware that the elephant is the only animal that can't jump?

Really? How interesting!

What's the best way to learn English? By watching movies. Where is the best place to network? At social events.

Expansion: Ways to respond

In this expansion, students brainstorm ways to respond to rhetorical questions.

- 1. After you have reviewed the information on rhetorical questions, brainstorm with the students ways you can respond.
- 2. Write the ideas on the board. Examples: Oh really? That's interesting. Huh, I never knew that. Wow! That's fascinating! That's true.
- **3.** Have the students practice pronouncing the responses. Read a rhetorical question listed in the Student Book and select a student to respond to it.
- **Key:** Did you know that this is the warmest month of the year so far?

B. GET IT RIGHT

Variation: Walk around

In this variation, students ask each other rhetorical questions.

- 1. Tell students to brainstorm a rhetorical question.
- **2.** Once students have their question ready, divide the class into two groups.
- **3.** Tell group 1 that they should find a member from group 2 to tell their rhetorical question. Group 2 members should listen to the question, respond, and then talk a little bit more about the topic.
- **4.** Once the conversation is done, group 1 members look for someone else to talk to. They should try to speak to at least 3 different people in the given time period.
- **5.** After the time limit, group 2 members walk around and ask their questions to three people in group 1.

Key: Answers will vary.



6 VOCABULARY EXPANSION: Business terms

A. () THINK ABOUT IT



Audio Script

- 1. CEO
- 2. marketable
- 3. network
- 4. position
- 5. schmoozer
- 6. function
- a. someone who is good at talking and meeting with people
- b. job
- c. most senior manager
- d. make business connections
- e. easy to sell
- f. party for a special occasion

Key: 1 - c = 2 - e = 3 - d = 4 - b = 5 - a = 6 - f

B. PAIR UP and TALK

Variation: Who's the best schmoozer?

In this variation, students vote for the classmate best suited for some of the categories in the Student Book (best schmoozer, most likely to be CEO, etc.). Do this after you have discussed the vocabulary words.

- 1. On the board, write: Who do you think is the best schmoozer in the class? Who do you think networks the best in the class? Who do you think is most likely to be CEO of a company? Who has the most interesting position? Leave space under each question.
- 2. Tell students to choose a classmate for each category.
- **3.** After the students have voted, write the name of the person they voted for under each question on the board.
- **4.** Review the votes and ask the students who were chosen if they agree or disagree with their classmates' opinions.

Key: Answers will vary.

\$_____

7 WRITING WORKSHOP: Surviving your first business function

A. COLLECT IDEAS

Variation: Walk around

In this variation, students get a chance to write down their ideas on how to survive a business function.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with the topics listed in the Student Book: Appropriate topics to discuss with the CEO, Rhetorical questions you can use, etc.
- 2. Students walk around and write their ideas on the papers.
- **3.** Discuss the ideas as a whole-class activity.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: Role-play

In this role-play, students act out a scene between a business consultant and a client.

- 1. Explain what business consultants do (consult people on how to network, how to make yourself marketable, etc.).
- **2.** Explain to the students that they will role play a conversation between a business consultant and a business worker (client).
- **3.** To prepare, with the class, brainstorm a few questions that a client would ask a business consultant. **Example:** How can I make myself more marketable? What are some appropriate topics to talk about at social functions? etc.
- 4. Pair up students. Tell them to decide on their roles, prepare, and practice the role-play.

5. Have the students perform their dialogues in front of the class.

Key: Answers will vary.

C. WRITE

Expansion: Dear Dr. Know

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

8 Learn & Practice

- A. Translate the following sentences into Chinese.
 - 从某种意义上说,闲聊是我们常进行的最重要的 谈话,因为它有助于我们建立和发展与他人的关 系。
 - 仔细倾听能帮助你理解并鼓励那些和你谈话的人, 会让你有时间考虑如何应答。
 - 在人们进行闲聊的所有理由中,第一个也是最明显的一个理由是打破初次相遇时令人尴尬的沉默。
 - 对腼腆的人来说,先开口交谈的确很难;但总会 有某个时刻,你将不得不克服恐惧,开始攀谈。
 - 5. 希腊哲学家戴奥真尼斯说:"我们之所以有两只 耳朵而只有一张嘴,就是为了让我们多听少说!"

column in a newspaper. Example:

Dear Dr. Know, I need your advice. I just graduated from college and I got a position in an advertising company last month. I really like my job and I know that I am doing well at it, but I have some problems with socializing. I have never been very good at making small talk. I get very nervous around new people and I don't feel that I have anything to talk about. When I'm at a social function, I think about all of the work I should be doing and I would rather be at my desk doing it. There are a lot of mandatory social functions at this company and so I need to learn how to make small talk and schmooze. Please help! Shy of Schmoozing.

- 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 Shy of Schmoozing: I understand your problem. I, too, was once shy of small talk but I have learned how to schmooze with confidence. First you have to realize that making small talk and schmoozing is all a part of networking. In order to get ahead in business, you must learn how to successfully make small talk. In order to socialize, your heart and mind must be with the conversation. Think to yourself that you really want to get to know the other person. Listen to them, ask them questions, and respond to their questions with expanded answers. Before you know it, you'll be caught up in the conversation and you may have even made a good business contact and friend!
- **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.

Key: Answers will vary.

For additional practice of the language presented in Unit 7, direct students to the ICON 3 Workbook pages 38 to 43. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

- **B.** Translate the following sentences into English.
 - 1. Sometimes, being able to communicate with others can break the ice and lead to big things.
 - 2. Do you believe that many big business deals usually begin with small talk?
 - **3.** It is not wise to continue talking about an issue that other people aren't interested in, is it?
 - **4.** Are you aware that Jack becomes tongue-tied every time when he talks with girls?
 - **5.** Personal information such as salary is considered inappropriate when making small talk.
 - **6.** At a party, the excuse to stop the conversation can be that you have to get some more wine.
 - **7.** Many people think making small talk is an innate talent. Actually, it is an acquired technique.
 - **8.** You shouldn't feel like a failure if people don't respond to the topic you've brought up, should you?

9 Words & Expressions

actually	adv.	实际上,事实上;竟然	
		Competition among countries is actually the competition among talents.	[3]
appropriate	adj.	适合的,适当的;相称的	
		Her formal style of speaking was not appropriate to the occasion.	[1]
attire	n.	服装	[4]
avoid	v.	避免,消除	
		If I were you, I would avoid all late-night parties when examinations are around the corner.	[6]
awkward	adj.	笨拙的;难使用的	
		As a foreigner, he is still awkward with chopsticks.	[4]
client	n.	客户,顾客;委托人	
		He has been a valuable client of this bank for many years.	[4]
consultant	n.	顾问,咨询者	
		Like all other successful color consultants, Sarah has an extremely good eye for color	. [4]
controversial	adj.	有争议的	
		His divorce with his wife only three months after he came into power left h	nim a
		controversial president.	[4]
efficient	adj.	能胜任的,能干的;有效的	
		The manager is quite satisfied with the new secretary for she is a really quick and effi	cient
		worker.	[4]
entertain	v.	款待;娱乐;接受	
		Grace is planning to entertain her guests with her homemade cookies and imp	orted
		Italian wine.	[4]
highlight	V.	突出…;强调…	
		The success of launching the moon satellite highlights the high-tech developme	
		China. 形象,印象;偶像	[4]
image	n.		
		I have this image of John as always being cheerful.	
	v.	想象,反映;象征	
		Reading the novel, you would image a lonely young woman struggling to make a living.	[4]
offend	v.	冒犯,得罪	
	_	He apologizes for his comments and says he had no intention of offending anybody.	[4]
rude	adj.	粗鲁的,无礼的,残暴的	
		It's very rule of him to leave without saying goodbye to the host.	[3]
socially	adv.	善于交际地;社交上;在社会地位上,在全社会中	F . 7
		Almost all socially anxious people fear public speaking.	[4]
soften	v.	缓和,使柔软,使温柔	
		At the sight of his daughter, Mike's serious expression softened into a smile all at one	ce.[3]
survive	v.	在困境中挺过来;幸存,幸免于	
		It was a miracle that this species of plant could survive the severe cold in the Arctic area.	[7]
technique	n.	方法,技巧;手法	F (1
		The scientists are trying to apply modern techniques to some traditional crafts.	[4]
alana		法曰	
along with		连同···一起,随同···一起 The listle side decomposed of transmitting ensured the month of an antitation of the second state of the second	at a
		The little girl dreamed of travelling around the world along with her lovely dog and	story

UNIT 7
Small talk 61

p61-63.indd 61

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	books.	[4]
bring up	提出	
	The manager brought up some measures at the meating to reduce power usage.	[2]
come to	达到;想起	
	The research finally comes to the conclusion that the air pollution has exceeded	l the
	aceptable level.	[4]
comment on	评论	
	The spokesman didn't want to comment on the budget for national defence.	[4]
go to pieces	身体(精神)垮下来,崩溃;破碎	
	Hearing that her little boy was missing at the railway station, Mrs. Black went to pieces.	[4]
in line	排队;协调,有秩序	
	I had been waiting in line for five hours before I bought the train ticket the day b	efore
	yesterday.	[3]
in terms of	在…方面;根据,按照	
	The movie is a loser, for it offers nothing in terms of entertainment.	[4]
small talk	闲聊	
	Small talk can open doors and help you build relationships.	[1]
start with	以…开始	
	We decided to start with the easy books on the reading list.	[4]

10 TOPIC-RELATED INFORMATION/BACKGROUND

 Schmooze Quiz: What's Your Schmooze Quotient? These days, you need to network to survive in the workplace. How good a schmoozer are you? You' d better find out before great opportunities pass you by, before your great new idea gets left in the dust by your competition — or before people are gossiping about whatever happened to you!

Answer the following questions and score yourself:

- 1. At a company-sponsored seminar, you see your client standing alone. You:
 - a) stand with your colleagues and keep talking. You can't work all the time.
 - b) just wave hello; after all, the client may prefer to be alone.
 - c) walk over to greet your client and begin a conversation.
- 2. Your customer invites you to attend a community event he's sponsoring. You:
 - a) plan to attend and leave early, since you won't be noticed in the crowd.
 - b) ask if it's appropriate to bring a friend to keep you company.
 - c) decline politely, saying you're previously engaged.

- 3. In a local restaurant, you see your supervisor dining with her husband. You:
 - a) take the opportunity to finish a conversation you began at work.
- b) pass by the table to say hello and then move on.
 - c) suggest that you might all dine together.
- 4. As a very busy person with lots of time constraints, you:
 - a) always read a local and national newspaper.
 - b) often read a daily paper.
 - c) never take time to read the paper. That's why they invented television.
- 5. You often attend professional association meetings, where you enjoy:
 - a) working the room, being sure to say something to virtually everyone.
 - b) approaching a total stranger or two and getting to know them.
 - c) spending the evening with your favorite people.
- 6. You think a good conversationalist:
 - a) asks questions to get the other person to do the talking.

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Small talk

- b) chimes in with stories, thoughts, observations.c) does both a and b.
- Your company has a private box for the city' s pennant-winning baseball team. You have the opportunity to invite clients or prospective clients. You:
 - a) take a clue from your guests who just seem to be enjoying the game.
 - b) invite several people and take advantage of breaks in the action to do a little business.
 - c) admit that you're not a sports fan and leave this to others.
- 8. You've got a few minutes between planes to talk with your customer. You:
 - a) let the conversation turn to personal matters the client seems concerned about.
 - b) interrupt to share your own personal experiences.
 - c) steer the conversation to the questions you need answered.
- 9. You notice that the CEO is wearing a "Looney Tunes" tie. You:
 - a) say hello and ignore the tie completely.
 - b) compliment him on the tie and then list your own favorite cartoon characters.
 - c) decide that you should probably start wearing "fun", too.
- 10. You really think cocktail parties and social events
 - are:
 - a) a necessary evil.
 - b) a waste of time.
 - c) an opportunity.

SCORE YOURSELF:

a situation.

Here are the answers and 5 points for every correct answer.

1-5: c b b a b; 6-10: c a a b c

45-50 points: W O R L D - C L A S S SCHMOOZER! You know how to make the most of

36-44 points: SCHMOOZER: You do seize most opportunities, but can be better.

25-35 points: $S \in M I - S C H M O O Z \in R$: Opportunities are passing you by. Wake up and seize the moment!

24 or fewer points: BAD SCHMOOZER: You have to learn schmoozing! Otherwise, good opportunities would pass you by!

2. How to make small talk

- Step 1: Practice. Converse with everyone you come across: cashiers, waiters, people you're in line with, neighbors, co-workers and kids.
- Step 2: Read everything: cookbooks, newspapers, magazines, reviews, product inserts, maps, signs and catalogs. Everything is a source of information that can be discussed.
- Step 3: Force yourself to get into small talk situations, like doctors' waiting rooms, cocktail parties and office meetings.
- Step 4: Immerse yourself in culture, both high and low. Television, music, sports, fashion, art and poetry are great sources of chat.
- Step 5: Keep a journal. Write down funny stories you hear, beautiful things you see, quotes, observations, shopping lists and calls you made.
- Step 6: Talk to yourself in the mirror. Make a random list of topics and see what you have to say on the subjects.
- Step 7: Expand your horizons. Go home a new way. Try sushi. Play pinball. Go online. Paint a watercolor. Bake a pie. Try something new every day.
- Step 8: Be a better listener. Did your boss just say she suffers from migraines? Did your doctor just have twins? These are opportunities for making small talk.
- Step 9: Work on confidence, overcoming shyness and any feelings of stage fright. Remember, the more you know, the more you know you can talk about.

Tips & Warnings

- 1. Be yourself. Keep in mind that confidence and humor are superb substitutes for comedic genius or wit.
- 2. Remember, you never have to do it alone.
- 3. Keep a few exit lines in mind too.
- Keep your fellow chatterers in mind; naughty stories and loose language will be frowned upon in many circles.

S It's a real scorcher!

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

1 VOCABULARY: Talking about the weather

A. DISCUSS and DECIDE

Warm-up: Act it out!

In this warm-up, students act out words that describe the weather.

- 1. Write various weather words on note cards (one word per card) or on slips of paper. Examples: sunny, rain, fog, lightening, thunderstorm, hurricane, tornado, etc.
- **2.** Divide the class into two teams.
- **3.** One at a time, team members pick a card and act out the weather word for their team members.
- **4.** If a team guesses the correct weather word, they win a point.
- **5.** The game continues until each student has had a chance to act out a weather word. The team with the most points wins the game.

Variation: Bad weather experiences

In this variation, students write about a time they had a bad weather experience.

- 1. To demonstrate this activity, write a short paragraph describing a bad weather experience you had on the board. Example: One time when I was out on a small boat with my friends a storm came up out of nowhere. It started raining cats and dogs! When we tried to go back to shore, the engine on our boat died. We waved down another boat and they pulled us back to shore. It was scary!
- **2.** Tell students to think of a bad weather experience they had and to write a short paragraph about it.
- **3.** Have them go through the editing process (first draft, edit, final copy).
- **4.** Then either post the papers around the room or have the students read them out loud.
- **5.** Classmates either read or listen to the stories and vote on which is the worst bad weather experience.

Key: Answers will vary.

B. PAIR EXCHANGE

Variation: Two corners

Books closed. In this variation, students listen to the weather words and decide which type of weather they prefer.

- 1. State two types of weather out loud. Example:
- Muggy/Crisp, Sunny/Rainy, Scorcher/Frigid, Chilly/Warm, Tornado/Hurricane, etc.
- **2.** The students listen to the weather words and decide which one they prefer. They then go to the side of the room that represents their answer.
- **3.** The students that gathered together then discuss why they prefer that type of weather.
- The students share their reasons for choosing that particular type of weather with the rest of the class.

Key: Answers will vary.

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2 LISTENING: *Can I get back to you?*

A. $\mathbf{\hat{h}}$ FIRST LISTENING



Audio Script

- A: So, what are you guys doing this Saturday?
- B: I don't know. It kinda depends on the weather.
- A: Why? What were you thinking about doing?
- B: Well, if it's bright and sunny, like today, we'll go for a hike.
- C: Unless it's really muggy again. I can't stand hiking when it's muggy.
- B: Yeah, if it's muggy we'll go to the beach so we can cool off in the water.
- D: OK, you guys. I'm checking weather.com. Let's see . . . The weather forecast says it's going to be overcast all weekend. It might even rain.
- C: Uh-huh. Well, if it's overcast or rainy and dreary, we'll -B: ... go shopping! Yayyy!
- A: Wow, you guys have it all figured out, don't you!?
- B: Yeah, I guess you could say that. I mean, it isn't Saturday every day, now is it?
- A: No, just once a week. Well, Kenny and I were thinking about asking if you might want to do something with us on Saturday.
- B: Oh. Like . . . what?
- A: I don't know. . . . maybe bowling or something.
- C: Bowling. Hmm. That could be fun. But, as we said, it kinda depends on the weather. Could we get back to you on that one?
- A: I suppose. I know, how about we get together whatever the weather is.
- B: What do you mean?
- A: Well, if it's hot and sunny, we'll all go hiking.
- C: And if it's muggy?
- A: Then we'll go to the beach.
- B: And how about if it's overcast or rainy? Will you go shopping with us?
- A: Hmm, I don't know about that. Could we get back to you on that one?
- C: Sure, why don't you call us in the morning.
- A: OK. C'mon Kenny, let's go.

Key:

□ frigid	□ drizzling
🗆 foggy	🗹 overcast
🗹 bright	🗹 sunny
🗹 muggy	□ chilly
🗆 a scorcher	🗹 dreary

B. () SECOND LISTENING

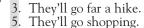


Expansion: What are you going to do this Saturday?

In this expansion, pairs write a dialogue about what they will do this Saturday.

- 1. Ask students what the weather will be like this weekend. Ask them what they think they might do if it's nice weather or if it's not nice.
- **2.** Pair up students. Tell them to write a dialogue similar to the one they heard on the recording.
- **3.** Have them go through the editing process (first draft, edit, final copy).
- **4.** Have the students read their dialogues in front of the class.

Key: 1. b



b
 They'll go to the beach.

6. shopping

C. () ROLE-PLAY



Expansion: Making plans

In this variation, students make plans with their classmates. Do this expansion after the students have learned the conversation strategy phrases.

1. On the board, create a three-day calendar (Friday, Saturday, Sunday).

Friday	Saturday	Sunday
THUAY	Saturday	Sunday

- **2.** Tell students to copy the calendar on to a piece of paper. Then tell them to think of one activity that they would like to do on one of the weekend days and to write it under one of the days.
- **3.** Next, tell students to walk around the classroom and ask each other if they would like to do the activity that they have written down on their calendars. **Example:** "Maria, would you like to go hiking on Friday?" // "Thanks for inviting me Carlos, but could I get back to you on that?"
- **4.** At first, students should use one of the expressions for requesting time to make a decision (*Could I get back to you on that? I couldn't say just yet. Let me give that some thought.*) They should take notes on the activities that sound most interesting and who invited them to do it.
- **5.** After the students have talked to all of their classmates, they can then make decisions on their weekend plans. The students should go back to their classmates and tell them that they want to join them.
- 6. To close the activity, ask a few students to share their plans for the weekend. Example: "So, Maria. What are you going to do this weekend?" // "Well, on Friday I'm going to go hiking with Carlos."

Key: Answers will vary.

LANGUAGE FOCUS: The future conditional

A. **W** THINK ABOUT IT



Audio Script

If it's sunny, we'll go for a hike. If it's muggy, we'll cool off at the beach. We'll go shopping if it rains. We won't play soccer if it's

If it's muggy, we won't go for a hike. If it rains, we won't want to go to the beach. too humid.

Variation: Visualize it

In this variation, students draw pictures that represent a sentence and the classmates have to guess the sentence.

- 1. To demonstrate this activity, draw a picture on the board that represents the sentence, If it's sunny, we'll go for a hike.
- 2. Ask the students to write a sentence for the picture on the board. Elicit the sentence: If it's sunny, we'll go for a hike. Then write the sentence under the picture.
- **3.** Next, tell the students to write a conditional sentence on one piece of paper and then on another piece of paper, draw a picture that represents the sentence.
- 4. Check the students' pictures and corresponding sentences then collect the pictures, number them, and post them on the wall.
- 5. Tell the students to number a piece of paper (with the same number of pictures) and look at the pictures and guess the sentence for each picture. Students write the sentence next to the corresponding number on their paper.
- 6. In the end, have the students show their original pictures to the class. The students listen and check if they guessed correctly.
- Key: If it's frigid, we'll stay home. We'll stay home if its frigid.

B. GET IT RIGHT

Expansion: If it's sunny, I'll . . .

In this expansion, students make various plans for the weekend, according to the weather.

- 1. On the board, write these sentences: If it's sunny this Saturday, I'll . . . // If it rains this Saturday, I'll . . . // If it's muggy this Saturday, I'll . . . etc.
- 2. Tell students to finish the sentences on the board and to write the sentences on their own paper.
- 3. Next, tell students to ask each other what they will do this Saturday if it's sunny, rainy, or muggy. Example: What are you going to do if it's sunny this Saturday?
- 4. Make sure that the students talk to all of the classmates. Have them make a note of who is going to do the same activity as them.
- 5. To close the activity, ask a few students to share what they will do this Saturday.

Key: 1. B:	isn't, won't take	B: ;
2. B:	get, 'll go	B: g
3. B:	won't go, isn't	A:

get up, 'll leave gives, 'll have A: 'll freeze, 's

C. YOUR TURN

Expansion: Social itinerary

In this expansion, students write a social itinerary for a friend who's coming in town.

- 1. Put the students in groups of three.
- 2. Tell the students to pretend that they have a friend coming to visit them this weekend and that they have to make an itinerary of things they will do.
- 3. On the board, write different categories: If it's sunny . . . If it rains . . . If it's muggy . . . If it's cold . . . etc.
- 4. The groups then have to think of activity ideas for their particular city for each of the categories.
- **5.** In the end, have the groups share their activity ideas by coming up to the board and writing down their ideas.

Key: Answers will vary.

Readers' Forum

A. BEFORE YOU READ

Variation: Search for the answers

- 1. Write questions about the information written on the READERS' FORUM page on note cards or strips of paper. Examples: How often does it rain in Arica, Chile? What is the climate like in Arica? Are there desert plants? What can the temperature get in July in Oymyakon?
- 2. Put students in small groups and give a set of note cards to each group. Set a time limit.
- 3. One at a time, group members pick a card and read the question out loud to the group.

- **4.** The group members read the article in the READERS' FORUM and find the answer.
- 5. The person who read the card writes the answer on the back of the note card.
- 6. Group members continue picking cards until all questions are answered.
- 7. The first group that gets all of the answers right wins the game.
- Key: Chile, Russia
 - Similarities: both have extreme climates; both are beautiful places.

在极限气候中生活

我住在智利的阿里卡。这里是世界上最干燥的 地方之一,至少从降雨量来说是这样。这里平均每 6年下1次雨。然而,这并不是说这里极其炎热和干 旱。实际上,这儿的气候是相当温和的,一年中大 部分时间的气温都在20°C到25°C之间。虽然阿里 卡地处沙漠,但空气中的湿气却足以使沙漠植物保 持翠绿艳丽。没有人会说阿里卡青葱郁郁,但我们 确有许多美丽葱翠的公园。大量的湿气来自沿海的 雾气,在多数的早晨雾气弥漫而至,但不一会儿却 又蒸发散尽。阿里卡最大的好处之一便是你从来不 用担心下雨会打乱你的计划安排。还有就是你可以 天天享受这里美丽的海滩。

我的家乡是俄罗斯的奥伊米亚康。《吉尼斯世 界纪录大全》称此地是是世界上最寒冷的人类居住 地之一。这里真的是天寒地冻,至少一年中的大部 分时间都是如此,尽管七月的气温竟会攀升到40℃! 现在奥伊米亚康已经成为一个小有名气的旅游胜地了, 不过大多数的游客只在三、四月间来旅游,因为这 个季节的气温相对温和,通常在零下35度。从十一 月到次年二月,气温下降至零下60度也不足为奇! 奥伊米亚康的人口大约只有700人。愿意居住在世界 上最寒冷地区的人可不多,这也是我不大喜欢它的 一点。不过居住在这里的我们都很热爱它。奥伊米 亚康是一个漂亮的地方,四周环绕着白雪皑皑的群 山。此外,我们这里的居民非常友善,自然也热情 待人。没有人抱怨过这里的严寒。我们只是在出门 时都很要穿得很严实保暖,家里也保持得暖烘烘的 一回到家就能很快消除身上带的冰雪寒气。奥伊米 亚康的最美妙之处就在于这里有纯净清新的北极空 气。我无法想象我会选择别的地方居住。

B. () READ and DISCUSS



Variation: Debate

In this variation, students debate whether they would rather live in a cold place or a hot place.

- 1. To start the activity, brainstorm with the class the advantages and disadvantages for living in both a cold place and a hot place.
- **2.** Have the students choose either the hot or the cold climate and form a group ("Cold Climate" and "Hot Climate").
- **3.** The groups then prepare their side of the issue. They write their ideas on large pieces of paper.
- **4.** Tell the groups to choose one or two spokespeople to present their ideas to the other group.
- **Key:** 1. Differences are circled in the reading above. 2. Answers will vary.
 - 2. Allsweis will vary.
 - 3. Oymyakon. Answers will vary.
 - 4. Answers will vary.

C.

	City	Weather
1	Seattle, USA	rainy, overcast, foggy, wet, dreary
2	Bodo, Norway	frigid, bright, clear, crisp, cold, freezing, chill
3	Bangkok, Thailand	hot, sunny, muggy
4	Melbourne, Australia	mild, pleasant, low humidity, windy

2.





- 3) a foggy condition ______ c) cooling down
- 4) arctic air coming south d) poor visibility

5 LANGUAGE FOCUS: Noun phrases as subjects

A. THINK ABOUT IT

Audio Script

One of the best parts of Arica is that there are such beautiful beaches.

One of the worst things about Arica is the lack of rainfall. One of the things I don't like about Oymyakon is that only 700 people live there.

Expansion: The best thing about it is . . .

In this expansion, students talk about the best and worst things about the city they live in. Do this activity after the students have learned about noun phrases as subjects.

- 1. On the board write: One of the best parts of (<u>the city you're</u> <u>in</u>) is . . . and One of the worst parts of (<u>the city you're in</u>) <u>is</u> . . .
- **2.** Tell the students to finish the two sentences and write them on a piece of paper.
- **3.** Put students into groups of four. Tell the groups to share their opinions.
- **4.** To close the activity, ask a few to share their opinions with the rest of the class.

Key: Answers will vary.

One of the things I really like about Oymyakon is that it is very beautiful.

B. GET IT RIGHT

Variation/Game: Make two into one

In this variation, teams make the two sentences into one.

- 1. Books closed. Write the sentences from the Student Book on the board or on large strips of paper. Conceal them with a large piece of paper so that the students can not see them yet. Write more sentences if necessary.
- 2. Divide the class into two teams.
- **3.** Ask the first person from each team to stand in front of the board. Reveal the first set of sentences (*Arica has lots of parks*. *They are one of the things I like about Arica*.) then tell the two students to rewrite the sentences into one using a noun phrase as a subject.
- **4.** The student that writes a correct sentence first, wins a point for their team.
- **5.** The game continues until each person has had a chance to write a sentence. The team with the most points, wins the game.
- **Key:** 2. One of the best parts of living in New York City is that there are lots of wonderful museums.
 - 3. One of my favorite parts of living in Santa Barbara is that it never gets too hot.
 - 4. One of the worst parts here is that the ocean is always very cold.

5 VOCABULARY EXPANSION: Words to describe climate

A. 😱 THINK ABOUT IT



Audio Script

- 1. Hawaii gets a lot of precipitation, which is why everything is so green.
- 2. The plant life in the tropics is quite lush.
- **3.** The air in most deserts is arid.
- **4.** Last winter was quite mild. In fact, it was the warmest winter in years.
- 5. The cold temperatures made the air feel arctic.
- **6.** Banana trees grow in tropical climates.
- **a.** not extreme
- **b.** very dry
- **c.** extremely cold
- d. hot and humid
- e. rain or snowfall
- **f.** green

Game: Concentration

Do this game after students have learned the new weather words.

1. Write the new weather words on one set of note cards (*precipitation*, *lush*, *arid*, etc.) and write the synonyms on a different set of note cards (*rain or snowfall*, *green*, *very dry*, etc.). Make copies of these sets (one per group of four students).

- 2. Put students into groups of four. Demonstrate the game by putting all of the cards in both sets face down on a table. One at a time, students turn over two cards. If the cards are a match (*precipitation/rain or snowfall*), they get to keep the cards. If the cards are not a match, the student should put them face down in the same place where they found them.
- **3.** Students take turns until all of the cards are matched. The student with the most matches, wins.

Key: 1. e 2. f 3. b 4. a 5. c 6. d

B. PAIR UP and TALK

Expansion: And the name is . . .

In this expansion, students guess the names of places based on detailed descriptions.

- 1. Books closed. Write the following statements on the board:
 - **a.** This city is in a very arid country.
 - **b.** Most people in this city speak arabic.
 - **c.** This city has one of the most famous museums in the world.
 - **d.** This city is in one of the oldest countries in the world.
 - **e.** The pyramids are close to this city.
- 2. Explain to the students that these statements refer to Cairo. Have students write 5 similar hints about a place they know.
- **3.** Have individual students read their hints to the class. Other students try to guess the name of the place.

Key: Answers will vary.

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7 WRITING WORKSHOP: Your ideal climate

A. COLLECT IDEAS

Variation: Talk around then write

In this variation, students interview their classmates about different climates, then they share the results.

- 1. Write the parts of the chart from the Student Book in question form on the board. **Examples:** What type of climate do you prefer? What temperature range do you prefer? How many seasons do you prefer? What is your ideal everyday weather? How much precipitation per year do you prefer? etc. Ask students to think of other questions. Write their ideas on the board.
- **2.** Ask each student to choose one question. Tell the students to interview each classmate on their opinions and take notes on what each person says.
- **3.** After the interviews, students tally the results, and make a graph. They then write a summary of the graph.
- **4.** Have students either post their graphs and summaries or have the students read them out loud.

Key: Answers will vary.

Four (Example)

An extreme winter, a mild spring, a hot summer, a mild fall (Example)

B. PAIR UP and TALK

Expansion: Places around the world

In this expansion, students research an obscure city and write about its climate.

- 1. To prepare, research some obscure city names around the world. Try to choose a wide variety of cities from around the world with different climates.
- 2. Write the names of the cities on the board and then tell the students to choose one of the cities to research.
- **3.** Give guidelines on the research. Tell them to research in which country the city is located, what the climate is like, how many seasons there are, the temperature range, and what recreational activities there are in that city.

- **4.** Give students time to do their research and writing.
- **5.** Have them go through the editing process (first draft, edit, final copy).
- **6.** Post their written work or have the students read them out loud.

Key: Answers will vary.

C. WRITE

Variation: Write, read, and guess!

In this variation, students write about their ideal climate, then students swap the descriptions and guess who wrote the description.

- 1. To demonstrate this activity, write two descriptions of two different climates. One description should describe your ideal climate and the other one should not.
- **2.** Put the descriptions on the board and have the students read and guess which climate is your ideal climate. After they have made their guesses, reveal the answer.
- 3. Next, students write a description of their ideal climate.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Collect the papers, number them and post them around the room.
- **6.** Tell the students to number a piece of paper (with the same number as there are descriptions).
- Students then walk around the room, reading the various descriptions of climates. They guess whose ideal climate is whose and they write the name of the person next to the corresponding number on their paper.
- 8. In the end, students share their ideal climates with the class. Students listen to see if they guessed correctly.

Key: Answers will vary.

For additional practice of the language presented in Unit 8, direct students to the ICON 3 Workbook pages 44 to 49. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

8 LEARN & PRACTICE

- **A.** Translate the following sentences into Chinese.
 - 你相信吗?当我们在寒冬受冻的时候,澳大利亚 人却在经受酷暑的煎熬。
 - 六月的天气真是捉摸不定。刚才还是晴空万里, 突然就电闪雷鸣,暴雨如注。
 - 我们城市的天气总是这样潮湿温暖。但雨停间歇时在当地公园里散步却是非常惬意。
 - 学生们总盼望阵阵小雪会变成一场大风雪,那样 的话,学校就会停课几天。
 - 英国人花那么多的时间谈论天气的一个重要原因 是:这里的气候真的有趣多变。

- **B.** Translate the following sentences into English.
 - 1. It is predicted to be mostly cloudy with heavy showers right through the weekend.
 - 2. What a scorcher! This is one of the hottest days we have had so far this summer.
 - **3.** Our picnic plan was ruined all over because it rained cats and dogs in a sudden while.
 - One of the things I don't like about London is that it seems to rain all summer.
 - **5.** If it continues to be fine for the next few days, I will go hiking with my friends.
 - **6.** The best part of weather forecast is that people get prepared for the possible weather change.
 - 7. During my stay in Canada, one of the things I like to do is jogging in the chilly crisp air.
 - **8.** Ted should know that those clothes cannot even protect him from the chilliness of Oymyakon at all.

9 Words & Expressions

balmy	adj.	温暖的,暖和的;芳香的	
	U U	How sweet it is to have a walk in such a balmy spring evening!	[4]
chilly	adj.	寒冷的	
		It's really chilly outside, you'd better put on more clothes.	[1]
coastal	adj.	海岸的,沿海的	
		This city is famous for its coastal highway lined with tall, swaying palm trees.	[4]
crisp	adj.	干冷的; 脆的; 干脆的	
		The day we went hiking was crisp and chilly.	[1]
drizzle	n.	细雨	
		Despite the drizzle, the concert of the famous band in the open air was a success.	[1]
extreme	adj.	极端的;偏激的;最后的	
		As the experiment is so important, you must take every step with extreme caution.	
	n.	极端,极端的事物	E 41
C		Don't go to extremes! We can settle down everything in a friendly atmosphere.	[4]
forecast	n.	预报,预测,预见	
		You should search for the weather forecast before you set out. 预报;预想;预兆	
	v.	The media forecast that Hilary will take a lead in the election for the President of the U.S.A.	[1]
freeze	v.	(使)冷,冻死,冷冻	[1]
liteeze	ν.	Water freezes when the temperature drops below 0°C.	[3]
humid	adj.	潮湿的,湿润的	[2]
Indinia	uug.	Food can easily become bad in hot and humid days.	[3]
inhabited	adj.	有人居住的	[°]
	5	According to the historians, this is the oldest inhabited city in the world.	[4]
muggy	adj.	闷热的 一人 一人 儿 一人 儿	
		The demand for electricity to run air conditioners rises sharply in muggy days.	[1]
rainfall	n.	降雨,降雨量	
		Last year's rainfall reached the lowest record level since 1951.	[4]
burn off		蒸发,烧掉	
		A new device has been designed to burn off waste gas from cars.	[4]
cool off		变凉;平静下来	
		The govenment has taken some measures to cool off the economy.	[3]
figure out		计算出;理解	[4]
. 11		Can you figure out the amount of moisture in the soil?	[2]
rain cats and do	gs		[1]
		No sooner had we reached the hotel than it began to rain cats and dogs. 蜂拥而来	[1]
roll in		エーチョン・オート After his successful invention was made public, invitations kept rolling in.	[4]
settle in		移至; 迁入	[4]
		例上,让八 American culture usually starts to settle in with its movies and music.	[4]
up in the air		悬而未决	[1]
T the un		He told journalists that the president's visit to Japan is up in the air.	[2]

70 UNIT 8 © It's a real scorcher!

16-2-2 下午2:52

10 Topic-Related Information/Background

1) Proverbs on weather

- \rightarrow Cold is the night when stars shine bright.
- \rightarrow A wind from the south has rain in her mouth.
- \rightarrow When the days begin to shorten, the cold begins to strengthen.
- → When the dew is on the grass, rain will never come to pass.

2) A joke

It was autumn, and the Indians on the remote reservation asked their new Chief if the winter was going to be cold or mild. Since he was a new Indian Chief in a modern society, he had never been taught the old secrets, and when he looked at the sky, he couldn't tell what the weather was going to be. Nevertheless, to be on the safe side, he replied to his tribe that the winter was indeed going to be cold and that the members of the village should collect wood to be prepared. But also being a practical leader, he went to the phone booth, called the National Weather Service and asked,

"Is the coming winter going to be cold?"

"It looks like this winter is going to be quite cold indeed," the <u>meteorologist</u> (气象员) at the weather service responded.

So the Chief went back to his people and told them to collect even more wood in order to be prepared. A week later he called the National Weather Service again.

"Is it going to be a very cold winter?"

"Yes," the man at National Weather Service again replied, "it's going to be a very cold winter."

The Chief again went back to his people and ordered them to collect every scrap of wood they could find. Two weeks later he called the National Weather Service again.

"Are you absolutely sure that the winter is going to be very cold?"

"Absolutely," the man replied. "It's going to be one of the coldest winters ever."

"How can you be so sure?" the Chief asked.

The weatherman replied, "The Indians are collecting wood like crazy!"

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9 Boy bands

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

1 VOCABULARY: *Talking about pop music*

Warm-up: Different kinds of music

In this warm-up, students brainstorm music group names for different genres of music.

- 1. Post large pieces of paper around the room (or designate different areas on the board) and title the papers with different genres of music: *Pop*, *Rock*, *Classical*, *Country*, *Rap*, *Jazz*, etc.
- 2. Students write down as many music group names that they know for each genre of music.
- 3. Discuss the music groups with the class.

A. DISCUSS and DECIDE

Expansion: Ranking

In this variation, students rank characteristics of a music group according to importance.

- 1. Write these characteristics of a music group on the board: quality of music, appearance of the band members, talented musicians, band members' dance moves, popularity.
- **2.** Talk about each quality and explain any unknown words. Ask students to brainstorm other important characteristics of a music group.
- **3.** In groups of four, students individually rank the music group characteristics in order of importance to them. Then they discuss their rankings with the group.
- 4. Have students share opinions with the rest of the class.

Expansion: Think fast!

In this expansion, students think of as many "boy bands" as possible.

- 1. On the board, write the four "boy bands" listed in the student book.
- 2. In groups of three, students work together to come up with as many other "boy bands" as they can. Give a time limit.
- **3.** Have students write their "boy bands" on the board. Review the names and talk about each band (what kind of music, where they are from, etc).

Key: Answers will vary.

- 1. Answers will vary.
- 2. They are all "boy bands."
- 3. A band that is put together and controlled by a manager or producer.
- 4. Answers will vary.

B. REPORT

Expansion: Have you heard of . . .

In this expansion, students interview their classmates about their favorite music groups.

- 1. Tell students to choose one of their favorite musical groups.
- 2. The students then ask each other about whether they have heard of the music group they chose and if they have, then if they like the group. Students take notes on what each student said in the interview.
- **3.** After the interviews are finished, students then prepare the results.
- **4.** In the end, have students share their results with the class. **Example:** One of my favorite bands is Cold Play. 6 people said they had heard of it. 5 people said that they hadn't heard of it before. Of the 6 people who said they had heard of it, 4 of them liked the group's music.

Key: Answers will vary.

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2 LISTENING: It's hard to say.

A. $\widehat{\mathbf{P}}$ FIRST LISTENING



Audio Script

	· · · ·
TV host:	And now, the Great Late Show is proud to introduce the band you have all been waiting for. Please give a warm welcome to the Broadway
	Boys!
TV host:	Welcome, welcome. Thanks very much for coming on the show!
The Broad	dway Boys: Thanks/Sure/Great to be here./Thanks
The Dioa	for having us.
TV host	So, how does it feel to be famous? All those
1 v 11050.	adoring fans
The Dree	0
	dway Boys: Terrific/hee hee hee/not so bad.
	Okay, can you introduce yourself to the audience? I'm Mike.
Mike:	
Leo:	Leo.
Paul:	I'm Paul.
	Dave.
	And I'm Steve. The manager.
TV host:	So, how did the band start? Who started the
	band? How long have you been performing
	together?
Mike:	We've been
Steve:	Uhh, I started the band and they've been
	performing together for a year.
TV host:	Really? So, who plays the instruments?
Steve:	You don't have to answer that, boys.
Leo:	Ahh, it's hard to say.
TV host:	How do you mean, it's hard to say?
Steve:	You don't have to answer that, Leo.
TV host:	You know, there's a rumor that the Broadway
	Boys is a manufactured band.
Paul:	It's true. Our backing band plays the
	instruments. And sings the songs.
Steve:	Be quiet, Paul!
Paul:	Uhhh. It's such a relief to finally tell the truth!
TV host:	
Dave:	He does.
TV host:	Steve does?
Dave:	Yeah, but now we're famous, we're trying to learn.
	We've been practicing really hard.
TV host:	This is stunning. So, who's been playing the songs
	when you are on stage?
Steve:	You don't have to answer that, boys.
Leo:	Uhh That's a tough one.
TV host:	Some people say your image is carefully
	controlled
Steve:	That is absolutely not true
TV host:	
Steve:	Don't answer, boys.
Mike:	Uhh, no comment.
Paul:	It's true! It's true. Steve is such a bully. I'm
I dui.	supposed to be the 'bad boy,' but I'm really a very
	nice guy.
	mee guy.

Dave:	I'm supposed to be the "nice guy," but I'm not		
	really that nice at all.		
Steve:	Shut up, Paul. Keep quiet, Dave.		
TV host:	So, what 'personality type' are you, Leo.		
Leo:	No comment.		
Paul:	He's supposed to be the cute one, but underneath		
	all that makeup		
Steve:	Shut up, Paul.		
Paul:	And Mike, he's supposed to be the intelligent		
TV host:	Is this true, Steve?		
Steve:	Paul, when this is finished, I'm going to		
Steve: Paul: TV host:	all that makeup Shut up, Paul. And Mike, he's supposed to be the intelligent one, but to tell the truth Is this true, Steve?		

TV host: This is incredible. Only on the Great Late Show, folks!

Expansion: Who is who?

In this expansion, students decide which band member plays which "manufactured role."

- 1. Do this before the students have listened to the recording. Remind students about what they read about "boy bands" on the previous page. Ask them if they remember the personality types of manufactured boy bands (the "bad boy," the "nice guy," and the "cute guy").
- **2.** Ask them to look at the picture in the Student Book and decide which band member is playing which role.

Key: Paul: bad boy Leo: cute Dave: nice guy Mike: intelligent

B. () SECOND LISTENING

- Key: 1. For a year.
 - That they can't play their instruments.
 Yes, it is.

C. () ROLE-PLAY



۲

See script on opposite page.

Expansion: Write a dialogue

In this expansion, students write a dialogue.

- 1. Books closed. Have students write dialogues similar to the ones in the Student Book. Encourage students to be creative.
- 2. Have pairs prepare dialogues for the class.

Key: Answers will vary.

3 LANGUAGE FOCUS: Present perfect continuous

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

Excuse me, Mr. Day. Can I take a break? I've been been working since seven o' clock this morning.

We've been performing together for two years.

He's delighted. His favorite soccer team has been playing very well since they got a new manager.

I really need a job! I haven't been working for over six months.

The Broadway Boys? They're terrible! They haven't been practicing enough lately.

He's stressed out. He hasn't been sleeping well since he lost his job.

Expansion: Visualize it

In this variation, students draw pictures that represent a sentence and the classmates have to guess the sentence.

- 1. To demonstrate this activity, draw a picture on the board that represents the sentence, *I've been working since seven* o'clock this morning.
- 2. Ask the students to write a sentence for the picture on the board. Elicit the sentence: *I've been working since seven o'clock this morning*. Then write the sentence under the picture.
- **3.** Next, tell students to write a present perfect continuous sentence on one piece of paper and then on another piece of paper, draw a picture that represents the sentence.
- **4.** Check the students' pictures and corresponding sentences, then collect the pictures, number them, and post them on the wall.
- **5.** Have students look at the pictures and write a sentence for each picture.

Key: Answers will vary.

We've been practicing hard since last year. I haven't been studying very hard for the test.

B. GET IT RIGHT

Variation: Guess who!

In this variation, students write a sentence that is true for them and then other students try to guess who wrote the sentence.

- Students write a true sentence about themselves using the present perfect continuous. Encourage them to write something unique (something that is interesting and that others wouldn't necessarily know about them.)
 Example: I have been playing tennis for 10 years.
- **2.** After you have checked the grammar, have students write the sentence in large print on a piece of paper.
- **3.** Collect and number their papers, then post them around the room.
- **4.** Students then try to figure out which classmates wrote which sentences.

Key: Answers will vary.

C. ROLE-PLAY

Variation: Two truths and a lie

In this variation, students write two true statements and one false statement about themselves. Classmates then try to guess which is the false statement.

- 1. To demonstrate the activity, prepare three sentences with the present perfect continuous. Write two true statements about yourself and one false statement.
- 2. Write all three sentences on the board in random order.
- **3.** Tell the students to guess which is the false statement. After they have guessed, reveal the answer.
- **4.** Next, tell the students to prepare three sentences using the present perfect continuous. Tell them to write two true statements and one false statement.
- **5.** Put students into groups of four. One by one, they read their sentences out loud to their group members and the group members guess which is the false statement.
- **6.** To close the activity, have a few groups share their statements while the class tries to guess.

Key: Answers will vary.

1. I've been studying ballet recently. (Example)

4 READERS' FORUM

A. BEFORE YOU READ

Variation: Search for the answers

- Write questions about the information written on the Readers' Forum page on note cards or strips of paper. Examples: What do Louis Pearlman and Louis Walsh do? Which bands did Louis Pearlman create? What did Pearlman do before he created a recording label? Where does Pearlman get his songs? How are the members of the band chosen? What group has had more number-one recordings in the UK? Make one set of questions per group.
- 2. Put students in small groups and give a set of note cards

to each group. Set a time limit.

- **3.** One at a time, group members pick a card and read the question out loud to the group.
- **4.** The group members read the READERS' FORUM article and find the answer.
- **5.** The student who reads the card writes the answer on the back of the note card.
- **6.** Group members continue picking cards until all questions are answered.
- **7.** The first group that gets all of the answers right wins the game.
- Key: Answers will vary.

两个名叫路易斯的男人

信不信由你,在过去20年里有两个名叫路易斯 的人一直在管理着几支最出色的流行乐队。然而, 他们成功的代价却是牺牲了音乐原创性。在创建被 音乐界称之为"男孩乐队"方面,两位都是能手。男 孩乐队由清一色的男孩组合,他们一般是由唱片制 作人创建,并且精明地瞄准利润丰厚的青少年市场。 路易斯·珀尔曼在美国出生,他创建了"超级男孩 和"后街男孩"演唱乐队。这两支乐队在全球总计 销售的CD已超过了三千万张。从二十世纪八十年代 起, 珀尔曼的乐队一直占据着唱片销售排行榜的榜 首。在创建一家唱片品牌公司之前,珀尔曼拥有一 家租赁飞机的运输公司。有一次当他把私人飞机租 赁给一个男孩乐队时,他便意识到他可以进入流行 乐坛并大赚一笔。

珀尔曼的歌曲从何而来? 原创与否并不重要。 他成功地翻录了老歌,还把这些老歌变得耳目一新。 乐队成员的挑选原则主要是长相,而不是他们的音 乐天赋。很多成员不会弹奏乐器、编写歌词、创作 乐曲,甚至连歌都不会唱。但通常至少有一名成员 拥有一定的音乐才能。

在英国哪支乐队录制的销量第一的唱片更多呢? 是"甲壳虫"乐队?还是"滚石"乐队? "甲壳虫 乐队有七张唱片在英国销量第一。而由另一位叫路 易斯的人——路易斯·沃尔什——创建的"西城男 孩"乐队则有12张以上的唱片在英国是销售冠军。 "西城男孩"乐队建于1999年,其唱片销量一直占 据着全球各大唱片排行榜的首位。沃尔什的成功模 式和珀尔曼如出一辙。他只录制翻唱歌曲,挑选长

相帅气,性格外向的年轻人——而音乐才能并非是 必备条件。

无论是路易斯·沃尔什还是路易斯·珀尔曼创 建的男孩乐队都大同小异。乐队成员代表着不同的 个性类型。一般来讲,每支乐队有一名"邻家男孩 型,一名"叛逆"型和一名机智型成员。按这种方 式,每支乐队就都能吸引大批以少女为主的歌迷。

男孩乐队的未来如何?大多数专家会认同一点, 只要青春少女们继续为流行音乐慷慨解囊,男孩乐 队现象就不会离我们远去。

B. () READ and DISCUSS



Expansion: Discuss and write

In this expansion, students discuss the questions in the Student Book and then write their opinions.

- 1. Ask the class: What do you think of manufactured bands? What do you think of Pearlman's and Walsh's efforts to manufacture bands whose sole purpose is to make money? What do you think of the fans of boy bands?
- 2. Lead the students in a discussion about these questions.
- 3. After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- 5. Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- 6. Students get their original papers back and read the
- comments that their classmates wrote.
- 7. Have a few students share their views.
- Key: 1. To make more money as a record producer. 2. About busines.
 - 3. Answers will vary.
 - 4. Answers will vary.

C.

1. 1) F	2) F	3) N	4) F	5) T	6) T	7) T	8) F
-------------	-----	------	------	------	------	------	------	------

2.

Number	Meaning
30	Prince has been working on music for nearly 30 years.
six	Prince has won six Grammy awards.
1 000	Prince has released over 1 000 songs.
13 million	Purple Rain sold more than 13 million copies.
24	Purple Rain was at the top of the charts for 24 consecutive weeks.
28	<i>Rolling Stone Magazine</i> ranked Prince number 28 on their list of the "100 greatest artists of all time" in 2004.
141 million	His performance was watched by 141 million fans on TV.

UNIT 9
Boy bands 75

5 LANGUAGE FOCUS: Present perfect — simple vs. continuous

A. THINK ABOUT IT



Audio Script

Present Perfect Simple

l've studied French. She's read *War and Peace*. They've eaten breakfast.

Present Perfect Continuous

I've been studying French all afternoon. He's been reading *War and Peace* for months! They've been eating breakfast since 9 o'clock.

Variation: Timeline

In this variation, students show the difference between the present perfect tense and the present perfect continuous tense by charting sentences on a timeline.

Past Now Future 2. In a different area of the board, write the sentences from the

 In a different area of the board, write the sentences from the Student Book (I've studied French. I've been studying French all afternoon.).

3. To demonstrate the difference between the two sentences, chart them on the time line. Make sure that the present perfect tense sentence ends before the "now" area on the timeline and that the present perfect continuous tense sentence continues through the "now" area.

I've been studying French all afternoon . . . Example: ________ I've studied French.

Now

Future

Past

- **4.** Talk about the difference with the students.
- **5.** After the students have seen the difference, write the other two sentences from the Student Book on the board. Add more sentences of your own.
- 6. Have students chart out the two sentences on the board. Discuss the differences.

Key: I've painted a picture. I've been painting all morning.

B. GET IT RIGHT

Expansion: What have you been doing today?

Have students write sentences to show the difference between the present perfect simple and the present perfect continuous.

- Key: 1. have topped 2. have traveled
 - 3. have made 4. have been looking for
 - 5. have not been getting along 6. have been trying

VOCABULARY EXPANSION: Music collocations

A. **WITHINK ABOUT IT**



Audio Script

play music, play an instrument, play a solo write lyrics compose music make a CD, make a recording top the charts record a song win an award

Variation: Matching

In this expansion, students match the words to make the music collocations.

1. Write the verbs and the direct objects from the Student Book in random order in two different columns on the board.

2. Pair up students and tell them to match the words in the two columns.

3. Check their answers and discuss the meanings of the collocations.

Key: Answers will vary.

B. PAIR UP and TALK

Game: Who's the band?

In this game, students write hints and then guess the names of bands.

- 1. Have students write hints about their favorite band or musician on slips of paper (one hint per slip). Examples: This band comes from Dublin, Ireland. This singer was born in Stoke-on-Trent, U.K.
- 2. Collect the slips of paper.
- 3. Read the hints aloud. Have students guess the answers. For these examples, the answers are U2, and Robbie Williams.

Key: Answers will vary.

WRITING WORKSHOP: Writing a biography

A. COLLECT IDEAS

Expansion: A letter to the band

In this expansion, students write a letter to their favorite band members.

- 1. Ask the students what their favorite music group is. Have each
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student talk about the music group they like and why they like them.

- 2. Next, tell students that they are going to write a letter to their favorite band. On the board, outline a few guidelines for the letter. (Tell the band why you like them. Talk about your favorite songs. Give suggestions for improvement. If you have

been to a live concert, explain your experience, etc.)

- 3. If necessary, review simple letter writing techniques and phrases (Dear _____, introduction, body, conclusion, sincerely, etc.).
- **4.** Give students time to write their letters, then have them go through the editing process (first draft, edit, final copy).
- **5.** Either post the letters around the room or have the students read them out loud to the class.

Key: U2 (Example)

Ireland (Example) Pop music/Rock music (Example) Alternative music from the 70s (Example) Their lead singer is a human-rights activist.

B. PAIR UP and TALK

Expansion: Discuss and write

In this expansion, students discuss and then write their opinions.

- 1. Ask the class: What do you think of the music industry? Do you think the music industry is sacrificing talent just to make money? Do you think that the music industry is pushing the pop bands to be more provocative and sexy? Do you think the pop bands are setting a good example for young children and teenagers? Why or why not?
- 2. Lead the students in a discussion about these questions.
- 3. After the discussion, tell students to write their opinions.
- **4.** Have students go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- **6.** Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

C. WRITE

Expansion: Dear Dr. Know

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

8 LEARN & PRACTICE

- **A.** Translate the following sentences into Chinese.
 - 1. 你可以说男孩乐队的偶像创造者路易斯·珀尔曼 的血液里流淌着音乐,而脑子里却装着生意。
 - 自从1997年"后街男孩"乐队发行首张专辑以来, 他们一直在重新定义流行音乐成功的含义。
 - 想象一下这样一个世界,人们用各种各样的语言 呼唤着你的名字,随时都有一个地方能听到你的 歌声。
 - 西城男孩乐队在全世界获得了巨大的成功,但你 是否知道他们已经成为继"甲壳虫"之后英国最 成功的乐队?
 - 5. 这项研究表明,唱片排行榜会影响青少年的购买 行为,而事实上许多流行歌手一直都在竭尽全力 地争取排行榜领先位置。

a newspaper. Example: Dear Dr. Know,

I need your advice. My daughter is a big fan of the boy band Westlife. She owns all of their CDs, she has been to many of their concerts, and she is a member of the Westlife Fan Club. Everyday after school she is on the Internet surfing the web for new information about the group. All of her friends are crazy about the group, too. It is all they ever talk about. Her school work is beginning to suffer and her teachers have said that she hasn't been paying attention in class anymore. Please help!

Boy Band Blues in Brighton

- 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 Boy Band Blues in Brighton,

I understand your problem. My teenage daughter was madly in love with the Backstreet Boys and so I know what you are going through. One of the most important things you can do for her is support her, but don't let this band take over her life. It is normal and healthy for young girls to follow a boy band, however when her school work is suffering and she doesn't do anything else but talk about the band, then there could be a problem. What you need to do is set limits. Limit her to one concert a year, limit her CDs, and limit her time spent on the Internet. You also need to set rules. Make sure she gets her homework done before she goes on the Internet. Talk to her about paying attention in school. Get her involved in a sport or club. Getting her out of the house and thinking about other things will help decrease her obsession.

- **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.

Key: Answers will vary.

For additional practice of the language presented in Unit 9, direct students to the ICON 3 Workbook pages 50 to 55. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

- **B.** Translate the following sentences into English.
 - 1. He has been composing a theme song for Beijing Olympic Games in the recent/last three years.
 - **2.** I prefer to go to the live concert rather than buy the album of the stars.
 - **3.** He has been collecting all the records of his favorite singer since he was ten years old.
 - **4.** How could a movie without any originality in its plots appeal to a large number of fans?
 - **5.** The singer has been engaged in the originality of music, even at the expense of many chances to be successful.
 - **6.** The young girl won overnight fame through contest and soon released her first album.
 - 7. Rap has been one of the most popular and influential music styles since the 1990s.
 - **8.** You can possibly make a fortune by leasing your spare recording studio and the equipment.

9 Words & Expressions

adore	v.	崇拜,爱慕	
arrest	V.	He adores her charming girlfriend and does everything to please her. 拘留,逮捕;吸引	[2]
		Police arrested Paul for robbery and put him in jail.	
	n.	逮捕,拘留	
		Even after his arrest, the hero never stopped fighting for the freedom of his country.	[2]
blend	v.	混合	
		Different colors of the tree leaves blend into one another and make a wonderful scene.	[4]
collectively	adv.	全体地,共同地	
		The board members decided collectively to cut down the prices of several produc	
		their company.	[4]
compose	v.	作曲;写作	
		Beethoven composed many of his masterpieces after he lost his hearing.	[4]
consecutive	adj.	连续的	r (1
1.	1.	I can finally take a good rest in the seven consecutive holidays.	[4]
diverse	adj.	不同的,变化多的	E 41
. 11.	1.	Twins as they are, Lora and Lisa are quite diverse in personalities.	[4]
intelligent	adj.	聪明的,有才智的	[2]
1		Mike is always able to solve his problems in simple but intelligent ways.	[2]
lease	v.		
		Two weeks after they leased their old flat, the government raised taxes on private h	ouse
		renting.	
	n.	租借,租约	[4]
1 ·		The lease of Hongkong to Britain came to an end by July 1, 1997.	[4]
lyric	n.	歌词; 抒情诗	[4]
aniain alim		Not only the melody but also the lyric of the song makes it a pop hit. 创き	[4]
originality	n.	创意,新奇 Ja bizing a sur banda tha annuan ant azizinglitu at tha tan	[4]
202		In hiring new hands, the company put originality at the top. 抨击	[4]
pan	v.	от-ш Quite a few newspapers published articles next day to <i>pan</i> the government's Middle	East
		policy.	[4]
rum or	~	流言,谣言,传闻	[7]
rumor	n.	而一, 西古, 译码 The president refused to comment on the rumor that he had intended to resign.	[1]
stereotype	n.	模式化的形象,老套;陈腔滥调	[1]
stereotype	11.	Surprised by the excellent performance, many people started to change their stereoty	ne of
		the disabled.	[1]
version	n.	版本;形式;译文	[+]
, choron		The two newspapers gave completely different versions of what had happened yesterday.	[4]
			[1]
appeal to		有吸引力;呼吁;要求	
		The house with a big garden and a quiet neighborhood must appeal to the white colla	ar.[4]
at the expense of	of	在损害…的情况下;归…付费	
•		Bruce's professional success is at the expense of his health.	[4]
get out of one's	way	让开	-
		— "'m so sorry, Ann. You know I don't really mean that."	

⁷⁸ UNIT 9
 Boy bands

	— "Get out of my way! I don't want to talk to you."	[2]
make a fortune	赚大钱	
	He made a big fortune by investing in real estate.	[1]
next door	邻家,隔壁	
	Mr. Johnson was once again woken up by the next door noise at midnight.	[4]
no comment	无可奉告	
	— "Tom, I saw you being with a hot girl in the bar last night. Who was she?"	
	— "No comment."	[2]
on top of	在…之上;另外;紧接着	
	A part-time job may bring you some valuable experience, but you can't put it on to	op of of
	your studies.	[5]
target at	面向; 瞄准	
	Her new book targets at the women who are going to have a baby.	[4]

10 Topic-Related Information/Background

Hits

Hits

Incomplete

Heart)

Girlfriend featuring Nelly

Music of My Heart (with

Quit Playing Games (With My

It's Gonna Be Me

This I Promise You

Gloria Estefan)

I Want It That Way

Larger Than Life

Bye Bye Bye

1. Top boy bands

• 'N Sync



Members Lance Bass **IC** Chasez Joey Fatone Chris Kirkpatrick Justin Timberlake

The Backstreet Boys

- Members Nick Carter Howie Dorough Brian Littrell A.J. McLean

Kevin Richardson

• The Monkees



Westlife



Hits

The Monkees Headquarters Michael Nesmith Daydream Believer Valley Sunday Last Train To Clarksville

Hits

Face to Face Coast to Coast I Lay My Love On You World Of Our Own Unbreakable

2. Music quotes

• Without music, life is a journey through a desert.

- Pat Conroy

Music washes away from the soul the dust of everyday life.

- Red Auerbach

Remember, information is not knowledge; knowledge is not wisdom; wisdom is not truth; truth is not beauty; beauty is not love; love is not music; music is the best.

- Frank Zappa

There is no feeling, except the extremes of fear and grief, that does not find relief in music.

— George Eliot

• The history of a people is found in its songs.

— George Jellinek

Music is the key to the female heart.

- Johann G. Seume

Jazz came to America three • hundred years ago in chains.

- Paul Whiteman

You are the music while the music lasts.

- T. S. Eliot

Members Nicky Byrne Kian Egan Mark Feehily

Shane Filan

Bryan McFadden

Davy Jones

Everybody (Backstreet's Back) Members Micky Dolenz Peter Tork

Review of Units 7–9

1 INTERVIEW

Α.

- 1. Have students open the Student Book to the activity. Review the example question starter and example question that continues the conversation.
- **2.** Tell students to make other question starters and questions that continue the conversation for the small-talk topics listed in the Student Book.
- **3.** Tell students to think of two other topics and add them to the list in the Student Book.

Key: Answers will vary. Question Starter Nice day isn't it? (Example)

2 LISTENING

А.

Audio Script

1 DJ: Goooood Mooooorning, New York City! It's time for your AM weather. We'll have some of the lowest temperatures of the year today thanks to some frigid air coming down from Canada. It's going to be bright and sunny, but BRRRR, don't forget your mittens! Looks like a cold one tomorrow, too – cold and wet! We'll have light precipitation in the morning turning to heavy rain later on. Stay dry out there. You know, one of the things I love about New York are the lights at Christmas. . . I feel warmer just thinking about it! Well, New Yorkers, that's all the time I have. This has been your AM weather report. Thanks for listening and have a GREAT New York day!

2. Hello Londoners! Thank you for tuning in to QRX radio news, your source for the city's news and weather. If you're vacationing in London, you'll be pleased to hear that yesterday's drizzle has moved on. We're expecting warmer temperatures today, but no precipitation in the forecast. The skies will remain quite gray for most of today, however, and things will be a bit dreary until tomorrow, when you can expect bright skies – a great day to see the sights of the city! By the way, do you know what day it is tomorrow? It's June 18th, the birthday of Sir Paul MaCartney, so let's celebrate! Stay tuned for some music from the most famous boy band of all time! Let's make it a lovely day, shall we?

3. A good evening to everybody out there! Thanks for listening to J-WAVE, Tokyo's favorite radio station. We'll be playing some music by Britney Spears in a moment, but first let's check the weather out there. It's been a beautiful day today, hasn't it? Well, this evening's weather is changing fast, so if you're on your way home from the office, you'll want to be careful driving because there are some low clouds moving in. You won't see the lights of Tokyo Tower tonight! Seriously, though, it may be difficult to see other cars on the highway, so put your lights on and drive slowly for

Continuing the Conversation Have you ever been to Jones Beach? (Example)

Β.

- **1.** Tell the students to imagine that they are at a business function.
- 2. Tell the students to walk around the room and talk to three different people. Tell them to ask their questions that they wrote in exercise A and to have a small-talk conversation with their classmates.

Key: Answers will vary.

safety tonight, ok? No umbrellas necessary tomorrow! We'll have beautiful weather all week, mild temperatures and sunshine starting tomorrow and lasting through the weekend... have a picnic in the park, take a hike and get some fresh air. That's what I plan to do. See you there! And now back to the music!

4. DJ: Aloha, aloha, aloha!! I'm Sean Styles and you're listening to Hawaii's hottest radio station live from Waikiki Beach! We've been partying here all weekend, and the party continues until late tonight, so come on down and join in the fun! Let's check the weather. . . Let me see, here comes an unsuspecting tourist. . . Excuse me. sir.

Tourist: Er um, yes, . . .

D]: How are you? First time in Honolulu?

Tourist: Mm hmm. I've never been here before.

DJ: Have you been enjoying yourself?

Tourist: Oh yeah! It's one of the best places I've ever been! I've been surfing and snorkeling. My wife and I have been having a really great time. (shouting) I'll be right there honey! I'm on the radio!

DJ: Alright, looks like you need to get going. Just one more favor – could you describe today's weather here in Honolulu?

Tourist: Sure – it's a beautiful day here, not a cloud in the sky. The water is a little cool, but it sure helps to go for a swim in the ocean on a hot day like today! If you're walking on the beach, you'll need to wear sandals . . . the sand is dangerously hot.

DJ: Ok! Thanks a lot! We'll let you get back to your wife... and your vacation! See you later!

Tourist: See you! Ouch ooooch, my feet! hot! hot! hot!

DJ: That's right! You've just described tomorrow's weather too – hot, hot hot – It's going to be a real scorcher out there! You heard it here first folks! Come on down to Waikiki Beach tomorrow – and bring your sandals!

- Key: 1. bright, sunny, fiegid; cold and wet
 - 2. gray skies, warmer; bright
 - 3. low clouds; beautiful weather
 - 4. a beautiful day; hot

3 INTERVIEW

- Α.
- 1. Pair up the students. Tell the pairs that they will write an interview between a reporter and a singer in a popular band.
- 2. Have the pairs open the Student Book to the activity.
- **3.** Review the Question Starters in the box and then encourage them to use the Question Starters in their dialogues.
- **4.** Give the pairs time to prepare and practice their dialogues.
- **5.** Have them go through the editing process (first draft, edit, final copy).

В.

- 1. After the pairs have had time to prepare and practice their dialogues, ask them to perform them in front of the class.
- **2.** Review each dialogue by asking the rest of the class questions about the content of the dialogue.

Key: Answers will vary.

Key: Answers will vary.



4 GAME

- 1. To demonstrate this game, recreate the Tic-Tac-Toe game board on the board. In one box, write a sample question from the content of units 1–3. Example: *What does "raining cats and dogs" mean?*
- 2. Show them how to play the game by reading the sample question on the board and answering the question. (Answer: *The expression*, *"It's raining cats and dogs" means that it is raining really hard*.) Then put an X on that box to show that you have answered it correctly.
- **3.** Pair up the students. Tell the students to choose either X or O for the game.
- **4.** Tell the pairs to open their Student Book to the activity and to start playing the game.
- **5.** In the end, review all of the questions and answers with the students.

Key: Answers will vary.

10 Easily rattled

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

VOCABULARY: Talking about personality traits

Warm-up: Type A or Type B?

In this warm-up, students consider their own personality types.

- To prepare, write scenario questions to ask the students. Examples: If you spill some of your lunch on your shirt while you're at work, do you A) have to go back home to change it or B) try to clean it off at work and not worry too much about it. // If you are invited to a dinner party do you, A) arrive exactly on time or do you, B) arrive within 10–15 minutes. // If you need to get something done, do you, A) rush to get it done, or B) work on it leisurely? // If you are playing a sport, do you A) play to win or B) play for fun? // If you have to wait in a long line, do you A) get upset or B) wait, knowing that there is nothing that you can do about it.
- **2.** Tell the class that you are going to ask them a few questions. Designate one corner of the room as the Type A side and the other as the Type B side.
- **3.** Either read the questions out loud or write the questions on the board.
- **4.** Students listen and either go to the Type A corner or the Type B corner.
- 5. After each question, ask the students to elaborate on their response to the question.
- **6.** After all of the questions, ask the students which corner they were in most.
- 7. Talk about the two types of personalities. Type A personality people are more particular about time and getting things done, and Type B people are more relaxed about time and tasks.

A. PAIR UP and TALK

Expansion: Role-play

In this expansion, students act out a dialogue relating to personality traits.

- 1. On the board, write the vocabulary words from the Student Book (*trustworthy*, *cool*, *empathetic*, *easily rattled*, *optimistic*, *impatient*). Review the meaning of each word.
- **2.** Put the students into groups of six. Tell them to prepare a role play together (between friends, co-workers, classmates, etc.) where each person portrays one of the personality traits.
- 3. Give students time to prepare and practice the role-play.
- **4.** Have each group perform their role-play in front of the class.
- **5.** After each performance, have the rest of the class say which person portrayed which personality trait. Check with the group to see if they guessed correctly.

Key: Answers will vary.

B. PAIR EXCHANGE

Variation: Who do you know that is cool?

In this expansion, students think of people who portray each personality trait.

- 1. Write the six personality traits on the board (*trustworthy*, *cool*, *empathetic*, etc).
- **2.** Ask the students to think of people they know who portray these traits.
- **3.** Ask the students to talk about the people and to give examples of that trait.

Key: Answers will vary.

-🐼

2 LISTENING: Lost and found

A. \bigcap FIRST LISTENING



Audio Script

George:	I had the worst day yesterday.
Margo:	You know, you seem to be having a lot of "worst
0	days" these days.
George:	Do I? I guess I have been complaining a lot lately
0	but then it just seems that a lot of bad things
	have been happening to me.
Margo:	You poor thing. You know, I'm really sorry to hear
Ũ	you had such a bad day yesterday, but it's kind of
	ironic because I had a really awesome day
	vesterday.
George:	Really? Oh. What happened to you?
Margo:	Oh, never mind about me. Tell me about your
0	day. It seems you have more of a need to talk.
George:	You might be right. Well, I was on my way to this
0	job interview. It was the most amazing job. My
	dream job, really. It was my third interview and I
	figured I might have a chance. It was a job that
	Marlesa, my girlfriend, well actually my ex-
	girlfriend, you see we broke up recently but she -
Margo:	Yes, um, George, could you get to the point?
0	What happened on your way to the job
	interview?
George:	Well, I decided to take the subway to avoid the
0	traffic, because,
Margo:	Yesterday? You were on the subway yesterday?
Ũ	What time?
George:	Oh, let's see, it was about 1:30.
Margo:	Really? I was on the subway then, too!
George:	You know, when I think back, I just knew
	something was going to go wrong.
Margo:	Oh George, you always think something's going
	to go wrong! You should be more positive about
	things.
George:	Oh, I don't know, Margo, it's just that
Margo:	Anyway, on with the story.
George:	Right. Well, if you were on the subway, you
	already know the story — the subway broke
	down. We had to sit there for the longest time. I
	was going nuts.
Margo:	Oh, I can just imagine. Those kinds of things
	really bother you, I know.
George:	Anyway, of course I arrived too late for the
0	interview and so I didn't get the job. Oh, if only
	the train hadn't been so late
Margo:	Oh George, I'm so sorry. How frustrating for you.
Ŭ	What are you going to do now?
George:	I don't know. I'm really freaked out. I really thinl
Ŭ	it was possible I'd have gotten that job if the trair
	hadn't been delayed.
Margo:	I'm so sorry, But, George, I just wonder

George: What. You wonder what.

Margo:	Well, I just wonder. I mean, maybe if you'd just calmed down, well, you never know, something good might have happened. I mean, when you're so impatient and negative like that, nothing good
-	can happen.

- George: OK, so obviously something good happened to you on the subway yesterday, right?
- Margo: Well, actually, yes, something really amazing happened to me on the subway yesterday.
- George: Because you stayed cool and calm when the train broke down, I suppose.
- Margo: Well, yes, right again, I think.
- George: Go on, tell me your news. I suppose you met the love of your life on the subway?
- Margo: No, but I did get my dream job.
- George: No way! You got your dream job on the subway? How did that happen? Margo: Well, you see, after the subway broke down, I
- started chatting with the woman standing next to me and . . .
- Key: George's Personality Profile: impatient; easily rattled Margo's Personality Profile: cool; optimistic; empathetic

B. () SECOND LISTENING

Key: 1. G and M 2. G 3. M 4. G 5. M 6. G

C. \mathbf{Q} LISTEN AND TRY IT



Audio Script

- 1. A: I'm taking the TOEFL tomorrow. B: Really? You must be a nervous wreck.
- A: I got to the airport late and missed my flight.
 B: How awful! You must have been really upset.
- A: I just made the arrangements for my trip to Brazil.
 B: How exciting! I'll bet you're ecstatic.

Key: Answers will vary.

3 LANGUAGE FOCUS: The past unreal conditional

A. **WITHINK ABOUT IT**



Audio Script

If the directions had been clearer, Kevin could have figured out how to program the DVR.

If there hadn't been so much traffic, Claire wouldn't have gotten so rattled.

George might have arrived on time if the subway hadn't broken down.

Would George have gotten the job if he'd arrived on time? If George had stayed calm on the train, would he have felt better? If Masako hadn't talked to the woman next to her, would she have gotten that job?

Expansion: If you could turn back time . . .

In this expansion, students think back on their day and write sentences about things they would have done differently. Do this after the students have learned about the past unreal conditional.

- 1. To prepare for this activity, think of a problem that you had today and then write a list of things you could have done differently to have avoided that problem. **Example:** Problem: I spilled coffee on myself in the car on the way to work. // If I had gotten up earlier, then I would have had time to eat breakfast at home. // If I had used a cup with a cover on it for my coffee, I wouldn't have spilled the coffee. // If I hadn't been driving so fast, I would have seen the light turn yellow and I wouldn't have slammed on the brakes at the last second.
- 2. Write the problem you experienced and your ideas for changing it on the board. Discuss the situation with the students.
- **3.** Tell the students to think of a problem that happened to them and then to think of sentences in the past unreal conditional tense that would have solved the problem (as in your example).
- **4.** Monitor the students' work (check the sentences for grammatical errors).
- **5.** Have each student share their problem and sentences with the rest of the class. Ask students to brainstorm other sentences that could have prevented the problem.

Key: If it hadn't been raining, we would have gone for a walk.

B. GET IT RIGHT

Expansion: Sentence completion

In this expansion, students complete sentences using the past unreal conditional.

- 1. Have students write several sentences (on separate strips of paper) such as: If I had gotten up earlier I . . . If I had studied harder for the test I . . .
- 2. Collect the strips of paper and redistribute them to the class.
- 3. Have students complete the sentences.
- 4. Students then read the completed sentences to the class.
- 5. Encourage students to be creative.
- Key: 1. would not have had; had not broken down 2. had asked; would not have gotten
 - 3. had taken; might not have cost
 - 4. Might; have called; had asked
 - 5. had left; might not have missed
 - 6. Would; have finished; had not dropped by

C. YOUR TURN

Expansion: Chain of events

In this expansion, students think of the causes of a problem.

- 1. To demonstrate this activity, write a problem on the board: *I* didn't get the job because *I* was late. *I* was late because the subway broke down.
- Next, write a chain of events that got you to the problem. (If I had gotten up earlier, I would have driven to the interview. If I had driven to the interview, then I would have been on time. If I had been on time, then I would have gotten the job.)
- **3.** Next, pair up the students. Tell the pairs to work out a chain of events like in the example.
- **4.** Monitor the students' work (check the sentences for grammatical errors).
- 5. Have the pairs present their chain of events in front of the class.

Key: Answers will vary.

Three thigns I did yesterday:

Studied English (Example)

Three thigns I wanted to do yesterday but didn't do: go to the gym (Example)

4 Readers' Forum

A. BEFORE YOU READ

Expansion: What would a person with high El do?

In this expansion, students think of a problem they are having (or a made up one) and discuss options on how to deal with it.

- 1. To demonstrate the activity, write a problem similar to the Quiz questions in the Student Book on the board. Example: You just lost your job. What would someone with a high Emotional Intelligence do?
- 2. Ask the class to respond with ideas to the question. Examples: Take some time off to think about your options for a new job. Start looking for a new job. Start networking with your friends to see what other jobs are available.
- **3.** Next, tell the students to think of a problem they have had or a friend has had. Give them the option to make up a problem.

- **4.** Put the students in groups of four. Tell them to share their problems and to think of some options on how to handle it.
- 5. In the end, have a few students share their problems and their ideas.

Key: IQ

你的情商如何?

你认识头脑聪明但事业上却并不很成功的人吗? 也许你有一个朋友智商很高但却不能长久从事一份工 作。根据某种理论,这可能是由于你的朋友"情商" (EI)不高的缘故。情商高的人善于与人打交道,

\$

与他人感情融洽,也能有效地控制自己的情绪,因 此他们天性就不会喜怒无常。情商高的人善于与人 沟通,也很善于观察。此外,他们乐观向上,能坦 然地面对挑战。情商不一定像智商那样通常能给人 带来学业上的成就,但它的确常常铸就职业生涯和 个人生活方面的成功。

情商小测试

你认为在以下情况下,情商高的人会怎么做?

- 1. 你刚看了一部令你非常沮丧的电影。为了缓解沮 丧情绪, 你会:
 - a. 谈论你的消极感受。
 - b. 谈论你最近经历的一件好事。
- 2. 在你工作的团队里,你的同事对某事优柔寡断。 你会:
 - a. 提出从另一角度来看待这些问题并且让大家 都再来一次集思广益的讨论。
 - b. 用你的领导才能去影响团队。
- 3. 你朋友刚刚死了一只猫,她很伤心。你会
 - a. 花时间陪她, 问她需要什么。
 - b. 鼓励她向你哭诉。

B. READ and DISCUSS



Expansion: Multiple intelligences

In this expansion, students learn about other kinds of intelligences.

- 1. On the board, write these tasks: Find someone who: can remember all of the words to a song and sing it for you (musical), can stand on their foot with their eyes closed for 30 seconds (kinesthetic), can make up a poem with you (interpersonal), can tell you how they are feeling all of the time (intrapersonal), can do a mathematical problem for you (logical), can draw a representation of the word honesty (visual), can recite a poem (linguistic). Be sure not to write the words that are in parentheses.
- 2. Tell the students to copy the tasks, then tell the students to find people who can do them. If they find someone who can do the task, they write their name next to the task on their paper.
- 3. After the time limit, ask the students if they found people who could do the things listed. Ask them to elaborate. Example: So, who could remember all of the words to a song and sing it for you? // Masako could! She sang me the song, Yesterday by The Beatles. It was perfect!
- 4. After you have discussed all of the tasks, on the board write the following types of intelligences: musical, kinesthetic (good at using the body), interpersonal (good at working with others), intrapersonal (knows oneself well), mathematical/logical, visual (good at drawing), linguistic (good with words and languages). Explain that some people believe that there are many ways to show that you are intelligent. Explain the meaning of each one and then ask them to match the tasks listed on the board to the different types of intelligences.
- 5. Ask them if they agree with the notion of Multiple Intelligences. Discuss their opinions.
- IQ=smart, academically successful. **Kev:** 1.
 - El=good people skills, good communicators Answers will vary.
 - 2. 3. Answers will vary.
 - 4. Answers will vary.

C.

1. 1) nightmare

- 2) mentor 5) empathetic 6) rattle; yell; anger
- calm; becomme a nervous wreck

7) break down

4) people skills

8) smart; emotional intelligence

2.

Sta	atements	Mr. Ehrhard	Mr. Schultz	
a)	He gives Steiner a lot of personal attentions.	\checkmark		
b)	He is a nightmare.			
C)	He gives Steiner challenging assignments.	\checkmark		
d)	He has no people skills.			
e)	He never gets rattled.			
f)	He mentors Steiner on the best way to approach work.	\checkmark		
g)	He is impatient and temperamental.			
h)	He always manages to stay calm.	\checkmark		
i)	He encourages Steiner to apply for interesting and new projects.			
j)	He is a true professional, bright and observant.	\checkmark		
k)	Communication begins to break down within the department.			
I)	He is respectful of everyone he works with.	\checkmark		
m)	When there are problems, he becomes a nervous wreck.			
n)	He may be a smart man.			

0)	He never yells and shows anger.	\checkmark	
p) He plans ahead and has an open communication style.		\checkmark	
q)	He has no emotional intelligence.		\checkmark
r)	He is empathetic to the need of others.	\checkmark	
S)	He is a very successful manager.		
t)	He is cool.		
u)	He is easygoing.		

5 LANGUAGE FOCUS: More transition words and phrases

A. $oldsymbol{G}$ THINK ABOUT IT



Audio Script

I'm very emotional. For instance, I often cry at movies. There are lots of ways to deal with anger. For example, it's a good idea to stop and take ten deep breaths.

Although he has a high IQ, he can't keep a job for very long.

I don't enjoy exercising. Nevertheless, I run every day to stay in shape.

I was very angry. As a result, I yelled at my children. I forgot to set my alarm clock. As a consequence, I was late for work.

Variation: Fill it in!

In this variation, students fill in the missing words.

1. On the board, write the sentences from the Student Book. Delete the transition words. **Example:** (*I'm very*

- emotional. _____, I often cry at movies.)
- **2.** In a different area of the board, write the transition words (*for instance, for example, although, nevertheless, as a result, as a consequence*).
- **3.** Students volunteer to fill in the transition words in the sentences.
- **Key:** I'm very hard working. Nevertheless, I still find time for my family.

B. GET IT RIGHT

Expansion: Sentence prompts

In this expansion, students write sentences using the transition words and phrases.

- **1.** Books closed. Write the transition words and phrases from the Student Book on the board.
- **2.** Have students write sentences using the words on the board as prompts.
- 3. In pairs, have students check their answers.
- Key: 1. Although2. As a result3. For example4. As a result5. Nevertheless

6 VOCABULARY EXPANSION: More personality traits

A. 😱 THINK ABOUT IT



Audio Script

- **1.** Ralph's so temperamental that you never know what kind of mood he'll be in.
- **2.** My friend Julia is so observant that she always seems to know how I'm feeling.
- **3.** Denise won't mind if we change the plans for tomorrow. She's very flexible.
- **4.** Jane is extremely stubborn. Don't even try to change her mind about anything!
- **5.** Ethan is very introverted. He likes to spend a lot of time alone.
- **6.** Mia is very easygoing. She hardly ever gets upset about anything.

Key: 1. N 2. P 3. P 4. N 5. N 6. P

B. PAIR UP and TALK

Variation: How stubborn do you think I am?

In this variation, students assess their partner's personality.

- 1. First put the quantifier words on the board and have the students put them on a continuum so they know the ranking of each word. (*extremely, relatively, pretty, somewhat, a little, not very, not* ______ *at all*).
- **2.** Next tell the students to write sentences with the quantifiers about their personality. **Example:** *I* think that *I* am relatively stubborn. *I* am pretty observant. etc.
- **3.** Next, pair up the students. Tell them to write sentences about their partner's personality. **Example:** *I think Juan is extremely flexible*. Nothing ever bothers him! etc.
- **4.** After they have written their sentences, tell them to share their sentences with each other.
- **5.** In the end, ask a few students to share whether their assessment of each other was correct.
- Key: Answers will vary.

-

7 WRITING WORKSHOP: Comparing people

A. COLLECT IDEAS

Variation: Guess who

In this variation, students write about someone in the room and the other students try to guess who it is.

- 1. Secretly, assign a classmate's name to each student. Tell the students to write a short paragraph about this person but to not write his/her name.
- **2.** Have the students go through the editing process (first draft, edit, final copy).
- **3.** Collect the paragraphs, number them, and post them around the room.
- **4.** Tell the students to number a piece of paper (with the same number as there are paragraphs).
- **5.** Students then walk around and read the descriptions of the classmates. They guess who is being described and they write their guess next to the corresponding number on their paper.
- **6.** In the end, read each one out loud and ask the students for their guesses, then have the author of the paragraph reveal the answer.

Key: Answers will vary.

B. PAIR UP and TALK

Expansion: "Warm fuzzies"

In this expansion, students write compliments to one another.

- 1. Write each student's name on separate pieces of paper.
- 2. On the board, brainstorm a list of adjectives that compliment people: *funny*, *flexible*, *easygoing*, *observant*, *trustworthy*, *cool*, *empathetic*, *optimistic*, etc. and ways to write adverbs that compliment people: extremely smart, *very funny*, etc.
- 3. Tell the students that they are going to write "warm

8 Learn & Practice

- A. Translate the following sentences into Chinese.
 - 有的时候,沟通并不在于我们说了多少,而在于 我们所说的能被别人理解和接受多少。
 - 约翰老是看到生活的阴暗面,担心会发生什么不幸的事情,结果他总是快乐不起来。
 - **3.** 他认为人生的成功与否主要取决于我们怎么与他人相处,这至少跟我们知识的多少同等重要。
 - **4.** 试着振作点儿! 想想那些使你精神振奋、开怀大 笑的时刻, 想想朋友和家人给你的关爱。
 - 当孩子们感受到父母的失望,他们就会开始相信 他们确实缺少点儿什么,这会使他们非常沮丧。

fuzzies" (compliments) to their classmates.

- **4.** Start by giving each person a paper with a classmate's name on it. Students then write a few sentences that compliment the person. **Example:** *Jose—You are extremely outgoing. You are always so nice to everyone.*
- **5.** Students pass their papers onto the person next to them and then write on the next person's paper.
- 6. In the end, give each student their own paper to read.

Key: Answers will vary.

C. WRITE

Expansion: Discuss and write

In this expansion, students discuss and then write their opinions.

- 1. Ask the class: Do you believe in different kinds of intelligences? Or do you think there is only one way to be smart?
- 2. Lead the students in a discussion about these questions.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- **6.** Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

For additional practice of the language presented in Unit 10, direct students to the ICON 3 Workbook pages 56 to 61. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

- **B.** Translate the following sentences into English.
 - 1. John has a high IQ, yet he is unable to communicate with others effectively.
 - **2.** No one is willing to get along with those who are indifferent to everything.
 - **3.** My counselor was one of the most understanding, kind, and considerate people I have ever met.
 - **4.** People with a high EI are usually observant and they know how to put themselves in the shoes of others'.
 - **5.** According to the survey, western kids can often get encouragement from their parents, and thus they are more self-confident.
 - 6. A simple test score doesn't mean much when it comes to measuring a person's intelligence and potential.
 - 7. An optimistic person never gets frustrated because they believe defeat is only a challenge to overcome.
 - 8. Joe still held onto his dream even in the most difficult time, so he has the great success today.

9 Words & Expressions

awesome	adj.	太棒了(俚);美好的;可怕的	
		The ghosts in the cartoon movies are awesome to children.	[2]
easygoing	adj.	温和宽容的;随便的	
		She is such an easygoing and good-natured girl that everybody likes to be with her.	[5]
frustrated	adj.	挫败的,失败的;落空的	
		Jack feels frustrated when he learned he failed the driving test again.	[1]
impatient	adj.	不耐烦的,急躁的	
		She appeared to be impatient when she was asked to give furthur explanation abou	t the
		contract.	[2]
ironic	adj.	讽刺的,具有讽刺意味的	
		Isn't it ironic that some young people celebrate foreign festivals without knowled,	ge of
		what they really are?	[2]
mentor	v.	指导,引导	
		The company has a program to mentor newly exployed workers.	[4]
mood	n.	心情,情绪;口气	
		She is still in a low mood after a long vacation in Spain.	[5]
nevertheless	conj.	然而,不过	
		We all tried our best. Nevertheless, we lost the game anyway.	[5]
optimistic	adj.	乐观的	
		An optimistic person differs from a pessimistic one in that he always has a pos	itive
		outlook on life.	[1]
self-centered	adj.	自我中心的,自私自利的	
		Tom is so self-centered that he seldom cares how others feel.	[5]
stubborn	adj.	顽固的,固执的	
		He looked at his father, with a stubborn expression on his face.	[5]
trait	n.	显著的特点,特性	
		It is found that most great persons share some typical personality traits.	[1]
trustworthy	adj.	可信赖的	
		To be a trustworthy person, you must keep what you say.	[1]
whereas	conj.	然而,反之;鉴于;尽管,但是	
		Jenny had a minor injury in the car accident, whereas her brother Walter lost one of his legs.	[7]
yell	v.	大叫,呼喊,叫着说	
		Seeing an old friend across the street, he couldn't help yelling at him.	
	n.	叫声,喊声	
		She let out a yell of pain when the doctor tried to hold up her injured arms.	[5]
break up		分手	
		Sociologists believe that the lack of communication is usually the main reason for co	uples
		to break up.	[2]
cry on one's sho	ulder	向某人倾诉苦楚	
		Nora cried on her mother's shoulder after she quarreled with her husband.	[4]
freak out		反常,发疯;对事物有强烈反应	
		He freaked out completely when he realized that his illness was fatal.	[2]
go nuts		发疯	
		I'll go nuts if my computer goes dysfuntional again.	[2]

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hold onto	抓住,坚持	
	Today some young girls hold onto every chance to get into the show business.	[4]
in nature	本质上;实际上	
	He was just out of control at that time, but he was not rude in nature.	[4]
in shape	处于良好状态	
	He is no longer in shape these days as a result of overwork and malnutrition.	[5]
in tune	合调子;合拍	
	Mike is very much in tune with his wife and knows what she wants.	[4]
lead to	导致	
	The heavy snowstorm in the northeastern part of Canada led to some 20 people's death.	[4]
look on the bright side	对事物抱乐观态度	
	Studies show that one who looks on the bright side of life tends to be more healthy.	[1]
tend to	趋向;注意	
	Nowadays young people tend to live by themselves but dine with their parents.	[4]

10 TOPIC-RELATED INFORMATION/BACKGROUND

Emotional Intelligence Test

The following questions will give you a rough sense of what your emotional intelligence score might be. Remember to record your answers!

- 1. You're on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?
 - a. Continue to read your book or magazine, or watch the movie, paying little attention to the turbulence.
 - b. Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
 - c. A little of both a and b.
 - d. Not sure never noticed.
- 2. You've taken a group of 4-year-olds to the park, and one of them starts crying because the others won't play with her. What do you do?
 - a. Stay out of it let the kids deal with it on their own.
 - b. Talk to her and help her figure out ways to get the other kids to play with her.
 - c. Tell her in a kind voice not to cry.
 - d. Try to distract the crying girl by showing her some other things she could play with.
- 3. Assume you're a college student who had hoped to get an "A" in a course, but you have just found out you got a "C-" on the midterm. What do you

do?

d.

- a. Sketch out a specific plan for ways to improve your grade and resolve to follow through on your plans.
- b. Resolve to do better in the future.
- c. Tell yourself it really doesn't matter much how you do in the course, and concentrate instead
- on other classes where your grades are higher.d. Go to see the professor and try to talk her into giving you a better grade.
- 4. Imagine you're an insurance salesman calling prospective clients. Fifteen people in a row have hung up on you, and you're getting discouraged. What do you do?
 - a. Call it a day and hope you have better luck tomorrow.
 - b. Assess qualities in yourself that may be undermining your ability to make a sale.
 - c. Try something new in the next call, and keep plugging away.
 - d. Consider another line of work.
- 5. You're a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?
 - a. Ignore it it's only a joke.
 - b. Call the person into your office for a reprimand.

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- c. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
- d. Suggest to the person telling the joke he go through a diversity training program.
- 6. You're trying to calm down a friend who has worked himself up into a fury at a driver in another car who has cut dangerously close in front of him. What do you do?
 - a. Tell him to forget it he's okay now and it's no big deal.
 - b. Put on one of his favorite tapes and try to distract him.
 - c. Join him in putting down the other driver, as a show of rapport.
 - d. Tell him about a time something like this happened to you and how you felt as mad as he does now, but then you saw the other driver was on the way to a hospital emergency room.
- 7. You and your life partner have gotten into an argument that has escalated into a shouting match; you're both upset and, in the heat of anger, making personal attacks you don't really mean. What's the best thing to do?
 - a. Take a 20-minute break and then continue the discussion.
 - b. Just stop the argument go silent, no matter what your partner says.
 - c. Say you're sorry and ask your partner to apologize, too.
 - d. Stop for a moment, collect your thoughts, then state your side of the case as precisely as you can.
- 8. You've been assigned to head a working team that is trying to come up with a creative solution to a nagging problem at work. What's the first thing you do?
 - Draw up an agenda and allot time for discussion of each item so you make best use of your time together.
 - b. Have people take the time to get to know each other better.
 - Begin by asking each person for ideas about how to solve the problem, while the ideas are fresh.
 - d. Start out with a brainstorming session, encouraging everyone to say whatever comes to mind, no matter how wild.

- Your 3-year-old son is extremely timid, and has been hypersensitive about — and a bit fearful of — new places and people virtually since he was born. What do you do?
 - a. Accept that he has a shy temperament and think of ways to shelter him from situations that would upset him.
 - b. Take him to a child psychiatrist for help.
 - c. Purposely expose him to lots of new people and places so he can get over his fear.
 - d. Engineer an ongoing series of challenging but manageable experiences that will teach him he can handle new people and places.
- 10. For years you've been wanting to get back to learning to play a musical instrument you tried in childhood, and now, just for fun, you've finally gotten around to starting. You want to make the most effective use of your time. What do you do?
 - a. Hold yourself to a strict practice time each day.
 - b. Choose pieces that stretch your abilities a bit.
 - c. Practice only when you're really in the mood.
 - d. Pick pieces that are far beyond your ability, but that you can master with diligent effort.

Analysis

Add up the scores for each question in order to get your total emotional intelligence score.

- Anything but D that answer reflects a lack of awareness of your habitual responses under stress.
 A=20, B=20, C=20, D=0.
- B is best. Emotionally intelligent parents use their children's moments of upsets as opportunities to act as emotional coaches, helping their children understand what made them upset, what they are feeling, and alternatives the child can try.
 A=0, B=20, C=0, D=0.
- A. One mark of self-motivation is being able to formulate a plan for overcoming obstacles and frustrations and follow through on it. A=20, B=0, C=0, D=0.
- C. Optimism, a mark of emotional intelligence, leads people to see setbacks as challenges they can learn from, and to persist, trying out new approaches rather than giving up, blaming themselves, or getting demoralized.
 A=0, B=0, C=20, D=0.
- 5. C. The most effective way to create an atmosphere

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that welcomes diversity is to make clear in public that the social norms of your organization do not tolerate such expressions. Instead of trying to change prejudices (a much harder task), keep people from acting on them.

A=0, B=0, C=20, D=0.

- 6. D. Data on rage and how to calm it show the effectiveness of distracting the angry person from the focus of his rage, empathizing with his feelings and perspective, and suggesting a less anger-provoking way of seeing the situation.
 A=0, B=5, C=5, D=20.
- 7. A. Take a break of 20 minutes or more. It takes at least that long to clear the body of the physiological arousal of anger which distorts your perception and makes you more likely to launch damaging personal attacks. After cooling down you'll be more likely to have a fruitful discussion.

A=20, B=0, C=0, D=0.

 B. Creative groups work at their peak when rapport, harmony, and comfort levels are highest

 then people are freer to make their best contribution.

A=0, B=20, C=0, D=0.

- D. Children born with a timid temperament can often become more outgoing if their parents arrange an ongoing series of manageable challenges to their shyness.
 A=0, B=5, C=0, D=20.
- B. By giving yourself moderate challenges, you are most likely to get into the state of flow, which is both pleasurable and where people learn and perform at their best.

A=0, B=20, C=0, D=0.

Results

200 — Highest Score 175 to 125 — High Average 100 — Average 75 to 25 — Low Average

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1 Regrets, I've had a few . . .

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

VOCABULARY: Talking about mistakes

Warm-up: Who had the worst day?

In this warm-up, students vote on who had the worst day.

- 1. On the board write: What was something bad that happened to you today?
- **2.** Give the students a moment to think about the question and then put the students into groups of four.
- **3.** Tell the students to share their stories with each other and to vote on who had the worst day.
- **4.** In the end, ask the groups to tell the class who they voted for and have that person tell their bad day story.
- **5.** Tell the class to vote on who had the worst day in the class.

A. DISCUSS and DECIDE

Expansion: Ranking

In this expansion, students rank the mistakes listed in the Student Book.

- 1. On the board, write the six mistakes listed in the Student Book.
- 2. In groups of four, first students individually rank the mistakes (#1 is the worst mistake, #6 is the least worst mistake). Then they discuss their rankings with the group.
- **3.** In the end, have students share their opinions with the whole class.

Key: Answers will vary.

- 1. They are all mistakes or embarrassing situations.
- 2. The Titanic. Many people died.
- 3. Answers will vary.
- 4. Answers will vary.

B. PAIR EXCHANGE

Expansion: Role-play

In this role play, students act out a scene of two friends talking about a mistake that they made.

- 1. On the board write the six vocabulary words (blew it, messed up, wasted, ruined, showed poor judgment, mortified). Brainstorm various mistakes and match them the different vocabulary words. Examples: blew it—not studying for a test, messed up—made a mistake on a work report, wasted—wasted a lot of time driving instead of taking the bus, ruined—ruined a dress after spilling coffee on it while driving, showed poor judgment—stayed out late the night before a test, mortified—saying something rude in another language without knowing it.
- **2.** Explain to the students that they will role-play a conversation between two friends talking about a mistake that one of the friends made.
- **3.** In pairs, tell students to choose a scenario and then prepare and practice their dialogues.
- **4.** If they are writing the dialogue, have them go through the editing process (first draft, edit, final copy).
- **5.** In the end, have the pairs perform their role plays in front of the class. After each role-play, ask the class which vocabulary word fits best for each situation.

Key: Answers will vary.

-

2 LISTENING: Don't take it personally.





Audio Script

Conversation 1.

Woman:	What's the matter, Ted? You look upset.
Man:	What a day! I'm about ready to go home.
Woman:	What happened?
Man:	It's a long story but The sales team is
	presenting the sales results to Jack Davis today,
	you know, the new CEO. I presented incorrect
	information in the morning meeting. Everyone
	was really mad at me, and Jack Davis got really
	angry. I really messed up, Tina.
Woman:	Oh Ted, don't take it so personally.
BOSS:	Lewis! Ted Lewis! Come into my office right now.
Man:	I've got to go. I wish I'd prepared more carefully
	for this meeting.
Woman:	Go back in there and
Boss:	LEWIS. GET IN HERE!
Converse	ation 2

Conversation 2.

Young woman:	Hello?
Young man:	Mary, oh, thank goodness you answered!
Young woman:	George, what's the matter?
Yound man:	I'm in deep trouble! I totally blew it!
Young woman:	What happened?
-	

Young man: I was in a car accident. It wasn't my ...

- Young woman: Was anyone hurt?
- Young man: No, it was just a fender bender but it's my dad's new car . . . if only I had been more careful. Young woman: It'll be okay. At least no one was hurt.
- Young man: I know . . . but my Dad is going to kill me.

Conversation 3.

Guest: Nice speech.

- Woman:I don't know what you were thinking, Andrew!Man:Oh, please. Enough already.
- Woman: How could you say those things?
- Man: I didn't mean to be rude. I wasn't trying to insult anyone. I was just trying to make people laugh.
- Woman: Make people laugh . . . ??? That speech . . . You were trying to make people laugh.
- Man: Okay Nancy, what can I tell you? I showed poor judgment. Okay? I thought people would find me funny, alright?

Variation: Detailed questions

In this variation, students answer more detailed questions about the conversations.

1. Before the students listen to the audio script, write these questions on the board: *Conversation #1: What was the man's mistake?* (He presented incorrect information.)

What does he wish he had done differently? (He wished he had prepared more for the meeting.) Conversation #2: What happened to the man? (He was in a car accident.) Whose car was it? (It was his father's car.) How will the father react? (He says he's going to kill him. He will be very upset.) Conversation #3: What was this man's mistake? (He made an inappropriate speech at a wedding.) Why did he do it? (He thought it was funny. He wanted to make people laugh.)

- **2.** Tell the students to read the material and then answer the questions.
- 3. Check their answers.
- **Key:** $\boxed{1}$ a workplace issue
 - 🕅 a fender bender
 - $\overline{\mathbb{N}}$ a terrible speech

B. G. SECOND LISTENING



Expansion: If I were you

In this expansion, students give advice for the three people who messed up in the Student Book.

- 1. Have students make groups of 4.
- 2. Ask students to discuss what advice they'd give to the people who messed up in the Student Book. Encourage students to use the structure, If I were you, I'd . . .

Key: Conversation #1 — c Conversation #2 — a Conversation #3 — b

C. **WROLE-PLAY**



Audio Script

Conversation one

- A: How was your date with Linda?
- B: It was mortifying! I spilled my drink all over her.
- A: Don't worry about it. I'm sure she understood.

Conversation two

- A: I wish I had been driving more carefully.
- B: It'll be okay! At least no one was hurt.

Conversation three

- A: I don't think my boss likes me. She hardly ever talks to me.
- B: Don't take it personally. She's that way with everyone.

Key: Answers will vary.

3 LANGUAGE FOCUS: Regrets with "wish"

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

I wish I remembered his address. She wishes she spoke French.

I wish I hadn't ruined her dress. She wishes she hadn't said those things.

Expansion: Talking In circles

In this expansion, students get an opportunity to make "wish" statements about past and present regrets.

- 1. Write a list of things you wish you could do or wish you had done on the board. (*I wish I remembered my childhood. I wish I could speak Italian. I wish I had paid more attention in math class. I wish I had stayed in touch with my friends from high school.*)
- 2. Elaborate on each regret, giving a reason for the regret.
- **3.** Prepare a list of questions to ask the students about their regrets. **Examples:** What do you wish you had done differently in high school? What do you wish you could do? etc.
- **4.** Have students stand in two circles (the two circles are facing each other so each student has someone in front of them in the opposite circle).
- **5.** Start the activity by asking one of your questions and tell the students to talk to the person in front of them in the opposite circle for one minute about the question.
- **6.** After one minute has passed, ask the next question. The outside circle then takes one step to the right and the students start talking with their new partner.
- **7.** The activity continues until you have gone through your list of questions.

Key: They wish they knew the way. They wish they had known this before.

4 Readers' Forum

A. BEFORE YOU READ

Variation/Game: Search for the answers

In this variation, teams compete to find the answers to questions in the article.

 Write questions about the information written on the Readers' Forum page on note cards or on strips of paper.
 Example: What has no one ever said on their deathbed? (I wish I had spent more time at the office.) When we look back on our lives, what do most people tend to focus on? (Issues such as family, friends, major lost opportunities, and how they spent their time.) What was surprising to the career counselors and psychologists? (Most people have significant regrets and are hard on themselves when they look back on their pasts.) What are the two different

B. GET IT RIGHT

Variation/Game: I wish

In this variation, teams compete to complete the sentences.

- 1. Write the sentences from the Student Book on the board or on large strips of paper. Conceal them with a large piece of paper so that the students can not see them yet.
- 2. Books closed. Divide the class into two teams.
- **3.** Ask the first person from each team to stand in front of the board. Reveal the first sentence (*I blew it. I got so angry with him! I wish I ______ (not say) those things.*), then tell the two students to complete the sentence.
- **4.** The student that writes a correct sentence first, wins a point for their team.
- **5.** The game continues until each person has had a chance to write a sentence. The team with the most points, wins the game
- Key: 1. A: hadn't said B: had said A: had said
 - 2. B: lived A: had called
 - 3. B: hadn't bought
 - 4. B: had prepared

C. YOUR TURN

Expansion: Role-play

In this variation, students do the role play using other student's scripts.

- 1. Do this after doing the Student Book activity.
- 2. Have pairs exchange role play scripts.

Key: Answers will vary.

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kinds of regrets? (Regrets of action and regrets of inaction.) What is one example of each type of regret? (Regret of action: "I regret crashing my car." Regret of inaction: "I regret never starting my own business.") Which type of regret do most people have? Why? (Regrets of inaction. Because it is mostly inaction that has more of an effect on their lives.) What kind of advice do they give for people who have significant regrets? (Don't beat yourself up about the past. They have no control over it.) Make one set of questions per group.

- **2.** Put students in small groups and give a set of note cards to each group. Set a time limit.
- **3.** One at a time, group members pick a card and read the question out loud to the group.
- **4.** The group members read the *Readers' Forum* material and find the answer.

- **5.** The person who read the card writes the answer on the back of the note card.
- **6.** Group members continue picking cards until all questions are answered.
- **7.** The first group that gets all of the answers right, wins the game.

Key: Answers will vary.

我有一些遗憾……

没有人曾在临终之际说过:"此生我要是能花 更多时间在工作上就好了。"回首昔日岁月时,人 们关注的问题往往集中在家庭、朋友、错失的重大 机遇以及是怎样度过时光的。

职业顾问和心理学家研究了人们有过的种种遗 憾。令人惊讶的是,他们发现大多数人都有过重大 的憾事,而且在回首往事时都相当自责。多数人都 意识到他们已做或未做之事所带来的后果,以及事 情可能会产生的截然不同的结果。

心理学家把遗憾分成两种类型:有作为遗憾和 不作为遗憾。有作为遗憾涉及到一些具体的行为, 比如"我后悔那天晚上把车撞坏了",或者"我后 悔对老板说了那样的话"。不作为遗憾通常是未能 做某些事,比如"我后悔从未创办自己的生意", 或者"我后悔没能更多地陪伴我的家人"。

有趣的是,心理学家对南北美洲、亚洲和欧洲 进行了跨文化研究后,发现大部分人都有不作为遗 憾。这主要是因为对于多数人而言,不作为对他们 的人生有更大的影响。

无论有作为还是不作为都会产生后果。

"记得我曾经认为事业上的成功对我的家庭来讲

C.

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

2.

People	What they did?	Results
U.S. presidential candidate	He <u>lost his cool on national television.</u>	He ruined his reputation.
Martha Stewart	She took a stock tip from a broker illegally.	She was sentenced to time in jail.
Mel Gibson	He made racist comments during a recent	Everyone thinks he is not a very nice person
	interview.	now.

就是最重要的事情",史蒂夫说,"现在我真希望… 我真后悔在工作上花了那么多时光。有更为重要的事 情我本应该花时间去做的。

对于那些有重大人生经历遗憾的人我们应该给 予什么样的建议呢? "鼓励和同情", 查特·查德 尔如是说,他是一个男性网站的编辑,他还说:" 人不应该为过去的事而责怪自己,毕竟对过去的事 情已无能为力了。"

B. () **READ and DISCUSS**



Variation: Categorize it

In this variation, students think of common regrets that people have and then categorize them.

- 1. On the board make two columns titled: Regrets of Action and Regrets of Inaction. Then write the four examples from the reading material in the categories. (Action: I regret crashing my car last night. I regret saying that to my boss. // Inaction: I regret never starting my own business. I regret not spending enough time with my family.)
- **2.** Next, tell the students to think of three common regrets that people have.
- 3. Check their sentences for grammatical errors.
- **4.** One by one, have the students state their regret out loud. The rest of the class listens and decides together which type of regret it is.
- **5.** In the end, ask the class if they have any of the regrets listed on the board.

Key: 1. Inaction

1

- 2. Answers will vary.
- 3. regrets of action are circled above regrets of inaction are underlined above
- 4. Answers will vary.
- 5. Answers will vary.

5 LANGUAGE FOCUS: "Remember," "Regret" + gerund

A. $\mathbf{\Omega}$ THINK ABOUT IT



Audio Script

- A: Look at those shares! They've doubled in value since last week!
- B: Yes, I regret not buying them. I meant to.
- A: I remember my father telling me to be more careful.
- B: I bet you wish you had driven more slowly.

Variation: What does she regret?

In this variation, pairs write a short conversation and the other students listen and report on what they heard.

- 1. After the students have looked over the conversation in the Student Book, they then write a conversation of their own with a partner.
- **2.** Have them go through the editing process (first draft, edit, final copy).
- **3.** Then have each pair read their conversation out loud in front of the class.
- **4.** After each conversation, the rest of the class determines what the regret is about.

Key: I regret not spending more time with my children.

B. GET IT RIGHT

Game: Fill it in!

In this variation, teams compete to fill in the missing words.

- 1. Write the sentences from the Student Book on the board or on large strips of paper. Conceal them with a large piece of paper so that the students can not see them yet. In a different area of the board, write the verbs from the box in the Student Book.
- 2. Books closed. Divide the class into two teams.
- 3. Ask the first person from each team to stand in front of the board. Reveal the first sentence (*He* ______ *his daughter Egberta. Now the students in school make fun of her!*), then tell the two students to fill in the blank.
- 4. The student that writes a correct sentence first, wins a point for their team.
- **5.** The game continues until each person has had a chance to write a sentence. The team with the most points, wins the game.
- Key: 1. regrets naming
 - 2. remember wearing
 - 3. regret going
 - 4. regret serving
 - 5. regrrets buying
 - 6. remember scuba diving

VOCABULARY EXPANSION: Expressing regrets

A. **W** THINK ABOUT IT



Audio Script

- a. I feel bad about
- **b.** I hate myself for
- c. I'm angry at myself for
- d. I'm disappointed in myself for
- e. I'm sorry for
- **f.** I could kick myself for

Variation: Gallery walk

In this variation, the students write down their regrets on large pieces of paper.

- 1. Post large pieces of paper around the room (or designate different areas on the board). Title the papers with the expressions listed in the Student Book: *I feel bad about*, *I hate myself for*, etc.
- **2.** Students walk around and write their regrets on the papers.
- 3. Discuss the regrets together.

B. YOUR TURN

Expansion: Guess the student

In this expansion, students guess which student in the class has a particular regret.

- 1. Do this after doing the activity in the Student Book.
- 2. Have students write their regrets on pieces of paper.
- Collect the papers and read them to the class. 3. Students guess who wrote the regret.
- or ordaente guess who wrote the

Key: Answers will vary.

7 WRITING WORKSHOP: Writing about regrets

A. ANALYZE

Variation: Brainstorming questions

In this variation, students brainstorm questions to ask.

- 1. In preparation for the COLLECT IDEAS activity, have students brainstorm possible questions. Do this as a whole-class activity. Write the questions on the board.
- **2.** Practice asking and answering these questions as a whole-class activity.

Key:

🗹 Do you have many regrets?

 \square Do you have any regrets about family life?

B. COLLECT IDEAS

Expansion: Discuss and write

In this expansion, students discuss and then write their opinions.

- 1. Ask the class: Do you think regrets of action or regrets of inaction are more difficult to recover from? Do you think people should try to resolve their regret somehow or do you think it is better to just forget about the regret and move on?
- 2. Lead the students in a discussion about these questions.
- **3.** After the discussion, tell students to write their opinion to these questions.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Have students exchange papers with other students. The students read their classmates' papers and respond in writing (either in agreement or disagreement).
- 6. Students get their original papers back and read the comments that their classmates wrote.
- 7. Have a few students share their views.

Key: Answers will vary.

C. WRITE

Expansion: Your chance to say you're sorry

In this expansion, students write a letter of regret to someone they want to say sorry to.

- To demonstrate this activity, make up a situation where you want to say you're sorry to someone. Then write a letter of regret to that person. Example: <u>Situation</u> — you have lost touch with an old friend. You haven't returned any of her letters and you haven't spoken to her in years. <u>Letter</u> — Dear Sophia, I am so sorry for not writing in such a long time. I really regret losing touch with you. I have been so busy with my job and my family, but I know that there is no excuse for not writing to a good friend. I remember my mother telling me that nothing should get in the way of friendship. I regret not listening to her. I hope you can forgive me and that we can start up our friendship again. Your friend, Sara.
- 2. Review the letter and discuss the situation with the class. Brainstorm other situations where you would want to write a letter of regret to someone. **Example:** not spending more time with a friend, not going to a friend's wedding, being rude to someone, crashing someone else's car, losing someone's book, etc.
- **3.** Tell the students to choose a situation (either a real one or a made up situation) and write a letter of regret to someone.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** In the end, either post the letters around the room or have them share their letters in front of the class.

Key: Answers will vary.

For additional practice of the language presented in Unit 11, direct students to the ICON 3 Workbook pages 62 to 67. Answers to the Workbook activities are on pages 119 to 128 of this Teacher's Manual.

8 Learn & Practice

- A. Translate the following sentences into Chinese.
 - 如果我以前有耐心圆满地做好简单的事情我早, 就会知道怎样轻松地去完成困难的事情了。
 - 在人生步入低谷的时候,我们总是低估自己, 把暂时的挫折也误认为是失败。
 - 你最好采取积极行动解决手边的问题而不是过 分沉湎于已经逝去的往昔。
 - 当遇到对我们的传统文化非常感兴趣的外国学生时,我真后悔以前没能多读些有关中国历史的书籍。
 - 5. 人生没有目标将一事无成,它在黑暗中指引我 们,帮助我们克服成功之路上的障碍。

- **B.** Translate the following sentences into English.
 - 1. How time flies, and I do wish we could turn the clock hands backward.
 - 2. He came to be aware of the importance of health only after he got the disease.
 - **3.** I'll never forget my embarrassing experience in a restaurant when I first went abroad.
 - **4.** The lawyer advised us that we should check the details of a contract before signing it.
 - **5.** The girl couldn't help crying when she saw her mother's records concerning her growth.
 - 6. I regret losing a promising job just because of a minor mistake.
 - 7. If he had made another choice at that time, his whole life would have turned out completely different.
 - 8. Jack remembers sending the editor an E-mail when he was at the office last Friday.

9 Words & Expressions

blow	v.	错过机会; 吹; 打击	
		We can't afford <i>blowing</i> the chance we've been waiting for years.	[1]
concern	v.	涉及,关系到	
	n.	Her latest documentary concerns those poor children who dropped out from school. 关心,关注	
		Employment is becoming the primary concern of many college students.	[4]
consequence	n.	后果,结果	
		People have to face the serious consequences of global warming.	[4]
contract	n.		[1]
counterfeit	adi	He regretted signing the contract without careful consideration. 仿造的	[1]
counterien	adj.	After closer examination, the painting was proved to be a counterfeit one.	
	n.	應品	
		No one expected that the rare diamond on exhibition was a counterfeit.	[1]
cross-cultural	adj.	跨文化的	
		Living in a cross-cultual society may broaden one's horizon.	[4]
embarrassing	adj.	使人难堪的,令人为难的	F4 1
headline	1 2	Andrew was reluctant to mention his embarrassing interview yesterday. 十字左照、に以る新闻	[1]
neadime	n.	大字标题; [pl.]头条新闻 I don't understand why people are never tired of reading headlines involving sex scan	dals
		of celebrities.	[1]
insult	v.	侮辱,凌辱	[]
		I didn't mean to insult you when I fell to sleep during your speech; I was too tired.	[2]
invasion	n.	入侵	
		The topic on the possibility of the ET's (外星人) invasion always arouses people's g	
:		interest. 句任、使吹工	[1]
involve	v.	包括; 使陷于 A good relationship involves concern and sensitivity for each other's feelings.	[4]
mortify	v.	使受辱; 难堪	[1]
)		The writer felt mortified when he was accused of stealing the story from his friend.	[1]
rage	n.	愤怒,情绪激动,狂暴	
		The audience flew into a rage when the chairman announced the result of	the
		competition.	
	v.	大怒; 狂吹	[5]
reputation	n.	Father raged against his daughter for her decision to marry that man 25 years older than she. 名誉, 名声	
reputation		It was his brilliant performance in Godfather that established his reputation.	[1]
ruin	v.	毁灭,毁坏;堕落	[]
		The violent storm completely ruined our beautiful garden.	[1]
sentence	v.	判决	
1		As a punishment for his foul deeds, he was sentenced to 200 hours' community service	e.[4]
share	n.	参股;份额;参与;共享 Good investors never put all their mony in one share.	
	v.	分享,均分;分配	
	<i>v</i> .	A true friend will always share your joys and sorrows.	[5]
significant	adj.	有意义的;重要的	
		Henry has made signifcant progress in his listening comprehension this term.	[4]
terrified	adj.	恐惧的,受惊吓的	F - 2
		The little boy was terrified by the horrible scene.	[1]
be aware of		知道,意识到	
Se aware Or		He was not aware of the importance of being punctual until he lost the deal sir	mplv

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because he was late. 对苛刻	[4]
You don't have to be so hard on your child; she is only 12 after all.	[4]
对…饭怒 Tom got really mad at me when I made fun of his girl-friend Lisa.	[2]
痛打 Our basketball team not only won the game, but also beat them up by 30 scores.	[4]
回忆 Whenever I look back on my schooldays, the sweet song Yesterday Once More com	nes to
my mind. 取笑	[4]
Never make fun of Jerry for he will take it seriously.	[5]
It was his sudden appearance that messed up Betty's wedding party.	[1]
The government is taking actions to deal with rising prices.	[4]
(结果)变成;生产 Peter, whom everyone trusted, turned out to be the thief.	[4]
	对…苛刻 You don't have to be so hard on your child; she is only 12 after all. 对…愤怒 Tom got really mad at me when I made fun of his girl-friend Lisa. 痛打 Our basketball team not only won the game, but also beat them up by 30 scores. 回忆 Whenever I look back on my schooldays, the sweet song Yesterday Once More com my mind. 取笑 Never make fun of Jerry for he will take it seriously. 搞砸; 陷入困境 It was his sudden appearance that messed up Betty's wedding party. 采取行动; 提出诉讼 The government is taking actions to deal with rising prices. (结果) 变成; 生产

10 Topic-Related Information/Background

1. A poem

Never Leave Behind Regrets

— Author Unknown

Too often we don't realize what we have until it is gone; Too often we wait too late to say "I'm sorry — I was wrong."

Sometimes it seems we hurt the ones we hold dearest to our hearts; And we allow foolish things to tear our lives apart.

> Far too many times we let unimportant things into our minds; And then it's usually too late to see what made us blind.

> So be sure that you let people know how much they mean to you; Take that time to say the words before your time is through.

Be sure that you appreciate everything you've got; And be thankful for the Little Things in Life that mean a lot.

> Growing old is a privilege denied to many ... Never leave behind regrets

2. Quotations

• He who hesitates, regrets.

— Albanian Proverb

• Fear not for the future, weep not for the past.

Percy Bysshe Shelley

• When one door closes, another opens. But we often look so regretfully upon the closed door that we don't see the one that has opened for us.

 Alexander Graham Bell
 One must never lose time in vainly regretting the past nor complaining against the changes which cause us discomfort, for change is the very essence of life.

— Anatole France

 Regret for things we did Can be tempered by time; Regret for things we did not do That is inconsolable.

— Sydney J. Harris

3. A joke

An Honest Mistake

A minister and a lawyer were chatting at a party: "What do you do if you make a mistake on a case?" the minister asked.

"Try to fix it if it's big; ignore it if it's insignificant," replied the lawyer.

"What do you do?" the lawyer asked the minister.

The minister replied, "Oh, more or less the same. Let me give you an example. The other day I meant to say 'the devil is the father of liars,' but instead I said 'the devil is the father of lawyers,' so I let it go."

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