前 言

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

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

在改编中,我们保留了原书的"核心活动"整体框架,保持其听说活动和会话策略的优点,同时为使听、说、读、 写、译达到更佳的平衡,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,而且能扎实地促进词汇、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2》配套的《教师参考书2》,包括12个单元,每个单元由以下9个模块构成:

- 1) 词汇学习 (Vocabulary)
- 2) 听力训练 (Listening)
- 3) 聚焦习语 (Language Focus)
- 4) 会话策略 (Conversation Strategy)
- 5) 图示会话(Conversation Map) 或说来说去(Talkathon)
- 6) 信息地带 (Infozone)
- 7) 学学练练 (Learn & Practice)
- 8) 生词 / 词组用法 (Word Usages)
- 9) 背景信息(Topic-Related Information / Background)
- 同时,书后还附有《实用沟通英语学生练习册2》的答案。

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

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

> 编者 2006年11月

# **GUIDE TO ICON**

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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 2** is designed around these core activities which were identified and developed through work with teachers who routinely teach at this language level. The core activities provide a structure which scaffolds the students' language learning experience. The scaffolding is achieved in the following ways:

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

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

# **COMPONENTS**

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

The following components are also available:

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

# OVERVIEW OF THE TEACHER'S MANUAL

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

#### 1. Guide to the Core Activities

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

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

#### 2. Teacher's Notes

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

#### Tape scripts

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

#### Warm -ups

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

#### Culture notes

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

#### Language notes

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

#### Optional activities

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

#### 3. Workbook Answers

Answers to the workbook exercises appear on pages 118 to 127 of this Teacher's Manual.

# UNIT STRUCTURE AND ORGANIZATION

Each unit of **ICON 2** follows a similar yet varied sequence of activities. These activities (Core Activities) are described in detail on pages viii to xiii of this Teacher's Manual. The Core Activities can be grouped as follows:

### 1. Activities that encourage reflection

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

#### 2. Activities that

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

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

# 3. Activities that focus on listening

There are two main kinds of listening sequences in **ICON 2**. The first kind involves listening to language in common situations, in the form of a model conversation which is then extended for a subsequent listening activity. The second kind of listening sequence involves listening to Global Interviews which present the voices and opinions of people from around the world.

# 4. Activities that focus on reading and writing

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

# 5. Activities that focus on accuracy

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

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

# **UNIT SECTIONS**

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

### 1. Vocabulary

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

#### 2. Listening

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

#### 3. Language Focus

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

### 4. Conversation Strategy

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

#### 5. Conversation Map, Role-Play, Talkathon

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

#### 6. INFOZONE

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

#### 7. LEARN & PRACTICE

This sequence consolidates what students have learned through translation exercises.

#### 8. WORDS & EXPRESSIONS

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

# **TEACHING-LEARNING VIDEO**

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

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

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

# NUMBER OF HOURS OF INSTRUCTION

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

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

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

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

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

# Guide to the Core Activities

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

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

### **YOU FIRST**

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

# PRONUNCIATION

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

# PAIR UP AND TALK

#### Goals:

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

#### Steps for a Successful Activity

**1.** Model the activity.

*Ways to do this:* Model the activity yourself by playing both questioner (blue speech bubble) and answer giver (yellow speech bubble); hold up the blue inside cover when you ask questions and the yellow inside cover when you answer. Model the activity with an outgoing, confident student. Have two confident students model the activity.

- 2. Make sure each student has a partner. *Ways to do this:* Students pair up as "blue" and "yellow"; students turn to face the person next to them. If there is an uneven number, a group of three can work together: A asks B, B asks C, C asks A.
- **3.** Have one student ask questions and take notes of his or her partner's answers.
- **4.** When the first student has finished, have them change roles.

#### Tips

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

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

# REPORT

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

# LISTENING

There are two formats for listening in ICON 2. One includes a MODEL CONVERSATION, the other has GLOBAL INTERVIEWS.

Model ConversationGlobal Interviews

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

### LOOK/THINK/GUESS

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

### **MODEL CONVERSATION**

#### Goals:

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

#### Steps for a Successful Activity

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

*Ways to do this:* Have students retell what they heard. Have students role play the conversation. Have students ask and answer questions about the people and the topic.

#### Tips

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

#### **ACTIVE LISTENING**

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

### FIRST LISTENING

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

### SECOND LISTENING

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

### **GET IT RIGHT**

#### Goal:

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

#### Steps for a Successful Activity

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

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

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

#### Tips

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

# **YOUR IDEAS**

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

### LISTEN AND ADD

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

• Have students predict what they are going to hear.

# **FINISH IT**

#### Goals:

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

# Steps for a Successful Activity

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

#### Tips

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

#### **TALK AROUND**

#### Goals:

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

#### Steps for a Successful Activity

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

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

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

#### Tips

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

### **DISCUSS AND DECIDE**

#### Goal:

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

### Steps for a Successful Activity

**1.** Give students time to look over the chart or questions.

*Ways to do this:* Write the chart on the board; elicit examples from students.

- Have students work in pairs to look at the chart or questions and think about their own experience or opinions.
- 3. Have students write or mark their answers.

#### Tips

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

## **PRESENT AND WATCH**

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

## **READ ABOUT IT**

#### Goals:

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

#### Steps for a Successful Activity

**1.** Model the activity.

*Ways to do this:* Read the first question aloud and write it on the board. Have students skim the text and point to where they find the answer.

- **2.** Have students individually consult the text to answer the questions.
- 3. Have students verify their answers with a partner.

#### Tips

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

# TALK ABOUT IT

#### Goals:

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

#### Steps for a Successful Activity

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

#### Tips

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

### WRITE ABOUT IT

#### Goals:

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

#### Steps for a Successful Activity

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

#### TIPS

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



# You always forget!

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

# **VOCABULARY:** Classroom Habits

#### Warm-up: Guess what the teacher hates!

In this warm-up students guess which classroom habit the teacher hates most.

- 1. On the board, write these bad classroom habits: Come late to class, Doodle in class, Daydream in class, Don't do homework, Talk while teacher is talking.
- **2.** Rank them in order of the most annoying habit.
- **3.** Put the students in small groups. Tell them to guess which habit on the list is the most annoying to you and which one is the least annoying.
- **4.** After the designated amount of time, have the groups share their guesses. Then reveal your rankings to the class.

#### A. YOU FIRST

#### **Variation: Four corners**

Books closed. In this variation, students listen to classroom habits and decide whether they usually do these things, sometimes do these things, or never do these things in class.

- 1. The teacher reads the classroom habits from the Student Book one by one out loud.
- 2. The students listen to the classroom habit and decide if they usually do it, sometimes do it, or never do it. They then go to the side of the room that represents their answer.
- **3.** The students that gathered together then discuss why they do the classroom habit or don't do the classroom habit.
- 4. The students share their reasons with the class.

#### **Expansion: Brainstorm**

#### In groups, students brainstorm other classroom habits.

- 1. Groups share their ideas with the class and the teacher writes the ideas on the board.
- 2. Then the class categorizes the ideas into good/bad habits.

Key: Answers will vary.

# **B.** $\square$ **PRONUNCIATION**



#### **Audio Script**

- **1.** Do you ever come to class late?
- 2. Do you usually write down the homework assignment?
- **3.** Do you ever doodle in class?
- **4.** Do you usually look up new words?

- **5.** Do you ever daydream in class?
- 6. Do you ever ask questions in class?

#### **Explanation: Language Awareness**

The word *ever* means *at any time* and is used mainly in questions. **Example:** Do you *ever* fall asleep in class? *To doodle* means to draw without really thinking about what you are doing.

### C. PAIR UP and TALK

#### Variation: Find someone who

This variation provides the students with more interaction.

- 1. The teacher writes 10 classroom habits on the board and writes the sentence, "Do you ever \_\_\_\_\_\_ in class?"
- Students write down the habits on a piece of paper and then go around asking their classmates the questions. Classmates should respond with a complete sentence: "Yes, I doodle in class." Or, "No, I never doodle in class."
- **3.** Once students find someone who says "yes" to one of the questions, they write that student's name by it.
- **4.** Students try to find someone who has done all of the things on the list.
- **5.** After the time limit, the teacher asks students to share what they found out. **Example:** *Who doodles in class?*

#### Variation: Fixing the problem

This variation, students identify some of their bad classroom habits and discuss how to change.

- 1. Individually students write down two bad classroom habits that they usually do.
- 2. In pairs, students share their lists and "consult" each other or come up with ways to change their bad classroom habits.
- **3.** Students report back to the class their ideas on making changes.

Key: ever doodle in class (Example)

#### **D. REPORT**

If you have done the variation above, students can perform a role play of a friend helping another friend out with some problems.

# **LISTENING:** What's the homework assignment?

#### A. LOOK/THINK/GUESS

#### **Expansion: Advice for Zach and Meg**

Books open. You can do this after the students have discussed the questions about the picture.

Write these questions on the board: What kind of student do you think Zach is? Why? What kind of student do you think Meg is? Why? What advice would you give Zach and Meg to *improve their study habits?* 

Key: A homework assignment. English class. The homework assignment.

### B. (1) MODEL CONVERSATION



#### **Audio Script:**

Meg: Zach!

- Zach: Oh, hi, Meg. What's up?
- Do you have today's homework assignment? I Meg: forgot to write it down.
- Zach: Not again. You always forget.
- Not always. Meg:
- Zach: Well, almost always.
- Meg: Okay, okay. What's the assignment?
- Just a minute, let me find it. Zach:
- Meg: Thanks!

#### **Explanation: Language awareness**

The expression What's up? is an informal way of saying, What are you doing? (What's up Mary? / I'm just studying.) The pronunciation is often linked, [Whasup?] Other similar expressions: What's going on? What's happening? What are you up to? Some general responses for these expressions are: Not much, nothing much, not a lot. Or one can respond by saying what they are actually doing: I'm studying.

#### **Expansion: Using the idiom**

In this expansion, students get a chance to use the expression, What's up?

- 1. The teacher writes the expression What's up? on the board and explains the meaning and possible responses. Students practice the pronunciation of What's up and the possible responses by repeating after the teacher.
- 2. Students then practice the expression and the responses by doing a "chain drill" where one student asks the student next to him, What's up?, that student responds before turning to the the student next to him and asking, What's up?
- 3. The questioning/responding continues around the circle until everyone has had a chance to practice saying and responding to What's up?
- 4. For further practice, students can stand up and walk around the room greeting and responding to one another using the expression, What's up?

#### C. ACTIVE LISTENING



#### **Audio Script**

- Okay, first read the story on page 23. Read the story on page 23. Uh huh. Zach:
- Meg:
- Zach: And look up every new word in your dictionary.
- Meg: Did you say look up every new word?
- Zach: Yep.
- That'll take forever. Meg:
- Zach: Uhm.
- She usually tells us not to look up every word. Meg: Zach: Yeah, I know. But this time she wants us to look them up.
  - Okay. What else?
- Meg: Zach: Answer the questions on page 38.
- Meg: Page 38. Okay. Anything else?
- Yes. Write your opinion of the story. Zach:
- Meg: That's easy. How long?
- Zach: Ten paragraphs.
- Meg: Ten paragraphs? That's crazy.
- Zach: Maybe. But that's the homework, Meg.
- Meg: Okay. Thanks, Zach. See ya.

#### **Expansion: Discussion**

Do this after the students have listened to the recording and completed the exercise in the Student Book.

- 1. In this expansion, students answer questions about the dialogue and hold a discussion. Then students write an extension to the dialogue in the Student Book.
- 2. Write these questions on the board and then discuss the possible answers.

Question	Possible Responses
What is the correct assignment?	Read the story on page 23. Take notes in your journal. Do not look up every word. Use context. Answer the questions on page 28. Write a paragraph with your opinion of the story.
Why do you think Zach told Meg the wrong assignment?	Zach is tired of helping Meg. Zach thinks Meg needs to learn to change her classroom habits. Zach is trying to teach Meg a lesson.
Do you think it was right of Zach to give Meg the wrong assignment? Why or why not?	Yes, because Meg needs to learn to listen and pay attention in class. No, because he lied to her.

- 3. In pairs, students then write a follow-up dialogue with Meg and Zach. The dialogue takes place after class the next day and Meg is upset with Zach for telling her the wrong assignment.
- **4.** The pairs then share their dialogues with the class.
- Key: 1. a. 23 2. a. Look up 3. c. 38 4. c. ten paragraphs No.

# **3** LANGUAGE FOCUS: Frequency Adverbs

### A. $\bigcirc$ **PRONUNCIATION**

See Pronunciation on page 112 of this Teacher's Manual.



#### **Audio Script**

Do you usually get to class on time? Yes, I do. Do you ever get to class on time? No, I don't. I always get to class on time. I almost always get to class on time. I usually get to class on time. I sometimes get to class on time. I hardly ever get to class on time. I never get to class on time.

#### Variation: Continuum

Instead of working with the chart in the Student Book, you can visually present the meaning of the grammar by drawing a continuum on the board to show the varying degrees of the frequency adverbs.

- 1. Draw a line on the board and write the sentences from the Student Book in random order: *I always get to class on time, I almost always get to class on time, etc.*
- **2.** Students come up and write the frequency adverbs on the continuum in order.

#### **Expansion: Ask and answer**

In this expansion, students learn about their classmates' classroom habits.

- 1. Write various classroom habits on note cards (one habit per card).
- 2. Pairs come up and pick one note card. Example: daydream in class. One student asks the question: Do you ever daydream in class? And the other student has to reply using one of the frequency adverbs: No, I never daydream in class.
- **3.** The rest of the class listens to the student's response and yells out, *True* or *False* for whether they agree with the student's sentence or not. The class has to back up their answers with examples.

#### **B. GET IT RIGHT**

#### Variation: Sentence scramble

# Books closed. In this variation, students rewrite scrambled sentences.

1. The teacher writes the responses in complete sentences from the Student Book spread out across pieces of paper, then cuts up the sentences so that each word is separated. **Example:** 

I///always///do///it///in///the///morning///before///class. Put each sentence in an envelope.

- **2.** Students take out the scrambled sentences from each envelope and rewrite the statements in the correct order.
- **4.** They write the unscrambled sentence by the correct number on their paper.
- **5.** Next, write the questions that correspond with the scrambled responses on the board in random order.
- **6.** When students finish unscrambling the sentences, students match the questions on the board to the responses on their paper and they write the correct question above the appropriate response on their paper.
- Key: 2. Do you ever forget to do your homework?
  - 3. Do you usually take notes in class?
  - 4. Do you ever speak your first language in class?
  - 5. I never do my homework in the morning.
  - 6. I hardly every forget to do my homework.
  - 7. I always take notes in class.
  - 8. I sometimes speak my first language in class.

# **C. YOUR TURN**

#### **Expansion:** Role-play

In this role-play, students play the roles of a "school counselor" who helps students change bad classroom habits, and a student who has many bad classroom habits.

- 1. The teacher introduces the activity by explaining that "school counselors" are people who help students with problems they may have at school.
- **2.** Students are put into pairs and choose their roles (counselor or student).
- **3.** The pairs decide on which bad classroom habits the student often does in class and then together they think of ways to change the problems.
- 4. The teacher writes a model conversation on the board (or acts out an example role-play with a student) so that students can prepare their role-play. Example: Counselor: I see you are having a lot of problems in class. Student: Yes, I am getting bad grades. Counselor: What do you think is the problem? Student: Well, I usually come late to class, so I miss the introduction activity. Counselor: OK, why are you coming late to class? Student: Well, I sometimes miss the bus. Counselor: OK, why do you miss the bus? Student: I sometimes get up late.
- **5.** Pairs practice the role-play before performing it in front of the class.

Key: Answers will vary.

-

# **4 CONVERSATION STRATEGY:** Confirming what you heard

# A. $\mathbf{\hat{p}}$ PRONUNCIATION



#### **Audio Script**

Friday's class? Did you say Friday's class? Dot com? Did you say dot com?

#### In the picture:

Students are checking their schedules or assignments on their palm pilots.

#### **Explanation: Language awareness**

If you are not sure of what you heard in a conversation, it is customary to repeat one part of the sentence to confirm. Asking "what did you say," may imply that you didn't listen to any part of the conversation. **Example:** 

- A: The homework next week is to write a paragraph. B: A paragraph?
- A: Yes, we have to write a paragraph on our opinion.

#### **Expansion: Using the expressions**

Books closed. You can do this after doing the activity in the Student Book. It gives the students more opportunities to confirm what they heard.

1. Model the activity with a student. Ask the student to read a sentence from a note card and you will confirm what was said. **Example:** 

Student: We have to read chapter 10 in our book.

# **5 TALKATHON:** Language-learning strategies

#### Variation: Class results

- 1. Write everyone's name on a paper and make copies for each student in the class. (Or, you can have students prepare this list themselves.)
- **2.** Each student takes responsibility for one study habit from the chart.
- **3.** Books closed. Students interview their classmates about study habits and write the results in the blanks next to that person's name.
- **4.** Students analyze their results and report on the study habit that they researched. **Example:** Five people in the class said that they usually guess the meaning of words. Four people in the class said that they sometimes guess the meaning of words, etc.

#### **Expansion: Recommendation letter**

In this expansion, students analyze a fictitious student's score sheet and write a recommendation letter for better study habits. You: Chapter 10?

Student: Yes, chapter 10.

- 2. After the class understands the model, read other fictitious homework assignments. Point to students to confirm what you said for each statement. Then you give more detail.
- **3.** Next, students make up their own homework assignments and take turns telling a homework assignment and confirming what was said. Do this until all student have had the opportunity to practice confirming.

# B. ( ) LISTEN and ADD



#### Audio Script.

#### Conversation One:

- A: Do you have the homework assignment from Friday's class?
- B: Friday's class?
- A: Yeah, I missed it. I was sick.

#### **Conversation Two:**

- B: What's your email address?
- A: It's Marco at media dot net.
- B: Did you say dot com?
- A: No, dot net.
- Key: 1. B: Friday's class?
  - 2. A: Did you say dot com?
- 1. Fill out the chart from the Student Book and make a copy for each student in the class. (Or rewrite it on the board). Fill it out as a student with poor study skills might. (Using *hardly ever* and *never* as your choices.)
- 2. Ask students to analyze the chart and ask them if they think this student is a good student or a bad student. Discuss the chart.
- **3.** Elicit suggestions that they could give this student to study better. **Examples:** He hardly ever speaks English outside of class. He should find a conversation partner to speak with outside of class. He never uses new vocabulary words. He should write down the new vocabulary words on note cards and practice them at home, etc.
- **4.** Then tell students that they should write a recommendation letter telling this student how to change his study habits.
- **5.** Share the letters by asking a few students to read them out loud.

#### Key:

<u>Tom</u> 's answers (Example)	Maria's answers (Example)	
Yes (Example)	No (Example)	

# **6 INFOZONE:** *Study habits*

#### In My Opinion: Expansion: Study strategies

In this expansion, students come up with other strategies for being a good language learner.

- 1. After the students have read the information in *In my opinion*, students individually write down other ideas of things that they do that help them become better language learners: *How do they practice English outside of class? What are other ways to communicate?*
- 2. Students then get into groups of three and share their ideas. They write their ideas down on the board and share them with the class.

#### Facts on File: Expansion: Guess what bothers the teacher

You can do this after you have explored the INFOZONE (Facts on File) material with the class.

- 1. Brainstorm other bad habits that some students do.
- **2.** From the list, individually students guess what the top five habits that bother their teacher are. They write them down on a piece of paper.
- **3.** After they have written their lists, the students get into groups of three and discuss their lists giving reasons for their opinions. **Example:** I think the habit that bothers our teacher the most is when we don't do our homework. She always reminds us how important it is to do the homework.
- **4.** Then the students have a chance to ask the teacher and check their lists. **Example:**

Student: Does it bother you when students don't do their homework?

Teacher: Yes. That habit is second on my list.

#### Tips of the day: Expansion: Role-play

Do this after the class has done the activity in the Student Book. Students will create a role-play between a TV interviewer and a teacher.

- 1. In pairs, one student plays the role of a TV interviewer; the other plays a teacher.
- 2. The students prepare their roles. Give them a specific amount of time. The TV interviewer will think of questions about study strategies, bad classroom habits, etc. to ask the teacher. The teacher will think of how to answer these kinds of questions.
- **3.** Before students do the role-play, outline how the interview will take place:
  - a. TV interviewer welcomes the teacher to the show.
  - b. The interviewer starts asking the teacher questions and the teacher answers.
  - c. The interviewer thanks the teacher and they say good-bye.
- **4.** In pairs, the students practice the role-play scene as outlined above.
- **5.** Have one or two pairs role-play their scene for the whole class.





# 实情档案

在最近的一次调查量、老师们反映了最让他们 头疼的5种课堂坏习惯。希师们对学生的以下行 为感到非常恼火:

- 1. 不做家庭作业;
- 2. 不听老师讲集或其他同学发言;
- 3. 孫堂上与同学論念交谈;
- 4. 上棄退到;
- 5. 上菁麵覺。



#### **READ ABOUT IT**

#### Expansion: In your opinion . . .

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

- 1. Write your own *In my opinion* modeled after the one on the INFOZONE page. Write about your own ideas for being a good language learner, etc.
- 2. Make copies of your *In my opinion* (or write it on the board) and then write questions about the reading.
- **3.** Students then read your *In my opinion* and answer your questions.
- 4. Discuss the answers with the class.

Key: A. 1. (1) They aren't afraid to make mistakes. They learn from their mistakes!

- (2) They often practice English outside of class.
- (3) They use different ways to communicate. For example, when they don't know a word, they can use their hands to help them communicate.
- 2. Don't do the homework.
- 3. Forgets to study flashcards.
- 4. An English-English learner's dictionary.

#### **C.** 1.

	Time Management Issues				
	High school students	College students			
assignments	may finish them	hardly begin their			
	right away	assignments right away			
going to bed	may go to bed	go to bed late, and sleep			
	on time	through their alarm.			
getting up	get up on time, waken by their parents	get up late, and get to class late			

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

#### **TALK ABOUT IT**

#### **Expansion: Survey**

In this expansion, students survey other teachers in the school or nearby schools to find out what habits bother them.

- 1. On the board, ask students to brainstorm questions to ask other teachers about the habits they dislike.
- **2.** Then, individually, students write their own questions to survey other teachers (or interview just one teacher)



"我的第一个会门是购买一本美美学生词典。 我喜欢带有很多插图的词典。这些插图有助于 我记忆单词。我的另一个会门是尽可能在学习 生词的当天反复使用它们几次。那样我对我的 帮助大概了。" —— 埃德加(阿根廷)

about the habits that bother them the most. **Example:** Does it bother you when students don't do their homework? Why? Does it bother you when students come late to class? Why?

**3.** Outside of class time, students conduct the survey (or interview) and come back to class to share the results with the class. This can be done orally or in written form.

Key: Answers will vary.

#### WRITE ABOUT IT

#### Variation: Study guide

In this variation, students will compile a study guide with tips on how to study for newcomers to their school or other language learners.

- 1. Students write about their good learning language habit in the Student Book and then draw a picture (or find a picture) that represents that study habit.
- **2.** Students edit their written work (first draft, edit, final copy).
- **3.** Students compile the habit descriptions and the pictures into a "guide book" and bind it together (including a cover, table of contents, etc.)
- **4.** Students distribute the guide book to new students or other classes.
- Key: Watching videos (Example)
  - Watching without trying to understand everything (Example) Helps me learn new works and idioms (Example)

For additional practice of the language presented in Unit 1, direct students to the ICON 2 Workbook pages 2 to 7. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

# 7 Learn & Practice

#### A. Translate the following sentences into Chinese.

- 当我们有许多事情要做时,我们应当优先完成 最重要和最紧急的事情。
- 要学好英语,你必须拥有适合自己的学习策略, 并与朋友们交流学习窍门。
- 记大量的英语单词总是很难,但只要尽量地练 习使用生词,你就能学好这门语言。
- 当你用外语与人们交流时,应该要有信心,不怕 出错。
- 5. 虽然语言操练会有些枯燥,可熟能生巧,所以这 种方法依然在课堂上经常使用。

#### **B.** Translate the following sentences into English.

1. The assignment of the writing class is due tomorrow. Have you finished it?

- 2. Everyone knows the importance of taking notes, but few can stick to it.
- 3. One can become a good language learner only by having much practice. There is no other alternative.
- 4. Zach does not want to miss the football match tonight, so he prefers to do his homework now.
- 5. The history professor feels annoyed because a few students almost always fall asleep in his class.
- 6. Why do you always borrow class notes from your classmates?
- 7. You can never learn a foreign language well if you are afraid to make mistakes.
- 8. One must have successful strategies in order to succeed in language learning.

# **8** Word Usages

assignment	n.	(课外)作业;(分派的)任务	
		One thing we feel happy about in college life is that we have fewer assignments and	
		more spare time.	[1]
bother	v.	打扰,使…烦恼	
		Tommy's failure in the exam did not bother him at all, and he still went on vacation.	[6]
chew	v.	咀嚼(食物等)	
		Do eat slowly and <i>chew</i> your food well.	[3]
context	n.	上下文	
		Very often we can understand the meaning of a new word from its <i>context</i> .	[2]
daydream	v.	白日做梦	
		There is no evidence to support that boys <i>daydream</i> more often than girls.	[1]
doodle	ν.	胡乱画,涂鸦	
		She couldn't concentrate on her paper, so she began to <i>doodle</i> on her notebook.	[1]
dot	n.	点,圆点	
		A dot-edu web site usually offers education services.	[4]
due	adj.	预定到期或到达的	
		John's new book is <i>due</i> out in October.	[6]
flashcard	n.	助忆卡片,(教学用)抽认卡	
		Flashcards are frequently used in an English class to help students remember new word	s. [5]
gum	n.	口香糖	
		It is impolite to chew <i>gum</i> when we are talking with someone.	[3]
list	v.	列举;列表	
		Can you list a few reasons why you disagree to this plan?	[3]
	n.	一览表;目录	
		A shopping <i>list</i> is helpful when we go out for shopping.	[6]

miss	v.	未听到,未赶上,错过;遗漏;想念	
		Hurry up or you will <i>miss</i> the last school bus!	[4]
net	n.	网,网络	
		Lots of information about this disease can be found on the <i>net</i> .	[4]
opinion	n.	意见,看法	
		I think everyone will have the chance to express his <i>opinion</i> at the meeting.	[2]
strategy	n.	策略;战略	
		Communicative <i>strategies</i> are very important when we want to socialize with others.	[6]
survey	n.	调查	
		According to a recent <i>survey</i> , the number of smokers has increased among women.	[6]
survival	n.	生存;幸存	
		Under no circumstances shall we give up the hope of <i>survival</i> .	[6]
be annoyed		被惹恼,被激怒	
		The father was annoyed because his son had been playing online games for 5 hours.	[6]
fall asleep		入睡	
		I can't believe that you fell asleep during such a wonderful lecture.	[3]
get to		到达,抵达	
		The heavy snow prevented him from <i>getting to</i> the airport in time.	[3]
look up		查寻	
		Nowadays students often use an electronic dictionary to <i>look up</i> new words.	[1]
make sure		确保,确定	
		Make sure we have enough food for the party.	[6]
next to		贴近,靠近	
		The girl sitting <i>next to</i> the principal is the winner of "The 2005 Supergirl Singing Contest".	[3]
right away		立刻,马上	
		Get out of the car right away! It's burning!	[6]
take notes		作笔记,手,放下有一些人放入上	
		The manager <i>took</i> some <i>notes</i> while the customer was complaining.	[2]
What's up?		发生了什么事?	[0]
		You look so worried. What's up?	[2]
when it comes to .	••	说起…,谈到… When it armes to maths Lilv is far babind har brother	[6]
		When it comes to maths, Lily is far behind her brother.	נטן

# **9** TOPIC-RELATED INFORMATION/BACKGROUND

#### 1. A Questionnaire

The following questionnaire will help you to think about learning habits and skills that are essential to successful language learning. This questionnaire consists of 10 questions. For each question, tick whether this is ALMOST ALWAYS, SOMETIMES, or ALMOST NEVER true for you.

Questions	ALMOST ALWAYS	SOMETIMES	ALMOST NEVER
1 Do you make a weekly timetable for your work?			
2 Can you do the work even though you do not enjoy it?			
3 Do you take notes in class?			
4 Do you ask questions and take part in group discussion?			
5 Do you hand in all your assignments on time?			
6 Do you ever practice English outside class?			
7 Do you write new words on flashcards?			
8 Do you often learn from mistakes?			
9 Can you focus and not let your mind wander?			
10 Are you interested in English culture?			

Score:

- 10 for <u>ALMOST ALWAYS</u>
- 5 for <u>SOMETIMES</u>
- 0 for <u>ALMOST NEVER</u>

#### Feedback:

- Scores from 75-95 mean that you are a good English learner.
- Scores from 50-70 mean that you need to work on certain learning habits and skills, then you will benefit a lot from improving learning strategies.

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- Scores of 45 and below mean that you are a poor language learner. Unless you develop skills in this area you are likely to have many unsatisfactory experiences as an English learner.
- 2. A joke

Two mice sat in their hole while Cat was waiting outside.

"I know how to make Cat go away," said a mouse. "How?" the other mouse asked in surprise.

"Watch! Bow, wow!!!" barked the first mouse. Peering through their hole in the wall, they saw Cat running away in fear. "Ah, see how important to learn another language!" 2

# I never watch soap operas.

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

# **VOCABULARY:** *Kinds of TV shows*

#### Warm-up: Act it out!

In this warm-up, groups come up with TV show names and act them out for the other groups to guess.

- 1. On the board, write the various kinds of TV shows (sitcoms, sports, news, etc.).
- **2.** Put students into two teams. Think of a popular TV show and act out a familiar scene or character from the show.
- **3.** The teams guess what type of TV show it is. If they are correct, they win a point for their team. If they are not correct, the other team gets a chance to guess.
- **4.** The team who guesses correctly gets a chance to guess the name of the show. If they are correct, they win a point. If they are incorrect, the other team gets a chance to guess.

#### A. YOU FIRST

#### Variation: Show me

 Show the meaning of each adverb of frequency by drawing visuals of them on the board. Have students draw their own on note cards for extra practice.
 Example: Almost every day

Sunday Monda		Monday	Tuesday	Wednesday	Thursday
	Х	Х		X	X
	Friday	Saturday			
	Х				

- Open books and ask the question, How often do you watch \_\_\_\_\_? Students answer the question by showing their adverb of frequency card.
- **3.** Call on several students to verbally respond to the question.

#### **Game: Think fast!**

- 1. Groups write down as many names of TV shows in each category (sitcom, cartoons, etc.) as they can in a given amount of time.
- 2. The group that has the most shows wins the game.

Key: the news (Answers will vary.)

# B. () PRONUNCIATION



#### **Audio Script**

- 1. How often do you watch sitcoms?
- **2.** How often do you watch sports?
- **3.** How often do you watch talk shows?

- 4. How often do you watch game shows?
- 5. How often do you watch soap operas?
- **6.** How often do you watch the news?

#### **Explanation: Cultural awareness**

Situation Comedies (Sitcoms) are short fictitious shows where the characters get into humorous situations. Soap Operas are dramas about people's everyday lives. The storyline deals with relationships and often the plot is farfetched.

### **C. PAIR UP and TALK**

#### Variation: Talk around

In this variation students talk with many classmates to find people who like the same shows as they do.

- 1. Write the six TV show categories on the board (add more categories if you want).
- **2.** Individually, students write down their favorite show in each category.
- 3. Students ask each other about what their favorite TV shows are in each category. Remind students how to turn the conversation around by asking these kinds of questions with enunciating the "you," (How about you? What do you like? What's your favorite?)
- **4.** Once students find a person who likes the same show in one of their categories, they write their name next to that category.
- **5.** After students have talked to everyone, they sit down and report their findings. **Example:** Maria and I both like the channel 11 news.

Key: Answers will vary.

#### **D. REPORT**

#### Variation: Write about it

In this variation, students write about their findings from the "Pair Up and Talk" activity instead of reporting them orally.

# **2** LISTENING: What are you watching?

### A. LOOK/THINK/GUESS

#### **Expansion: Write a caption**

- 1. Students work together in pairs or alone to write a caption of what Zach is thinking while talking on the telephone and watching TV. Example: Why is she calling me now! I want to watch my show!
- **2.** Students share their captions with the class and explain why they wrote it that way.

Key: Answers will vary.

## B. A MODEL CONVERSATION



### **Audio Script:**

	•
Zach:	Hello.
Ben:	Hi Zach. What's happening?
Zach:	Not much. I'm just watching TV.
Ben:	Really? What's on?
Zach:	The Bachelor
Ben:	Oh, yeah. What channel is it on?
Zach:	Channel 11.
Ben:	Channel 11? Okay, great.
Zach:	Ben? Are you there, Ben?
Ben:	Yeah, I'm here.
Zach:	So, why did you call?
Ben:	Sorry, Zach, I want to watch The Bachelor. Call me
	later, okay?

#### **Explanation: Language awareness**

The expression What's happening? is an informal way of saying, What are you doing? (What's happening Mary? // I'm just watching TV.) The pronunciation is often linked, [whasappening?] Other similar expressions: What's going on? What's up? What are you up to? Some general responses for these expressions are: Not much, nothing much, not a lot. Or one can respond by saying what they are actually doing: I'm studying.

#### **Explanation: Cultural Awareness**

*The Bachelor* is a Reality TV show from the U.S. where one man chooses between 20 women for a bride. In the United States and Britain, Reality TV shows have become very popular in the past few years. *Survivor, Fear Factor, Joe Millionaire* are a few of the most popular. The idea behind a Reality TV show is that real people are acting out their real lives on TV. Some are more game-like, where you compete in activities to win, others are more relationship-oriented shows where people are vying for the love of one man or woman.

### **C. ACTIVE LISTENING**



#### **Audio Script:**

Zach: Hello. Lucy: Hi, Zach. It's Lucy. What's happening?

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Zach: Lucy: Zach: Lucy: Zach: Lucy:	Well, I'm trying to watch <i>The Bachelor</i> . Oh, I love that show. What's happening tonight? Is it very funny? I don't know. You don't know!? No. The phone keeps ringing. Poor Zach. I'll call later. Bye bye.
Zach:	Bye Lucy.
Zach: Pete: Zach: Pete: Zach: Pete: Zach: Pete: Zach: Pete:	Hello. Zach, Hi. It's Pete. Oh, hi, Pete. What are you doing? I'm watching <i>The Bachelor</i> . How can you watch that show? It's really silly. Look Pete, I <i>know</i> it's silly, but I like it anyway. Can I call you back when it's over? Sure. So long. Bye.
Zach: Meg: Zach: Meg: Zach: Meg: Zach: Meg: Zach:	Hello. Hi, Zach, it's Meg. Oh, hi, Meg. I'm calling because I forgot to write down the homework assignment. What? Again? Listen Meg, I'm trying to watch a show on TV. What're you watching? The Bachelor. The Bachelor. The Bachelor? That's my favorite show! Mine too. And I'd like to watch it. Can I email you the assignment?
Meg: Zach:	Sure. Remember my email address, it's Yep. I know it. Bye

#### **Variation: Detailed Questions**

In this variation, students listen to the recorded dialogues and instead of only answering whether the callers like the show or not, they will also have to report back on what they actually said about the show.

Lucy	Yes	"I love that show"	
Ben	No	"How can you watch that show? It's really	
		silly."	
Meg	Yes	"That's my favorite show!"	

#### **Expansion: What's your opinion?**

In this expansion, students give opinions on various shows.

- 1. On the board write a list of TV shows (give a variety of types game shows, news, sports, sitcoms, etc.)
- 2. Review how to express opinions and how to ask people for their opinion by writing some phrases on the board: In my opinion. I agree with you. I disagree with you. What do you think? How about you?
- **3.** Put students into groups of five and have them give their opinions on each of the shows.
- **4.** Designate one student in each group to be the "note taker" who will write down the opinions.

#### Key:

Caller	likes the show	doesn't like the show
1. Lucy	V	
2. Pete		<ul> <li>✓</li> </ul>
<b>3.</b> Meg	V	

# 3 LANGUAGE FOCUS: Questions with "What," "When," "Why," "How many"

### A. () PRONUNCIATION

See Pronunciation on page 112 of this Teacher's Manual.



#### **Audio Script**

What's a good sitcom? What channel is the news on? What did you watch last night? What kinds of TV shows do you like? When is the news on? When do you usually watch TV? Why are game shows popular? Why do you like soap operas? Why don't you like talk shows? Why didn't you watch the news last night? How many TV shows do you watch regularly? How many hours of TV did you watch yesterday?

#### Variation: Scrambled Sentences

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

- **1.** Books open. Briefly go over the question and answer charts in the Student Book.
- 2. Books closed. Write several questions from the chart in the Student Book across a large piece of paper. Write in very large letters so that the entire class will be able to see them.
- 3. Cut the questions up so that one word is on one cut-up piece of paper (including punctuation). Example:When is the news on ?
- **4.** Use tape to put the pieces of paper up on the board. Put them in scrambled order.
- 5. Ask a student to come and put a question in order.
- **6.** Check it and have other students put the other questions in order.
- **7.** Write other scrambled questions on the board. Have students work in pairs to unscramble them.
- **8.** Students write the questions as they unscramble them. They then answer the questions.
- 9. Review the questions and answers with the class.

#### **Expansion: Questions in a hat**

- **1.** Provide students with several pieces of paper or note cards.
- 2. Students think of other questions with where, when, why and how many about TV and write them on the note cards.
- 3. Monitor their work, correcting any grammatical errors.
- **4.** Put the questions in a hat (or other receptacle) and have a student draw a question and ask it to another student.
- **5.** Continue until each student has had a chance or until all of the questions are answered.

#### **B. GET IT RIGHT**

#### Variation: Matching

In this variation, after students unscramble the questions, they match them to possible responses.

- **1.** On the board write possible responses to the scrambled questions in the Student Book.
- **2.** After students have unscrambled the questions in the Student Book they then try to match the response on the board.
- **3.** Once they find it, they write it next to the question in the Student Book.
- **4.** Review the sentences by having two students ask and answer each question.

#### **Expansion: TV Schedules**

In this expansion, a pair of students has different information on their TV schedules. They must ask each other questions to fill in their gaps.

- Make two TV schedules (like the example below). Label one "TV Schedule A" and the other "TV Schedule B." Both schedules have different gaps. Together the schedules are complete.
- 2. To demonstrate how to do this activity, rewrite the schedules on the board and have a more advanced student do an example with you. You ask: When is The Bachelor on? Student: It's on Friday at 9 pm. You: Which channel is it on? Student: It's on Channel 2.
- **3.** Put students in pairs. They ask each other questions to fill in the gaps in their schedules.
- 4. Later, review the whole schedule with the class.

#### TV Schedule A: Friday

	Channel 2	Channel 4	Channel 7
7:00	The Simpsons		The Practice
8:00		Seinfeld	
9:00	The Bachelor		ER

#### TV Schedule B: Friday

	Channel 2	Channel 4	Channel 7
7:00		Access Hollywood	
8:00	Survivor		Fear Factor
9:00		Newsline	

Key: 2. What is your favorite TV show?

- 3. What kind of show is it?
- 4. When is it on?
- 5. What channel is it on?
- 6. Why do you like it?
- 7. What kinds of shows do you dislike?
- 8. Why don't you like them?

#### **C. YOUR IDEAS**

#### **Variation: Game**

# In this variation teams compete to find out which TV show the teacher is thinking about.

1. Write 10 different TV shows down on a piece of paper.

-

- 2. Form two teams (or more if it's a large class).
- 3. Each team gets to ask a question or make a guess when it's their turn. Team members take turns asking the

# CONVERSATION STRATEGY: Pausing

A.  $\mathbf{\Omega}$  PRONUNCIATION



#### **Audio Script**

I don't know, let me see . . . Hmmm. Well, I guess . . . Let me think.

#### **Explanation: Language awareness**

Pausing before responding to a question is common and also seen as polite. If you don't say anything while you are thinking about what you're going to say, this may be taken as you didn't hear the question or your silence may be interpreted as you don't want to get involved with the conversation. Some other phrases include: Let's see now . . . How can I put it . . . You see . . . The thing is . . .

# B. ( ) LISTEN and ADD



#### Audio Script.

- A: How many hours of TV do you usually watch every day?
- B: Hmmm, well, I guess about two. A: Interesting. How many TV shows do you watch
- regularly? B: Regularly? I don't know. Let me see . . . three, I think.

questions.

4. When a team makes a correct guess, they get a point.

Key: Answers will vary.

#### **Expansion: Using the expressions**

Books closed. You can do this after doing the activity in the Student Book. It gives the students opportunities to practice pausing in conversations.

- 1. Students prepare five questions using where, when, why and how many. They write them on note cards or on small pieces of paper.
- 2. Put students into two circles facing each other.
- The students in the center circle facing out ask one of 3. their questions to the student directly across from them. Before the student responds, he pauses and uses one of the expressions learned. Well, . . . Let me see . . . etc.
- After every exchange, the students in the outer circle 4. step to the right and get ready to respond to the next person's question.
- 5. The outer circle moves five times and then the people in the outer circle exchange places with the inner circle people and the activity continues for five more rounds.
- Key: B: Hmmm. Well, I guess B: I don't know. Let me see.

**TALKATHON:** *TV questionnaire* 

#### **Expansion: Compromising**

In this expansion, students pretend that they have to share a TV and they have to figure out who is going to watch which show on which day.

- 1. Start this activity by telling the students that they will soon be living together and in their new house there will only be one TV. Explain that the students have to discuss which TV shows they like to watch on which nights and together they must come up with a TV schedule that works for everyone.
- 2. Present some useful sample sentences that they may use in the task: If I can watch The Bachelor on Tuesday night then you can watch Friends on Thursday night. ER is my favorite show so I really want to watch that on Wednesday night.
- 3. Students get into groups of four and start discussing which shows they like and watch and they start planning out the TV schedule for the week.
- **4.** After the time limit, the groups share their compromises and final TV schedule with the rest of the class.

#### **Expansion: Role-Play**

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In this expansion, the students role-play a TV interview.

- 1. In groups of four, one student plays the role of a TV interviewer; the others play the guests.
- 2. The students prepare their roles. Give them a specific amount of time. The TV interviewer will think of questions about TV watching habits to ask the interviewees. The guests will think of how to answer these kinds of questions.
- 3. Before students do the role-play, outline how the interview will take place:
  - a. TV interviewer welcomes the guests to the show.
  - The interviewer starts asking the guests questions and h. the guests answer.
  - The interviewer thanks the guests and they say goodс. bve.
- 4. In groups, the students practice the role-play scene as outlined above.
- 5. Have the groups perform their scene for the whole class.

Key: Answers will vary.

- 1. Answers One (Example)
- 5. Questions Who's your favorite TV star? (Example)

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# **6 INFOZONE:** *Television*

# SURVEY CENTRAL

### **Expansion: Survey**

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

- 1. Explain that the students will come up with their own survey of 10 native people of the country they are living in.
- **2.** Together, the students decide on how to phrase the questions for the survey. **Example:** Which kind of TV show is your favorite to watch? OR Please rank these kinds of TV shows in the order of preference.
- **3.** The students conduct their survey outside of class and bring back their findings.
- 4. Together the class analyzes the data and makes a graph.
- **5.** (Alternative) You could have certain people survey a certain demographic (age: 10-20 years, 20-30 years, etc. male/female, professionals/students, etc.) and then have them make their own graphs and then compare results.

# **TV LAUGHS**

#### **Expansion: Comics**

Do this expansion after you have discussed the cartoon in the Student Book. In this expansion, students bring in

#### comics related to TV issues.

- 1. Discuss black humor (humor that deal with the unpleasant side of human life).
- **2.** Ask students if they think that the cartoon in the Student Book represents black humor.
- **3.** Ask students to go on the internet or look through newspapers, books, etc. to find another cartoon that is related to TV issues. An option would be for the students to draw their own cartoon about TV.
- **4.** Students bring the cartoons in and the students present and discuss the humor.

#### IN MY OPINION: Expansion: The response

# Do this expansion after reading the letter to the editor in the Student Book.

- 1. After you have discussed the letter to the editor in the Student Book tell the students that they are to write a response to "Angry in Atlanta."
- **2.** Tell them that they can write it anyway they want (in agreement or disagreement) but they have to come up with reasons in their letter.
- 3. Students share letters with the class.

# 调查总站 B建行的电想节目

船名	巴西	星西哥	×3	加拿大	日本
1	国内新闻	当地新闻	国内及当地新闻	电影	天气预报
2	当地新闻	国内新闻	电影	国内及当地新闻	电影
3	国际新闻	动作片/智险片	情景審測	情景審測	国内及当地新闻
4	动作片/青釉片	備景塞羅	体育节目	体育节目	果业棒球赛
5	悄跟喜剧	国际新闻	沈周	特记片	遊遊节目





#### **READ ABOUT IT**

#### **Expansion: Read and find**

- 1. Write a short description of five of your favorite TV shows. Make copies and distribute them to the students.
- 2. Students read the descriptions and then write questions about the shows using *Who*, *What*, *Where*, *When*, *Why* and *How*.
- **3.** The students then ask their questions to you and you respond accordingly.

#### Key: A. 1. the news

- 2. three
- 3. TV's are everywhere.
- 4. The father watches too much TV
- **C.** 1. 1 023; 900; 2; 20 000
  - 2. Positive
    - People can find out about a new event right away.
    - 3) TV offers a lot of educational programs.
    - 4) People can watch live concerts and sports events.

#### Negative

- 2) There is little educational value.
- 3) Teenagers spend too much time watching TV.
- 4) Children may ask their parents to buy expensive "brand" toys.

# TALK ABOUT IT

### Discussion

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

- 1. Students discuss their opinions on the effects that TV is having on people. Ask these kinds of questions: Do you think people are more inactive due to the TV? Do you think that today's youth is wasting too much time in front of the TV? Do you think watching too much TV has any physical affects on the body? What do you think of the TV shows that are on prime time (between 7:00-11:00pm)? Are TV shows too provocative and violent. Do you think a rating system should be in effect for TV shows?
- **2.** Break the students up into different groups if you have a large class.

Key: Answers will vary.

### WRITE ABOUT IT

#### **Expansion:** On the air!

In this expansion, students come up with their own TV show script and a broadcasting company reviews the shows and decides on which one they will air on TV that season.

- 1. Review the various kinds of TV shows (sitcoms, news, etc.). Explain to students that they will get into groups of three and write a TV script for one type of show.
- **2.** Students go through the editing process (first draft, edit, final copy).
- **3.** When students have finished their scripts, the class gets separated into groups of four. Each group is a broadcasting company looking for a new TV show this coming season.
- 4. The "broadcasting company" groups read all of the
- scripts and decide on which show they will air.
- 5. Discuss decisions with the whole class.

#### Key: No. (Example)

More similar. (Example) They all chose sitcoms and movies. (Example)

For additional practice of the language presented in Unit 2, direct students to the ICON 2 Workbook pages 8 to 13. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

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# LEARN & PRACTICE

#### A. Translate the following sentences into Chinese.

- 在奖金的诱惑下,一些人十分热衷于参加各种 竞赛类节目。
- 现在脱口秀节目十分受欢迎,因为它让人们有 机会表达对一些热门话题的想法。
- 3. 由于技术的发展,电视节目的质量有很大改观
- 4. 看电视是能让人消磨时光,放松愉悦的好办法。
- 5. 在家看影碟比去电影院便宜多了,这可能是现 在去影院的人越来越少的原因吧。

B. Translate the following sentences into English.

- 1. Due to the heavy homework, many middle school students can only watch television once in a while.
- 2. Many cartoons, though in different languages, are very similar in their messages.

- 3. Before you set off to travel, you'd better watch the weather forecasting to learn about the weather there.
- 4. Television not only offers entertainment and timely news reports, but also serves as a source of knowledge.
- 5. There is a great drama on Channel 9 tonight. What about staying at home instead of going to the theater?
- 6. The thriller is too horrible for me to watch it all alone.
- 7. Without television, many people don't know how to spend their spare time.
- 8. Now we have fewer and fewer television programs for children.

# **8** Word Usages

bachelor	n.	单身汉; 学士	
		He remained a <i>bachelor</i> for seven years after his first wife's death.	[2]
barbershop	n.	理发店	
		There is a fine <i>barbershop</i> near the supermarket.	[6]
biography	n.	传记(片)	
		We can learn a lot from the biographies of famous figures.	[6]
central	n.	总局;总站	
		The weather <i>central</i> is a twenty-minute walk away from my home.	[6]
choose	ν.	选择	
		He <i>chose</i> to attend a college far from his home city.	[6]
class	v.	分类	
		He <i>classes</i> himself as a genius of music.	[6]
description	n.	描述	
		There is a vivid <i>description</i> of a mountain scene in this book.	[6]
develop	v.	逐渐形成,养成;发展	[0]
		Living in China for two years, Cliff <i>developed</i> a taste for Peking Opera.	[6]
dislike	v.	不喜欢,厌恶	[0]
1.		She <i>dislikes</i> the smell of smoking in her office.	[3]
editor	n.	编辑 The second se	[0]
1		The <i>editor</i> receives a lot of letters from the readers every day.	[6]
elevator	n.	电梯	[0]
		Safety is the most important quality of an <i>elevator</i> .	[6]
escape	n.	逃路; 消遣	[0]
<b>C</b> .		He had a narrow <i>escape</i> from a tiger.	[6]
fortune	n.	幸运,好运	[0]
		Every man is the architect of his own <i>fortune</i> .	[3]
		<b>UNIT 2</b> 1 I never watch soap operas.	17

funny	adj.	有趣的;滑稽的	
		Charlie Chaplin made himself a household name with his <i>funny</i> acting on the screen.	[5]
game	n.	竞赛;娱乐,游戏	[1]
guide	n	He lost the <i>game</i> because of carelessness. 指南,手册	[1]
guiue	n.	You will know all the programs on television if you read the TV <i>guide</i> .	[6]
include	v.	包括,包含	[0]
		You don't need to leave a tip for the waiter — the service is <i>included</i> in the bill.	[6]
live	adj.	实况转播的	
		There will be a <i>live</i> broadcast of the landing on the moon on Channel 5 tonight.	[6]
message	n.	(故事、电影等的)启示; 寓意	
		What is the <i>message</i> of this story?	[6]
name	ν.	说出…的名字 ( 或名称 ); 命名	
		Can you <i>name</i> the capital of Brazil?	[5]
opera	n.	剧;歌剧	
	1.	I would like to watch the <i>opera</i> tonight if I am free.	[1]
particular	adj.	特别的;特殊的	[0]
nuclossional	a di	In the Christmas season, people buy <i>particular</i> gifts for their relatives and friends. 职业的	[6]
professional	adj.	After he published his first novel, he became a <i>professional</i> writer.	[6]
regularly	adv.	有规律地; 定期地	נטן
regularly	uuv.	To be safe, you should check your car <i>regularly</i> .	[3]
schedule	n.	清单;一览表;时间表,进度表	[0]
		The <i>schedule</i> includes detailed information of the exported products.	[6]
show	n.	(广播或电视)节目	
		There are always various shows on television.	[1]
similar	adj.	相似的是你们的人们的人们的人们的人们的人们的人们的人们的人们的人们的人们的人们的人们的人们	
		Those who were born in the 1970's have had a similar experience.	[6]
sitcom	n.	情景喜剧	
		Sitcoms get popular again because their stories are close to real life.	[1]
situation	n.		141
.1		However difficult the <i>situation</i> is, we'll never give up.	[1]
value	n.	价值 The photos on exhibition are of great historical <i>value</i> .	[6]
weekend	n.	周末	[6]
weekenu	11.	Weekend Couple is now popular among youngsters who want to have a romantic marri	age
wheel	n.	轮	ugo.
		The <i>wheels</i> of the aircraft kissed the runway lightly.	[3]
agree with		同意	
		I agree with you that we should produce more programs for children.	[6]
be different from		与…不同	
		He is quite different from the other students in this class.	[6]
similar to			[0]
		The story looks <i>similar to</i> the one that I have read. 全要共日	[6]
game show		竞赛节目 Game shows can be very exciting as well as exhausting	[1]
		Game shows can be very exciting as well as exhausting.	[1]

make a schedule	做个一览表/日程表	
	My mother always <i>makes a schedule</i> of all the family expenses for each month.	[6]
once in a while	偶尔	
	I like a drink in the evening once in a while.	[1]
similar to	与…相似	
	The story looks <i>similar to</i> the one that I have read.	[6]
soap opera	肥皂剧	
	Soap operas are housewives' favorite.	[1]
talk show	脱口秀(访谈节目)	
	Some <i>talk shows</i> are really funny while others are truly serious.	[1]
TV guide	电视节目单,导视	
	Even with a TV guide in hand, we still feel uncertain of which program to choose.	[6]

# 9 TOPIC-RELATED INFORMATION/BACKGROUND

1. sitcom

A kind of television comedy which usually tells humorous stories around the characters who share a common environment, such as an office, a home, etc. Friends(老友记), Growing Pains(成长的烦恼), All in the Family (全家福), Everybody Loves Raymond(人人都爱雷蒙德), and Frasier (欢乐一家行) are among the most popular sitcoms.

2. talk show

A television or radio program in which a host or hostess provides some topics and the audience discuss them together.

3. Oprah Winfrey



The best-known American talk show host of The Oprah Winfrey Show, a nationally and internationally famous talk show.

4. game show

A television or radio program in which participants compete for awards.

5. soap opera

A kind of television or radio drama based in one neighborhood to depict ordinary life.

In the early days of TV, most of the daytime dramas were aimed at entertaining the housewives who would traditionally be at home, probably doing the washing. Companies selling washing powder would advertise their products at times when these dramas were on, hence the word "soap".

### 6. The Bachelor

An original one hour prime-time reality television series that gives one man and 25 women the unique opportunity to find true love in a most exciting and adventurous way.

7. Wheel of Fortune

A television game show in which three contestants competing against each other to solve a word puzzle and the winner gets the prize determined by the wheel.

8. The Sun

A British daily newspaper published by News Group Newspapers of News International.

9. A joke

### What you want is a TV

Bertha was a very pretty girl. Quite a lot of young men wanted to marry her, but she was not satisfied with any of them.

One day, a young man asked her to become his wife. She answered, "No, John, I won't marry you. I want to marry a man who is famous, who can play music, who can tell interesting stories, who does not smoke or drink, who stays at home in the evenings and who stops talking when I'm tired of listening."

The young man got up, took his coat and went to the door, but before he left the house, he turned and said to Bertha, "It isn't a man you're looking for. It's a television set." We're going to take a day trip.

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

# **VOCABULARY:** Vacation activities

#### In the pictures:

These photographs are of various vacation activities. Picture #1 is of people riding in bumper boats. Bumper boats are boats with padding around them. People bump into one another for fun. Picture #4 is of a person hang gliding. Picture #5 is of a man relaxing in a hammock. Picture #6 is of a couple in Paris, France.

# Warm-Up: What did you do on your last vacation?

In this warm-up, students tell their partners about a vacation they took.

- 1. Tell the students that you once took a wonderful vacation and you want them to ask you questions about it.
- 2. To practice, on the board, write the question words: Who, what, where, when, why, how, how long. Ask students to expand the words into full questions: Who did you go with? What did you do there? etc.
- **3.** Next, have students ask you questions about your vacation.
- **4.** Have students make pairs. Tell them to ask each other about a vacation they took.
- **5.** To close the warm-up, ask a few students to share what they talked about.

#### A. YOU FIRST

#### **Variation: More specifics**

In this variation, students brainstorm specific ideas for each activity.

1. After the students have done the activity in the Student Book, lead them in a brainstorming session. Students think of ideas for each vacation activity. **Examples:** *Do something fun: go hiking, go scuba diving, go camping*, etc. These new vocabulary words can be used in other activities later in the unit.

#### **Expansion: Ranking**

Books closed. In this expansion, students discuss and rank vacation activities.

- 1. Write 10 vacation activity ideas on the board (use the ones in the Student Book or if you did the variation above, add those to your list).
- **2.** Each student ranks the activities in order from most desirable vacation activity to least desirable.
- 3. Have students pair up and discuss their rankings.
- 4. Ask a few students to report on their rankings.

Key: visit relatives (Example)

# **B.** $\square$ **PRONUNCIATION**

#### **Audio Script**

- 1. Do you want to do something fun on your next vacation?
- **2.** Do you want to visit relatives on your next vacation?
- **3.** Do you want to read something interesting on your next vacation?
- **4.** Do you want to do something dangerous on your next vacation?
- **5.** Do you want to hang out at the beach on your next vacation?
- **6.** Do you want to go somewhere new on your next vacation?

#### **Explanation: Language awareness**

The pronunciation of *want to* is *wanna* in informal speech. **Example:** *Do you wanna go somewhere new on your next vacation?* 

#### C. PAIR UP and TALK Variation: Talk around

Books closed. In this variation, students talk with classmates to find people who want to do the same activity as they do.

- 1. Write the six vacation activities from YOU FIRST on the board.
- 2. Students get up and walk around the class asking each other what they want to do on their next vacation.
- 3. Once students find a person who wants to do the same kind of activity, they ask each other the follow-up questions using the model from the Warm-up activity (Where do you want to . . . ? Why do you want to . . . ?)
- Key: Answers will vary. go somewhere new

#### **D. REPORT**

#### Expansion: Make a graph

In this expansion, students graph the class results.

- 1. As students report on what they want to do on their next vacation, write the results on the board.
- **2.** Students take the information, make a graph, and then write about the results.

# 2 LISTENING/GLOBAL INTERVIEWS: Vacations

# A. $\bigcap$ FIRST LISTENING

#### In the pictures: Vacation spots

Picture c shows a reggae band. Reggae is a type of music from Jamaica. Bob Marley was a popular reggae singer.



#### **Audio Script:**

Interviewer:	Vacations! At work or going to school, you always look forward to time off — to taking a vacation. I'm talking to people about their
	vacations. The first person is Isabel.
Isabel:	Hi.
Interviewer:	Where are you from, Isabel?
Isabel:	I'm from Argentina.
Interviewer:	What did you do on your last vacation?
Isabel:	I went with my family to the beach near my town. It was fun very relaxing.
Interview:	So you didn't go anywhere new?
Isabel:	No, I just did what I usually do. I swam a lot. I hung out with my friends, and we went out in the evening. But next year, I'm going to go somewhere new! Probably Brazil I'd like to visit Rio.
Interviewer:	There are certainly great beaches in Rio!
	Thanks, Isabel. Now let's talk to Jack. Jack,
	you're from New Zealand, right?
Jack:	Close. I'm from Australia.
Interview:	What did you do on your last vacation?
Jack:	Me? Well, let's see. I had three weeks off. The first week I visited my relatives in Brisbane. I go there pretty often.
Interviewer:	Did you do anything new this time?
Jack:	Let's see No, not really; not in Brisbane.
5	Then the other two weeks, I went up north to
	the Great Barrier Reef.
Interviewer:	That sounds like fun!
Jack:	Yeah, it was amazing! I went snorkeling. The ocean is really beautiful. I also did a lot of biking. You really should go sometime!
Interviewer:	Thanks for the recommendation. What about your next vacation?
Jack:	My next vacation? When I have enough money, I'm going to go to South Africa. I plan to go to Cape Town and then travel along the coast up to Port Elizabeth. There's great surfing and sight-seeing!
Interview:	I'd like to come along too! Thanks, Jack. Our third interview is with Masaki. Hi, Masaki, where are you from?
Masaki:	I'm from Japan. You know, when I listen to Jack and Isabel, I think my vacations are pretty boring.
Interviewer:	Boring? How come?

Masaki:	Well, first of all, I don't take very much vacation. I work in a law office, in Nagoya, and I only get one week off a year.
Interviewer:	Only one week?
Masaki:	Well, we also have national holidays.
Interviewer:	What did you do on your last week off?
Masaki:	Well that's the boring part! I slept.
Interviewer:	You slept? All week? Did you do anything else?
Masaki;	Yeah, I went to a reggae concert, and I saw a
	movie. But that was it.
Interviewer:	What about next year?
Masaki:	Well, next year I'm getting married and we're
	going to go to Hawaii for our honeymoon.
Interviewer:	A honeymoon in Hawaii? Congratulations! And thanks for talking with us.

# B. **Q** SECOND LISTENING



#### **Expansion: Discussion**

#### In this expansion, students discuss vacation time.

Discuss these questions about vacations: How many weeks of vacation do you get a year? Do you think that is enough? Why or why not? Do you think having more vacation time will help you to perform better on the job? Why or why not?

#### Key:



# C. PAIR UP AND TALK

#### **Variation: Matching**

In this variation, students match a type of vacation to a destination.

- 1. Write several types of vacations on the board. Examples: *a* vacation with your family, a vacation with your friends, an exciting vacation, a relaxing vacation, a romantic vacation, etc.
- 2. Also on the board, make a list of destinations that would match the types of vacations that you listed. These can be a mixture of local places and faraway countries. Have more destinations listed than there are types of vacations.
- **3.** Individually, students match the types of vacations with the destinations and prepare to explain why they made that choice.
- **4.** Students get into groups of four and discuss their matches. Have several groups explain their matches to the class.

Key: a day trip (Example)

# **3** LANGUAGE FOCUS: Future with "be going to"

# A. $\mathbf{\hat{p}}$ PRONUNCIATION

See Pronunciation on page 113 of this Teacher's Manual.



#### **Audio Script**

- A: What are you going to do this weekend?
- B: I'm going to stay home.
- A: What are you going to do this weekend?
- B: We're going to stay home.
- A: What is he going to do tonight?
- B: He's going to study.
- A: What are they going to do tomorrow?
- B: They're going to play soccer.
- A: Are you going to visit friends?
- B: Yes, I am.
- A: Are you going to visit friends?
- B: No, we're not.

#### Variation: Question scrambles

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

- 1. Books open. Briefly go over the question and answer charts in the Student Book.
- 2. Books closed. Write several questions from the chart in the Student Book across a large piece of paper. Write in very large letters so that the entire class will be able to see them.
- 3. Cut the questions up so that one word is on one cut-up piece of paper including punctuation. Example:
   What are you going to do this weekend ?
- **4.** Use tape to put the pieces of paper up on the board. Put them in scrambled order.
- 5. Ask a student to come and put a question in order.
- **6.** Check it and have other students put the other guestions in order.
- **7.** Write other scrambled questions on the board. Have students work in pairs to unscramble them.
- **8.** Students write the questions as they unscramble them. They then answer the questions.
- 9. Review the questions and answers with the class.

#### **Explanation: Language awareness**

The pronunciation of *going to* is *gonna* in informal speech. **Example:** Are you gonna stay home?

#### **B. GET IT RIGHT**

#### **Expansion: Around the world**

In this expansion, students talk about what they are going to do over the weekend.

- 1. Students stand in a circle. Start the activity by saying what you're going to do this weekend. **Example:** "*I*'m going to play soccer this weekend."
- 2. Turn to the person next to you and motion him to repeat what you said and then say what he is going to do this weekend. He then turns to the person on his right and that student repeats what you said, what the student before him said, and then adds a sentence of his own.
- **3.** Continue until you have completed the whole circle. For fun, mix the students up (out of order) and see if anyone can repeat what each person is going to do this weekend.

#### **Explanation: Language awareness**

Day trips are when you take a short excursion away from home for one day. Day trippers is a word used to describe someone who lives in the suburbs of a large city but comes into the big city for a day.

#### **Expansion:** Day trip guide book

In this expansion, students come up with a guide of good day trips for their local area.

- **1.** Explain the idea of "day trip" and brainstorm some day trips near their city.
- **2.** Put students in pairs. Each pair chooses a day trip to research and write about.
- **3.** Students research various ways of getting there, cost, things to do, etc.
- 4. Students gather the information and write about it.
- **5.** Gather all of the information and bind it into a "day trip guide book" to be distributed to other classes, English speaking friends, etc.
- Key: 1. A: are; going to do
  - B: are going to stay
  - 2. A: Are; going to take
  - B: am; 'm going to drive
  - 3. A: are; going to visitB: are going to
  - 4. A: is; going to workB: 's going to work

#### C. YOUR TURN

#### Game: Guess my plan

In this variation, teams compete to find out what the teacher is going to do in the next two weeks.

- **1.** Write 10 different activities that you plan to do in the next two weeks on a piece of paper.
- 2. Form two teams (or more if it's a large class).
- **3.** Each team asks a question or makes a guess when it's their turn. Team members take turns asking the questions.
- 4. When a team makes a correct guess, they get a point.
- Key: Answers will vary. play (Example)

# **4 CONVERSATION STRATEGY:** *Keeping the conversation going*

# A. $\mathbf{\hat{p}}$ pronunciation



#### **Audio Script**

Who are you going to go with? Where are you going to stay? How are you going to get there? How long are you going to be away?

#### **Explanation: Language awareness**

Asking follow-up questions is a way to show interest in what the other person is talking about. These questions are seen as polite and friendly.

#### **Expansion: More questions**

In this expansion, students think of follow-up questions to use in a conversation.

 After listening and practicing the questions in the Student Book, write these three sentences on the board.
 1) I'm going to go to Paris on vacation.
 2) We're going to the beach next weekend.
 3) I'm going to repair my house this weekend.

- **2.** Groups of students come up with as many follow-up questions as they can think of for each sentence.
- **3.** Have students share their sentences with the rest of the class.

#### **B. FINISH IT**

#### Variation: Asking questions

In this variation, students ask each other questions about their plans.

- 1. Put students in groups of five. Each student thinks of what they is going to do on their next vacation or next weekend.
- **2.** One student announces what they will do and the others in the group ask follow-up questions.
- **3.** After each person in the group has asked a question, the next student says what he is going to do and the others ask him questions.
- Key: Answers will vary.
  - A: Where are you going? (Example)

# **5 TALKATHON:** What are you going to do this weekend?

#### **Expansion: Let's go together!**

In this expansion, students have cue cards that tell them what they want to do this weekend. They have to find the other person who wants to do the same thing.

- 1. Prepare various situations and write them on note cards. For each situation, have two cards that say the same thing. **Examples:** You want to go to the beach this weekend. You want to take a day trip to a nearby park.
- 2. Tell students that they will get a situation card telling them what they want to do this weekend and they must find someone to go with.
- **3.** Hand the cards out to each student. Remind the class of the kinds of questions they need to ask each other. Write them on the board: *What are you going to do this weekend? What do you want to do this weekend?*
- **4.** Students walk around asking each other these questions until they find someone that wants to do what they want to do.
- **5.** Once students have found each other, they make more detailed plans (how they're going to get there, when they're going to go, etc.)
- **6.** Then they get together with another pair. The pairs ask each other questions about their plans.

7. Have some students share their plans with the whole class.

#### Expansion: Guess who is going to . . . ?

In this expansion, students guess who is going to do what over the weekend.

1. Each student writes an unusual thing that they are going to do over the weekend on a piece of paper (go to a concert, have a picnic, go surfing, etc.). Collect the papers and rewrite the sentences on the board without indicating who wrote which sentence.

- 2. Students then write down all of the sentences on their own papers and guess who is going to do which activity.
- **3.** Students then have 10 minutes (or an appropriate amount of time depending on their level and number of students) to walk around the room and ask the other classmates questions. They can not directly ask *What are you going to do this weekend?* but they can ask yes/no questions that might give them a clue about what the person is going to do.
- **4.** Before the students start the activity, write various yes/no questions on the board: Are you going to do something in the city/at the beach/in the country? Do you enjoy the water/like sports? Are you going to bring special equipment/pay for this activity? etc.
- **5.** Students walk around and ask each other questions. They make corrections to their guesses.
- **6.** After the time limit, students share their guesses and in the end everyone tells what they're going to do. Whoever gets the most correct guesses wins.

#### Key: Answers will vary.

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Are you going to this weekend?	Name	Details
go out of town	Tom (Example)	Tom's going to New York. (Example)

# **6 INFOZONE:** *Travel adventures*

#### **Expansion: Other vacation spots**

Do this after reviewing the *Spotlight* information in the Student Book. In this expansion, students pretend to be travel agents and write a vacation description. They then set up travel booths and talk to customers (role played by other students) wanting to take a vacation.

- 1. Have students think of a vacation destination and write a short description of it like the ones in the *Spotlight* section of the *INFOZONE*. Students can find or draw pictures to add to their description.
- **2.** Have students go through the editing process (first draft, edit, final copy) and then collect the papers.
- **3.** Tell the class that they will now become travel agents and customers. The travel agents try to sell their vacation and the customers have money to spend on a vacation.
- **4.** Separate the class into two groups. The first group will set up their travel booths by placing the information about their vacation on the table.
- **5.** The other group will be the customers and get a chance to walk around to the various travel booths and read the descriptions, listen to the travel agent and ask questions about the vacation.
- **6.** At the end of the time limit, students decide which vacation they will take and sign up with that travel agent.

- 7. Then the groups switch roles.
- **8.** In the end, have students share which vacation they have decided to take.

#### **Expansion: Tourism in your country**

Do this expansion after you have discussed the *Survey Central* information in the Student Book. In this expansion, students find out tourism information on their country.

- 1. Discuss tourism in the students' countries. What kinds of things attract tourists to their countries?
- **2.** Students do research on tourism in their countries (number of tourists that come each year, types of attractions, etc.).
- 3. Students report back on their findings.

#### **Expansion:** What's it mean?

In this expansion, students discuss the meaning of the cartoon.

Discuss what the cartoon means. Write their ideas on the board. Prompt students with these questions: What is in the picture? What do you think the artist is trying to say? Do you ever try to cram too many activities or sights into your vacation? What famous sights in your city/country would be in a cartoon like this one? As an option, have students draw a cartoon like this one but with the sights from their country.

# 热 点

探险之策,常记一生。「环球策游」推出如下 闪亮崩革的探险之策。未报名参加吧!

#### 喜爱动物的人注意了:

请加入我们的百英里使步大旁越,旁越肯尼亚 的乡村原哥。这次兼行总计14天,专为动物喜 爱者而设。使步兼行,你会看到很多种不同的 动物,包括大急、斑马、长颈魔和狮子。

#### 進集所有太空遨游者!

倘若你梦想成为一名李耸员,这次度假就专为 你而设。参加者等在莫斯科的一所真正的李釯 员调练学校受调一个里如。 著告:此次调练不过合奉船或奉机者。






探险者的梦幻假期:

这是冒险爱好者的完美很潮。你将荣坐小型潜水 接着入海底。探查19世纪的一般沉积残寂。

天行,孝堂的,龙烛才丹太年有。

### **READ ABOUT IT**

#### **Expansion: Which vacation is best?**

In this expansion, students read the descriptions and decide which vacation is best for which person. To make this activity more challenging, add more vacation descriptions of your own.

- 1. Write these descriptions of people on the board:
  - a) Susana has always been interested in science and space.
  - b) Jack loves the water.
  - c) Maria loves animals.
- 2. Students read the vacation descriptions in *Spotlight* and decide which vacation is best for which person.
- 3. Discuss answers with the class.

# 调查总站 外国学客景想**漫光的十个国家**

		n.
	每年的勤害就量(单位:百万	IJ
	75	
I	53	
讶	42	
.利	42	
I	31	
ł	25	
新	23	
法	21	
Ŧ	20	
l	20	

Key: A. 1. They are adventure trips.

- 2. 75 million
- 3. Spain, Italy, Mexico, Germany
- 4. Paris, London, Rome, a beach

### **C.** 1.

	Places to visit	Things to do
1	Beijing	to take a trip to the Great Wall to eat Peking Duck (in Quanjude Roast Duck restaurant)
2	Xi'an	to see the terra-cotta warriors
3	Shanghai	to see the art museum (designed
		by architect Xing Tonghe)
4	The Three Gorges	to take a cruise (through them)
	2. 1) N 2) F	3) T 4) T 5) N

### **TALK ABOUT IT**

#### **Expansion: Show and tell**

In this expansion, students get a chance to tell about a vacation they took.

- **1.** Ask students to briefly talk about various vacations they took in the past.
- **2.** Tell students to choose a vacation they took and to give a presentation on it.
- **3.** Students prepare an oral presentation telling about their vacation (where they went, what they saw, who they went with, etc.). Encourage students to bring souvenirs and pictures etc. from their trip.
- **4.** Students give their oral presentations in front of the class.

Key: Answers will vary.

#### WRITE ABOUT IT

#### Variation: Which place is it?

In this variation, students write about a vacation and then draw or find pictures that match. Other students read the descriptions and try to find the right picture.

- 1. Tell students to write a description of a trip and draw a picture or find pictures that match the trip.
- 2. Have students go through the editing process (first draft, edit, final copy) then collect the papers and the pictures. Make sure that they write their name on the back of their papers.
- 3. Pass out the pictures (making sure students don't get

their own) and hang up the descriptions.

- 4. Students walk around the room reading all of the descriptions until they find the one that matches their picture. They check to see if the names match on the back of the papers.
- **5.** At the end, students share their original pictures and tell about their trips.

#### **Project: Travel brochure**

In this project, students write a travel brochure about their area.

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

Key: Rio de Janeiro (Example)

Samba classes (Example) Because I want to learn samba. (Example) One week (Example)

For additional practice of the language presented in Unit 3, direct students to the ICON 2 Workbook pages 14 to 19. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

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# LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
  - 人生本来就是一次旅行,会遇到各种风险,什么 都可能发生。
  - 随着交通工具日益先进,人们可以在很短的时间游历很多地方。
  - 每年有成千上万的游客到夏威夷观光,享受浪 漫时光。
  - 如果你没有时间尽情游览这座城市,你可以选择我们提供的各种一日游。
  - 去年暑假,我们学校组织了一次去海边的旅行, 大家都玩得很高兴。
- B. Translate the following sentences into English.
  - 1. This winter vacation, we are going to Australia for a week and visit our old friends there.

- 2. If possible, I want to travel around the world to see how wonderful the world is.
- 3. It is great to travel with someone else, while it is also terrific to travel alone.
- 4. People are usually busy and have no time to relax, so they all enjoy themselves during vocation.
- 5. Travel offers us the chances to see different people, do different things, and experience different lives.
- 6. It was a fine day yesterday with brilliant sunshine, and all my family went out of town for a picnic.
- 7. What trip can you remember for a lifetime? The answer may be our 5-day Tibet tour.
- 8. Students interested in outdoor experience may prefer our backpack trip.

# 8 WORD USAGES

adventurous	adj.	喜欢冒险的	
		Backpackers are usually <i>adventurous</i> people.	[6]
approximately	adv.	近似地,大约	
		Approximately 600 000 Chinese tourists visited Japan last year.	[6]
bottom	n.	底,底部	
		From the bottom of my heart, I thank you for your help and kindness!	[6]
design	v.		
		She entered the school to learn how to <i>design</i> toys.	[6]
hint	n.	暗示,线索	
		Can you help me solve the problem by giving me some <i>hints</i> ?	[3]
honeymoon	n.	蜜月	
		It would be terrific if we could go on a <i>honeymoon</i> to the moon.	[2]
illustrate	ν.	说明,图解	
		Travel agencies usually <i>illustrate</i> their travel proposals to the potential tourists.	[6]
major	n.	专业	
		A good <i>major</i> itself cannot ensure one a good career.	[6]
shipwreck	n.	失事船只的残骸;船只失事	
		It took a very long period of time to find the Titanic <i>shipwreck</i> .	[6]
soccer	n.	(英式)足球	
		When it comes to soccer, we can't miss David Beckham.	[3]
spotlight	n.	公众注意的中心;聚光灯	
		This week the spotlight is on the young movie star.	[6]
tourist	n.	旅行者,游客	
		Like many other tourists, I was wandering aimlessly around the narrow streets in Lijian	.g. [6]
unusual	adj.	不寻常的,与众不同的	
		It is not <i>unusual</i> for people to travel out of town at weekends.	[5]
		<b>UNIT 3</b> 1 We're going to take a day trip.	27

well-known	adj.	众所周知的 Scottish whiskey is so <i>well-known</i> that almost every tourist will buy a bottle or two.	[6]
get sick		生病	
		I got sick after I took the seafood.	[6]
hang out		闲荡;逗留	
		Who are you going to <i>hang out</i> with tonight?	[1]
go surfing		冲浪	
		I have never <i>gone surfing</i> in my life as I do not live in a coastal city.	[2]
out of town		城外	
		Is there an information center out of town?	[5]

# 9 TOPIC-RELATED INFORMATION/BACKGROUND

1. A proverb about travel:		3. A travel joke
Travel east or travel west, a n	nan's own home is still the	A trip to Hawaii
best.		A Californian blonde was thinking of taking a vacation to
		Hawaii. She wondered how long the flight was, so she called
2. A children's rhyme:		Hawaiian Airlines for some information.
Work while you work,		The busy Hawaiian Airline reservation lady answered and
Play while you play,		the blonde said, "Could you tell me how long is the flight
That is the way,		from Los Angeles to Honolulu?"
To be cheerful and gay.		The reservation clerk said, "Just a minute."
	— A. D. Stoddart	The blonde said, "Thank you" and hung up.
	高等教育	出版社

# **Review of Units 1–3**

# INTERVIEW

### **A.**

- 1. Have students complete the chart.
- **2.** Students can use the ideas in the Student Book or ideas of their own.

Key: sometimes: take day trips (Example)

### **B.**

- 1. Ask students to form pairs.
- 2. Have students look at the example conversation. Point out the phrases that help keep the conversation going: Oh, *really*? Why not?
- 3. Students decide roles (either student A or student B).
- 4. When they have finished, students change roles.

# **2** INFORMATION GAP

- 1. Ask students to form pairs and decide roles (either Student A or Student B).
- 2. Student (A) reads the information about Carlos on page 82 and student (B) asks the questions that are in the Student Book on page 83 and marks the information in his/her book.
- 3. When they have finished, students change roles.

Key: Answers will vary.

# **3** LISTENING: (Modeled after Listen and Add)

在拿影响



### **Audio Script**

- **1.** What kind of TV shows do you like?
- 2. Do you have a bad classroom habit? What is it?
- 3. What are you going to do this weekend?
- **4.** What are your tips for learning English?
- **5.** How many hours a week do you watch TV?
- 6. How often do you doodle in class?

- 1. Have students open their Student Book to the activity. Play the recording through once.
- **2.** Students listen to the questions and write their responses in their books.
- **3.** Play the recording through a second time. Students check their answers.
- **4.** On the board, write the questions that were asked on the recording.
- **5.** Ask students to read their responses out loud. Write their responses on the board under the questions.
- Key: 1. I like sitcoms. (Example)

# 4 GAME

- 1. To demonstrate this game, recreate the game board and the "Question starters" 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 point to the space on the game board where you landed. Elicit questions from a few students. Point to the "Question starters" to help the students form their questions. Answer their questions.
- **4.** Once students understand the rules, ask students to form groups of four.
- 5. Students 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 students are doing and to answer any questions.

4

I can't take your call . .

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

# **1** VOCABULARY: Information sources

#### Warm-Up: What do you think?

In this warm-up, students discuss the advantages and disadvantages of technology today.

- 1. Brainstorm a list of recent technology with the class: cell phones, pagers, email, instant messaging, Internet, etc.
- 2. Then, on the board write: What are the advantages and disadvantages of new technology?
- **3.** Put students into small groups and tell them to discuss the question. Tell them to list the advantages and disadvantages of new technology.
- 4. Have a few groups share their lists.

### A. YOU FIRST

#### Variation: Walk about

In this variation, students walk around the room putting checks on the questions posted on big pieces of paper around the room.

- 1. Write the questions from the Student Book spread out on the board or on big pieces of paper posted around the room.
- 2. Students walk around and check off their answers.
- **3.** Review the class answers together. Make statements such as: Most people look in the newspaper to check the movie listings. A few people check a bus schedule by using the phone. etc.

#### Variation: Graph it

In this variation, students think of more activities and then walk around and interview their classmates. In the end, the class makes a graph of the results.

- 1. Write the activities from the Student Book on the board. Then, with the class, brainstorm other activities that you do on a daily basis. **Examples:** *buy a book, talk to friends, find out about the news*, etc.
- **2.** Each student takes one of the activities and makes a graph (like one of the rows in the Student Book) on a piece of paper.
- **3.** The students then interview each other on how they usually do the activity.
- **4.** In the end, students come together and share their results with the class. **Example:** I interviewed people on how they usually find a phone number. 10 people use telephone information to find a phone number. 4 people look online. etc.

Key: find a phone number (Example)

# **B.** $\mathbf{\hat{p}}$ **PRONUNCIATION**



#### Audio Script

- **1.** How do you usually check the movie listings?
- 2. How do you usually check a sports score?
- **3.** How do you usually find a phone number?
- **4.** How do you usually check a bus schedule?
- **5.** How do you usually check the weather forecast?

#### **Explanation: Language awareness**

The pronunciation of *How do you do* is *How d'ja* in informal speech.

### **C. PAIR UP and TALK**

#### **Expansion: Interview**

In this expansion, students interview an older person (60+) and a younger person (20+) and talk about the differences in results.

- 1. Explain to students that they are to interview an older person and a younger person on how they usually do certain activities. (Preferably English speakers, but if none are available, the interview can be conducted in their native language and the results can be presented in English.)
- 2. Students choose the questions they want to ask either taken from the Student Book or others and after class time, go and conduct their interviews.
- **3.** Students come back to class and share the differences between their older interviewee and their younger one.

Key: Answers will vary.

#### **D. REPORT**

#### **Expansion: Make a graph**

Do this expansion if you have done the expansion above. In this expansion, students write about the results from their interviews.

Encourage students to speculate on the results. **Example:** The younger person looks online for a lot of the information he needs. The older person looks in the newspaper or watches TV for the information she needs. I think the older person is not familiar with how to use a computer and therefore uses what she knows to get the information she needs. However, for the younger person, using the computer is fast and convenient and therefore he uses it to get the information he needs.

# **2** LISTENING: *Please leave a message*

#### A. LOOK/THINK/GUESS

#### **Explanation: Language awareness**

The term for what is happening in the pictures and the MODEL CONVERSATION is phone tag. Tag is a children's game where one person runs after others and tries to touch (tag) them. When the person tags someone, then it's his turn to run after the others and tag someone. The picture shows how sometimes we *play phone tag* when we call someone and leave a message and they call us back and leave a message, etc. Another term, *screening phone calls* is used when a person doesn't answer the telephone but listens instead to the caller talking into the machine. The person then decides if they want to answer the call or not.

#### **Expansion: Discussion**

In this expansion, students discuss the impact of technology on our lives.

- 1. After you have discussed what is happening in the picture, explain the expressions *phone tag* and *screening*. See the Language awareness explanation above.
- **2.** Ask students if they have ever played phone tag or have ever screened their phone calls.
- **3.** Lead the students in a discussion about phone technology. Ask questions about phone technology. **Examples:** How do you feel about phone technology today? Do you think it has made our lives easier? How? Do you think it has made our lives more difficult? How? How do you feel about people who screen their phone calls?

Key: Someone is leaving a voice message.



### **Audio Script**

· · · · · · · · · · · · · · · · · · ·	
Sophie's voice mail:	Hi. I can't take your call right now,
1	but you can leave a message at the
	beep.
Zach:	Hi, Sophie. This is Zach. Can you call
	me? I'm at home tonight. Thanks.
	Bye.
Zach's voice mail:	This is 734-0616. I can't talk right
	now. Please leave a message. Bye.
Sophie:	Hi, Zach. It's me — Sophie. I'm
-	returning your call. I'm not sure what
	you wanted, but I'm about to go out so
	I can't talk to you tonight. Could you
	, , ,
	give me a ring tomorrow? Talk to you
	soon.

#### **Expansion: Leaving a message**

In this expansion, students call the teacher's answering machine at home (or school) and practice leaving a message.

1. After you have listened to and discussed the model conversation, brainstorm a list of components for leaving a message on a machine. **Examples**: *Saying name of* 

person, saying your name, saying message, saying your phone number, saying thank you or good bye.

- 2. Tell students to think of a message to leave on your answering machine. Give them your phone number (home or work) and tell them to call you and leave a message on your answering machine. Tell them to call on a certain day and time so you don't answer the phone during that time.
- 3. Review their messages in class the next day.

#### Explanation: Language awareness

Give me a ring is an informal way to say call me on the telephone. It is often used in the command form. **Example:** Give me a ring this evening and we'll make plans to go out. Other similar expressions include: Buzz me, give me a buzz, give me a call.

### **C. ACTIVE LISTENING**

#### **Audio Script**

Zach's voice mail:	This is 734-0616. I can't talk right now.
Zachio volee man.	Please leave a message. Bye.
Ben:	Hey, Zach. Where are you, buddy? It's
Den	Ben. I need your new e-mail address.
	Can you give it to me? You can just call
	and leave a message. Or you can e-mail
	me. Okay?
Zach's voice mail:	This is 734-0616. I can't talk right now.
	Please leave a message. Bye.
Tim:	Come on, pick up. Zach, it's Tim. I'm
	going to Sophie's party tonight but I
	can't remember the street address, so I
	need directions to her house. Could you
	call me? My number's 806-7314. Thanks.
Zach's voice mail:	This is 734-0616. I can't talk right now.
	Please leave a message. Bye.
Meg:	Hi, Zach. It's Meg calling. Look, I really
	need the homework assignment. I forgot
	to write it down. Could you please call
	me? Use my cell phone. Thanks. Bye.

#### Variation: Writing a message

In this variation, students pretend to be Zach's roommate and they have to write a message for him.

- 1. Tell students that they are now Zach's roommate. They got home before Zach did and they listened to the answering machine before he did. They have to listen to the machine and write a message for Zach.
- **2.** After each message, stop the recording and ask a few students to write their messages on the board for the class to review.

Name of caller	Message
Ben	Zach, Ben called. He needs your new
	email address. Call or email him.

Key: 1. e-mail address

- 2. Sophie's house
  - 3. homework assignment

# **3** LANGUAGE FOCUS: "Can" for possibility and permission

### A. $\bigcirc$ **PRONUNCIATION**

See Pronunciation on page 113 of this Teacher's Manual.



#### **Audio Script**

A: Can you send it by e-mail? B: No, I can't.

A: Can I get to the airport by bus? B: Yes, you can.

A: Where can I get the airport bus? B: You can get it downtown.

A: When can you meet me? B: I can meet you tomorrow.

#### **Expansion: Problems and possibilities**

Books closed. In this expansion, students think of possible solutions to the teacher's problems.

- 1. Think of a list of problems/situations to pose to the students. Examples: I bought a very fragile vase for my mother. How can I get it to her? I don't want it to break. You are going to an amusement park with your family. Some of you want to ride the roller coasters, but others want to see the shows. How can you contact one another during the day?
- 2. Say the problems or write the problems on the board. Students come up with possible solutions to your problems.

#### Examples:

Problem	Possibilities
Fragile vase	You can pack it in bubble wrap
	and send it. You can take it to your
	mother.
Amusement park	You can pick a meeting place and
with family	time. You can use your cell phones.

#### **Explanation: Language awareness**

Both *could* and *can* are used to express possibility. *Could* is often more formal and polite. **Example**: You could use your cell phone to contact one another.

#### **Expansion: Dialogue**

In this expansion, students write a dialogue between a tourist and a native of the city and then act it out.

- 1. Talk about the different tourist attractions in your city or country. Brainstorm different problems or questions that tourists may have when visiting your city or country.
- 2. Put students in pairs. Together they write a dialogue between a tourist and a native of the city. In the dialogue, the tourist has many questions about how to get around town, etc. The native offers some possibilities to the tourist's questions.
- **3.** Monitor students' work, making corrections in grammar when necessary.

- **4.** Students practice their dialogue either by reading it, memorizing it, or just saying the gist.
- 5. Students perform their dialogues in front of the class.

#### **B. GET IT RIGHT**

#### Variation: Sentence scrambles

Books closed. In this variation, teams unscramble the sentences from the Pronunciation section.

- 1. Write the scrambled sentences from the Student Book on the board. Put a piece of paper over them so that the students can't see them yet.
- **2.** Put the students into two or more teams of six students or less each. The teams line up in front of the board.
- **3.** The first people in line come to the board. Uncover the first scrambled sentence on the board. Students unscramble the sentences.
- 4. Continue until all students have had a turn.
- Key: 2. Where can I get the bus
  - 3. Can I call you on your cell phone
  - 4. Can you give me your e-mail address
  - 5. Can I get to the airport by train
  - 6. Where can I check my e-mail
  - a. 6 c. 4 d. 5 e. 3 f. 2

### C. YOUR TURN

#### **Expansion: Who knows the answer?**

In this expansion, some students get a note card with a question on it. Others get a note card with an answer on it. They have to find each other to fill in their information.

- 1. For half of your class, prepare note cards with a question. **Example:** How can I get to the nearest library? Where can I see a movie around here?
- 2. For the other half of your class, prepare note cards with corresponding answers to the questions written on your note cards. Example: To get to the nearest library, you can walk three blocks, turn left and then walk two more. Or you can take the number 8 bus and get off at Park Street.
- **3.** Pass the cards out to the students. To demonstrate how to do the activity, write one of the questions and answers on the board. With two more confident students, or by yourself, role play this scene:

You: Excuse me, how can I get to the nearest library? Student A: Oh, I'm sorry. I don't know.

Student A. On, 1 in sorry. I don't know.

You: Excuse me, how can I get to the nearest library? Student B: The nearest library?

You: Yes.

Student B: I know. You can walk three blocks, turn left, and then walk two more. Or, you can take the number 8 bus and get off at Park Street.

- **4.** Explain that the students with the questions must approach the students with the answers. If a student asks a question that doesn't match the other student's card, then simply say, *I'm sorry*. *I don't know*.
- 5. Students get up and find the answers to their questions.
- 6. To close, ask students the answers to their questions. Example: Who can tell me one way to get to the library?

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Who can tell me another way?

**7.** To ensure that all students are listening in the end, you can have the students listen to the questions and answers and write them down as their classmates share.

Take notes on the answers. Then, you can ask them questions about their notes.

Key: Answers will vary.

# **4 CONVERSATION STRATEGY:** Asking for recommendations

### A. () PRONUNCIATION



#### **Audio Script**

Can you recommend a good website? What's a good website?

#### **Explanation: Language awareness**

Other ways to ask someone for a recommendation include: *Do you know . . . ? Can you tell me . . . ?* 

#### **Expansion: Ask your classmates**

In this expansion, students ask for and give recommendations.

- 1. After listening and practicing the questions in the Pronunciation section, write the questions and questions from Language awareness above on the board.
- **2.** Tell students to think of something they would like to ask their classmates to recommend. Students write their question on a piece of paper. Check their work for grammatical errors.
- 3. Write some possible responses on the board. Examples: You can . . ., You could . . ., I like to . . ., I'm sorry. I don't know about that. Informal expressions: I have no clue., You got me.
- **4.** Students then walk around and ask their classmates for recommendations.

5. Students then share their classmates' recommendations.

### B. ( ) LISTEN and ADD



#### Audio Script

- A: I want to find a Canadian pen pal. Can you recommend a good way to find one?
- B: You can try the Internet.
- A: That's a good idea. What's a good website?
- B: Hmmm . . . I think there's a website called International Penpals dot com.
- A: Okay, I'll try that. Thanks.

#### Variation: Cloze

In this variation, students listen and fill in more blanks in the conversation.

- 1. Write the conversation from the Student Book on the board. Delete several more words and put blanks instead.
- **2.** Students listen to the recording and fill in the missing expressions and words.
- 3. Check answers with the students.
- Key: A: Can you recommend a good A: What's a good

# **5 TALKATHON:** *What's a good website?*

#### **Expansion: Pros and cons**

In this expansion, students discuss the pros and cons of the Internet.

- 1. On the board, make two columns titled, *Pros* and *Cons*.
- **2.** In small groups, have students think of as many pros and cons of the Internet. **Example:** Pros: It's convenient. You don't have to leave your house to shop. You have a lot of information in one area. etc. Cons: Security can be a problem. It can be difficult to find accurate information. It hurts local businesses. etc.
- **3.** Have groups share their lists with the class. In the end, ask students to share their opinions on whether they think the pros outweigh the cons or vice versa.

#### Variation: Share your favorite website

In this variation, students present information about their favorite website to the class.

- 1. Each student thinks of their favorite website. The website can be for any type of information.
- **2.** Students put together a short presentation on the website. Tell students to include the following information: website address, kind of information, what it is good for.
- 3. Students present their favorite website to the class.

Key: Check the weather forecast. (Example)

# **6 INFOZONE:** Cell phones

#### **Expansion: Discussion**

In this expansion, students discuss the issue depicted in the cartoon.

- Ask students: What do you think the cartoon is about? Do you think it is funny? How would you feel if someone asked you to talk to them because they forgot their cell phone?
- 2. With the responses to these questions, lead the students in a discussion about cell phone etiquette and how they feel about people using a cell phone in different situations.

#### **Expansion: Make your own cartoon**

In this expansion, students find a technology-related cartoon, or create their own cartoon.

- 1. Ask students to go on the Internet or look through newspapers, books, etc. to find another cartoon that is related to cell phone or technology issues. An option would be for the students to draw their own cartoon.
- **2.** Students bring the cartoons in and the students present and discuss the humor and the issues.

#### **Expansion: A new idea**

Do this expansion after you have discussed *Headline* News in the Student Book. In this expansion, students think of a new technological idea or gadget and present it to the class.

- 1. With the class, brainstorm other types of technological gadgets or services available today. Write them on the board.
- 2. Put students in pairs. Tell them that they are to think of a new idea, service, or gadget for the technology industry.
- **3.** They are to include: a written description, a picture or a model, and a price.
- **4.** Monitor students' work check descriptions for grammatical and spelling errors.
- **5.** Students present their new idea to the class through an oral presentation or a display.

#### **Expansion:** Role-play

# In this expansion, students role play one of the Personal Stories in the Student Book.

- **1.** Put students in pairs. Tell them to choose one of the stories in the Student Book to act out in a role-play.
- **2.** Depending on their level, students can write out a script or just write ideas on how the role-play will go.
- **3.** Have students present their role-plays in front of the class.



**34** UNIT 4 let I can't take your call ...



### **READ ABOUT IT**

#### Expansion: What's it mean?

Do this expansion after the students have read the *Personal Stories* in the Student Book.

- 1. Discuss the stories in the Student Book and ask students if they have ever experienced these situations or others.
- **2.** Have students write a story of their own (or make one up if they don't have a personal story).
- **3.** Have students go through the editing process (first draft, edit, final copy).
- **4.** Gather the stories, number them and then post them around the room. Students read all of the stories in the room and then give their opinion on which story has the rudest, funniest, most unusual, or most interesting situation.
- 5. Discuss their opinions and share the stories orally.
- Key: A. 1. He is used to talking on his cell phone.
  - 2. You can get a shock.
  - 3. Gabriel's Restaurant, New York City.
  - 4. Other people made them angry because of cell phones.
  - C. 1. B 2. A 3. D 4. D 5. A

### **TALK ABOUT IT**

#### **Expansion: Cell phone etiquette**

In this expansion, students write rules for using a cell phone in public.

- 1. Put students into groups. Tell the groups to think of 10 rules for people when they use a cell phone.
- **2.** Groups decide on the rules together and then share them with the rest of the class.

Key: Answers will vary.

#### WRITE ABOUT IT

#### **Expansion: Dear Dr. Know**

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

1. Write a letter that someone would write to an advice column in a newspaper. Example:

Dear Dr. Know, I don't know what to do. My fiancé is a bad cell phone user and it is very annoying. He talks all of the time on the phone. He talks while he's driving. He talks when we're eating. He talks during movies. I can't get him to stop using the phone in public places. I don't know what to do. Thank you for your advice, Annoyed in Arizona.

- **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 Annoyed in Arizona, I understand your problem. I don't like people who misuse their cell phones either. Have you asked him to stop using it in inappropriate places? If he continues to talk in public and when he's with you, then I would begin to wonder who he would rather be with. Ask him if he would rather be with you or with the person he is talking to. Good luck. Dr. Know.

- **4.** Have students go through the editing process with their letters (first draft, edit, final copy).
- **5.** Have students read their advice letters to the class. Vote on which advice is the best.

#### **Project: Visitor's directory**

In this project, students create a phone directory for visitors to the area.

- In small groups, students brainstorm the categories they will use for the visitor's directory. Share the categories with the class and make a class list of categories.
   Examples: Restaurants, Tourist Attractions, Unusual Places, etc.
- **2.** Ask each student to find one address, phone number, and website for each category on the class list.
- **3.** Collect the information and display it in the class for students to refer to.

Key: bus or train; it's loud; use text messaging only

For additional practice of the language presented in Unit 4, direct students to the ICON 2 Workbook pages 20 to 25. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

# 7 Learn & Practice

- A. Translate the following sentences into Chinese.
  - 我喜欢和我的美国笔友在网上聊天,他经常给 我推荐一些好的英语学习网站。
  - 2. 多拉要你打电话告诉她你的电子邮箱地址。
  - 应该采取一些措施来阻止那些无礼的手机使用 者在公共场合大声打电话。
  - 4. 博物馆门口有一个警示标牌,提醒参观者关掉 手机。
  - 5. 上星期五晚上,我和妈妈去看电影。坐在我们身 后的两个女孩儿大声说话吵得我们很心烦。

### B. Translate the following sentences into English.

- 1. The meeting is about to begin. Please turn off your cell phone(s).
- 8 WORD USAGES

- 2. I am sorry he's out at the moment. Would you like to leave a message?
- 3. Would you please speak louder? I can't hear you clearly.
- 4. Where do you usually get news, from TV, newspaper or the Internet?
- 5. According to a recent survey, the number of junk text messages has reached 50 million a month.
- 6. Could you leave your cell phone number and e-mail address so that we can contact you without delay.
- 7. I call to ask if you can go to the football match with me on Saturday evening.
- 8. Some scientists believe that too much use of cell phones may cause health problems.

annoying	adj.	使人生气或烦恼的	
		Smoking in public is really <i>annoying</i> .	[6]
communicate	v.	交流	
		If you do not know the language, you can <i>communicate</i> with your hands.	[6]
contact	v.	联系;与…来往	
		Please tell Tom to <i>contact</i> me as soon as he comes back.	
	n.	接触,联系	
		Do you have any <i>contact</i> with John?	[3]
conversation	n.	交谈,谈话	
		Last night, my father had a long conversation with me about my job.	[6]
electric	adj.	电的;用电的	
		That boy was so careless that he got an <i>electric</i> shock when he touched that switch.	[6]
mild	adj.	轻微的;温和的	
		On March 18, a <i>mild</i> earthquake took place in the south of India.	[6]
partner	n.	伙伴,同伴	
		This program is designed to create market opportunities for our business <i>partners</i> .	[3]
recommend	v.	推荐	
		Professor White <i>recommended</i> Jean to Boston University for her further research.	[4]
schedule	n.	时间表,进度表	
		The bridge will be completed three weeks behind schedule.	[1]
wedding	n.	婚礼	
		Almost all women long for a romantic <i>wedding</i> .	[6]
without	prep.	不;没有	
		Money isn't everything, but <i>without</i> money you can do nothing.	[6]
at (one's) fingertips	5	唾手可得	
~ *		With the Internet, all kinds of information is <i>at your fingertips</i> anytime and anywhere.	[6]

complain about	抱怨,投诉	
	The boss was annoyed with Tom because he kept <i>complaining about</i> his salary.	[6]
give a ring	打电话	
	"Give me a ring when you come back," Jerry said.	[2]
Internet café	网吧	
	It is against law to admit teenagers under 16 into the Internet café.	[3]
leave a message	留言	
	Please leave a message to John and tell him to return my call.	[2]
pen pal	笔友	
	He wrote to one of his <i>pen pals</i> in New York, telling him what he planned to do in th	e
	summer holiday.	[4]
stay in touch	保持联系	
	Most of our high school classmates are still <i>staying in touch</i> now.	[6]

# 9 TOPIC-RELATED INFORMATION/BACKGROUND

- 1. Humorous messages on the answering machines
- 2. Two jokes
- Hi. I am probably home. I'm just avoiding someone I don't like. Leave me a message, and if I don't call back, it's you.
- Please leave a message. However, you have the right to remain silent. Everything you say will be recorded and will be used by us.
- Hi, I'm not home right now but my answering machine is, so you can talk to it instead. Wait for the beep.

A considerate caller Friends and I were chatting over dinner in a restaurant. A man at the next table told his cell-phone caller to hold on.

Then he stepped outside to talk.

When he returned, I said, "That was very thoughtful." "I had no choice," he nodded and said to me. "You were making too much noise."

My wife is pregnant A man spoke frantically into the phone, "My wife is pregnant and I think the baby is coming out very soon!" "Is this her first child?" the doctor asked. "No!" the man shouted, "This is her husband!"



have a great boss!

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

# **1 VOCABULARY:** Job characteristics

#### Warm-Up: Job likes and dislikes

In this warm-up, students talk about their likes and dislikes of their job or future job.

- 1. To demonstrate the activity, on the board write the word, *teacher*. Then make a list of things you like and things you don't like about your job. Talk a little about each item.
- 2. Next, have students make lists of likes and dislikes for their jobs.
- 3. Put them in pairs and have them discuss their lists.
- 4. Ask a few people to share their lists.

# A. YOU FIRST

### **Variation: Ranking**

In this variation, students rank the job characteristics according to importance.

- 1. On the board write the five job characteristics listed in the Student Book.
- **2.** In groups of four, first students individually rank the job characteristics in order of importance to them. Then they discuss their rankings with the group.
- 3. Have students share answers with the whole class.
- Key: a high salary (Example) 1. somewhat (Example)

### B. ( ) PRONUNCIATION



#### **Audio Script**

- **1.** How important is a high salary to you?
- **2.** How important is a good boss to you?
- **3.** How important is lots of time off to you?
- 4. How important is an easy commute to you?
- **5.** How important is job security to you?
- **6.** How important is interesting work to you?

#### **Explanation: Language awareness**

In conversational speech, *is* and *a* are often linked together to form /iza/. **Example:** How important /iza/ high salary?

#### **Explanation: Cultural awareness**

In some English speaking cultures like the U.S., talking or asking about certain job characteristics can be seen as impolite or even taboo. Some of these include: salary and job security.

### C. PAIR UP and TALK

#### **Role Play: Job search**

In this role play, students act out a scene between an employment agent and a person looking for a job.

- 1. Discuss how people find jobs. **Examples:** *newspaper*, *friends*, *Internet*, *employment agencies*.
- **2.** Explain to the students that they will role play a conversation between a person looking for a job and an employment agent.
- **3.** In pairs, one student plays the role of an employment agent; the other plays the person looking for a job (client).
- 4. The students prepare for their roles. The employment agent writes questions to ask the person looking for a job. **Examples:** *How important is salary to you? How important is job security to you?* etc. The client prepares answers to these kinds of questions.
- **5.** Before students do the role play, outline how the conversation will take place:
  - a. Students greet one another.
  - b. The agent starts to ask questions about the job characteristics that are important.
  - c. The client answers the questions.
  - d. The agent suggests a few jobs that the student might be interested in and they discuss these options.
  - e. In the end, the agent gets the contact information for the client.
  - f. The agent and the client say goodbye.
- **6.** In pairs, the students perform the role play as outlined above.
- **7.** Have one or two pairs role play their scene for the whole class. If possible, make this more realistic by having student sit at a table representing the employment agent's desk.

Key: Answers will vary.

#### **D. REPORT**

#### **Expansion: Write about it**

# In this expansion, students write about their job preferences.

- **1.** Have students write about their job preferences in paragraph form.
- **2.** Have the students go through the editing process (first draft, edit, final copy).
- **3.** Share their papers by posting them around the room or by having them read them out loud.

 $( \land )$ 

# 2 LISTENING/GLOBAL INTERVIEWS: Do you like your job?

# A. $\bigcap$ FIRST LISTENING

#### In the pictures: A vet

Picture #4 shows a veterinarian. This term is often



#### abbreviated to vet.

#### **Audio Script**

Auulo Sch	• · · · · · · · · · · · · · · · · · · ·
Interviewer:	I have three people with me today and we're talking about the topic of jobs. I'm going to ask them each a few questions about what they do and how they like it. I think the first person here is John.
John:	Yes, that's right.
Interviewer:	And what's your occupation, John?
John:	I own a bookstore.
Interviewer:	You're a bookstore owner. Sell books read books. That must be an interesting job.
John:	Yeah.
Interviewer:	So tell me, uhm, what do you like about your job?
John: Interviewer:	What do I like about my job? Uh huh.
John:	Well, I have a great boss. Me. I'm my own boss.
Interviewer:	Right.
John:	And the work is always interesting.
Interviewer:	You're never bored?
John:	No. Maybe that's because it's my own
	business so there are always things I need to do. And the pay is okay. I wish it were better but you can't have everything.
Interviewer:	Isn't that the truth! Thanks, John. The next person we're interviewing is Mia. Hi, Mia.
Mia:	Hi.
Interviewer:	And what do you do for a living?
Mia:	I'm a veterinarian.
Interviewer:	A vet? So you're an animal doctor.
Mia:	Yep. That's it.
Interviewer:	And you take care of people's pets — lots of cats and dogs.
Mia:	Uh huh, and a few birds.
Interviewer:	What do you like about your job?
Mia:	Well I get a good salary. But what I really like about my job is each day is different. So I never know what to expect. I'm never bored.
Interviewer:	Do you work long hours?
Mia:	Yes, I do. I work 24-7! And I don't get lots of time off. But I love my job so that's OK.
Interviewer:	Anything else?
Mia:	Well, I have good job security. You know, as long as people love pets, I'm going to take care of them, so I'll have a job.
Interviewer:	Thanks Mia, good talking to you. The third person here is Deven. How are you, Deven?
Deven:	Fine, how are you?

Interviewer:	Good. So, Deven, you are a
Deven:	I'm a computer programmer.
Interviewer:	You write computer code, Huh?! That's great!
	What do you like about being a computer
	programmer?
Deven:	I have pretty good vacations.
Interviewer:	Really?
Deven:	Seriously, the work is sort of boring. Not like
	Mia or John. So I live for my vacations. I get
	a lot of time off. I like to surf, so I try to go to
	the beach a lot.
Interviewer:	Is there anything else you like about the job?
Deven:	My commute is a breeze. I live near my
	office. It only takes ten minutes to commute
	to work. I can ride my bike.
Interviewer:	So you like the commute?
Deven:	That's right. Also, my salary is not bad. In
	fact, I'd say the pay is the best part of my job.
Interviewer:	That's important.
Deven:	Yes.
Interviewer:	Well, it's been interesting talking to the three
	of you. Thanks everyone.

#### Variation: Which is the better job?

In this variation, students discuss various jobs according to the job characteristics.

- 1. Write the five jobs from the Student Book on the board. Add more if you want.
- 2. In another column on the board, write various job characteristics: *salary*, *hours*, *time off*, *job security*, etc.

**3.** In groups of four, students discuss the advantages (pros) and the disadvantages (cons) for each job according to the job characteristics.

4. In the end, ask groups to share what they have discussed.

**Key:** 5; 4; 3

# B. **A** SECOND LISTENING

#### C. PAIR UP and TALK

#### Game: Best job, worst job, first job

In this game, students share information about their past jobs and job preferences.

- 1. Write on the board: best job, worst job, first job.
- 2. Tell the students to write on a piece of paper the best job they ever had (or their dream job) for the first category, the worst job they ever had for the second category, and the first job they ever had for the third category.
- **3.** Collect the papers and then hand them out, making sure no student gets their own paper.
- **4.** Students say: "This person's first job was \_\_\_\_\_." The class guesses who the student is.
- Key: 1. great; interesting; okay

# **3** LANGUAGE FOCUS: Comparatives

# A. $\mathbf{\Omega}$ **PRONUNCIATION**

See Pronunciation on page 114 of this Teacher's Manual.



#### **Audio Script**

Doctors get higher salaries than vets. Vets work longer hours than doctors. A vet's job is more dangerous than a doctor's. A doctor's job is more stressful than a vet's.

long	longer
easy	easier
stressful	more stressful
good	better
bad	worse

#### **Expansion: Think fast!**

Books closed. In this expansion, 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 six occupations in one column: *doctor, vet, computer programmer,* etc.
- To demonstrate the activity, write a few comparative sentences on the board using the occupations listed.
   Example: Doctors get higher salaries than vets. Brainstorm with the class a few other example sentences.
- 3. In groups of three, students work together to come up with as many comparative sentences for the six occupations listed on the board. Give a time limit.
- **4.** After the time limit, have students write their sentences on the board. Review the sentences for comparatives.

#### **Game: Concentration**

Play this game after students have learned the information on comparatives.

- 1. Write adjectives on one set of note cards **Examples:** *high*, *easy*, *stressful*, *interesting*, good, etc. and write the comparatives on a different set of note cards **Examples:** *higher*, *easier*, *more stressful*, *more interesting*, *better*, 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 (*high/higher*), 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.

#### Game: Ball toss

In this game, students practice the comparatives by throwing a ball back and forth. Do this game after the students have learned the information on comparatives.

- 1. Bring a ball into class (preferably a soft, light-weight ball).
- **2.** Form a circle with the class. Start the game by throwing the ball to a student and while the ball is in mid-air, call out an adjective. Whoever catches the ball must say the

comparative while catching it. That student then thinks of another adjective, says it out loud, and throws the ball to a different student.

- **3.** The game goes continues like this for 3-4 minutes.
- **4. Option**: make a list of adjectives on the board, so students don't have to think of the adjectives themselves.

#### **B. GET IT RIGHT**

#### Variation: Pick a question

In this variation, students answer the questions from the Student Book orally.

- 1. Write the questions that are in the Student Book on note cards. For larger classes, make more questions.
- **2.** To demonstrate the activity, read a card out loud to the class and discuss your opinions. Write helpful expressions on the board such as: *I think* . . . , *I agree with you*. *I disagree with you*. *In my opinion* . . .
- **3.** Put students in groups of three. Distribute the note cards to each group.
- 4. One person takes a card, reads it out loud, and the group discusses their opinions, including their reasons.
  Example: Who has a harder job, a chef or a waiter? "I think a waiter has a harder job because they have to talk to the customers."
- **5.** Once groups are done with their note cards, instruct them to swap their cards with another group to continue the activity.
- **6.** After the activity, ask the students to share a few of their opinions.
- Key: 1. harder
  - 2. more dangerous
  - 3. better
  - 4. higher
  - 5. more interesting
  - 6. easier
  - 7. longer
  - 8. more stressful

### C. YOUR TURN

#### **Expansion: Pass the paper**

In this expansion, students practice using comparatives and agreeing or disagreeing with statements in writing.

- 1. Write a comparative sentence on the board. Examples: I think job satisfaction is more important than a high salary. I think a doctor has a harder job than a vet.
- 2. Ask students whether they agree or disagree with this statement. Write helpful expressions on the board such as: *I* think. . . . *I agree with you. I disagree with you. In my opinion* . . .
- **3.** Next tell students to write one comparative sentence on top of a piece of paper, to number the paper (from 1 to however many students there are) and to put their name in the top right hand corner.
- **4.** When they are done, tell students to pass their paper to the person on their right. The students read their neighbor's paper and respond to the sentence by stating their opinion.
- **5.** The papers continue to get passed around the room until each person gets their own paper back. Students count how many people agreed and how many people disagreed with their statement. They then share their results.

# **4 CONVERSATION STRATEGY:** *Expanding your answer*

# A. $\bigcap$ MODEL CONVERSATIONS

#### **Audio Script**

- A: Would you rather be a boss or an employee?
- B: I'd rather be a boss. The salary is higher, and the work is more interesting.
- A: Would you rather be a boss or an employee?
- B: I'd rather be an employee. The work is easier, and the hours are shorter.

#### **Explanation: Language awareness**

When asked a question, it is considered polite to expand your answer. If you don't expand your answer, it may appear that you are not interested in talking.

#### **Expansion: Walk around**

In this expansion, students will practice expressing preferences.

- 1. After listening and practicing *l'd rather*.... in the Student Book, make up a few more questions to ask the students. **Examples**: Would you rather have a higher salary or more vacation time? Would you rather have a short commute or shorter working hours?
- **2.** Tell students to write their own questions to ask their classmates on a piece of paper.

- **3.** Students walk around the room asking their questions to each other. They keep count on how many students said what.
- **4.** After the time limit, students tally the numbers and share the results with the class. **Example:** *I* asked, "Would you rather have a higher salary or more vacation time?" 10 people said that they would rather have a higher salary. 8 people said that they would rather have more vacation time.

### **B. FINISH IT**

#### Variation: Chain drill

In this variation, students ask each other the same question around in a circle.

- Put the class in a circle. Start off by asking the question in the Student Book to the student on your right. Example: Would you rather be a boss or an employee?
- 2. That student answers your question by expanding on it and then asks the same question to the person on his right.
- **3.** This goes on around the circle until the last person has spoken.
- Key: Answers will vary. a boss (Example) The work is more interesting (Example)

# **5** CONVERSATION MAP: What would you rather be?

#### Variation: Guess!

In this variation, pairs guess what job their group members would rather do.

- 1. On the board write a long list of professions. Make sure that the students understand the meanings.
- Choose one that you would rather do instead of teaching. Ask students to guess which job you'd rather do. Example: Would you rather be a pilot? Would you rather be a vet?
- **3.** If the students haven't guessed correctly after 10 questions, reveal your answers (expand your answer).
- **4.** Next, put students into groups of four. Each student secretly writes down one profession from the board that they would rather do.
- **5.** The groups go around guessing what each other would rather do. In the end, have the students expand their answers on why they would rather do those professions. **Example:** *I'd rather be a deep sea diver than a computer programmer. It is more interesting work.*
- **6.** In the end, have students share their secret professions and expand their answers.

#### Expansion: I'd rather . . .

In this expansion, students decide which profession they would rather do and write down comparative sentences about that job.

- 1. Write three jobs on the board. Examples: *doctor*, *chef*, *photographer*. Instruct students to secretly choose one of these jobs.
- 2. Students then walk around the room asking each other which job they would rather do. Once they find someone who chose the same profession as they did, they walk around together, continuing to look for others who chose the same profession. **Example:** What would you rather do? I would rather be a chef. How about you? I'd rather be a photographer.
- **3.** In the end there should be three groups (one representing each profession listed on the board).
- **4.** In each group, the students then brainstorm comparative sentences against the other two professions listed on the board. **Example:** (for the "doctor" group) A *doctor makes a higher salary than a chef.* A *doctor has more interesting work than a photographer.*
- **5.** To share with the rest of the class, the groups write down their sentences on the board and expand on their answers. **Example:** We think that a doctor is more important than a photographer. A doctor saves people's lives. A photographer only takes pictures.

#### Key: A. Answers will vary.

**B.** doctor (Example) teacher (Example) professional soccer player (Example)

# 6 INFOZONE: Work

#### **Expansion: Discussion**

In this expansion, students discuss the issue depicted in the cartoon.

- Ask students: What do you think the cartoon is about? Do you think it is funny? Do you sometimes feel this way? Why do you think he needs a push? Do you think he likes his job?
- 2. With the responses to these questions, lead the students in a discussion about work and overwork. Ask them if they think there is such a thing as "death by overwork" and if so, do they think that it is a problem in their country?

#### **Expansion: Make your own cartoon**

In this expansion, students find a work-related cartoon, or create their own cartoon.

- 1. Ask students to go on the Internet or look through newspapers, books, etc. to find another cartoon that is related to work issues. An option would be for the students to draw their own cartoon.
- 2. Students bring the cartoons in and the students present and discuss the humor and the issues.

#### **Expansion: What to do about your bad boss**

Books closed. Do this expansion after you have discussed the information in the Student Book.

- 1. Brainstorm other characteristics of bad bosses. Ask students to relate stories about bad bosses they have had in the past.
- 2. Break students into groups of four and tell them to brainstorm what you can do if you have a boss that does the things listed in the *Top Five* List.
- **3.** Have students share their ideas with the rest of the class.



\*\*\*\*\*\*

"我喜欢旅行,这就是我目前所做的工作。我 为一家大型的连锁酒店工作。我的工作就是在 各种不同的酒店住上几天,然后将我的感觉写 成报告。我在世界各地的酒店住宿。这就是我 梦察以求的工作」

#### **Role-Play: Dream jobs**

Do this expansion after you have read the personal stories in the Student Book. In this expansion, students role-play an interview between a TV host and two people with dream jobs.

- 1. Put students in groups of three. Tell them that they will role-play a TV interview between a TV host and two guests with dream jobs.
- 2. To get the students thinking, hold a brainstorm session on possible "dream jobs." These can be real jobs people have or jobs that they made up. Write this list on the board.
- **3.** Next, tell them to decide who will be the TV host and who will be the guests. The groups then decide on the guests' dream jobs. It can be a job that you brainstormed already, a job from the Student Book, or a different job.
- **4.** Students then prepare for the role-play. The interviewer prepares questions to ask the guests and the guests prepare to describe their jobs. (Depending on their level, students can write out a script or just write ideas on how the role-play will go).
- **5.** Have students present their role-plays in front of the class.

# 五大怨言 以下是夏王对者板的五大怒言:

糟糕的老板…

- 1. 从不听家员工的意见;
- 2. 经常改变主意;
- 3、指示不明确;
- 4、只提员工的缺点,不提员工的优点;
  - 有家员工的创意。



"我是一名海流侦探,也就是说我向公司企业报告新的流行款式和时尚。例如,我告诉制衣商事些流行款式就要"热"起来。为了获取信息,我与人交谈,看电视,看电影,还是面店。我离爱这一行!"

—— 有美(第四)

<sup>——</sup> 马克(英国)



#### **READ ABOUT IT**

#### **Game: Search for the answers**

- 1. Write questions about the information on the *INFOZONE* page on note cards, e.g.: *What is the number one thing that bad bosses do? What is the Korean person's job in Personal Stories?* **Option:** students write the questions. You correct the grammar and write the sentences 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 *INFOZONE* 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: A. 1. Because he doesn't want to go to work

- 2. Items 2, 3, 4, 5
- 3. Item 1
- 4. Answers will vary.
- They all like to communicate
- **B.** Answers will vary.

C.

$\mathbf{U}$	•	
Name	Occupation	Other main information
Me	travel agent	none
Jane	lawyer	smart and hardworking
Maureen	firefighter	young and good-looking
Gloria	programmer	with a stressful job, but a good salary
Marian	bookstore	being her own boss
	owner	
Rosemary	doctor	richer than the other members
	1) ) 1 2) [	

2.1) N 2) F 3) T 4) T 5) N

### **TALK ABOUT IT**

#### **Expansion: Discussion**

1. Discuss these issues with the class (if a large class, put students into discussion groups): Does society place too much value on making money? Is it more important to work

or to have family time? Do you know of anyone who has health problems from overworking? What is the highest paying job in your country? What is the most respected occupation in your country? Do you think that the salaries of professional athletes, actors, or singers are fair?

2. If two opposite opinions on a topic are forming in the class, separate them into teams and have the groups prepare for a debate.

Key: Answers will vary.

#### WRITE ABOUT IT

#### Variation: Job application essay

In this variation, students choose a job they want to apply for and write a job application essay.

- Prepare four short job descriptions for "dream jobs" and write them on the board. You can use the "dream job" examples from the INFOZONE or make up your own. Examples: Job: Hotel Critic. In this job, you will stay in the most expensive hotels around the world and write reports about your experiences. Job: Food Critic. In this job, you will eat at different restaurants around town and write reports about the food.
- **2.** Review the job descriptions with the class and explain any unknown words.
- **3.** Tell the students to decide on which job they would like to apply for and tell them that they have to write an essay for the job application.
- **4.** On the board, write the components needed in the essay: Why they want the job. Why they think they would be the best person for the job.
- **5.** Give students time to complete their essays. Have them go through the editing process (first copy, edit, final copy).
- 6. Collect the essays. Make four groups. Each group represents a job. Students should not be in the same group for the job for which they applied.
- 7. Distribute the essays to the different groups. Students
- read over the essays and decide on the top two or three candidates for the job.
- **8.** Groups share their results with the rest of the class. They should expand on why they chose those people for the job.

#### **Project: Unusual jobs list**

In this project, the class will create a directory of unusual jobs.

- **1.** Ask each student to use the Internet to research and write a description of an unusual job.
- **2.** Collect the information and compile it into a class directory of unusual jobs.

**Key:** trend-spotter

I'm interested in fashion and popular culture. stressful

For additional practice of the language presented in Unit 5, direct students to the ICON 2 Workbook pages 26 to 31. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

# 7 Learn & Practice

- A. Translate the following sentences into Chinese.
  - 虽然律师的工作比建筑师的工作压力要大,但 是我认为,建筑师的工作比律师的工作更具有 艺术性。
  - 做一名空乘人员是我的梦想。我绝不会改变主意。
  - 人活着就要工作;工作就能养家糊口,能广交朋友,能用自己的双手改变世界。
  - 人们换工作的原因各有不同,一个理由是有些 人厌倦了日复一日的例行公事。
  - 对我来说,计算机程序员这份工作听起来很不错,因为我对计算机非常感兴趣。
- B. Translate the following sentences into English.
  - 1. I have a great boss, who helps me make progress in my career.
- **8** Word Usages

- 2. With ever-increasing tuition fees, it is very common for university students to work while studying.
- 3. To me, having a vacation is more important than earning money because I love traveling during vacations.
- 4. Mark complains that his boss always remembers his weaknesses but forgets his strengths.
- 5. I believe that my dream of becoming a lawyer will come true as long as I keep trying.
- 6. Paulo would like to quit his present job because of the nearly two-hour's commute.
- 7. As a chef, Deven finds it more interesting to create new dishes than just to cook meals.
- "Would you rather have a higher salary or a longer vacation?" the boss asked Betty.

breeze	n.	容易做的事	
		Driving maybe a <i>breeze</i> , but life-long safe driving is not.	[2]
chain	n.	连锁店;链子	
		Wal-Mart owns many <i>chain</i> stores all over the world.	[6]
characteristic	n.	特征,特点	
		There are some shared characteristics of American and British cultures.	[1]
commute	n.	通勤路程	
		It is a long <i>commute</i> from my home to the office.	
	v.	通勤	
		Joan likes her job, but she has to <i>commute</i> to London every day.	[1]
complaint	n.	抱怨,不满	
		The local people have some <i>complaints</i> about the government.	[6]
employee	n.	雇工,雇员	
		In this company, most of the <i>employees</i> are satisfied with their new boss.	[4]
fashion	n.	时尚,风尚	
		Paris is the birthplace of <i>fashion</i> .	[6]
invest	v.	投资;投入	
		It's dangerous to <i>invest</i> all your money in the stock market.	[6]
join	v.	加入,参加	
		Fred <i>joined</i> an art class where he met his wife.	[6]
manufacturer	n.	制造商;厂家	
		Clothing manufacturers should know what fashions are most popular.	[6]
own	ν.	有,拥有	
		Cathy owns a nice house with a flower bed in the front.	
	adj.	自己的	
		Mind your own business and stop nosing around.	[6]
pretty	adv.	相当,颇	
		My younger brother is <i>pretty</i> good at playing computer games.	[2]

savings	n.	储蓄,存款	
		If you open a <i>savings</i> account, your money in the account can earn you some interest.	[6]
somewhat	$\mathrm{ad}v$ .	有点,颇为	
		I was somewhat surprised that Helen had passed the driving test.	[1]
stressful	adj.	有压力的	
		Although New York is one of the most <i>stressful</i> cities in the US, many young people	
		prefer to work there.	[3]
talent	n.	才能;才干;天才	
		Mozart showed his <i>talent</i> for music at an early age.	[6]
feel like		想要(做)某事	
		Every day, I <i>feel like</i> drinking a little after work to release the stress.	[6]
flight attendant		空乘(人员),空姐	
		The passengers are most impressed by the excellent service of the <i>flight attendants</i> on	
		this plane.	[2]
job security		工作保障	[4]
		Job security is one of the important factors affecting people's career choices.	[1]
play the role of			[0]
		He played the role of George Washington in this film.	[6]
travel agent		旅行社;	[4]
		You can ask your <i>travel agent</i> for more information on traveling in India.	[4]

# **9** TOPIC-RELATED INFORMATION/BACKGROUND

#### 1. Job-hunting preferences

People usually have different considerations when choosing their jobs. As for working conditions, some people prefer a high salary, a good boss, less stress and less danger; as for the work place, some prefer big cities, with an easy commute and more challenges; as for employers, some prefer government agencies or famous corporations for the sake of job security, while others prefer self-employment or private businesses for more freedom and larger space for personal development.

However, no matter how people's preferences differ, jobs with handsome pay are preferred by every job applicant. The most sought-after professions today are real estate, auto industry, IT, electronic technology, biology and health care, trade, civil service, etc.

### 2. Proverbs

- A change of work is as good as a rest.
- A work ill done must be twice done.?
- All work and no play makes Jack a dull boy; all play and no work makes Jack a mere boy.
- He that will not work shall not eat.
- 3. Comparison between you and your boss
  - When you don't do it, you're lazy; when your boss doesn't do it, he's too busy.
  - When you make a mistake, you're an idiot; when your

boss makes a mistake, he's only human.

- When you're out of the office, you're wandering around; when your boss is out of the office, he's on business.
- When you're on a day off sick, you're always sick; when your boss is a day off sick, he must be very ill.
- When you take a long time, you're slow; when your boss takes a long time, he's thorough.
- 4. Jokes

### Who's the boss?

The boss was complaining in our staff meeting the other day that he wasn't getting any respect.

Later that morning he went to a local card shop and bought a small sign that read, "I'm the Boss." He then taped it to his office door.

Later that day when he returned from lunch, he found that someone had taped a note to the sign that said. "Your wife called, she wants her sign back!"

#### Professional need

A fellow was arrested for stealing from a newsstand a copy of a fashion magazine featuring women's wears.

"Why did you do it?" he was asked at the police court.

"I had to do it," he explained. "You see, I'm a pickpocket, and I have to know where the pockets are going to be in next year's clothes." 6

# She's really outgoing!

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

# **VOCABULARY:** Personal characteristics

#### Warm-Up: I know someone who is . . .

#### In this warm-up students survey each other.

- 1. On the board write personal characteristics from the Student Book (outgoing, quiet, messy, neat, etc.).
- 2. Think of someone you know who takes one of these characteristics to an extreme and talk about them. **Example:** My friend, John is so neat. He organizes everything he has in his house. He labels closet and drawer with a list of contents. His clothes hang in his closet exactly three inches apart from one another.
- **3.** Put students into groups and have them talk about the people they know who take these characteristics to an extreme.
- 4. Have a few people share their stories.

### A. YOU FIRST

#### **Game: Concentration**

Do this game after students have learned the personal quality adjectives.

- 1. Think of more adjectives and their opposites that describe personalities. Write the adjectives on one set of note cards (*outgoing*, *messy*, *serious*, etc.) and write the opposites on a different set of note cards (*quiet*, *neat*, *funny*, 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 (*outgoing/quiet*), 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.

#### Variation: Two corners

Books closed. In this variation, students listen to personal qualities and decide which adjective best describes them.

- 1. State two adjectives (opposites) out loud. **Example:** *outgoing, quiet.* Point to one side of the room as you say one adjective, and point to the other side of the room as you say the opposite adjective.
- **2.** The students listen to the adjectives and decide which one best describes their personality. They then go to the side of the room that represents their answer.
- **3.** The students that gathered together then discuss why they described themselves with that adjective. **Option:** If either group doesn't agree with a person's assessment of themselves, then they can veto that person's decision.

**4.** The students share their reasons for choosing that particular adjective with the class.

Key: messy (Example); neat (Example)

## B. () PRONUNCIATION



### **Audio Script**

- 1. Are you outgoing or quiet?
- **2.** Are you messy or neat?
- 3. Are you lazy or hardworking?
- **4.** Are you serious or funny?

#### **Explanation: Language awareness**

When asking the question, Are you outgoing or quiet? there is a rising and falling intonation pattern.

### C. PAIR UP and TALK

#### **Expansion: How about your partner?**

In this expansion, pairs make assumptions about each other's personalities.

- 1. Write the personal qualities (adjectives) on the board.
- 2. To demonstrate the activity, ask students to make assumptions about your personality. Say: "Raise your hand if you think I'm talkative." "Raise your hand if you think I'm quiet." Go through the rest of the list on the board. Ask students to elaborate on their choices.
- **3.** Put students into pairs. Students write down the personal qualities that they think their partner has.
- 4. Pairs share their assumptions with each other and discuss.
- **5.** Have pairs share what they talked about with the class. **Example:** Yuko thought I was messy, but I am actually very neat at home.

Key: Answers will vary.

### **D. REPORT**

#### Variation: Make a Venn diagram

In this variation, pairs report back to the class by showing a Venn diagram illustrating how they are alike and how they are different.

- 1. After pairs have talked about their personality traits, they make a Venn diagram showing how they are alike, how they are the same and how they are different.
- 2. Have students share their diagrams with the rest of the class.

Key: quiet; outgoing

# 2 LISTENING/GLOBAL INTERVIEWS: Tell me about your family.



### A. () FIRST LISTENING

### **Audio Script**

Interviewer:	Today we're talking about families. I have three people with me and I'm going to ask each of them about their sisters and brothers. The first person is Abby. Hi, Abby. How are you?
Abby:	Í'm great, thanks.
Interviewer:	So tell me about your family. How many brothers and sisters do you have?
Abby:	I have one sister.
Interviewer:	Do you have any brothers?
Abby:	Nope, just my sister.
Interviewer:	Is she older or younger than you?
Abby:	She's older. In fact, she's eight years older than me.
Interviewer:	And how do you get along?
Abby:	Actually, we get along pretty well. We're sort of opposites. I'm kind of quiet. She's very talkative and outgoing. She talks, I listen.
Interviewer:	I see.
Abby:	And she's much more organized than I am.
	I'm pretty messy, but she's very neat. It's a
	good thing we didn't share a bedroom.
Interviewer:	Thanks. The next person here is Rita. Hi, Rita.
Rita:	Hi.
Interviewer:	So, Rita. What about your family? How many
	brothers and sisters do you have?
Rita:	I have a brother and a sister.
Interviewer:	And who's the oldest?
Rita:	My brother.
Interviewer:	Are you the youngest?
Rita:	No, my sister's younger than me. I'm in the middle.
Interviewer:	Two girls and one boy? So what do you all have in common?
Rita:	Well, my sister and I shared a bedroom. It was always a mess. My older brother is the neatest person in our family. He's always been like that.
Interviewer:	Hmmm.
Rita:	But it's funny. My brother and sister are both
	workaholics.
Interviewer:	They work all the time?
Rita:	Pretty much. They think I'm lazy. Work is
Interviewer:	important, but it's also important to relax. Thanks, Rita. Now our third interviewee is Ken. How're you doing, Ken?
Ken;	Great.
Interviewer:	So tell me about your family
Ken:	Well, there're three kids in my family — that's
	including me.
Interviewer:	Do you have brothers or sisters?

Ken:	I have two brothers.
Interviewer:	Are they older or younger than you?
Ken:	They're both older. I'm the baby of the
	family.
Interviewer:	So who's the most outgoing person in your
	family?
Ken;	Probably my middle brother.
Interviewer:	That's unusual! What about your oldest
	brother?
Ken:	He's pretty quiet, actually He studies a lot.
	But my middle brother's not quiet at all! He
	plays guitar in a band!
Interviewer:	And you?
Ken:	I'm sort of in between. But you know, even
	though he's quiet, my oldest brother has a
	great sense of humor. He's really funny. So I
	guess it balances out.
Interviewer:	Thanks, Ken. It was nice to talk to all three
	of you — Ken, Rita, and Abby. Thanks for
	talking to us about your families.
	· ·

#### **Expansion: Class chart**

Do this expansion after you have completed the FIRST LISTENING. In this expansion, students make and fill in a chart like the chart in the Student Book.

- 1. Have students copy the chart in FIRST LISTENING onto a piece of paper. Instead of the names under the Person column, students write their classmates names. For larger classes, divide the class into groups of 6-10.
- 2. Students ask each other questions about their position in the family. **Examples:** How many brothers do you have? How many sisters do you have? Are you the oldest? etc.
- 3. Students fill in the chart about their classmates.
- 4. Ask students to share some information about their

ates with the cla	ss <b>.</b>	
# of brothers	# of sisters	Position in family
0	1	youngest child
1	1	middle child
2	0	youngest child
		ates with the class.       # of brothers     # of sisters       0     1       1     1       2     0

# **B.** $\mathbf{Q}$ SECOND LISTENING

Key: 1. more serious; 2. messier; 3. messier; 4. lazier 5. oldest brother; 6. oldest brother

> Answers will vary. Ken could be the man in the middle. Abby could be the woman on the right. Rita could be the woman in the middle.

### C. PAIR UP and TALK

#### **Role Play: Interview**

In this expansion, students act out an interview that is similar to the one on the recording.

- **1.** After the students have listened to the dialogue, put them into groups of four.
- 2. Tell them to create an interview like the one on the recording with each student taking a part of the dialogue (interviewer, three people talking about their families).

# **3** LANGUAGE FOCUS: Comparatives and superlatives

### A. $\mathbf{\hat{p}}$ PRONUNCIATION

See Pronunciation on page 114 of this Teacher's Manual.



#### **Audio Script**

Is your mother younger than your father? Who's the youngest person in your family? Who's more outgoing — your mother or your sister? Who's the most outgoing person in your family? Are you a better cook than your son? Who's the best cook in your family?

young	younger	the youngest
old	older	the oldest
funny	funnier	the funniest
outgoing	more outgoing	the most outgoing
good	better	the best
bad	worse	the worst

#### **Expansion: Act it out**

In this expansion, students act out the adjectives, the comparatives, and the superlatives while others guess.

- 1. To demonstrate this activity, act out a few combinations of adjective, comparative and superlative. **Example:** For *old, older, the oldest*, act out an old person walking slowly, then an older person walking even more slowly, and the oldest person walking very slowly with a cane.
- 2. Students guess what you're trying to act out.
- **3.** Next, put students into groups of three. Assign a few combinations to each group to act out.
- **4.** Each group gets up in front of the class and simultaneously acts out the adjective, the comparative, and the superlative while the rest of the class guesses the words.

#### **Game: Concentration**

#### Do this game after students have learned comparatives.

- 1. Write adjectives on one set of note cards (young, old, tall, talkative, etc.), write the comparatives on a different set of note cards (younger, older, taller, more talkative, etc.), and write the superlatives on third set of note cards (the youngest, the oldest, the tallest, the most talkative, 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 in the three different categories (adjective, comparative, superlative). One at a time students turn over one card in each category. If the cards are a match (young, younger, the youngest), 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.

#### Variation: Questions out of a hat

In this variation, students pick a question out of a hat to ask and answer.

- 1. Write the questions from the Student Book on small pieces of paper. Put them in a hat or an envelope.
- 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. The activity continues throughout the whole circle.

### **B. GET IT RIGHT**

#### **Expansion: Class awards**

#### In this expansion, students discuss who should get the classroom award for the most talkative, the funniest, etc.

- **1.** To demonstrate this activity, on the board write: *Who is the funniest actor*? Ask students to discuss their answers and then take a vote.
- 2. Next, tell students that they are going to give out awards to some students in the room. Write five different superlatives on the board. **Examples:** *the funniest, the shyest, the messiest, the most talkative, the best cook, the most studious,* etc.
- **3.** Students get into groups of four and discuss who in the class deserves these awards. Write helpful expressions on the board to aid in their discussion. **Example:** *In my opinion.* . . *I think.* . . *I agree with* \_\_\_\_\_, etc.
- **4.** As a group, they come up with their answers.
- **5.** Then the groups come together and discuss who they voted for and their reasons.
- 6. Take a final vote and for fun, award the students chosen
- with a banner, a crown, or a medal.
- **7.** Option: instead of voting on classmates, have the students vote on famous people.

<b>Key:</b> 1. the youngest	2. the funniest;
3. the tallest	4. the most serious;
5. the oldest	6. the best
7. the most relaxed	8. the messiest

### **C. YOUR TURN**

#### **Expansion: Ask and graph**

In this variation, students ask their classmates a question and then graph the results.

- 1. Each student thinks of a question to ask their classmates. **Examples:** Who is the most talkative in your family? Who is the best cook in your family?
- 2. Students then walk around asking their classmates their question. They take notes on their findings.
- **3.** After students have interviewed everyone, they go back to their desk and graph the results.
- 4. Each student stands up and shares their results.
- Key: Steve (Example); Helen (Example)

# **4 CONVERSATION STRATEGY:** Showing your are interested

# A. $\mathbf{\hat{p}}$ **PRONUNCIATION**



#### **Audio Script**

Really? Is that so? Oh, yeah? I see.

#### **Explanation: Language awareness**

When listening to someone talk, it is considered polite to show your interest in what is being said. If you do not use expressions to show that you are listening, it may appear that you are not interested in what the person is saying. Other expressions include: *OK. I understand. Uh huh. Great! Wonderful.* Another way to show interest is by maintaining eye contact with the person that is talking. In most English speaking countries, it is considered impolite to not look at someone while they are talking.

#### **Expansion: Point and say**

In this expansion, students use the expressions learned while the teacher talks about something.

- 1. Think of something to talk about with the students (personal qualities of your family members or friends, a recent vacation, etc.).
- **2.** Review the expressions for showing interest by writing them on the board. Add more to the list (see above Language awareness).
- **3.** Start talking with the students and every so often, point to a student. That student should show interest in your story by saying one of the expressions.
- **4.** Continue your story until each student has had a chance to use one of the expressions.

#### **Expansion: Using the expressions**

In this expansion, students practice showing interest in a conversation with a small group.

- 1. Put students into groups of three. Each person will get a turn at being the *talker*, the *listener* and the *observer*.
- 2. Instruct the talkers to talk about the personal qualities of their family members. Give them a time limit. Tell the listeners to listen to the talker and every so often use the expressions to show interest. Instruct the observers to listen to the conversation and write down every phrase that the listener used.
- **3.** At the end of the time limit, the observers share with the group which phrases were used.

### B. ( ) LISTEN AND ADD

#### **Audio Script**

- A: Who's the funniest person in your family?
- B: Hmmm... I guess my sister Kate is. She's a riot.
- A: Oh yeah? Is she older or younger than you?
- B: She's ten years older.
- A: Is that so? That's a lot older.

#### Variation: Cloze

In this variation, students listen and fill in more blanks in the conversation.

- 1. Write the conversation from the Student Book on the board. Delete several more words and put blanks instead.
- **2.** Students listen to the recording and fill in the missing expressions and words.
- 3. Check answers with the students.
- Key: A: Oh, yeah?

A: Is that so?

# **5 TWO MINUTE INTERVIEWS:** The most interesting person

#### **Expansion: Seating at a dinner party**

In this expansion, students decide who should sit next to whom at a dinner party.

- 1. Tell the students that they are going to plan a party and that they each get to invite one friend. The students must make a seating chart to show who will sit next to whom. To demonstrate this activity, draw a table on the board with six different people around the table. Describe each person at the table and explain why you chose that seating chart. **Example:** This is Maria. She is 25 years old and she is a librarian. She is very shy and quiet. She likes to read books. I sat her next to Ana because she is quiet and likes to read books, too.
- Students prepare a description of their friend. The description should include: name, age, job, personal qualities, likes. Example: Jose/33/computer programmer/outgoing, active, talkative/mountain climbing.
- **3.** Put students into groups of six. Each student shares their friend's information with each other and together they decide who should sit next to whom at the dinner table.
- 4. For more practice, switch group members and have them

make a new seating chart with the new group.

**5.** In the end, have groups share who will sit next to whom and their reasoning.

#### Variation: Oral presentations

In this variation, students give an oral presentation on a favorite family member.

- 1. To demonstrate this activity, give an oral presentation on one of your family members. Bring in pictures and props that relate to this person.
- 2. Tell students to think of a family member or friend and prepare an oral presentation. Monitor students' work, helping when necessary.
- **3.** Students give their presentations in front of the class or in small groups if it is a large class.
- Key: A. Answers will vary. she's 48 (Example) My Mother (Example)
  - **B.** Answers will vary.
  - C. Answers will vary.

-🐼-

# **INFOZONE:** Personalities

#### Game: Do you remember my birth order?

Play this game after you've read Headline News. In this game, students will try to remember what they have learned about other students' birth order. If they have not learned about each other yet, they can make a guess based on what they know about each other's personalities.

- 1. Have each student write down his or her name, birth order (only child, oldest child/first-born child, middle child, youngest sibling), and how many siblings he or she has.
- **2.** Collect the papers.
- 3. Call out a student's name and have others try to remember or guess the student's birth order.

#### **Expansion: Assessing occupations**

#### In this expansion, students match personal characteristics to occupations.

- 1. On the board write the list of personal characteristics and birth order vocabulary. Examples: outgoing, shy, organized, messy, first-born, only child, etc.
- 2. Next, write a list of occupations. Examples: teacher, doctor, lawyer, politician, computer programmer, accountant, etc.
- 3. Ask the students to think about each of the occupations and which characteristics match a certain job more than another.
- 4. Ask students to come up to the board and draw lines to connect an occupation to a characteristic. Ask them to explain. Example: I think teachers are outgoing because they have to get up in front of a group of people and make them talk. Many teachers might be first-born children.
- 5. Ask the class to agree or disagree and explain their opinion.

# 头袋新闻

#### 出生顺序可能影响职业选择

復知道風…

- 几乎所有的美国总统都是他们家中的长子? 第一批被送往太空的字航员中只有两个不是
  - 长子,而是"釉子"?

这些只是巧合吗? 一些研究者认为,这不是什么 巧合。事实上,最近的研究表明接了在家中的出 生眼序可能会影响他(此)的职业选择。 长子往往会成功,并且他们是天生的很导考。金 业主管和世界首端往往是家园的长子。他们成为 优秀的领导也许是因为他们有过周期弟弟妹妹的 **£**2.

排行中间的离子常常比老大轻禄。他们经常帮助 兄弟姐妹敲洽相处。因此,他们擅长从事愿鉴言 要合作、协商和团队配合的工作。



最小的孩子通常会成为艺术家、演员、客剧来家 者和销售人员。对他们来说,这些都是理想的联 **业,因为他们通常都具有创造力,待人和善,**而 且自动风趣。



中美理明乐课艺,对吧? 美术运动 MA?

50 UNIT 6 She's really outgoing!

"我的星宫是天辉宫,所以谁将外向,擅长空 际。我出生在羊牢,所以文静而腼腆。我最喜 欢的动物是猫,所以喜欢呆在家里。我最喜欢 **《色是桔黄色,因此就酷爱参加各种聚会。** 这一切又怎么能都是真的呢? 似乎有上百种方 法来分析人的性格。要是你问我,我认为这些 總是法信.

観琳(美国)

#### **READ ABOUT IT**

#### **Expansion: Find it!**

In this expansion, students write and answer questions about the reading in the INFOZONE.

- 1. Ask each student to write one detail question about the reading in the *INFOZONE*.
- **2.** Collect the questions and redistribute them, making sure no student gets the question she wrote.
- **3.** Give students a few minutes to answer the question.
- **4.** Go over the questions and answers with the class as a whole.
- Key: A. 1. recent studies suggest that a child's place in the family birth order may affect the career she or he chooses
  - 2. Oldest children are typically successful and are natural leaders.

Middle children are usually more relaxed than oldest children.

Youngest children; are typically creative, friendly, and funny.

- 3. Because she can't remember.
- 4. Month or year of birth; colors. They are just superstitions



<b>C</b> • 1.	
Persons	Personality characteristics
	/ relaxed
Antonio	- neat
	lazy
Guillermo	responsible
$\sim$	outgoing
Carlos	messy
	hardworking
2.	
1) angry; pio	cks up 2) loud
3) Carlos	4) youngest
5) Guillerm	o 6) Antonio's
	121 1 10

## TALK ABOUT IT

#### **Expansion: Discussion**

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

- 1. Tell the students to imagine that they want to change careers and that their discussion group will help them choose a career that fits their personalities. Put the students into groups of three or four.
- 2. In turn, each student will say: "I've been thinking about a career change."
- 3. The other students will help that student by asking: What kind of person are you? Are you outgoing or shy? Are you the first-born in your family? Or are you an only

child? Do you like to be by yourself or in groups? Do you like children?

Key: Answers will vary.

#### WRITE ABOUT IT

#### **Expansion: Personality test**

# In this expansion, students write questions for a personality test.

- 1. On the board write these two types of personality: outgoing/shy.
- **2.** Model the task by writing a few questions that relate to these personality characteristics. **Examples:** *Do you like* going to parties? *Do you talk to strangers at parties? Do you only talk to people you know when you go to parties?* etc.
- Ask a few students to answer the questions. According to their answers, assess their personality by saying:
   "According to the results of the questionnaire, you are an outgoing person." etc.
- **4.** Put students into pairs. On the board write the four types of personalities and their opposites (*outgoing/shy*, *messy/neat*, *lazy/hardworking*, *serious/funny*).
- **5.** Tell the pairs to come up with questionnaire type questions to ask others in the class.
- **6.** Once the questions are complete, have pairs work with another pair. They give each other their questionnaires, assess their answers, and give them their personality assessment.

#### Project: Who am I?

In this project, students will make a collage that describes their personality.

- 1. Students collect pictures, drawings, English words and phrases, etc. that they feel helps to describe their personality.
- 2. Students make a collage with the pictures, drawings, and English words and phrases.
- **3.** Students explain and discuss their collages in small groups.
- Key: I have one sister and no brothers. I'm the youngest. No. My sister's outgoing. I'm serious.

For additional practice of the language presented in Unit 6, direct students to the ICON 2 Workbook pages 32 to 37. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

# 7 Learn & Practice

- A. Translate the following sentences into Chinese.
  - 山姆和他的女友琳达有着不同的性格。山姆非 常外向而健谈;琳达却有些内向和腼腆。
  - 我的老板是一个爱整洁的人,做事很有条理,而 他的妻子却是一个邋遢的女人。
  - 不同的人有不同的性格。你赞同"性格影响未 来"这一说法吗?
  - 性格这个东西,说不清道不明,但它的确存在, 而且影响人们的生活,甚至命运。
  - 5. 露丝是班上最好的学生,她门门课程都好。

#### B. Translate the following sentences into English.

- 1. I have never seen anyone lazier than Rita.
- 2. My father is serious when he is in the office, but he

# 8 WORD USAGES

is the funniest at home.

- 3. To her surprise, Lisa found Henry had almost the same likes as she (had).
- 4. "What exactly do you like about your boyfriend?"
   "I like his honesty and humor."
- 5. Mary's cousin is receiving training in order to become an astronaut.
- 6. Being energetic and outgoing, Mark is the right person for the position of Sales Manager.
- 7. As a successful business executive, Paul always gets along well with his employees.
- 8. I believe one's birth order can really affect one's career choice, and it is not just a coincidence.

affect	v.	影响	
		This report shows how smoking has affected your health.	[6]
analyze	v.	分析	
		Dr. Hobson was invited to help us <i>analyze</i> the market trends.	[6]
astronaut	n.	宇航员	
		It is reported that a Canadian astronaut may visit the International Space Station	this
		summer and make his first space walk.	[6]
career	n.	职业,事业 2000年1月11日1日1日1日1日1日1日1日1日1日1日1日1日1日1日1日1日1日	
		His wife left him as he paid more attention to his <i>career</i> than to his family.	[6]
coincidence	n.	巧合	
		What a <i>coincidence</i> that my husband and you were born on the same day!	[6]
comedian	n.	滑稽演员,喜剧演员	
		It's a pity that Jerry Seinfeld, the famous <i>comedian</i> , decided to quit his performance.	[6]
cooperation	n.	合作,协作	
		We need your full cooperation to ensure success.	[6]
creative	adj.	创造(性)的	
		Whoever can find a <i>creative</i> way to deal with the problem will win a prize.	[6]
executive	n.	主管;经理	
		The <i>executive</i> training programs are to develop the skills needed by managers.	[6]
ideal	adj.	理想的	
		Inner Mongolia is an <i>ideal</i> place to raise cattle.	[6]
messy	adj.	不整洁的; 脏的	
		What a <i>messy</i> room! Why don't you clean it up?	[1]
neat	adj.	整洁的	
		My mother always wants everything to be well organized and <i>neat</i> .	[1]
negotiation	n.	协商; 谈判	
		As a manager, it is necessary to know the strategies of effective <i>negotiation</i> .	[6]
occupation	n.	职业;工作	
		Since she has no regular occupation, her loan application is denied.	[6]

outgoing	adj.	外向的;好交际的	
		Our PR department needs such an outgoing girl as Jean.	[1]
personality	n.	性格;个性	
		Although they have different <i>personalities</i> , they get along well.	[6]
require	v.	需要,要求	
		The students are <i>required</i> to finish reading the passage within ten minutes.	[6]
responsible	adj.	有责任心的,负责的	
		Reporters must be responsible in what they report.	[6]
riot	n.	有趣的人(事);骚乱,暴动	
		Dan is a <i>riot</i> after he's had a few drinks!	[4]
sibling	n.	兄弟姐妹	
		As the eldest daughter in the family, Shirley often helps her mother take care of the you	0
		siblings.	[6]
superstition	n.	迷信	
_		It's an old <i>superstition</i> that bad luck will strike a person if a black cat passes by him.	[6]
teamwork	n.	配合,协同工作	
		Her determination and <i>teamwork</i> skills made her a perfect person for the job.	[6]
typically	adv.	典型地;通常	[0]
		Do you believe women <i>typically</i> live longer than men?	[6]
		<b>扫从动公 人得</b> 本	
get along		相处融洽,合得来	[0]
. 1		It's impossible to get along with such a selfish man.	[6]
pick up		收拾,整理 Name with the term of the bids because	[0]
take care of		Please pick up the toys after the kids leave. $\mathbf{R} = \mathbf{R} = \mathbf{R}$	[6]
take care of		照顾,照看 Whe will take each of your pate while you are an uppetion?	[6]
		Who will take care of your pets while you are on vacation?	[6]

# **9 TOPIC-RELATED INFORMATION/BACKGROUND**

### 1. Personalities of famous people



He was a charming old man. He was energetic, creative, and determined. He was a great reformer. With his effort, China opened its door to the outside world. Question: Who is he?

Answer: He is *Deng Xiaoping*.



She was regarded a living saint. She was simple, tireless, and humane. She devoted herself to the unwanted, unloved and uncared. She served the dying and desperate in India and around the world.

Question:Who is she?Answer:She is Mother Teresa.



He is a British football superstar. He is handsome, and fashionable. He has wealth, fame, and success. Together with his star wife, he makes the youth crazy. Question: Who is he? Answer: He is David Beckham.

2. Personality quotes

Watch your thoughts, for they become words. Watch your words, for they become actions. Watch your actions, for they become habits. Watch your habits, for they become character. Watch your character, for it becomes your destiny.

— Unknown

To wish you were someone else is to waste the person you are.  $-\!\!-$  Anonymous

Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.

- Theodor Seuss

I don't wish to be everything to everyone, but I would like to be something to someone.

- Steven Javan Jones

# **Review of Units 4–6**

# **1 ROLE-PLAY**

### **A.**

**1.** Have students create a voice mail message for their answering machine.

Key: Answers will vary.

#### **B**.

- 1. Ask students to form pairs and decide roles (either Student A or Student B).
- **2.** Tell students to think of a message to leave on their partner's voice mail.

- **3.** Student A calls Student B and gets the voice mail message.
- 4. Student B reads the voice mail message out loud.
- **5.** After the beep, Student A says the message.
- 6. When they have finished, they change roles.

### **C**.

1. After students have practiced a few times, ask the pairs to role play their messages in front of the class.

# **2 INTERVIEW**

### **A.**

Have students complete the chart in the Student Book.
 Key: dangerous jobs: fire fighter (Example)

# **B.**

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- **1.** Ask students to form pairs.
- **2.** Students ask each other about the information on their chart. They use the sample questions in the student text to ask their questions.

### Key: Answers will vary.

a vet (Example); a doctor

Jackie Chan (Example); Jim Carrey (Example)

# **3** LISTENING



#### **Audio Script**

- A: Hey Lauren, nice pictures. Who's that with the dog?
- B: My sister, Sarah.
- A: Wow! I didn't know you had a sister. Is she older or younger than you?
- B: She's older than me.
- A: What does she do?
- B: She's a travel agent.
- A: A travel agent? That's cool. Does she like her job?
- B: Yeah, she loves it. She loves to travel and she likes meeting people. She's very talkative.
- A: Just like you, really outgoing and friendly.
- B: No, she's more outgoing than I am. She is probably the most outgoing person in my family.
- A: That's hard to believe! I'd like to meet her. Can she get us cheap plane tickets?
- B: We can ask her about spring vacation.

#### **A.**

- 1. Have students open their text to the activity. Play the tape through once.
- 2. Students listen to the conversation and write four things about Lauren's sister in their text.
- **3.** Play the tape through a second time. Students check their answers.
- Key: 1. Sarah is older than Lauren.
  - 2. Sarah is a travel agent.
    - 3. She loves to travel and she likes meeting people.
    - 4. She's very outgoing.

#### Β.

- 1. Ask students to form pairs.
- 2. Students share their list of things they heard about Lauren's sister with their partner.

# 4 GAME

- 1. To demonstrate this game, recreate the items from the gameboard on the board.
- 2. Have a volunteer student play a practice game with you.
- **3.** Choose an item from the board : *dangerous job*. Ask the student a question about the item: Which job do you think is the most dangerous?
- **4.** The student answers your question. Tell the student to then ask you a question about the item: *Which job do you think is more dangerous, a vet or a firefighter?*
- **5.** Answer the question. Continue asking each other questions until somebody can't think of a question. In that case, the other person gets a point.
- 6. After you have demonstrated how to play the game, put students into teams of three or four students each. (If
  - there are more than two teams, decide which team will play against which team.)
- 7. Designate which group will be Team A and which group will be Team B.
- **8.** Team A chooses an item from the grid and asks Team B a question about the item. Team B responds and then asks Team A a question.
- **9.** This continues until all of the items have been chosen. The team with the most points wins the game.

I'm pretty swamped.

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

# **1** VOCABULARY: School subjects

#### Warm-Up: Brainstorm

In this warm-up, students brainstorm other subjects people study in school.

- 1. Put students into groups of three.
- **2.** Groups brainstorm a list of school subjects. **Examples**: business, economics, political science, education, social studies, home economics, computer science, etc.
- **3.** After the designated amount of time, have groups share their lists.
- **4.** Write the subjects on the board and discuss the meanings.

### A. YOU FIRST

#### Variation: Stand up or sit down

Books closed. In this variation, students listen to the school subjects and stand up if they are taking that course or have taken that course.

- 1. Tell students to listen to the subject you say and stand up if they are taking that course now or have taken it.
- 2. If a student stands up, ask them to elaborate on the subject. Did they like it? Why or why not? What do they remember about the subject?

Key: history (Example)

### **B. ( ) PRONUNCIATION**



#### **Audio Script**

- 1. Are you taking a history course? // Did you take a history course?
- **2.** Are you taking a literature course? // Did you take a literature course?
- **3.** Are you taking a foreign language course? // Did you take a foreign language course?
- **4.** Are you taking a science course? // Did you take a science course?
- **5.** Are you taking a math course? // Did you take a math course?
- **6.** Are you taking an art course? // Did you take an art course?

#### **Explanation: Language awareness**

When asking the questions, Are taking a math course? Did you take a math course? there is a rising intonation pattern.

#### Variation: Chain drill

In this variation, students practice the pronunciation of the questions by asking each other the questions from You First.

Ask the person next to you *Are you taking a history course?* After they respond, they ask the person next to them until everyone has had a chance to ask and answer all of the questions.

### **C. PAIR UP and TALK**

#### Expansion: Likes and dislikes

In this expansion, students write what they like about various school subjects and what they don't like.

- 1. Prepare papers that have the subject name on the top of the paper and two columns for likes and dislikes.
- Post the papers around the room or write the subjects on the board and ask students to walk around and write comments about what they like or dislike about each subject on the papers. Example:

Math

Likes Dislikes

Practical Difficult

More confident students should write full sentences, while other students can write words or phrases.

**3.** After a designated amount of time, review the information with the class. Ask students to elaborate on their opinions.

Key: Answers will vary.

#### **D. REPORT**

Key: Answers will vary.

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# **2** LISTENING: What are you studying?

### A. LOOK/THINK/GUESS

#### **Variation: Discussion**

In this variation, students discuss their personal experiences with disagreeing with parents over education.

- 1. Ask students to look at the pictures of Zach and his father. Explain to them that they are talking about Zach's school schedule and that Zach's father doesn't agree with his subject choices.
- **2.** Ask students if they have had this experience with their parents (or children). Did they disagree with their parents over their education? Have them elaborate on their experiences.

Key: Zach's studies.

# B. $\widehat{\mathbf{Q}}$ MODEL CONVERSATION

### Audio Script

Zach's Father:	How are your courses this semester?
Zach:	They're great, Dad. I'm pretty swamped,
	though!
Zach's Father:	Really? What are you studying?
Zach:	Well, I'm taking a history course.
Zach's Father:	That's wonderful. Everyone should study
	history. What kind of history are you
	taking? Ancient history?
Zach:	Not exactly. It's more like film history.
Zach's Father:	Film history? That doesn't sound very
	serious.
Zach:	It is, Dad. I'm learning a lot.

#### Expansion: Ranking

#### In this expansion, students rank school subjects.

- 1. With the class, brainstorm a list of school subjects.
- **2.** Ask the students, "Which subject is the most important?"
- **3.** After a brief discussion, tell students to individually rank the five most important subjects one should study in school.
- **4.** Before breaking the class into small groups, write helpful expressions on the board. (*I think* . . . *In my opinion* . . . *I believe* . . . *I agree with* \_\_\_\_\_\_. *I don't agree* . . .) Review the expressions for pronunciation practice.
- **5.** Model how you want them to present their lists. **Example:** I think foreign language is the most important subject in school. Learning a foreign language is very practical. It can help you when you travel and it can get you a better job.
- **6.** Next, put students into small groups and tell them to discuss their rankings and opinions.
- **7.** After a designated amount of time, ask the groups to share what they discussed.
- **8.** As an option, tell the groups that they have to come up with a consensus for their rankings.

### **C. ACTIVE LISTENING**



### Audio Script

ridano comp	•
Zach's Father:	Well, what about foreign languages? People
	really have to speak more than one
	language nowadays
Zach:	I know, Dad. But language classes are
	usually really boring.
Zach's Father:	They don't have to be. Some language classes can be really creative! It depends on the teacher.
Zach:	
	Well, I found one that's not too boring
Zach's Father:	You know, I think you should take Spanish or Chinese. They're very useful languages in
Zach:	today's world.
	Well, actually, I'm taking Ancient Greek.
Zach's Father:	Ancient Greek? But no one speaks Ancient Greek!
Zach:	I know, but I like philosophy and I want to
	read Plato and Aristotle But, Dad, I have
	this other class that's really outstanding!
Zach's Father:	Uh huh
Zach:	It's a science class, and Meg's taking it too.
Zach's Father:	Science? I hope you're taking chemistry. It's something practical!
Zach:	It's not chemistry, but it <u>is</u> practical! You
Lacii.	always tell me I should study something
7 1 1 1	useful so I can get a job after university.
Zach's Father:	Well, you do have to earn money after you graduate.
Zach:	So I'm studying food science.
Zach's Father:	Food science? What's that?
Zach:	Cooking! I'm learning to cook!
Zach's Father:	I don't believe that's a science.
Zach:	It is. And I can get a job in a restaurant.
Zach's Dad:	You should learn to cook Greek food then
Laciro Dadi	you can write the menu in Ancient Greek.
J	you can write the menu in r melene Oreck.

### Expansion: Who do you agree with?

In this expansion, students decide whether they agree with Zach or his father.

- 1. On the board recreate the chart in ACTIVE LISTENING (just the titles, not the information in the rows). **Examples:** *Subject, Course, Zach's Opinion, His Father's Opinion.*
- Ask students to give you the information they learned in the dialogue and fill in the information on the chart.
   Examples: Subject: Languages. Course: Ancient Greek.
   Zach's opinion: he likes it, he doesn't think it's boring, he likes philosophy and wants to read Plato and Aristotle. Zach's father: He thinks it's not useful, no one speaks it.
- **3.** Tell students to decide who they agree with either Zach or his father and why.
- 4. Put students into small groups. Students discuss their opinions.
- **5.** Close the activity by having a few groups share what they discussed.

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Subject	Course	Zach's opinion	His father's
			opinion
Foreign language	Greek	isn't too boring	isn't useful
Science	Food science	is practical	isn't a science

# **3** LANGUAGE FOCUS: "Should" and "have to"

### A. () PRONUNCIATION

See Pronunciation on page 114 of this Teacher's Manual.



#### **Audio Script**

University students should study every weekend. Parents shouldn't do their children's homework. In the U.S., children have to go to school until age 16. At my school, students don't have to wear a uniform.

#### **Explanation: Language awareness**

We use *should* when we want to express an opinion or advise someone. It can be used as a suggestion (*You should study Spanish. It's practical.*) or as a statement about responsibility (*You should study hard.*) Be careful when using *should* as advice to friends, co-workers or superiors. Your advice could be seen as a criticism. (*You should come on time. You shouldn't do your child's homework.*)

We use *have to* when we want to express the facts or necessity (*I have to wear a uniform.*) *Have to* is usually pronounced *hafta* and *has to* is usually pronounced *hasta*. *Must* is another way to say *have to* but *have to* is more common. *Must* is usually stronger and suggests urgency or importance. (You must pass the test.)

#### **Expansion: Categories**

Do this expansion after students have learned the difference between should and have to.

- 1. Prepare 10 should statements and 10 have to statements. Examples: Teachers should give homework. Students shouldn't cheat. Schools should hire good teachers. Teachers have to treat every student equally. Students have to pass their tests in order to move up in grades. Schools don't have to provide lunch for students.
- To demonstrate this activity, write two incomplete sentences on the board Example: In the US, some students \_\_\_\_\_\_ go to school in the summer. Students \_\_\_\_\_ study before a test.
- **3.** Ask students to fill in the blanks with either *have to* or *should* depending on the context of the sentence.
- **4.** Once students understand how to do the activity, write the rest of the incomplete sentences on the board and have the students complete the rest of the sentences.
- **5.** Have students read their completed sentences. Discuss any differences that may come up.

### **B. GET IT RIGHT**

#### Variation: What do you think?

In this variation, small groups discuss their opinions.

- 1. After students have completed the sentences in the Student Book, get them into groups of four.
- 2. Groups discuss their opinions about sentences 5-8.
- 3. After the designated amount of time, have groups share

what they talked about.

#### **Expansion: Interviews**

In this expansion, students interview their classmates on their opinions and then share the results with the class.

- 1. To demonstrate this activity, write a question on the board and ask the students to respond with their opinion. **Example:** *Do you think that students should wear uniforms?*
- 2. As the students respond, tally the results on the board under two columns (titled Yes and No) and then make a statement such as: Five students believe that students should wear uniforms in school and 18 students believe that students shouldn't wear uniforms in school.
- **3.** Tell students to think of their own question (preferably related to education) and to interview their classmates on their opinion. They take notes on their findings.
- **4.** Have students report the results of their interview with the class.
- Key: Answers will vary. 1. don't have to (Example)

Answers will vary. 5. should (Example)

#### C. YOUR TURN

#### **Expansion: Rules for the school**

In this expansion, students decide on rules for the school or class.

- 1. To start this activity, brainstorm with the class a list of rules that schools or classes typically have. Ask them to use have to sentences. Examples: Students have to do homework. Students have to participate in class. Students have to come to class on time. etc.
- 2. Take one of the rules listed on the board and ask who agrees with it. To those who agree, ask them why. Tell them to respond by using a should sentence. Example: I agree that students have to do homework. I think students should practice at home what they have learned in class.
- **3.** Put students into pairs. Have them come up with rules for their "private school." Rules should be written with *have to* sentences like the brainstormed list on the board.
- **4.** After their rules are done, tell them to come up with reasons for these rules. For these opinions have students use *should* sentences.
- **5.** To present their "private school" rules, have students write them on poster board or on the board and present them to the class.

Key: Answers will vary.

have to	don't have to	should	shouln't
be on time	do homework	study after class	be stressed
(Example)	(Example)	(Example)	(Example)

# **4 CONVERSATION STRATEGY:** *Expressing opinions*

# A. $\mathbf{\hat{p}}$ **PRONUNCIATION**



#### **Audio Script**

In my opinion, students should . . . I think high school students should . . . I feel strongly that students should . . . I don't think students should . . .

#### **Explanation: Language awareness**

When expressing an opinion, the emphasis in the sentence is placed on these phrases *In my opinion* . . . *I think* . . . , *I feel strongly that* . . . , *I don't think that* . . .

#### **Expansion: Using the expressions**

Books closed. In this expansion, students give their opinions about what students should and shouldn't do.

- 1. Put students into groups of three. Two people are the *talkers* and one is the *observer*.
- 2. Write a few questions on the board. **Examples:** Do you think students should wear uniforms to school? Do you think students should take tests? Which subject is the most important in school?
- **3.** Instruct the *talkers* to give their opinions on the topics. Give them a time limit. Instruct the *observers* to listen to the conversation and write down each *talker's* opinion.
- **4.** At the end of the time limit, the *observers* restate the opinions of the *talkers* by also using the expressions learned. **Examples:** In Jose's opinion . . . , Marta thinks . . . , Jose feels strongly that . . .

# B. **A** LISTEN and ADD



### Audio Script

- A: I think high school students should work part time. What do you think?
- B: I feel strongly that they shouldn't work.
- A: Really? Why?
- B: Because they have to study and they don't have time to work.
- A: I don't agree. In my opinion, high school students should have part-time jobs.
- B: Why?
- A: Because I think students should learn to be independent.

#### **Expansion: Debate**

#### In this expansion, groups come up with reasons to support their opinion on working while in school.

- **1.** On the board, write Do you think students should have a *job*?
- 2. Ask those students who say yes to the question to go to one area of the room and the students who say *no* to go to another area of the room. If the class is very large, split the two large groups into smaller groups.
- **3.** Tell both groups to think of reasons to support their opinion. One group will think of the advantages for working while going to school and the other group will think of the disadvantages.
- **4.** Have the two groups share their advantages and disadvantages with the class.
- **5.** After the presentations, give the groups time to come up with rebuttal statements to their reasons.
- **6.** Have the groups share their rebuttal statements with each other.
- **Key:** B: I feel strongly that; shouldn't A: In my opinion; should A: I think; should
- **5 TALKATHON:** What should I do?

### Variation: Letter of advice

In this variation, pairs write a letter together about a problem they're having at work or in school and then they share their letter with another pair to get advice.

- 1. Write the two examples of problems given in the Student Book on the board. With the class, brainstorm other problems that people have in both settings (school and work). Write these problems on the board.
- 2. To demonstrate the activity, tell your students that you just got a letter from your friend and she needs advice. Read the letter out loud (or write it in letter format on the board). For the content of the letter, use one of the examples given in the Student Book. Example: *Dear*

\_\_\_\_\_, How are you? I'm doing all right. As you know I'm in school now. Our teachers give us a lot of homework, especially in math. I have a part-time job, so I have to study late at night. I'm always tired. What should I do? Do you have any suggestions? Hope you're well! Take care. Carla.

3. With the class, discuss possible advice to give to the

friend. Together, write a letter back to the friend. **Example:** Dear Carla, I'm sorry to hear that you're having problems with work and school.

- **4.** Pair up students and tell them to choose one of the brainstormed problems written on the board or come up with a new one.
- **5.** The pairs then write a letter to a friend telling about the problem they're having either at work or school.
- **6.** Have the students go through the editing process (first draft, edit, final copy).
- **7.** Have pairs exchange letters with another pair. The pairs read the letter and respond with suggestions or advice.
- 8. Have the students go through the editing process (first draft, edit, final copy) before handing their response back to the pair.
- 9. Have some pairs read their letters and the responses.
- Key: A. Answers will vary.
  - **B.** Answers will vary.
    - C. Answers will vary.

# **6 INFOZONE:** *Education*

#### **Expansion: Discussion**

In this expansion, students discuss the issue depicted in the cartoon.

- 1. Ask students: What do you think the cartoon is about? Why do you think his mother and father are wearing barrels? Do you think it is funny? Do you or your parents sometimes feel this way about paying for school? Would this be true in your country? Is education expensive?
- 2. With the responses to these questions, lead the students in a discussion about the price of education. Ask them if the price of education has increased significantly in the recent past. Talk about how people finance their education in their countries. Is there financial aid from the government? Can people get loans?

#### Expansion: Make your own cartoon

In this expansion, students find or create a cartoon that is related to education.

- 1. Ask students to go on the Internet or look through newspapers, books, etc. to find another cartoon that is related to education. An option would be for the students to draw their own cartoon.
- **2.** Students bring the cartoons in and the students present and discuss the humor and the issues.

#### **Expansion: Write a caption**

In this expansion, students discuss the cartoon and write a caption for it.

- 1. Discuss the meaning and the humor behind the cartoon.
- **2.** Put students in pairs. Tell them to brainstorm a caption or a dialogue to go along with the cartoon.
- **3.** Have pairs share their ideas.

#### **Expansion: What about your country?**

Do this expansion after you have discussed the Survey Central information in the Student Book. In this expansion, students research the data for their country.

- 1. After discussing the data for the countries listed in the Student Book, if their country is not listed, ask students to give information on the age students start studying foreign languages in their country. Also have them talk about which languages are offered.
- 2. If students don't know, you could have them do the research to find out the answers to the questions. They could do their research on the Internet, or at a library.
- **3.** Students come back and present their findings. The class then makes a new chart like the one in the Student Book for the new countries they talked about.

#### Expansion: Advantages and disadvantages

Do this expansion after you have discussed the *Survey Central* information in the Student Book. In this expansion, students discuss the advantages and disadvantages (if there are any) of learning a language at a young age.

- 1. On the board draw two columns, *Advantages* and *Disadvantages*. Above the columns write *Learning a language at a young age*.
- 2. Put the students into small groups. Tell them to

brainstorm both advantages and disadvantages for learning a language at a young age.

- **3.** After the designated amount of time, have the groups share their lists with the class.
- **4.** Next, in a different area of the board write numbers 1-3 with spaces next to each number. Above the numbers, write: *Top Three Languages to Learn*.
- **5.** Tell the groups to go back and discuss which languages are the most important to learn in the world today (or in their country) and their reasons for their choices.
- **6.** After the designated amount of time, have the groups share their lists and reasons with the class.

#### **Role-Play: TV interview**

Do this expansion after you have read An Unusual School in the Student Book. In this expansion, students role-play an interview between a TV host and two directors of unusual schools.

- 1. Put students in groups of three. Tell them that they will role-play a TV interview between a TV host and two guests who are directors of unusual schools.
- 2. To get the students thinking, hold a brainstorm session on possible "unusual schools." These can be real schools that exist or schools that they made up. Write this list on the board.
- **3.** Next, tell them to decide who will be the TV host and who will be the guests. The groups then decide on the kinds of schools they'll be talking about. It can be a school that you brainstormed already, or a different school.
- **4.** Students then prepare for the role-play. The interviewer prepares questions to ask the guests and the guests prepare to describe their schools. (Depending on their level, students can write out a script or just write ideas on how the role play will go).
- **5.** Have students present their role-plays in front of the class.




# 调查总站

达在显示了10个国家的学生开始学外活的起始 年龄。

国家	学生的起始年龄	第一并语
臭地利	6	英语
巴西	11-12	英语
建克共和国	9	英语和神话
丹麦	10	英语
推開	B	英语或其它语言+
意大利	B	英语
卢寨最	6-7	律语和法语
庫浩哥	9	法语
西班牙	B	英语
春間	6	英语
+法语、西望	<b>狂牙语、使语、鬼大</b>	利语、土耳其语

#### **READ ABOUT IT**

#### **Game: Search for the answers**

In this game, students find answers to questions in the INFOZONE.

- 1. Write questions about the information written on the INFOZONE page on note cards. Examples: Which country has the youngest starting age for learning a foreign language? Which country has the oldest starting age? In which country do students study German and French? What is the name of the Cowboy School? Is the Cowboy school for people who are looking for a fun vacation? 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 *INFOZONE* 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 correct wins the game.

#### **Expansion: Another unusual school**

In this expansion, students read about another unusual school and answer questions.

1. Research another unusual school and write a short



# 毎日调査 (大開記)

一所特殊的学校

我曾经以为只有在电影里才能看到牛仔,但我 捨了。事实上、竟然有一所学校专门招收愿鉴 梦想成为牛仔的学生。这所学校叫亚利最那牛 仔学院。来这里学习的是世界各地的男男女女。 人们不是来休闲度世、而是要认真学习如何当 一名牛仔。课程为期8天,原危险又艰巨。学员 要学习原料牛群和马匹、以及如何办牧场。当 我、他们还要学习骑马。每天天亮时就开始学 习、天黑才结束。学员们要做好顶着星展工作、 吃饭和睡觉的准备。

summary about it.

- **2.** Prepare questions about the reading. Pass the reading out to the students.
- **3.** After students have read the material, discuss the answers.

Key: A. 1. Because they spent all their money sending

- their child to university.
  - 2. Age 6.
  - 3. German and French.
  - 4. Six days.
  - 5. dangerous, difficult
  - C. 1. Art: art history; painting Language: French; Japanese; Russian Science: biology; physics; chemistry

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

#### **TALK ABOUT IT**

#### **Expansion: Discussion**

#### In this expansion, students discuss issues in education.

- 1. Discuss these issues with the class (if a large class, put students into discussion groups): Does society place too much value on education? What is meant by the terms "book smart" and "street smart"? ("Book Smart" is doing well in school and knowing the information found in books and "street smart" is knowing how to do well in the real world.) Which is more important?
- **2.** If two opposite opinions on a topic are forming in the class, separate them into teams and have the groups

prepare for a debate.

#### Variation: Survey the community

In this expansion, students survey their family, friends, and co-workers on various topics.

- 1. On the board write these questions: Who do you think should pay for university, the government or the student's family? What do you think about alternative education (schools that focus on other things besides academics)? What do you think is the best age to start studying a foreign language? Why?
- **2.** Tell students to survey their family, friends, and coworkers (set a reasonable number of people they have to speak to) about the questions on the board.
- 3. Have the students present their findings in class.

Key: Answers will vary.

#### WRITE ABOUT IT

#### Variation: Other unusual schools

In this variation, students write about an unusual school.

- 1. Have students write about an unusual school they know of (or have the students design an unusual school).
- **2.** Have them go through the editing process (first draft, edit, final copy).
- 3. Tell the students to write comprehension questions to

go along with the information on the school.

**4.** Students swap papers. They read each other's papers and answer the corresponding questions.

#### **Project: Unusual schools**

# In this project, students create a catalog of unusual schools.

- 1. Collect students' papers about unusual schools.
- 2. Brainstorm a title for the catalog with the class.
- **3.** Lead the class in writing an introduction to the catalog. First, brainstorm sentences to put in the catalog. Put these on the board. Then, lead the class in editing the sentences to form an introduction to the catalog.

**Key:** Cake making (Example)

For people who like to bake cakes (Example) Ten days (Example) Cake decorating, making wedding cakes (Example)

For additional practice of the language presented in Unit 7, direct students to the ICON 2 Workbook pages 38 to 43. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

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# LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
  - 泰德建议儿子不要学艺术,而是学些实用课程, 如物理、化学或汉语等。
  - 很多学生申请读电子信息工程专业,因为他们 注意到从事 IT(信息技术)行业的人工资高。
  - 清华大学邀请麻省理工学院的教授来校做计算 机科学方面的讲座。
  - 一些教育专家认为,学外语越早越好,因为儿童 学语言更容易。
  - 亚利桑那牛仔学院计划招收更多的外国学生, 让全世界的人更了解美国文化。

B. Translate the following sentences into English.

1. The course of philosophy is a little difficult but helps students to think independently.

- 2. Many Chinese parents would like their children to focus on their studies rather than take part-time jobs.
- 3. In our university students can not keep pets like dogs and cats in the dorm, so my roommate keeps fish.
- 4. This course is not only interesting but also helpful for you to get a job in future.
- 5. If the government does nothing, parents will have to pay more for their children's education.
- 6. The university entrance examination is coming next week; I'm pretty swamped for I'm not yet prepared.
- 7. In the computer age, college students should learn to make full use of online information.
- 8. Most of the top students have their own unique way to study.

# 8 WORD USAGES

attend	v.	上(课/学);参加,出席	
		All the students were excited to <i>attend</i> the first class of a course, and to see the new teacher.	[6]
complete	v.	完成,结束	
		She <i>completed</i> her studies in France and found a job there.	[6]
concentration	n.	集中;专注	
		I don't have much time to think about our holiday — the big project is my present <i>concentration</i> .	[6]
decorate	v.	装饰	
		New Year is coming, and the girls <i>decorated</i> their dorm with beautiful flowers.	[6]
graduate	v.	毕业	
0		You must earn at least 40 credits if you hope to graduate from the university.	[2]
focus	v.	集中(注意力或能力)	
		I'm too tired to <i>focus</i> on my study today.	[6]
independent	adj.	独立的	
		Nowadays it's not easy for a college student to be financially <i>independent</i> .	[4]
offer	v.	提供	
		The university offers scholarships only to outstanding students.	[6]
part-time	adj.		
1	3	In some countries, foreign students are not allowed to take <i>part-time</i> jobs.	[4]
skill	n.	技能; 才能	
		The company is looking for a sales manager with excellent communication <i>skills</i> .	[6]
stressed	adj.	紧张的	[0]
Suessea	uuj.	Boys are more likely to be <i>stressed</i> than girls before the final exam.	[3]
subject			[J]
subject	n.	学科,科目;[语法]主语	[4]
		How many <i>subjects</i> would you like to choose this year?	[1]

swamped

adj.

#### 应接不暇的,忙不过来的

Harry entered his second year in Harvard and found himself swamped with heavy assignments. [2]

depend on

other than

: 依靠. 依赖

;讹暃,讹颗	
Many students depend on loans for their college education.	[2]
除了	
Murray decided not to attend a law school other than in Yale.	[6]

# **9 T**OPIC-**R**ELATED INFORMATION/**B**ACKGROUND

#### 1. Hogwarts School



J. K. Rowling rocked the world by her creative *Harry Porter* books — stories about Harry Porter's adventurous school life in a magic school, Hogwarts School of Witchcraft and Wizardry.

Founded by four wizards

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over a thousand years ago, Hogwarts School of Witchcraft and Wizardry is the best school of its kind in the world. It takes in pupils from age eleven for the seven-year training in magic. Students there take one examination each year. The fifth-year students should take the O.W.L.T. — Ordinary Wizard Level Tests; and the seventh-year student should take the N.E.W.T. — Nastily Exhausting Wizarding Tests — before they graduate. Some students will win Special Awards for Services for their outstanding performance in the school. For Harry Potter, the life in Hogwarts School is the happiest and most unforgettable.

- 2. What my mother taught me
  - My Mother taught me LOGIC (逻辑) ...
     "If you fall off that swing and break your neck, you can't
     go to the store with me."
  - ◇ My mother taught me about ANTICIPATION (预测) ... "Just wait until your father gets home."
  - My Mother taught me TO THINK AHEAD ...
  - "If you don't pass your spelling test, you'll never get a good job!"
  - ◇ My Mother taught me TO MEET A CHALLENGE (挑战) ...

"What were you thinking? Answer me when I talk to you ... Don't talk back to me!"

- ◇ My mother taught me about GENETICS (遗传学) ... "You are just like your father!"
- My mother taught me about the WISDOM of AGE ... "When you get to be my age, you will understand."
- And my all time favorite thing JUSTICE ...
   "One day you will have kids, and I hope they turn out just like YOU. Then you'll see what it's like."

**3** It's easy come, easy go.

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

# **VOCABULARY:** Easy come, easy go

#### Warm-Up: Stand in line

In this warm-up, students stand in line in increasing order of how much money they spent today.

- **1**. Ask students to think about how much money they spent today.
- 2. Next, ask them to stand in a line in increasing order. The first person in line spent the least amount of money and the last person in line spent the most.
- 3. Check by asking students to tell the amount they spent.

### A. YOU FIRST

#### Variation: Walk and write

Books closed. In this variation, students walk around the room writing answers to questions that are posted on paper.

- 1. On large pieces of paper or on different areas of the board, write the six questions from the Student Book. *Did you spend any money on clothes last week? Did you use a credit card last week?* Under the questions, make two columns titled Yes and No.
- 2. Instruct students to walk around to the papers and write their answers to the questions. They should check either *Yes* or *No* and elaborate with one or two words.
- **3.** After the designated amount of time, review the answers with the class and have a few students elaborate on their answers.

#### **Expansion: How much did you spend?**

In this expansion, students write down everything that they spent money on yesterday.

1. To demonstrate this activity, prepare a list of everything you spent money on yesterday. Write the information on the board in a graph form. **Example:** 

Item?	Who?	How?	How much?
Groceries	My family	Credit card	
Lunch	Me	Cash	
Coffee	Me	Cash	
Train ticket	Me	Cash	
Sweater	Mv sister	Credit card	

- 2. Then write this question on the board: *Did you buy anything you didn't need*? Ask the students to answer the question about your spending.
- **3.** Tell students to think back to yesterday or today if it is an evening class and to write down everything they bought in graph form.
- **4.** After the designated amount of time, put students in groups of three and have them share their graphs. Students then discuss the question *Did you buy anything you didn't need?*
- 5. Ask a few students to share their information.

Key: use a credit card (Example)

### B. () PRONUNCIATION



#### **Audio Script**

Did you spend any money on clothes last week? Did you use a credit card last week? Did you buy a gift last week? Did you buy anything in a department store last week? Did you buy anything you didn't really need last week? Did you put any money in the bank last week?

#### **Explanation: Language Awareness**

The pronunciation of *Did you* is */didju/*. **Example:** *Did you /didju/ buy anything today?* 

#### **Variation: Chain Drill**

In this variation, students ask each other the questions.

- **1.** Have students practice the pronunciation of the questions by asking each other.
- 2. Start off by asking the person next to you: *Did you spend any money on clothes today*? After they respond, they ask the person next to them until everyone has had a chance to ask and answer all of the questions.

# C. PAIR UP and TALK

#### Variation: What kind of spenders are we?

In this variation, each student interviews the classmates about spending money.

- 1. To demonstrate this activity, think of a question about spending money and interview everyone in the class. **Example:** *Did you spend money on clothes this week?*
- 2. Write down each answer on the board in chart form.
- **3.** Tally the results and make a statement. **Example:** Six students spent money on clothes this week. Five students did not spend money on clothes.
- **4.** With the class, brainstorm other questions. **Examples:** Did you buy a gift? Did you use a credit card? Did you use cash? Did you buy any household items? Did you buy food? Did you go out to dinner? Did you buy music? Did you go to the movies? Did you put money in the bank?
- **5.** Next, have students choose a question (make sure that each student chooses a different question) to ask their classmates about.
- **6.** Students walk around the classroom interviewing students, just as you did in your example.
- 7. Have students report back on their findings.
- **8.** As a class, make a large graph showing the various questions and the results.
- Key: Answers will vary.

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# **2 LISTENING/GLOBAL INTERVIEWS:** Are you a spender or a saver?

### A. FIRST LISTENING



#### **Audio Script**

Interviewer:	Some people like to spend money, other people like to save it. What are you — a spender or a saver? We have four people with us today and we'd like to see how they
	answer the question. The first person is Julie. Hi, Julie.
Julie:	Hi.
Interviewer:	What do you do for a living, Julie?
Julie:	I'm an architect. I design large buildings,
J	mainly shopping centers actually.
Interviewer:	I see. So, do you think of yourself as a
	spender or a saver?
Julie:	Ôh, I'm definitely a spender. You can ask
-	anyone in my family
Interviewer:	Why do you say that?
Julie:	Well, as soon as I get some money, I spend it.
	It's easy come, easy go.
Interviewer:	So you don't save much money?
Julie:	No, I'm always broke!
Interviewer:	Thanks, Julie. Pedro, what about you? Would
	you say you are a spender or a saver?
Pedro:	I'm a saver. I'm pretty conservative with
	money.
Interviewer:	How come?
Pedro:	I don't know. I think it's the way I was
	brought up. I come from a large family. We
	didn't have a lot of money so we were careful
T .	about what we spent. I like to save money.
Interviewer:	I see. The third person here is Nora. How are
N	you, Nora?
Nora:	Fine you know this is very interesting. As
	I listen to Pedro and Julie, I realize that I'm
	like Pedro. I'm really conservative with
	money, too. I agree that it's my family background.
Interviewer:	So you're a saver?
Nora :	I guess so. My friends probably say I'm cheap!
11012 .	I never go out to eat, and I don't like to shop.
	I don't like to spend money at all.
Interviewer:	Not at all?
Nora:	Well, I do like to travel. So I spend my salary
1.014	on traveling.
Interviewer:	Let's check with our final person — Michael.
Michael:	You can call me Mike.
Interviewer:	Mike, would you say you are a spender or a
	saver?
Mike:	Hmm. I like to do both. It guess it depends.
Interviewer:	When you have money, what do you spend it
	on?
Mike:	Oh, a lot of things clothes, sports
	equipment, CDs, software
Interviewer:	Sounds like you enjoy shopping!

Yeah	n, I guess you could say I love to "shop
	I drop!"
iewer: OK,	and what do you save money for?
Wel	l, I want to go to the Montreal Jazz
Festi	val, so I'm saving money for that.
iewer: OK,	well, thanks to you all for the interesting
conv	versation.
	unti iewer: OK, Wel Festi iewer: OK,

Key: 1. spender 2. saver 3. saver 4. spender; saver

# B. ( ) Second Listening

#### **Explanation: Language awareness**

To say you are *broke* means that you are lacking money. To say you are *cheap* means that you don't like to spend money. Another term for this is, *cheapskate*. The idiom, *it's easy come*, *easy* go means that you spend money easily, freely. The idiom, *shop until you drop* refers to shopping until you are so tired that you can't go on anymore.

# Expansion: Is spending a male or a female thing?

In this expansion, students find out who spends more in the class, men or women. The survey is followed by a discussion.

- 1. On the board write: Who spends more money, men or women?
- **2.** Put the students in small groups and tell them to discuss the question. Also tell them to make a list of things that men and women typically buy.
- **3.** After the designated amount of time, have the groups share what they discussed. Did the group come to a consensus on the question *Who spends more money, men or women?*
- **4. Option:** Have the students think about the amount of money they spent last weekend. Poll the students, then on the board write the amounts under either the male category or female category and then total the amounts.

Key: 2. Pedro: h. I like to save money.

3. Nora: **g.** My friends probably say I'm cheap! 4. Mike: **a.** I like to do both.

#### C. PAIR UP and TALK

#### Variation: Guess and tell

In this variation, students guess whether the classmates are *spenders* or *savers* and then listen to check their guesses.

- 1. Start off by telling students to write down everyone's name in the class and guess whether they are a *spender* or a *saver*.
- 2. Then, to begin the activity, tell them whether you're a *spender* or a *saver* **Example:** *I'm a spender. It's easy come*, *easy go!* Then ask the person next to you "Are you a spender or a saver?" Encourage them to use the idioms *easy come*, *easy go, shop until you drop*.
- **3.** After they respond, they ask the person next to them until everyone has had a chance to ask and answer the question.
- **4.** As each person responds to the question, the students check their guesses.
- **5.** In the end, check to see who had the most correct guesses. **Key:** spender

# **3** LANGUAGE FOCUS: "It's" + adjective phrases

### A. $\mathbf{Q}$ PRONUNCIATION

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



#### **Audio Script**

- A: It's hard to save money.
- B: It's foolish to buy something you don't need.
- A: Do you think it's good to have credit cards? B: Yes, I do.
- A: Do you think it's foolish to carry a lot of cash?B: No, I don't.
- A: Do you think it's easier to spend money or to save it?B: It's easier to spend money.
- A: Do you think it's better to use cash or credit?
- B: It's better to use cash.

#### Variation: Scrambled sentences

In this variation, students put together scrambled sentences.

- Books closed. Write the sentences from the Student Book spread out across pieces of paper, then cut up the sentences so that each word is separated. Example: It's///hard///to///save///money.// Put each sentence in an envelope and number them 1-6.
- **2.** Students number a piece of paper 1-6, leaving 2 spaces between each number.
- **3.** Students take out the scrambled sentences from each envelope and put the sentences back together.
- **4.** They write the unscrambled sentence by the correct number on their paper.
- **5.** Check answers by having students come up to the board to write the sentences.

#### **Expansion: Discussion**

Do this expansion after students have learned how to form "it's" + adjective phrases.

- 1. On the board, write the sentences from the Student Book: It's hard to save money. It's foolish to buy something you don't need, etc.
- **2.** To demonstrate the activity, give your opinion for one or two of the sentences on the board. **Example:** In my opinion, it's good to have credit cards. I think credit cards are safer than cash. I think it's foolish to carry a lot of cash around. It could be stolen.
- **3.** Put students into small groups and have them discuss their opinions to the sentences.
- 4. Have a few students share what they talked about.

#### **B. GET IT RIGHT**

#### In the picture: Red Cross donations

The picture shows someone donating to the Red Cross. The Red Cross is an international organization that provides help to people in wartime.

#### Variation: Interview and present

In this variation, students choose a question and interview the classmates.

- 1. To demonstrate this activity, choose a question from the Student Book. Example: Do you think it's harder to spend money or to save it? Ask each student in the class.
- 2. Tally the results on the board and then make a brief presentation on the findings. Example: Five people in our class think it's harder to spend money than to save it, but 18 people in our class believe it's harder to save money than to spend it.
- **3.** Tell the students to think of their own question (they can choose one from the Student Book or make up their own). Make sure that each student has a different question.
- **4.** Students interview their classmates and prepare to present their findings.
- 5. Have students present their results.

Key: Answers will vary.

2. smarter
4. foolish
6. foolish
8. smarter

### C. YOUR TURN

#### Expansion: Who should get the money?

In this expansion, students pretend that they are members of a large corporation that is giving money to charities. As a team, they must decide on who should get the money.

- 1. To start this activity, brainstorm with the class a list of charities (either local, national, or international). **Examples:** UNICEF (*an international organization that*
- helps children), Red Cross (an international organization that helps sick and hurt people due to war or natural disasters), Natural Resources Defense Council (an international organization that protects the world's natural resources), etc.
- 2. After the list is made, put students into small groups.
- **3.** Tell them that they are members of a large company that is giving money to a charity. As a group, they must come to a consensus about which charity (taken from the list) they will give the money to. Encourage students to use the grammar point from the Student Book *It's better* to..., *It's more important to give...*, *It's foolish to give to...*
- **4.** Students must come up with three reasons why they chose that charity.
- **5.** Have groups present their choice to the class including their reasons.

# **4 CONVERSATION STRATEGY:** *Reaching a compromise*

# A. $\widehat{\mathbf{P}}$ PRONUNCIATION



#### **Audio Script**

I like that idea because... That makes sense to me. Why don't we... I'd rather...

#### **Explanation: Language awareness**

When you have to come to a compromise with someone, using expressions such as, *I like that idea...*, *That makes sense* to me., Why don't we..., *I'd rather...*, helps to keep things cordial between you and the other person. These expressions show that you respect the other person's opinion and that you are willing to make a compromise.

#### **Expansion: Using the expressions**

In this expansion, students will reach a compromise and practice the expressions in small groups.

- 1. On the board write: *Decide where to go for lunch*. Under the question, write the expressions from the Student Book *I like that idea..., That makes sense to me. Why don't we..., I'd rather...*
- **2.** To demonstrate the activity, ask a more confident student to be your partner. With that student, start discussing where to go for lunch. Make sure you use the expressions from the Student Book.
- **3.** After you have reached a compromise, write these situations on the board: *Decide on a place to eat. Decide on a place to vacation. Decide on a gift for a classmate. Decide on a movie to go to.*
- **4.** Put students into groups of three. Two of the students will be *talkers* and one will be the *observer*.
- 5. The *talkers* will take one of the situations and begin discussing their opinions. They need to reach a compromise. The *observer* listens to the conversation and records the different expressions the two talkers used.
- 6. In the end, the observer critiques the conversation,

# **5 TALKATHON:** A trip to Palm Tree Island

#### Variation: Role play

In this variation, small groups role play the scenario.

- 1. On the board write: Congratulations! You and two friends won two airline tickets to Palm Tree Island. You will go for two days and three nights.
- **2.** Put the students into groups of three. Tell the students to look at the places to stay and the things to do in the Student Book.
- **3.** Students then write a dialogue about their trip planning. Tell them that you could all agree on where to go and

where to stay or the dialogue could be more humorous where everyone has a different idea.

- **4.** Give the students time to write the dialogue and go through the editing process (first draft, edit, final copy).
- **5.** Give them time to practice their dialogues before they perform them in front of the class.

Key: Answers will vary.

letting the talkers know if they were polite to one another and if it was a fair compromise.

**7.** Have a few groups share what they talked about and the compromises they reached.

### Key:

- B: I'd rather
- A: Why don't we
- B: That makes sense to me

### B. ( ) LISTEN and ADD



#### **Audio Script**

- A: I think we should stay at the Palm Inn. It's nice and it's not very expensive.
- B: Actually, I'd rather stay at a nicer hotel.
- A: Why don't we stay one night at the Royal Palace and two nights at the Budget Bungalow?
- B: That makes sense to me.

#### Game: What's missing?

In this game, teams listen to the conversation and fill in the missing words.

- 1. Put the students into two teams of three. For each team, write the conversations in front of them on the board. For every line, take out one or two words. For larger classes, write the conversation with the missing blanks on the board and the teams copy the conversation onto their papers.
- 2. The teams gather together in front of the board or around their paper. Play the recording and have the teams listen to conversation. After the recording is finished, the students then discuss what they heard and start to fill in the missing blanks.
- **3.** Replay the recording two more times. The team that has the conversation completed first without any errors wins.

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# 6 INFOZONE: Money

#### In the picture: Billion-dollar winner

The picture shows a man who won a billion dollars in the lottery.

#### **Explanation: Cultural awareness**

There is a saying in the United States that *a dog is man's best friend*. In this case, *man* refers to both men and women. The meaning behind this saying is that people can depend on a dog to always be their friend and to make them happy. In the cartoon, the dogs say that in reality, money is man's best friend.

#### **Expansion: Discussion**

In this expansion, students discuss the issue depicted in the cartoon.

- 1. Have the students look at the cartoon. Ask students: What do you think the cartoon is about? Do you think it is funny?
- 2. With the responses to these questions, lead the students in a discussion about the value of money. Discuss questions such as: Do you think that money is man's best friend? How important is money in your life? etc.

#### **Expansion: Make your own cartoon**

In this expansion, students find or create a cartoon that is related to money.

- 1. Ask students to go on the Internet or look through newspapers, books, etc. to find another cartoon that is related to money. An option would be for the students to draw their own cartoon.
- **2.** Students bring the cartoons in and the students present and discuss the humor and the issues.

#### **Expansion: Ranking**

Do this expansion after you have discussed the *Survey* Central information in the Student Book. In this expansion, students rank the problems according to difficulty.

1. After discussing the common problems that lottery winners have, tell the students to imagine that they have won the lottery.



人名盖尔约翰东马 しんりうみやえまっし

- 2. Have them rank the problems in order of difficulty (#1 being the most difficult problem to overcome and #8 being the least difficult problem to overcome.)
- **3.** Put the students into small groups. Tell them to discuss their rankings and their reasons.
- **4.** After the designated amount of time, have the groups share what they talked about.

#### **Role-Play: Psychiatrist**

Do this expansion after you have discussed the *Survey Central* information in the Student Book. In this expansion, students role-play a session between a psychiatrist and a recent winner of the lottery.

- 1. Put students in pairs. Tell them that they will role-play a psychiatry session between a psychiatrist and a lottery winner.
- **2.** Tell them to decide who will be the psychiatrist and who will be the lottery winner.
- **3.** Students then prepare for the role-play. The lottery winner prepares to tell about the problems he has been experiencing since he won the lottery. The psychiatrist prepares responses and solutions to the patient's problems. **Option:** students can write out a script or just write ideas on how the role-play will go.
- **4.** Have students present their role-plays in front of the class.

#### Expansion: What do you have to barter?

In this expansion, students barter their services to one another.

- 1. With the class, brainstorm a list of other services and products that people may have to barter.
- 2. To demonstrate this activity, think of something you have to offer for bartering. Write a description on the board. Example: I can teach you English! I have been teaching English for many years and I can teach you! I can help you with your pronunciation, grammar or communication skills. If interested in bartering, contact \_\_\_\_\_ (your name).
- **3.** Tell the students to think of a service or product that they can make to offer for barter and to write a short



(大用物)

#### "以他易他"卷土重来

发明货币之前、人们并不买东西、而是以物易 物——也就是互相交换产品和服务。近来、以 物局物再次盛行起来。大大小小的公司都在采用 这种贸易方式。在亚洲、企业之间每年互换产品 和服务的交易价值的为900亿美元。在美国、25 万家公司都曾使用过换货交易来代替货币交易。 公司用自己的产品或服务来为购买的货物抵款。 以此来省钱。比如、某家宾馆需要床铺、它可以 向家具公司提供免费客房来换取新的床铺。这对 大家都是一种双赢的局面。

UNIT 8 lis easy come, easy go. 69

### 调查总站

藏彩层中大艺是体会经到的最绝妙的事情。是这 斜枕? 斩!事实上,虽形非会带来许多问道。下 而是彩展中茎含处常绝怒的---些事情;

- 1. 大多数中奖者辞掉了工作,但很快就厌倦了。 因为他们的角眼时间大多了。
- 2. 用友们认为什么都该你买单
- 3. 他人和各种机构总是要你捐钱
- 4. 很难判断谁才是你的朋友,哪些人只是喜欢 你的鞋.
- 5. 夫妻和仪伴就如何花钱争吵不休。
- 6. 总是担心遭到别人抢劫。
- 7. 大多數中奖者买了更大更贵的房子。 戴而, 他们却整常和新都居合不来。
- 8. 中奖者有时候会因奥就暴富而感到愧疚。



description like the one you wrote on the board.

- 4. Have the students go through the editing process (first draft, edit, final copy) before writing it in large print on paper.
- **5.** Post the papers around the room. Tell the students to read all of the offerings and negotiate a bartering deal with a few people.

# **READ ABOUT IT**

### **Game: Paragraph scramble**

In this game, students recreate the paragraph from Headline News.

- 1. Retype the Headline News paragraph Bartering is Back in large print. Cut the paragraph up, separating each sentence. Make several copies of the paragraph, one per pair, and place the cut up sentences in an envelope.
- 2. Give each pair an envelope with the scrambled paragraph.
- 3. Instruct the pairs to put the paragraph back together.
- 4. Check their paragraphs. Pull out the mis-ordered sentences, so they can try again.
- 5. In the end, have each pair write one sentence of the paragraph on the board until it is complete.

#### Key: A. 1. Disagree.

- 2. Exchanging products and services instead of exchanging money.
- 3. Helps them save money.
- 4. They have too much free time.
- 5. They argue about how to spend the money.
- **C.** 1. 1) D 2) A 3) A 4) B 5) B

Persons Spending behaviors Cook meals at home Travel abroad on vacation Marc Think twice before buying everything Celebrate a birthday in an expensive restaurant Beatrice Go to work by subway or bus rather than by taxi Buy a used car Give luxurious gifts on anniversaries

#### TALK ABOUT IT Expansion: How to be a spender and how to be a saver

In this expansion, students come up with ideas on how to save money and how to spend money wisely.

- 1. On the board write: Are you a spender or a saver?
- 2. Have students get into groups according to whether they are savers or spenders. If the groups are too large, split up the groups into smaller ones.
- 3. The groups then brainstorm ideas on how to save money or how to spend money wisely.
- 4. Groups write their ideas on large poster board or on the board and then present them to the other group.

Key: Answers will vary.

### WRITE ABOUT IT **Expansion: Dear Dr. Know**

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

1. Write a letter that someone would write to an advice

#### column in a newspaper. Example:

Dear Dr. Know, I don't know what to do. I just won a lot of money in the lottery but I have more problems now than I did when I wasn't rich! After I won the money, I quit my job and I got really bored. I have a lot of friends but they treat me differently now. They want me to pay for things every time we go out. It's almost as if they like my money more than me. I sometimes wish that I hadn't won the lottery. My life is not the same anymore. Please help. Rich but unhappy in Reno, Nevada.

- **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 Rich in Reno, Nevada, I am sorry you are experiencing so many problems with your new money. First, you said that you are bored. Since you don't need money but have a lot of time, why don't you volunteer in your community? There are many organizations that would love volunteers. This will help give you a purpose in life and it will fulfill your life. As far as your friends, talk to them and tell them that you want to be treated just like before. Don't talk openly about your lottery winnings because they might get jealous and then expect you to pay for everything. Just act like yourself (before you won the money) and hopefully people will treat you the same way. If they don't, then they don't deserve your friendship. Good luck!

Dr. Know

- **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: Ten million dollars I'm going to quit my job. I'm going to miss my friends.

For additional practice of the language presented in Unit 8, direct students to the ICON 2 Workbook pages 44 to 49. Answers to the Workbook activities are on pages 118 to 127 of the Teacher's Manual.

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# 7 Learn & Practice

- A. Translate the following sentences into Chinese.
  - 多数彩票中奖者辞掉工作,花钱享受生活,而少 数中奖者仍继续工作,因为他们感到这样很快乐。
  - 比较明智的做法是把钱分开来投入三四家公司, 千万不要孤注一掷。
  - 你应该把钱存进银行账户获取利息。当你需要 钱时,城里到处都能找到自动取款机取钱。
  - 使用信用卡就是用将来的收入来满足现在的消费需求。这样,你现在挣的钱只够还债,不会有余钱进行任何投资。
  - 5. 要租一辆汽车,必须得有信用卡,否则就必须提 供你名下的住宅电话号码,并证明你工作时间 超过一年。
- B. Translate the following sentences into English.
  - 1. It's wise to use credit cards, since carrying much cash

is dangerous.

- 2. How come you do not spend a penny on books? Man can not live without knowledge.
- 3. Mary is a spender she always shops until she drops.
- 4. What about we buy a second-hand car and put the rest of money in a bank?
- 5. Jack says he'd rather go to prison than pay the fine, but his wife would rather pay the fine for him than let him go to prison.
- 6. "Why don't we eat out this evening?"
  - "I like that idea, and we can watch a film after the dinner."
- 7. We could not reach a compromise; his suggestion does not make any sense to me.
- 8. A saver may not be a good friend but definitely a good housekeeper.

# **8** Word Usages

barter	v.	以物易物,换货交易	
		As Jack has no money with him, he has to <i>barter</i> a meal with his watch.	[6]
bill	n.	账单	
		A gentleman is expected to pay the <i>bill</i> on his date with a lady.	[3]
broke	adj.	身无分文的 破产的	
		I can only do some window-shopping today? I'm broke.	[2]
cash	n.	现金	
		The restaurant does not accept Visa Cards, so the costumers have to pay cash.	[3]
cheap	adj.	吝啬的,小气的	
		Doris is so <i>cheap</i> that she seldom sends me more than a card as her gift for my birthday.	[2]
compromise	n.	妥协,折衷	
		Can you two reach a <i>compromise</i> and stop fighting?	
	v.	折衷,妥协	
		In some cases, to <i>compromise</i> is the only way to reach an agreement.	[4]
conservative	adj.	保守的;谨慎的	
		I don't believe he will use a credit card because he is very <i>conservative</i> with money.	[2]
definitely	adv.	肯定地	
		Women may spend less on food, but <i>definitely</i> more on clothes.	[2]
exchange	v.	交换	
		Business people usually <i>exchange</i> name cards when they meet for the first time.	[6]
guilty	adj.	内疚的;有罪的	
		Ted must have done something wrong because he is looking so <i>guilty</i> .	[6]
marriage	n.	婚姻	
		Her <i>marriage</i> to the movie star didn't last long.	[6]
quit	v.	停止;辞职	
		Would you <i>quit</i> you job if you win the lottery and have lots of money?	[6]

rent	v.	租,租借	
		Most students prefer living on campus to <i>renting</i> an apartment off campus.	[5]
saver	n.	花钱节省的人	
		A sharp drop in interest rates is bad news for all <i>savers</i> .	[2]
thrifty	adj.	;节约的	
		Rich as he is, he is still very <i>thrifty</i> .	[6]
win-win	adj.	双赢的	
		Discount is a <i>win-win</i> solution; the shop earns more, and the customer spends less.	[6]
bring up		教育;抚养	
		Birthrate will drop when the expenses to <i>bring up</i> children go up.	[2]
how come		怎么回事,为什么	
		Hey, <i>how come</i> you went to the party without me?	[2]
It depends.		看情况(再说)。	
		Shall we go to Europe for our vacation this summer? It depends.	[2]
make sense		有意义,有道理	
		Your plan to buy so large a house doesn't make any sense to me.	[4]
would rather		宁愿,宁可	
		It's so cold outside; I would rather stay at home than go fishing.	[4]

# **9** TOPIC-RELATED INFORMATION/BACKGROUND

#### 1. Dialogue laughter

- Customer: I want to try on the pants in the window. Salesman: Sorry, Sir, but you'll have to do that in the dressing-room.
- Customer: Your opening sale has closed. What now? Salesman: Our closing sale opens.
- Customer: This seal coat is fine. But will it stand rain?

Salesman: Madam, did you ever see a seal with an umbrella?

- Customer: This lobster's only got one claw. Waiter: I guess he's been in a fight, sir.
- Customer: Well, bring me the winner.

#### 2. A joke

#### The crowded store

It was the day of the big sale. Rumors of the sale (and some advertising in the local paper) were the main reason for the long line that formed by 8:30, the store's opening time, in front of the store.

A small man pushed his way to the front of the line, only to be pushed back, amid loud and colorful curses. On the man's second attempt, he was punched square in the jaw, and knocked around a bit, and then thrown to the end of the line again. As he got up the second time, he said to the person at the end of the line ...

"That does it! If they hit me one more time, I won't open the store!"

# **9 Did you hit it off?**

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

# **1** VOCABULARY: Personal Characteristics

#### Warm-up: Discussion

In this warm-up, students talk about how they met their significant other — wife/husband, girlfriend/boyfriend.

- 1. On the board, write: How did you meet your significant other? (wife/husband, girlfriend/boyfriend) If students don't have a significant other, they can talk about how their parents or some friends met.
- 2. Put students in pairs. Students talk about the topic.
- 3. Have a few pairs share their stories.

### A. YOU FIRST

#### **Expansion: Ranking**

In this expansion students brainstorm other personal characteristics that would be important for couples to have in common and then rank them in order of importance.

- 1. With the class, brainstorm other personal characteristics that would be important for couples who will marry to have in common. Start with the list from the Student Book. Other ideas: taste in food, children or no children, desired number of children, where they want to live, careers, friends, educational background, humor, etc.
- 2. After the list is complete, students then rank them in order of importance. #1 is the most important, the last one is the least important.
- **3.** Put students into small groups and have them discuss their rankings with each other.
- 4. Have a few groups share what they talked about.

**Key:** interests (Example)

### **B.** $\square$ **PRONUNCIATION**



#### **Audio Script**

- **1.** How important is it for a couple to have the same taste in movies?
- **2.** How important is it for a couple to have the same blood type?
- **3.** How important is it for a couple to have the same amount of money?
- **4.** How important is it for a couple to have the same level of education?
- **5.** How important is it for a couple to have the same interests?
- **6.** How important is it for a couple to have the same religion.

#### Variation: How about you?

In this variation, students ask each other the questions to practice the pronunciation.

- 1. Put the students in a circle. Start the activity by asking the student on your right one of the questions: *How important is it for a couple to have the same taste in movies?*
- 2. That student answers the question and then asks the person on the right the same question.
- **3.** The activity continues until every student has had a chance to ask and answer all of the questions.
- **4. Option:** If the class is very large, break the students into smaller groups.

### **C. PAIR UP and TALK**

#### Variation: Talk around

# In this variation each student interviews the classmates about spending money.

- To demonstrate this activity, think of a personal characteristic question and ask everyone to respond. Example: How important is it for couples to have the same interests? Elicit three types of responses: very important, somewhat important, not very important.
- 2. Write down each response on the board in chart form.
- **3.** Tally the results and make a statement. **Example:** Seven students think it is very important that couples have the same interests.
- **4.** With the class, brainstorm other questions. If you did the brainstorming expansion above, use some of those questions: *How important is it for a couple to have the same taste in food?* etc. Write these on the board.
- **5.** Next have students choose a question. Make sure that each student chooses a different question to ask their classmates about.
- **6.** Students walk around the classroom interviewing students, just as you did in your example.
- 7. Have students report back on their findings.
- **8.** As a class, make a large graph showing the various questions and the results.

Key: Answers will vary.

# **2 LISTENING:** *How was your date?*

### A. LOOK/THINK/GUESS

### **Expansion: What are they thinking?**

Do this expansion after you have discussed the picture. In this expansion, students write what the two people are thinking.

- 1. Make a photocopy of the picture and put it on the board Or just draw two people on the board that represent the two people in the picture.
- **2.** Put students in pairs. Tell them to imagine what both Denise and Dan are thinking about in the picture.
- **3.** Students write their sentences and then pairs come to the board and write their ideas on the board. Have them draw "thought" bubbles coming from each person so it looks like Denise and Dan are really thinking.

Key: No. Denise doesn't look happy. (Answers will vary.)

### **B. MODEL CONVERSATION**



#### **Audio Script:**

Sophie:	Hi, Dan. How was your date with my friend
	Denise? I know you two have a lot in common.
	Did you hit it off?
Dan:	Oh, it was okay, I guess.
Sophie:	Just "okay"? Denise is great!
Dan:	Yeah, but she likes to talk a lot.
Sophie:	Well, so do you.
Dan:	I know, but I'm funny.
Sophie:	Well, so is Denise.
Dan:	She is? Do you think she's funnier than I am?
Sophie:	I didn't say that. But maybe you're just too much
	alike.

#### **Explanation: Language Awareness**

If you *hit it off* with someone it means that you like someone very much when you first meet them. This expression is usually for people who are romantically interested in each other. If you say: *we get along*, that means that you enjoy spending time with someone. This expression can be used for both friendships and dating relationships.

### **C. ACTIVE LISTENING**



#### **Audio Script**

#### **Conversation 1**

- Pete: Hey, Lucy. How're you doing on that project?
- Lucy: Pretty well. I'm working on it with Liz.
- Pete: With Liz? But I thought you two couldn't stand each other.
- Lucy: Come on, Pete. Don't overdo it. We get along fine. Are you surprised?
- Pete: Well, yes. I mean, you two are so, so . . .
- Lucy: What?
- Pete: So different.
- Lucy: How do you mean?
- Pete: Well, you know, Liz's very quiet and you are very talkative.
- Lucy: That doesn't matter! We're just doing a project together.
- Pete: I know. But Liz is really organized . . .
- Lucy: And what about me? Are you saying that I'm not organized.
- Pete: Oh no. It's just that you two are so different.

#### **Conversation 2**

- Ben: Hi Zach. Where were you last night? I called you three times.
- Zach: Oh, I was over at Meg's house.
- Ben: What? A date with Meg!? Do you guys have something going?
- Zach: No! It wasn't a date and there is nothing going on.
- Ben: You do spend a lot of time with her.
- Zach: Yes, but we're just friends. We're really different, you know. She likes rap music and I hate rap music. And she likes horror movies, and I can't stand them.
- Ben: Well if it wasn't a date, what was it?
- Zach: I was helping her with her homework.

#### Key: Conversation 1

different. Liz is very quiet. Lucy is very talkative.

#### Conversation 2

different. Meg likes rap music and horror movies. Zach can't stand them.

# 3 LANGUAGE FOCUS: "So," "Neither"

### A. () PRONUNCIATION

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



#### **Audio Script**

A: I'm tired B: So am I. A: She's tired. B: So is he.

A: I'm not bored.

B: Neither am I.

A: She's not bored.

B: Neither is he. A: I like tennis.

B: So do I.

A: He likes tennis. B: So does she.

A: I don't like tennis.

B: Neither do I.

A: She doesn't like tennis. B: Neither does she.

#### **Expansion: Ball Toss**

Do this expansion after you have reviewed the "So" and "Neither" statements. In this expansion, students practice using the statements.

- 1. Bring a soft ball to class (or something that can be easily thrown and caught).
- 2. Prepare "I" statements like the ones in the Student Book. Others: I'm hungry. I'm not thirsty. I like ice cream. I don't like spiders.
- **3.** On the board write sample statements and sample responses:

Statement	Agree	Disagree
I'm hungry.	So am I.	I'm not.
I'm not thirsty.	Neither am I.	I am.
I like ice cream.	So do I.	I don't.
I don't like spiders.	Neither do I.	I do.

- **4.** Say one statement and as you're saying it, gently toss the ball to a student in the room. As the person is catching the ball, tell him to respond to your statement. And then either pass it back to you or pass it to another student with either the same statement as yours or a new statement.
- **5.** Continue the activity until everyone has had a chance to catch the ball.

#### **Expansion: Pass the paper**

Do this expansion after students have learned how to use "so," and "neither" statements.

- 1. To demonstrate the activity, on the board, write a statement such as: *I'm tired*.
- 2. Ask students, one by one to come to the board and

respond in writing to your statement. (Draw the chart shown above on the board if necessary.)

- **3.** Tally the number of students who agreed with your statement and the number of students who disagreed then write a sentence with this information. **Example:** Six people are tired and eleven people are not tired.
- **4.** Next, tell students to think of a statement and write it on a piece of paper.
- **5.** Then tell the students to pass their papers to the person on their right. The students now respond in writing to the question on the paper in front of them and then pass it on to the next student.
- 6. When students receive their original papers back, they total the number of people who agree with their statement and the number of people who disagree and they write a sentence about the totals (using your
- sentence as an example).
- 7. Ask some students to read their sentences.

### **B. GET IT RIGHT**

#### **Expansion: Matchmakers**

In this expansion, students match their single friends together.

- 1. To start off this activity, engage students in a discussion about matchmaking and dating services (companies that match up single people). Do they know of anyone who has gone to a dating service?
- Next, tell the students that they are going to play matchmaker today in class. Ask students to think of a friend who is single and write down the following information about that person: Age, Interests, Job, personality traits (outgoing, shy, quiet, talkative, etc.).
   Put students in a group of six students. Once in the groups, students pair up and talk about their friends to each other. The goal is for the student to match up their friends.
- **4.** Students change partners until they have talked to everyone in the group.
- 5. In the end, ask if any groups were able to match up their friends.

Key:	2. So do	3. So does	4. Neither is
	5. So am	6. Neither does	7. So do
	8. So is	9. Neither am	10. Neither is

### C. YOUR TURN

#### **Expansion: Who are you most like?**

In this expansion students try to find a classmate who has the most commonalities.

- 1. With the class, brainstorm categories and then related questions that get at details in people's lives. **Examples:** Interests: What do you like to do in your free time? Personal Qualities: How would you describe yourself? Food: What kinds of food do you like? Music: What kind of music do you like? Characteristics in a relationship: What characteristics do you think are most important?
- **2.** Next have students write down their answers for the brainstormed categories and questions.
- **3.** Then, have students walk around the room talking to their classmates about themselves.

Key: Answers will vary.

# **4 CONVERSATION STRATEGY:** Ending a conversation

# A. $\mathbf{\hat{p}}$ **PRONUNCIATION**



#### **Audio script**

Well, I have to go. Nice talking to you. Good talking to you.

#### **Explanation: Cultural Awareness**

After talking to someone it is polite to end the conversation with one of these polite phrases: *Well, I have to go. Nice talking to you.* Good *talking to you.* These expressions let the person you're talking to know that the conversation is coming to an end. It allows the conversation to end smoothly.

#### **Explanation: Language Awareness**

It is common to delete the first two words *It was* from these expressions, *It was nice talking to you* and *It was good talking to you*. They are often spoken as: *Nice talking to you* and Good talking to you.

### B. $\mathbf{\widehat{P}}$ LISTEN and ADD



#### Audio Script

- A: Tom! How are you?
- B: I'm fine. It's great to see you! How's Eric?
- A: Oh, he's fine. He's in Spain right now.
- B: Really! What's he doing there?
- A: He's camping with friends.
- B: That sounds like fun! Well, I have to go. Nice talking to you.
- A: Good talking to you.

#### Variation/Game: What's missing?

In this variation teams listen to the conversations and fill in the missing words.

- 1. Put the students into two teams of three. For each team, write the conversations in front of them on the board. For every line, take out one or two words. For larger classes, write the conversation with the missing blanks on the board and the teams copy the conversation onto their papers.
- 2. The teams gather together in front of the board or around their paper. Play the recording and have the teams listen to conversation. After the recording is finished, the students then discuss what they heard and start to fill in the missing blanks.
- **3.** Replay the recording two more times. The team that has the conversation completed first without any errors wins.
- Key: B:
  - Key: B: Well, I have to go. A: Good talking to you.

# **5 TWO MINUTE INTERVIEWS:** What do you have in common?

#### **Role-Play: The dating game show**

In this variation, small groups role-play a dating service situation.

- 1. To start off this activity, engage students in a discussion matchmaking TV shows in their country. Ask: Are there any dating game shows? What happens on the show? etc.
- **2.** Put the students into groups of five. Tell the students that they are going to role-play a dating TV game show.
- **3.** One person in the group will role-play the contestant (the person looking for a date on the show) and three will play potential people to date. The fifth person will play the TV game show host.
- **4.** Tell the students to write a dialogue that includes the TV game show host, introducing the contestant and the three potential people to date, the questions that the contestant asks the potential people to date, and their responses to the questions. In the end, the contestant chooses one of the potential people to date.
- 5. Give the students time to write the dialogue and go

through the editing process (first draft, edit, final copy).

- **6.** Give them time to practice their dialogue before they perform them in front of the class.
- Key: A. Answers will vary.

TV SHOWS sitcoms (Example)

VACATIONS go to the beach (Example)

**STUDY HABITS** study with a friend (Example)

FAMILY two brothers and one sister (Example)

B. Answers will vary.

# 6 INFOZONE: Romance

#### **Explanation: Cultural Awareness**

The saying, *Opposites Attract* means that people who don't have many common interests, are attracted to each other.

#### **Expansion: Agree or disagree**

Do this after the students have read the information on Opposites Attract. In this expansion, students get an opportunity to agree or disagree with the article.

- 1. On the board write: Opposites Attract. Under the saying draw two columns, Agree/Disagree. Then ask: Do you think that opposites attract?
- **2.** Ask students to give their opinion on the topic. Make a check in each column depending on their responses.
- **3.** Form two groups. One group that agrees with the question and one that disagrees with it.
- **4.** The groups then come up with reasons to back their opinion.
- 5. Groups share their ideas with the rest of the class.

#### **Explanation: Cultural Awareness**

In the cartoon, the snail is in love with a tape dispenser. This cartoon is getting at the issue of "opposites attract."

#### Expansion: Make your own cartoon.

1. Ask students to go on the Internet or look through newspapers, books, etc. to find another cartoon that is related to romance. An option would be for the students

### 每日调查

#### 异 性 相联吗?

俗话说藏铁是"异性相哑",但对人来说却并不 一定如此。一项新的研究表明,人们找寻的是和 自己相似的伴侣。举例来说,兼爱运动的人往往 育睬其他喜好运动的人。读研究表明,人们根据 以下特点来衡量自己: 寫有程度、社会地位、忠 城与否以及外表相数等。因此有相似点的人会衡 量所选配惯具有这些特点的分量。这项研究有助 于解释为什么习性相近的夫妻相处得比事些习性 不同的失妻要好。

78 UNIT 9  $\bigcirc$  Did you hit it off?

to draw their own cartoon.

**2.** Students bring the cartoons in and the students present and discuss the humor and the issues.

#### **Expansion: What about in your country?**

Do this expansion after you have discussed the *Personal Opinion* information in the Student Book. In this expansion, students talk about customs of dating in their country.

- 1. Put students in small groups. Tell them to discuss the customs in the Student Book and whether they think that culture is more like the United States, China or Mexico.
- **2.** Then tell them to think of romantic customs that are a part of their culture.
- 3. Have a few groups share what they talked about.

#### Expansion: The dos and don'ts of dating

#### In this expansion, students think of things to do when on a date and things not to do when on a date.

- 1. Split the class into two groups (men and women).
- 2. The two groups come up with tips on what to do and say on a date with their opposite sex and what not to say and do (the do's and the don'ts).
- **3.** They write down their ideas on the board and present them to the class.



## 个人看法

我们请人们对他们国家和美国的法理习俗进行比 税。他们知是说:

- 美国人往往公开表案他们的感情。而中国人更 原意在私下表示感情。
- 美国人喜欢说"我爱你",互称对方为"蜜 精"和"甜心",中国人不怎么说"我爱你", 他们用间接的称谓招呼对方,如"孩子他/她 爸或孩子他/她妈"。

— 秀美 (中国)

### 美国人和墨西哥人等喜欢在约会时吃特别的晚 卷。 集而, 美国人喜欢出去下馆子吃饭。 。 哥人居佛是家宴.

美国人和墨西哥人等客以花为礼。 但是最厉害 医弗尔克变作为礼物英 罗伦娜(基西哥)

#### **READ ABOUT IT**

#### Game: Search for the answers

- 1. Write questions about the information written on the INFOZONE page on note cards, e.g.: According to the article, do opposites attract? What four categories do people rate themselves? How do Americans show their feelings? What color roses do Mexicans give their loved ones? 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.
- The group members read the INFOZONE material and find the answer.
- The person who read the card writes the answer on the 5. 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 correct wins the game.
- Key: A. 1. ones with more similarities
  - 2. money, class, loyalty, appearance
  - 3. Because they look the same.
  - 4. Answers will vary.
  - C. 1. similar
    - 2. a date 3. profile 4. honest
    - 5. fantastic 6. hit if off
    - 7. go out with
      - 8. "On-line Dating"

#### **TALK ABOUT IT**

#### **Expansion: Intergenerational Interview**

In this expansion, students interview someone older than they are (parents, grandparents, etc.).

1. Engage students in a conversation about how dating issues and customs have changed in their lifetime. Ask: How is dating different now in comparison to when you were a teenager? What do you think about the changes? What are some customs now compared to in the past?

- 2. Tell students to interview someone older than them (parent, grandparent, etc.) on dating customs from their generation. Also their opinions on the today's trends.
- 3. Have the students come back to class prepared to talk about their interview.

Key: Answers will vary.

#### WRITE ABOUT IT

#### **Expansion: Dear Dr. Know**

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

1. Write a letter that someone would write to an advice column in a newspaper. Example:

Dear Dr. Know, I need your advice. There is a woman I like at work. She is beautiful and very intelligent. I don't know her personally but would really like to ask her out on a date. I don't know how to ask her out, though. What are some things that I can say? And if she says "yes," then where do I go with her? What do I do on a first date? Thank you, Need Help in New York.

- 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 Need Help in New York, I can help you. I think you should first find out what kinds of things you have in common before you ask her on a date. If you don't have many common interests, you may want to reconsider asking her out. If you have many things in common, then when you do ask her out you can ask her if she wants to do something that you both enjoy (tennis, etc.). Good luck!

#### 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: Wen De (Example)

She plays sports, I watch sports. (Example) We both love music. (Example)

For additional practice of the language presented in Unit 9, direct students to the ICON 2 Workbook pages 50 to 55. Answers to the Workbook activities are on pages 118 to 127 of the Teacher's Manual.

# 7 Learn & Practice

### A. Translate the following sentences into Chinese.

- 大学时代的恋人们如果毕业后在不同的城市生 活和工作,他们常常会分手。
- 2. 一见钟情的人不一定是你的命中佳偶——有时 你得寻觅一生你的那个他(她)。
- 今年七月十日是丹和索菲的金婚纪念日,他们 邀请所有的朋友和同事来分享他们的幸福。
- 有些中国人把11月11日当成"单身节";许多 酒吧借机举办各种单身晚会来吸引消费者。
- 有人曾经问罗伦娜为什么会嫁给罗伯这个一文 不名的无名小卒,罗伦娜笑着说:"我不在乎他 是谁。他就是他,我命中注定的人。"
- B. Translate the following sentences into English.
  - 1. Lovers prefer to express their love through flowers, and the red rose is their best choice.

- 2. Jack and Rose hit it off immediately after they met at the seaside, and now they only have eyes for each other.
- 3. A study shows that people with similar background may more likely to attract each other and get along well.
- 4. "I must go now. Good talking to you."
  "How can I get in touch with you?"
- 5. He loves classical music. So do you. You must have a lot to talk about.
- 6. Mr. Tang doesn't show his love to his wife in language, but often buys flowers for her.
- 7. A date can not go wrong with candlelight, flowers, wine and mood music.
- 8. The Internet serves as a way for people to get to know, understand, and even love each other.

# **8** Word Usages

alike	adj.	相似的,一样的	
		Are they twins? But they do not look <i>alike</i> at all.	[2]
appearance	n.	外貌,相貌	
		It is not right to judge people only by <i>appearance</i> .	[6]
camp	v.	野营 No No No Al	
		It's getting dark. You have to decide where we shall <i>camp</i> tonight.	[4]
claim	v.	宣称; 声称; 断言	
		The company <i>claims</i> that it is not responsible for the air pollution in the city.	[6]
compile	v.	编辑,汇编	
		Noah Webster spent most of his time <i>compiling</i> his great American dictionary.	[6]
custom	n.	风俗,习惯	
		Many Asian countries share similar <i>customs</i> .	[6]
date	n.	约会;约会对象	
		Give her a call and ask her out on a <i>date</i> . You won't loose much.;	
	v.	约会	
		Tom <i>dated</i> Isabel for 3 years before proposing to her.	[2]
organized	adj.	做事有条理的	
		With her in charge, the department is well organized.	[2]
overdo	v.	夸张;做得过火	
		It's no use <i>overdoing</i> your feeling in court because the judgment is made only on facts.	[2]
post	v.	粘贴,张贴	
		Sophie is crazy about Beckham? she <i>posted</i> his pictures all over the walls of her room.	[6]
rate	v.	评价	
		She is highly <i>rated</i> as a music genius.	[6]
stand	v.	容忍	
		I may leave for another company for I can't <i>stand</i> my boss.	[2]

talkative	adj.	健谈的,多话的	
		She is never <i>talkative</i> when she is busy.	[2]
taste	n.	喜好;鉴赏力	
		Tom has excellent <i>taste</i> in music.	[6]
blood type		血型	
		Many people believe their <i>blood type</i> has an impact on their career.	[1]
classical music		古典音乐	
		I turn to music, especially <i>classical music</i> , when I'm in a bad mood.	[3]
go out (with sb.)		出去约会	
		Jack is not available now; he has gone out with his girlfriend.	[2]
hit it off		一见钟情,相见恨晚	
		Eric and Sara didn't hit it off on their first date, but they are going to celebrate their	30th
		anniversary next week.	[2]
put in		放入,插入	
		If you write to Jerry, please <i>put in</i> my wishes for him.	[6]
work on		从事	
		In the next 2 years, there will be 6 more research groups to <i>work on</i> this project.	[2]

# **9** TOPIC-RELATED INFORMATION/BACKGROUND

#### 1. Love lyrics

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Give Me A Chance

All it took was one glance, Now all I ask is one chance, To try to win your heart, Just give me a chance to start. I'll show you it was meant to be, To be together is our destiny.

— Daniel Lazarus Garcia

高等数-

The Element of Love Without you? I'd be a soul without a purpose. Without you? I'd be an emotion without a heart. I'm a face without expression, A heart with no beat. Without you by my side, I'm just a flame without the heat. From The Heart

If you were a teardrop In my eye, For fear of losing you I would never cry. And if the golden sun Should cease to shine its light, Just one smile from you Would make my whole world bright.

- Hannah Jo Keen

2. Dialogue laughter

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- Doctor: Please open your mouth, madam.
  - Lady: Thank you very much, doctor.
- Doctor: Why do you thank me?
  - Lady: Because my husband always asked me to shut up.

—Elle Kimberly Schmick

# **Review of Units 7–9**

# **1** AGREE/DISAGREE

#### **A**.

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Have students complete the chart.
 Key: Answers will vary.

### **B**.

- 1. Ask students to form pairs.
- 2. Have students look at the example conversations. Point out the phrases that show agreement or disagreement: *Neither do I. That's interesting. I don't.*
- 3. Students decide roles, either student A or student B.
- 4. When they have finished, they change roles.

# **2 LISTENING**

Audio scrip Interviewer:	It Hi! Today my guests are David and Danny Duncan, who are identical twins. They look so much alike that many people think David is Danny and Danny is David. But are they really so similar? Let's talk to them	David: Danny: Interviewer: Danny: Interviewer: David/Danny: Interviewer:	save money. That's because you n Not true. I'm careful With you, it's easy co Any other similaritie We have the same ta You do? Yeah, we love horror Thank you both!	about what I buy. ome, easy go. es? iste in movies.
David: Interviewer: David: Interviewer: David:	and find out. David, let's start with you. You're a university student, is that right? Yes. That's right. I'm a Russian major. A Russian major? Wow! You're studying Russian? Uh huh. Is it difficult? A little bit, but I enjoy it. I'm really into Russian literature. I love Chekhov and	<ul><li>Play the rec</li><li>Students list Danny are a</li><li>Play the rec check their</li><li>On the boar</li></ul>	like and how they are d ording through a seco answers. rd, recreate the chart.	nd write how David and ifferent in their text.
Interviewer:	Tolstoy. That's impressive. Danny, what about you, you're also a university student?	responses of Key:		sout loud. whice then
Danny:	Yes, that's right.	Alike	D:#	erent
Interviewer:	What's your major?	They both	David	Danny
Danny:	I'm studying computer science.	like to travel.	is studying Russian	is studying computer
Interviewer:	Computer science!	love horror	literature.	science.
Danny:	Yeah, I love math, and I do computer	movies.	is the romantic.	is the geek.
Interviewer:	programming. So your interests are a little different from	inovico.	is a spender.	is a saver.
Danny: Interviewer: David: Interviewer: David: Interviewer: David: Interviewer: Danny:	David's. Yeah, David's the romantic. I'm the geek. David, tell me, what do you and your brother have in common? Well, we both like to travel. Do you travel together? Sometimes. But Danny always has more money than I do. Really? Yeah, I'm usually broke. Danny's a saver. I'm a spender. Danny, do you agree? Yeah, for some reason it's easy for me to	Book: Do yo different? 3. Tell student		ons.
Danny	really for some reason it's easy for me to			

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# **3** INTERVIEW

- 1. Ask students to form pairs.
- 2. Students decide on roles (Student A, Student B).
- **3.** Student A interviews Student B using the questions in the Student Book as a guide.
- 4. Encourage students to ask other questions in their

interview.

5. When they have finished, they change roles.

Key: Answers will vary.

# 4 GAME

- 1. To demonstrate this game, recreate the game board on the board.
- 2. Show students a coin. Point out that one side is designated for one space forward and the other side is designated for two spaces forward.
- **3.** Flip the coin and ask the students what the answer is for that particular space.
- **4.** Once students understand the rules, ask students to form pairs.
- 5. Pairs write their names on small pieces of paper.
- **6.** Make sure that each pair has a coin.
- 7. Students start playing the game.
- **8.** Walk around the class to see how students are doing and to answer any questions.

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# **10** I'd rather rough it.

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

# **1** VOCABULARY: Travel preferences

#### Warm-up: Discussion

In this warm-up, students talk about a recent vacation they took.

- 1. On the board write: Talk about a vacation you took. Include details such as who you went with, what you did, etc.
- 2. Pairs talk about their vacations.
- 3. Ask a few students to share what they talked about.

### A. YOU FIRST

#### **Expansion: Brainstorm**

In this brainstorm, students think of other travel preferences.

- 1. On the board write the travel preferences and the opposites listed in the Student Book: *travel alone, travel with someone, travel light, travel with everything you might need, etc.*
- 2. Put students into small groups. Tell them to think of other ideas to add to the list on the board. Other ideas might include: *adventure traveling/relaxing vacation*, *sightseeing traveling/relaxing vacation*, *stay in big resort/small inn*, go to many cities/stay in one city, car/public transportation, in country/abroad, etc.
- **3.** After the designated amount of time, groups share their ideas. Write the ideas on the board.
- Key: travel alone (Example) travel with someone (Example)

## **B.** $\mathbf{\Omega}$ **PRONUNCIATION**



#### **Audio Script**

- 1. Would you rather travel alone or travel with someone?
- **2.** Would you rather travel light or travel with everything you might need?
- 3. Would you rather rough it or stay in a nice hotel?
- 4. Would you rather plan your own trip or take a tour?

#### **Explanation: Language awareness**

The pronunciation of *would* you is [wudju]. "Would" and "you" are linked in speech. Example: *Would* you [wudju] rather travel alone?

#### Variation: How about you?

In this variation, students ask each other the questions to practice pronunciation.

- 1. Put the students in a circle. Start the activity by asking the student on your right one of the questions: *Would you rather travel alone or with someone?*
- 2. That student answers the question and then asks the person on the right the same question.
- **3.** The activity continues until every student has had a chance to ask and answer all of the questions.
- **4. Option:** If the class is large, break the students into smaller groups.

### **C. PAIR UP and TALK**

#### Variation: Who is like you?

In this variation each student decides on their travel preferences and then finds someone who has the same preferences.

- 1. On the board write the different travel preferences listed in the Student Book and any others the class had thought about in the brainstorming expansion activity above.
- 2. Tell the students to choose their travel preferences from the list. They choose one of the opposites: travel alone OR with someone, etc.
- **3.** After they made their choices, tell students to walk around and ask their classmates questions about their travel preferences. On the board write these helpful phrases: *Would you rather* \_\_\_\_\_ or \_\_\_\_? *I would rather*
- **4.** Students make notes on who has the same preferences as they do.
- **5.** After students have talked to everyone, ask a few to report to the class.

#### Key: Answers will vary.

I would rather	Both of us would rather	My partner would rather
travel alone	travel light	take a tour
(Example)	(Example)	(Example)

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# 2 LISTENING/GLOBAL INTERVIEWS: Have you ever been abroad?

### A. FIRST LISTENING.



#### **Audio Script**

Interviewer:	Welcome to Global Interviews. We have
	three guests and we're talking about their
	travel experiences. Hi Marco, you're from
	Brazil, right?
Marco:	Yes, that's right. I'm from Sao Paulo.
Interviewer:	Have you ever been abroad?
Marco:	Sure, I've been to Chile and to Canada. I
Marco.	
	spent a year in Ottawa. I was studying at
т	the university.
Interviewer:	Canada! I'll bet that was a change. Ottawa
2.4	gets pretty cold in the winter.
Marco:	Yeah, it was the first time I'd ever seen snow.
Interviewer:	Did you go skiing?
Marco:	Actually, I didn't have a chance to ski, but I
	did go skating. You know Ottawa has a lot
	of canals, and so I skated to the university
	every day.
Interviewer:	That's a different way to commute.
Marco:	Yeah, it's better than driving. It beats the
iviarco:	traffic in Sao Paulo!
Interviewer:	Thanks Marco. What about you, Minhee?
Minhee:	I'm from Korea, from Seoul. Just like in Sao
	Paulo, the traffic there is terrible. I wish I
	could skate to work!
Interviewer:	And do you ever travel?
Minhee:	I've been to China and Australia, and I
	went to Japan last year.
Interviewer:	Sounds like you've been to a lot of places in
	Asia. What was your most interesting travel
	experience?
Minhee:	Interesting? I guess I would call it an
winniec.	interesting experience. It was when I took
	the wrong train. I was in Tokyo, at Tokyo
	Station, and I wanted to take the bullet
	train — you know the "Shinkansen" — to
	Atami to visit a hot springs. So I got on the
	train and needed to get off at the fourth
	stop, which was Atami. But the train didn't
	stop! It just kept going very fast. And the
	first stop was Nagoya!
Interviewer:	Really? So what did you do?
Minhee:	Well, there wasn't anything I could do, so, I
	just relaxed. I got off in Nagoya and took
	another train back to Atami. But it took a
Interviewer:	long time.
interviewer:	Let me turn to our third guest, Ana. Where
4	are you from?
Ana:	I'm Mexican, but I live in Boston now.
Interviewer:	Do you travel a lot?
Ana:	Not very much actually. But I have been to
	Morocco, and I've traveled around the U.S.
Interviewer:	Morocco, that sounds interesting. How was it?

Ana:	Great. I went to Marrakesh and Rabat.
Interviewer:	What was your most interesting experience?
Ana:	I can think of two. I really liked the 'souk';
	it's the outdoor market. They sell
	everything — from jewelry to food. The
	other interesting experience was riding on a camel.
Interviewer:	You rode on a camel! What was that like?
Ana:	It was very uncomfortable. And my camel
	only wanted to lie down. It wouldn't stand up or walk.
Interviewer:	Sounds like it was a short trip! Well thanks
	to you all for these interesting experiences
	and for joining us on Global Interviews.

Key: 1. Marco: Canada; Chile

2. Minhee: Australia; China; Japan 3. Ana: Morocco

#### **B. SECOND LISTENING**



#### **Explanation: Language awareness**

It beats is an informal way to say it is better than. You can exchange the word "it" with the subject. Example: *Traveling alone beats traveling with someone*.

#### **Expansion: Using the expression**

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

- 1. On the board write different travel preferences and the opposites (travel alone/travel with someone, rough it/stay in a nice hotel, driving/public transportation, eating out/cooking, etc.). In a different area on the board
- write: Would you rather \_\_\_\_\_ and It beats...Ask a student a question from the board: Would you rather travel alone or with someone?
- **3.** Encourage that student to respond by using the expression: *It beats... Traveling alone beats traveling with someone.*
- **4.** Continue the activity until each student has had an opportunity to ask and answer all of the questions.
- Key: 1. Marco: skated to university; "It beats the traffic in Sãoqao Paulo."
  - 2. **Minhee:** took the wrong train; "There wasn't anything I could do, so I just relaxed."
  - 3. Ana: rode a camel; "It was very uncomfortable."

### C. PAIR UP and TALK

#### Variation: Guess who!

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In this variation, students guess which student had which travel experience.

- 1. Tell students to write a short description of a travel experience. Tell them that it can be a funny, embarrassing, or interesting experience.
- **2.** Give the students time to write about their experience and go through the editing process (first draft, edit, final copy).

# **3** LANGUAGE FOCUS: Present perfect and past tense

### A. $\bigcirc$ **PRONUNCIATION**

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



#### **Audio Script**

- A: Have you ever been abroad?
- B: Yes, I have. I went to Italy when I was ten.
- A: Have you ever flown in an airplane?
- A: Yes, I have. I flew to Hong Kong last year.
- A: Have you ever taken a tour?
- B: No, I haven't.

#### **Expansion: Ball Toss**

Do this expansion after you have reviewed the present perfect and past tense information. In this expansion students practice using the grammar points.

- 1. Bring a soft ball to class or something that can be easily thrown and caught.
- 2. With the class, brainstorm present perfect questions like the ones in the Student Book. Write them on the board. Examples: Have you ever traveled alone? Have you ever been on a cruise ship? Have you ever taken an adventure vacation? etc.
- **3.** On the board write sample statements and sample responses:

Statement	Yes	No
Have you ever	Yes, I have.	No, I haven't.
traveled alone?	1	A & X

- **4.** Ask a question and as you're saying it, gently toss the ball to a student in the room. As the person is catching the ball, tell him to answer your question. That person then throws the ball to another student and asks a question.
- **5.** Continue the activity until everyone has had a chance to catch the ball and ask a question.

#### **Explanation: Language awareness**

The word "ever" means "at any time" and is used mainly in questions. Example: Have you *ever* been to Paris?

#### **B. GET IT RIGHT**

#### **Variation: Sentence scramble**

In this variation, students practice the present perfect by putting scrambled sentences together.

- Write the questions from the Student Book spread out across pieces of paper, then cut up the sentences so that each word is separated. Example: Have///you///ever///be///taly///. Use the infinitive form of the verb (be, fly, go), not the past participle.
- 2. Put each sentence in an envelope and number them 1-5. Make enough sets for groups of four.
- **3.** Students number a piece of paper 1-5. Tell them to leave 2 spaces between each number.
- **4.** Students take out the scrambled sentences from each envelope and put the sentences back together.
- **5.** They write the unscrambled sentence by the correct number on their paper.
- 6. Next, students answer the questions.
- **7.** Have pairs read the questions out loud and answer the questions.

Key:	1. A: been	B: have was
	2. A: flown	B: haven't
	3. A: gone	B: I haven't
	4. A: lost	B: have; lost
	5. A: climbed	B: have; climbed

#### C. YOUR TURN

#### Expansion: One step forward, one step back

In this expansion, students practice asking and listening to present perfect questions.

- 1. To demonstrate this activity, think of five present perfect questions: *Have you ever traveled alone? Have you ever been to Australia?* etc.
- **2.** Tell the students to line up in front of you in a line (horizontal line, so that each student is facing you).
- **3.** Read one of your questions. Instruct students to move forward one step if they answer *yes*, *I have* to the question or to move back one step if they answer *no*, *I haven't*.
- **4.** Continue reading the questions. Ask the ones who move forward to elaborate on their question. **Example:** Have you ever traveled alone? Yes, I have. I went to Hong Kong by myself last year.
- **5.** After the demonstration, tell students to write down five questions of their own. Monitor their work.
- **6.** Put students in groups of five. Students choose their first leader and do the activity. Then they switch leaders.
- **7.** In the end, ask some leaders which students got the closest to them.

# **4 CONVERSATION STRATEGY:** Asking follow-up questions



### A. $oldsymbol{G}$ pronunciation

#### **Audio Script**

What did you visit? Did you have a good time? Was it fun? Where did you stay?

#### **Expansion: Guess!**

In this expansion, students get practice asking follow-up questions.

- 1. To demonstrate this activity, tell the students that you went on vacation recently and you want them to guess where you went.
- **2.** Instruct students to ask you follow-up questions about your vacation (but they can not ask the question: *Where did you go?*).
- **3.** After a designated amount of questions, students then guess where you went on vacation and you reveal the answer.

#### **Game: Think fast**

Do this game after you have reviewed the follow-up questions in the Student Book. In this expansion, students think of other follow-up questions.

- 1. On the board write: I went on vacation.
- **2.** Put students in small groups. Tell the groups to read the sentence on the board and think of as many follow-up questions as possible.
- 3. After the designated time limit, tell the groups to write

their follow-up questions on the board. The group with the most follow-up questions wins.



# B. $\mathbf{\Omega}$ LISTEN and ADD

#### **Audio Script**

#### **Conversation 1**

- A: Have you ever been to Mexico City?
- B: Yes, I have. I went there last year.
- A: Where did you stay?
- B: At a small hotel.

#### **Conversation 2**

- A: Have you ever taken a tour?
- B: Yes, I have. I took a tour to London.
- A: Did you have a good time?
- B: It was fantastic.

#### **Expansion: What did they say?**

Do this activity after you have gone over the material in the Student Book. In this expansion students write their own conversations and then listen to their classmates' conversations and fill in the missing words.

- 1. Put students in pairs. Together they write their own mini-conversations like the ones in the Student Book.
- **2.** Have students go through the editing process (first draft, edit, final copy).
- 3. Next, pairs take turns reading their conversations out loud. The other students listen and write down the
- follow-up question and answer that the pairs said.
- **4.** After each mini-conversation, the students check their answers.

Key: 1. A: Where did you stay?

#### 2. A: Did you have a good time?

#### Variation: Talk around

In this variation, students choose one question to ask and then graph the results.

- 1. Tell students to look at the Student Book. Go over the items on the list: *met someone famous, been on TV, etc.*
- 2. With the students brainstorm other questions to add to the list. Write them on the board. **Examples:** *Have you ever climbed a mountain, slept in an airport, missed a flight,* etc.
- **3.** Have students choose one of the questions to ask their classmates.
- 4. Students then walk around asking their classmates their

question. They write the responses down in two columns (yes/no). If a student says yes then that person asks follow-up questions.

<b>5.</b> After everyone has been	questioned,	students graph the
findings and present then	n to the clas	8.
Key: Answers will vary.		
Find someone who has	Name	More information
1. met someone famous.	Tome	He met Brad Pitt.
	(Example)	(Example)

# 6 INFOZONE: Travel

#### **Explanation: Cultural awareness**

The saying, "time is sifting away" applies to the *Travel Laughs* cartoon. When you are on vacation, time seems to go by quickly.

#### **Expansion: Write a caption**

- 1. Discuss the meaning and the humor behind the cartoon.
- **2.** Put students in pairs. Tell them to brainstorm a caption to go along with the cartoon.
- **3.** Have pairs share their ideas.

#### Expansion: Make your own cartoon

- 1. Ask students to go on the internet or look through newspapers, books, etc. to find another cartoon that is related to travel. An option would be for the students to draw their own cartoon.
- 2. Students bring the cartoons in and the students present and discuss the humor and the issues.

#### **Explanation: Cultural awareness**

The quotes in *Topics of the day* are written by famous writers and thinkers. Albert Einstein was a famous thinker. St. (Saint) Augustine was a saint in the Catholic Church. Robert Louis Stevenson was a writer and a poet. The quote in the Student Book is from *Travels with Donkey*. Agnes E. Benedict was a writer. The quote in the Student Book is from *The Happy Home*.

#### **Expansion: What do they mean?**

# In this expansion, students discuss the ideas in the quotes.

- 1. Put students in small groups. Tell them to discuss the quotes and the meaning behind them.
- 2. Have students share what they talked about.

- **3.** Ask students whether they agree or disagree with the quotes.
- **4. Option:** Have students look on the internet for more quotes on travel.

#### Expansion: Guess what kind of traveler I am.

Do this expansion after you have discussed the information in the INFOZONE. In this expansion, students decide which kind of traveler they are and then guess which kind of travelers their classmates are.

- 1. To demonstrate this activity, ask students to guess which kind of traveler you are. After they have made their guesses, reveal the answer.
- **2.** Next, tell them to think about what kind of traveler they are.
- **3.** Students then write all of the classmates' names on a piece of paper. They then guess which kind of traveler each person is and write it next to their names.
- **4.** Next, students give their guesses for each classmate before the classmates reveal their answers.

#### **Role-Play: Interview**

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

- **1.** Tell students that they will act out a TV interview about types of travelers.
- **2.** Put students into groups of four. One student will play the role of the TV interviewer. The other three students will play the roles of different types of travelers.
- **3.** Give them time to write their dialogue. Have them go through the editing process (first draft, edit, final copy).
- **4.** Give them time to practice their role-play before performing it in front of the class.



#### 88 UNIT 10 l'd rather rough it.



### 今日活風

#### 家是哪种类型的旅行者?

1. 第生型

將生經激行者法若就是为了旅行。即使他们不在 散行,也在计划下一次行程。他们乐于体验激发 的甘甜和辛苦。

#### 2. 1984

冒险望旅行者并不满足于只去一个新地方。他们 所需要的是全新的、不导常的体验。他们只能变 于边险的旅行,比如醋极或骑蛇鸟等。

#### 3. 部置型

舒适望放行者和曹隆型旅行者正好相反。舒适望 放行者只喜欢轻松舒适的行程。他们特别喜欢温 些立人,用光明媚的海滩。什么都不需要做、哪 馬也不去。他们特别看重的是从房间围观望外面 的风景。

#### 4. 运动型

5. 米書型

运动型放行者喜欢以体育运动为核心来安拜包 期。他们度但多去打高尔夫球、打回球、登山 或潜水。只有在花了一个下午<del>猛机或测量之</del>后。 他们才**服念在海滩上坐下来休息。** 

学习型政行者喜欢了解不同的地方、语言和文 化。他们喜欢参观博物馆和历史古迹。

### **READ ABOUT IT**

#### **Expansion: Scenarios**

In this expansion, students read scenarios and try to figure out which kind of traveler the person is.

- 1. On the board write: What kind of traveler I am? Then write scenarios like the following on the board.
  - I stay in big resorts.
  - I learn the languages of the countries I visit. I go hang gliding on my vacations.
- **2.** Pairs read the scenarios and together read the Infozone's Topic of the Day information to figure out the scenarios.
- **3.** When the pairs have finished, go over the possible answers with the class.

#### **Expansion: Presentations**

In this expansion, students give a presentation on a trip they took.

- 1. To demonstrate this activity give a short presentation on a trip you took. Talk about the details: *where you went*, *what you did*, *what you saw*, *etc*. If possible, bring in photographs or souvenirs from your trip.
- **2.** After your presentation, tell students to ask follow-up questions.
- **3.** Next, tell students to prepare a presentation on a trip they took. On the board write some ideas that they must include: where they went, what they did, what they saw. Encourage them to bring in photographs and souvenirs.

- **4.** Give students time to write and practice their presentation. Have them go through the editing process (first copy, edit, final copy).
- **5.** Students give their presentations in front of the class. Other students ask follow-up questions.

#### **Expansion: Discussion**

- 1. On the board write these questions: What are the benefits of traveling? When was your first trip? Do you think traveling is a form of education? Why?
- 2. Engage students in a discussion about these topics.
- Key: A. Answers will vary.
  - 1. Vacations are limited
  - 2. St. Augustine
  - 3. Agnes E. Benedict
  - 4. The Comfort traveler
  - 5. The Lifetime traveler
  - **C.** 1.

Where What

- Nepal, \_\_\_\_\_\_ camel ride around the pyramids
- Kenya white water rafting

Chile Chile Climbing the highest mountain in the world

- Egypt / visiting Tai Mahal
- India traveling through the fiords by ship
- Norway Observing wild animals by jeep
  - 2. 1) T 2) T 3) F 4) N 5) F

#### TALK ABOUT IT

Key: A. Answers will vary.

#### WRITE ABOUT IT

#### **Expansion: Diary entries**

#### In this expansion, students pretend to be a certain type of traveler and they write a diary entry about their vacation.

- 1. Prepare a diary entry written by a certain type of traveler and write it on the board. **Example** (Comfort Traveler): Dear Diary, I am having a delightful time. This resort is one of the best I have stayed in. It is very relaxing. Today I started my day with a wonderful gourmet breakfast. Then I went to the beach and fell asleep in my chair. Then it was time for my massage which felt so good. After my massage it was lunch time and I ate it by the pool. After lunch I took a nap and then it was time for my tennis lesson. The night was fantastic, too. We danced all night. It has been fabulous! I don't ever want to leave!
- **2.** Tell students to read the diary entry and guess which kind of traveler this person is.
- **3.** Next, tell students to choose a type of traveler and to write a diary entry for that person. Tell them to use your example as a model.
- **4.** Have them go through the editing process (first draft, edit, final copy).
- **5.** Collect the papers and number them. Post them on the wall.
- **6.** Tell the students to number a blank piece of paper (with the same number of students).
- Students then walk around and read the diary entries. They guess which kind of traveler wrote each entry and they write it on their paper under the corresponding number.
- **8.** After everyone has read the entries and made their guesses, review the answers.

#### Variation: Travel Guide

In this variation, students write a travel guide for the city they are living in.

1. On the board draw a chart like this:

	Places to stay	Things to do	Food to eat
Lifetime Traveler			
Adventurer			
Comfort Traveler			
Athlete Traveler			
Student Traveler			

- 2. Break the students into small groups. Designate one category per group (Lifetime Traveler—Places to stay)
- 3. Groups brainstorm and research ideas for their category.
- **4.** Groups then write their information for their categories. Have them go through the editing process (first draft, edit, final copy).
- **5.** Collect all of the categories and then publish it into a guide book.
- **6.** Optional: Make copies for each student, other classes, family members, etc.
- Key: A: Answers will vary.

出版社

- The Complainer (Example)
- They complain about everything (Example)
- Complaining makes them feel good (Example)

For additional practice of the language presented in Unit 10, direct students to the ICON 2 Workbook pages 56 to 61. Answers to the Workbook activities are on pages 118 to 127 of the Teacher's Manual.

# LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
  - 如果你来中国,我强烈建议你去游览长城,因为 中国有句古话:"不到长城非好汉。"
  - 导游能够提供很多帮助,不仅能为你打点几乎 所有的事情,而且还能使你对所到之处有更深 入的了解。
  - 我对历史古迹特别感兴趣,因此我安排旅行时 总是把游览古迹放在首位。
  - 得益于近年来的社会进步,越来越多的人现在 能去国外度假——这在上个世纪是不可想象的。
  - 旅行前一天我妻子吓了我一大跳——她整理了 四个大行李箱,而且还在继续往第五个箱子里 塞东西。
- B. Translate the following sentences into English.
  - 1. Would you rather spend the vacation on sightseeing and shopping or just on relaxing and resting?

- 2. Now people can travel to Tibet by train and enjoy the beautiful scenery on the way.
- 3. Is this your first time in Sichuan? Then don't miss the historical sites and local foods here.
- 4. Tourism has brought fortune to this small town, but the pollution caused by the tourists has been a headache.
- 5. I went to Hong Kong last week and bought a lot of things there; I do believe that Hong Kong is "the heaven for shoppers".
- 6. I am a comfort traveler; sunlight, beach, and a glass of cold drink will be enough for me.
- 7. Travel agencies offer many choices to tourists and can help you book hotel rooms and flight tickets at lower prices.
- 8. Different types of tourists have different needs, so we offer eight tours for you to choose from.

# 8 WORD USAGES

abroad	adj.	国外的	
		Being <i>abroad</i> for many years, she is easily stirred by any news from her homeland.	[2]
beat	v.	胜过	
		In yesterday's football game, Korea <i>beat</i> Japan two-one.	[2]
canal	n.	运河合业化化化	
		The 82-km-long Panama Canal connects the Atlantic and the Pacific.	[2]
comfort	n.	舒适	
		It is human nature to go for <i>comfort</i> .	[6]
complain	v.	抱怨	
		Throughout the journey she kept <i>complaining</i> about weather, food and people.	[6]
destination	n.	目的地,终点	
		In a couple of hours, we are going to arrive in Beijing, the <i>destination</i> of our journey.	[6]
ferry	n.	渡轮,渡船	
		A <i>ferry</i> travels across between the two islands every two hours.	[3]
golfing	n.	打高尔夫球	
		Golfing is hardly popular in China because it is expensive.	[6]
hourglass	n.	沙漏	
		The <i>hourglass</i> vividly shows us how time flies.	[6]
impact	n.	影响	
		Those years she spent in Britain as a little girl had lasting <i>impact</i> on her life.	[6]
itinerary	n.	旅程,行程	
		Please send me your <i>itinerary</i> by e-mail so that I can meet you at the airport.	[6]
jewelry	n.	珠宝	
		She can spend hours in the <i>jewelry</i> store whenever she goes shopping.	[2]

luxury	n.	豪华; 奢侈(品)	
		Owning a car, especially for those who have a long commute, is not a <i>luxury</i> but a necessit	y. [3]
tour	n.	观光,旅行	
		They decided to take a <i>tour</i> to France during summer vacation.	[1]
valuable	adj.	宝贵的	
		College students should do some part-time work to gain some <i>valuable</i> experiences.	[5]
view	n.	风景	
		There is only one room available with the ocean <i>view</i> .	[6]
well-informed	adj.	见闻广博的;消息灵通的	
		My uncle reads newspapers every day to keep himself <i>well-informed</i> .	[6]
as soon as		—…就…	
		The tourists had to take off their heavy clothes <i>as soon as</i> they arrived at the island.	[6]
for the sake of		为了…	
		You'd better quit smoking for the sake of your health.	[6]
rough it		因陋就简地生活	
		The first settlers had to <i>rough it</i> in the wild west.	[1]
stay up		熬夜	
		Don't wake him up. He <i>stayed up</i> late last night, preparing a report.	[5]
work out		解决,成功	
		Don't worry. Things will work out.	[2]

# 9 TOPIC-RELATED INFORMATION/BACKGROUND

#### 1. Tips on a safe and pleasant trip

- Avoid eating uncooked or undercooked meat.
- Stay away from foods that require a lot of handling before serving.
- Drink only bottled water.
- Use credit cards for purchases as much as possible and exchange a small amount of money before you go.
- Choose your luggage, giving priority to durability and stability; make sure a luggage tag that includes name, phone number and e-mail address is on the outside as well as the inside of the suitcase.

#### 2. Travel quotations

y,

• A good traveler has no fixed plans, and is not intent on arriving.

— Lao Tzu

• To travel is to discover that everyone is wrong about other countries.

- Aldous Huxley

• If you reject the food, ignore the customs, fear the religion and avoid the people, you might better stay home.

- James Michener

• Travel and change of place impart new vigor to the mind.

— Seneca

• The traveler sees what he sees. The tourist sees what he has come to see.

- G.K. Chesterton

• We wander for distraction, but we travel for fulfillment. — Hilaire Belloc **1** Are you stressed out?

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

# **VOCABULARY:** Signs of stress

#### Warm-up: Discussion

In this warm-up, students read scenarios and decide which one stresses them out the most.

- 1. On the board write these scenarios: Problems at work/school. Problems with parents. Problems with friends. Problems with significant other. Other.
- 2. Students rank the situations that cause them stress.
- **3.** Put students in small groups. Students discuss their rankings and reasons.
- 4. Ask a few students to share what they talked about.

### A. YOU FIRST

#### **Expansion: Brainstorm**

#### In this brainstorm, students think of other signs of stress.

- 1. On the board write the signs of stress listed in the Student Book: *feel angry, get an upset stomach, etc.*
- **2.** Put students into small groups. Tell them to think of other ideas to add to the list on the board. Other ideas might include: *bite nails, eat a lot of food, drink alcohol, get cranky (annoyed), etc.*
- 3. After the designated amount of time, groups share their ideas. Write the ideas on the board.

#### Variation: Continuum

In this variation, students get the meaning of the adverbs of frequency by a visual representation.

- 1. Books closed. Draw a line on the board and write the adverbs of frequency: *pretty often, sometimes, hardly ever,* and *never* from the Student Book on the board in random order.
- **2.** Students come up and write the frequency adverbs on the continuum in order.
- 3. Then ask students to come to the board, write their name next to the chart and write the signs of stress under the adverbs. Ask them to elaborate on their answer. Example:

Pretty often	Sometimes	Hardly ever	Never
Get headaches		Feel angry	

#### Game: Act it out!

- In this expansion, students act out the signs of stress.
- **1.** Brainstorm with the class other signs of stress or use the list you wrote in the Brainstorming Expansion activity above.
- 2. Put students into two teams. Have one student come up and act out one of the signs of stress. Give a time limit about 15 seconds. If the teammates guess the correct sign of stress, then they receive a point.
- **3.** Continue the game until each person has had a turn to act out a sign of stress.

Key: feel angry (Example)

### B. () PRONUNCIATION

e e

#### Audio script

- **1.** How often do you feel stressed out?
- 2. How often do you feel angry?
- 3. How often do you get an upset stomach?
- 4. How often do you have trouble sleeping?
- **5.** How often do you get headaches?
- **6.** How often do you have trouble concentrating?

#### **Explanation: Language awareness**

The pronunciation of *pretty often* is [pridy ofen]. The "t" in "pretty" sounds like a "d" and the "t" in "often" is silent. **Example:** I get headaches pretty often [pridy ofen].

### C. PAIR UP and TALK

#### Variation: Talk around

In this variation each student interviews the classmates about signs of stress.

- 1. To demonstrate this activity, ask a question to everyone. **Example:** *How often do you get an upset stomach?* Elicit four types of responses: pretty often, sometimes, hardly ever, never.
- 2. Write down each response on the board in chart form.
- **3.** Tally the results and make statements. **Example:** *Three students get an upset stomach pretty often. Two students sometimes get an upset stomach. Four students hardly ever get upset stomachs. Five students never get an upset stomach.*
- **4.** With the class, brainstorm other signs of stress. If you did the brainstorming expansion above, use some of those ideas. Write these on the board.
- **5.** Next have students choose a question. Make sure that each student chooses a different question to ask their classmates about.
- **6.** Students walk around the classroom interviewing students, just as you did in your example. They make note of the responses.
- **7.** Have students report back on their findings using your statements as an example.
- **8.** As a class, make a large graph showing the various questions and the results.

#### Key: Answers will vary.

# **2 LISTENING:** Why are you meditating?

### A. LOOK/THINK/GUESS

#### **Expansion: Discussion**

Do this after you have discussed the picture. In this expansion, students discuss holistic activities, such as meditating, massage, and acupuncture.

- 1. On the board write these questions: What other kinds of holistic treatments for stress are there? Meditation, massage, acupuncture, acupressure, exercise. Do you ever do any of these? Do you think these treatments work? Which do you think is better, modern medicine or holistic treatments?
- **2.** Engage the students in discussion. If two opposing opinions form, separate the class into two groups and have them prepare for a debate.

Key: Zach wants to talk with Ben. Ben is meditating.

### **B. MODEL CONVERSATION**



Zach:	Hey, Ben. What's up? Hello, Ben? Can you hea	r
	me?	
Ben:	Huh? What?	

- Zach: What are you doing?
- Ben: I'm meditating.
- Zach: Meditating? Why?
- Ben: I'm stressed out, so Lucy told me to meditate.
- Zach: Oh, I see. Why don't you just get some exercise?
- Ben: Exercise?
- Zach: Yeah. When I'm stressed out, I go for a run.
- Ben: I don't know . . . maybe it's better to take it easy.

### Variation/Game: What's missing?

In this variation, students listen to the conversation and fill in the missing words.

- Books closed. On the board write the dialogue from the Student Book but take out a few words in every sentence.
- **2.** Pair up students. Pairs copy the conversation on their own paper.
- **3.** Students listen to the recording and try to fill in the missing words.
- **4.** Play the recording one more time. Students check their answers.
- **5.** Have a pair read the dialogue. Check to see if it is correct.
- 6. The pair with the least amount of errors wins.

#### **Explanation: Language awareness**

Take it easy means to relax and not do very much. Other similar expressions are chill out. **Example:** I'm going to take it easy/chill out this weekend. You can also use these expressions in the command form: Take it easy! You're too stressed out! Chill out!

#### **C. ACTIVE LISTENING**



#### **Audio Script:**

Zach:	Ben? Ben? Come on, you have to focus! I know
	you're stressed out. What else have you tried?
Ben:	Well, I did go for a long walk yesterday with
	Lucy. We went for a walk in the country. It was nice.
Zach:	Did it help?
Ben:	Sort of. But then I had trouble sleeping and I woke
	up this morning with a headache.
Zach:	That's too bad. What about going to the gym? You
	could work out and get rid of your stress.
Ben:	I don't think so. It's too hard. I think I'll just take a nap.
Zach:	A nap? That's a great way to relax!
Ben:	Yeah, taking a nap helps. Listening to music helps
	too. When I listen to music, I usually fall asleep. I
	think I'll listen to some music after I take a nap.
Zach:	What about getting a massage?
Ben:	That sounds too complicated. I just want to take a
	hot bath and relax.
Zach:	That sounds good. By the way, Ben, why are you so
	stressed out? Is it about Sophie?
Ben:	No, it's just life in general.

#### **Expansion: Role-Play**

Do this after the students have listened to the conversation. In this expansion, students role-play a therapy session.

- 1. To start the activity, ask students if they have ever been to a therapist to talk about the stress in their lives. Discuss.
- **2.** Next, tell the students that they will role-play a therapy session between a patient and a therapist. Tell them that they can make up any stressful situation they want.
- **3.** Pair students up. One student will be the therapist, and the other will be the patient who is stressed out.
- **4.** Give the students time to write the dialogue. They should decide on what kind of problem the patient is having and the advice that the therapist will give to the patient.
- **5.** Have them go through the editing process (first draft, edit, final copy).
- **6.** Give them time to practice their role-play before they perform it in front of the class.

#### Key:

- 2. goes for a long walk with a friend
- 3. takes a hot bath
- 5. listens to music
- 6. takes a nap

# **3** LANGUAGE FOCUS: Clauses with "when"

### A. $\bigcirc$ **PRONUNCIATION**

See Pronunciation on page 117 of this Teacher's Manual.



#### **Audio Script**

What do you do when you feel stressed out? When I feel stressed out, I watch a movie. When you feel stressed out, what do you do? I watch a movie when I feel stressed out. What do you do when you feel nervous? I talk to my friends when I feel nervous. When you feel nervous, what do you do? When I feel nervous, I talk to my friends.

#### **Expansion: Questions out of a hat**

Do this expansion after you have reviewed the "when" clauses information. In this expansion, students practice using the grammar points.

- 1. Prepare a list of questions (one per student) like the ones in the Student Book: What do you do when you feel stressed out? Other examples: What do you do when you get sleepy at work/school? What do you do when you are angry with your significant other? What do you do when you are sick?
- **2.** Cut the questions into strips and put them in a hat or envelope.
- **3.** Pass the hat around. Tell the students to take a question and answer it out loud.
- **4.** Continue the activity until everyone has had a chance to answer a question.

### **B. GET IT RIGHT**

#### Game: Two truths and a lie

In this game, students think of three statements. Two of the statements are true and one is false. Classmates have to guess which is the false statement.

- 1. To demonstrate the activity, think of three statements (two true and one false) about yourself. Write them on the board. Example: When I'm hungry, I drink some water. When I have to give a speech, I practice in front of the mirror. When someone calls me late at night, I say, "hello" and then hang up the phone.
- **2.** Tell students that two of these statements are true and one is false. Ask them to guess, then reveal the answer.
- **3.** Next, tell them to think of three statements (two true, one false) and to write them down on a piece of paper. Monitor their work.
- **4.** Put them in small groups. Students then share their statements with each other and the group members guess which statements are true and which are false.
- **5.** In the end, ask a few students to share their statements with the rest of the class.

Key: Answers will vary. (Example)

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

### C. YOUR TURN

#### **Variation: Guess**

In this expansion, students guess what their partner does to alleviate stress.

- 1. To demonstrate this activity, on the board write: What do I do when I feel stressed?
- **2.** Ask students to guess the answer. As a model, write a sample guess on the board: *Do you bite your nails?*
- 3. After several guesses, reveal the answer.
- **4.** Next, tell students to write three questions like the one you have on the board on a piece of paper. Monitor their work.
- 5. When they are done, pair up students and tell them to exchange papers and make guesses.
- **6.** After the students have made their guesses, they return the paper to their partner and cross out the incorrect guesses and circle the correct ones.
- **7.** If there are no correct guesses, students give their paper back to their partners for them to write more guesses.
- **8.** The activity continues until each student has successfully guessed the correct answers for each question.

#### **Expansion: Draw and write**

In this expansion, students draw a picture of them doing something and the classmates guess what the sentence is for the picture.

- 1. To demonstrate the activity, on the board, draw a picture to represent one of the sentences in the Student Book. **Example:** *When I'm sleepy, I drink water.* **Option:** find pictures in a magazine to get the meaning across.
- **2.** Ask students to guess what a corresponding sentence would be for your picture. After several responses, reveal the answer.
- **3.** Next, tell the students to think of a situation and draw a picture that depicts the situation or find pictures in a magazine.
- **4.** Collect the pictures, number the papers and hang them on the wall.
- **5.** Next, tell students to number a piece of paper with the same number of pictures. Students walk around and write a sentence for each picture.
- **6.** In the end, hold up each picture and the students share their sentences.
- Key: Answers will vary. 1. you feel angry

-🐼-

# **4 CONVERSATION STRATEGY:** *Making a polite request.*

# A. $\mathbf{\hat{\mu}}$ pronunciation



#### **Audio script**

May I ask you a question? Excuse me. Could I ask you a question?

#### **Expansion: Using the expressions**

In this expansion, students get practice making polite requests.

- On note cards, prepare cue cards (an even amount of requests and matching responses. The total amount of cue cards should match the number of students.).
   Examples: Find someone who has two aspirin. // You have two aspirin. // Find someone who knows the time. // You know the time. // Find someone who knows a good place to get a massage. // You know a good place to get a massage.
- 2. On the board write out a sample "request" cue card (*Find* someone who knows a good gym.) and two sample "response" cue cards (*You know a good gym.* and *You know what time it is.*).
- **3.** Also on the board write the examples of polite requests (May I ask you a question? Excuse me, could I ask you a question?) and how to respond both positively (Sure, it's \_\_\_\_\_) and negatively (I'm sorry I don't know).
- **4.** To demonstrate the activity, ask two students to come to the board. Designate who will read from which response cue card on the board.
- 5. Next, go to the student who does not have your matching response card and ask: "Excuse me, could I ask you a question?" Elicit a "yes" from the student. Then go on to ask: Do you know of a good gym? Elicit a I'm sorry, I

**5 TALKATHON:** All about stress

#### Expansion: Listen to my remedy

In this expansion, students talk about the remedies they do to alleviate stress.

- 1. To demonstrate this activity, prepare a short description of what you do when you have a headache. **Example:** There are several things that I do when I have a headache. First I drink a big glass of water. Then I lie down in a cool, dark room for 15 minutes. Next, I listen to classical music and massage my head. After that, I feel much better.
- **2.** Tell students that you are going to tell them what you do when you get a headache. Instruct them to listen and take notes on the four remedies you do.
- **3.** Next, read your description, make sure students are listening and taking notes.
- **4.** Check students' answers by having a few students tell you what they heard.
- **5.** Brainstorm other topics that students can write about: What do you do when you get sleepy? What do you do when you get stressed out? What do you do when you have a cold? Etc.

don't know response.

- **6.** Next go to the next student and ask the same questions. Elicit a "Sure, there is a good gym downtown."
- **7.** Pass out the cue cards. For students with a "request" cue card, they go and find what they are looking for. For students with a "response" cue card, they answer their classmates' questions.
- 8. Once students find their matches, they sit down. Collect the cards, and pass them out again so that the students who had a "response" card get an opportunity to have a "request" card.

### B. ( ) LISTEN and ADD



### Audio Script

#### **Conversation 1**

- A: May I ask you a question?
- B: Sure.
- A: When do you get stressed out?
- B: When I have too much work or when I'm worried about money.

#### **Conversation 2**

- A: Excuse me. Could I ask you a question?
- B: Go right ahead.
- A: When do you get stressed out?
- B: When I have family problems or when I have to study for an exam.

Key:

1. A: May I ask you a question?

- 2. A: Excuse me. Could I ask you a question?
- **6.** Tell students to choose a topic and write a detailed description with steps on how they deal with the situation.
- **7.** Have them go through the editing process (first draft, edit, final copy).
- 8. Students then read their remedy descriptions and the classmates listen and take notes. Check answers after each student is done talking.

#### Key:

Name	<b>Causes</b> When do you get stressed out?	Effects What happens you get stressed out?	<b>Remedies</b> How do you deal with stress?
1. Tom	When I don't have any money.	I get a headache.	I try to ignore it.

-
### **6 INFOZONE:** Stress

#### **STRESS LAUGHS**

#### **Explanation: Cultural awareness**

It is customary in the United States to make or give a cake on someone's birthday.

#### **Expansion: Write a caption**

- 1. Discuss the meaning and the humor behind the cartoon.
- 2. Put students in pairs. Tell them to brainstorm a "thought bubble" (what someone is thinking) for the mother.
- **3.** Have pairs share their ideas. Discuss what you would say if you were the mother in the cartoon.

#### **Expansion: Make your own cartoon**

- 1. Ask students to go on the internet or look through newspapers, books, etc. to find another cartoon that is related to stress. An option would be for the students to draw their own cartoon.
- **2.** Students bring the cartoons in and the students present and discuss the humor and the issues.



"…生日快乐,素宜的终身,祝孝生日快乐!"

### 头条新闻 (太阳版)

#### 巧克力當消除压力吗?

每臺压力大大或发怒的时候。你是否想来——小碗 冰斌琳或是一线巧克力?若是如此。你并不是惟 一这样做的人。人们感受到压力时,通常特别想 吃甜食,如冰淇淋、巧克力或蛋糕。

这种对甜食的渴望有其生物学的解释。科学家研 免了处于压力下的老鼠。在长时间承受压力后, 这些老鼠会选择吃高能量的甜食。这类食物能帮 助老鼠镇静下来。因此,你要想尽快平静下来的 话,吃一块巧克力也许是一个不错的想法!

#### **Expansion: Is it true for you?**

In this expansion, students discuss whether the facts in *Facts on file* are true for them.

- 1. Put students in small groups. Tell them to discuss the facts on file and whether they agree or disagree with the facts (whether the facts are true for them).
- 2. Have students share what they talked about.

#### **HEADLINE NEWS**

#### **Expansion: What else cures stress?**

Do this expansion after you have discussed the information in *Headline News* in the Student Book. In this expansion, students research other food/drink items or activities that reduce stress.

- 1. Ask students if they know of any other food items or activities that have been proven to reduce stress. **Examples:** *herbal tea, laughter, exercising.*
- 2. Tell the students to research one of these examples or another and come back to class prepared to give the information they found.

#### 实情档案

- 头痛、胃病、肌肉酸病、根枝难眠、难以集 中精力以及轻易动怒等都是有压力的征兆。
- 有些压力的学生比压力很大的学生学得好。
   也比那些毫无压力的学生学得好。
- 失重、离婚、撤家、关学、生育、丧偶或丧
   子给人们带来的压力最大。
- 白萄和咖啡里的咖啡因更易让身体感受到 应力。
- 压力的产生源于我们如何思考和如何皮对处 境,而不是处境本身。换有之,不同的人在 相同境遇下感觉到的压力程度不同。



#### **READ ABOUT IT**

#### **Game: Search for the answers**

- 1. Write questions about the information written on the INFOZONE page on note cards, e.g.: What are the five events that cause the most stress? What do people crave when they are under stress? What are six signs of stress? 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 *Infozone* 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 correct wins the game.
- Key: A. 1. Answers will vary.
  - 2. See the third point.
    - 3. Students with some stress learn better than students with no stress.
    - 4. They studied rats.
    - 5. Ice cream, chocolate, and cake.
  - C. Headache:

*Do's:* Put an ice pack on your forehead. **Backache:** 

- Do's: Try doing some yoga stretching. Soak in a hot bath.
- Don'ts: Try to climb a mountain.

Insomnia:

- Do's: Work out every day.
- Don'ts: Take a nap. Drink alcohol to make you sleepy.

Cold:

Do's: Take some vitamin C. Drink plenty of water. Get some extra sleep.

#### TALK ABOUT IT

#### **Expansion: Giving advice**

In this expansion students read situations about people who are stressed and talk about what advice they would give.

- Prepare situations about people who are stressed out. Examples: Joe is very stressed out. He has two jobs but he still has lots of bills to pay. What should Joe do? // Maria is very stressed at work. She works very hard at what she does but her boss takes all of the credit. He steals her ideas and says that they were his ideas. What should she do? // Tom is very stressed out at school. He is taking 5 classes this year and he is barely passing his classes. Last week he failed a test. What should he do?
- **2.** Write these situations on the board and put students in small groups.
- **3.** Students discuss the situations and together decide on advice to give each person.
- 4. In the end, have students share their advice with the class.
- Key: Answers will vary.

#### WRITE ABOUT IT

#### **Expansion: Dear Dr. Know**

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

1. Write a letter that someone would write to an advice column in a newspaper. For example:

Dear Dr. Know, I need your advice. I have been stressed out for a very long time, but I can't seem to relax. My job is very stressful. I try to relax after work but I work long hours and get home too late to go to the gym. I constantly have headaches and it's hard for me to concentrate. I haven't been eating too well. I usually grab a hamburger at a fast food restaurant on the way home from work. I like my job, but I'm trying to find a way to also enjoy my personal life. Please help! Trying to take it easy in Toledo.

- 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 Trying to take it easy in Toledo, I can help you. There are several things that you can do to reduce your stress. First you need to stop working so much. Give yourself a time limit and be home at a reasonable time three times a week. You can also reduce your headaches by getting some fresh air. Take a few breaks or eat your lunch outside. The fresh air will help you relax! Find a work-out friend—someone who exercises with you. Then you will be sure to get the exercise you need.

- **4**. Have students go through the editing process with their letters (first draft, edit, final copy).
- **5.** Have students read their advice letters to the class. Vote on which advice is the best.

#### **Expansion: Facts about stress**

In this expansion, students research other facts about stress and write about them.

- Review the information in the Facts on File segment of INFOZONE. Ask if anyone else knows of other facts about stress.
- **2.** Give students time to research other facts about stress on the Internet, in books, etc.
- **3.** Students write about the facts they find. Have them go through the editing process (first draft, edit, final copy).
- **4.** Collect the papers and post them around the room for all of the students to read.
- Key: My car broke down. (Example) At first, I stayed calm (Example) I cried and felt better. (Example)

For additional practice of the language presented in Unit 11, direct students to the ICON 2 Workbook pages 62 to 67. Answers to the Workbook activities are on pages 118 to 127 of this Teacher's Manual.

98 UNIT 11 
Are you stressed out?

## LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
  - 人们普遍相信人们今天面临的压力比以前要大 得多。
  - 困难本身究竟是什么关系不大。
  - 当要做的工作太多时,人们很容易觉得疲倦、压力大。
  - 压力可能本来就是我们生活的一部分,我们也 许永远不可能摆脱, 活。
  - 5. 压力可以让人变得更强,也可以让人一蹶不振; 这取决于你对压力的态度。
- B. Translate the following sentences into English.
  - 1. People could easily lose their temper when they are under stress.

- 2. It is normal to feel stressed before a test, so don't worry.
- 3. When you are under great stress, you may feel better after a piece of chocolate.
- 4. The main cause of the drinking problem in Japan comes from too much work stress.
- 5. It may make you feel better to chat with a friend when you are in a bad mood.
- 6. Don't make a decision before you think everything through.
- 7. Regular physical exercises help to reduce/relieve stress and improve health.
- 8. Stress is not necessarily a bad thing as we may turn stress into motivation.

## **8** Word Usages

complicated	adj.	复杂的	
-		He was too young to deal with such a <i>complicated</i> matter.	[2]
concentrate	v.	集中(注意力等)	
		Students who are under much stress usually find it hard to concentrate on their studies.	[1]
crash	v.	(计算机)死机;摔碎,撞碎	
		The bank stopped service when the computer had just <i>crashed</i> .	[6]
craving	n.	渴望	
		We are all moved by the <i>craving</i> for knowledge in the little girl's eyes.	[6]
cure	v.	治愈	
		The doctor tried traditional Chinese medicine on her and <i>cured</i> her serious headache.	[6]
display	v.	展示	
		Mozart displayed great talent in music when he was as young as five years old.	[6]
divorce	n.	离婚	
		It seems <i>divorce</i> is the only way to end their unhappy marriage.	[6]
extra	adj.	额外的;附加的	
		The company will pay <i>extra</i> for those who work for extra time.	[6]
ignore	v.	无视,不去理睬	
		If you come across new words in fast reading, just <i>ignore</i> them for the moment.	[3]
meditate	v.	深思,沉思	
		He is a man of few words and always seems to <i>meditate</i> on something.	[2]
react	v.	反应	
		No one knows how he is going to <i>react</i> to the fact that he has failed four courses.	[6]
reaction	n.	反应	
		We didn't expect his <i>reaction</i> to the news would be so strong.	[6]
sign	n.	征兆,迹象	
		People checked the crashed building carefully, looking for <i>signs</i> of life.	[1]

spill	v.	溅,泼,洒	
-		Don't cry over <i>spilt</i> milk.	[6]
stretch	v.	伸展(肢体)	
		He stretched his arms and yawned.	[6]
upset	adj.	不适的;不舒服的	
		Whenever there is a test, I will get an <i>upset</i> stomach.	[6]
break down		精神崩溃; (汽车)抛锚	
		It was said that Van Gogh, the greatest painter ever, had been under so much pressure f	or so
		long that he eventually broke down.	[6]
calm down		平静下来	
		You'd better <i>calm down</i> when nothing is clear yet.	[6]
deal with		处理	
		She is quite capable of <i>dealing with</i> the crisis.	[5]
go right ahead		接着往下说,继续	
		"That's an excellent idea. Go right ahead. I want to know more about it," said the	
		boss encouragingly.	[4]
go wrong		出错,出问题	
		Something must have gone wrong with the engine.	[6]
have trouble doing	g	做…很困难	
		I always have trouble matching people's names with their faces.	[1]
sort of		有点(常用于口语)	
_		To tell the truth, the writer's new book is <i>sort of</i> disappointing.	[2]
take a nap		小睡,小憩	
		<i>Take a nap</i> and you will be in a good mood for the rest of the day.	[3]

### **9 TOPIC-RELATED INFORMATION/BACKGROUND**

#### 1. Stress test for students

- \_\_\_\_ 1. Do you worry about the future?
- 2. Do you sometimes have trouble falling asleep?
- 3. Do you often reach for a cigarette, a drink, or a tranquilizer in order to reduce tension?
- \_\_\_\_\_ 4. Do you become irritated over basically insignificant matters?
- 5. Do you have less energy than you seem to need or would like to have?
- 6. Do you have too many things to do and not enough time to do them?
- \_\_\_\_\_ 7. Do you have headaches or stomach problems?
- 8. Do you feel pressure to accomplish or get things done?
- \_\_\_\_\_ 9. Are you very concerned about being either wellliked or successful?
- 10. Do you perform well enough in life to satisfy yourself?

- 11. Do you get satisfaction from the small joys or simple pleasures of life?
- \_\_\_\_ 12. Are you able to really relax and have fun?
- Scoring: 1 point for a yes answer to 1-9 or no answer to 10-12. A score of 4 or more suggests that you may under significant stress.
- 2. Tips for reducing stress
  - Learn to plan.
  - Recognize and accept limits.
  - Learn to play.
  - Focus on the positive.
  - Learn to tolerate and forgive.
  - Avoid unnecessary competition.
  - Get regular physical exercise.
  - Learn a systematic, drug free method of relaxing.
  - Talk out of your troubles.
  - Change your thinking.

12 I've never heard of her.

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

### **VOCABULARY:** Professions

#### Warm-up: Categorizing game

In this warm-up, students categorize a list of names into professions.

- 1. Prepare a list of famous people's names for each category in the Student Book. They can be alive or dead people. Examples: Scientists: Thomas Edison, Orville Wright, Athletes: Tiger Woods, Michael Jordan, Martina Navratilova, Writers: Stephen King, Charles Dickens, Political leaders: Ghandi, Martin Luther King, Jr., Business people: Bill Gates, Walt Disney, Artists: Van Gogh, Renoir, Monet, Andy Warhol.
- 2. Write the list of names in random order on the board.
- **3.** Pair up students. Give students a time limit. Tell the pairs to categorize the names on the board into professions.

#### A. YOU FIRST

#### In the pictures:

Picture 1 is of Nobel Prize winning scientist, Marie Curie who was one of the discoverers of radioactivity. Picture 2 is of British soccer player, David Beckham. Picture 3 is of British writer JK Rowling, author of the Harry Potter books. Picture 4 is of Nobel Prize winning human rights activist,

and former President of South Africa, Nelson Mandela. Picture 5 is of Japanese businessman Akio Morita, who cofounded SONY (with Masuru Ibuka). Picture 6 is of the Mexican artist, Frida Callo.

#### **Expansion: Who am I?**

In this warm-up, students have the name of a famous person taped to their back and they try to figure out who it is by asking their classmates questions.

- 1. Prepare note cards with famous names written on them.
- **2.** As students walk in to class. Tape a note card on their back (without letting them see the name).
- **3.** On the board, write some helpful phrases: Am I a writer an athlete, political leader, scientist, etc. Am I a male or a female? Am I alive or dead? Which country am I from? etc.
- **4.** Students walk around asking their classmates questions about the famous person written on their note card.
- **5.** After the designated amount of time, the students who hadn't guessed their person yet, can check the name.

**Key:** popular writers (Example)

4. Nelson Mandela (Example)

### **B.** $\widehat{\mathbf{P}}$ **PRONUNCIATION**



#### **Audio Script**

- 1. Who are some famous scientists?
- **2.** Who are some talented athletes?
- 3. Who are some popular writers?
- **4.** Who are some respected political leaders?
- 5. Who are some wealthy business people?
- **6.** Who are some successful artists?

#### Expansion: I've never heard of her

In this expansion, students practice the expression: I've never heard of her/him.

- 1. On the board write these expressions: Have you ever heard of \_\_\_\_\_? /// I've never heard of her/him. Yes, I've heard of her/him. Yes, I know her/his work.
- 2. Students sit in a circle. Turn to the person next to you and say: *Have you ever heard of JK Rowling*? Elicit one of the responses on the board.
- 3. That student then turns to the person on the right and
- asks a different question: *Have you ever heard of* \_\_\_\_\_? The next student then responds to the question using
- one of the responses written on the board.4. Continue the activity until every student has had a chance to ask and answer a question.

#### C. PAIR UP and TALK

#### Variation: Talk around

In this variation each student interviews classmates about a famous person.

- 1. To demonstrate this activity, ask a question to everyone. Example: Have you ever heard of Banana Yoshimoto? Elicit three types of responses: No, I've never heard of her. Yes, I've heard of her. Yes, I like her work.
- **2.** Next have students choose a famous person. Make sure that each student chooses a different person to ask their classmates about.
- **3.** Students walk around the classroom interviewing students, just as you did in your example. They make note of the responses.
- **4.** Have students report back on their findings using your statements as an example.
- Key: Answers will vary.

Madame Curie (Example) discovered radioactivity (Example)

### **2** LISTENING: Jane who?

#### A. LOOK/THINK/GUESS

#### **Expansion: What a caption**

Do this expansion after you have discussed the picture. In this expansion, students write what Ben is saying to Sophie and what Sophie is thinking.

- 1. Make a photocopy of the picture and put it on the board or just draw two people on the board that represent the two people in the picture.
- **2.** Put students in pairs. Tell them to write what Ben is saying to Sophie and what Sophie is thinking.
- **3.** Students write their sentences and then pairs come to the board and write their ideas on the board (have them draw a "speech" bubble coming from Ben's mouth so it looks like Ben is really talking and a "thought" bubble coming from Sophie so it looks like she's thinking).

Key: To talk to the woman.

#### **B. MODEL CONVERSATION**

### 

#### Audio script:

- Zach: Did you see the TV show about Jane Austen last night?
- Ben: Jane who?
- Zach: Jane Austen. You know, the famous British writer.
- Ben: I've never heard of her.
- Zach: Sure you have. She wrote *Pride and Prejudice* and *Emma* and a lot of other books.
- Ben: Has she written anything recently?
- Zach: No, Ben. She died in 1817.
- Ben: Oh. What did she write about?
- Zach: Oh, you know. Family life, love, marriage . . .Ben: Excuse me, Zach. There's Sophie. I want to ask her out. Can I talk to you later?
- Zach: Sure, Ben.

#### Variation/Game: What's missing?

In this variation, students listen to the conversation and fill in the missing words.

- 1. Books closed. On the board write the dialogue from the Student Book but take out a few words in every sentence.
- **2.** Pair up students. Pairs copy the conversation on their own paper.
- **3.** Students listen to the audio script and try to fill in the missing words.
- **4.** Play the audio script one more time. Students check their answers.
- **5.** Have a pair read the dialogue. Check to see if it is correct.
- 6. The pair with the least amount of errors wins.

#### **Explanation: Language awareness**

If you ask someone out, it means to invite them on a date. Example: I'm going to ask Susie out this weekend. A related expression is, go out which means to have a date with someone. Example: I'm going out with Susie this weekend.

#### C. ACTIVE LISTENING

Read the questions below. Then listen to the rest of the conversation and circle a, b, or c.



#### Audio script:

- Ben: Hey Sophie! How are you doing?
- Sophie: Oh, hi, Ben. How are you?
- Ben: I'm great. So, um, what are you up to this weekend? Sophie: This weekend? Nothing special. I'll probably hang
- out at home.
- Ben: Oh, really? So, what're you reading?
- Sophie: Oh, this? I'm in the middle of this great novel.
- Ben: Oh yeah?
- Sophie: Maybe you've heard of it. It's called *Pride and Prejudice*.
- Ben: *Pride and Prejudice*? Ah, you mean the book by, um Jane, ah Austen?
- Sophie: I'm impressed, Ben. I didn't know you were a literature fan.
- Ben. Well, um, sure. Especially 19th century British novels. And Jane Austen, well, she's the best. She wrote such great stories, you know about family life, love and marriage.
- Sophie: I didn't know you were so well-read, Ben, I'm really surprised! Do you want to come over this weekend? We can discuss *Pride and Prejudice*. It's so great to find someone who loves Jane Austen.
- Ben: Well, sure, Sophie. And maybe we could even rent a video.
- Sophie: A video? What a great idea! We can watch the video of *Pride and Prejudice*! It's six hours long. You'll love it.

#### Expansion: Asking someone out

Do this after the students have listened to the conversation. In this expansion, male and female students write things they would say or do to ask someone out on a date.

- 1. To start the activity, ask students if they have ever asked someone out on a date before. Discuss the difficulties of asking someone out. Do they get nervous? What do they say?
- 2. Next separate the men and the women into two groups. (If the class is large, split the two groups into smaller groups).
- **3.** The two groups then write things they would do and say to ask someone out on a date.
- 4. Check their work before they share it with the other group.
- **5.** Have each group present their ideas. The other group decides whether they are suitable and appropriate things to say and do when asking someone on a date.

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

### **3** LANGUAGE FOCUS: Review of past, present, and future

#### A. ( ) PRONUNCIATION

See Pronunciation on page 117 of this Teacher's Manual.



#### **Audio Script**

- A: What year were you born?
- B: I was born in 1976.
- A: Where did you grow up?
- B: In San Francisco.
- A: When did you graduate from high school?
- B: I graduated from high school in 1994.
- A: Who was your favorite teacher?
- B: My algebra teacher.
- A: Where do you live?
- B: I live in New York.
- A: What do you do?
- B: I'm an engineer. I work for a large company.
- A: How do you spend your free time?
- B: I listen to music. I work out at the gym.
- A: What are you going to do in the future?
- B: I'm going to get married.
- B: I'm going to start my own company.

#### Variation: Questions out of a hat

In this variation, students ask and answer questions out of a hat.

- 1. Prepare a list of questions (one per student) like the ones in the Student Book: What year were you born? Other examples: (Past) What did you study in school? What did you like to do? (Present) How many brothers and sisters do you have? How do you like your job? (Future) Where are you going to go on your next vacation? What are you going to do after you finish school?
- **2.** Cut the questions into strips and put them in a hat or envelope.
- **3.** Pass the hat around. Have students take a question and answer it out loud.
- **4.** Continue the activity until everyone has had a chance to answer a question.
- **5. Option:** Students write their own questions. Collect the questions, correct them and put them in the hat.

#### **Expansion: Timeline**

In this expansion, students ask each other questions about a timeline.

- 1. Think of events of your life (or a famous or fictitious person) to include on a timeline. Include information such as: Where you were born, where you grew up, major events of your life (trips, accidents, graduation from schools, jobs, marriage, babies, etc.).
- 2. Write the information on two different timelines (alternate the information). Timeline A will have some of the information and Timeline B will have different information. **Example:**

<b>T</b> *	1	•		
Tim	eľ	ın	e	A:

1966	1972	1975	1982	1985	1989
(born in	(?)	move to	(?)	graduate	(?)
New York)		Chicago		from high school	
Timeline B.					

Timer	limeline D:				
1966	1972	1975	1982	1985	1989
(?)	break	(?)	travel	(?)	graduate
	arm		to Mexico		from university

- **3.** Pair up students. Hand out Timeline A to one student and Timeline B to the other student in the pair.
- **4.** Students then ask each other questions about the timeline. Where there is a question mark (?), they ask: What did she do in 1972? And the partner answers the question by forming a sentence with the clues given: She broke her arm in 1972.
- **5.** In the end, have students recreate the timeline on the board.

#### **B. GET IT RIGHT** Variation/Game: Ready, set, unscramble!

In this game, teams unscramble sentences on the board.

- 1. On the board write the scrambled questions from the Student Book. Add more so that each student has one to unscramble. **Others:** What do you like to do in your free time? What did you eat last night? Where do you work/study? Where are you going to go on your next vacation? etc.
- **2.** Write these scrambled questions on the board. Cover them up with paper so that students can not see them or write each sentence on a separate piece of paper.
- **3.** Form two teams. Teams line up in front of the board.
- **4.** The first two people from both teams comes forward. You reveal the first scrambled sentence. Tell them to unscramble the sentence and write it on the board. The first person to write it correctly gets a point for their team.
- 5. After a point has been rewarded. That student then asks
- the person next in line the question. If that person answers the question with correct grammar, another point is rewarded to their team.
- **6.** Continue the game until each person has had an opportunity to unscramble a question.
- Key: 1. Where were you born
  - 2. When were you born
    - 3. Where did you go to elementary school
    - 4. Where do you live now
    - 5. How do you spend your weekends
    - 6. What do you do
    - 7. What are you going to do next weekend
    - 8. What are you going to do in the future

#### C. YOUR TURN Game: Think fast

#### In this game, students brainstorm as many past, present and future questions as they can.

- 1. On the board make three columns titled "Present", "Past, "Future" and write a sample sentence under each column. Present: What do you do? Past: Where did you grow up? Future: What are you going to do tomorrow?
- 2. Put students into small groups. Give them a time limit and tell them to think of as many questions for each category as they can in the given time.
- **3.** After the time limit, the groups write their questions in the columns. The group with the most sentences wins.

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

### A. $\widehat{\mathbf{P}}$ PRONUNCIATION.



#### **Audio script**

I'm not really sure. Actually, I have no idea. I don't remember.

#### **Game: Stump your classmates**

## In this expansion students get practice using the expressions in the Student Book.

- 1. On the board write the expressions from the Student Book: I'm not really sure. Actually, I have no idea. I don't remember. Add to the list: I don't know.
- 2. Seat students in a circle. Tell the students that the object of this game is to "stump" (to be unable to answer a difficult question) your classmates.
- 3. Turn to the person on your right and ask a question about a famous person. If that student doesn't know the answer, elicit one of the responses written on the board. Example: You: Do you know where JK Rowling is from? Student: I'm not really sure.
- **4.** Go around to each student asking the same question until someone knows the answer. For each person who is "stumped" (doesn't know the answer), you get a point.
- 5. Continue the game until each person has had an opportunity to ask a question. Whoever has the most points (by "stumping" the most classmates) in the end, wins.

# B. **A** LISTEN and ADD

#### Audio script

- A: Who do you admire?
- B: Pelé. A: Who's Pelé?
- A: whos Pele:
- B: He was the greatest soccer player of all time. A: Oh. When did he start playing soccer?
- B: I don't remember.
- A: Who do you admire?
- B: Midori. Have you heard of her?
- A: No, I haven't.
- B: She's a talented musician from Japan.
- A: Oh. What's her full name?
- B: I'm not really sure.

#### Expansion: I don't know

In this expansion students choose a famous person they admire and talk to their classmates about him/her using the dialogue as a model.

- 1. On the board, write the dialogue from the Student Book in outline form. **Example:** 
  - A: Who do you admire?
  - B: (famous person)
  - A: Who's \_\_\_\_\_? <u>OR</u> I know \_\_\_\_\_
  - B: (description of famous person)
  - A: (Question about famous person)
  - B: <u>I don't know.</u>
- **2.** Tell students to think of a famous person and a short description of that person.
- **3.** Students then walk around the room talking to their classmates using the dialogue on the board as a model.
- 4. If the classmate knows the famous person, they say: I
- know \_\_\_\_\_\_ and the conversation ends there.
- **5.** If the classmate doesn't know the famous person, the students go through the whole dialogue.
- **6.** In the end, ask a few students to talk about the famous person they admire.
- Key: 1. B: I don't remember
  - 2. B: I'm not readlly sure

### **5** INTERVIEWS: Who do you admire?

#### Variation: Presentations

In this variation, students make a presentation on a famous person, then respond to questions from their classmates.

- 1. To prepare for the activity, think of a famous person you are familiar with and write some sentences about that person. Use the questions in the Student Book as a guide. **Example:** I'm going to tell you a little bit about an author I really admire, JK Rowling. She is a writer from England. She created the Harry Potter series of books. So far, five books are complete and there will be two more books in the series. This is her first experience writing a book and now she is very famous and rich. Her books are translated into many different languages and adults and children both love the Harry Potter books.
- **2.** Have students prepare a presentation about a famous person they admire. Tell them to use your presentation as a model and the questions in the Student Book as a starting point.
- **3.** Give students an opportunity to present their work to the class.

Key: Answers will vary. What does she/he do? He's an actor. (Example) I admire Brad Pitt (Example) Where does she/he live? In the U.S.A. (Example)

### **INFOZONE:** Fame

#### **Explanation: Cultural awareness**

"When opportunity knocks on your door, you take it" is an expression in the United States. This cartoon refers to that expression.

#### Expansion: When opportunity knocks . . .

- 1. Discuss the meaning and the humor behind the cartoon.
- 2. Talk about the expression: "When opportunity knocks on your door, you take it." Ask: What does this expression mean? Do you agree with it? When wouldn't you take the opportunity? Has opportunity knocked on your door?
- **3.** Tell the students to think of a time when opportunity knocked on their door and they either took the opportunity or turned it down (did not take it).
- 4. Have students share their stories with the class. If the class is large, break the class into smaller groups.

#### Expansion: Make your own cartoon

- 1. Ask students to go on the Internet or look through newspapers, books, etc. to find another cartoon that is related to fame. An option would be for the students to draw their own cartoon.
- 2. Students bring the cartoons in and the students present and discuss the humor and the issues.

#### Expansion: Is it true in your country?

In this expansion, students discuss politicians in their country.

1. On the board write: Do you admire politicians? Are they trusted? How are things different now than in the past? Why have things changed?

- 2. Put students in small groups. Tell them to discuss the questions on the board.
- **3.** Have students share what they talked about.

#### Variation: Who do you agree with?

Books closed. In this variation, students decide which quote in the INFOZONE they most agree with.

- 1. Write the quotes from the Student Book on the board (or on pieces of paper posted around the room).
- 2. Tell students to walk around and make a check on the quotes that they most agree with.
- 3. Next, review the responses with the class. Ask students to explain why they agreed with that quote.
- 4. Option: Have students look up other quotes on "fame" on the Internet.

#### Expansion: If you were famous ...

In this expansion, students think about how they would change their lives if they were famous.

- 1. On the board write: Opportunity knocked and you opened the door! You are now a very famous person. You have a lot of money and a lot of fame. What will you change in your life? Which parts of your life will remain the same?
- 2. Tell students to think about the questions on the board.
- **3.** Put students into smaller groups and have them discuss their thoughts.
- **4.** Have a few students share what they talked about.





如今政治家们就来就难以直得公众的草根 他们连获限公众的信任都很难。可是以 并不总是这样。18世纪时,本杰明·弗兰克 《是美国最杰出的政治家之一,得到大家的信 任和敬仰。他为人真诚诚实,并且聪明过人, 富有创意。他若手做的每一件事样非常成功, 或许现在的政治家们应该从这位伟人或其他类 似伟人的生平中获得启迪。

### 个人看法

我们就会有着仲裁名的问题的同了一些人,他们 的名子下:

"成名对我来说就是一切,我喜欢被人所爱,为 人所知,出名是 的复数 法保守法法法 

出名可太和了,你不知道说还可以信任。很多 人继和你在一起仅仅是因为你是名人。做名人会 很孤独,好像人人都喜欢你,但你心电明白根。 没有人喜欢你。

电影明幕



为我的作品带来的影响。你一旦成名,你的 就会更加受到重视。 並会講理成者批明

草间弥生(日本艺术家)

#### **READ ABOUT IT**

#### Game: Paragraph Scramble

- 1. Retype the In My Opinion paragraph in large print. Cut the paragraph up, separating each sentence. Make several copies of the paragraph (one per pair) and place the cut up sentences in an envelope.
- 2. Give each pair an envelope with the scrambled paragraph.
- 3. Instruct the pairs to put the paragraph back together.
- 4. Check their paragraphs. Pull out the mis-ordered sentences, so they can try again.
- 5. In the end, have each pair write one sentence of the paragraph on the board until it is complete.

#### Key: A. 1. To choose his future.

- 2. A politician from the U.S.A.
  - 3. He was sincere, honest, smart and creative.
- 4. positive: Amal Hijazi; negative: Yayoi Kusama The famous American movie star.
- C. 1. 1) C 2) C 3) B 4) A 5) D 2.1) T 2) T 3) F 4) N 5) F

#### **TALK ABOUT IT**

#### **Expansion: Advantages and Disadvantages**

In this expansion students decide whether there are more advantages to being famous or more disadvantages.

- 1. On the board make two columns titled "Advantages to being famous" and "Disadvantages to being famous"
- 2. Tell students to decide whether they think there are more advantages or disadvantages to being famous.
- **3.** Break the class into two groups. One group will brainstorm the advantages to being famous and the other group will brainstorm the disadvantages.
- 4. Next, have the groups write down their list in the columns on the board.
- 5. Have each group give more details for each item on the

list. Ask if anyone from either group wants to change their mind and go to the other group.

Key: Answers will vary.

#### WRITE ABOUT IT

#### **Expansion: Thirty seconds of fame**

In this expansion, students tell about a time when they received fame for something they did.

- 1. On the board write: What was your thirty seconds of fame? Explain to the students that "Thirty Seconds of fame" is an expression in the United States which refers to a time when you were famous.
- 2. Ask the students to think of a time when they received Thirty Seconds of Fame for something.
- **3.** Tell them to write about it. Describing the details of the event and the fame that came with it.
- 4. Have them go through the editing process (first draft, edit, final copy).
- 5. Next, collect all the papers, number them and post them on the wall.
- 6. Have the students number a piece of paper (with the same number as there are papers).
- 7. Students walk around, reading the different accounts of their classmates' thirty seconds of fame and guess whose experience is whose. They write their guesses on their papers next to the corresponding number.
- 8. After the students have made their guesses, have each student share which experience was theirs.
- 9. Ask if anyone made all the right guesses.
- Key: A. Fame is terrible.; Best: Nothing.; Worst: Everyone knows all the bad things about you.

For additional practice of the language presented in Unit 12, direct students to the ICON 2 Workbook pages 68 to 73. Answers to the Workbook activities are on pages 118 to 127 of the Teacher's Manual.

## LEARN & PRACTICE

- A. Translate the following sentences into Chinese.
  - 阿伯拉罕姆・林肯被认为是美国最杰出的总统 之一,因为他为消除奴隶制作出了巨大贡献。
  - 奥黛丽·赫本赢得全世界的敬重不仅仅是因为 她的电影生涯十分杰出,也因为她作为UNICEF (联合国国际儿童紧急基金会)国际慈善大使所 做出的伟大业绩。
  - 海伦·凯勒向全世界证明,残疾人能独立地而且 成功地去成就他们想做的任何事情。
  - 特雷莎修女和戴安娜王妃都令人敬重,因为她 们唤起了公众对贫困的关注。
  - 对放射性的研究使居里夫人享誉世界,但也同时造成了她的早逝。
- **B.** Translate the following sentences into English.
  - 1. Scientists all over the world regard winning a Nobel

Prize as a great honor.

- 2. Each year Times makes a list of one hundred people who rock the world that year.
- 3. Fame and success are two completely different matters but they are frequently confused.
- 4. Jane Austen often wrote with doors closed for she didn't want to be disturbed.
- 5. Spanish painter Picasso was the most influential and successful artist of the 20th century.
- 6. Being famous is both good and bad, and it can send you up to the heaven and down to the hell.
- 7. We can't help respecting those who have given up their lives for the good of the country.
- Bajin has left Chinese people not only his works, but also his brilliant life.

## **8** WORD USAGES

admire	v.	敬仰,仰慕	
		I really <i>admire</i> your ability of handling so many things at the same time.	[4]
aid	n.	援助;帮助	
		Soon after the earthquake, the city received a large amount of <i>aid</i> from all of the world.	[6]
broadcast	n.	(电视或无线电的)播放,播出	
		The live broadcast of the World Cup every day has brought in a large fortune to the bars.	[6]
contribute	v.	捐献;捐助;贡献	
		The UN called on all nations to <i>contribute</i> aid to African refugees.	[6]
discover	ν.	发现	
		Is it true that Columbus was the first European who discovered America?	[1]
impress	ν.	予人深刻的印象	
		The tourists were greatly <i>impressed</i> by the newly-built airport.	[2]
negative	adj.	负面的,否定的	
		Too many failures may have <i>negative</i> effects on children's personality.	[6]
organize	ν.	组织奕	
		Martin Luther King, the 1964 Nobel Prize Laureate, organized many strikes for the right	nts
		of the blacks.	[6]
positive	adj.	正面的,肯定的	
		I like her a lot for she always look at problems in a <i>positive</i> way.	[6]
raise	ν.	筹措;募集	
		A concert was held to <i>raise</i> money for the deaf and blind.	[6]
respected	adj.		
		As a journalist, he is highly <i>respected</i> for his many first-hand reports on important events.	[1]
sincere	adj.	真挚的	
		No one can resist a <i>sincer</i> e smile. So keep smiling.	[6]

talented	adj.	有天赋的	
		Even <i>talented</i> people have to work hard to make their dreams come true.	[1]
worldwide	adv.	全球地	
		After years' efforts, Haier is selling its products worldwide.	[6]
ask sb. out		邀请某人外出,和某人约会	
		I'd like to ask her out sometime but I'm afaid she might refuse me.	[2]
come over		过来,来访	
		Would you like to <i>come over</i> now to help me with my assignment?	[2]
find one's way into		设法达到,设法进入	
		Though born of a poor family, the two children eventually found their way into college.	[6]
hear of		听说	
		Have you <i>heard of</i> the news that our company's CEO will step down next week?	[1]
up to		在忙···,在干···;你最近在忙些什么?	
		What have you been up to?	[2]

## **9** TOPIC-RELATED INFORMATION/BACKGROUND

- 1. Fame proverbs
  - A good fame is better than a good face.
  - Fame is a magnifying glass.
  - Fame like a river is narrowest at its source and broadest afar off.
  - Every man is the architect of his own fortune.
  - A good name keeps its luster in the dark.
  - Take honor from me and my life is done.
  - It is better to die with honor than to live in infamy.
  - Adversity successfully overcome is the highest glory.
  - Your father's honor is to you but a second-hand honor.
- 2. Fame quotations
  - Fame is a vapor, popularity an accident, and riches take wings. Only one thing endures and that is character.
     — Horace Greeley

• Fame is the thirst of youth.

- Lord Byron

• It is strange to be known so universally and yet to be so lonely.

Albert Einstein

• He lives in fame that died in virtue's cause. — William Shakespeare

#### 3. Dialogue laughter

- Father: You know, Tom, when Lincoln was your age, he was a very good pupil. In fact, he was the best pupil in his class.
  - Son: Yes, Father, I know that. But when he was your age, he was President of the United States.

# **Review of Units 10–12**

## **ROLE-PLAYS**

#### **A.**

- 1. Ask students to form pairs.
- **2.** Tell students to look at the pictures in the Student Book and write a conversation for each scenario depicted in the picture.

#### **B.**

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

### **2 LISTENING**



### ....

#### **Audio script**

- **1.** Where were you born?
- 2. Where did you grow up?
- **3.** Do you like to travel?
- **4.** Have you ever traveled alone? Where?
- 5. When you travel, what stresses you out?
- 6. What do you do when you can't sleep?
- 1. Have students open their Student Book to the activity. Play the recording through once.
- **2.** Students listen to the information and write their answers to the questions on the recording.
- **3.** Play the recording through a second time. Students check their answers.

#### Key: Answers will vary.

1. I was born in Singapore. (Example)

### **3** GAME

- 1. Demonstrate the game by reviewing the example in the student text.
- 2. Put the students in groups of four.

- 3. Students take turns choosing a famous person.
- **4.** The students ask no more than 20 questions about the identity of the famous person.

### 4 GAME

- 1. Put the students into groups of three or four students. Decide on which teams will play against each other.
- 2. Designate which group will be Team A and which will be Team B.
- **3.** Team A asks Team B the 10 questions in the student text.
- 4. Team B gets a point for each correct answer.
- 5. Then they switch roles. Team B turns to page 00 and asks Team A the 10 questions listed in the student text.
- 6. Team A gets a point for each correct answer.
- 7. The team with the most points wins the game.

- 1 Play the race
  - 1. Play the recording through a third time. This time, students write down the questions on the tape.
  - 2. Students pair up and ask their partner the questions.

#### Key:

Β.

- 1. Where were you born?
- 2. Where did you grow up?
- 3. Do you like to travel?
- 4. Have you ever traveled alone?
- 5. When you travel, what stresses you out?
- 6. What do you do when you can't sleep?

### Review of Units 1-3, Activity 2: Information Gap for Student A

#### **STUDENT A**

A. Read about Carlos and answer your partner's questions.



My name is Carlos Rivas. I live in Mexico, and I study English at the university. I'm going to work in tourism, so it's important for me to speak English. I try to use only English in class, but I sometimes speak Spanish. I don't worry about mistakes; I just speak up. We practice speaking with partners, and I usually ask follow-up questions. Now I want to improve my reading. I use the Internet every weekend, especially to find out about sports. Next summer I'm going to visit a friend in England.

B. Now ask your partner questions about Kanya.



- 1. Where does Kanya live? Thailand
- 2. Where does she study English? <u>At a language institute.</u>
- 3. What strategies does she use in class? tries to speak English confidently and to use
- **4.** What strategies does she use outside of class? <u>She sends e-mails and listens to songs.</u>
- 5. What are her plans for the future? to travel to Australia
- 6. In your opinion, is she a good language learner? Answers will vary.

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### Review of Units 1-3, Activity 2: Information Gap for Student B

#### **STUDENT B**

A. Ask your partner questions about Carlos.



- 1. Where does Carlos live? Mexico
- 2. Where does he study English? At a university.
- 3. What strategies does Carlos use in class? He tries to use only English in class.
- 4. What strategies does he use outside of class? He asks follow-up questions. He uses
- **5.** What are his plans for the future? <u>He's going to visit a friend in England</u>.
- 6. In your opinion, is he a good language learner? Answers will vary.

B. Read about Kanya and answer your partner's questions.



My name is Kanya Meesang, and I live in Thailand. I want to travel to Australia, so I study English at a language institute. I have a pen pal in Sydney, Australia. We send e-mails every week. I also listen to songs in English. In class I try to speak confidently and use new vocabulary words. I sometimes worry about making mistakes. I write new vocabulary words on flashcards and practice at home. I also use an English–English dictionary.

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## Review of Units 10-12, Activity 4: Information Gap for Student B

#### Team B

- 1. Answer Team A's ten questions. You get one point for every correct answer.
- 2. Ask Team A the ten questions below. Team A gets one point for every correct answer.
- 3. The team with the most correct answers wins.

Travel preferences	Professions	Life history	Stress	Idioms
<ol> <li>Name one luxury hotel and one budget hotel in your area.</li> <li>Where can you ride on a camel?</li> </ol>	<ol> <li>Who are two female political leaders?</li> <li>Who is a famous poet?</li> </ol>	<ul><li>5. Why is Pelé famous?</li><li>6. Where did our teacher grow up?</li></ul>	<ul><li>7. Does caffeine cause stress?</li><li>8. How does meditation help stress?</li></ul>	<ul> <li>9. Explain "I don't like to rough it."</li> <li>10. When do you say "Take it easy"?</li> </ul>

# Pronunciation

### **UNIT** 1 Intonation of *yes/no* questions



#### A. LISTEN and PRACTICE the questions.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write one sentence on the board (*Do you ever come to class late?*)
- 2. As you read the sentence draw a rising arrow over the word *late* to show the rising intonation.
- **3.** Have students look at the exercise in the student book. Play the recording and tell students to note the rising intonation in each of the sentences.



# **B. LISTEN and PRACTICE the conversation with a partner.**

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

# UNIT 2 Intonation of *wh*-questions



# A. LISTEN and PRACTICE the questions.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write one sentence on the board (*When is the news on?*)
- 2. As you read the sentence draw a rising and falling arrow over the words *news* and *on* to show the rising and falling intonation.
- **3.** Have students look at the exercise in the student book. Play the recording and tell students to note the rising and falling intonation in each of the sentences.



#### **B. LISTEN and REPEAT the chant.** Then listen again and repeat it.

- 1. Play the recording again. Have students listen to the chant.
- **2.** Play the recording again and have students repeat the chant.

# C. Practice the chant with the whole class. Then practice it in two large groups.

1. Have the whole class say the chant together.

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2. Then, divide the class into two groups. Have one group say part A of the chant and the other group say part B of the chant.

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## **UNIT** 3 Reduced form of *going to*



# A. LISTEN to these questions. Notice two ways to say going to.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write two sentences on the board (*What are you going to do on Monday morning? Where are you going to be on Monday night?*)
- 2. Read one sentence at normal speed and read the other sentence using the reduced form of *going to* (/gonna/).
- **3.** Have students look at the exercise in the student book. Play the tape and tell students to note the two different ways to say *going to*.



# B. LISTEN to the conversation. Then practice it with a partner.

- 1. Have students look at the exercise in the student book. Play the recording and tell students to notice the reduced form of *going to* in the conversations.
- **2.** Pair up students and have them practice the conversation with their partner.
- **3.** Have a few pairs demonstrate the conversations in front of the class.

# C. ASK your partner three questions with *going to*.

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

# NIT 4 Reduced form of *can*



# A. LISTEN and PRACTICE the questions and answers. Notice the difference in the way *can* is pronounced.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write two sentences on the board (*Can I get there by bus? Yes, you can.*)
- **2.** Read the question using the reduced form of *can*. Read the response without a reduced form.
- **3.** Have students look at the exercise in the student book. Play the tape and tell students to note the difference in the way *can* is pronounced in questions and statements.
- **4.** Play the recording again and have the students repeat the questions and answers.

# 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 notice the difference in the way *can* is pronounced in both the questions and the responses in the conversations.
- **2.** Pair up students and have them practice the conversation with their partner.

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**3.** Have a few pairs demonstrate the conversations in front of the class.





#### A. LISTEN and PRACTICE.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the two sentences 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.

### .....

# **B. LISTEN and PRACTICE. Only stress** the content words.

- 1. Play the recording again, have students repeat the sentences.
- **2.** Encourage them to only stress the content words in the sentences.



### 5 Intonation of *or* questions

# A. LISTEN and PRACTICE the questions.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write one sentence on the board (*Are you messy or neat*?)
- 2. As you read the sentence draw a rising arrow over the word *messy* to show the rising intonation and a falling arrow over the word *neat* to show the falling intonation.
- **3.** Have students look at the exercise in the student book. Play the recording and tell students to note the rising and falling intonation in each of the sentences.

# B. LISTEN and PRACTICE the questions.

- 1. Play the recording again, have students repeat the sentences.
- **2.** Encourage them to only stress the content words in the sentences.

#### C. ASK a partner the questions in B.

**1.** Pair up students and have them ask each other the questions in activity B.

# **NIT** 7 Syllable stress in two-syllable words



#### A. LISTEN to the words. Notice that the vowels in the unstressed syllables have a similar sound.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write a few words on the board (*language, student, prefer*)
- As you read the words, point to the vowel in the unstressed syllable and enunciate the schwa sound.
- **3.** Play the recording and have students listen for the schwa sound.



#### **B. LISTEN and PRACTICE.**

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





# A. LISTEN and PRACTICE the questions.

1. Have students look at the exercise in the student book. Play the recording. Have students repeat the sentences after the recording.



#### **B. LISTEN and PRACTICE.**

1. Have students look at the exercise in the student book. Play the recording. Have students repeat the parts of the sentences.



### **UNIT** 9 Reduced form of *does he, does she*



# A. LISTEN and PRACTICE the questions and statements. Notice two ways to say *does he* and *does she*.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write a few sentences on the board (*Does he like horror movies? Does he play* golf? etc.)
- 2. As you read the sentences, point out how the *does he/does she* gets reduced in questions but not in statements.
- **3.** Have students look at the exercise in the student book. Play the tape and tell students to note the two ways to say *does he* and *does she*.

**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 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.

### UNIT 10 Review of *-ed* endings



# A. LISTEN to the examples. Then listen again and practice them.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write the three words written in the text (*talked*, *traveled*, *skated*) on the board.
- 2. As you read the word write the sound that the suffix *-ed* makes after each one. (talked /t/, traveled /d/, skated /d/.
- **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.

# B. WORK with a partner. Take turns reading the words. Do you hear /t/, /d/, or /ed/? Check.

1. Pair up students. Tell them to take turns saying the words on the chart. The students should put a check under the sound they hear for each word.

# C. LISTEN to the words above. Were your answers correct?

- 1. On the board recreate the graph as it is shown in the student book.
- **2.** Play the recording and tell students to check their answers from exercise B.
- 3. Review the answers with the students.

# D. LISTEN to the conversation. Then practice it with a partner.

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

	/t/	/d/	/ed/
1. organized		<ul> <li>Image: A set of the set of the</li></ul>	
2. wanted			1
3. called		<ul> <li>Image: A set of the set of the</li></ul>	
4. asked	✓		
5. looked	1		
6. decided			✓
7. loved		<ul> <li>Image: A second s</li></ul>	
<b>8.</b> hated			<ul> <li>Image: A second s</li></ul>
<b>9.</b> wanted			<ul> <li>Image: A second s</li></ul>
<b>10.</b> liked	✓		
11. watched	✓		
12. planned		<ul> <li>Image: A second s</li></ul>	

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### **UNIT** [11] Reduced form of *wh- questions* with *do*



#### A. LISTEN to the questions. Notice two ways to say *what do you*.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write two sentences on the board (*What do you do when you have a cold? When you have a cold, what do you do?*).
- Read the sentences through the first time at normal speed. Then read the sentences through using the reduced form of the wh-questions (/Whaddya/ do when you have a cold? /When you have a cold, whaddya do?)
- **3.** Have students look at the exercise in the student book. Play the tape and tell students to note the two different ways to say *what do you*.



# B. LISTEN to the chant. Then listen again and repeat it.

- 1. Have students look at the exercise in the student book. Play the recording and tell students to note the pronunciation of *what do you* in each of the sentences.
- **2.** Play the recording again and have students repeat after the recording.

# C. PRACTICE the chant with the whole class. Then practice it in two large groups.

- 1. Have the students repeat the chant together.
- **2.** Then divide the class into two groups and split up the chant so that one group reads one part of the chant and the second group reads the other part.

# D. ASK a partner four of the questions in the chant.

- **1.** Pair up students. Tell them to ask each other four questions from the chant.
- **2.** Have a few students demonstrate their question and answer in front of the class.
- **3.** Chain drill Option: Have students sit in a circle. Start the activity by asking one of the questions from the chant to the person on your right. (*What do you do when you're angry?*). Be sure to use the reduced form of *what do you*. That student answers your question and then turns to the person on his right and asks a different question from the chant. This continues around the classroom until each student has had an opportunity to ask and answer a question.

# 12 Rising intonation of *wh*-questions for checking understanding

# A. LISTEN to the questions and responses. Notice the rising intonation in the responses.

- 1. To demonstrate what the students should be focusing on when listening to the recording, write a question and response from the student book on the board (*What year were you born? What year was I born?*).
- 2. As you read the second response, draw a rising arrow over the word *born* to show the rising intonation.
- **3.** Have students look at the exercise in the text. Play the recording and tell students to note rising intonation in the responses.



# 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 have them listen to the conversations.

- **2.** Next, pair up students and have them practice the conversations with their partner.
- **3.** Have a few pairs demonstrate the chant in front of the class.

#### C. PRACTICE the conversations again. Use your own answers.

- 1. Tell students to practice the conversations again. Instead of using the responses in the student book, the students use their own answers.
- **2.** Have a few pairs demonstrate their conversation in front of the class.

# Workbook Answer Key





#### **A**.

- 1. I sometimes come to class late.
- **2.** I usually doodle in class.
- 3. I sometimes daydream in class.
- 4. I almost always look up new words.

#### **B.**

- 1. write down
- **2.** come
- **3.** ask
- 4. look up

#### **C**.

Good ideas: I usually write down the homework assignment. I always answer questions in class. I sometimes write e-mails in English.

Bad ideas: I almost always forget my homework. I sometimes get to class late. I never watch movies in English.

**D.** Answers will vary.

#### E.

- 1. chat online
- 2. doodle
- 3. watch DVDs
- 4. practice



#### **A.**

- **1.** Tom: Do you ever speak your first language? Sergio: Yes, I sometimes speak my first language.
- **2.** Tom: Do you ever chew gum? Sergio: No, I never chew gum.
- **3.** Tom: Do you ever forget your books?
- Sergio: No, I hardly ever forget my books.
  4. Tom: Do you ever listen to songs in English? Sergio: Yes, I always listen to songs in English.

 Tom: Do you ever do homework in the evening? Sergio: Yes, I almost always do homework in the evening.

#### **B.** Answers will vary.



A.1. Your mother?

- **2.** Andy's?
- **3.** Did you say page 15?
- **4.** Did you say their shirts?
- **5.** Did you say 7:30?
- **6.** Good-bye?

#### В.

- **1.** A: Where's Room forty?
- B: Did you say Room fourteen?
  - A: No, forty.
- **2.** A: Today's Maya's birthday.
  - B: Well, Happy Birthday, Sarah!
  - A: No, it's not my birthday. It's Maya's!
- **3.** A: We saw a great movie on Sunday night.
  - B: Saturday night?
  - A: No, Sunday.
- **4.** A: How often do you ask questions in class?
  - B: How often do I answer questions?
  - A: No, ask.
- 5. A: Ms. Bloom is our teacher this year.
  - B: Did you say Ms. Bloom?
  - A: Yes, that's right.
- **C.** Answers will vary.



#### **A**.

- Why students don't do homework: Students forget, Students too tired, Students too busy
   Suggestions for teachers: Don't give the assignment at end of the class. Be sure students understand it. Give a choice of homework assignments. Correct homework at the beginning of the next class.
- **B.** Answers will vary.
- C. Answers will vary.

٦



# 1

#### **A**.

- 1. sports shows
- 2. talk shows
- 3. game shows
- 4. soap operas
- 5. the news

#### **B.**

- 1. once in a while
- 2. once a week
- 3. almost every day
- **4.** never

#### **C**.

- 1. What channel is it on?
- 2. Not much.
- 3. A very interesting talk show.
- 4. It's funny.

#### **D.** Answers will vary.

# 2

#### **A.**

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

#### **B.**

- 1. How many
- 2. Why
- 3. When
- 4. What

# 3

#### **A.**

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

#### **B.**

- 1. What's on
- 2. Regularly; I guess
- 3. What's happening; Not much
- 4. Let me see; Great

**C.** Answers will vary.



### **A**.

50 years The Guiding Light men, women, and college students people forget their troubles, relax, laugh at life

**B.** Answers will vary.

#### C. Answers will vary.



### 1

#### **A.**

- 1. romantic
- 2. fun
- 3. dangerous
- **4.** new

#### **B.**

- 1. She wants to go surfing.
- **2.** He wants to visit relatives.
- 3. She wants to go sight-seeing.
- 4. She wants to hang out at the beach.

#### **C**.

- 1. go somewhere new
- 2. do something dangerous
- 3. read something interesting
- **4.** do something fun

**D.** Answers will vary.



### **A**.

- 1. What are they going to do tonight?
- 2. Mona is going to go somewhere new this weekend.
- **3.** We are going to visit relatives on Sunday.
- 4. What are you going to do after class?
- **5.** What is he going to do tonight?
- 6. I am going to stay home tomorrow.

#### **B.**

- 1. Are; 'm not
- **2.** Is; is
- 3. Are; are
- **4.** Is; isn't



#### Α.

- 1. How are you going to get there?
- 2. Who are you going to go with?
- 3. What are you going to do?
- **4.** Where are you going to sleep?
- 5. When are you going to get here?
- **6.** Where are you going to eat?

#### **B**.

- 1. are they going to get there?; They are going to take the bus.
- 2. are they going to go?; They are going to go to the library.
- **3.** are they going to do?; They're going to try surfing.
- **4.** are they going to stay?; They're going to be there about a week.

#### **C.** Answers will vary.



#### **A**.

Place:	Southern California
Activity 1:	swimming and surfing
Description:	athletic, relaxing
Activity 2:	Studio tours
Description:	wonderful, amazing, exciting
Activity 3:	Bungee-jumping
Description:	exciting, dangerous

#### **B.** Answers will vary.

**C.** Answers will vary.



## 1

#### Α.

- 1. She's checking the weather forecast.
- 2. She's checking a sports score.
- **3.** He's checking a movie listing.
- 4. She's checking a bus schedule.

#### **B.**

- 1. watches TV
- 2. looks in the newspaper
- **3.** uses the phone
- **4.** looks online

#### **C**.

- 1. am returning your call
- 2. am about to go out
- 3. can leave a message
- **4.** can't take your call right now
- **5.** need directions to the theater

#### **D.** Answers will vary.



#### **A.**

- 1. How can; He can
- 2. Where can; You can
- **3.** How/Where can; You can
- **4.** Where can; They can
- When can; I can
   When can; She can
- **o**, when early on

### В.

- **1.** Can she take my call now?; she can't.
- **2.** Can we send it by e-mail?; we/you can't.
  - **3.** Can we meet for lunch tomorrow?; we can.
  - **4.** Can they get downtown from here?; they can't.





#### **B.**

- 1. What's a good TV show for my daughter? She's six.
- 2. Can you recommend a music store?
- 3. Can you recommend a good restaurant?
- **4.** What's a good website?
- 5. Do you know a good clothing store?
- 6. How can I learn new words?

#### C. Answers will vary.

# 4

#### **A**.

Advantages: People on vacation call hotels; Drivers call police if there is an accident; Parents find teenage children at night.

**Problems:** Drivers look at phone, not road; Drivers get angry and have accidents.

**Recommendations:** Learn where the buttons are on the phone; Use the "hands free" feature; Don't drive and use the phone when upset; Stop driving to make a call.

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





### А.

- **1.** A good boss
- A good boss
   a high salary
- **3.** an easy commute
- **4.** interesting work
- **5.** lots of time off
- **6.** job security

#### **B**.

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

#### **C**.

- Rosa is a flight attendant. Rosa is busy. Rosa's job is not boring.
- 2. Roger is a computer programmer. Roger's job is fun for him. Roger's job is easy for him.
- **3.** Sarah's job is interesting. Sarah is not a vet. Sarah is the owner of a bookstore.

# 2

#### **A**.

- 1. longer hours than, more interesting than, easier than
- 2. a better salary than, more famous than, happier than
- younger than, a worse boss than, more stressful than
   richer than, happier than, more exciting than

#### **B.** Answers will vary.



#### **A**.

- 1. I like animals better than people.; But the salary is worse.
- 2. I'd rather be a firefighter.; But it's dangerous work.
- 3. I love money.; But everyone would know your name.
- **4.** I like to travel all the time.; But traveling can be stressful.

#### **B**.

- **1.** It's a breeze.
- 2. A bookstore owner.
- 3. Not very.
- 4. Yes, and you have lots of time off.
- **5.** Job security.
- 6. His job is more stressful.

### **C**.

- 1. We have good job security.
- 2. Would you rather be a vet or an accountant? / Would you rather be an accountant or a vet?
- 3. How important is interesting work to you?
- **4.** I think a high salary is very important. / I think a very high salary is important.
- **5.** A police officer's job is more dangerous than a travel agent's job.
- 6. Do you think an architect gets a good salary?

# 4



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



# 1

#### **A.**

- 1. hardworking; lazy
- 2. messy; neat
- **4.** quiet; outgoing
- **5.** funny; serious

#### **B**.

- 1. outgoing
- 2. hardworking
- 3. funny
- 4. lazy

#### **C**.

1. Cesar is the oldest child.



- **2.** Alisa is younger than Elvira.
- **3.** Delia is the middle child.
- **4.** Jacob is an only child.
- **5.** Elvira is older than Alisa.
- **6.** Vidal is the youngest child.

**D.** Answers will vary.



#### **A**.

- 1. older than; the oldest
- 2. better; the best
- **3.** the funniest; funnier
- **4.** the most athletic; more athletic
- 5. the most studious; the most relaxed
- 6. the neatest; the messiest

#### **B.** Answers will vary.

# 3

#### **A**.

- 1. A: Jorge is a real hardworking guy.
  - B: Oh, yeah? What does he do?A: He works 40 hours a week and goes to school at night.
- 2. A: I have a problem.
  - B: Is that so? What is it?
  - A: I study hard, but I don't get good grades.
- 3. A: I'm not going to be in class tomorrow.
  - B: I see. What's the problem?
  - A: I'm going to visit a sick relative.

#### **B**.

- 1. Is that so?
- Really? That's great.
- 2. Really? Where does she work? I see. That's an exciting place to work.
- Mr. Olsen. He's a riot. Yes, he's a lot of fun.
- **4.** Is that so? Do you play on a team? Oh, yeah? That's near my house.
- **5.** Really? How old is he? Is that so? That's pretty old!!

#### **C**.

Roger:Who is the messiest person you know?Anna:My brother.Roger:Really? Is he very relaxed?Anna:No, he's just lazy.

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



- **2.** Math; calculus
- **3.** science; chemistry
- 4. literature; Russian
- 5. art; sculpture
- 6. semester; history

#### **B**.

- 1. practical
- 2. course
- 3. British
- busy
   university
- **6.** old

**C.** Answers will vary.



#### **A.**

- 1. shouldn't
- 2. should
- 3. should

#### **B**.

- 1. have to
- 2. don't have to
- 3. have to

#### **C**.

- 1. have to take a final exam in this course.
- 2. should study every night.
- 3. shouldn't be late to class.
- **4.** don't have to study in the library.
- 5. shouldn't look up every word in the dictionary.
- 6. have to bring their books to class every day.



#### Α.

- 1. Oh, I don't think it's so hard.
- In my opinion, science is more difficult.
- **2.** I feel strongly that everyone should play soccer. I think people should choose their own sport.
- **3.** I don't think small children should use computers. I don't think a few hours a week is a problem.
- **4.** I think it would be fun to be a flight attendant. In my opinion, people should choose a job they like.

#### **B**.

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





#### Α.

Why some people don't go to college: too busy, jobs, family responsibilities

Advantages of distance learning: don't have to quit job, don't have to spend time away from family

How students learn using distance learning: take courses at home, use books, CD-ROMs, videotapes, Internet, etc.

#### **B.** Answers will vary.

#### **C.** Answers will vary.



#### **A**.

- Alan is a spender. Alan is spending money on clothes.
   Clara is buying a gift.
- Clara is using a credit card.
- **3.** Bruce is spending money. Bruce isn't using a credit card.

**4.** Pedro is a saver. Pedro is putting money in the bank.

### **B**.

- need
   spender
- **3.** gift
- **4.** department
- **5.** come
- 6. broke
- **7.** drop
- 8. save

#### C. Answers will vary.



#### **A**.

- **1.** Do you think it's important to save money?
- 2. Do you think it's easier to use cash or credit cards?
- 3. Do you think it's smart to borrow money?
- 4. Do you think it's foolish to buy something you don't need?

#### **B**.

- 1. Q: Do you think it's foolish to borrow money A: I do
- 2. Q: Do you think it's better to use credit cards or to use cash A: better
- 3. Q: Do you think it's easy to earn money A: I don't
- 4. Q: Do you think it's smart to save money A: I do
- 5. Q: Do you think it's harder to earn money or to save it A: harder
- **6.** Q: Do you think it's more important to give money to charity or to save it
  - A: to give

# 3

- **A.** 1 A· I'm
- 1. A: I'm tired. I want to take a nap.
  - B: The weather is great. I'd rather go swimming.
  - A: Why don't we go swimming and then take a nap?
- B: That makes sense to me.
- A: Let's go sailing.
   B: Actually, I'd rather take a helicopter ride.
  - A: Oh, I like that idea because I want to see the whole
  - island. A: Then let's go!
- A: Do you think it's okay to have the TV on all evening?
   B: Sure. I enjoy it.
  - A: But do you think it's good for the children?
  - B: Maybe not. Why don't we turn it off at 7:00?

#### **B.**

- 1. I like that idea because I love learning languages.
- 2. That makes sense to me.
- 3. Why don't we take calculus?
- 4. Why don't we take the money out of the bank?
- 5. That makes sense to me.
- C. Answers will vary.



**B.** Answers will vary.

**C.** Answers will vary.



## 1

#### Α.

- 1. in common
- 2. the same taste
- 3. hit it off
- 4. the same level
- 5. the same amount
- 6. the same interests

#### **B**.

- 1. have different interests.
- 2. have the same taste in music.
- **3.** don't have the same amount of money.
- 4. have different blood types.



#### Α.

- 1. So does Jim.
- **2.** Neither do I.
- 3. Neither does Jim.
- **4.** Neither am I.
- **5.** So do I.
- 6. So am I.

#### В.

- 1. Roger isn't hardworking.
- **2.** I love Chinese food.
- **3.** Tina is really funny.
- **4.** I'm not an athlete.
- **5.** I don't study a lot.
- 6. Frank is often late to class.

# 3

#### **A.** Possible answers.

- A: Good to talk to you. / Nice talking to you.
   B: Good to talk to you. / Nice talking to you.
- A: Well, I have to go.
   B: Good to talk to you. / Nice talking to you.
  - A: Good to talk to you. / Nice talking to you.
- A: Good to talk to you. / Nice talking to you.
   B: Good to talk to you. / Nice talking to you.
- 4. A: Good to talk to you. / Nice talking to you.B: Good to talk to you. / Nice talking to you.

#### В.

- **1.** 3, 4, 1, 2 **2.** 4, 3, 1, 2
- **3.** 1, 4, 3, 2
- **J** 1, 1, 5, 2

C. Answers will vary.



- **A.** Answers may vary slightly.
  - 2. Pairs sit at small tables.
  - **3.** Pairs talk for six minutes.
  - **4.** The leader rings the bell.
  - 5. Each person checks Yes or No on their "dating card."
  - 6. Everyone changes tables.
  - 7. Everyone hands in their dating cards.
  - **8.** The leader sends e-mails to people who want to meet each other.
  - 9. People e-mail or call each other for real dates.
  - **B**. Answers will vary.

-



#### Α.

- 1. Gina took the wrong train.
- 2. Carlos is taking a tour.
- 3. Patty stayed in a fancy hotel.
- **4.** Mehmet likes to rough it.

#### **B**.

- **1.** travel with everything
- **2.** travel with someone
- 3. uncomfortable
- 4. travel alone
- 5. travel light

#### **C**.

- 1. a camel, a train
- 2. your own trip, a tour
- **3.** in a fancy hotel, it
- 4. with everything, light
- 5. uncomfortable, relaxed

**D.** Answers will vary.

# Δ

#### Α.

- 2. Q: Have you ever taken a tour? A: Yes, I have.
  - F: I took a tour of Italy in 2002.
- 3. Q: Have you ever flown on a plane? A: Yes, I have.
- F: I flew to Buenos Aires last month.
- **4.** Q: Have you ever lost something? A: Yes, I have.
  - F: I lost my wallet this morning.

# 3

#### Α.

- **1.** Q: Where did you stay? A: At a fancy hotel.
- 2. Q: Who did you meet? A: My friend Abby.
- 3. Q: Did you have fun? A: Yes, we did.
- 4. Q: When did you arrive? A: At noon.
- 5. Q: What happened next? A: We took an unusual tour.

#### **B**.

- 1. And does she ever travel?
- 2. What did she visit?
- 3. That's dangerous.
- **4.** Where was it?
- **5.** That sounds interesting.
- 6. How was it?

#### **C**.

- 1. B: Yes, I have.
  - A: What did you see/visit?
  - B: I/We visited the Empire State Building.
  - 2. B: Yes, I have.
    - A: Who did you travel with?
    - B: I traveled with my family.
  - **3.** B: Yes, I have.
    - A: What did you lose?
    - B: I lost my watch.

#### **D.** Answers will vary.

#### А.

2. Advantages: avoid long lines at airport and save a lot of time, print own boarding pass at home, confirm or change seat assignment any time, get extra frequentflyer miles

Problems: have to carry on all luggage, can travel only within U.S.

- **B.** Answer will vary.
- C. Answer will vary.



## 1

#### **A.**

- 1. stressed out/angry, trouble sleeping, a hot bath, to music
- **2.** get angry/stressed out, for a long walk, at the gym, meditate

#### **B**.

Signs of stress: feel stressed out/angry, have trouble sleeping, get angry/stressed out

Remedies: take a hot bath, listen to music, go for a long walk, work out at the gym, meditate

#### **C**.

- **1.** Nina is taking it easy. Nina is taking a nap.
- 2. Matt has a headache. Matt is taking a hot bath.
- **3.** Ellen is having trouble concentrating in class. Ellen has an upset stomach.

#### **D.** Answers will vary.

# 2

#### **A**.

- 1. you get headaches; take a nap; I get headaches
- 2. you feel stressed out; take a hot bath; I feel stressed out
- **3.** you have trouble sleeping; listen to music; I have trouble sleeping
- 4. you feel angry; work out at the gym; I feel angry.

#### **B**.

- 2. Q: When do you take a nap?A: When I feel sleepy.
- 3. Q: When do you try to relax?
- A: When I have to give a speech.
- 4. Q: When do you drink a lot of water?A: When I have a cold.



#### **B**.

- 1. Excuse me. Can I ask you a question? Do you ever watch sports on TV?
- 2. When do you get nervous? When I have an exam.
- **3.** Excuse me, miss. May I ask you a question? Go right ahead.

C. Answers will vary.



**A.** Answers will vary.

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



## 1

#### **A.**

- 1. Victor is a political leader.
- **2.** Julia is an athlete.
- 3. Albert is a scientist.
- **4.** Amy is an artist.

#### **B**.

profession, an entrepreneur, talented, wealthy, successful

#### **C**.

- 1. heard of
- 2. ask, out
- 3. history book
- **4.** stay home
- 5. political leaders
- **6.** talented athlete

**D.** Answers will vary.

# 2

#### **A.**

- 1. What are you going to do today?
- 2. Where does Val work?
- 3. How long did you wait?
- **4.** Where did you learn English?
- 5. What do you do in the morning?

#### **B**.

- A: was
- B: was
- A: did she live
- B: lived
- A: is she going to stay
- B: is going to stay

# 3

#### **A**.

- 1. I'm not really sure.
- Actually, I have no idea.
   I'm not really sure.
- **4.** Actually, I have no idea.
- **5.** I'm not really sure.
- **6.** I don't remember.

#### **B**.

- 1. Who do you admire?
- 2. Actually, I have no idea.
- 3. I don't remember.
- **4.** No, I haven't. He's a famous entrepreneur.
- **5.** How are you doing?
- 6. I admire your work a lot.
- **C.** Answers will vary.



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