

实用

Donald Freeman
Kathleen Graves
Linda Lee

沟通英语

ICON

教师参考书

2

International Communication
Through English

《实用沟通英语》改编组



高等教育出版社
Higher Education Press

图字: 01-2006-2598

Donald Freeman

ICON Book 1 Teacher's Guide

ISBN: 0-07-255041-4

Copyright © 2005 by the McGraw-Hill Companies, Inc.

Original language published by The McGraw-Hill Companies, Inc. All Rights reserved. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Authorized English-Chinese bilingual adapted edition jointly published by McGraw-Hill Education (Asia) Co. and Higher Education Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan. Unauthorized export of this edition is a violation of the Copyright Act. Violation of this Law is subject to Civil and Criminal Penalties.

本书英文改编版由高等教育出版社和美国麦格劳-希尔教育出版(亚洲)公司合作出版。此版本仅限在中华人民共和国境内(但不允许在中国香港、澳门特别行政区和中国台湾地区)销售。未经许可之出口,视为违反著作权法,将受法律之制裁。

未经出版者预先书面许可,不得以任何方式复制或抄袭本书的任何部分。

本书封面贴有 McGraw-Hill 公司防伪标签,无标签者不得销售。

图书在版编目(CIP)数据

实用沟通英语教师参考书. 2/《实用沟通英语》改编

组改编. —北京: 高等教育出版社, 2007. 1月

ISBN 978-7-04-020821-4

I. 实… II. 实… III. 英语-高等学校: 技术学校—教

学参考资料 IV. H31

中国版本图书馆CIP数据核字(2007)第001756号

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100011
总 机 010-58581000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

经 销 蓝色畅想图书发行有限公司
印 刷 北京汇林印务有限公司

网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

开 本 889×1194 1/16
印 张 9
字 数 360 000

版 次 2007 年 1 月 第 1 版
印 次 2007 年 1 月 第 1 次印刷
定 价 21.20元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 20821-00

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

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 non-native voices and accents.

OVERVIEW OF THE TEACHER'S MANUAL

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

1. Guide to the Core Activities

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

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

2. Teacher's Notes

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

Tape scripts

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

Warm-ups

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

Culture notes

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

Language notes

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

Optional activities

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

3. Workbook Answers

Answers to the workbook exercises appear on pages 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

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

Tips

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

PRONUNCIATION

Goals:

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

Steps for a Successful Activity

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

Tips

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

PAIR UP AND TALK

Goals:

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

Steps for a Successful Activity

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

Tips

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

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

REPORT

Goals:

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

Steps for a Successful Activity

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

Tips

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

LISTENING

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

Model Conversation Global Interviews

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

LOOK/THINK/GUESS

Goals:

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

Steps for a Successful Activity

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

Tips

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

MODEL CONVERSATION

Goals:

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

Steps for a Successful Activity

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

Tips

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

ACTIVE LISTENING

Goals:

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

Steps for a Successful Activity

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

Tips

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

FIRST LISTENING

Goals:

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

Steps for a Successful Activity

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

Tips

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

SECOND LISTENING

Goals:

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

Steps for a Successful Activity

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

Tips

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

GET IT RIGHT

Goal:

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

Steps for a Successful Activity

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

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

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

Tips

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

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

Tips

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

PRESENT AND WATCH

Goals:

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

Steps for a Successful Activity

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

Tips

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

READ ABOUT IT

Goals:

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

Steps for a Successful Activity

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

Tips

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

TALK ABOUT IT

Goals:

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

Steps for a Successful Activity

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

Tips

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

WRITE ABOUT IT

Goals:

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

Steps for a Successful Activity

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

TIPS

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

Contents

GUIDE TO ICON

Program Overview

Page iv

Guide to the Core Activities

Page viii

UNIT 1 You always forget!

Page 2

UNIT 2 I never watch soap operas.

Page 11

UNIT 3 We're going to take a day trip.

Page 20

Review of Units 1–3

Page 29

UNIT 4 I can't take your call ...

Page 30

UNIT 5 I have a great boss!

Page 38

UNIT 6 She's really outgoing!

Page 46

Review of Units 4–6

Page 54

UNIT 7 I'm pretty swamped.

Page 56

UNIT 8 It's easy come, easy go.

Page 65

UNIT 9 Did you hit it off?

Page 74

Review of Units 7–9

Page 82

UNIT 10 I'd rather rough it.

Page 84

UNIT 11 Are you stressed out?

Page 93

UNIT 12 I've never heard of her.

Page 101

Review of Units 10–12

Page 109

Information Gap Activities for Review Units

Page 110

Pronunciation

Page 112

Workbook Answer Key

Page 118

实用

沟通英语

教师参考书 ②

ICON

International Communication
Through English

《实用沟通英语》改编组

Donald Freeman
Kathleen Graves
Linda Lee

江苏工业学院图书馆
藏书章



高等教育出版社
Higher Education Press

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. 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?"
2. 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.

2 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. MODEL CONVERSATION



Audio Script:

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

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

What is the correct assignment?

Why do you think Zach told Meg the wrong assignment?

Do you think it was right of Zach to give Meg the wrong assignment? Why or why not?

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.

Possible Responses

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.

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.

Yes, because Meg needs to learn to listen and pay attention in class.
No, because he lied to her.