

实用

Donald Freeman
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沟通英语

ICON

教师参考书

1

International Communication
Through English

《实用沟通英语》改编组



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Donald Freeman

ICON Intro Teacher's Guide

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《实用沟通英语》立体化系列教材

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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该项目,并研究出一套教学材料的设计原则,随后又进行了课程大纲开发和写作教学研究,最后在此基础上开发了ICON系列教材。

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

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

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

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

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

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

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

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

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

同时,书后还附有《实用沟通英语学生练习册1》的答案。

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

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

编者
2006年8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 1** is designed around these core activities which were identified and developed through work with teachers who routinely teach at this language level. The core activities provide a structure which scaffolds the students' language learning experience. The scaffolding is achieved in the following ways:

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

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

COMPONENTS

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

The following components are also available:

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

OVERVIEW OF THE TEACHER'S MANUAL

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

1. Guide to the Core Activities

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

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

2. Teacher's Notes

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

Tape scripts

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

Warm-ups

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

Culture notes

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

Language notes

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

Optional activities

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

3. Workbook Answers

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

UNIT STRUCTURE AND ORGANIZATION

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

1. Activities that encourage reflection

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

2. Activities that encourage interaction

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

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

3. Activities that focus on listening

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

4. Activities that focus on reading and writing

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

5. Activities that focus on accuracy

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

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

UNIT SECTIONS

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

1. Vocabulary

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

2. Listening

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

3. Language Focus

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

4. Conversation Strategy

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

5. Conversation Map, Role Play, Talkathon

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

6. INFOZONE

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

7. LEARN & PRACTICE

This sequence consolidates what students have learned through translation exercises.

8. WORDS & EXPRESSIONS

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

TEACHING-LEARNING VIDEO

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

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

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

NUMBER OF HOURS OF INSTRUCTION

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

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

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

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

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



Guide to the Core Activities

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

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

YOU FIRST

Goals:

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

Steps for a Successful Activity

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

Tips

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

PRONUNCIATION

Goals:

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

Steps for a Successful Activity

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

Tips

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

PAIR UP AND TALK

Goals:

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

Steps for a Successful Activity

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

Tips

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

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

REPORT

Goals:

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

Steps for a Successful Activity

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

Tips

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

LISTENING

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

Model Conversation Global Interviews

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

LOOK/THINK/GUESS

Goals:

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

Steps for a Successful Activity

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

Tips

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

MODEL CONVERSATION

Goals:

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

Steps for a Successful Activity

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



Contents

GUIDE TO ICON

Program Overview	Page iv
Guide to the Core Activities	Page viii
Getting Started	Page 2

UNIT 1	Is Korean food spicy?	Page 4
---------------	------------------------------	--------

UNIT 2	Where is volleyball popular?	Page 12
---------------	-------------------------------------	---------

UNIT 3	The nightlife is great!	Page 20
---------------	--------------------------------	---------

Review of Units 1–3	Page 28
---------------------	---------

UNIT 4	It's terrific dance music.	Page 30
---------------	-----------------------------------	---------

UNIT 5	I don't like horror movies.	Page 38
---------------	------------------------------------	---------

UNIT 6	Do you like to eat out?	Page 47
---------------	--------------------------------	---------

Review of Units 4–6	Page 56
---------------------	---------

UNIT 7	When do you have lunch?	Page 58
---------------	--------------------------------	---------

UNIT 8	I never get enough sleep!	Page 67
---------------	----------------------------------	---------

UNIT 9	Did you go to the gym?	Page 77
---------------	-------------------------------	---------

Review of Units 7–9	Page 85
---------------------	---------

UNIT 10	Is there an ATM around here?	Page 86
----------------	-------------------------------------	---------

UNIT 11	I want to buy a CD.	Page 94
----------------	----------------------------	---------

UNIT 12	That's a nice jacket!	Page 102
----------------	------------------------------	----------

Review of Units 10–12	Page 110
-----------------------	----------

Information Gap Activities for Review Units	Page 112
---	----------

Pronunciation	Page 114
---------------	----------

Workbook Answer Key	Page 120
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实用

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沟通英语

教师参考书

1

ICON

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Getting Started

Please see pages viii to xiii of this Teacher's Manual.

1 NICE TO MEET YOU

A. PRONUNCIATION



Audio Script

Female: Hi, I'm Silvia Santos.
Male: Hi, my name is Ken Park.
Female: Nice to meet you, Ken.
Male: Nice to meet you, too.

2 HOW DO YOU SPELL ...?

A. MODEL CONVERSATION.



Audio Script

Woman: What's your name?
Mimi: Mimi Koh.
Woman: How do you spell your first name?
Mimi: M-I-M-I.
Woman: How do you spell your last name?
Mimi: K-O-H.
Woman: K-O-H?
Mimi: That's right.

B. ACTIVE LISTENING



Audio Script

Conversation 1

Male: What's your name?
Female: Jane Reeves.
Male: How do you spell your first name?
Female: J-A-N-E.
Male: How do you spell your last name?
Female: R-E-E-V-E-S.
Male: R-E-E-V-E-S?
Female: That's right.

Conversation 2

Male #1: What's your name?
Male #2: Zeke Quincy.
Male #1: How do you spell your first name?
Male #2: Z-E-K-E.
Male #1: Z-E-K-E?

Male #2: That's right.
Male #1: How do you spell your last name?
Male #2: Q-U-I-N-C-Y.

Conversation 3

Male: What's your name?
Female: Cindie Jeong.
Male: How do you spell your first name?
Female: C-I-N-D-I-E.
Male: C-I-N-D-I-E?
Female: That's right.
Male: How do you spell your last name?
Female: J-E-O-N-G.

Conversation 4

Female: What's your name?
Male: Walt Fukawa.
Female: How do you spell your first name?
Male: W-A-L-T.
Female: How do you spell your last name?
Male: F-U-K-A-W-A.
Female: F-U-K-A-W-A?
Male: That's right.

Conversation 5

Male: What's your name?
Female: Mabel Huxley.
Male: How do you spell your first name?
Female: M-A-B-E-L.
Male: M-A-B-L-E?
Female: No, M-A-B-E-L.
Male: Oh, OK. And how do you spell your last name?
Female: H-U-X-L-E-Y.

Conversation 6

Female #1: What's your name?
Female #2: Rita Mendes.
Female #1: How do you spell your first name?
Female #2: R-I-T-A.
Female #1: How do you spell your last name?
Female #2: M-E-N-D-E-S.
Female #1: M-E-N-D-E-S?
Female #2: Yes, that's right.

3 WHAT'S YOUR NAME?

A. TALK AROUND

Variation: Chain drill

1. Have each student number a piece of paper according to how many people are in the class. One by one, interview each student using the example conversation in the student text.
2. The other students listen to the conversations and write down the spelling of each person's name.
3. After everyone has been interviewed, have each student write their name on the board so the students can check to see if they spelled all of the names correctly.

4 INFORMAL GREETINGS

A. PRONUNCIATION



Audio Script

Conversation 1

Ken: Hi, Silvia.
Silvia: Hi, Ken.
Ken: How's it going?
Silvia: Great!

Conversation 2

Mimi: Hi, James.
James: Hi, Mimi.
Mimi: How're things?
James: Not bad!

Explanation: Cultural awareness

In the United States, informal greetings such as *How's it going?* and *How're things?* are used between friends, co-workers and family members. These are not used in formal situations or with elderly people. These greetings are usually said in passing and it is more of a custom than a real desire to find out how the person is doing. If the people will spend more time together, then they may repeat the greeting and more information may be exchanged.

Expansion: Brainstorm

In this expansion, students brainstorm other informal greetings and responses.

1. On the board make two columns (Greetings and Responses). Write the two informal greetings in the student text in the Greetings column. (*How's it going?* *How're things?*) and the two examples of responses (*Great!* *Not bad!*).
2. With the class, brainstorm other examples of greetings and responses. **Examples:** *What's up?/Not much.* *What's going on?/Nothing much.* *What are you up to?/Not a lot.*
3. Explain that with greetings that begin with *How* are followed by responses such as *Great*, *Wonderful*, *Fine*, etc. But with greetings that begin with *What* are followed by responses such as *Not much*, *Nothing much*, *Not a lot*.
4. Once the list is complete, do a quick drill with the students. Quickly greet the students and have them respond with the appropriate response.

B. TALK AROUND

Expansion: Listen and respond

In this expansion the students listen to greetings and write down appropriate responses.

1. Have students number a piece of paper from 1 to 5.
2. Say a greeting out loud. The students listen to the greeting and then write an appropriate response.
3. Call on students to read their answers.

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

1 VOCABULARY: *Kinds of food*

Warm Up: Matching

In this activity students match foods and countries.

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

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

A. YOU FIRST

Culture Note: Pictures of food

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

Expansion: Game. *Think fast!*

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

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

Key: Answers will vary.

B. PRONUNCIATION



Audio Script

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

- Chinese food.
- French food.

Explanation: Language awareness

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

C. PAIR UP and TALK

Variation: Survey

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

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

Key: Answers will vary.

Tom (Example) Korean; French (Example)

D. REPORT

Project: Graph

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

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

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

Key: Answers will vary.

Chinese; India (Example)

2 LISTENING: *Is it expensive?*

A. LOOK/THINK/GUESS

Expansion: Rank the foods

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

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

Key: French; International; Italian; Japanese; Indian

B. MODEL CONVERSATION



Audio Script

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

Explanation: Language awareness

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

Expansion: Write a dialogue

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

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

C. ACTIVE LISTENING



Audio Script

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

Expansion: Dialogue questions

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

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

Questions

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

Possible Answers

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

Key: The Global Village

3 LANGUAGE FOCUS: Yes/No questions with "be"

A. PRONUNCIATION

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



Audio Script

Female: Is Korean food spicy?

Male: Yes, it is.

Female: Is Indian food cheap?

Male: No, it isn't.

Female: Are French restaurants expensive?

Male: Yes, they are.

Female: Are hamburgers spicy?

Male: No, they aren't.

Explanation: Language awareness

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

Variation: Sentence scrambles

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

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

Expansion: Matching

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

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

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

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

B. GET IT RIGHT

Expansion: Support your answers

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

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

Key: Answers will vary.

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

C. YOUR IDEAS

Variation: Interview

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

Project: Writing

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

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

Key: Answers will vary.

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