

实用

Donald Freeman  
Kathleen Graves  
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# 沟通英语

The

# ICON

Handbook of Core Activities  
for the Language Classroom

## 教学活动手册

《实用沟通英语》改编组



高等教育出版社  
Higher Education Press

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Donald Freeman

**ICON Core Activity**

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## 前 言

对英语教师而言,教材的选用是一件颇费周折的事情,不仅要考虑到学生当前的水平和需求、与之相适应的教学大纲和教学目标的要求,还要考虑到能够达到教学目标的最佳教学方法,以及与之相匹配的教学资源。尽管如此,我们应清楚地认识到,无论教材如何编写,提供了何种和多少教学材料,其本质是为学习目标服务的。因此,教材应是由教师和学生系统而又灵活使用的一个学习工具(Graves, 2003),而不是通过编排的单元内容来行使教学大纲的功能。Alan Cunningsworth (1984:1)指出,只有确定和定义了教学目标的教师才能能动并有效地使用教材。所以,一套优秀教材应能够:1)帮助教师(特别是新教师)和学生了解教学目标;2)提供有效的学习活动和丰富的学习材料来达到学习目的;3)提供有效的评价方法。

为帮助教师设计和开展课堂教学活动,《实用沟通英语教学活动手册》(以下简称《手册》)设计了18个核心活动,组成课堂教学的基本模块。之所以称之为核心活动是这些活动并没有固定模式和次序,教师可根据需要决定活动的开展。本书的这一特点充分体现了教材的服务性,教师可根据不同层次的学生和不同的学习需求设计教学进程和步骤。

18个核心活动分为4组,包含了听、说、读、写技能的全面训练:

第一组: FIRST LISTENING, SECOND LISTENING, ACTIVE LISTENING, READ ABOUT IT

第二组: PRONUNCIATION, MODEL CONVERSATION, GET IT RIGHT, LISTEN and ADD

第三组: PAIR UP and TALK, DISCUSS and DECIDE, TALK AROUND, YOUR IDEAS/YOUR TURN, TALK ABOUT IT, WRITE ABOUT IT

第四组: YOU FIRST, LOOK/THINK/GUESS, REPORT, PRESENT and WATCH

每个核心活动可从5个层面展开:

- UNDERSTANDING IT: 了解活动的学习目的
- TEACHING IT: 逐步展开教学进程
- MAKING IT WORK: 帮助解决进行活动时出现的问题
- EXTENDING IT: 提供扩展或改变活动的方法
- WRAPPING IT UP: 评价学生的学习活动,并确定是否应进入下一活动

核心活动并不捆绑具体的学习内容,但提供了6个图示教案,示例说明怎样围绕一个学习目的开展学习活动。然而,由于学生的水平大都参差不齐,因此在进行学习活动时各自的需求也不一致。为此,《手册》在多数活动中分别设计了针对不同层次学生的学习步骤,使各类学生的学习需求都能得到满足。

随书附赠的DVD光盘包含了演示18个核心活动的动画短片,以“可视教学”方式帮助教师和学生了解如何开展这些核心活动。动画简明、有趣,目的明确。此外,还提供了3种检查方法,帮助教师掌握学生学习的状况。

由于《手册》设计的所有核心活动均来自对语言课堂教学的研究并在此基础上进行了归纳和提取,因此真实反映了语言教学的实际需求,如:How does this activity work when students have varying levels of listening proficiency? How can I get students to express their own thoughts and ideas? How can I get students to use the new words and expressions? 类似的问题是英语教师在课堂上经常遇到并需要解决的。《手册》不仅提出这些可能产生的问题,还提供了解决问题的方法和步骤,这对教师确实是极大的帮助。

大多数教学参考书在设计教学活动时通常都结合具体的教学内容规定了教学步骤,这不仅可能与学生的实际需求有差异,同时也可能使教师难以按部就班地开展教学活动。在实际教学过程中,各种问题层出不穷,这就需要教师在基本框架下创新地组织和开展活动。《手册》设计的核心活动只提供了活动形式和模块,让教师根据教学需求安排教学内容和活动顺序,使教学更具有针对性和可操作性。

《手册》编者指出,“核心活动”不能被视为一种教学法,它们只是用来促进课堂教学的一套工具。学生通过参与这些活动而学,教师通过这些活动而教,从而达到“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。

《手册》设计的所有核心活动与《实用沟通英语》系列教材密切相关,或者说,《实用沟通英语》的基础就是其核心活动。通过活动,语言信息得到使用;通过活动,语言交流得以实现;通过活动,学习信心逐步增强;通过活动,学习目的得到实现;通过活动,学生的主体地位和教师的主导作用得以体现;通过活动,学生的语言应用能力可望得到全面提高。这应该就是《手册》编者编写本书的用意。

编者

2008年5月

# FOREWORD

This book and the accompanying animations in *The ICON Visual Guide to Core Activities: A Teaching/Learning DVD* are about ways to organize teaching and learning. These materials are built around the idea of “core activities,” which are ways of organizing *who* does *what* in the language classroom.

## What are CORE ACTIVITIES?

**CORE ACTIVITIES** are the building blocks of classroom management that help teachers and students accomplish their purposes in the classroom. For example, when students work in pairs it is a core activity, which we call **PAIR UP and TALK**. When they look at visual information and make guesses about what they will hear when they listen to an audio recording, that, too, is a core activity that we refer to as **LOOK/THINK/GUESS**. Because these **CORE ACTIVITIES** are identified and named, teachers and students can share a common terminology and approach as they work together in the classroom.

## What is the *ICON Visual Guide to Core Activities* DVD?

This book is accompanied by a DVD containing short animations that show each of the **CORE ACTIVITIES** in action. These animations function as “visual instructions” to demonstrate to teachers as well as students how each **CORE ACTIVITY** works. They are light-hearted directions that can help students to focus on and carry out the activity. There are also three **CHECKING TECHNIQUES** on the DVD. These enable teachers to find out what students have learned in the new language.

The animations can be used in different ways. As a teacher, you can watch them yourself or with colleagues to help organize and plan your classes. Or you can show your students how a **CORE ACTIVITY** works by viewing its animation with them. They can watch and talk about what they see, and this can help them learn to do the activity as well as develop good language learning strategies.

## Where do these CORE ACTIVITIES come from?

The **CORE ACTIVITIES** come from the language classroom. They are everyday classroom practices, distilled from what teachers do when they teach. The activities in this handbook were identified through research into how teachers and students use course books effectively in language classes around the world. By looking closely at what happens in lessons, we were able to identify these common classroom management strategies for teaching and learning.

## Are the CORE ACTIVITIES a methodology?

**CORE ACTIVITIES** are not a methodology; they do not prescribe what to do. Instead, they are tools that help teachers and students work more easily and effectively in the classroom. **CORE ACTIVITIES** are content-neutral. They are not tied to teaching specific language points. Rather, these activities are a means to an end: they serve to facilitate teaching and learning.

## How many CORE ACTIVITIES are there?

There are 18 **CORE ACTIVITIES**. They don't have to be done in any fixed order. The sequence will depend on you and what you want to accomplish. For ease of use in this book, however, the activities are organized into four groups according to their general purposes.

In the **CORE ACTIVITIES** in the first group, students listen or read to understand meaning in the new language.

**FIRST LISTENING**  
**SECOND LISTENING**

**ACTIVE LISTENING**  
**READ ABOUT IT**

The second group of **CORE ACTIVITIES** helps students build control over the new language in order to use it accurately and appropriately.

**PRONUNCIATION**  
**MODEL CONVERSATION**

**GET IT RIGHT**  
**LISTEN and ADD**

In the **CORE ACTIVITIES** in the third group, students use new language to express their ideas and experiences in speaking or in writing.

**PAIR UP and TALK**  
**DISCUSS and DECIDE**  
**TALK AROUND**

**YOUR IDEAS/YOUR TURN**  
**TALK ABOUT IT**  
**WRITE ABOUT IT**

The **CORE ACTIVITIES** in the last group help the teacher identify what students can do with the new language in order to better address their on-going needs.

**YOU FIRST**  
**LOOK/THINK/GUESS**

**REPORT**  
**PRESENT and WATCH**

## How can I learn about the CORE ACTIVITIES?

To make each **CORE ACTIVITY** useful to you, we have taken it apart and analyzed it in detail on five pages.

- The first page, **UNDERSTANDING IT**, defines the activity and explains how it can help you and help your students.
- The second page, **TEACHING IT**, shows the steps of the activity using drawings from the *Visual Guide to Core Activities DVD*. At the top of the page, the **LEAD IN** suggests a few **CORE ACTIVITIES** that could precede this one. At the bottom of the page, the **NEXT ACTIVITY** suggests **CORE ACTIVITIES** that can follow.
- The third page, **MAKING IT WORK**, addresses common questions and concerns that teachers often have when they do this activity. Each question is answered based on experience as well as research and theory. If you're having difficulties with the activity, this page may help you figure out what the issue is.
- The fourth page, **EXTENDING IT**, offers ways to expand the activity by adding to or varying it. The suggestions are rated as follows.

☆ **Easy**      ☆ ☆ **Medium**      ☆ ☆ ☆ **More Involved**

- The fifth page, **WRAPPING IT UP**, suggests ways to complete the activity so that you can see what your students have learned from it. This information is useful in deciding when to move on or when to give students more practice.

## How can I use **CORE ACTIVITIES**?

There are many ways to use **CORE ACTIVITIES**. When planning lessons, for example, you can use them to organize what you want to do. The section on **LESSON MAPS** offers some examples. When teaching, you can also use the activities to vary your lessons. Each **CORE ACTIVITY** includes suggestions for how to alter or expand the basic procedure to include more variety and practice. When working with fellow teachers, you can use the activities as a common language to analyze and discuss your teaching.

## What are **LESSON MAPS**?

The six **LESSON MAPS** in the second part of the book (pages 95-101) show how the activities can be combined into lessons to meet specific teaching objectives. Each map is organized around a general objective and illustrates this objective with a specific example of a lesson.

## What is the **LIST OF PROFESSIONAL TERMS**?

This section (p. 104) contains important terms in the field of language teaching that are used in this handbook. Each term is listed with a page number that shows where the term is defined. Throughout the book, professional terms are highlighted in yellow for easy identification.

## What are **NOTES TO TEACHER TRAINERS**?

These notes present three broad ways in which **CORE ACTIVITIES** can be useful in training situations.

## A final thought ...

**CORE ACTIVITIES** are flexible. Like the colors in an artist's palette, they can be combined in many different ways to achieve your teaching objectives. As their teacher, you know your students and you know what they need to learn. You make decisions about what to do in the class and how to do it. Think of these activities as tools to help you organize and carry out those decisions in your lessons.

As with any tools, however, they don't work on their own. The activities in this handbook depend on the skillful user. The **CORE ACTIVITIES** capture some of the ways that you can set up and manage teaching and learning in your classroom. You will make them come alive with your students based on your own thinking as a teacher.

We hope that they will serve you well.

**Donald Freeman**

**Kathleen Graves**

**Linda Lee**

**Jaimie Scanlon**

**Cyndy Thatcher-Fettig**



# Dedication

Many minds and hands have contributed in the development and realization of this project. We would like to thank Tina Carver, Thomas Healy, and Arley Gray at McGraw Hill for their editorial vision, guidance, and support in preparing this handbook. We also want to thank John Bonner and his colleagues at VPG Integrated Media. Without John's imagination, the "thumbprint guys" would never have come into being.

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# UNDERSTANDING MEANING IN THE NEW LANGUAGE

**FOCUS:** Receptive Skills in the New Language

**SKILLS:** Listening and Reading

**CORE ACTIVITIES:** *FIRST LISTENING, SECOND LISTENING, ACTIVE LISTENING, READ ABOUT IT*

The four **CORE ACTIVITIES** in this group help students to become engaged as listeners or readers of new material. When students listen to or read in the new language, they are often overwhelmed by what is new to them. As a result, they don't use what they already know about the world and about the new language to figure things out. For the teacher, the challenge is to encourage students to use what they know to figure out what they don't know. In this process, students become more confident and more autonomous learners in the new language. Two questions can guide this kind of learning: *What is the form, or **genre**, of the material? And what is the **purpose** in listening to or reading it?*

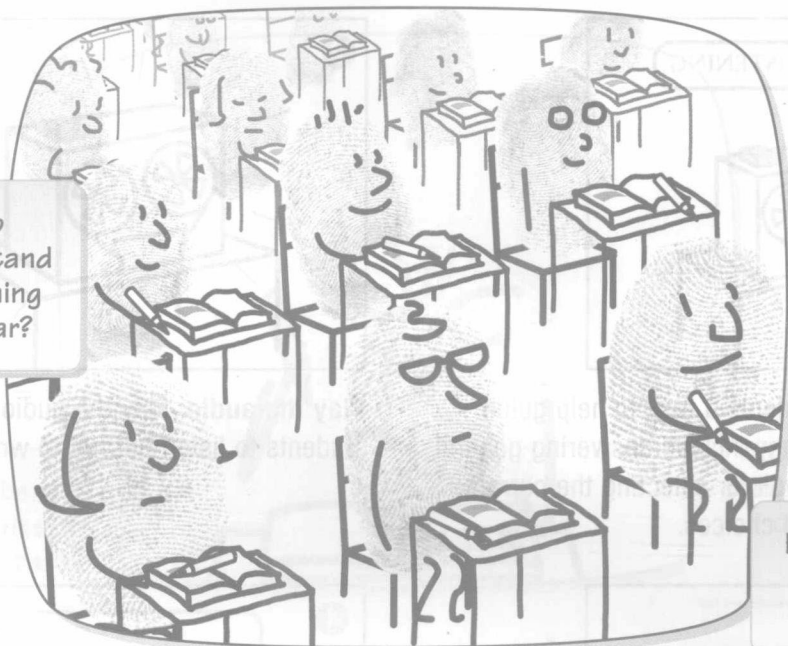
**Genres** Genres are ways of packaging information so that listeners or readers know what to expect. For example, an interview is a genre; so is a postcard. Recognizing the genre helps students use their experience to figure out what they are hearing or reading. In this way, they can predict or guess what is coming, and then they confirm (or disconfirm) as they listen or read. This process of "listening or reading for" something means having a reason or purpose. It makes listening or reading more engaging and efficient for the student.

**Purpose: What do we read or listen for?** In our first language, we usually read or listen to something for a reason. We rarely take in every word we hear or read. Instead, because language is redundant, we only need to grasp pieces of the information and our mind fills in the rest to make sense of the whole message. Our reason for reading or listening to something allows us to process information by confirming (or disconfirming) our predictions to get what we need from the material. This process makes listening or reading more efficient since we extract what we need from the material.

In the language classroom, you can help students by giving them an explicit purpose for reading or listening to new material. In this way, they can listen or read as they do naturally in the world. As a teacher, your challenge is to encourage students to use what they know to figure out what is new (both in language and information) for them. These activities help to organize students to use their natural skills to be successful and effective when they listen or read.

# FIRST LISTENING

## UNDERSTANDING IT



How can I help students understand the general meaning of what they hear?

How can I assess students' listening skills?

**FIRST LISTENING** helps students practice listening for the general meaning of what they hear. This is called top-down listening. Practicing this skill shows students that they can get the general idea without understanding every word.

### FIRST LISTENING HELPS TEACHERS . . .

- introduce and build students' skills in understanding general meaning from spoken language.
- assess students' listening skills. If students have difficulty understanding the main idea, the teacher can determine whether further review of the material is needed.

### FIRST LISTENING HELPS STUDENTS . . .

- learn that they do not have to understand every word in order to grasp the general meaning of a conversation.
- feel confident that they are able to understand the general meaning when they listen.

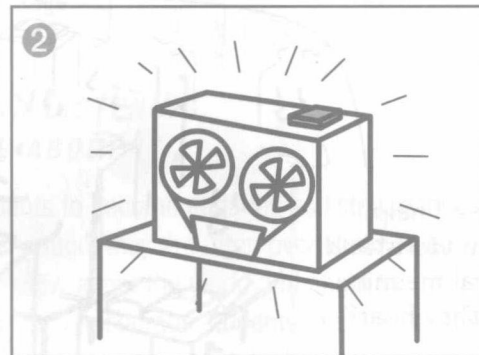
# TEACHING IT

## LEAD IN: LOOK/THINK/GUESS

Follow these steps to do the **FIRST LISTENING** activity with your students.



**Set the task:** Give students a task to help guide their listening. Tasks may include answering general questions about the audio or selecting the correct main idea from several choices.



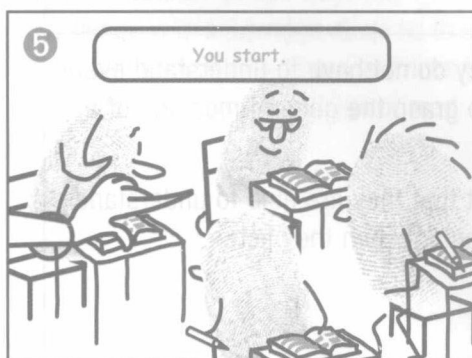
**Play the audio:** Play the audio once and ask students to listen but not to write.



**Do the task:** Play the audio a second time and students complete the task.

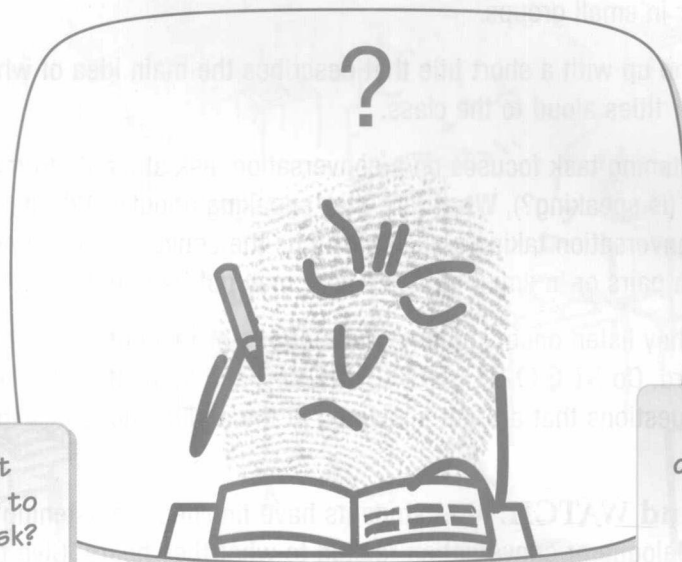


**Do PAIR/COMPARE/CHECK:** Pair students up. Students compare their responses.



**Share:** Students share their responses aloud with the class.

**NEXT ACTIVITY: SECOND LISTENING or ACTIVE LISTENING**



How can I best orient students to the listening task?

What if the listening content is too difficult or too easy for students?

## ORIENTING STUDENTS TO LISTENING

**Do LOOK/THINK/GUESS.** Students look at a picture or an item related to the listening and then make guesses about what they will hear.

**Review** the new words and expressions related to what students will hear.

**Brainstorm** with the class or have students work in pairs to talk about what they think they will hear. Write their ideas on the board. Accept all guesses and ideas.

**Introduce the topic** of the audio, and have students share or write what they know about it.

## ADJUSTING THE LEVEL OF THE TASK

**For lower-level students,** stop the audio a few times to check for understanding. Ask students what they heard. Replay if necessary.

**For higher-level students,** write one or two additional questions about the audio on the board. After students have completed the task, higher-level students listen again for the answers to the added questions and lower-level students check their answers.

**Pair a high-level student with a low-level student.** After students have finished the listening task, assign a high-level student to a low-level student (or a group of low-level students). High-level students check their partner's or the group's answers.

## EXTENDING IT

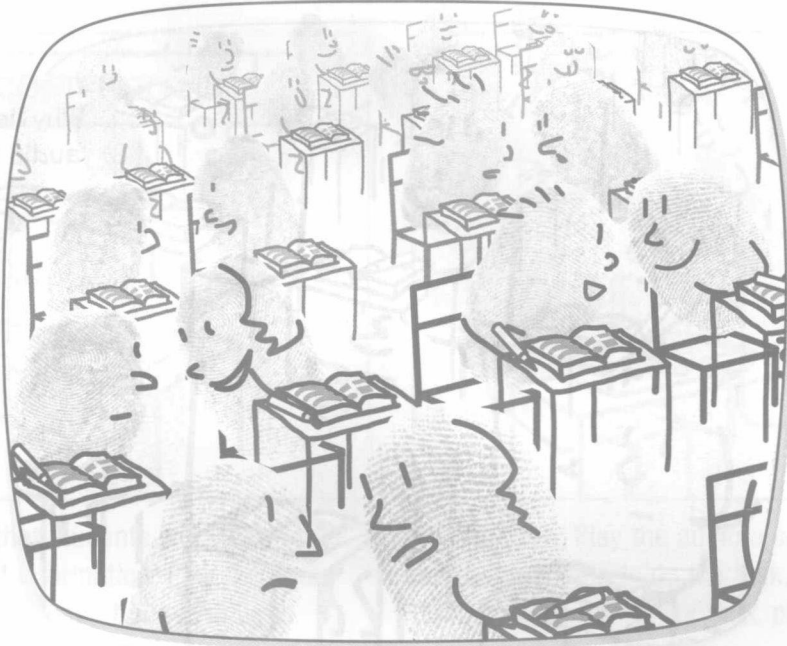
The following activities are designed to give students extra practice with **FIRST LISTENING**.

★ **Easy**      ★ ★ **Medium**      ★ ★ ★ **More Involved**

1. ★ **Sketch It:** After they listen, students draw a picture to illustrate what they heard. Then they compare their drawings in pairs or in small groups.
2. ★ **Title It:** Students come up with a short title that describes the main idea of what they heard. When they finish, students read their titles aloud to the class.
3. ★ ★ **Five W's:** If the listening task focuses on a conversation, ask students to try to answer five points about the listening: **Who** (is speaking?), **What** (are they speaking about?), **When** (is the conversation taking place?), **Where** (is the conversation taking place?), **Why** (is the conversation taking place?). Students compare their answers in pairs or in small groups. There may not be one precise answer to each question.
4. ★ ★ **Questions:** After they listen once, students think of one or two questions they have about the people or conversation they heard. Do **SECOND LISTENING**, and students listen for the answers to their questions. If they have questions that are not answered in the audio, encourage the class to guess the answers.
5. ★ ★ ★ **PRESENT and WATCH:** After students have finished the listening task, put them into groups. Groups write a dialogue or conversation related to what they heard. Give them time to check and correct their scripts, and to practice performing. Then each group performs their conversation in front of the class. Classmates take notes on the main ideas of these new conversations. After each conversation, ask the class to review the main ideas. Write them on the board and check in with the group to see if the class heard correctly.

## WRAPPING IT UP

These activities will help you assess students' understanding of the material and make a smooth transition to the next core activity.



1. **ROUND ROBIN:** Students say one of the main ideas from the listening. The first student who volunteers can then choose the next student to report.
2. **Review the New:** Students come up to the board and write one word or expression from the audio that they would like to remember. Give students time to read the board and take notes. Then do **SECOND LISTENING** and play the audio again. Students raise their hands when they hear the words.
3. **PRONUNCIATION:** Students select some lines or words and expressions from the audio that they would like to practice. Students repeat the lines after you until they can pronounce them with confidence. For longer lines, use a **backward build-up drill**.
4. **REPORT:** Students share their answers with a partner. Then they report their partner's answers to the class.