

实用

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沟通英语

ICON

教师参考书

3

International Communication
Through English

《实用沟通英语》改编组



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ICON Book 2 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、译达到更佳平衡,我们开发了适合中国学生英语学习的练习活动和词汇表。另外,为弥补阅读量的不足,特增加了与单元主题相关的短篇阅读,并开发了以主观题为主、题型各异的阅读练习。经改编,《实用沟通英语》系列教材具有以下一些特点:

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

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

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

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

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

本书为《实用沟通英语综合教程3》配套的《教师参考书3》,包括12个单元,每个单元由以下9个模块构成:

- 1) 词汇学习 (Vocabulary)
- 2) 听力训练 (Listening)
- 3) 语言重点 (Language Focus 1 & 2)
- 4) 读者论坛 (Readers' Forum)
- 5) 词汇扩展 (Vocabulary Expansion)
- 6) 写作练习 (Writing Workshop)
- 7) 学学练练 (Learn & Practice)
- 8) 生词/词组用法 (Word Usages)
- 9) 背景信息 (Topic-Related Information / Background)

同时,书后还附有《实用沟通英语学生练习册3》的答案。

《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

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INTRODUCTION

ICON grew out of an in-depth research project into the role of the course books in effective teaching and learning. From this research, the series has distilled a set of activity types that create effective learner interaction in the classroom. Each unit of *ICON 3* is designed around these core activities which were identified and developed through work with teachers who routinely teach at this language level. The core activities provide a structure which scaffolds the students' language learning experience. The scaffolding is achieved in the following ways:

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

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

COMPONENTS

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

The following components are also available:

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

OVERVIEW OF THE TEACHER'S MANUAL

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

1. Guide to the Core Activities

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

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

2. Teacher's Notes

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

Tape scripts

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

Warm-ups

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

Language notes

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

Optional activities

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

3. Workbook Answers

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

UNIT STRUCTURE AND ORGANIZATION

Each unit of *ICON 3* follows a similar yet varied sequence of activities. These activities (Core Activities) are described in detail on pages viii to xiii of this Teacher's Manual. The Core Activities can be grouped as follows:

1. Activities that encourage reflection

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

2. Activities that encourage interaction

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

3. Activities that focus on listening

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

4. Activities that focus on Reading and Writing

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

5. Activities that focus on accuracy

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

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

UNIT SECTIONS

Each unit is divided into 6 sections with specific teaching and learning goals.

1. Vocabulary

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

2. Listening

There are two variations of listening sequence. One includes a **ROLE-PLAY**; the other includes a **LISTEN** and **TRY IT ACTIVITY**.

3. Language Focus

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

4. READERS' FORUM

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

5. A Second LANGUAGE FOCUS and VOCABULARY EXPANSION section

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

6. WRITING WORKSHOP

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

7. LEARN & PRACTICE

This sequence consolidates what students have learned through translation exercises.

8. WORDS & EXPRESSIONS

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

TEACHING-LEARNING VIDEO

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

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

NUMBER OF HOURS OF INSTRUCTION

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

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

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

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

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

Guide to the Core Activities

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

PAIR UP and TALK

Goals:

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

Set up for success:

1. Model the activity
Ways to do this: Model the activity yourself by playing both questioner and answer giver. Model the activity with an outgoing, confident student. Have two confident students model the activity.
2. Make sure each student has a partner.
Ways to do this: Students work in pairs; students turn to face the person next to them. If there is an uneven number, a group of three can work together: student A asks student B, student B asks student C, student C asks student A.
3. Have one student ask questions and takes notes of his or her partner's answers.
4. When the first student has finished, have them change roles.

Tips

- Walk around to make sure students know what to do and to answer any questions. This also gives you the opportunity to know when to tell students to switch roles and when to stop.
- Give students a one or two minute 'warning' before it is time to stop. The energy level often picks up when students know they don't have much time left.

PAIR EXCHANGE

Goals:

- For students to feel successful using the target language with a variety of classmates
- For students to learn about a variety of classmates' experiences and opinions
- To allow students assess their own understanding and use of the target language

Steps for a Successful Activity

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

Tips

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

LISTENING

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

Role-play

- First Listening
- Second Listening
- Roleplay

Listen and Try It

- First Listening
- Second Listening
- Listen and Try it

FIRST LISTENING

Goals:

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

Steps for a Successful Activity

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

Tips

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

SECOND LISTENING

Goals:

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

Steps for a Successful Activity

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

Tips

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

ROLEPLAY

Goals:

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

Steps for a Successful Activity

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

Tips

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

LISTEN and TRY IT

Goals:

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

Steps for a Successful Activity

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

Tips

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

THINK ABOUT IT

Goals:

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

Steps for a Successful Activity

1. Before they do the activity, make sure students understand the language in the text. *Ways to do this:* Give or elicit additional examples.
2. Students should look at the text as they listen.
3. Play the recording and allow time for students to notice the target language.
4. Elicit other examples from students.

Tips

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

GET IT RIGHT

Goal:

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

Steps for a Successful Activity

1. Make sure students know how to do the activity.
Ways to do this: Model or elicit the first example and write it on the board. Model another example first example with a confident student.
2. When applicable, have students complete the individual writing part of the activity. Students can then compare their answers with a partner.

Tips

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

YOUR TURN

Goals:

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

Steps for a Successful Activity

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

Tips

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

INFO GAP

Goals:

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

Steps for a Successful Activity

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

Tips

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

TALK AROUND

Goals:

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

Steps for a Successful Activity

1. Give students time to look over the activity so they know what to do.
2. Model the activity.
Ways to do this: Walk around the room and talk to different students.
3. Have students get up, find a classmate and interview him or her.
4. When the interview is complete, each student finds another classmate to interview.
5. Students continue interviewing classmates until the activity is complete.

Tips

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

BEFORE YOU READ

Goals:

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

Steps for a Successful Activity

1. Model the activity.
Ways to do this: Read the pre-reading activities and write them on the board. Elicit possible answers and write them on the board.
2. Students work individually to find the answers.
3. Elicit the answers and write them on the board.
4. Have students verify their answers with a partner.

Tips

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

READ and DISCUSS

Goals:

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

Steps for a Successful Activity

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

Tips

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

REPORT

Goals

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

Steps for a Successful Activity

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

Tips

- Encourage students to speak confidently so that others can hear them
- Acknowledge their answers.
- You can summarize what students have said about the topic, or, if your students are confident enough, you can ask the students to summarize.
- Rather than correct students individually, you can make note of any problems your students had with pronunciation and use of new vocabulary. Then write the examples on the board and have students correct them together.

ANALYZE

Goals:

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

Steps for a Successful Activity

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

Tips

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

COLLECT IDEAS

Goals:

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

Steps for a Successful Activity

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

Tips

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

INTERVIEW

Goals:

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

Steps for a Successful Activity

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

Tips

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

WRITE

Goals:

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

Steps for a Successful Activity

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

Tips

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

GUIDE TO ICON

Program Overview

Guide to the Core Activities

UNIT 1 I was overdressed!

UNIT 2 To buy or not to buy?

UNIT 3 It was a box-office hit.

Review of Units 1–3

UNIT 4 High tech or low tech?

UNIT 5 Have you ever broken a bone?

UNIT 6 It's a landmark.

Review of Units 4–6

UNIT 7 Small talk

UNIT 8 It's a real scorcher!

UNIT 9 Boy bands

Review of Units 7–9

UNIT 10 Easily rattled

UNIT 11 Regrets, I've had a few ...

UNIT 12 Risky business

Review of Units 10–12

Information Gap Activities for Review Units

Pronunciation

Workbook Answer Key

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林语堂系外村立《英语沟通实用》

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3

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

1 VOCABULARY: Talking about clothing

Warm-up: Draw it!

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

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

A. PAIR UP and TALK

Variation: Categorize

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

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

Key: Answers will vary.

B. PAIR EXCHANGE

Expansion: Good idea or bad idea?

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

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

Key: Answers will vary.