

普通高等教育“十一五”国家级规划教材

Communication Strategies Teacher's Guide



英语



口语交际策略

教学指南(拓展篇)

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英语

主审 杨惠中

口语交际策略

学指南(拓展篇)

译编 范祥涛 朱亚军

 CENGAGE
Learning



上海译文出版社

写在前面的话

杨惠中

随着我国英语学习的不断普及和深入,我国的英语教学法的重心亦由“语言输入式”向“语言输出式”移位,即从单纯的领会能力教学转向综合的语言表达能力的培养方面上来。

语言表达通常分为口语表达和书面表达两种形式,而口语是第一性的,是书面语赖以存在的基础。然而,过去我国的英语教学对学生的口语表达能力的培养缺乏足够的认识,亦未引起应有的重视,从而导致了学生口语能力不强,缺乏英语口语交际的能力,很难满足国家改革开放的形势的需要。这种现象业已引起了有关部门和社会的重视,一系列教学改革的举措相应陆续出台。确切地说,强化语言表达能力,特别是注重英语口语交际能力的培养已成为当前和今后一个时期我国英语教学的重点和发展方向。

上海译文出版社与美国Cengage Learning出版集团联手推出的《英语口语交际策略》,可谓弥补了这方面的需求之缺,它们为中国各年级大学生和广大英语爱好者提供一套原汁原味、纯正地道、不可多得的英语口语教科书。

《英语口语交际策略》共分四册,计60多个单元,每个单元均涉及到学习者关心、关注并感兴趣的鲜活话题。从婚姻到家庭,从工作到学习,从朋友到罪犯,从过去到将来,从信仰到代沟,从城市到乡村,从环保到健康,从旅游到运输,从经济到政治,从发展的世界到全球化等等,涵盖了生活、学习、工作的方方面面。

《英语口语交际策略》体例编排科学,新颖独特。单元结构合理匀称,脉络清晰。从问题“预热”到词汇学习,从主要观点到个性表述,从问题讨论到语言实践,从组合搭配到巩固提高等,循序渐进,环环相扣。加之配套的教学指南和由外籍英语专家朗读的音带、CD等,无疑置学习者于英语口语交际的真实语境之中,寓学于说,寓教于乐。

《英语口语交际策略》文本中的语法点、熟语等疑难问题通篇加注,搭配与句型中的词汇部分均列出了较为贴合例句的义项或常规义项,便于读者查阅,也充分体现了“以人为本”的理念。

《英语口语交际策略》编著者均为著名英语教育家,其所编写的教材和创办的语言学校在国外颇有影响。我们相信,这套《英语口语交际策略》必将备受我国广大英语学习者,特别是大学广大师生的喜爱。

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ORGANIZATION AND METHODOLOGY OF COMMUNICATION STRATEGIES

The following is a guide to the unit structure and general methodology of the *Communication Strategies 4* Student Book.

1ST PAGE OF A UNIT: LEAD-IN

Movie Picture

Every unit begins with a picture from a movie related to the unit topic. The picture is a visual introduction to the topic of the unit and its purpose is to create interest in the topic. Ask the students whether they recognize the movie. The picture can be used for a warm-up activity by asking the students to describe what they see or asking them questions specifically related to the picture or movie. Such warm-up activities allow the students to draw and build on their own knowledge of the topic. They also allow you to find out how much the students know about the topic and related vocabulary. Information about the movies can be found on pages 113–115 of the Student Book. Alternatively, the Teacher's Guide provides warm-up questions which the students can discuss. The students should be encouraged, but not pushed too hard, to answer the questions, either individually in a whole-class situation, or in pairs or small groups.

Reading Passage

Following the picture is a reading passage of around 400–500 words. These reading passages can be surveys, interviews, or newspaper and magazine articles. They introduce ideas and vocabulary related to the topic of the unit. Each reading passage contains authentic language which is highlighted and recycled throughout the unit, and then throughout the remainder of the book. Students may also listen to the reading passages on the audio CD.

2ND PAGE OF A UNIT: VOCABULARY

Vocabulary List

This section allows you to work with the students in developing vocabulary related to the topic of the unit. Most of the words and phrases in the list appear in the reading passage on the first page of the unit. It is important to find out which words and phrases the students are familiar with, and which ones need to be explained. When teaching or asking students to practice the vocabulary, the emphasis should be on trying to make natural sentences with the words and phrases, using the initial reading passage as your starting point.

Vocabulary Activities

Continuing on from the vocabulary list, each unit has practice activities which give the students the opportunity to engage with the vocabulary in a controlled or personalized way. The controlled exercises may, for example, be gap fill or sentence completion exercises, followed by more personalized questions which can stimulate the students to talk about themselves using the target vocabulary.

Graphic Organizer

The use of graphic organizers such as mind maps and Venn diagrams is an excellent way of reinforcing vocabulary and planning what to say or write. Each unit has a graphic organizer activity intended to give the students further practice in engaging with the vocabulary, as well as planning and organizing ideas related to the topic of the unit, thus enabling them to develop greater coherence when expressing themselves in English.

3RD PAGE OF A UNIT: POINTS OF VIEW

The overall purpose of the Points of View section is to recycle a certain amount of the target vocabulary from the second page of the unit in the form of a natural dialog, which the students may either listen to, read, or both. The dialogs also provide examples of discussion strategies which are dealt with further on the fourth page of the unit.

Pre-listening/Reading Questions

Before the listening to and/or reading the dialog, there are questions which can be discussed in a warm-up activity. These questions activate the students' prior knowledge and stimulate interest in the content of the dialog. They can also serve to motivate the students to listen to or read the dialog to find out whether the characters share the same ideas and feelings.

Situation: Listening and/or Reading

Depending on the needs of the students and the requirements of the course, you may choose to have the students listen to the dialog on the audio CD, or simply have them read it in their books, or both. With an audio CD, the students can develop their listening skills. Listening activities can also bring more variety into the lessons. Reading the dialog may be done as a follow-up activity to the listening, or it may be done instead of listening. Whichever skill the students practice, the most important question is whether they are engaged in and learning from the activity, which serves as a model for vocabulary usage and discussion strategies.

Check for Understanding

Just as it is important to have a pre-listening or pre-reading activity, it is equally important to make sure that the students have understood the dialog by having an activity that checks comprehension. The activities are intended to encourage the students to work together to give extended answers using some of the target vocabulary of the unit.

4TH PAGE OF A UNIT: PRACTICE AND DISCUSSION

Personalization

In this section, students are encouraged to use the unit language in a personalized way by talking about their own lives, experiences, ideas and feelings. This helps to consolidate the language patterns and vocabulary they encountered in the Points of View section.

Discussion Strategies

This section presents a number of natural expressions used to express some function of language during a discussion (e.g. asking critical questions or expressing concerns). Most of the expressions listed appear in the dialog on the third page of the unit.

Discussion Strategy in Action

As practice in recognizing and understanding the discussion strategy, the students can listen to short conversations in which the expressions are used. Listening scripts for these conversations do not appear in the Student Book but are included in the Teacher's Guide.

Discussion Practice

An activity follows to give the students an opportunity to further practice and consolidate the discussion strategy. It also helps to recycle and reinforce the unit vocabulary.

5TH PAGE OF A UNIT: FURTHER ACTIVITIES

This section focuses on practicing all the language learned so far in the unit. You may choose to have the students do all of the activities on the page, or you can be selective as the activities, though related, can be done independently of each other.

Role Play

These activities require the students to work together in pairs to play out a variety of roles directly related to the topic of the unit, and provide them with the opportunity to use the target language of the unit. The situations can be ordinary everyday situations, or ones which are less familiar to the students. The roles are clearly outlined and vary in the level of imagination needed to perform them; sometimes the students may be themselves, while at other times they will have to put themselves in someone else's position, such as that of a parent or a professional athlete. There may also be brainstorming questions to help the students to come up with ideas to talk about before engaging in the role play.

Activity

The activity is an open-ended, creative activity intended to provide some consolidation of ideas and language from the unit up to this point. Examples include writing a job description or answering a questionnaire.

Speeches

In this section, the students are provided with the chance to speak either formally or informally in front of the rest of the class, thus helping to build the students' overall confidence in using English. The speeches range from, for example, a more formal presentation of a plan of action, to a more informal recounting of ideas or the telling of a story. The students can work with a partner to prepare for the speeches before presenting them to the class.

6TH PAGE OF A UNIT: CONSOLIDATION AND RECYCLING

The final page of each unit presents activities in which the students can review and consolidate the vocabulary and language patterns that they have learned in the unit. These final activities, which can be done in class or set as homework, will help the students to retain words, phrases and structures.

Building Vocabulary

These activities range from manipulating word forms, completing gap fills, and working on word roots, to interacting with other students to write sentences, answer questions or discuss ideas.

Writing

Different genres of text are set as writing tasks, including letters, reviews, brochures, and leaflets.

Reflection

This is the final wrap-up activity, in which the students are asked a number of questions about the topic of the unit. In answering the questions, either individually or by discussing in pairs or groups, the students have the chance to reflect on not only their opinions about the topic but also the words and structures that they have learned in the unit, particularly those that they may have found difficult.

A FINAL NOTE

Quick Facts

Throughout each unit are a number of short, interesting, and often unusual facts related to the topic of the unit. These are intended to prompt discussion or comments from the students. Suggestions on how to use these facts are given in the lesson plans of the Teacher's Guide.

MOVIE PICTURE

- Have the students look at the picture and the title of the unit.
- Ask them if they recognize the movie.
- Ask them to describe what the people in the picture are doing. Students may first work in pairs to describe what they see before sharing their ideas with the class.
- You can find information on the movie in the Student Book (p. 113).

WARM-UP QUESTIONS

- Read the following questions to the students or write them on the board.
 1. *Do you get along well with your neighbors? Why/Why not?*
 2. *Have you ever had problems with neighbors? What happened? Why?*
 3. *How common do you think it is for people to have problems with neighbors?*
- Have the students answer the warm-up questions as a whole-class activity, in pairs, or in small groups. You may want them to write down short answers before discussing the questions, or during their discussion.
- If the students have difficulty with vocabulary or language structures, or have few ideas, you may guide them by explaining and/or writing on the board some useful words and phrases.

TEACHING TIP



If the students have difficulties answering any questions, there is no need to push them too hard. Otherwise, they may lose interest in the topic. It is important to stimulate their interest by asking the students questions they can relate to and give an opinion on based on their own experiences.

As an alternative or in addition to the warm-up questions, you can have the students complete the questionnaire on pages 96–97 of the Student Book and then discuss their answers in pairs, groups, or as a whole class.

READING PASSAGE

- Give the students some gist questions. These questions can be from the Listening/Reading Worksheet (p. 102) or you can adapt the warm-up questions above, e.g.

What problems did Zack Bower and his family have with their village neighbors?

Why did they have these problems?

- Set the students a time limit of, e.g. four minutes, to read the passage individually, looking for the answers to the gist questions.
- Have the students check their answers in pairs or small groups.
- Write their answers on the board, correcting or explaining as necessary.
- The passage is in audio track 2 on CD1.

ANSWERS (Answers will vary)

The local villagers were unfriendly/suspicious/critical/hostile; their children were picked on at school; the locals invaded their space and privacy

The locals were small minded/not very sophisticated/probably racist; the Bowers were outsiders/city folk who never learned to cope with rural life

LANGUAGE NOTE

At this stage, a lack of knowledge of the vocabulary in the passage may hinder the students' complete understanding of the passage; however, they should be able to work out the gist. As explicit teaching and learning of vocabulary is the aim of the next stage of the unit, it is best to encourage the students to guess the meanings of unknown words from the context, or to give them quick explanations of the meanings of words that they really can't guess. Also, encourage the students to help each other with unknown vocabulary by asking each other the question *Do you know what _____ means?*

Listening/Reading Worksheets

Supplementary photocopiable worksheets which provide additional activities for the reading passage are at the back of the Teacher's Guide, following the lesson plans. The worksheet for Unit 1 (pp. 102–103) can be used to supplement the reading passage. Each worksheet includes the following activities:

- **Warm-up questions:** These are additional questions to allow students to start thinking about the topic of the unit and reading passage.
- **Anticipation gap-fill:** This is a vocabulary exercise which also acts as a warm-up activity. Have the students complete the sentences, either individually or in pairs. In some cases, there are different possible answers. Write the students' suggestions on the board. When they read the passage for gist, they can check which of their answers can be found in the passage, and complete any sentences that they had to leave blank.
- **Reading for gist:** As the students read the passage for the first time, they should look for the answers to these questions.

- **Noticing words:** You may ask the students to circle the words as they read for the first time, or you could have the students do that when they read again after checking the gist questions.
- **Reading search:** As this exercise involves further, more intensive reading, you could ask the students to complete it as they try to answer the following *General questions*. Alternatively, you could set this exercise as a homework activity.
- **General questions:** The students should read the passage again to answer these questions, possibly as they complete the *Reading search* exercise (see above). Have them write their answers individually in complete sentences, or ask them to discuss the answers in pairs or groups.
- **Correct these statements:** Encourage the students to write correct sentences, rather than just changing words or phrases in the original sentences, as, in some cases, the latter will not be possible. This exercise may be set as homework.
- **Comprehension/personalization questions:** Encourage the students to write complete sentences to answer these questions, possibly for homework. Alternatively, students could use the questions to interview each other in pairs.
- **Discussion questions:** Have the students discuss these questions in pairs or groups and write their ideas on the board. You could have them write up their ideas for homework.

VOCABULARY

Vocabulary List

TEACHING TIP

The vocabulary in the list, most of which is taken from the initial reading passage, is intended to be used by the students in their discussions throughout the unit. When dealing with this section, it is very important to find out which words and phrases are already familiar to the students and which are unfamiliar or completely new. As learning of vocabulary involves engaging with it as frequently and in as many ways as possible, you should aim to provide the students with numerous opportunities to work with the language in the list. Firstly, the students need to recognize the words and expressions, and this will involve working on such things as spelling and word formation. Then, the students need to be made aware of the meaning of the words and phrases, and finally you should give the students a chance to make natural sentences with the vocabulary. The following are suggested activities, divided into those that help students with *recognition*, *meaning*, and *use*.

Recognition

- Have the students work in pairs to look back at the reading passage and highlight or underline the words from the list.
- Ask them to decide what kind of word or phrase each one is, e.g. a noun, a verb, or an adjective.

- They should also decide if the nouns are countable or uncountable, although it is important to point out that this sometimes depends on the meaning of the noun and in which context it is used.
- Elicit the word forms from the students, guiding and correcting as necessary. Pronounce the words for the students, and have the students repeat the words, either individually or as a group.

Meaning

- Have the students work in pairs or small groups to check (✓) the words and phrases in the list that they know, and to put a cross (X) against those that they don't.
- Encourage the students to ask and help each other by making sure that they can ask for the meaning of a word in an appropriate way. For example:

Do you know what this (word) means?

How do we say this in (our language)?

- Have the students put up their hands if they know a word, and then ask individual students for the definition. This should give you a reasonably accurate indication of whether or not it is familiar to most of the class or not.
- Write the words on the board that are most unfamiliar or completely new to the students, and try to give them your own definitions with personalized examples by making real sentences about yourself, the students, people the students are familiar with (e.g. famous people), or subjects the students are interested in.
- When you have covered the vocabulary in the list, have the students close their books and give them a quick quiz on recognition and meaning by putting them into teams and asking questions like:

Which adjective describes something that is far away or a relationship that is not close?

Which verb means to help people reach an agreement?

You could conduct the quiz orally, awarding points to the first team to give an answer, or you could have each team write down their answers and check at the end.

Use

- Have the students work together in pairs or groups to make their own sentences using the words in the list. If time is limited, you could allocate different words and phrases to each pair.
- Walk around the class, guiding and correcting the students.
- Write some of the students' own sentences on the board as examples for the class.

TEACHING TIP

Encourage the students to use the vocabulary to make sentences that have as much personal meaning for them as possible, and also to try to connect more than one of the words in their sentences.

Suggested definitions and examples for the Vocabulary List

amicable (adjective) Amicable describes a relationship in which people are pleasant to each other and solve their problems without arguing, e.g. *The neighbors settled their differences in an amicable way.*

compromise (countable noun/verb) A compromise occurs when people reach an agreement by considering the wishes of others and so accepting something slightly different from what they really want. In doing this, they compromise with each other, e.g. *I wanted a blue car, but my wife preferred red. We compromised by buying the purple car.*

confront (verb) You confront someone by facing them, especially when you are going to argue or fight with them, e.g. *After quietly tolerating the noise from my neighbors for many weeks, I finally decided to confront them with my feelings.*

distant (adjective) Something that is distant is very far away, e.g. *Most people pay little attention to what happens in distant countries.*

escalate (verb) When a bad situation escalates, it gets worse, e.g. *The argument escalated into a physical fight.*

hostile (adjective) Hostile describes a person who is unfriendly or aggressive towards others, or a situation that is dangerous, e.g. *Drinking alcohol can sometimes make people behave in a hostile way.*

inconsiderate (adjective) The antonym of considerate, this describes someone who doesn't give enough thought to other people's feelings or needs, e.g. *It is very inconsiderate to play loud music late at night when people are trying to sleep.*

intervene (verb) If you intervene in a quarrel, it means you become involved in it in order to calm people down, e.g. *The brothers' argument over money became so serious that their parents had to intervene to settle it.*

invade (verb) To invade a place means to enter it without permission, usually in an aggressive way, e.g. *At the end of the soccer game, some of the losing fans invaded the field to protest against the referee.*

mediate (verb) Someone mediates between individuals or groups of people who are arguing or fighting by talking to both groups and trying to reach an agreement, e.g. *The United Nations Organization often has to mediate between warring countries.*

misunderstanding (countable noun) You have a misunderstanding with someone when you fail to understand something properly, e.g. *Misunderstandings can often occur between people who speak different languages.*

personality clash (countable compound noun) This means a conflict or disagreement that occurs because of differences in people's characters, e.g. *My sister hated English lessons because of a personality clash with her teacher.*

rude (adjective) Rude people behave in an impolite way towards other people or say impolite things about them, e.g. *Pointing your finger at people is considered to be rude in many cultures.*

suspicious (adjective) Suspicious describes a person or situation which you consider to be untrustworthy or dishonest, e.g. *My father observed a suspicious package on the train and reported it to the police.*

tension (noun) Tension between two people occurs when there is a difference in opinion or needs, which causes problems or anger, e.g. *Their opposing views on how to deal with the problem created a lot of tension.*

threaten (verb) If you threaten someone, it means that you say you will do something unpleasant or harmful to them, e.g. *The school threatened to punish my brother if he did not improve his behavior.*

Vocabulary Activities

- Have the students work in pairs to do activity A. One student should cover the definitions and look at the vocabulary list, while the other reads the definitions in any order.
- The first student replies with the correct word or phrase.
- The students should check their answers together.

ANSWERS

1. compromise; 2. confront; 3. intervene; 4. mediate; 5. personality clash

- Have the students do activity B individually, in pairs, or as a whole-class activity.
- Explain to the students that some gaps require different word forms of the items in the vocabulary list.
- If they complete the paragraph individually, make sure that they first check their answers in pairs before sharing their answers with the rest of the class.
- Write the students' answers on the board, correcting and giving feedback as necessary.

ANSWERS

1. hostility/confrontations/suspicion/tension; 2. threatening/hostile; 3. amicable; 4. distant; 5. misunderstanding/personality clash; 6. inconsiderate; 7. rude; 8. personality clash/misunderstanding; 9. confront; 10. hostile/threatening; 11. mediate; 12. intervene; 13. invaded

TEACHING TIP

Sentence completion or gap-fill exercises are common vocabulary activities, which often appear in standardized tests, so it is best to point out basic strategies to the students that will help them with these. As a general rule, students should read the sentences first and decide what form of word or phrase should fill the blank. They should also think of the overall meaning of the sentence before choosing a vocabulary item from the list. It is also important to tell the students that if they decide, for example, that a noun should fill the blank, they should also consider whether it is singular or plural, and countable or uncountable. If a verb should fill the blank, they should decide the correct verb form (infinitive, gerund, past participle, etc.) You could either have your students do the sentence completion exercise as an introduction to the vocabulary list, or as a consolidation exercise after they have done other suggested activities with the vocabulary list.

Additional vocabulary activities

Sentence completion

- Have the students work in pairs or groups to make their own sentence completion activities.
- Each pair/group should write five or six sentences using vocabulary from the list, but with that word or phrase blanked out.
- Ask the students to swap sentences with another pair/group and try to decide what the missing word or phrase is.

Bingo

- Ask the students to write down a word or phrase from the vocabulary list in each square of a 3 x 3 bingo grid.
- Call out the words or phrases randomly from the list, or have one of the students do so. Alternatively, you can make a card for each word/phrase and put these in a box and draw them out at random, calling out the words as you do so.
- Have the students cross out the words that are called if they are on their grids.
- The winner is the first student to cross out one row of words on his/her grid, horizontally, diagonally, or vertically.

TEACHING TIP

As an extra challenge, you could ask the winners to make some sentences using the words in their row. Also, you could make the whole game more challenging by calling out the definitions instead of the actual words and phrases.

Graphic Organizer

- Have the students first look for suitable ideas in the reading passage, and write these on the board, e.g. noise – *roosters crowing*; behavior – *no one in the village would talk to us, they were watching/criticized everything we did, they were suspicious/small minded/not sophisticated, children were picked on at school*.
- The students should write these ideas into the appropriate column of the chart, before adding their own ideas.
- If the students have problems thinking of ideas in pairs, have them work in groups.
- Have the students explain why they chose particular words and phrases and encourage them to make sentences using their ideas.

ANSWERS (Answers will vary)

noise	smells	mess	appearance	behavior
music	cooking	garbage left out	inappropriate clothing	unfriendliness
TV	garbage left out	messy garden	lack of clothing	aggressiveness
parties		old electrical appliances or furniture left out	threatening/dangerous looking	nosiness
children				racism
arguments				

POINTS OF VIEW

TEACHING TIP

The dialog can be used as a listening or a reading exercise, or both. If you choose to use it as a listening exercise, it is recommended that you write the pre-listening/reading questions on the board and have the students close their books.

Deciding on whether to have the students do this activity as a listening exercise or a reading exercise, or both, will depend on the following:

- If the classes are frequent or part of an intensive course, then using the audio program on a regular basis can really help to develop the students' listening skills.
- If the classes are infrequent, the audio program will not be as valuable in developing listening skills, but can provide some variety in the classroom.
- Using the audio program will expose the students to natural pronunciation and intonation patterns.

If the students are reluctant to listen but would rather concentrate on speaking skills, it is worth pointing out that developing conversation and discussion skills involves learning how to listen well.

Pre-listening/reading Questions

- Write "Neighbors need to find a compromise" on the board and ask the students what they think it means.
- Have the students answer the questions in pairs or groups.
- Elicit a variety of answers to the questions and write them on the board.
- Other pre-listening/reading activities are provided in the accompanying Listening/Reading Worksheet (p. 104).

ANSWERS (Answers will vary)

1. Answers will vary.
2. Confront the neighbor directly; have somebody mediate; have someone in authority intervene.

TEACHING TIP

The Listening/Reading Worksheets for the Points of View dialogs follow exactly the same format as the Listening/Reading Worksheets for the initial reading passages, and can thus be used in the same way. Refer to the earlier explanations of how to use the Listening/Reading Worksheets for the initial reading passages.

Situation: Listening/Reading

- Ask the students to read/listen to the dialog to find out which of their answers to the pre-listening/reading questions match the situation in the dialog.
- Play audio track 3 on CD1. Have the students follow the dialog in their books as they listen, or ask them to listen with their books closed.
- As a follow-up activity, you can have the students read the whole dialog individually in silence as a comprehension exercise, or you can have the students work in pairs to read the dialog aloud to help them to improve their pronunciation.
- You may also choose to have the students only read the dialog, without listening to it.
- Other listening/reading activities are provided in the accompanying Listening/Reading Worksheet (p. 104).

TEACHING TIP

If you have the students read the dialog in pairs, encourage them to role play. This will require the students to decide what kind of mood the characters might be in. So you may ask them the gist question, *What kind of mood do you think Nina and Sandra might be in?* In the first part of the dialog, for example, Nina might be annoyed or angry and Sandra might be embarrassed or defensive.

LANGUAGE NOTE

Neighborhood watches are quite common in the US. A neighborhood watch is a group formed by members of a neighborhood. Members of the watch group will stay alert and look out for any suspicious or unusual activity in the neighborhood, including crime and vandalism, and contact authorities like the police if they notice any such activities.

Check for Understanding

- Have the students work individually, or in groups of four and answer one of the first four questions each.
- Give them some time to think individually of other suggestions for resolving the problems.
- When they are ready, have them discuss their suggestions in pairs or in their groups.
- Other post-listening/reading activities are provided in the accompanying Listening/Reading Worksheet (p. 105).

ANSWERS (*Answers will vary*)

1. Because he is lonely and locked up in the house all day.
2. Sandra can come home at lunch time to see the dog. It's a compromise because it will take time out of her lunch break.
3. Nina offers to take the dog for walks.
4. Nina also agrees to talk to other neighbors about setting up a neighborhood watch group because of the rising crime rate.

CULTURE NOTE

Neighborhoods in the US

To be a good neighbor in the US requires common sense and knowledge of the law because different states have different laws regarding waste disposal, recycling, noise, pets, etc. However, the following general tips will help you to be a good neighbor.

- Introduce yourself and develop good relationships with your neighbors. If you have good relationships with your neighbors, it becomes much easier to solve problems when they arise.
- Be careful not to be too noisy. This includes music played in your car.
- If you plan to have a large party, inform your neighbors in advance and provide them with your telephone number so that they hopefully call you instead of the police if there is a problem, such as noise or parking.
- Be careful of small children, and treat children with respect.
- Keep your pets (especially dogs) confined to your premises or leashed when you're walking them. Clean up after their messes.
- Maintain the appearance of your home and keep your yard clean. The appearance of your home can increase or decrease the value of other homes in the neighborhood.
- Become involved with your neighbors. This can be done by exchanging baked goods or participating in a neighborhood watch group.

PRACTICE AND DISCUSSION

Personalization

- Have the students look for information related to the phrases in the dialog on the previous page.
- Point out the different ways that the phrases can be used by writing examples on the board. See the Language Note below.
- Give the students time to think individually about how to complete the sentences and to write their endings.

- If the students have difficulties with personalizing the language, help them by giving them some hints or examples from your own life, but make sure that they write sentences that are about themselves and encourage them to be as ambitious with the language as possible.
- Have them practice their sentences orally in pairs or groups.

LANGUAGE NOTE

The phrase "Dogs and other animals can be..." may be followed by a noun or an adjective. For example:

Dogs and other animals can be annoying/a nuisance.

TEACHING TIP

Remember that personalization is a good way of reinforcing the language, since students are more likely to remember words or phrases that they use to talk or write about subjects they have a genuine feeling about, such as their friends and family, and their own experiences.

Discussion Strategies – Using language of mediation

- Elicit or explain to the students the meaning of the word "mediation". (Mediation is the act of mediating, or talking to individuals or groups of people who are arguing or fighting in order to reach an agreement.)
- Pronounce the phrases for the students, and have them repeat them, either individually or as a group.
- Teach new or unfamiliar vocabulary as the need arises, e.g.
work something out (v.) = find a solution to a problem
I can live with that (idiomatic) = I can agree to that
- Have the students find examples of the phrases in the dialog on the previous page, e.g. *I could try to come home during my lunch break, if that would help.*
- Ask the students if they can think of any more phrases used to mediate. Write these on the board.
- Put the students in groups to brainstorm the situations where they could actually use these phrases, as well as the ones in the book.
- Elicit their ideas and write them on the board, making sure that they actually use the phrase itself, e.g.
I would say "Is there any way we can work this out?" to my boyfriend if we were having an argument.

Discussion strategy in action

- Play audio track 4 on CD1. Have the students listen for gist (general idea).
- Play the first conversation again and ask them what the situation is (Someone is mediating between two people who are arguing about a noisy and faulty car alarm.).
- Ask the students if the mediation was successful. Have the students check (✓) *Yes* or *No* in their books.

- Play the other two conversations and have the students check the correct answer.
- Then play all three conversations again and have the students write the phrases that they hear the mediator use.

ANSWERS (Answers will vary)

1. Yes – I'll agree to just about anything.
2. Yes – I can certainly try.../ I'll send them over to apologize to you and I'll make sure they know they're being a nuisance.
3. No – Yeah, well next time I'll just call the police. There's no point talking to you.

TAPESCRIPT

Conversation 1

- Brad: I can't take it anymore! Your car alarm is driving me insane!
- Stan: You know I can't afford to get it fixed just now.
- Brad: Well, you need to find a way to fix it or the next time it goes off in the middle of the night, I'm going to do something to your car. You'll see!
- Friend: Hang on, guys. That's not going to get either of you very far.
- Brad: Well, you're not the one being driven crazy by his alarm day in, day out.
- Friend: Maybe we can work out something more constructive. Stan, what about disabling your alarm until you can get it fixed?
- Stan: I can't do that because then my insurance won't be valid.
- Brad: Look, I'll lend you some money to get it fixed. But I need to know that you can pay me back.
- Friend: That sounds fair. Can you suggest a repayment schedule, Stan?
- Stan: Okay, I guess. Or perhaps I could do some work for you instead?
- Friend: Would that work for you, Brad?
- Brad: Listen, as long as I can get a good night's sleep, I'll agree to just about anything.

Conversation 2

- Friend: Joan, what's wrong?
- Joan: It's those teenagers. They're always hanging around here, swearing and making rude comments. I can't stand it anymore. I'm thinking about contacting their school or the authorities.
- Friend: I understand how you feel. Look, there's their father. Let's talk to him.
- Friend: Sam, can we talk to you for a minute?
- Sam: Sure, what's the problem?
- Friend: Your kids have been hanging around outside Joan's house with their friends, causing trouble. Some of them have been swearing at Joan and making rude comments. It's really upsetting. Is there anything you can do about it?
- Sam: I'm sorry, Joan. I didn't realize that they were being a nuisance.

Friend: Could you try to talk to them about it?

Sam: I can certainly try but you know how teenagers are. Look, I'll send them over to apologize to you and I'll make sure they know they're being a nuisance.

Friend: Thank you.

Joan: Yes, thanks, Sam.

Conversation 3

Mark: What is it? I was sleeping.

Phil: Well, that's how it feels to be woken up in the middle of the night!

Mark: I can't believe you woke me up to tell me that! How childish!

Friend: Hi, guys. What's the problem?

Phil: Their party last night kept me awake until 3 a.m. — I expect it must have bothered you on your floor too, didn't it?

Friend: Actually I stayed at a friend's house last night so no. But was it really that noisy?

Mark: I guess some of my friends may have gotten a little out of control, and it did go on longer than I'd planned. But come on, it's not as though I have that many parties.

Friend: Well, did you tell Phil and your other neighbors that you were going to have a party last night?

Mark: I meant to, but I guess I forgot.

Phil: Look, you're always having friends round and even if you'd have told me, I still need to get some sleep, and your party finished way too late last night. I'm sure I'm not the only one who was bothered by it.

Friend: Okay, look, why don't you two strike a compromise? The next time either of you have a party, you should give everyone some notice and make sure it's not too noisy after, say, 12? How would that be?

Mark: Come on, 12's a little early, and I can't be responsible for what my friends do after they leave.

Phil: Yeah, well next time I'll just call the police. There's no point talking to you. I'm off.

Discussion practice

- Have the students brainstorm ideas for both sides of the situations. For example, in the first situation it would be a parent on one side and a neighbor on the other.
- Ask them the following questions:
 - What is your role in the situation? (e.g. another neighbor)*
 - Why are you mediating in the situation?*
 - Which phrases from the list of discussion strategies are most appropriate to the situation?*
 - What kinds of compromise are possible? (e.g. in the last situation, the arguing parties could agree to share some common foods or ingredients such as rice, bread, condiments, etc.)*
- The students can role play the situations in groups of three, with two students playing the two sides in the disagreement and the third playing the mediator.

TEACHING TIP

Role plays should be enjoyable and motivating activities that give the students an opportunity to use language in a flexible way. Therefore, they should be quick activities that are not too heavily structured.

If the students are unfamiliar with taking part in role plays, it is a good idea to give them a model to follow. You could do this yourself with one of the stronger students in the class, or have a pair of students act out the roles for the rest of the class. It is important to emphasize that whatever is being demonstrated is only a model of the general idea of how to perform the activity, rather than a model of the actual language that must be used.

It is also very helpful to emphasize to the students that they are "assuming a role", rather than being themselves, and that they should try to imagine themselves being in a particular situation rather than in the classroom. It is a good idea to have a general discussion with the whole class about the roles and the situation to brainstorm some ideas, or have them discuss some general questions in pairs before playing their roles.

Finally, encourage the students to be as imaginative with their role plays as they can, and to have fun with them.

CULTURE NOTE

Following the rules as a renter in Japan

In Japan, if you don't follow certain rules, your landlord could cancel your housing contract. These rules are common sense in Japan, and as such, a foreigner is expected to know and abide by them. The underlying expectation of a landlord and neighbors is that a foreign resident will be a law-abiding citizen. In addition to that, it is important to follow the rules listed below, as a good neighbor knows and follows the rules.

- Use your place of residence only as a place of residence, not as a place of business, etc.
- Obtain the permission of your landlord for others to stay the night with you or to move in with you.
- Do not rent out your room to another person without written permission from your landlord to do so.
- Do not make any alterations to your place of residence without permission from the landlord.
- Do not make any noise that disturbs your neighbors. Such noise includes but is not limited to the following: TV, music, musical instruments, vacuuming, etc.
- Do not keep a pet of any kind without permission from the landlord.
- Do not store things in common spaces, such as hallways, and so on.
- Park bicycles and cars in parking spaces.
- Follow the rules for putting out the garbage.

FURTHER ACTIVITIES

Role Play

- Have the students discuss the brainstorming questions in pairs, groups, or as a whole class.
- The students should look back at the Graphic Organizer for ideas.

ANSWERS (Answers will vary)

Things that can be very annoying when people live in small apartments with very thin walls would mainly be related to noise, but could also include smells and aspects of behavior.

- Focus the students' attention on the situations. Write the following questions on the board:
 1. *Where do the student and the musician live? In a house/apartment?*
Do they know each other? How well?
What does the musician play? When does he/she practice?
 2. *What kind of building are the apartments in? Large or small?*
Are the apartments rented or owned?
How old are the two people?
 3. *How old is the person already living in the apartment?*
Where did the new neighbors come from?
What have the new neighbors done which is different from local customs?
- Have the whole class think about and discuss the questions for all three situations before they choose a situation in pairs.
- As they role play their situations, you should walk around the class to monitor the students, encouraging them, prompting them if necessary, and making notes of any common errors, especially with the target language.
- Use your notes to give feedback to the whole class when they have finished their role plays.

TEACHING TIP

You can use the transcripts below to model a role play for the students if they are having difficulties doing the activity.

ANSWERS (Model examples)

Situation 1

- A: I can't take it anymore. Your loud guitar playing is driving me mad.
B: I'm really sorry, but I have to practice. We're making our first album next month.

- A: But I have to study to pass my final exams, so the noise is causing serious problems for me.
B: Is there any way we can work this out? Do you have to study all day?
A: Not all day, but it would be very helpful if you could be quieter early in the mornings and late at night.
B: I can live with that, as long as I can practice in the afternoons.

Situation 2

- A: I don't know why, but there's water coming through my ceiling.
B: I'm so sorry, but I left the water on and my bath overflowed.
A: Well, there's quite a lot of damage, which I'm not going to pay for. Is there anything you can do about it? Do you have insurance?
B: I'm afraid I don't. I'm still a student so I don't have much money.
A: Well, you're going to have to pay for the damage somehow. I need it fixed.
B: Is there any way we can work this out? If you paid to have it repaired, I could pay you back a little each month, if that would help.
A: Maybe. Let's look at it and see how much it's going to cost.

Situation 3

- A: Hi, there. We moved in about a month ago and since we've not talked to each other yet, I thought I'd introduce myself.
B: Yes, well, I have a few things I want to tell you. I've been disturbed by a lot of noise from your apartment. Is there anything you can do about it?
A: What kind of noise?
B: That strange music you play has been disturbing me.
A: I'm very sorry. That's probably my children. I could tell them to turn it down, if that would help.
B: And I don't like the smell of the food that you cook. I can smell it in my apartment.
A: Well, you know, we don't really cook anything very unusual. We should try and find a solution, though, if it's a problem. What about if you came over for dinner and met my family?
B: Well, I don't know about that. Your place is always so loud and it keeps me awake at night.
A: I really am sorry, but I'm sure there are a number of solutions to these problems. Could we just sit down and try to work something out?

Following up the role play

- Depending on time and the enthusiasm of the class, you could have the students extend the situations, using some of the same roles, e.g.
 1. The student has to explain to his/her professor why he/she did badly in the exams.
 2. The damage is reported to the landlord/apartment superintendent. The students could continue the role play with the landlord/apartment superintendent as a mediator.

3. The two neighbors could continue their conversation with a third neighbor as a mediator.

Activity

- After the students complete the questionnaire individually, have them compare and discuss their answers in pairs or groups, giving reasons for their answers.
- As a follow-up activity, have the students think of two or three questions to add to the questionnaire.

Speeches

TEACHING TIP

This section develops the students' confidence in speaking in front of others by giving them an opportunity to practice this. If you have a large class, it is best to divide the class into groups of around 8–12 students, and these groups can be the audiences for the different speakers. As the students will prepare their speeches in pairs, it is important to decide whether both students or just one of them will give the speech. In the latter case, it is important to keep a record of the speech givers so that you can make sure the other students have a chance to speak in the next class.

- Have the students discuss the situation as a whole class.
- Encourage them to think critically about the situation by asking questions that will help make it more real, as with the procedure for the role play. For example:

What is a radio psychologist? Have you ever heard one?

What kind of programs do radio psychologists appear on?

Can you listen to radio psychologists at any time of day?

Who would you expect to listen to these radio programs?

- Continue brainstorming further ideas by considering the bullet points in the book as a whole class. You may also have the students get into pairs and use these ideas to start preparing their speeches.
- Make sure that the pairs of students have enough time to prepare, but set them a target in terms of a time limit, such as 2–3 minutes, for their actual speech.
- Encourage them to make notes for their speeches using key words rather than writing sentences. Give them some examples of this, e.g. instead of writing, *When we have problems with our neighbors, it is important to try to reach a compromise*, they could write, *probs w/ neighbors → compromise*.
- Have the stronger, more confident students give their speeches first. If you lack time in the class to have all the pairs give their speeches, allow the less confident students to do more preparation as homework. They can then give their speeches in the next class.

TEACHING TIP

To bring a greater sense of realism to the speeches, allocate roles to the students in the audience. For example, in this case, some of the students can be the presenter of the program who is interested in psychology, while others can be guests on the program with a different view on how to deal with problem neighbors. Have the students write down questions as they listen to the speech and then ask them after the speech.

CONSOLIDATION AND RECYCLING Building Vocabulary

- Write the word *nation* on the board and ask the students the meaning (country or state).
- Add the suffix *-al* to the end to make *national* and elicit from the students how this has changed the word (made it into an adjective).
- Add the prefix *inter-* to the beginning to make *international* and ask for the meaning (*inter* has the meaning of *between* or *among*).
- Elicit or teach the words *prefix* and *suffix*. As a whole class, discuss the meaning of the suffixes and prefixes listed. Write these on the board.
- Have the students work together in pairs or small groups to decide which words in the list are suffixes and which are prefixes before completing the sentences.
- The students should work in groups to think of other words using the prefixes and suffixes before checking in a dictionary.

ANSWERS

1. uncompromising; 2. inconsiderate; 3. rudeness;
4. personality; 5. misunderstand; 6. invaded;
7. intervention; 8. unthreatening

LANGUAGE NOTE

com/con (prefix) – together, with, e.g. compassion, compete, compatible

able (suffix) – can be done, e.g. manageable, solvable

ness (suffix) – state, condition, quality, e.g. kindness, usefulness

ate (suffix) e.g. candidate, mediate, tolerate, accurate, deliberate

tion (suffix) – action, resulting state, e.g. immigration, recommendation

ing (suffix) e.g. building, living, boring

ality (suffix) – combination of *-al* for adjectives (quality or relation), e.g. individual, and *-ity* to form noun (state or quality), e.g. individuality

mis (prefix) – wrong, e.g. mistake, misprint, misbehave