

# International Communication Strategies I

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# International Communication Strategies 1



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## Class 1

### *Introduction to the course & Student Profile*

**Theme:** Introduction to the course & Student Profile

**Keywords:** Syllabus, Collaborative

**Content:** This lesson focuses on introducing the course, getting to know the students and their learning preferences.

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



#### 1. Meet your teacher!

The instructor will give a short introduction.  
Please listen and ask questions.



#### 2. Information Card Exchange

- You will get a card with some questions. Read and answer the questions. *DO NOT WRITE YOUR NAME!*
- When you are finished give your card to the instructor. You will receive a different card.
- Find the classmate by asking questions. When you find her, write her name on her card.

Where are you from?

---



What kind of music do you like?

\_\_\_\_\_.

What are your interests?

\_\_\_\_\_.

What sports do you like?

\_\_\_\_\_.

**Who is this?** \_\_\_\_\_

***Here are some useful phrases to help you.***

Where is your  
home town?

I am from \_\_\_\_\_ in  
\_\_\_\_\_ prefecture.

What are your  
interests?

I like \_\_\_\_\_.  
I can \_\_\_\_\_.  
I do \_\_\_\_\_.

What food or  
drinks do you like?

I like \_\_\_\_\_.

### 3. Course Outline



- Read the ICS 1 course outline.
- Listen to the instructor and ask questions.

### 4. Student Profile



Write your answers to the questions. Your answers will help the instructor customize this course for your learning needs.

### 5. Find Someone Who . . . Game



- Look at the paper. Do you know the words and phrases?
- Ask your classmates some questions.
  - If she says YES, write her name in the box.

***How many names can you write in the boxes?***



Excuse me. Hello!

Do you HAVE...  
Do you LIKE...  
Can you...  
Can you PLAY...

Yes I [do/can]!  
My name is \_\_\_\_\_.



What's your name?  
How do you spell it?

Sorry! No I [don't/can't].  
See you.



## 6. Review

- Make a pair.
- Tell your partner five things you remember from today's class. Write your memos in the box below.

A large, empty rounded rectangle with a thin green border, intended for students to write their five-item memos.



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## Class 2 *The People in My Life*

<b>Theme:</b>	<b>Unit 1: All About Me — The People in My Life</b>
<b>Keywords:</b>	Acquaintances, work together
<b>Content:</b>	This lesson focuses on introducing oneself, responding to introductions, guessing / predicting and drawing conclusions about classmates.
<b>Pre- Study:</b>	Students should preview the lesson handouts before class.
<b>Review:</b>	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Student Self-Assessment **BEFORE**

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.  I will practice this skill in the textbook.	I know the information <u>a little</u> .  I will practice this skill in the textbook.	I <u>know</u> the information!  I do not need to practice this skill in the textbook.

# ICS 1 Self-Assessment

## Unit 1: All About Me

### Lesson A : *The People in My Life*

### Lesson B : *School Days*

Skill / Page	Content	BEFORE Unit	AFTER Unit
Vocabulary Link A pg. 2	acquaintance attend / go to (a school) close friends co-worker date (someone) / go out (with someone) just friends work together		
Vocabulary Link B pg. 7	get a good/ bad grade have (name of sport) practice meet (for a time / on a day) pass / fail (an exam / a class) prepare (for something) take a class take a lesson tutor		
Language Link A pg. 5	<b>VERBS: the simple present vs the present continuous</b> <u>EVERY DAY</u> <i>live, drive, study</i> <u>RIGHT NOW</u> <i>am/is living, am/is driving, am/is studying</i>		
Language Link B pg. 10	<b>VERBS: Simple past</b> <u>REGULAR</u> <i>worked, studied, played</i> <u>IRREGULAR</u> <i>took, wrote, got, was</i>		
Speaking / Speaking Strategy pg. 4	<b>Introducing a person to someone else</b> A...I'd like to introduce you to...B A...I'd like you to meet...B A..., this is...B A...meet...B Person A, Person B	<b>Responding to introductions</b> It's (very) nice to meet you. (It's) nice / good to meet you, too. Nice / good to meet you. You, too.	
Reading pg. 8-9	<b>A Book of Memories (yearbook)</b> Skimming Reading comprehension		
Writing pg. 11	<b>The First Day of School</b> Write about your first day of English class / BECC classes.		



## 2. Practice

- Look at your Unit 1 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		



### 3. Write About Yourself

Write 4 sentences about yourself. DO NOT write your name.  
Look on page 6 for help.

1. A routine you never change. Something you always do.

2. An unusual habit

3. A general fact about yourself.

4. An activity you are doing these days.



### 4. Find the Classmate

- You will get a paper.
- Find the classmate by asking questions.

*How many classmates can you find?*



# International Communication Strategies 1



## Class 3 *School Days*

<b>Theme:</b>	<b>Unit 1: All About Me—School Days</b>
<b>Keywords:</b>	Take a class, get a good grade
<b>Content:</b>	This lesson focuses on introducing oneself, responding to introductions, and discussing school experiences
<b>Pre- Study:</b>	Students should preview the lesson handouts before class.
<b>Review:</b>	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Introduce the Celebrity

- Make a group of 3-4 people.
- Introduce the celebrity to your group. Use FORMAL and INFORMAL language. Look on page 4.

Celebrity's Name	Introduce (FORMAL) / (INFORMAL)
1.	
2.	
3.	
4.	



5.	
6.	
7.	



## 2. Video: A Favorite Keepsake

- Watch the video.
- Choose the best answer to complete the sentence.

1. ____ Tara has a blind date with . . .	a. Tara's favorite keepsake
2. ____ The bracelet was a present from . . .	b. Claudia's co-worker.
3. ____ Tara got the bracelet when . . .	c. a blind date tonight.
4. ____ The ring is a souvenir from . . .	d. she was seventeen.
5. ____ Tara's first from to the U.S. was when . . .	e. she was five.
6. ____ The pendant is . . .	f. Tara's first trip to the U.S.
7. ____ Tara's grandmother gave Tara the pendant when . . .	g. Joe, her first boyfriend.
8. ____ Tara's grandmother told Tara a story about . . .	h. her difficult childhood.
9. ____ Tara's grandmother got the pendant from . . .	i. she was eighteen.
10. ____ Tara is going to wear the pendant on . . .	j. her mother.



### 3. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information.  I will continue to practice this skill.	I know the information <u>a little</u> .  I will continue to practice this skill.	I <u>know</u> the information!  I do not need to practice this skill anymore.



# International Communication Strategies 1



## Class 4 *Foods We Like*

**Theme:** Unit 2: Let's Eat—Foods We Like

**Keywords:** Fried, sweet, salty

**Content:** This lesson focuses on making / responding to suggestions, describing food and drinks, discussing international foods and providing reasons for opinions.


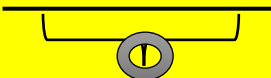

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### I. Student Self-Assessment BEFORE

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
		
I <u>don't know</u> this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

## Unit 2: Let's Eat

### Lesson A: Foods we like

### Lesson B: Eating Well

Skill / Page	Content	BEFORE Unit	AFTER Unit
Vocabulary Link A pg. 12	delicious / tasty fried salty tastes like... spicy juicy sweet		
Vocabulary Link B pg. 17	a (balanced / healthy) diet a (bad/unhealthy) habit benefit cut back (on ...) eliminate protect (against...) lifestyle plenty (of ...) eat out increase		
Language Link A pg. 15	<b>ADJECTIVES: Comparative form</b>  <div> <div>1 Syllable</div> <div>sweeter</div> <div>bigger</div> </div> <div> <div>2 Syllables</div> <div>more crowded</div> <div>Spicy = spicier</div> </div> <div> <div>3+ Syllables</div> <div>more delicious</div> <div>more interesting</div> </div>		
Language Link B pg. 20	<b>ADJECTIVES: Superlative form</b>  <div> <div>1 Syllable</div> <div>the sweetest</div> <div>the biggest</div> </div> <div> <div>2 Syllables</div> <div>the most crowded</div> <div>Spicy = the spiciest</div> </div> <div> <div>3+ Syllables</div> <div>the most delicious</div> <div>the most interesting</div> </div>		
Speaking / Speaking Strategy pg. 14	<div> <b>Making suggestions</b> </div> <div> <b>Responding to suggestions</b> </div> <div> <u>Statement:</u> Let's have [Mexican] food for dinner.  <u>Question:</u> Why don't we have [Mexican] food for dinner?            What /How about having <u>ing</u> [Mexican] food for dinner?         </div> <div>           Great idea!            (That) sounds good (to me)            Fine with me.            ☹ I don't really want to.            ☹ I don't really feel like it.         </div>		
Reading pg. 18-19	<b>The Healthiest People in the World</b> Predicting / Making guesses Scanning for information		
Writing pg. 21	<b>The First Day of School</b> Write a review about a restaurant / café you know. Include its name, type of food, prices, location and services.		



## 2. Practice

- Look at your Unit 2 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		



### 3. Brainstorm: International Foods

- Make a group of 3-4 people.
- What international foods do you know? Write your ideas below.



### 4. Survey: International Foods

- Ask your classmates the questions and write their answers.

**What's your favorite international food?**

**How would you describe it?**

**How often do you eat it?**

Name	Favorite International Food	Description	How often
1.			
2.			
3.			
4.			



# International Communication Strategies 1



## Class 5 *Eating Well*

**Theme:** Unit 2: Let's Eat—Eating Well

**Keywords:** Cut back, eat out, protect

**Content:** This lesson focuses on discussing healthy food habits, scanning for information about healthy foods, writing a report about a favorite international food.

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Comparatives & Superlatives

- Write the missing adjectives below. Look on pages 15 & 20.
- Check your answers with a partner.

#### 1 syllable adjectives

cute	cuter (than)	the cutest
cool		the coolest
strange		

### 2 syllable adjectives / 2 syllable ending in -y

funny	funnier (than)	the funniest
crazy		the craziest
	sexier (than)	the sexiest
spicy		

### Adjectives ending in -ing

interesting	more interesting (than)	the most interesting
boring		the most boring
shocking	more shocking (than)	

### Adjectives with 3+ syllables

beautiful	more beautiful (than)	the most beautiful
effective	more effective (than)	
creative		the most creative

### Irregular Adjectives

good		the best
	worse	the worst
fun		





## 2. Dice Game

- Make a group of 3-4 people.
- Roll 2 dice. Add the total and talk about some foods for that number.

### Which food do you think is. . . .

- |  |                      |
|--|----------------------|
| 2. the <u>most</u> delicious?                | 7. the strangest?    |
| 3. the <u>least</u> delicious?               | 8. the unhealthiest? |
| 4. the <u>most</u> expensive?                | 9. the healthiest?   |
| 5. the <u>least</u> expensive /the cheapest? | 10. the sweetest?    |
| 6. the hardest to cook at home?              | 11. the spiciest?    |
| 12. the best festival food?                  |                      |



## 3. Speaking: Making Suggestions

- Make a pair. Who is A / B?  
A: Make some suggestions about food/ restaurants.  
B: Respond to A's suggestions. Use positive and negative language.
- Write your information below. Look at page 14.

Partner	Suggestions	Responses
1.		

2.		
3.		
4.		



#### 4. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
<p>I still <u>don't know</u> this information.</p> <p>I will continue to practice this skill.</p>	<p>I know the information <u>a little</u>.</p> <p>I will continue to practice this skill.</p>	<p>I <u>know</u> the information!</p> <p>I do not need to practice this skill anymore.</p>



# International Communication Strategies 1



## Class 6 *What a Coincidence!*

<b>Theme:</b>	<b>Unit 3: Unsolved Mysteries—What a Coincidence!</b>
<b>Keywords:</b>	Luckily, Unfortunately, Take a chance
<b>Content:</b>	This lesson focuses on talking about possibility, making predictions, discussing lucky / unlucky events.
<b>Pre- Study:</b>	Students should preview the lesson handouts before class.
<b>Review:</b>	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Student Self-Assessment BEFORE

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.  I will practice this skill in the textbook.	I know the information <u>a little</u> .  I will practice this skill in the textbook.	I <u>know</u> the information!  I do not need to practice this skill in the textbook.

## Unit 3: Unsolved Mysteries

Lesson A: *What a coincidence!*Lesson B: *Mysteries of the World*

Skill / Page	Content	BEFORE Unit	AFTER Unit
Vocabulary Link A pg. 22	By accident – on purpose good luck – bad luck work out (for the best)	Lucky / fortunate - unlucky luckily - unfortunately	Miss a chance - take a chance reunite - separate
Vocabulary Link B pg. 27	explain / explanation figure out investigate / investigation	make sense mystery / mysterious prove / proof	solve / solution theory
Language Link A pg. 25	<b>Static Verbs</b>		
	Thinking Verbs: believe, know, think...	Sensing Verbs: see, taste...	
	Having Verbs: belong, have...	Other Verbs: seem, look, mean, cost, need...	
Language Link B pg. 30	<b>Modals of present possibility</b>		
	Something <u>is possible</u> : may, might, could [It might rain today.]		
	Something <u>is not possible</u> : can't, couldn't [They couldn't be married. They are brother and sister!]		
Speaking / Speaking Strategy pg. 24	<b>Saying something is likely</b>		<b>To disagree that it is likely</b>
	I bet (that) Marco plays the drums in a band.		⊕ I doubt (that) Marco plays drums in a band.
	Marco <b>probably</b> plays drums in a band.		
Reading pg. 28-29	<b>Mysterious Artwork</b>		
	Predicting / Making guesses	Understanding an interview	
	<b>A Strange Event</b>		
Writing pg. 30	Creative writing: completing a story about a mysterious event.		
	OR Write about something strange which happened to you or a friend/ family member.		



## 2. Practice

- Look at your Unit 3 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		



### 3. Video: The Luckiest Unlucky Man

Watch the video. Do you think he is lucky or unlucky?



### 4. Write 2 Truths and 1 Lie

- Write 2 sentences about yourself that are TRUE.
- Write 1 sentence about yourself that is FALSE.

1.

2.

3.



### 4. Speaking: Guess the Lie

- Make a group of 3-4 people.
- Read your 3 sentences. Your group members will guess which sentence is false. Look on page 24.



# International Communication Strategies 1



## Class 7 *Mysteries of the World*

<b>Theme:</b>	<b>Unit 3: Unsolved Mysteries—Mysteries of the World</b>
<b>Keywords:</b>	Mysterious, theory, prove
<b>Content:</b>	This lesson focuses on discussing theories of unsolved world's mysteries, listening for gist, reviewing vocabulary.
<b>Pre- Study:</b>	Students should preview the lesson handouts before class.
<b>Review:</b>	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Brainstorm: Mysterious Creatures

- Make a group of 3-4 people. Look at the PowerPoint.
- Which things do you know or don't know? Write your ideas below.



## 2. Video: Mysteries & Strange Events

Watch the video and write the information below.

### Part A: Matching

- |                    |   |
|--------------------|---|
| 1. _____ Agnes     | a. a scary event that happened in his or her dorm             |
| 2. _____ Dave      | b. the Jersey Devil   |
| 3. _____ Catherine | c. UFOs   |
| 4. _____ Lourdes   | d. a story about a woman who wanders the streets              |
| 5. _____ Alejandra | e. a strange event that happened in her grandfather's village |
| 6. _____ Calum     | f. the Pyramids   |

### Part B: Circle the correct word.

11. Agnes says the women went to a special place to make the rain stop / fall.
12. Dave says *La Llorona* is a woman weeping for her dead sons / husband.
13. Dave says people say you can hear *La Llorona* when there is a strong / no wind.
14. Catherine says the Jersey Devil is big, hairy, and very sneaky / slow.
15. Catherine says that the Jersey Devil moves from house to house / tree to tree.
16. Lourdes's favorite mysteries / stories are about UFOs.
17. Lourdes would like to think that UFOs are real / a hoax.
18. Alejandra would like to know when / how the Pyramids were made.
19. Alejandra wonders how they brought in the heavy pieces of stone / wood.
20. Calum says the lights in his dorm turned on / off suddenly.

***Which is the most interesting story? Why?***





### 3. Reading

- Read about a mysterious event below.
- Look at the “reporter’s questions” box. Highlight the answers in the text with the matching color.

One summer night about twenty years ago, Rebecca and her sister witnessed something mysterious. They were at summer camp. One night they left their cabin at midnight just to have fun. It was dark in the woods and they felt a little scared. They came to a grassy area so they relaxed and looked at the night sky. Suddenly, a star fell. Then many more stars fell one after another. For ten minutes, they saw hundreds of stars falling from the sky. The sisters wondered what it could be. Rebecca thought it might be a satellite exploding. Her sister said it could be an alien spaceship but Rebecca thought it was too crazy. Actually, it was a meteor shower. The girls were lucky to see it and they felt very excited because it was thrilling and beautiful. One day, Rebecca hopes to see such a beautiful sight again.

Reporter’s Questions	
What happened?	How did it make you feel?
When did it happen?	What do you think it could be?
Where did it happen?	Would you like to see it again?
Who were you with?	Why / Why not?



#### 4. Writing:

- Write about a mysterious event that has happened to you (or to someone you know).
- Use the REPORTER'S QUESTIONS in Activity 3 to help you.



#### 5. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information.  I will continue to practice this skill.	I know the information <u>a little</u> .  I will continue to practice this skill.	I <u>know</u> the information!  I do not need to practice this skill anymore.



**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**

**Unit:**

**Skill:**

**Page:**

**1. Why did you choose this activity to practice again?**

**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**

Unit:	Skill:	Page:
<b>1. Why did you choose this activity to practice again?</b>		
<b>2. Write your memos for the activity here.</b>		
<b>3. How do you feel about this activity now?</b>		



# International Communication Strategies 1



## Class 9 *Family Trends*

**Theme:** Unit 4: Today's Trends—Family Trends

**Keywords:** Average, percent, twice as high

**Content:** This lesson focuses on using disagreement language, expressing opinions about some advice and listening for main ideas, details, and speakers' beliefs. Students research and write a report about a current trend in society.

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### I. Student Self-Assessment BEFORE

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

## Unit 4: Today's Trends

### Lesson A: Family Trends

### Lesson B: Fashion Trends

Skill / Page	Content		BEFORE Unit	AFTER Unit
Vocabulary Link A pg. 36	a quarter / one-fourth / twenty five percent almost / nearly average	drop/ decrease half / fifty percent over percent	rise / increase thousands trend twice / two times as high as (something else)	
Vocabulary Link B pg. 41	a look / a style in (style) / out (of style) (body) piercings baggy / oversized	casual conservative dramatic (hairstyle, make up) retro	ripped (clothes, jeans) pointy (shoes, boots) skinny / fitted (jeans) sloppy sporty	
Language Link A pg. 39	Quantity expressions = talking about amounts			
	<u>With COUNT nouns</u> all of –most of—a lot of—a couple of– none of			
	<u>With NON COUNT nouns</u> all of – most of —a lot of — X — none of			
	<u>General</u> <b>Most</b> students work hard. [students everywhere] <b>Some</b> families have children.[families everywhere] <b>All</b> teachers are strict. [teachers everywhere]			
Language Link B pg. 44	<u>Specific</u> <b>Most</b> (of the) students <u>in my class</u> work hard <b>Some</b> (of the) families <u>in this area</u> have children. <b>All</b> (of the) teachers <u>at my school</u> are strict.			
	Giving advice with could, should, ought to, had better.			
	<u>Give strong advice:</u> had better & <b>had better not</b> <u>Give advice:</u> should / ought to & <b>shouldn't</b> <u>Suggest / More than 1 choice:</u> could	You <u>had better not</u> be late for class tomorrow. You <u>ought to</u> bring a jacket. It's cold today. You <u>could</u> take the train or ride the bus.		
Speaking / Speaking Strategy pg.38	Disagree Politely I know what you're saying, but... Sorry, but I disagree. / I don't agree. I hear you, but... [informal]		Disagree Strongly That's not true. I totally / completely disagree. Oh come on! / Are you serious? [informal]	
Reading pg. 42-43	Trendspotting			
	Predicting / Making guesses	Understanding a blog		
Writing pg. 45	What's your advice?			
	Giving and responding to advice.			



## 2. Practice

- Look at your Unit 4 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		





### 3. Video: *Family Trends*

Watch the video and match the country with the trend.

- |                    |   |
|--------------------|---|
| 1. _____ Ukraine   | a. In traditional families, males usually work.             |
| 2. _____ Colombia  | b. People get married when they're about 25.                |
| 3. _____ Brazil    | c. People get married very early.                           |
| 4. _____ Korea     | d. Children live with their parents until they get married. |
| 5. _____ Japan     | e. People usually get married in their late 20s.            |
| 6. _____ Argentina | f. People usually get married when they're around 30.       |



### 4. Speaking: Trends in Japan

- Make a group of 3-4 people.
  - Discuss the questions and write your ideas below.
- 
- Do you agree with what Kumiko says about Japan? Why / why not?
  - What age do you think most people tend to get married in Japan? What age do you think is the best age to get married? Why?
  - What percentage of women do you think work after having children?
  - What age do most people leave home (stop living with their parents)? Why?
  - What other family trends are happening now in Japan?



# International Communication Strategies 1



## Class 10 *Fashion Trends*

**Theme:** Unit 4: Today's Trends—Fashion Trends

**Keywords:** Conservative, sporty, casual

**Content:** This lesson focuses on listening for gist and details, conducting a survey to determine a classmates' fashion preferences, and fashion vocabulary.

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Video: *100 Years of Fashion*

- Watch the videos.
- Discuss with your group members the fashions you like the best / least. Why/ why not?



### 2. Brainstorm: What is “in” fashion now?

- Discuss the questions and write your ideas below.

1. What clothes are popular to wear now?

**2. What colors are popular now?**

**3. What else is popular to wear now (accessories? Hair? Make-up?)**



### **3. Speaking: Interview**

- Ask your classmates the questions and write their answers.

<b>Name</b>	<b>1. Popular Clothes</b>	<b>2. Popular Colors</b>	<b>3. Others</b>
1.			
2.			
3.			
4.			
5.			
6.			



#### 4. Brainstorm: Which eras do you like?

Research and make a presentation about a fashion era.  
Which fashion eras do you like the best?

Top 3 Fashion Eras	Why I like it
1.	
2.	
3.	



#### 5. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information.  I will continue to practice this skill.	I know the information <u>a little</u> .  I will continue to practice this skill.	I <u>know</u> the information!  I do not need to practice this skill anymore.



# International Communication Strategies 1



## Class 11 *Fashion Trends Presentation*

**Theme:** Fashion Trends Presentation

**Keywords:** Presentation, era

**Content:** This lesson focuses on researching and giving a presentation about fashion and its historical influences of a particular decade. Students express opinions and justifications about a particular fashion trend.

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Watch the Presentations

- Watch the presentations about fashion.
- Write some information about each era below.

Presenter	Era	Adjectives	Information
Example Kelly	1930	dark colors conservative	Women wore dresses in floral prints. People did not have much money so clothes were not very colorful or bright.
1.			
2.			

3.			
4.			
5.			
6.			
7.			
8.			



## 2. Write Questions

Write some questions about the presentations and the answers below.

Presenter	Era	My Question / Presenter's Answer




### 3. Ask / Answer Questions

- Ask your questions in Activity 2.
- Answer the questions about your presentation.



### 4. Reflect

- Think about your presentation.
- Write your ideas below.

**What did you do well? Why?**

--

**What was challenging for you? Why?**

**How can you improve in the future?**





# International Communication Strategies 1



## Class 12 *Before You Go*

**Theme:** Unit 12: Let's Go Somewhere! — Before You Go

**Keywords:** Confirm flights, pay bills, exchange money, stop the mail delivery

**Content:** This lesson focuses on saying when something is forgotten, listening for details about a travel itinerary, survey classmates about travel experiences, discussing items to take on a vacation.

**Pre- Study:** Students should preview the lesson handouts before class.

**Review:** Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### I. Student Self-Assessment BEFORE

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

## Unit 12: Let's Go Somewhere!

### Lesson A: *Before You Go*

### Lesson B: *Adventures in Traveling*

Skill / Page	Content	BEFORE Unit	AFTER Unit
Vocabulary Link A pg. 124	confirm the flight plans empty the trash exchange money give away fresh foods give the house keys to a friend pay the bills stop the mail delivery turn off the lights unplug electrical items water the plants		
Vocabulary Link B pg. 129	baggage claim boarding pass Carry-on luggage Check-in counter flight attendant overhead compartment oxygen mask tray table		
Language Link A pg. 127	<b>Modal Verbs of necessity</b>  <b>Present</b> must – have to—have got to <i>don't have to...</i> <b>Past</b> had to... <i>didn't have to...</i>		
Language Link B pg. 132	<b>Present Perfect for <u>Indefinite</u> time (talk about the past when you don't know when it happened)</b> Have you ever been to Brazil? Yes, I have. I was there 2 years ago. No, <i>I haven't</i> . Have you? Have you packed yet? Yes, I've already packed. No, <i>I haven't</i> packed yet. / No, not yet.		
Speaking / Speaking Strategy pg.126	<b>Saying you have forgotten something</b> I forgot + [noun]. I forgot + [infinitive]. I don't remember + [gerund]. I can't remember where + [clause]. <b>I forgot</b> my bus pass. <b>I forgot</b> to empty the trash. <b>I don't remember</b> turning off the lights. <b>I can't remember where</b> I put my keys.		
Reading pg. 130-131	<b>Traveling Alone</b> Predict using photos/ titles, Identify topics, Find examples to support answers		
Writing pg. 132	<b>Travel Experiences</b> Writing about a place you have visited, describing thing you did and you opinions.		



## 2. Practice

- Look at your Unit 12 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		
<b>Unit:</b>	<b>Skill:</b>	<b>Page:</b>
<b>Why did you choose this activity?</b>		



### 3. Brainstorm: Traveling

- Make a group of 3-4 people.
- Discuss the questions and write your ideas below.

1. How do you like to travel? ( By car? By train? By airplane?) Why?

2. What are some things you do before you go?

3. What do you usually take with you when you travel? Why?



### 4. Speaking: Interview

- Ask your classmates the questions and write their answers.

Name	1. How do you like to travel?	2. Things you do before leaving	3. Things you take on vacation
1.			
2.			

3.			
4.			
5.			
6.			



# International Communication Strategies 1



## Class 13 *Adventures in Traveling*

<b>Theme:</b>	<b>Unit 12: Let's Go Somewhere! — Adventures in Traveling</b>
<b>Keywords:</b>	Flight attendant, boarding pass, check-in counter
<b>Content:</b>	This lesson focuses on travel & airport related vocabulary, listening for facts about a hotel, making predictions based on photos and finding examples in a text to support the predictions.
<b>Pre- Study:</b>	Students should preview the lesson handouts before class.
<b>Review:</b>	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



### 1. Brainstorm: Things to bring on vacation

- Make a group of 3-4 people.
- Which items do you think are important to take on vacation to a WARM or COLD place? Discuss with your group members and write your ideas below.

Things to take on vacation to a <u>warm</u> place	Things to take on vacation to a <u>cold</u> place
1.	1.
2.	2.
3.	3.
4.	4.



## 2. Video: *Mexico Here We Come!*

Watch the video and write the number the events 1-8

- \_\_\_\_\_ Tara starts looking for her wallet.
- 1   Tara runs through the room looking for her bag.
- \_\_\_\_\_ Mike reminds Sun-hee to unplug the electrical appliances.
- \_\_\_\_\_ Sun-hee goes back into the apartment to get her ticket.
- \_\_\_\_\_ Claudia runs through the room looking for her ticket.
- \_\_\_\_\_ Sun-hee ends her phone call with Mike.
- \_\_\_\_\_ Claudia, Tara, and Sun-hee leave the apartment.
- \_\_\_\_\_ Claudia starts looking for her cell phone.



## 3. Brainstorm: Make a Role Play

- Make a pair.
- Write a role play about forgetting something.  
Look on page 126.

<b>Your Locations</b>	
-----------------------	--

You forgot...	You have already...	You need to...



#### 4. Writing: Make a Role Play

- Make a pair.
- Write a role play about forgetting something.  
Look on page 126.



#### 5. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook. .
- Color the AFTER box GREEN- YELLOW- RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information.  I will continue to practice this skill.	I know the information <u>a little</u> .  I will continue to practice this skill.	I <u>know</u> the information!  I do not need to practice this skill anymore.





**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**

**Unit:**

**Skill:**

**Page:**

**1. Why did you choose this activity to practice again?**

**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**

**Unit:**

**Skill:**

**Page:**

**1. Why did you choose this activity to practice again?**

**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**



**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**

**Unit:**

**Skill:**

**Page:**

**1. Why did you choose this activity to practice again?**

**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**

**Unit:**

**Skill:**

**Page:**

**1. Why did you choose this activity to practice again?**

**2. Write your memos for the activity here.**

**3. How do you feel about this activity now?**



## 2. Reflect

- Think about the lessons and projects in this course.
- Write your ideas below.
- Discuss with your group members.

**What did you really enjoy learning about or doing?**

**What was challenging for you? Why? How can you improve in the future?**

**What will you remember in the future?**

International Communication Strategies I

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