

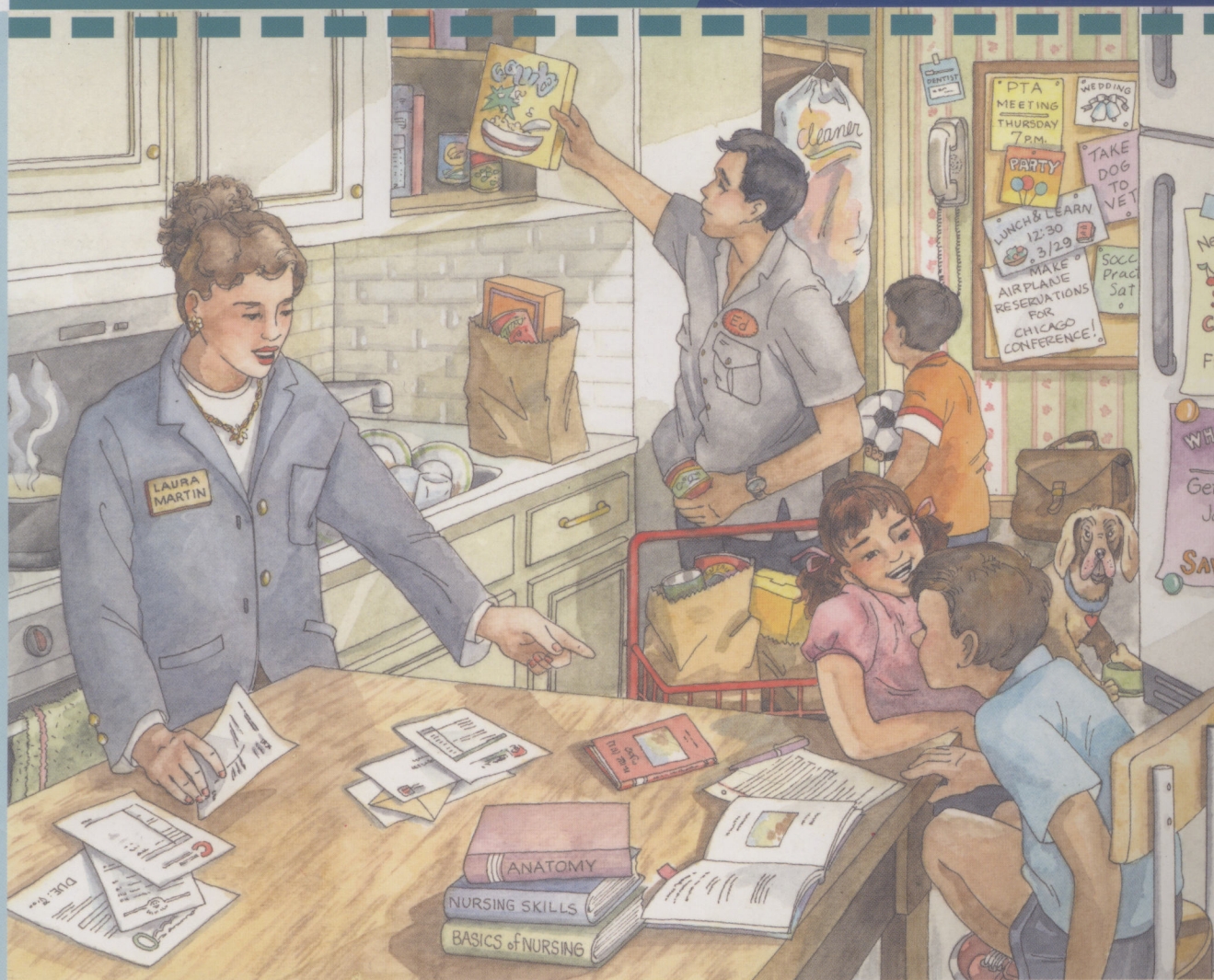
All-Star

全明星英语

3

○ Linda Lee
《全明星英语》教材改编组

教师参考书



All-Star

全明星英语

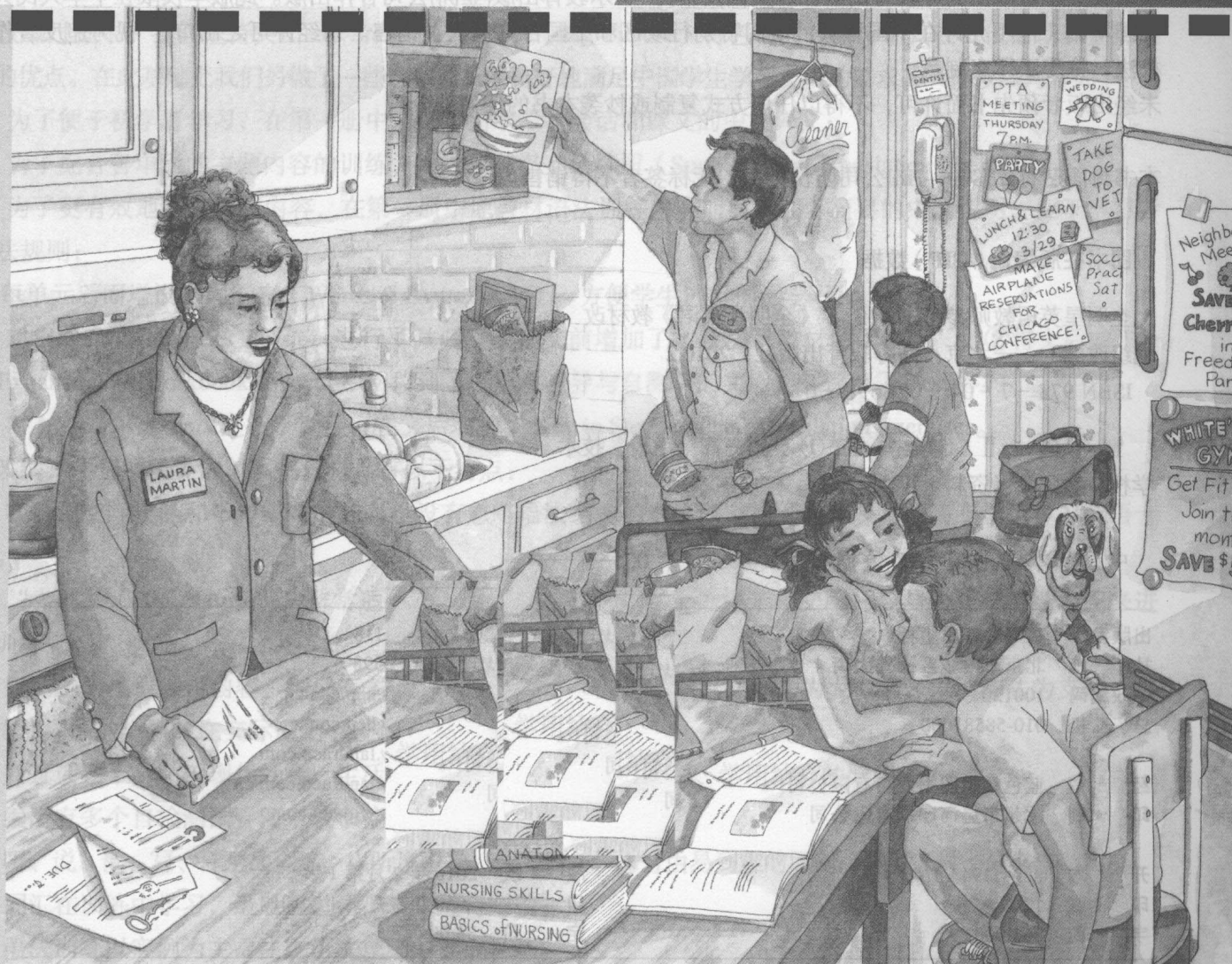
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All Star Book 3 Teacher's Guide

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《全明星英语》立体化系列教材

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《全明星英语教师参考书3》

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前言

《全明星英语》立体化系列教材是在麦格劳—希尔公司出版的 *All-Star* 系列教材的基础上, 结合中国成人高等教育英语教学的实际改编而成的。改编后的《全明星英语》系列教材无论是教学内容还是教学方法都更加符合我国英语教学的实际需要, 不仅为成年人学习英语提供了难得的好教材, 同时也适用于高职高专英语教学。

原书是为了专门帮助美国文化水平较低的成年人, 尤其是外国移民, 提高他们的英语基本语言技能而编写的教材, 编者多是有多多年教学经验的教师。全书所涉及的技能有:

1. 语言文字技能: 听、说、读、写语言技能; 基本语法和发音技能以及运用和演算数字的技能;
2. 处理日常生活的语言技能: 涉及消费、环境保护、家庭和子女养育、政府和社区、合作、利用资源和服务、健康和营养、人际交往、学习策略、安全保卫、电话通讯、时间和货币、交通和旅行等诸多方面;
3. 劳动就业语言技能: 涉及应用技术、保持就业、求职等诸多方面。

在改编过程中, 我们坚持突出 *All-Star* 的“大图”(Big Picture) 特色, 同时保持了其在听说活动和会话策略方面的优点。在此基础上我们另做了一些调整, 从而更好地满足中国学生学习英语的需求。具体改编内容如下:

1. 为了便于初学者学习, 在第一册中增加了指示语、会话和课文的中文译文;
2. 为了配合各单元的主题内容的训练, 增加了英汉互译练习 (Supplemental Translation Exercises);
3. 为了更有效地训练语法内容, 在第一册中原教材语法训练内容前面增加了简要的中文说明, 便于学习者掌握语法规则;
4. 每单元后面增设了词汇表 (Words & Expressions), 方便学生进行词汇学习;
5. 对 *All-Star Teacher's Edition* 进行了微调: ①在文前增加了“教法及教材使用说明”; ②将文后的 Big Picture Expansion 和 Workbook Answer Key 移到了《学习辅导与自测》的文后; ③保留了 Test 答案。
6. 对 *All-Star Workbook* 进行了调整: 在文后增加了 Key to Supplemental Translation Exercises。

经改编, 《全明星英语》系列教材具有以下特点:

1. 在重视交际技能和学习策略的同时也没有忽略语法结构的训练, 对成人学生及高职高专学生学习英语十分有益。
2. “大图”(Big Picture) 法非常适用于将交际需求形象化, 十分便于将交际环境与语言结构结合起来进行语言训练。
3. 以话题为主线编排内容, 辅以有关语言结构和词汇的训练, 即以交际法为大框架, 以结构法为支撑, 将语言结构和词汇的学习放在交际话题下进行。
4. 所选话题十分贴近现代社会、生活和工作, 便于贯彻学以致用、学用结合的原则。
5. 编配有多个自检测试, 便于教学检查。
6. 听、说、读、写、译全面训练, 以听说引导, 读写终结, 符合由易到难的原则。语言资料十分丰富、实用。
7. 词汇在训练中学习, 最后通过词汇表来进行归纳。
8. 语法训练以实例为主, 注重语法规则的养成训练。
9. 配有简单实用的发音练习, 对于纠正高职高专学生及成人不正确的发音十分有益。

改编后的《全明星英语》系列教材共分4级, 每级由《学生用书》、《学习辅导与自测》和《教师参考书》

组成。《全明星英语》第1册适合英语水平低起点或是英语基础较差的成人或高职高专学生,内容简单实用,且辅有语音和语法练习,特别适合在培养听说能力的同时,打下坚实的综合语言技能基础。第2、3册适合英语水平中等程度的学习者,第4册则适合有较高英语水平的学习者使用。此外,本教材还可以满足社会上部分学习者升学、求职或准备出国定居等学习需要。

本书为《全明星英语教师参考书3》,由清华大学人文学院外语系张智鹏担任主编、贾文学担任副主编,参加改编的老师还有:马凤阳、黄文红、王承君等。

由于时间紧迫和编者水平有限,本系列教材难免存在不足之处,恳请广大师生批评指正。

编者

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ii

3

All-Star

Teacher's Edition

全明星英语

教师参考书3

教法和教材使用说明

《全明星英语教师参考书》以单元(Unit)为单位,逐课(Lesson)编写。每课设有教学目的(Objective)、词汇(Vocabulary)和语法(Window on Grammar)等内容。此外,每课还提供了详尽的教学步骤和方法、丰富多彩的扩展活动以及听力录音文字资料(Listening Script)等。内容丰富且实用,为教师组织和实施课堂教学提供了重要参考和具体指导。在改编时,我们全部保留了这些富有特色的内容。

为了帮助教师在备课和教学中更加有效地发挥教材的优点,取得最佳教学效果,特对如何使用教材和教参以及教法作如下说明:

1. 单元特色

Window on Grammar 每个单元都设有该项目,目的是提供简单的常见语法现象的口头和笔头训练,更为详尽的语法学习内容则安排在**Spotlight: Grammar**中,二者互相参照和呼应。

Window on Math 旨在帮助学生掌握用英语进行基本的数字运算技能。

Window on Pronunciation 每单元专门安排了发音训练,目的有两个:为学生提供单个音素、单词的发音和听音训练,使他们不仅会说,还会听;训练学生的单词和语句重音、节奏和语调能力,使他们的口头表达更自然、流畅。

Spotlight: Reading和**Spotlight: Writing** 提供进一步的阅读或写作训练。

2. 教学策略

重复(Repetition) All-Star系列教材几乎每页都为学生提供了跟读单词和句型的练习,目的是让学生在相对放松的状态下训练这些基本技能,为他们开展听、说、读、写各项活动打下基础。跟读不仅能帮助学生单词发音,还能促进语序及发音内化。跟读练习对学生提高这些能力很有帮助,最好让学生在课后反复跟读以达到模仿的效果。

在练习会话句型时,可以采取一系列措施:首先,教师可以扮演一个角色,让学生集体回答;然后,把学生分成两个大组,每组扮演一个角色;此外,教师还可以同某个学生或者让两个学生进行会话示范练习;最后,学生可以与同伴一起做配对练习。这种方法有助于学生增强信心,为独立使用英语奠定基础。

示范(Modeling) 在教授新的教学内容之前,应该首先把要讲授的内容演示给学生看,然后再进行结构训练。凡是要求学生练习的内容,教师要以各种方法先行示范。如果要求学生与同伴练习“I'm wearing _____ shoes.”教师应该首先指着自己的鞋子说:“I'm wearing ...”这时,教师最好稍微停顿,诱导学生说出鞋子的颜色。然后再重复一遍。这样,成绩好的学生可以举一反三,而成绩差一些的学生也能从同伴那里学到一些有用的语言材料。

启发(Elicitation) 启发式教学有利于使课堂变成以学生为中心的教学活动场所。如果学生能够说出自己的观点和看法,他们对于使用英语的信心就会倍增,对自己学到的东西也会倍加珍惜。向学生提问,启发学生回答,是激发学生积极参与课堂活动的有效方法。成绩好的学生往往比成绩差的学生积极主动,为了让成绩差的学生开口说话,最为有效的办法是只提供句子的主干,先让成绩好的学生提供答案,再让成绩差的同学提供答

案,他们就会从成绩好的同学那里得到启发。

纠错(Error Correction) 什么时候以及如何纠错一直是语言教学界争论的焦点。有研究表明,让学生更多地接触正确的语言输入比纠错更能促进学生的学习,过多的纠错会导致学生丧失学习兴趣和信心。其实,是不是需要纠错取决于教师的教学目的。如果某项活动以准确为目的,例如听力训练时的跟读或做选择题练习时,应该进行及时的纠错;如果某项教学活动以流利为目的,应该尽量减少纠错,因为纠错会打乱学生思路,使学生时刻感到压力。很多时候,只要教师提供正确的示范,学生会养成自我纠错的能力。例如,学生说:“Hello. I Carlos,”教师可以说:“Hello, Carlos. I’m Isabel.”教师通过强调性的示范,可以帮助学生养成监测自己使用语言的习惯和能力。这种教学技巧叫做“策略性纠错”(Counsel Correction)。

3. 课堂教学时数安排

每册书60~70学时,每单元6~7学时。有2种时间分配模式:

- 1) 每册书60学时:每个单元6学时。具体学时安排:1~4课:3学时;5~7课:3学时(含Spotlight: Reading/Writing的内容以及Workbook里的Family/Work/Community一课);
- 2) 每册书70学时:每个单元7学时。具体学时安排:1~4课:4学时;5~7课:3学时(含Spotlight: Reading/Writing的内容以及Workbook里的Family/Work/Community一课);

4. 教学内容的处理

● 《学生用书》教学内容的处理

- 1) 关于1~7课:《学生用书》的第1至第7课,包括其后的Spotlight都应该在课堂上进行正规的教学和训练;
- 2) 关于翻译练习:翻译练习既可以在课堂用作口头、笔头训练,也可以作为家庭作业布置给学生课后完成,教师批改后再进行有针对性的讲评;
- 3) 关于单元测验:单元测验应该在学生没有事先准备的情况下,在课堂完成,其成绩作为了解学生学习情况的参考;
- 4) 关于生词表:生词表里的生词应该在开始学习每个单元之前进行处理。处理办法有教师领读,听录音跟读。一个单元结束时,应该挑选一些单词听写,一来检查学习情况,二来督促学生记单词。

● 《学习辅导与自测》教学内容的处理

《学习辅导与自测》起着补充、巩固和拓展《学生用书》的重要作用,是整套教材的有机组成部分,要纳入课堂教学计划之内,尤其对其中的Family/Work/Community内容作重点处理。这些内容非常实用,也是All-Star的一大特色。《学习辅导与自测》里还附有《学生用书》里的练习答案,教师应该督促学生认真对待,并在课堂上予以抽查。

● 《教师参考书》内容的处理

1) 关于教学步骤和方法:《教师参考书》里提供大量而又详细的关于教学步骤和方法的内容。根据时间和学生的实际情况,可以按照或参照执行。有经验的教师完全可以根据自己的设想和具体的教学环境进行针对性和创造性的教学设计,不必拘泥于《教师参考书》里的方法。

2) 关于“扩展活动”:几乎每个教学内容都设计有“扩展活动”,有些活动设计非常合理和实用,如“字母游戏”等,因该尽量采纳。有些活动如果不是非常适合具体的教学对象,可以根据需要加以筛选和利用。

To the Teacher

All-Star is a four-level, standards-based series for English learners featuring a picture-dictionary approach to vocabulary building. "Big picture" scenes in each unit provide springboards to a wealth of activities developing all of the language skills.

An accessible and predictable sequence of lessons in each unit systematically builds language and math skills around life-skill topics. *All-Star* presents family, work, and community topics in each unit, and provides alternate application lessons in its Workbooks, giving teachers the flexibility to customize the series for a variety of student needs and curricular objectives. *All-Star* is tightly correlated to all of the major national and state standards for adult instruction.

Features

- ★ **Accessible "big picture" scenes** present life-skills vocabulary and provide engaging contexts for all-skills language development.
- ★ **Predictable sequence of nine lessons** in each unit reduces prep time for teachers and helps students get comfortable with the pattern of each lesson type.
- ★ **Flexible structure** allows teachers to customize each unit to meet a variety of student needs and curricular objectives, with application lessons addressing family, work, and community topics in both the Student Book and Workbook.
- ★ **Comprehensive coverage of key standards** prepares students to master a broad range of critical competencies.
- ★ **Multiple assessment measures** like performance-based assessment offer a broad range of options for monitoring and assessing learner progress.

Overview of the *All-Star* Program

UNIT STRUCTURE

All-Star is designed to maximize accessibility and flexibility. Each unit contains the following sequence of nine lessons that develop vocabulary and build language, grammar, and math skills around life-skill topics:

- ★ Lesson 1: Talk about It
- ★ Lesson 2: Vocabulary in Context
- ★ Lesson 3: Listening and Speaking
- ★ Lesson 4: Reading and Critical Thinking
- ★ Lesson 5: Grammar
- ★ Lesson 6: Application
- ★ Lesson 7: Review and Assessment
- ★ Spotlight: Reading Strategy
- ★ Spotlight: Writing Strategy

SPECIAL FEATURES OF EACH UNIT

- ★ **Warm Up.** These activities activate students' background knowledge, access their personal experience, and generate interest in the topic of the lesson. They serve to introduce students to the lesson topic and prompt classroom discussion.
- ★ **Try This Strategy.** This feature presents students with learning strategies (such as understanding personal learning style), vocabulary strategies (such as learning prefixes and suffixes), and academic learning strategies (such as evaluating texts) towards the beginning of each unit so they can apply them as they proceed through the lessons. These strategies allow students to build skills to continue their lifelong learning.
- ★ **Communication Strategy.** This feature presents students with communication strategies that will improve their ability to communicate effectively, and help them become more fluid, natural speakers. Communication strategies, such as disagreeing politely, are introduced and then practiced in real-life role-play activities called Use the Communication Strategy.
- ★ **Grammar Lessons.** Grammar is presented and practiced in Lesson 5 of each unit. These lessons offer students more in-depth grammar practice than at the lower levels of the series. The essential grammar content is correlated to a variety of national and state standards. A comprehensive Grammar Reference Guide at the back of the book summarizes all of the structures and functions presented.
- ★ **Window on Math.** Learning basic math skills is critically important for success in school, on the job, and at home. As such, national and state standards for adult education mandate instruction in basic math skills. In half of the units, a blue box called Window on Math is dedicated to helping students develop the functional numeracy skills they need for basic math work in everyday math applications such as payroll deductions.
- ★ **Window on Pronunciation.** Improving pronunciation skills can greatly improve students' ability to understand others and to be understood. In half of the units, a blue box called Window on Pronunciation is dedicated to helping students achieve two major goals: (1) hearing and producing specific sounds, words, and minimal pairs of words so they become better listeners and speakers; and (2) addressing issues of stress, rhythm, and intonation so that the students' spoken English becomes more comprehensible.
- ★ **Spotlight: Reading Strategy.** After the Review and Assessment lesson in each unit, students and teachers will find a Spotlight dedicated to presenting students with academic reading strategies. These are optional lessons that offer a supplementary focus on reading skill development.
- ★ **Spotlight: Writing Strategy.** At the end of each unit, students and teachers will find a Spotlight dedicated to presenting

students with academic and professional writing strategies. These are optional lessons that offer a supplementary focus on writing skill development.

LESSON FORMAT

Lessons 5–7 and the Spotlights employ a standard textbook layout, but Lessons 1–4 follow an innovative format with a list of activities on the left-hand page of the spread and rich and textual input visuals supporting these activities on the right-hand page. The textual input includes authentic and adapted newspaper articles, letters, and official forms and applications. The list of activities, entitled Things To Do, allows students and teachers to take full advantage of the visuals in each lesson, inviting students to achieve a variety of learning goals, by evaluating, synthesizing, and analyzing.

"BIG PICTURE" SCENES

Each unit includes one "big picture" scene. In Student Book 3, the "big picture" scene begins each unit in Lesson 1. This scene is the visual centerpiece of the unit and serves as a springboard to a variety of activities provided in the Student Book and Teacher's Edition. The "big picture" activates background knowledge, accesses students' personal experience, increases their motivation, and serves as a prompt for classroom discussion.

The Teacher's Edition includes a variety of all-skills "Big Picture Expansion" activities that are tied to the Student Book scenes. For each unit, these expansion activities address listening, speaking, reading, writing, and grammar skill development, and allow teachers to customize their instruction to meet the language learning needs of each group of students.

CIVICS CONCEPTS

Many institutions focus direct attention on the importance of civics instruction for English language learners. Civics instruction encourages students to become active and informed community members. Application lessons provide activities that help students develop their roles as workers, parents, and community members. Those lessons targeting the students' role as a community member encourage learners to become more active and informed members of their communities.

ASSESSMENT

The *All-Star* program offers teachers, students, and administrators the following wealth of resources for monitoring and assessing student progress and achievement:

- ★ **Standardized testing formats.** Students have the opportunity to practice answering listening and reading questions in Lesson 7 of each unit (What do you know?) and in Lesson 7 of the Workbook (Practice Test). Students practice with the same item types and bubble-in answer sheets they encounter on standardized tests.
- ★ **Achievement tests.** The *All-Star* Teacher's Edition includes end-of-unit tests. These paper-and-pencil tests help students demonstrate how well they have learned the instructional content of the unit. Adult learners often show incremental increases in learning that are not always measured on the standardized tests. The achievement tests may demonstrate learning even in a short amount of instructional time. Twenty percent of each test includes questions that encourage students to apply more academic skills such as determining meaning from context, making inferences, and understanding main ideas. Practice with these question types will help prepare students who may want to enroll in academic classes.
- ★ **Performance-based assessment.** *All-Star* provides several ways to measure students' performance on productive tasks. The Teacher's Edition suggests writing and speaking prompts and rubrics that teachers can use for performance-based assessment. These prompts derive from the "big picture" scene in each unit and provide rich visual input as the basis for the speaking and writing tasks asked of the students.
- ★ **Portfolio assessment.** A portfolio is a collection of student work that can be used to show progress. Examples of work that the instructor or the student may submit in the portfolio include writing samples, speaking rubrics, audiotapes, videotapes, or projects. The Teacher's Edition identifies activities that require critical thinking and small group project work which may be included, as well as those activities that may be used as documentation for the secondary standards defined by the National Reporting System.
- ★ **Self-assessment.** Self-assessment is an important part of the overall assessment picture, as it promotes student involvement and commitment to the learning process. When encouraged to assess themselves, students take more control of their learning and are better able to connect the instructional content with their own goals. The Student Book includes Learning Logs at the end of each unit, which allow students to check off the vocabulary they have learned and skills and strategies they have acquired.
- ★ **Other linguistic and non-linguistic outcomes.** Traditional testing often does not account for the progress made by adult learners with limited educational experience or low literacy levels. Such learners tend to take longer to make smaller language gains, so the gains they make in other areas are often more significant. These gains may be in areas such as self-esteem, goal clarification, learning skills, and access to employment, community involvement and further academic studies. Like the Student Book, the Workbook includes activities that may provide documentation that can be added to a student portfolio.

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Table of Contents

教法和教材使用说明	iv
-----------	----

To the Teacher	vi
----------------	----

PRE-UNIT: Getting Started	2
---------------------------	---

UNIT 1: Setting Goals	4
-----------------------	---

UNIT 2: Housing	27
-----------------	----

UNIT 3: Healthy Living	50
------------------------	----

UNIT 4: Money and Consumer Issues	72
-----------------------------------	----

UNIT 5: Accidents and Emergencies	93
-----------------------------------	----

UNIT 6: Community	116
-------------------	-----

UNIT 7: Work	138
--------------	-----

UNIT 8: Communication	157
-----------------------	-----

UNIT Test Listening Scripts	178
-----------------------------	-----

3

All-Star

Teacher's Edition

全明星英语

教师参考书 3

INTRODUCTION

OBJECTIVE

Getting to Know Your Classmates

1. Evaluate

- ★ Introduce yourself to the class. Explain that in the first activity students will learn about introductions and greetings.
- ★ Have students look at the first photo. Ask questions (*Who do you see? What is he doing? What is he saying?*).
- ★ Have students look at the photos and read what the people are saying, and then check the best response.
- ★ Have students check their answers with a partner.
- ★ Go over the example. Call on students to share their answers with the class and tell what they liked and disliked about each response.

ANSWER KEY:

Answers may vary. Possible answers:

1. Nice to meet you, Mr. Wilson. I'm Donald Turner.
2. Nice to meet you. My name is Sam. Is this your first class here?
3. Hi, I'm Hector.
4. Nice to meet you, Yuko. Where in Japan are you from?

Culture Notes

- ★ Your students may have different responses to the introductions above. In your discussion, you may want to point out that we often are more formal with those who are older than we are, and those who have a position of authority. We would probably be more formal, for example, with Charles Wilson.
- ★ In less formal introductions, we sometimes give our first names only, although it is always polite to give both first and last name.
- ★ Some of your students might be surprised that several responses asked questions. Point out that we often "make small talk" to keep the conversation going and show polite interest.

EXPANSION ACTIVITY: Practice Introductions

- ★ Put students in groups of three. Have them use Introduction 4 as a model, and take turns introducing one classmate to another.

2. Get Together

- ★ Direct students' attention to the sample questions. Read each question and have students repeat.
- ★ Go over the example. Model the conversation with a student. You read A's lines, substituting your own name. Cue the student to make appropriate substitutions.
- ★ Have students look at the chart. Tell them they will talk to three classmates and record the information in the chart.
- ★ Have students stand and walk around the room, introducing themselves to their classmates.
- ★ When everyone has talked to three classmates, call on students to tell the class about one classmate.

EXPANSION ACTIVITY: Scavenger Hunt

- ★ Put students in pairs to create ten more fill-in-the-blank sentences about information in the book.
- ★ Walk around to monitor the activity and provide help as needed.
- ★ Have each pair exchange sentences with another pair and complete.
- ★ Have the group of four go over the answers with each other.
- ★ Call on students to tell the class about something else in the book.

TRY THIS STRATEGY: Preview

- ★ Go over the directions.
- ★ Have students preview the unit.
- ★ Put students in pairs to share their learning goals and what they think looks most interesting.
- ★ Call on students to tell the class about their goals and opinions.

EXPANSION ACTIVITY:**Preview the Book**

- ★ Point out to students that an effective way to understand what a class will be doing is to preview the textbook. Elicit ideas for what they can notice about the book before going through it quickly.
- ★ Copy the chart on the board.
- ★ Have students look at the "big picture" in their books.
- ★ To set the context, ask questions about the picture (Who do you see in the picture? What's happening?).
- ★ As students talk about the picture, write key vocabulary words on the board.
- ★ Read the questions aloud and have students repeat.
- ★ Put students in pairs or small groups and have them discuss the questions.
- ★ Call on students to tell the class about their pair or small group discussion.

EXPANSION ACTIVITY:
Partner Interview

- ★ Have students write three sentences about what they do every day. Model the activity by saying and writing three sentences (I go to work. I spend time with my family. I do housework).
- ★ Elicit how to write questions based on your sentences (Do you go to work?).
- ★ After students write three sentences, have them write three yes/no questions based on the sentences.
- ★ Put students in pairs and have them take turns asking and answering the questions.

UNIT

1

Lesson 1

OBJECTIVE

Identifying Responsibilities

TRY THIS STRATEGY

Previewing

THINGS TO DO

1. Warm Up

- ★ Have students look at the “big picture” in their books.
- ★ To set the context, ask questions about the picture (*Who do you see in the picture? What’s happening?*).
- ★ As students talk about the big picture, write key vocabulary words on the board.
- ★ Read the questions aloud and have students repeat.
- ★ Put students in pairs or small groups and have them discuss the questions.
- ★ Call on students to tell the class about their pair or small group discussion.

EXPANSION ACTIVITY:
Partner Interview

- ★ Have students write three sentences about what they do every day. Model the activity by saying and writing three sentences (*I go to work, I spend time with my family, I do housework*).
- ★ Elicit how to write questions based on your sentences (*Do you go to work?*).
- ★ After students write three sentences, have them write three *yes/no* questions based on the sentences.
- ★ Put students in pairs and have them take turns asking and answering the questions.

- ★ Call on students to tell the class about their partners.

2. Make Inferences

- ★ Go over the directions.
- ★ Direct students’ attention to the big picture. Ask: *Do you think Laura has a job?* Elicit reasons for students’ answers.
- ★ Go over the example. Point out similarities between their ideas and the answer in number 1.
- ★ Put students in pairs to talk about the other sentences. Have students complete the sentences.
- ★ Call on students to read their sentences to the class.

ANSWER KEY:

Answers may vary. Possible answers:

1. I think Laura has a job because she is wearing a uniform/a name tag.
2. I think education is very important to this family because the children are doing homework/Laura (or Ed) is studying nursing/there is a PTA notice on the board.
3. I think the parents don’t have enough time to do everything because the dishes aren’t done/the dry-cleaning isn’t put away/Laura is doing several things at once/they have many activities coming up.
4. I think Laura and Ed are good parents because they value education/they help their children/spend time with their children.

EXPANSION ACTIVITY: I think . . .

- ★ Model the activity: *I think Laura is going to be a nurse.* Elicit from the class why you think so (*There are nursing books on the table*).
- ★ Divide the class into two teams. Have each student write a different sentence beginning with “I think” that is supported by something in the picture.
- ★ Call on a member of one team to read a sentence. A member of the other team must identify the support in the picture. Continue