

Lesson Planner

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教师用书

必胜英语

大学英语

实用听说教程



THOMSON



北京大学出版社
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Stand Out
Lesson Planner

必胜英语

大学英语实用听说教程

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总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求(试行)》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套“大学英语”立体化网络化系列教材的编写和出版工作。

本套大学英语系列教材首先推出《大学英语教程》(包括1—6册学生用书和教师用书共12册),其中1—4册的难度对应教育部《大学英语课程教学要求(试行)》中的“一般要求”水准,5—6册达到“较高要求”的水平。此后通过专业英语系列教材的学习达到《要求》中规定的“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)合作,改编出版新型大学英语听说系列《必胜英语——大学英语实用听说教程》(1—4册学生用书和教师用书),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘及录音带。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威李赋宁教授、胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。

我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致,富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

2004年3月

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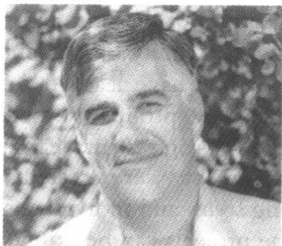
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ABOUT THE AUTHORS



Rob Jenkins

I love teaching. I love to see the expressions on my students' faces when the light goes on and their eyes show such sincere joy of learning. I knew the first time I stepped into an ESL classroom that this was

where I needed to be and I have never questioned that resolution. I have worked in business, sales, and publishing, and I've found challenges in all, but nothing can compare to the satisfaction of reaching people in such a personal way.

Thanks to my family who have put up with late hours and early mornings, my friends at church who support me, and all the people at Santa Ana College, School of Continuing Education who believe in me and are a source of tremendous inspiration.



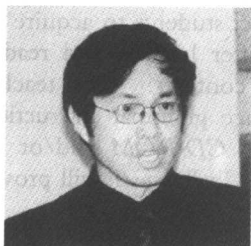
Staci Lyn Sabbagh

Ever since I can remember, I've been fascinated with other cultures and languages. I love to travel and every place I go, the first thing I want to do is meet the people, learn their language, and understand their culture. Becoming an ESL teacher was a perfect way to turn what I

love to do into my profession. There's nothing more incredible than the exchange of teaching and learning from one another that goes on in an ESL classroom. And there's nothing more rewarding than helping a student succeed.

I would especially like to thank Mom, Dad, CJ, Tete, Eric, my close friends and my Santa Ana College, School of Continuing Education family. Your love and support inspired me to do something I never imagined I could. And Rob, thank you for trusting me to be part of such an amazing project.

ABOUT THE ADAPTERS



Huang Bikang

As a EFL/ESL teacher for years, I know how constructive and rewarding my work could be. Each time I step into a classroom full of eager students, I become enthused to play my role as a teacher-player on the stage of classroom, if not of the world. At the end of each successful session, I feel the joy of doing my job and the satisfaction of being in a career.

Learning a language is a life-long business. If a student joyfully announces one day that he is confident with his English, ready to enter a "brave new world," I will know he is on the right track that would lead him somewhere. But I would rather that after many years, the same student would come to me and say "I understand what is meant by saying 'the limits of my language means the limits of my world.'" Then I would know he is with the language.



Song Dewen

In learning a language, I believe in working hard and diligent practice.



Wu Risheng

Practice makes perfect. Success is never a destination... it's a journey!

We are lesson plan enthusiasts! We have learned that good lesson planning makes for effective teaching and, more importantly, good learning. We also believe that learning is stimulated by task-oriented activities in which students find themselves critically laboring over decisions and negotiating meaning from their own personal perspectives.

The need to write *Stand Out* came to us as we were leading a series of teacher workshops on project-based simulations designed to help students apply what they have learned. We began to teach lesson planning within our workshops in order to help teachers see how they could incorporate the activities more effectively. Even though teachers showed great interest in both the projects and planning, they often complained that lesson planning took too much time that they simply didn't have. Another obstacle was that the books available to the instructors were not conducive to planning lessons.

We decided to write our own materials by first writing lesson plans that met specific student-performance objectives. Then we developed the student pages that were needed to make the lesson plans work in the classroom. The student book only came together after the plans! Writing over 300 lesson plans has been a tremendous challenge and has helped us evaluate our own teaching and approach. It is our hope that others will discover the benefits of always following a plan in the classroom and incorporating the strategies we have included in these materials.

ABOUT THE SERIES

The **STAND OUT** series is designed to facilitate *active* learning while challenging students to build a nurturing and effective learning community.

Stand Out Book 1 is divided into eight distinct units. Each unit is then divided into eight lessons and a team project activity. Lessons are driven by performance objectives and are filled with challenging activities that progress from teacher-presented to student-centered tasks.

USER QUESTIONS ABOUT *STAND OUT*

• Are the tasks too challenging for my students?

Students learn by doing and learn more when challenged. **STAND OUT** provides tasks that encourage critical thinking in a variety of ways. The tasks in each lesson move from teacher-directed to student-centered so the learner clearly understands what's expected and is willing to "take a risk." The lessons are expected to be challenging; when students work together as a learning community, anything becomes possible. The satisfaction of accomplishing something both as an individual and as a member of a team results in greater confidence and effective learning.

• Do I need to understand lesson planning to teach from the student book?

If you don't understand lesson planning when you start, you will when you finish! Teaching from **STAND OUT** is like a course on lesson planning, especially if you use the **STAND OUT Lesson Planner** on a daily basis.

STAND OUT does *stand out* from other series because, in the writing of this text, performance objectives were first established for each lesson. Then lesson plans were designed, followed by the book pages. The introduction to each lesson varies because different objectives demand different approaches. The greater variety of tasks makes learning more interesting for the students.

• What are team projects?

The final lesson of each unit is a **team project**. This is often a team simulation that in-

corporates the objectives of the unit and provides an additional opportunity for students to actively apply what they have learned. The project allows students to produce something that represents their progress in learning. These end-of-unit projects were created with a variety of learning styles and individual skills in mind. While the projects can be skipped or simplified, we encourage instructors to implement them as presented, enriching the overall student experience.

Is this a grammar-based or a competency-based series?

This is a competency-based series, with grammar identified more clearly and more boldly than in other similar series. We believe that grammar instruction in context is extremely important. In *Stand Out Book 1*, different structures are identified as principle objectives in 16 lessons. Students are first given a context incorporating the grammar, followed by an explanation and practice. In level one, we expect students to acquire the language structure after hearing and reading grammar in useful contexts. For teachers who want to enhance grammar instruction, the *Activity Bank 1 CD-ROM* and/or the *Stand Out Grammar Challenge 1* will provide ample opportunities.

The six competencies that drive **STAND OUT** are basic communication, consumer economics, community resources, health, occupational knowledge, and lifelong learning (The unit on government and law replaces lifelong learning in Books 3 and 4).

Are there enough activities so I don't have to supplement?

STAND OUT stands alone in providing hours of instruction and activities, even without the additional suggestions of the *Lesson Planner*. The *Lesson Planner* also shows you how to streamline lessons to provide 115 hours of class work and still have thorough lessons if you meet less often. When supplementing with the *Activity Bank 1 CD-ROM*, the **STAND OUT ExamView® Pro Test Bank**, and the *Stand Out Grammar Challenge 1*, your opportunities to extend class hours and continue to provide activities related directly to each lesson objective are unlimited. Calculate how many hours your

class meets in a semester and look to **STAND OUT** to address the full class experience.

THE LESSON PLANNER

The **Stand Out Lesson Planner** includes 77 complete lesson plans, taking the instructor through each stage of a lesson, from warm-up and review through application. The *Lesson Planner* is a new and innovative approach. As many seasoned teachers know, good lesson planning can make a substantial difference in the classroom. Students continue coming to class, understanding, applying, and remembering more of what they learn. They are more confident in their learning when good lesson planning techniques are incorporated.

Each lesson is written in the following lesson plan format. All of the lessons have three practices that help extend the lesson for longer class periods and for students who may need more practice with the same objective(s).

1. Warm-up and/or review

Use previously learned content and materials that are familiar to students from previous lessons to begin a lessons.

2. Introduction

Begin focusing the students' attention on the lesson by asking questions, showing visuals, telling a story, etc. State the objective of the lesson and tell students what they will be doing. The objective should address what you expect students to do by the end of the lesson.

3. Presentation

Introduce new information to the students through visuals, realia, description, explanation, or written text. Check on students' comprehension.

4. Practice

Have students practice what they have just learned through different activities. These activities can be done as a class, in small groups, pairs, or individually. The practice is guided through materials. Model each activity, monitor progress, and provide feedback.

5. Evaluation

Evaluate students on attainment of the objective. This can be oral, written, or by demonstrated performance.

6. Application

Students apply new knowledge to their own lives or new situations.

HOW TO USE THE LESSON PLANNER

Each lesson plan page is placed next to the *Stand Out 1 Student Book* page for easy reference. In your *Lesson Planner 1*, the answers to the *Student Book* exercises filled in on the student pages.

LESSON PLAN - Unit 1: Communicating with Others Lesson 1: What's your name?

Objectives:
Talk about places and names, read a map, ask the class to be a volunteer, ask the class to be a volunteer, ask the class to be a volunteer.

Pre-Assessment: Use the Stand Out ExamView® Pro Test Bank for Unit 1. (optional)

Warm-up and Review: 10-15 min.
Review names with the students. Write on the board: *What's your name? Can you tell that, please?* Volunteers may answer.

Have students look at the picture on this page (or make a transparency) and ask them where Roberto is and where they think he is from.

Introduction: 3-5 min.
Tell the students a little about yourself including where you are from and your family. (It's OK that students don't understand very much at this point).

State objective: Today you'll learn about other students and where they are from.

Presentation 1: 10-20 min.
Write *Where are you from?* on the board.

Standards Correlations:
Skill: Interpersonal Participation as a Member of a Team. Teachers Observe New Skills. Information Acquires and Evaluates Information. Technology Applies Technology to Task (optional). Basic Skills Reading, Writing, Listening, Speaking. Thinking Skills Seeing Things in the Mind's Eye.

Key: Skill for the Future: Communication. Read with Understanding. Speak So Others Can Understand. Listen Actively. Interpersonal Guide Others. Cooperate with Others. Lifelong Learning Take Responsibility for Learning. Reflect and Evaluate. Learn through Research. Use Information and Communication Technology (optional).

1a LP UNIT 1 - Lesson 1

UNIT 1

Talking with Others

GOALS

- Talk about places and names
- Use be and introduce people
- Describe people
- Use the verb have
- Describe families
- Use like in the present tense
- Tell time

1

LESSON 1 What's your name?

GOAL Talk about places and names **Life Skill**

KEY WORDS
Name /nəʊm/ n. 名字
Address /ə'dres/ n. 地址
Country /'kʌntri/ n. 国家
Language /'læŋɡwɪʃ/ n. 语言
People /'pi:pl/ n. 人们
City /'si:ti/ n. 城市
Mexico /mek'si:kəʊ/ n. 墨西哥
Name /nəʊm/ n. 名字
Address /ə'dres/ n. 地址

Where is Roberto from?

Read about Roberto.
My name is Roberto Garcia. I'm a new student in this school. I'm from Mexico City, Mexico. I'm very happy in my new class.

Write about yourself and read the sentences aloud.
My name is (Answers will vary.) I'm from

1b LP UNIT 1 - Lesson 1

LESSON PLAN - Unit 1: Communicating with Others Lesson 1: What's your name?

Objectives:
Talk about places and names, read a map, ask the class to be a volunteer, ask the class to be a volunteer, ask the class to be a volunteer.

Pre-Assessment: Use the Stand Out ExamView® Pro Test Bank for Unit 1. (optional)

Warm-up and Review: 10-15 min.
Review names with the students. Write on the board: *What's your name? Can you tell that, please?* Volunteers may answer.

Have students look at the picture on this page (or make a transparency) and ask them where Roberto is and where they think he is from.

Introduction: 3-5 min.
Tell the students a little about yourself including where you are from and your family. (It's OK that students don't understand very much at this point).

State objective: Today you'll learn about other students and where they are from.

Presentation 1: 10-20 min.
Write *Where are you from?* on the board.

Standards Correlations:
Skill: Interpersonal Participation as a Member of a Team. Teachers Observe New Skills. Information Acquires and Evaluates Information. Technology Applies Technology to Task (optional). Basic Skills Reading, Writing, Listening, Speaking. Thinking Skills Seeing Things in the Mind's Eye.

Key: Skill for the Future: Communication. Read with Understanding. Speak So Others Can Understand. Listen Actively. Interpersonal Guide Others. Cooperate with Others. Lifelong Learning Take Responsibility for Learning. Reflect and Evaluate. Learn through Research. Use Information and Communication Technology (optional).

1a LP UNIT 1 - Lesson 1

Objectives

Key Vocabulary

Objective(s), Key Vocabulary, and Standards The first page of each lesson plan will identify the lesson objective(s), Key Vocabulary, and the Skills, and Skills for the Future standards found in that lesson.

Standards

LESSON PLAN - Unit 1: Communicating with Others Lesson 3: Personal Information

Presentation 2: 15-20 min.

Preview the questions in exercise C with the students. Write the key words from the chart headings on the board, then say the words. Prompt students to ask appropriate questions.

Show the students how to complete the chart. Make a similar chart on the board but insert a student's name. Then ask that student the example questions.

Practice 2: 10-15 min.

Ask a partner questions about the people on page 6. Then complete the chart below. Remember to use: *he, she, his, her*.

This is an information gap activity in which one student looks at page 6 in the book while the partner keeps his or her book closed. This partner must ask questions to gather the relevant information. The partners then reverse roles and repeat the activity.

Evaluation 2: 10-15 min.

Review with the students their completed charts.

Presentation 3: 10-15 min.

Review the new vocabulary one additional time and show the students how to do Worksheet 4, page 2 for Practice 3 from Unit 1 of the *Stand Out Activity Bank 1 CD-ROM*.

Practice 3: 30-40 min.

Using Worksheet 4, page 2 for Practice 3, students make a bar graph to show comparative information about height and weight. Afterward, ask them to discuss their graphs with a group and then to make sentences about them.

Evaluation 3:

Observe the activities and review the graphs.

Application: 20-30 min.

Go over *it* and *key* again with the students and introduce *my*.

Complete the driver's license with your information. Then interview your classmate to find out his/her information.

After students fill in the required information, ask them to talk to a partner about it. Encourage them to form complete sentences like *My name is... My height is... etc.*

Ask the students in groups of 3 to use the information from exercise D to ask questions similar to those in exercise C. To do this, Student 1 asks Student 2 about Student 3. Student 2 reads the information from Student 3's book to answer. Then they change roles until all three students have asked the questions.

Refer to the *Activity Bank 1 CD-ROM*, Unit 1 Worksheet 5, for additional vocabulary describing people and a supplementary listening activity of conversations about people. The listening is on *AB1 CD-ROM Track 13*. (optional)

Instructor's Notes for Lesson 3

Class Length

The lesson planner includes lessons for classes that are from 1 ½ hours in length up to 3 hours in length.

Instructors who teach 1 ½ hour classes should follow the steps of the lesson plan next to these icons. There may be additional exercises in the *Stand Out Student Book* or activities on the *Activity Bank CD-ROM* that you don't have time for in class, but those exercises can be assigned for homework.

Instructors who teach two-hour classes should follow the steps of the lesson plan next to these icons. Again, there may be some additional exercises in the *Student Book* or activities on the *Activity Bank* that you don't have time for in class, but those exercises can be assigned for homework.

Instructors who teach three-hour classes should follow the steps of the lesson plan next to these icons. Sufficient activities are available for homework.

SUPPLEMENTAL MATERIALS

AB

- The *Stand Out Activity Bank CD-ROM* contains supplemental listening, grammar, reading, and writing activities, as well as project sheets. These activities are all presented in Word format and can be downloaded and modified to meet the needs of your class. If you see this icon in a lesson plan, it indicates that there is an activity worksheet or template that you can print out to use with your students.

• How do I use the *Activity Bank CD-ROM*?

To use the *Stand Out Activity Bank*, put the CD-ROM into your computer and open it. Find the folder for the unit you are working on and open it. Inside you will see all of the extra worksheets for that unit. (There is a Table of Contents that gives you a brief description of each activity.) Open the file you want and customize it for your class. Save the file on your computer's hard drive or on a disk or CD and print it out. All the worksheets are reproducible and modifiable, so make as many copies as you want!



- **Listening Components:** The main listening scripts are found in the back of the *Stand Out Student Book*. Teachers will find all listening scripts in the *Lesson Planner*. Cassette tapes and audio CD-ROMs are available for all listening activities described in the *Stand Out Student Book*. The recordings for the supplemental listenings can only be found on the *Activity Bank CD-ROM*.



- **Stand Out Grammar Challenge 1** offers further grammar explanation and challenging practice. While incorporating the same contexts and vocabulary studied in the *Stand Out 1 Student Book*, the Grammar Challenge 1 complements all the grammar objectives taught. Additional grammar challenges reinforce structures passively introduced throughout the *Student Book*.



- **Stand Out ExamView® Pro Test Bank CD-ROM** allows teachers to customize pre- and post-tests for each unit as well as a pre- and post-test for the book. *ExamView® Pro* is an easy-to-use, innovative test bank system. Each unit has a set of test questions from which unit quizzes can be generated.

- **How can teachers create tests using the *Stand Out ExamView® Pro Test Bank CD-ROM*?**

In order to compose a test, teachers indicate the number of questions that they want. They either can have questions randomly selected or they can select the questions themselves. Teachers can further customize quizzes by combining questions from the *Test Bank* with original, teacher-generated questions. They can then simply print out the pre-formatted quiz for the students to take a traditional paper and pencil test. The *Stand Out ExamView® Pro Test Bank CD-ROM* also allows the test to be administered by computer. It can even be administered on-line with automatic scoring. When the test is given on-line, the result can be automatically e-mailed to the instructor!

- **What types of questions appear in the *ExamView® Pro Test Bank*?**

The tests and quizzes give students practice with a number of different question types including multiple choice, true/false, completion, yes/no, numeric response, and matching.

STAND OUT is a comprehensive approach to English language learning, meeting needs of students and instructors completely and effectively.

STUDENT BOOK CONTENTS

Theme

Unit and page number

Language Functions

Grammar

Vocabulary

Pre-unit Welcome to Our Class Page p2

- Say alphabet and numbers
- Write names and numbers
- Understand classroom instructions

- Greet your friends
- Spell aloud
- Say and understand numbers

- ♦ Simple present of *be*
- ♦ Contracted forms with *be*
- ♦ Personal pronouns
- ♦ Imperative verb forms for classroom instructions

- Names, numbers
- Classroom vocabulary
- Verbs: *listen, read, write, speak*

1 Talking with Others Page 1

- Talk about places and names
- Read a world map
- Interpret information on a driver's license
- Plan weekly schedules
- Tell time

- Introduce people
- Exchange personal information
- Describe people
- Describe families
- Talk about likes
- Talk about ways to practice English
- Tell time

- ♦ Simple present of *be*
- ♦ Simple present of *have*
- ♦ Personal subject pronouns
- ♦ Simple present of *like*
- ♦ *Wh* questions with *be*
- ♦ Possessive *s*
- ♦ Possessive adjectives

- Physical descriptions: Eye color, hair color, hairstyle
- Age, height, weight
- Marital status: *married, single, divorced*
- Family members
- Times of the day

2 Let's Go Shopping Page 21

- Count money
- Read receipts
- Understand numbers and prices
- Make purchases in a store
- Write a check

- Talk about where to buy goods
- Ask about prices
- Identify clothing
- Ask about color and size of objects

- ♦ Singular and plural nouns
- ♦ *This, that, these, those*
- ♦ Possessive adjectives
- ♦ Adjectives
- ♦ Question with *or*

- Types of stores
- Pricing, unit price
- Tax and total cost
- Clothing
- Adjectives for color, size, pattern, age
- *Cash, check, and credit*

3 Food Page 41

- Read and follow instructions
- Read a menu and order food
- Write a shopping list
- Compare prices
- Read recipes
- Understand food label instructions

- Talk about eating habits and meals
- Order food from a menu
- Talk about prices of food
- Understand instructions for machines
- Read and write a recipe

- ♦ Count and non-count nouns
- ♦ Simple present tense of regular verbs
- ♦ *How much is/How much are*
- ♦ Negative simple present of regular verbs
- ♦ Imperative forms- affirmative and negative
- ♦ *Wh* questions with *do*

- Food items
- Meals: *breakfast, lunch, dinner*
- Containers for food: *jar, box, bottle, package, bag, carton*
- Verbs: *eat, bring, go, get*
- Cooking verbs: *chop, boil, peel, cook, mix, whip*

4 Housing Page 61

- Identify types of housing
- Identify rooms in a home
- Read and interpret classified ads
- Interpret and make a family budget

- Describe housing
- Make an appointment
- Describe location of objects
- Ask about cost of rent

- ♦ Present continuous
- ♦ Prepositions of location
- ♦ *There is/There are*
- ♦ *Wh* questions in present continuous
- ♦ Questions with *What type of* ___ ?

- Types of housing: *apartment, house, mobile home, condo*
- Rooms in a home
- Furniture
- Verbs: *call, work talk, look*
- *Rent, utilities, budget, income, expenses, savings*

♦ Grammar points that are explicitly taught. ♦ Grammar points that are presented in context.

Basic communication

Consumer economics

Skills for the Future

- Speaking so others can understand
- Listening actively

**Skills
(Workplace)**

- Listening
- Speaking
- Sociability

Math

- Understand and write numerals 0–20

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Conveying ideas in writing
- Taking responsibility for learning
- Reflecting and evaluating (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Acquiring information
- Interpreting and evaluating information
- Writing (Technology is optional.)

- Use units of measurement: feet, inches, pounds
- State dates: day, month, and year
- Tell time: hour, half hour, and quarter hour
- Write times of the day in numerals

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Using mathematics in problem solving and communication
- Solving problems and making decisions
- Reflecting and evaluating (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Serving customers
- Organizing and maintaining information
- Decision making (Technology is optional.)

- Interpret data on a bar graph
- Create a bar graph
- Use addition and multiplication to calculate totals
- Count U.S. currency
- Understand and write prices
- Write a check

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Using mathematics in problem solving and communication
- Learning through research (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Allocating money
- Understanding systems
- Creative thinking
- Seeing things in the mind's eye (Technology is optional.)

- Interpret and create a bar graph
- Use addition to calculate totals
- Understand U.S. units of measurement: *pounds, ounces, gallons, pints*
- Interpret measurements in recipes
- Compare prices per pound and per unit
- Compare prices and calculate savings

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Solving problems and making decisions
- Planning
- Reflecting and evaluating (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Acquiring and evaluating information
- Creative thinking
- Seeing things in the mind's eye (Technology is optional.)

- Interpret and create a pie chart
- Compare rents of apartments and houses
- Interpret categories in a family budget
- Make a budget plan
- Use addition and subtraction to calculate expenses and savings

R indicates review lesson; **TP** indicates team project.

STUDENT BOOK CONTENTS

Theme	Unit and page	Life Skills	Language Functions	Grammar	Vocabulary
Community resources	5				
	Our Community Page 81	<ul style="list-style-type: none"> Identify places in the community Read street maps Identify public agencies and services Leave a telephone message Say and understand phone numbers Write a friendly letter 	<ul style="list-style-type: none"> Give street directions Describe location of places Describe functions of buildings Listen to and leave phone messages Describe places 	<ul style="list-style-type: none"> Prepositions of location: <i>in, on, between, next to, across from, in the corner</i> Contrast present continuous and simple present Adverbs of frequency <i>There is/There are</i> The modal verb <i>can</i> Infinitive verb forms after <i>want, need</i> 	<ul style="list-style-type: none"> Places and services in the community Public places: <i>City Hall, hospital, library, museum, police station</i> Turn right, left, go straight, turn around Verbs: <i>send, help, keep, give</i>
Health	6				
	Health and Fitness Page 101	<ul style="list-style-type: none"> Identify body parts Identify symptoms and illnesses Dial 911 Read warning labels on medication Make an exercise plan 	<ul style="list-style-type: none"> Talk about illnesses and describe symptoms Talk about how to take medications Give advice Talk about exercise Express intentions 	<ul style="list-style-type: none"> Singular and plural nouns The modal verb <i>should</i> 3rd person singular and plural forms of <i>be</i> Infinitive verb forms after <i>want</i> 	<ul style="list-style-type: none"> Body parts Aches and pains <i>Colds, flu, fever, cough, sore throat</i> <i>Centigrade, Fahrenheit</i> Dial 911, emergencies, injuries Parts of a hospital
Occupational knowledge	7				
	Working on It Page 121	<ul style="list-style-type: none"> Identify job titles Understand job vocabulary Interpret job ads Prepare for a job interview Make an appointment Understand safety signs and warnings Read a job evaluation 	<ul style="list-style-type: none"> Read classified ads for jobs Talk about past and present jobs Identify tools and skills for work Ask for a job application Talk about job interview skills and job performance 	<ul style="list-style-type: none"> Indefinite articles <i>a</i> and <i>an</i> Simple past of regular verbs Contrast simple past and simple present The modal verb <i>can</i> The modal verb <i>must</i> Contrast form and use of adjectives and adverbs 	<ul style="list-style-type: none"> Job titles Work skills and tools Employment: <i>full-time, part-time, benefits, insurance, sick leave, vacation, interview</i> Verbs: <i>move, start, deliver, work, prepare, fix, type, drive</i>
Lifelong learning	8				
	People and Learning Page 141	<ul style="list-style-type: none"> Improve your study skills Make goals for the future Make a study schedule Explore educational opportunities Evaluate your study skills 	<ul style="list-style-type: none"> Talk about ways to study English Talk about future plans Talk about the U.S. educational system Reflect on and evaluate past actions 	<ul style="list-style-type: none"> <i>Will</i> and <i>going to</i> for future plans Ask and answer <i>yes/no</i> questions with present tense verbs Simple past of regular and irregular verbs <i>Yes/no</i> questions with past tense verbs 	<ul style="list-style-type: none"> Time expressions: <i>in five years, next week</i> U.S. school system: <i>GED, high school, college, graduate, academic, counselor</i> Verbs: <i>finish, return, participate, come, see, teach</i>
Appendices	Student Book				
	Useful Words Page 161 Grammar Reference Pages 162–163 Vocabulary List (1) Pages 164–168 Vocabulary List (2) Pages 169–170				
	Lesson Planner (page differences)				
	Lesson Planner Listening Scripts Pages 171–180 Teaching Hints Pages 181–184 Grammar Challenge to the Teacher Page 185 Grammar Challenge 1 Answer Key Pages 186–194				

♦ Grammar points that are explicitly taught. ♦ Grammar points that are presented in context.

Skills for the Future

Skills (Workplace)

Math

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Reading with understanding
- Solving problems and making decisions
- Learning through research (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Acquiring and evaluating Information
 - Reading
 - Seeing things in the mind's eye
 - Sociability
- (Technology is optional.)

- Interpret spatial relationships: *in on, between, next to, across from, in the corner*
- Understand phone numbers
- Create a bar graph

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Solving problems and making decisions
- Reflecting and evaluating
- Learning through research (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Interpreting and communicating information
 - Understanding systems
 - Decision making
- (Technology is optional.)

- Interpret data in a Venn diagram
- Complete a Venn diagram
- Determine temperatures on a thermometer using Celsius and Fahrenheit

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Solving problems and making decisions
- Learning through research (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Organizing and maintaining information
 - Understanding systems
 - Creative thinking
 - Decision making
- (Technology is optional.)

- Interpret and compare information about wages
- Interpret data including dates in an employment application

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Planning
 - Taking responsibility for learning
 - Reflecting and evaluating
- (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Understanding systems
 - Monitoring and correcting performance
 - Knowing how to learn
 - Self-management
- (Technology is optional.)

- Tell time
- Use multiplication and addition to calculate totals
- Estimate time spent on different activities
- Use ordinal numbers

R indicates review lesson; **TP** indicates team project.

Welcome to Our Class

GOALS

- Greet your friends
- Spell aloud
- Say and understand numbers
- Understand classroom instructions

Lesson

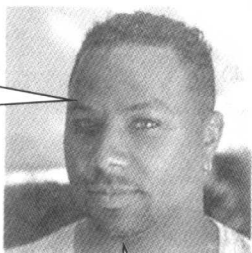
Hello!

GOAL

Greet your friends

Life Skill

Hi!



Hello!!



Welcome to our class.

How are you?



Fine! How are you?



LESSON PLAN

Objective:

Greet friends and classmates

Key vocabulary:

hello, hi, fine, welcome, How are you?

Warm-up and Review:
5–10 min.

1.5+

Write on the board *Hi!, Hello!, How are you? Fine! How are you?* Shake hands with several students while saying the phrases above. Ask students to repeat.

Introduction: 1 min.

1.5+

State objective: *Today we will learn how to say hello in three different ways.*

Presentation 1: 5–10 min.

1.5+

Look at the pictures on this page with the students and review the new vocabulary introduced in the **Warm-up**. Demonstrate the American way to shake hands: curl your fingers around the other person's hand and clasp it firmly. Write the greeting exchanges from the page on the board in dialog form. See Teaching Hints for help with presenting dialogs.

Practice 1: 5–10 min.

1.5+

★ Greet your class.

Ask each student to greet five others. Write the number 5 on the board.

Evaluation 1:

Observe students greeting others.

Presentation 2: 15–20 min.

1.5+

Ask the class, *Who did you talk to?* Most will not remember. Then write

on the board, *My name's _____ What's yours?* Now do the greeting dialog with one student, ending it with the phrases you just wrote. Practice this new, lengthier exchange with the students a few times.

Practice 2: 10–15 min.

2+

Ask students to learn the names of ten students they don't know. Ask them to say *hello* before introducing themselves. Demonstrate how to do this. Write this expression on the board at the end of the conversation: *Welcome to the class.*

Evaluation 2: 5–10 min.

2+

Ask for volunteers to state the names of a few students they have just met.

Presentation 3: 15–20 min.

1.5+

Using a wad of paper or a soft ball, learn student names by passing or tossing the ball to a student, greeting him or her, and asking for that student's name. Offer yours in return. The student then hands the object to another and repeats the dialog.

Practice 3: 20–30 min.

3

Toss the ball out of order. Provide less help.

Evaluation 3:

Make sure the object is passed to everyone. Listen to responses.

Application: 15–20 min.

1.5+

Ask students to form groups of four or five. Each group sends a representative to the other groups to greet, introduce, and exchange first names with all their members. Then the representatives return and share the names with their groups.

STANDARDS CORRELATIONS

Skills: Resources Allocates Human Resources

Interpersonal Participates as a Member of a Team, Teaches Others New Skills

Information Acquires and Evaluates Information, Organizes and Maintains Information

Basic Skills Listening, Speaking

Personal Qualities Sociability

Skills for the Future: Communication

Speak So Others Can Understand, Listen Actively

Interpersonal Cooperate with Others