


《全明星英语》教材改编组

教师参考书



Education



 高等教育出版社

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Linda Lee

All-Star Book 1 Teacher's Edition

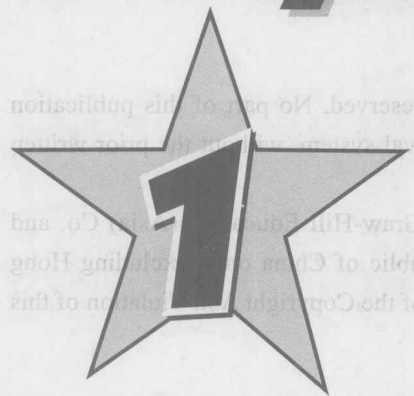
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前言

《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, 同时保持了其听说活动和会话策略的优点。在此基础上我们做了一些调整, 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) 在单元测验(Test)中增加了英汉互译习题; 5) 每单元后面增设了词汇表(Words & Expressions), 方便学生进行词汇学习; 6) 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, 并在其中增加了相应的英汉互译答案。7) 对 *All-Star Workbook* 进行了调整: 在文后增加了 Key to Supplemental Translation Exercises 和参考译文。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》、《教师参考书》和配套的录音光盘组成。《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。

《全明星英语》的改编得到了麦格劳—希尔公司和原书编者的大力协助。本书为《全明星英语教师参考书1》，由广东警官学院向前进教授、王雨梅教授担任主编，参加改编的老师还有：朱龙英、方雯臻、徐霞、方宁、胡丹、刘迪莎等。

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。

2008年12月

《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，也没有忽略语法知识的训练，对成人学生及高职院校学生英语学习十分有益。
2. “大图”（Big Picture）法非常适用于将交际需求具体化，十分便于将交际需求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，辅有与话题相关的语言知识训练，即以话题为大框架，以结构法为支撑，将交际法与结构法相结合。
4. 所选话题十分贴近现代社会，生活和工作，便于学习者学以致用，学习结合的原则。
5. 编排有难易程度，便于教师和学生。
6. 听、说、读、写、译全面训练，以听说为主线，以读、写、译为辅。
7. 词汇在训练中学习，最后通过词汇表进行归纳。
8. 语法训练以交际为主线，注重语法的实际运用。
9. 语音简单实用，发音清晰，对于成人学生及高职院校学生十分有益。

《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，也没有忽略语法知识的训练，对成人学生及高职院校学生英语学习十分有益。

2. “大图”（Big Picture）法非常适用于将交际需求具体化，十分便于将交际需求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，辅有与话题相关的语言知识训练，即以话题为大框架，以结构法为支撑，将交际法与结构法相结合。

4. 所选话题十分贴近现代社会，生活和工作，便于学习者学以致用，学习结合的原则。

5. 编排有难易程度，便于教师和学生。

6. 听、说、读、写、译全面训练，以听说为主线，以读、写、译为辅。

7. 词汇在训练中学习，最后通过词汇表进行归纳。

8. 语法训练以交际为主线，注重语法的实际运用。

9. 语音简单实用，发音清晰，对于成人学生及高职院校学生十分有益。

教法和教材使用说明

All-Star 教学参考书以单元(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。为了便于教师讲解和学生学习,我们还增加了简短的中文说明,目的是加深学生对语法规则的理解。

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 每单元的第5课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: Grammar和**Spotlight: Writing**提供进一步的语法或写作训练。

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作示范性练习;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课堂教学活动场所。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. Im 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: Grammar/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: Grammar/Writing的内容以及Workbook里的Family/Work/Community一课);

另:Spotlight: Grammar/Writing的内容可以结合前面的Window on Grammar的内容一并完成,省下时间检查学生Workbook的完成情况和自测情况。

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;试卷的前20题每题1分,后面的10道翻译题每题1.5分,共计35分;

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》里的练习答案和参考译文,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.

Features

- ★ **Accessible “big picture” scenes** present life-skills vocabulary and provide engaging contexts for all-skills language development.
- ★ **Predictable sequence of eight 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 eight lessons that develop vocabulary and build language, grammar, and math skills around life-skill topics:

- ★ Lesson 1: Vocabulary
- ★ Lesson 2: Vocabulary in Action
- ★ Lesson 3: Talk About It
- ★ Lesson 4: Reading and Writing
- ★ Lesson 5: Conversation
- ★ Lesson 6: Application
- ★ Lesson 7: Review and Assessment
- ★ Grammar or Writing Spotlight

Each lesson addresses a key adult standard, and these standards are indicated in the upper right-hand corner of each lesson in a yellow bar.

SPECIAL FEATURES OF EACH UNIT

- ★ **Window on Grammar.** Grammar is presented and practiced

in each unit in blue boxes called *Windows on Grammar*. These short presentations offer students small, manageable chunks of grammar that correlate with a variety of national and state standards. *Window on Grammar* boxes provide for written and oral practice of new language structures and functions. Students and teachers will find additional, in-depth grammar practice in a series of lessons called *Spotlight: Grammar* presented throughout the book. 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 each unit, a blue box called *Window on Math* is dedicated to helping students develop the functional numeracy skills they need for basic math work.
- ★ **Window on Pronunciation.** The culminating activity in Lesson 5 (*Conversation*) of each unit is featured in a blue box called *Window on Pronunciation*. This special feature has two major goals: (1) helping students hear and produce 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: Grammar and Spotlight: Writing.** At the end of each unit, students and teachers will find either a *Grammar Spotlight* or a *Writing Spotlight*. These are optional lessons that offer a supplementary focus on grammar or 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 picture-dictionary visuals supporting these activities on the right-hand page. 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 with them.

“BIG PICTURE” SCENES

Each unit includes one “big picture” scene in either Lesson 2 or Lesson 3. This scene is the visual centerpiece of each unit, and serves as a springboard to a variety of activities provided in the Student Book, Teacher’s Edition and Color Overhead Transparencies package. In the Student Book, the “big picture” scene introduces key vocabulary and serves as a prompt for classroom discussion. The scenes feature characters with distinct personalities for students to enjoy, respond to, and talk about. There are also surprising elements for students to discover in each “big picture” scene.

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.

In the Color Overhead Transparencies package, teachers will find transparencies of each “big picture” scene, which they can use to introduce the vocabulary and life-skill concepts in each unit. They can also use these transparencies to facilitate the “Big Picture Expansion” activities in the Teacher’s Edition.

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. Throughout each *All-Star* unit, students and teachers will encounter *Try This* activities that introduce students to civics concepts and encourage community involvement. In addition, *Application* lessons provide activities that help students develop their roles as workers, parents, and citizens. Those lessons targeting the students’ role as citizen 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* Student Book 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, including the *Writing Spotlights* and *Conversation Checks* that have corresponding rubrics in the Student Book to facilitate self-assessment. In addition, the Teacher’s Edition suggests writing and speaking prompts 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. Every Student Book unit includes several *Try This* activities. These activities require critical thinking and small-group project work. As such, they can be included in a student’s portfolio. The Teacher’s Edition identifies 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 they have acquired. The Workbook provides self-check boxes in each lesson, encouraging students to monitor their own progress on individual activities and across units.
- ★ **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.

Table of Contents

教法和教材使用说明	ii
To the Teacher	iv
Pre-Unit: What's Your Name	2
Unit 1: Getting Started	4
Unit 2: Places	32
Unit 3: Time and Money	60
Unit 4: Calendars	86
Unit 5: Clothing	110
Unit 6: Food	134
Unit 7: Families	156
Unit 8: Health	178
Unit 9: House and Home	200
Unit 10: Work	224
Unit Test Listening Script	246

PRE-UNIT: What's Your Name?

INTRODUCTION

OBJECTIVE

Introducing Yourself

1. Practice the Conversation

- ★ Welcome students to the class and introduce yourself. Follow the structure in the conversation: *Hi. My name is _____*. Gesture to yourself.
- ★ Direct students' attention to the picture. Point to the woman in the picture and say *Anna*. Point to the man in the picture and say *Tom*. Pause after each name and have students repeat.
- ★ Ask students to read the conversation while you say it aloud or play the tape or CD.
- ★ Say the conversation or play the tape or CD a second time and pause after each line to have students repeat.
- ★ Read *A's* lines and have students respond as a group with *B's* lines. Or, you can divide the class in half and have one side read *A's* lines and the other read *B's* lines.
- ★ Model the activity with a student. Read *A's* lines and substitute your own name for *Anna's*. Cue the student to respond with his or her name.
- ★ Put the students in pairs to practice the conversation. Have them switch partners and practice again. Walk around the room to monitor the activity and provide help as needed.

LISTENING SCRIPT

Pre-Unit: Practice the Conversation

Listen to the conversation. Then listen and repeat.

- A: Hello. My name is Anna.
- B: Hi. I'm Tom.
- A: Nice to meet you, Tom.
- B: Nice to meet you, too.

EXPANSION ACTIVITY: Introductions

- ★ Organize students in two lines facing each other. Tell the two students facing each other to practice the conversation.
- ★ After a bit, move the first person in one line to the other end of the line. Everyone should then be facing a new partner. Practice the conversation again.
- ★ Change partners a few more times to practice the conversation.

2. Say the Alphabet

- ★ Ask students to look at the alphabet as you say the letters aloud or play the tape or CD.
- ★ Say the letters or play the tape or CD a second time, pausing after each letter to have students repeat.
- ★ Write the letters on the board. Point to letters in random order and prompt the class to name them.
- ★ With students in pairs, have one practice saying each letter while their partner points to the letters they name.

LISTENING SCRIPT

Pre-Unit: Say the Alphabet

Listen to the letters. Then listen and repeat.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

3. Practice the Conversation

- ★ Direct students' attention to the photo and ask, *Who is in the picture?*
- ★ Ask students to read the conversation as you say it aloud or play the tape or CD.
- ★ To check comprehension, ask questions about the conversation: *What is the man's last name? What is his first name?*
- ★ Say the conversation or play the tape or CD a second time. Pause after each line and have students repeat.
- ★ Practice the conversation by having half the class read *A's* lines and the other half read *B's* lines.

- ★ Ask students to close their books and practice the conversation with a partner.
- ★ Direct students' attention to the chart. Point out that they will be writing the first and last names for three of their classmates. Model this by copying the chart on the board and filling it in after asking three students their names.
- ★ Instruct students to interview three classmates and write their answers on the chart. Walk around the room to monitor the activity and provide help as needed. Make sure students are asking for spelling and not just having the other students write their own names on the chart.

LISTENING SCRIPT

Pre-Unit: Practice the Conversation

Listen to the conversation. Then listen and repeat.

- A: What's your first name?
 B: Sue.
 A: What's your last name?
 B: Chan.
 A: What's your last name?
 B: C-h-a-n.

Culture/Civics Note:

- ★ Explain that we say our given or first name first. We say our family name or last name last.

4. Write

- ★ Ask students to look at the name tag. Read it and have students repeat.
- ★ Draw a name tag on the board. Demonstrate how to make a name tag for one of your students.
- ★ Tell students to make name tags for their partners.

Hi. My name is _____

EXPANSION ACTIVITY: Name Tags

- ★ Distribute large index cards and instruct students to write their first and last names on the bottom half of the card.
- ★ Show the class how to fold the cards in half to make little tents so their name is visible. Also, direct students to write their names on the other half of the card so their names can be seen from the front or the back.
- ★ Students should use these cards for a few days until everyone knows the names of the people in the class.
- ★ Collect all the name tags; redistribute them randomly, making sure that no one receives a name tag with their name on it. Ask students to look at the name tag and give it to the correct person.

UNIT 1: Getting Started

UNIT

1

Lesson 1

OBJECTIVE

Identifying Countries

VOCABULARY

Brazil	France	Somalia
Canada	Haiti	the United States
China	Mexico	Vietnam
Colombia	Morocco	

WINDOW ON GRAMMAR

Simple Present with *Be*

THINGS TO DO

1. Find the Countries

- ★ Hold up the book and point to the map. Have students say *map*.
- ★ Have students brainstorm the names of countries. Write them on the board and pronounce each one. Have students repeat.
- ★ Have students look at the maps in their books as you say the words or play the tape or CD.
- ★ Say the words or play the CD a second time. Pause after each word, and ask the students to repeat the word and point to the country on the map.
- ★ Have students write the name of one more country on the line next to number 12 and circle it on the map. Have students work in pairs and practice saying each country as the other partner points to that country on the map. Then have partners switch roles.
- ★ Point to the countries in random order, and have students say the names.

LISTENING SCRIPT

Lesson 1: Find the Countries

Look at the map. Listen to the words.

Then listen and repeat.

- | | |
|----------------------|-------------|
| 1. Canada | 7. France |
| 2. the United States | 8. Morocco |
| 3. Mexico | 9. Somalia |
| 4. Haiti | 10. China |
| 5. Colombia | 11. Vietnam |
| 6. Brazil | |

EXPANSION ACTIVITY: Identify Syllables

- ★ Tell students that all words have a number of syllables or beats. Demonstrate this with your name, clapping as you say each syllable: *San – dra* (two claps).
- ★ Demonstrate with the names of a few students. Have everyone clap for each syllable.
- ★ Have students look at the countries listed in the book. Tell them you will say the name of the country, and they should write the number of syllables next to the name. Do the first country together. Say *Chi – na* and ask students how many syllables you pronounced. Have them write 2 next to *China*.
- ★ Have them continue with all of the country names and then check their answers with a partner.
- ★ Go over the answers with the class.

ANSWER KEY:

China, 2; Vietnam, 3; Somalia, 4; Morocco, 3; France, 1; Haiti, 2; Brazil, 2; Colombia, 4; Mexico, 3; the United States, 5; Canada, 3

2. Ask Questions

- ★ Read the conversation or play the tape or CD as the students listen.
- ★ Read or play the conversation again. Pause after each item, and ask the students to repeat.
- ★ Write the conversation on the board, replacing *Victor* and *Mexico* with your name and country. Have the class read *A's* lines and you read *B's*.
- ★ Model the conversation with a student from another country. Cue the student to say his or

LISTENING SCRIPT**Lesson 1: Ask Questions**

Listen to the conversation. Then listen and repeat.

- A: What's your name?
 B: My name is Victor.
 A: Where are you from?
 B: I am from Mexico.
 A: Mexico! That's interesting.

her name and country.

- ★ Have students work in pairs and practice the conversation using their own names and countries. Walk around and provide help if needed.
- ★ Copy the chart on the board, including the headings: *What's your name? Where are you from?*
- ★ Call on a student and ask both questions. Write the information on the chart.
- ★ Have students stand up, walk around the room, and talk to four classmates, asking the same two questions. They should write the information on the charts in their books. Circulate to make sure they are on task.
- ★ Have a few students report what they wrote on their chart. Add those students to the list on the board.

Culture/Civics Note:

- ★ You may want to tell students that in adult classrooms, students usually call other students by their first names. In some classrooms, the teacher may also be called by his or her first name. Teachers will let students know what they like to be called. Because customs vary, some students may feel uncomfortable calling a teacher by his or her first name.

EXPANSION ACTIVITY: Map Skills

- ★ Have students find the places listed in their chart from Activity 2 on the map. For example, if Marie is from France, they should find France on the map.
- ★ Have students work in pairs and practice explaining where classmates are from and pointing to these places on the map.

3. Write

- ★ Write the following sentence format on the board: _____ is from _____.
- ★ Call on a student to tell you someone's name and where that person is from. Cue the student if necessary by pointing to the partial sentence on the chart.
- ★ Write the student's name and country in the sentence on the board.
- ★ Write the numbers 1 through 4 on the board under your sentence. Have students write four sentences about four classmates in their books.

_____ is from _____.

1.
2.
3.
4.

EXPANSION ACTIVITY: Tally Sheet

- ★ Copy the list of countries from Activity 1 on the board.
- ★ Point to *China* and ask: *Who is from China?* Have students stand up if they are from China.
- ★ Make tally marks next to China for each student standing. If no one is from China, write a zero and move through the list until you find a country someone is from.
- ★ Call out other countries and have students stand. Ask someone in each group to make tally marks next to the name of their country on the board to represent the number of people from that country.

**TRY THIS**

- ★ Review the alphabet and write all the letters on the board.
- ★ Write *Australia* next to the letter A. Underline the first A in *Australia*. Repeat with the letters B (*Brazil*) and C (*China*).

UNIT 1: Getting Started

- ★ Have students work in pairs and write one country that begins with each letter of the alphabet.
- ★ When students have finished their lists, call on students to name a country for each letter.
- ★ Have volunteers write the names of the countries on the board next to the appropriate letters.

EXPANSION ACTIVITY: Alphabet Game

- ★ Write the letters of the alphabet on pieces of paper big enough for the class to see. Give one (or two) to each student, but you keep the letter A.
- ★ Put the piece of paper with the letter A on the board and say, *This is A. What comes next?* The student with letter B stands and identifies the letter and tapes it on the board. Continue until all the letters are on the board.
- ★ Then the teacher says, *My name is Teresa, and Teresa begins with T.* Write your name under the letter T on the board.
- ★ Continue around the room until all students have introduced themselves and written their names on the board.

WINDOW ON GRAMMAR: Simple Present with Be

A. Read the sentences.

- ★ Copy the grammar paradigm on the board. Read across the paradigm and have students repeat. As you read, point to the words on the chart. Make sure students understand how the verbs and pronouns match.
- ★ Make sure students understand the meaning of the pronouns. Gesture toward yourself and others to illustrate *I, you, he, she, they*, and *we*. Write several proper names on the board (*Susan, John, Maria*) and elicit pronouns (*she, he, they*) that would replace those names in a sentence.
- ★ Practice asking questions from the chart

and having students answer.

B. Complete the sentences with *am, is, or are*.

- ★ Go over the first sentence: *Victor _____ from Mexico.* Ask students if *am, is, or are* goes on the line. Explain that they should write *is* because *Victor* is singular.
- ★ Have students complete 2–6 with *am, is, or are*. They should look at the chart for help. Have them go over the answers with a partner.
- ★ Go over the answers with the class.
- ★ Review contractions. Have them rewrite sentences 1, 3, 4, 5, 6 using contractions.

ANSWER KEY:

1. is; 2. are; 3. is; 4. am; 5. are; 6. is

Contractions: 1. Victor's; 3. Sandra's; 4. I'm;
5. You're; 6. New York's

EXPANSION ACTIVITY: Create Your Own Questions

- ★ Write a question on the board about one of the students in your class: *Where is Fatima from?* Then write a question about two people in the class: *Where are Luis and Miguel from?* Write students' answers on the board in full sentences.
- ★ Instruct students to write two of their own questions about people in the class. Tell them their sentences should begin with *Where is* and *Where are*.
- ★ Have a few volunteers ask the other students their questions. If students respond with the name of the country, but give a single word answer, give a positive response and then restate the answer as a sentence: *Right. Fatima is from Somalia.*
- ★ Have students work in pairs and practice asking and answering questions. Emphasize that they should respond to questions with full sentences.

Lesson 2

OBJECTIVE

In the Classroom

VOCABULARY

PEOPLE

student
teacher

PARTS OF A ROOM

door
floor
wall
window

THINGS

board
book
calendar
chair
clock

computer pen
desk pencil
map piece of paper
notebook table

GRAMMAR

Possessives

THINGS TO DO

1. Learn New Words

- ★ Point to the "big picture" in the book or the color overhead transparency and ask students, *What is this?* Elicit that the picture shows a *classroom*.
- ★ Ask students to look at the picture and listen while you say the words or play the CD or tape.
- ★ Say the words or play the CD or tape a second time. Pause after each word and ask the students to repeat it. As the students listen a third time, have them point to each item as the name of that item is spoken.
- ★ Point to the items in random order, and have students say the name of that item.
- ★ Tell students to work in pairs. One will practice saying the words as the other points to the items in the book. Have them switch roles and do the exercises again.

EXPANSION ACTIVITY: Alphabetical Order

- ★ Review the alphabet. Ask students which letter is first in the alphabet. Ask students if any of the new words from this lesson begin with A (*no*). Continue by asking which letter is the second in the alphabet, and if any new words begin with B (*board*). Write the word *board* on the board.
- ★ Divide students into small groups and have them write the words from *Learn New Words* in alphabetical order. Have them include the words from all three categories.
- ★ Ask one person from each group to go to the board and write the words on the board in alphabetical order.

ANSWER KEY:

board, book, calendar, chair, clock, computer, desk, door, floor, map, notebook, pen, pencil, piece of paper, student, table, teacher, wall, window

LISTENING SCRIPT

Lesson 2: Learn New Words

Look at the picture. Listen to the words. Then listen and repeat.

- | | |
|--------------------|-----------------------------|
| 1. teacher | Where's the teacher? |
| 2. wall | What's on the wall? |
| 3. clock | Where's the clock? |
| 4. door | Where's the door? |
| 5. board | Where's the board? |
| 6. table | Where's the table? |
| 7. calendar | Where's the calendar? |
| 8. map | Where's the map? |
| 9. notebook | Where's the notebook? |
| 10. pen | Where's the pen? |
| 11. pencil | Where's the pencil? |
| 12. piece of paper | Where's the piece of paper? |
| 13. book | Where's the book? |
| 14. floor | What's on the floor? |
| 15. chair | Where's the chair? |
| 16. computer | Where's the computer? |
| 17. desk | Where's the desk? |
| 18. student | Where's the student? |
| 19. window | Where's the window? |

UNIT 1: Getting Started

2. Write

- ★ Gesture to your classroom and ask students, *What is in our classroom?* Write what they say on the board.
- ★ Point out that *clock* is written on the first line. If you have a clock, ask students *Where is the clock?* Ask them to point it out to you.
- ★ Have students write the names of five more things they can see in the classroom.
- ★ Call on a few students to tell the class about some things they wrote on their lists and ask the class to point to where that object is.

EXPANSION ACTIVITY: Identify the Object

- ★ Have a group of students stand in various parts of the room—some in the front, a group in back, and others on the sides.
- ★ Tell the students that you will say the name of something in the classroom and that the students standing closest to that object should touch it. For example, if you say *board*, the students standing at the front of the room should touch the board. If there are still students sitting, they may help by pointing to the object.
- ★ Call out the names of several items in the room.
- ★ Repeat the activity with new words and new groups of students. You can also have students call out the words to change the game and involve more students.

3. Ask Questions

- ★ Write these sentences on the board:

A: *Where's the ____?*

B: *It's on the ____.*

- ★ Model this activity with a student. Ask a question about an object in the picture and elicit the location. Call on a few students to

answer questions about the location of objects in the picture.

- ★ Have students work in pairs and practice asking and answering questions about the picture.



TRY THIS

- ★ Make a set of flash cards with index cards or a piece of paper. On one side write each of the vocabulary words from this lesson. On the other side of the card draw a simple picture of the object the vocabulary word represents. You could also distribute one or more index cards to each student and have them create flashcards.
- ★ Walk around and show the students the picture, asking, *What is this?* Have students say the name of the object.
- ★ Another option is for students to make their own personal set of flashcards and practice on their own and with a partner.

EXPANSION ACTIVITY: Flash Card Race

- ★ Make a set of the flashcards described in *Try This*.
- ★ Have students work in small teams with their books closed. Have one student volunteer to be the scorekeeper.
- ★ Quickly show a different flashcard to one team at a time, and have the team say the name of the object.
- ★ Show a different flashcard to a different team and have that team say the name of the object.
- ★ Each incorrect answer earns the team a point. The team with the lowest number of points wins. This game should move quickly.
- ★ Small prizes for the winners will probably increase enthusiasm and the energy level of the class for the activity.