

Lesson Planner

2

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
PEKING UNIVERSITY PRESS

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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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RBA 54 / 09

首都师范大学图书馆



21677480



北京大学出版社
Peking University Press

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著作权合同登记 图字:01-2004-1028

图书在版编目(CIP)数据

必胜英语_大学英语实用听说教程(2)教师用书/(美)杰肯等主编. —北京:北京大学出版社, 2004.5

ISBN 7-301-06670-8

I. 必… II. 杰… III. 英语—听说教学—高等学校—教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(2003)第 099279 号

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ISBN 0-8384-2766-9

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书 名: 必胜英语—大学英语实用听说教程(2)教师用书

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责任编辑: 刘 爽 张 冰

标准书号: ISBN 7-301-06670-8/H·0937

出 版 者: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://cbs.pku.edu.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767347

电子邮箱: zbing@pup.pku.edu.cn

排 版 者: 华伦图文制作中心 82866441

印 刷 者: 北京大学印刷厂

发 行 者: 北京大学出版社

经 销 者: 新华书店

787毫米×1092毫米 16开本 24.25印张 400千字

2004年5月第1版 2004年5月第1次印刷

定 价: 38.00元(附赠光盘)

LESSON PLAN

Objectives:

Talk about places and names; read a map; use the verb *be*

Key vocabulary:

name, country, school, where, from

TB

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

Warm-up and Review:
10–15 min.

1.5*

Write: *Nice to meet you on the board.* Teach students to shake hands American style by clasping the entire hand, curling the fingers around the other student's hand, shaking firmly, and saying *Nice to meet you.* Ask students to walk around the room and greet other students. Review student names by standing near a student and asking: *What is your name?* Challenge individuals to try and say the names of all of the students in the class.

Introduction: 3–5 min.

1.5*

Tell the students a little about yourself. (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.

1.5*

Write *Where are you from?* on the board. Ask a few students where they are from, expecting one-word answers. Pointing to yourself, say, *I'm from (your country).* Continue to ask indi-

vidual students where they are from. Follow student responses by asking the class, *Where's he/she from?* Model: *He's from (The student's first country) or She's from _____.* Ask individuals to try to name the countries of each student who responded earlier.

Practice 1: 25–35 min.

1.5*

A Look at the map. Draw a line from your country to where you live now.

Ask the students to open their books. As a class, look at the map of the United States and label the location of your town or city. Identify some of the students' first countries. Ask them to draw a line from their countries to where you and the students live now. (Students may turn to page 177 for a more detailed map of the United States.)

B Talk about the map.

Read the example from the book. Ask students to look at the map and complete the sentences with information from the map. Ask each student, *Where are you from?* Then ask, *Where do you live?*

Refer to the Stand Out Grammar Challenge, Unit 1 for more practice. (optional)



Pronunciation:

An optional pronunciation activity is found on the final page of this unit. This pronunciation activity may be introduced during any lesson in this unit, especially if students need practice with asking *wh*-questions. (See pages 20/20a for Unit 1 Pronunciation.)

STANDARDS CORRELATIONS

Skills: Information Acquires and Evaluates Information, Interprets and Communicates Information, Uses Computers to Process Information (optional)

Interpersonal Teaches Others New Skills

Systems Understands Systems

Technology Applies Technology to Task (optional)

Basic Skills Reading, Writing, Listening, Speaking

Thinking Skills Seeing Things in the Mind's

Eye

Personal Qualities Sociability

Skills for the Future: Communication

Speak So Others Can Understand, Listen Actively, Observe Critically

Interpersonal Guide Others, Cooperate with Others

Lifelong Learning Take Responsibility for Learning, Reflect and Evaluate, Learn through Research, Use Information and Communications Technology (optional)

UNIT 1

Everyday Life

GOALS

- Talk about places and names
- Talk about weather and seasons
- Use *have* and describe families
- Talk about families
- Describe people
- Talk about time
- Use the simple present

Lesson

Where are you from?

GOAL ▶ Talk about places and names

Life Skill

Key Words

Tokyo /'təʊkjəʊ/ *n.* 东京(日本首都)

Moscow /'mɒskəʊ/ *n.* 莫斯科(俄罗斯首都)

Brazil /brə'zɪl/ *n.* 巴西

Rio de Janeiro 里约热内卢

Haiti /'heɪti/ *n.* 海地

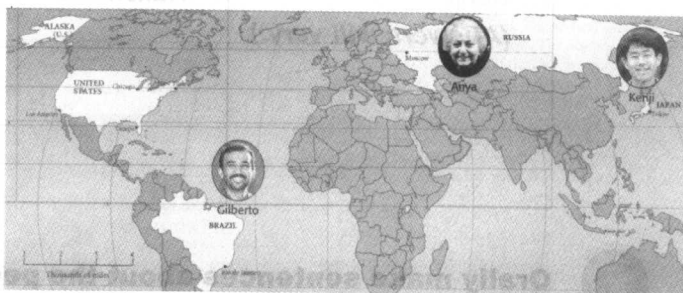
Port-au-Prince 太子港(海地首都)

Vietnam /,viət'næm/ *n.* 越南

Mexico /'meksɪkəʊ/ *n.* 墨西哥

A

**Look at the map.
Draw a line from
your country to
where you live
now.**



B

Talk about the map.

EXAMPLE: Kenji is from Tokyo, Japan. He lives in Los Angeles.

1. Anya is from Moscow, Russia. She lives in Los Angeles.

2. Gilberto is from Rio de Janeiro, Brazil. He lives in Los Angeles.

3. I'm from (Answers will vary.). I live in _____.

C Work in pairs. Ask and answer questions about the students below.

EXAMPLE: *Student A:* Where is Kenji from?

Student B: He is from Tokyo, Japan. Where is Anya from?

Student A: She is from Moscow, Russia.



Kenji
Tokyo,
Japan

Anya
Moscow,
Russia

Gilberto
Rio de Janeiro,
Brazil

Marie
Port-au-Prince,
Haiti

Mario
Mexico City,
Mexico

Lien
Ho Chi Minh
City,
Vietnam

D Talk to four students in your class. Write the answers in the chart.

EXAMPLE: *Student A:* Excuse me. What's your name?

Student B: My name's Kenji Nakamura.

Student A: Where are you from?

Student B: I'm from Tokyo, Japan.

First Name	Last Name	Town/City	Country
Kenji	Nakamura	Tokyo	Japan
<i>(Answers will vary.)</i>			

E Orally make sentences about the people in your class.

EXAMPLE: Kenji Nakamura is from Tokyo, Japan.

C **Work in pairs.** Ask and answer questions about the students below.

With the class, look at the photos. Review the names of each person, city and country in exercise C. Prepare the students for practice by doing the exercise first as a class. Then ask student pairs to ask and answer the questions.

Evaluation 1:

Observe the activity.

1.5

Presentation 2: 5–10 min.

D **E** **Present the dialog first.** Then replace Kenji's information with student information. Choose a few students to demonstrate for the class. Show the students how to use the chart. For help with dialog presentation, see Teaching Hints.

2+

Practice 2: 10–20 min.

D **Talk to four students in your class.** Write the answers in the chart.

Ask students to do exercise D by walking around the room, asking questions. Write additional questions they might have to ask one another on the board as follows: *What's your first name? What's your last name? Please spell that.*

E **Orally make sentences about the people in your class.**

Ask students to make two or three simple sentences orally. Tell them they may refer to the chart in exercise D for help.

Evaluation 2: 10–15 min.

3

Ask students to read the sentences about the information they gathered in exercise D. A student might say, *Julia is from Santiago, Chile*, for example. Correct by modeling. Ask pairs to again demonstrate the dialog in front of the class—with or without the book. Students can write more sentences from the chart information for homework.

Presentation 3: 5–10 min.

3

Review the principles of focused listening with the class. Students will listen for the names of countries. See

Teaching Hints for an explanation of focused listening.

3

Practice 3: 10–20 min.

Focused Listening Task

Ask students to listen to the paragraphs about the four students in exercise C. Use the supplemental listening from *Activity Bank 2 CD-ROM Audio Track 2*. Ask students to listen for the country, using the information below the pictures as a guide. Ask the students to identify which student is being described on the recording by pointing to the correct picture on page 2 of the student book.

Note: For additional practice with names and countries, use *Activity Bank 2 CD-ROM Worksheet 2*.

Evaluation: 3

Review the answers.

1.5

Application: 15–30 min.

Draw a bar graph on the board. The vertical axis represents the number of students. The horizontal axis represents nationalities. If the class is basically homogeneous, use regions instead of countries. Show the students how to create the graph. Use the template from Unit 1 in the *Activity Bank 2 CD-ROM Worksheet 1 (optional)*. In groups of three or four, ask students to talk to other students and groups in the class and create their own bar graph. Then compare bar graphs between groups. The graph can be designed on the computer. See Teaching Hints for computer suggestions.

1.5

Pronunciation: 10–15 min.

An optional pronunciation activity is found on the final page of each unit. (See pages 20 and 20a for Unit 1.) These pronunciation activities may be introduced at any point during any lesson in a unit, especially if students are struggling with the sound patterns studied. Some of the pronunciation activities will include audio support. If so, you'll see an icon such as this next to the activity: →

LESSON PLAN

Objectives:
 Identify seasons and weather;
 understand temperature; read
 numbers; interpret world maps
 Key vocabulary:
 weather, weather report, sunny,
 cloudy, rainy, snowy, windy, foggy,
 Fahrenheit, Celsius, degrees,
 thermometer, seasons, spring,
 summer, fall, winter

Warm-up and Review:
 15 min.



Ask one student: *Where are you from?* Point to the location given on a map handout or a wall map. Have the students ask four other students, *Where are you from?* Then have them locate the answers on a map.

Introduction: 5–10 min.



Ask the class: *How's the weather today?* Ask if it's *hot* or *cold* and demonstrate these words with body language. Find out what weather words students already know. Write them on the board. Ask students about their first countries while pointing to them on a world map. Ask: *Is it hot or cold there today?* State objective: *Today, we are going to talk about weather in the United States and in your first country.*

Presentation 1: 20–30 min.



A Write and say the correct

word below each picture.

Practice reading the words with the class. Ask students to label the pictures with the weather words from the box as a class.

B Ask your partner questions about the weather.

Write today's weather at your current location on the board. Example: *It's sunny.* Students ask and answer questions about the weather using the example dialog in exercise B. This is a short practice within the presentation.

C Look at the thermometer and orally complete the chart with the correct numbers.

Write *temperature* and draw a thermometer on the board. Explain that Fahrenheit, not Celsius, is used in the United States for temperature measurement. Indicate your local temperature and the Celsius equivalent on the thermometer. Then ask students to practice reading the numbers in exercise C with a partner, saying *degrees* for the ° symbol ($30^{\circ}\text{C} = \text{thirty degrees Celsius}$). Fill in the approximate temperatures on the chart as a class.

D What's the temperature today? It's ___ degrees Fahrenheit.

Ask for volunteers to give the answer in Celsius. Have them mark the temperature on the thermometer.

STANDARDS CORRELATIONS

Skills: Interpersonal Participates as a Member of a Team, Teaches Others New Skills, Exercises Leadership, Works with Cultural Diversity
Information Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information, Uses Computers to Process Information (optional)
Technology Applies Technology to Task (optional)

Basic Skills Reading, Listening, Speaking
Thinking Skills Seeing Things in the Mind's Eye
Personal Qualities Sociability
Skills for the Future: Communication Speak So Others Can Understand, Listen Actively
Interpersonal Cooperate with Others
Lifelong Learning Reflect and Evaluate, Use Information and Communications Technology (optional)

GOAL ▶ Talk about weather and seasons

Life Skill

Key Wordsfoggy /'fɒɡ/ *adj.* 有雾的, 多雾的Celsius /'selsiəs/ *adj.* 摄氏的Fahrenheit /'færənhaɪt/ *n.* 华氏温标thermometer /θə'mɒmɪtə/ *n.* 温度计*adj.* 华氏温度的

A

Write and say the correct word below each picture.

sunny

rainy

cloudy

snowy

windy

foggy



rainy



snowy



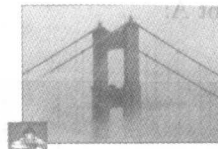
sunny



cloudy



windy



foggy

B

Ask your partner questions about the weather.

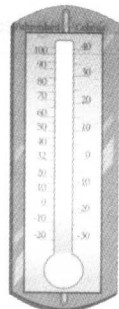
EXAMPLE:

Student A: How's the weather today?*Student A:* Is it cold today?*Student B:* It's sunny.*Student B:* Yes, it is./No, it isn't.

C

Look at the thermometer and orally complete the chart with the correct numbers.

Fahrenheit	Celsius
85°	30°
50°	10°
32°	0°
5°	-15°



D

What's the temperature today?
It's _____ degrees Fahrenheit.

(Answers will vary.)



E Listen to the world weather report and write the correct temperatures on the map.

F Work in pairs. Ask questions to fill in your chart. Your partner will look at the map and answer your questions. Then change roles.

EXAMPLE:

Student A: How's the weather in Tokyo?

Student B: It's rainy and 46 degrees.



Student A:


Student B:

City	Weather	Temperature
Tokyo	rainy	46°
Moscow	cloudy	15°
Port-au-Prince	sunny	85°
Ho Chi Minh City	cloudy	90°
Los Angeles	foggy	64°


City	Weather	Temperature
Mexico City	cloudy	77°
Rio de Janeiro	sunny	95°
New York	snowy	32°
San Francisco	windy	54°
Chicago	snowy	21°

Practice 1: 20–30 min.

1.5

-  **Listen to the world weather report and write the correct temperatures on the map.** (*Audio CD Track 11*)

Point to, read aloud, and have students repeat the names of the cities and countries on the large map (pages 4 and 5). Remind students to listen for city names, numbers, and the word “degrees.” Play the recording once and have the students write down the temperatures on the map. Review as a class. Repeat if necessary.

-  **Work in pairs. Ask questions to fill in your chart. Your partner will look at the map and answer your questions. Then change roles.**

Show the students how to do this. The student asking the questions covers his or her map so it becomes a true information gap activity. See Teaching Hints for details on information gap activities.

Evaluation 1: 5–10 min.

1.5

Encourage peer correction for accuracy and pronunciation. Correct by modeling if you hear misleading information. Make note of points to review. Ask volunteers to demonstrate the dialog in front of the class.

Presentation 2: 8–10 min.

1.5

Write the current season on the board and ask students what weather patterns are associated with it by asking, *Is it rainy/sunny/hot/cold in your first country now?* As they answer, write the weather under the season. Be prepared for students to bring up other weather words or questions. Discuss as necessary.

Review with the students the seasons and associated months of the year.

For additional practice with this topic, see the *Activity Bank 2 CD-ROM*, Unit 1 Worksheet 4. (*optional*)

AB

AB

Practice 2: 10–15 min.

2

Write and say the weather for the seasons.

Discuss the weather in Chicago with the students. Say: *In spring, it is windy and 60° in Chicago.* Begin with the current season and continue through the rest, using examples. Ask students to compare the weather and temperature at your school with those of their first hometowns. Next, have students share their opinions about local weather in small groups and make a chart of hometowns to compare. Use the *Activity Bank 2 CD-ROM* activity in Worksheet 3 or have the students design their own charts (optional). For shorter classes, students can write sentences at home based on the previous model about Chicago.

Evaluation 2: 5–10 min.

2

Each group writes their local weather information on the board according to the seasons. Ask a volunteer from each group to read the results. The class discusses and compares responses. Help students by writing on the board: *In spring it is _____ degrees in (name of town).*

AB Presentation 3: 15–25 min.

3

Play the dialog from the supplemental listening on the Activity Bank 2 CD-ROM Track 3 twice and ask comprehension questions. Print out the dialog from the Activity Bank or Lesson Planner 2 listening scripts or write the dialog on the board.

Practice 3: 15–25 min.

3

Practice the dialog with the students. Prepare the students to insert their own information in the appropriate dialog slots. Demonstrate this with volunteers. See Teaching Hints for help on presenting dialogs. Ask students to walk around the room and practice the dialog with three other students.

Evaluation 3: 5–10 min.

3

Volunteers demonstrate the dialog with personal information in front of the class.

Active Task: Look in a newspaper or on the Internet and find out about weather in your classmates' countries.

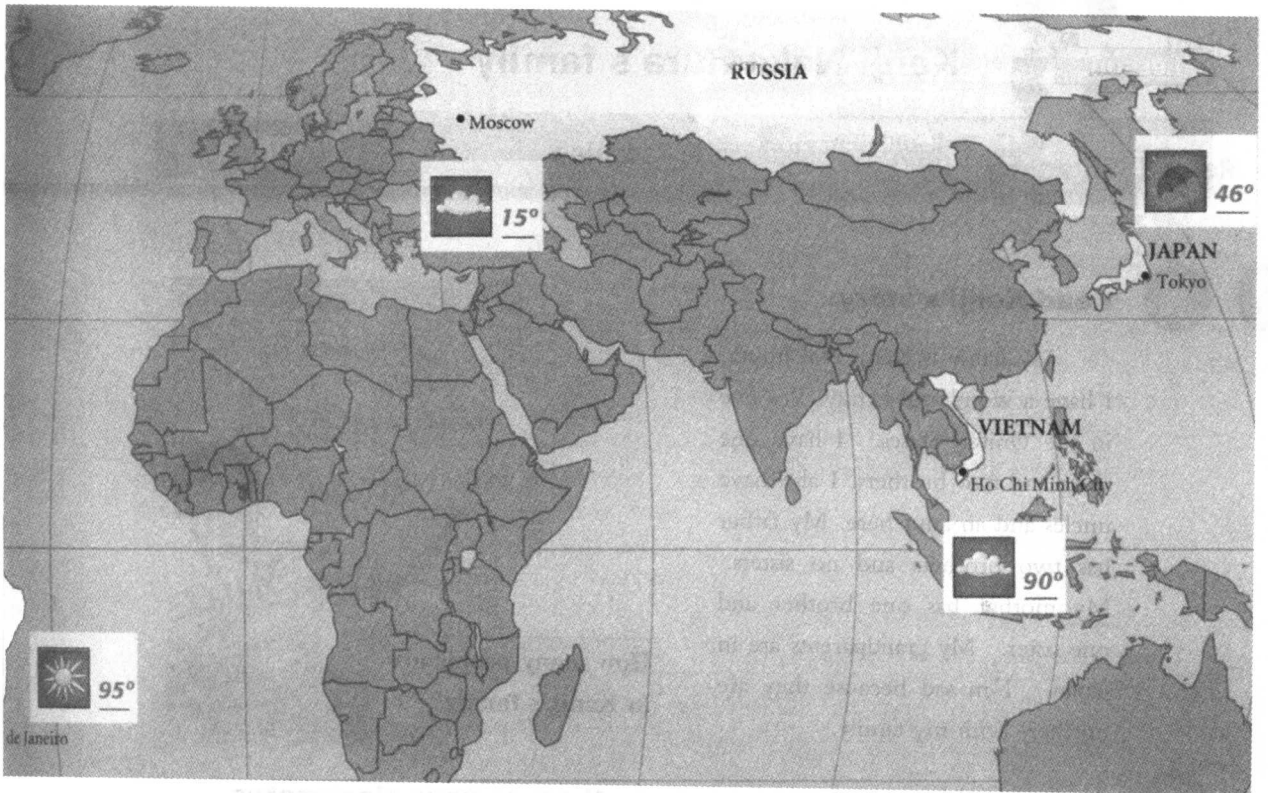
Suggest and elicit ways for students to find real information about weather in different countries such as in newspapers, TV, radio or on current websites.

Application: 15–30 min.

1.5

Do a Corners Activity where students are asked to go to different corners of the room, showing their preferences. Corners can include *summer, winter, spring, fall, and/or rainy, sunny, windy, snowy.* See Teaching Hints for an explanation of Corners.





Instructor's Notes for Lesson 2



G Write and say the weather for the seasons.



Active Task: Look in a newspaper or on the Internet and find out about weather in your classmates' countries.

	Chicago	Your School	Your Hometown
SPRING 	Windy 60°		
SUMMER 	Sunny 83°		
FALL 	Cloudy 65°		
WINTER 	Snowy 35°		

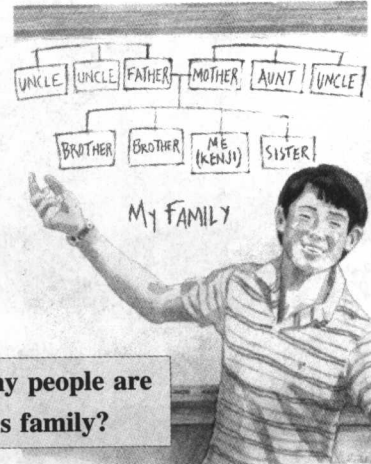
(Answers will vary.)



A

Read Kenji's story.

My name is Kenji Nakamura. I have a wonderful family. We live in the United States. I have one sister and two brothers. I also have uncles and an aunt here. My father has two brothers and no sisters. My mother has one brother and one sister. My grandparents are in Japan. I'm sad because they are not here with my family.



How many people are in Kenji's family?

B

Complete the sentences and say them to your classmates.

EXAMPLE:

Kenji has one sister.

- Kenji has two brothers.
- Kenji's father has two brothers and no sisters.
- Kenji's mother has one sister and one brother.
- Kenji has one aunt and three uncles.

C

Talk about your family after the example.

EXAMPLE:

I have no sisters.

- I _____ sister(s) and _____ brother(s).
- My father _____ sister(s) and _____ brother(s).
- My mother _____ sister(s) and _____ brother(s).
- My parents _____ child(children).

(Answers will vary.)

LESSON PLAN

Objectives:

Use the verb *have*; describe families; make a bar graph; write a paragraph

Key vocabulary:

family, sister, brother, mother, father, aunt, uncle, parents, child, children

Warm-up and Review:
10–15 min.

1.5*

Ask individual students where they are from. With each response, ask them if they have family in their first country or if they are all in the United States. Example: *Where is your family? In the United States or in another country?* Use a world map to point to the student's first country. Say to the students *I have _____ (number of) sisters and _____ (number of) brothers and they are in (name of country or city).* Write these sentences about yourself on the board.

Introduction: 1 min.

1.5*

State objective: *Today we will learn to describe families.*

Presentation 1: 25–35 min.

1.5*

Ask students to look at the picture at the top of the page. Ask: *How many people are in Kenji's family?* Tell students they are going to listen to a story about Kenji's family. Write on the board: *sisters, brothers.* Ask students to close their books and listen for how many brothers and sisters Kenji has by

applying focused listening techniques.

See Teaching Hints.

Play the recording. (*Audio CD Track 12*) After the listening activity, ask again, *How many sisters and brothers does Kenji have?* Following the responses, play the recording once more to confirm.

Read Kenji's story.

Ask students to open the book and read the story individually.

Briefly teach the students that they should use *have* with *I* and *has* with *he* or *she* in the present tense.

Refer to *Stand Out Grammar Challenge, Unit 1* for more practice. (*optional*)

Practice: 10–15 min.

1.5*

Complete the sentences and say them to your classmates.

Students should write out the word for the number. See Useful Words page 161 for additional help spelling numbers (*optional*).

Talk about your family after the example.

Ask students to use *have* or *has* in their sentences and to spell out the numbers. For students without family members, use the word "friends" as a substitute.

Refer to the *Activity Bank 2 CD-ROM Unit 1 Worksheet 5* for more practice with "have" and family vocabulary. (*optional*)

Evaluation 1: 10–15 min.

1.5*

Ask student volunteers to share their sentences with the class.

STANDARDS CORRELATIONS

Skills: Information Acquires and Evaluates Information, Interprets and Communicates Information

Technology Applies Technology to Task (*optional*)

Basic Skills Reading, Writing, Listening, Speaking

Personal Qualities Sociability

Skills for the Future: Communication
 Read with Understanding, Convey Ideas in Writing, Speak So Others Can Understand, Listen Actively

Interpersonal Cooperate with Others

Lifelong Learning Reflect and Evaluate, Use Information and Communications Technology (*optional*)

Presentation 2: 10–15 min. 1.5

Study the chart with your partner.

Review the conjugations for *have*. Copy the chart on the board if more explanation is needed.



Refer to *Stand Out Grammar Challenge*, Unit 1 for more practice. (optional)

Practice 2: 15–20 min. 2

Complete the sentences orally.

Ask students to fill in the correct form of *have*.

Talk to four other students and write sentences.

Caution: Exercise F is divided into two parts. Shorter classes may wish to complete Practice 3 bar graphs for homework.

Walk through the example with the students. Ask them to write on a separate piece of paper how many brothers and sisters they have. Have them ask a partner the same question. Then they should ask two other students. Write on the board your own personal information. For example: *I have _____ sisters and _____ brothers. My friend has _____ sisters and _____ brothers.*

Evaluation 2: 10–15 min. 2

Review as a class. Five volunteers may write sentences from exercise F on the board.

Presentation 3: 10–15 min. 2

Demonstrate how to fill in the bar graph by drawing one on the board and getting the students started.

Note: For shorter classes, do Presentation 3 in class and assign Practice 3 for home work, having students speak to friends and family members.

Presentation 3: 20–30 min. 3



(continued) Then make a bar graph with names from your class.

Have the students fill in their bar graphs in exercise F and then ask partners to compare graphs. The graph can be designed on the computer or use the bar graph template from Unit 1 Worksheet 1 on the *Activity Bank 2 CD-ROM*. See Teaching Hints for computer suggestions.

Evaluation 3: 15–20 min. 3

Draw the axis for a bar graph. Ask for volunteers to come to the board. Each performs the dialog in exercise F with another student and completes one bar on the new graph.

Application: 20–30 min. 1.5

Talk about your family, using the sentences from Kenji's story on page 6.

Refer to Teaching Hints for computer suggestions.

Instructor's Notes for Lesson 3

D Study the chart with your partner.

Have		
I	have	three brothers.
You	have	
He, She, It	has	three children.
We	have	one child.
They	have	

E Complete the sentences orally.

EXAMPLE: John has four brothers and one sister.

1. Thanh has no sisters.
2. I have four brothers.
3. Ricardo and Patricia have seven children.
4. You have many friends.
5. We have one child.
6. Maria has two sisters.

F Talk to four other students and write sentences. Then make a bar graph with names from your class.

EXAMPLE:

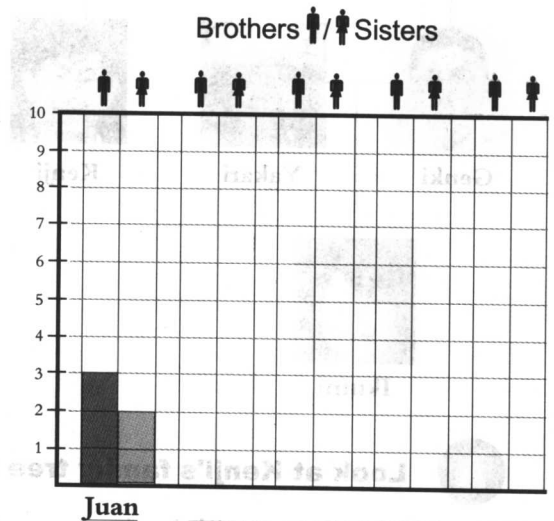
Student A: How many brothers and sisters do you have?

Student B: I have three brothers and two sisters.

EXAMPLE:

Juan has three brothers and two sisters.

1. (Answers will vary.)
2. _____
3. _____
4. _____



G Talk about your family, using the sentences from Kenji's story on page 6.

(Answers will vary.)
