

Advanced

Teacher's Edition

WORLD PASS

环球英语教程 5

教师用书

Expanding English Fluency

Susan Stempleski
Andy Curtis
Nancy Douglas
James R. Morgan
Kristin L. Johannsen

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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图书在版编目 (CIP) 数据

环球英语教程 (5) 教师用书 / (美) 斯特姆斯基 (Stempleski, S.) 等编.

—上海: 上海外语教育出版社, 2006

ISBN 7-5446-0191-9

I. 环… II. 斯… III. 英语—教学参考资料

IV. H31

中国版本图书馆CIP数据核字 (2006) 第100318号

图字: 01-2005-390号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杭 海

印 刷: 上海三印时报印刷有限公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 18.75 字数 614千字

版 次: 2007年1月第1版 2007年1月第1次印刷

印 数: 3 100 册

书 号: ISBN 978-7-5446-0191-7 / G · 0104

定 价: 70.00 元

本版图书如有印装质量问题, 可向本社调换

前 言

我国大学英语教学,从20世纪80年代初开始教学改革以来已经取得了举世瞩目的长足进步,与改革初期相比,我国大学生的英语能力有了显著提高,这一点已经成为人们的共识。自1984年教育部颁布第一部《大学英语教学大纲》,我国已经编写出版了多套适用于不同层次的大学英语教材,在教材编写方面也取得了丰富的经验。在这样的背景下,上海外语教育出版社决定引进 Thomson/ Heinle 的 World Link 和 World Pass 系列教材,整合成《环球英语教程》出版,我想一定有引“他山之玉”的意思,这不但因为我国的英语学习者人数众多,层次不同、要求不同,多一种教材就多一种选择,而且这样做有利于借鉴和吸收国外的教学理论和方法,为我所用,有利于我国英语教学界博采众长,编写出更能适合我国国情、更有利于培养学生实际运用英语能力的教材。

英语教学的任务是培养学生实际运用语言的能力,这关键在于搞好课堂教学,而课堂教学是围绕着教材进行的,因此一套好的教材又是提高教学质量的关键。

我认为一套好的教材既要便于组织课堂教学,又要有利于学生进行课堂外的自主学习。这样的教材至少应具备以下特点:

1. 教材要为学生提供具有丰富内涵和现实意义的语言文本和语言环境,激发他们的学习动力和潜力,强化英语运用能力。因此教材最好围绕一定的题材来编写、来组织教学。题材的选择要注意知识性、新颖性、趣味性、信息性和真实性,使学生感到所学的语言贴近自己的学习和生活,有现实感和现代感,能满足当前的和未来的交际需要。题材和体裁要多样化,使学生有机会接触不同样式的规范英语,甚至录音材料最好也能包括不同的口音。

2. 大学生有强烈的交际愿望,他们的思维已经高度发展,天文地理、人文历史,具体的、抽象的,什么都想谈,但是缺乏必要的语言手段。英语课程的任务就是围绕某一题材组织语言教学,让学生掌握相关的表达手段。语言的使用受题材的制约,编写教材时要围绕题材精心选择语言材料,不但要注意词语的常用性,还要注意词语的搭配,注意预构成语块的用法,以便帮助学生在语境中学习词语,学到地道的英语。

3. 正确处理“输入”和“输出”的关系。英语教学不但要培养领会能力,使学生能够以英语为工具获取专业所需的信息,还要培养综合的英语表达能力,使学生能够适应日益频繁的国际交往的需要,这已成为当前和今后一个时期英语教学重点和发展方向,教材应能体现这一方向。

4. 培养语言产出能力要由浅入深、循序渐进。可以先学习样本对话和范文,

然后进行仿说、仿写，再逐步过渡到运用已经掌握的语言表达手段作个性化的表达，所谓个性化是指能够举一反三，运用学到的语言手段表达自己的看法和感情，谈论自己周围的生活环境及与自己有关的事情等，在运用语言的过程中使所掌握的语言内化。

5. 语言的本质特征之一是交互性，要达到有效交际的目的，教材不但要帮助学生掌握词语的意义和用法，还要教学生会话策略，让学生掌握语言的交际功能，学会得体地使用英语；此外，教材应设计多种形式的、生动的练习方式，通过两人对话、小组讨论、角色扮演等等在学生之间进行交流，将学与用结合起来。

6. 英语是可以学好的，英语又不是轻易可以学好的，因此教材要注意语言现象的复现率，使学生能在多次循环的过程中学习语言、发展语言能力。

7. 注意课内与课外的结合。语言学习重点是培养技能，包括听说读写各个方面的技能，这就需要操练、需要反复练习。在课堂教学中要充分体现“教师指导”的作用，但是课堂里的时间有限，何况目前一般班级都比较大，学生很难得到全面操练的机会，因此教材还要做到有利于学生课外的“自主学习”，为此，教材应配有现代化的多媒体材料，为学生提供包括磁带、录像、网络等丰富的学习资源，提供真实的语言环境，让学生在课外也有机会接触和使用英语；当然，最好还能配备自测手段，为学生提供诊断性的反馈信息，帮助学生了解自己学习中的长处和短处，改进学习方法。

8. 教材是课堂教学的核心，课堂教学是通过教师来组织的，一套好的教材应当配有好的教师用书。教师用书除了讨论教材的编写原则、教学法指导思想外，最好能起到“教案”的作用，让教师不但知道“教什么”，而且知道“怎么教”，以便教师能根据班级的具体情况用好教材，帮助学生学到地道的英语。

总之，一套好的教材要便于教师组织教学，还要能激发学生学习的积极性，逐步建立起学好英语的信心并掌握正确的学习英语的方法。

《环球英语教程》跨度比较大，从初学者到中、高级英语学习者，使用者应当根据学生的具体情况选择使用，这一点应当注意。

从初步分析来看，《环球英语教程》在以上几个方面做得是比较好的，但是否真正适合我国国情、适合我国大学生学习英语的特点，还需要经过我国外语教学实践的检验。

杨惠中

2006年3月

前 言

我在大学教英语至今已有二十几个年头了。先是在国内教了十几年，之后去国外深造又在美国大学教了八年，最近又回国从事英语教学改革。反反复复，接触并使用了許多英语教材，但总感到每一套教材都有遗憾之处。就引进教材而言，由于编者针对的对象并非中国学生，因此不论是从题材的选择、文化的比较，还是从课堂活动的种类及合理性上，都或多或少地带有不足。

最近，将由上海外语教育出版社从 Thomson/Heinle 引进出版的《环球英语教程》系列教材（该系列教材整合 World Link 与 World Pass 两套教材而成）引起了我的兴趣。尽管从编写的体系、内容的选择、配套练习还有版面的设计上，该系列教材与国内流行的其它教材有相似之处，但这套教材的四大特色使之与众不同。

首先，这套教材不仅在强调英语综合能力训练的基础上将学习英语的四会能力（听、说、读、写）很好结合起来，更重要的是它还同时将语法与词汇的学习贯穿始终，并不失时机地配以有声发音训练。像这种在掌握知识中培养能力，在提高能力中巩固知识的特点正是目前市面上大多数英语教材想做却没有做到家的。

其次，《环球英语教程》系列教材的篇章结构新颖合理。本套书的每个单元都由 A、B 两课组成。其中 A 课主要是介绍每一单元的主题和所涉及到的基本语言点；而 B 课则是对 A 课的加深。两相对比，A 课主要针对听、说技能进行训练；B 课则更多针对读、写技能。这种布局不仅脉络清晰，使每次课的教学重点更突出，而且将学习英语的四会技能融会贯通，面面俱到，从而使学习者在单项和综合能力上面都得到提高，将英语的学与用真正地结合起来，达到最佳的学习效果。

第三，衡量一套教材的好坏，从很大程度上取决于该教材是否给教师带来方便并留有空间和余地。《环球英语教程》系列教材的一个很显而易见的特点就是采用了测评题库 Exam View Pro® 的设计软件。该软件可以帮助教师更快捷地选择合理的试题，并由软件迅速完成批改任务，同时提供即时评估。这种方式极大地方便了教师，而且增加了测试的信度和效度。不仅如此，为了使教师们可以更深入地理解各单元的教学内容，《环球英语教程》还增加了“教学辅导”视频，其中的教学示范为教师们提供了可供参考和仿效的模拟课堂教学。

第四，《环球英语教程》的前四册 World Link 系列的主要服务对象是从初级到中高级的成人英语学习者，因此比较适用于各类专科学校，如：高职高专、二类院校专外、成人教育、语言学校和各种外国语学校等。本套教材除了为英语

学习者创造了深入理解本国文化的机会以外，更为英语学习者们提供了许多了解世界各地文化风情的机会。尽管本套教材的课程设计是建立在以美国文化为背景的基础之上，但通过课本和录像，学员们同样可以和世界各个角落的人用英语交流、沟通。这一出发点体现了英语是全球性语言的特色。作为 World Link 的延伸教材，两册的 World Pass 适合于重点大学使用，它在保留了 World Link 的几大特色的基础上更着重强调对学生在实际生活中的语言应用能力的培养。为了提高学习者的英语流利程度，World Pass 精心打造了动态的词汇学习方法及练习，实用的语法训练，生动有趣的听、说题目，以及写作活动。在完成本套教程的学习后，相信学习者在英语基本功和运用能力上都会得到很大的提高。

总而言之，《环球英语教程》是一套生动、有效的英语系列教材，它提供了真实的语言环境、丰富的学习资源（包括磁带、录像和网络）、生动的词汇、精炼的语法、全球化的观点和人性化的练习，因而它无疑是教师及英语学习者们的又一选择。当然，学好英语绝非一日之功，要真正地使一套教材发挥其作用，先进的教学设备、优良的师资条件、合理的课程设置、浓厚的英语学习氛围以及学生本身对英语的热忱等，都是确保学好英语的关键因素。在此，我祝愿所有的英语学习者都能学有所成！

刘 骏

二零零五年冬于汕头

World Pass

Introduction to the Series

Objectives and Approach

World Pass is a core series for young adult/adult learners of English in upper-intermediate through advanced levels. The main goal of this two-level series is to help increase fluency: the ability to say what you want in more than one way, and to communicate ideas clearly, confidently, and easily.

To help students increase fluency, *World Pass* focuses on dynamic vocabulary building, essential grammar, and listening, speaking, and writing activities that emphasize the language people need for real world communication.

Features of *World Pass* that emphasize the development of oral and written fluency include the following:

Vocabulary Focus sections: present topic-related vocabulary along with opportunities to practice using new words and expressions in a variety of ways.

Listening sections: provide opportunities to improve listening comprehension through active practice with a variety of materials, such as interviews, news reports, and discussions.

Language Focus sections: focus on essential grammar points and provide opportunities for fluency practice through a variety of exercises.

Speaking sections: each of these sections presents a specific skill or strategy and outlines a communicative activity to help develop fluency.

Writing sections: provide instruction and practice with different kinds of writing, such as business and personal letters, summarizing information, and persuasive writing.

Communication sections: consolidate and review the language material presented in the unit. The communication tasks vary greatly and focus on meaningful speaking activities such as games, presentations, interviews, and discussions.

Expansion Pages: these pages are designed for students who wish to study vocabulary on their own and to do additional self-study practice.

Course Length

The *World Pass* series is designed to cater to a number of teaching situations, for courses ranging from 60 to 120 hours of instruction. The *Lesson Planning Guides* in each unit of the Teacher's Editions and *Pacing Guides* allow teachers and program coordinators to easily tailor the course to their own number of classroom hours and teaching objectives.

Resources for Students

The *World Pass* series approaches the issue of English language instruction by catering to the needs of both students and teachers. For students, *World Pass* provides the following materials:

Student Book: The Student Book contains twelve core units, each of which is divided into *Lesson A* and *Lesson B*. Lesson A introduces the general language for the universal topic covered in the unit. Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing practice for the unit. Review units appear after every third unit, and actively engage students in utilizing the language learned.

Workbook: The workbook provides additional practice through a variety of exercises, consolidating language work in several skill areas.

Audio Program: The audio program contains all of the listening, speaking and pronunciation activities, as well as the reading passages from each unit.

CNN Video on DVD: The CNN® Video on DVD contains short 2-3 minute authentic news clips that reinforce the theme/topic of each unit of *World Pass*. Clips are designed to strengthen students' global understanding, build interest, and act as a springboard for further language practice. Teaching suggestions are provided in the Teacher's Edition.

Student Web Site: The *World Pass* web site offers self-grading vocabulary, grammar and reading practice to students, in addition to regularly changing content that links students' learning to the outside world.

Resources for Teachers

The *World Pass* series also offers unprecedented support to teachers for everything, including lesson planning, implementation, and assessment.

Teacher's Edition: In addition to page-by-page teacher's notes, answer keys, and audio scripts, the Teacher's Edition provides the following additional features:

- Photocopiable *Lesson Planning Guides*, which allow teachers to easily plan, implement and monitor the materials they use for each unit
- *Professional Development Pages* by Dr. Andy Curtis, a world-renowned leader in the field of professional development in ELT, which provide exercises for teachers to reflect on and expand their own teaching abilities
- Photocopiable *CNN Video* worksheets
- *Key Points* summaries of language points students need to master in the newly-presented structure
- *Word Banks* supplemental vocabulary
- *Extra!* directions for optional activities for additional communicative practice
- *Culture Notes* support for EFL teachers in explaining various aspects of topics presented in the Student Books
- *Teacher Tips* containing a brief description of new teaching ideas
- Additional activities for the *Warm Up*, *Ask & Answer*, and *Reading* sections

Teacher's Resource Book: The photocopiable activities in the Teacher's Resource Books expand and reinforce the language learned in the Student Books, and include information gap activities, group activities, games, puzzles, interview worksheets, and so on.

Exam View Pro® Assessment Program: This powerful test generating software allows teachers to create, customize, and correct quizzes quickly and easily.

Teacher Web Site: The *World Pass* web site provides additional resources for teachers which help them link their students' learning to the outside world.

Unit Format

Each unit consists of two lessons: Lesson A introduces the topic and contains the most essential language for each unit; Lesson B expands on the language introduced in Lesson A. Though both lessons contain practice in some of the same skills, Lesson A has a greater focus on listening and speaking; reading and writing activities appear only in Lesson B. Review units appear after every third unit of the book.

Lesson A

Vocabulary Focus section dynamically introduces 8-12 vocabulary items in the context of a short reading passage. Vocabulary introduced in *World Pass* is frequently recycled throughout the lesson and in the accompanying components.

Listening section teaches strategies for use in real-life situations. Every situation is contextualized, and students are set a specific task before they listen. Students work at least twice with every passage, the first time to find

general information, and the second time for more specific details. A follow-up discussion allows students to personalize the information they have just heard.

In the **Language Focus** section of each Lesson A, certain language points are presented and practiced in two ways: some are presented through guided-discovery methods that challenge students to employ critical thinking at the presentation stage of the exercise; for other language points, the traditional approach of presenting a rule and then practicing it is more appropriate.

Speaking section presents functions and expressions used by native speakers for everyday communication. Students not only practice a variety of ways to express a concept, but gain familiarity with expressions that are appropriate for formal and informal settings as well. At this level, students are ready to develop sociolinguistic competence and tailor their language to the situation.

Lesson B

Lesson B of every unit opens with a couple of warm-up questions to give students a chance to think about and discuss the topic they are going to read about. The next section prepares students for the vocabulary and concepts they will encounter in the reading, which also serves to introduce the theme of Lesson B. Generally, students complete meaning-based pair work or group work activities to get themselves to start thinking about the topic of the reading, and then they work with a set of vocabulary items on the unit theme, which they will meet again in the reading.

Sections that are specific to Lesson B are the:

Reading section, which takes the form of high interest topics in a variety of genres, and includes pre-, during, and post-reading activities. Readings are set in a real-world context, and have a variety of formats such as articles and web pages. Through a variety of activities, the reading strand develops various reading skills, including skimming, scanning, predicting, summarizing, and critical thinking.

Writing section, which reinforces the structures, vocabulary, and expressions students have practiced in Lesson A. Emphasis is given to developing paragraph structure, centred on the topic sentence with supporting details. A wide array of genres and paragraph types are included. For each activity, a full or partial model is provided.

Communication section, at the end of Lesson B, which contains two activities that tie together the vocabulary, structures, and content of the lesson in a step-by-step, interactive task. This provides a natural review of the material covered, while challenging students to extend its use in new situations.

Two **Expansion Pages** follow each unit, and build upon the vocabulary taught in Lesson A and Lesson B. They contain work with collocations, synonyms and antonyms, prefixes and suffixes, and other groupings of words related to the unit theme. There is also further practice with items from the unit reading. The expansion pages are designed for independent study outside of class, and can be assigned as homework or used as optional enrichment activities.

Review Unit

Review Units appear after every third unit of the book. These units have different formats throughout the book, to add variety and consolidate material from the preceding units. They contain the following sections:

Language Check: written activities that check students' mastery of structures presented in the units.

Vocabulary Check: written activities that assess students' usage of the target vocabulary from the three units.

Now You're Talking!: to give students opportunities to review and consolidate the speaking and communication functions of the previous three units.

Message from the Authors

It has been our pleasure to create the materials for the *World Pass* series. We hope that this course will provide a wealth of teaching and learning opportunities for both teachers and students of English. We wish you the best of luck in your experience using English, both inside and outside of the classroom.

Susan Stempleski
Nancy Douglas
Kristin L. Johannsen
James R. Morgan
Andy Curtis

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World Pass Advanced, Teacher's Edition

Stempleski / Curtis / Douglas / Morgan / Johannsen

Publisher: Christopher Wenger
Director of Marketing: Amy Mabley
Director of Product Development: Anita Raducanu
Sr. Developmental Editor: Jean Pender
Development Editor: Rebecca Klevberg
Contributing Editors: Tunde Dewey, Paul MacIntyre
Sr. Print Buyer: Mary Beth Hennebury
Associate Editor: Christine Galvin-Combet
Editorial Assistant: Bridget McLaughlin

International Marketing Manager: Ian Martin
Copyeditor: Carol Goff
Compositor: Parkwood Composition Service
Illustrator: Raketshop Design Studio (Philippines)
Cover/Text Designer: Christopher Hanzie, TYA Inc.
ISBN: 0-8384-2571-2

Copyright © 2006 by Thomson ELT, a division of Thomson Learning.

Original edition published by Thomson Learning.
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World Pass Advanced **Contents**




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The *World Pass* Teacher's Edition is designed to make your lesson preparation as simple as possible, allowing you to maximize actual classroom teaching time. It features page-by-page suggestions on how to teach the course, answer keys to the Student Book and Workbook, culture notes, extension activities, tapescripts for listening passages, Video Worksheets and transcripts for the accompanying CNN® video clips.

Additionally, the unique *World Pass* Lesson Planning Guide (page seen below) makes your planning and time management much easier. As shown throughout the next few pages, the photocopiable Lesson Planning Guide helps teachers prepare and keep track of the lesson progress with the many *World Pass* components. It can also be used as the main tool for effectively customizing lesson plans to individual class needs, no matter what the class size, objective, or length.

Refer to Dr. Andy Curtis' Professional Development activities (pages T19 to T34) for theory and reflective ideas on improving your own teaching.

Unit 3 • Lesson Planning Guide class

Topic Vocabulary Grammar Functions	The college experience; Improving the quality of education Describing the first year of college <i>Hope and wish</i> Practicing interviewing phrases and skills		
Student Book pages 26–35 	Class	HW	Done
Lesson A Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson B Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expansion Pages pages 36–37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workbook pages 14–19	Class	HW	Done
Lesson A Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson B Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's Resource Book pages 14–17	Class	HW	Done
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CNN Video 	Class	HW	Done
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web site elt.thomson.com/worldpass	Class	HW	Done
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 	Class	HW	Done
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Lesson A: *School life*
Vocabulary Focus: My first year at college
Listening: School lunches
Language Focus: *Hope and wish*
Speaking: That's an interesting question.
Lesson B: *New school, old school*
Get Ready to Read: School days
Reading: Education where you live
Writing: Writing an opinion essay
Communication: One-day workshop/Seven wishes and three hopes

Lesson A: *School life*
1 Vocabulary & Expressions
2 Grammar
Lesson B: *New school, old school*
1 Reading
2 Writing

Activity A (photocopiable)
Activity B (photocopiable)

Education—Boys vs. Girls?
Video worksheet: Teacher's Edition page T190 (photocopiable)

Interactive student quiz
Internet search activities

ExamView® quiz  (photocopiable)

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Lesson A introduces the general language for the universal topic covered in the unit.

Warm Up questions activate students' prior knowledge and the relevant vocabulary for the lesson topic.

Vocabulary Builder activities provide essential tools to help students expand their vocabulary.

Vocabulary Focus introduces the key vocabulary for the lesson in the context of short reading passages.

Unit 3 • Lesson Planning Guide class

Topic	The college experience: Improving the quality of education		
Vocabulary	Describing the first year of college		
Grammar	Hope and wish		
Functions	Practicing interviewing phrases and skills		
Student Book pages 26–35	Class	HW	Done
Lesson A Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson B Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expansion Pages pages 36–37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CNN Video Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web site elt.thomson.com/worldpass Time: _____	Class	HW	Done
Assessment Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lesson A: School life
Vocabulary Focus: My first year at college
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2 Grammar
Lesson B: New school, old school
1 Reading
2 Writing

Activity A (photocopied)
Activity B (photocopied)

Education—Boys vs. Girls
Video worksheet: Tea

Interactive student q
Internet search activity

ExamView® quiz

Unit 3 School and Beyond


Lesson A School life

1 VOCABULARY FOCUS

My first year at college

What's the scariest thing about going away to college? What's the most exciting thing about it?

A Pair work. These three students are going away to college next week. How do they feel about leaving home? What are their concerns? Who do you think will be happiest at school?



"We're driving up to school tomorrow and I can't wait to get away from home. It's only four hours from my house, but I'll be on my own for the first time. You probably won't want to come over for dinner—I'm a terrible cook, but my mum has said I can come home for meals on weekends if I need to. I don't know about that, but I may need her help with my laundry... at least at first."



"I'm apprehensive about leaving home. Since this will be my first extended period away, I know my parents are worried too. This will be a good opportunity for me to learn to be independent. One thing's for sure: I'm definitely going to stir up for as many afternoon classes as I can. I'm not an early riser!"



"This is embarrassing to admit, but I couldn't think of anything better to do, so I applied to this school. I don't have any expectations, really. I am worried about missing my friends and my boyfriend, though. I spent three weeks at a summer camp last year and I was homesick the whole time. I just hope I can make some new friends."

B Now read about how Jamal, Andrea, and Sarah feel at the end of their first term. How do they feel now?

Jamal: School has been harder than I thought. Between my part-time job, my studies, and everything else, I'm feeling overwhelmed. On top of it all, I'm getting a C minus in my macroeconomics class, which unfortunately is compulsory. I've been thinking about dropping out of school entirely and moving back home. I don't want to make a rash decision, so I'm going to think it over.

Andrea: The first term has gone so quickly—it all seems like a blur. My only mishap was during the first week of school—the battery in my wheelchair ran out on the way to class. Other than that, I've coped with university life pretty well. I aced all my final exams and I've really bonded with my three roommates. We're planning on getting an apartment together off campus next year. I can't wait!

Sarah: This week I've suffering from sleep deprivation because I've been up all night studying for final exams. It's also been a challenge trying to make a budget and stick to it. That's the worst part, though. The rest of my life is awesome. I have a hectic schedule, but I live in the center of the city—so, who can complain? Best of all, I have a new boyfriend!

C Group work. Work in groups of three. Each student should take the role of Jamal, Andrea, or Sarah. Interview each other about your college experience. Try to use the new vocabulary from A and B.

Unit 3 • School and Beyond

Vocabulary Builder

A Pair work. Look at these pairs of words. What does each word mean? Explain how the words in each pair are different from one another.

accept / except passed / past lose / loose
advise / advice affect / effect

B Choose the best answer to complete each sentence.

- I was accepted / excepted to Cae College.
- We met every day accept / except Tuesday.
- I've spent the passed / past week studying.
- What a relief! I passed / past the test.
- My tooth is lose / loose.
- Don't lose / loose your student ID card.
- My teacher gave me some good advise / advice.
- I strongly affect / affect you to take that class.
- Her bad attitude is affecting / affecting her grades.
- Failing that class had a terrible affect / affect on him.

Ask & Answer
Look back at Jamal's, Andrea's, and Sarah's comments in B. What advice would you give each of them at this point? Why?

2 LISTENING

School lunches

A Listen to each person talking about school lunches. Complete the chart.

Name	Where from?	Where now?	Name	Where from?	Where now?
1. Jar Soo			3. Ivan		
2. Annette			4. Vanessa		

B Listen. How does each person feel about these things? Circle positive or negative.

	a. his school lunches where he grew up	positive	negative
1. Jar Soo	Details: _____	positive	negative
	b. school lunches where he is now		
2. Annette	a. her school lunches growing up	positive	negative
	Details: _____	positive	negative
	b. her daughter's school lunches now		
3. Ivan	a. his school lunches where he grew up	positive	negative
	Details: _____	positive	negative
	b. school lunches where he lives now		
4. Vanessa	a. her school lunches growing up	positive	negative
	Details: _____	positive	negative
	b. her children's school lunches now		

C Listen again. Make notes in B about what words told you that people did or didn't like their lunches. Write the details.

Ask & Answer
What did you eat most often for lunch when you were in school? What did you least enjoy eating? Did you ever share your lunch with others?

Listening tasks focus the students' attention and are followed by Ask & Answer boxes, which get students to express their own ideas about the topic at hand.