

# Super GOAL

## 超越目标

Manuel dos Santos



TEACHER'S  
MANUAL

4

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Manuel dos Santos

**Super Goal 4, Teacher's Manual**

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# Scope and Sequence

## UNIT TITLE

## FUNCTIONS

## GRAMMAR

 <b>1 BACKGROUNDS</b>	<p>Talk about personal features and personality Talk about one's relatives Talk about immigrating and adjusting to a new country</p>	<p>Simple present tense Simple present vs. present progressive Simple past tense Adverbs of degree: <i>a bit/a little, extremely, not at all, quite, rather, somewhat, really, very</i></p>
 <b>2 CAREERS</b>	<p>Talk about how long one has been doing something Talk about careers Talk about job applications</p>	<p>Present perfect progressive tense: affirmative, questions, short answers Adjective + preposition + gerund</p>
 <b>3 WHAT WILL BE WILL BE</b>	<p>Make predictions about the future Express opinions Make arrangements</p>	<p>Future with <i>will</i> or <i>going to</i>: affirmative, negative, questions <i>Will</i> vs. <i>be going to</i> Future progressive tense: affirmative, questions The present after <i>when</i></p>
 <b>4 ONLY THE BEST</b>	<p>Talk about commercials, ads, and product history Describe products Make comparisons</p>	<p>The passive Comparatives and superlatives Verbs <i>look, smell, sound, taste</i> with <i>like</i> + noun</p>
 <b>5 DID YOU HURT YOURSELF?</b>	<p>Talk about accidents Talk about cause and effect</p>	<p>Reflexive pronouns <i>Because</i> vs. <i>so</i> <i>If</i> vs. <i>in case</i> <i>So</i> and <i>neither</i> Verb + gerund or infinitive <i>So</i> and <i>neither</i></p>
 <b>6 TAKE MY ADVICE</b>	<p>Discuss common problems Ask for and give advice</p>	<p>Modals: <i>should, ought to, might, could</i> <i>Had better</i> Two- and three-word verbs Infinitive of purpose: <i>in order to</i> <i>So</i> and <i>therefore</i></p>

## LISTENING AND PRONUNCIATION

Listening: listen for information in a conversation  
Pronunciation: emphasis on important words in sentences

Listening: listen first for general understanding and then for specific information  
Pronunciation: /m/ /n/ /ŋ/

Listening: listen for information to fill in a chart  
Pronunciation: unstressed words in sentences

Listening: writing key words while listening  
Pronunciation: word stress for emphasis and/or exaggeration

Listening: knowing information to listen for  
Pronunciation: final consonant clusters

Listening: listen for key words  
Pronunciation: stress in two-word verbs

## READING AND WRITING

Read about immigration in the United States  
Write about oneself and one's family  
Write about people who have moved from one country to another (Project)

Read ads for internships  
Read a resume  
Write a letter of application  
Write a resume

Read lyrics of a song  
Write about music that will be popular in the future

Read about the history of a popular food  
Write about the history of a product  
Write an advertisement for a product

Read about unusual accidents  
Write about an accident one had or witnessed  
Write a safety campaign (Project)

Read about ending relationships  
Write advice about a common problem  
Write about community resources (Project)

## LEARNING STRATEGIES AND SKILLS

Look at the title, pictures, and first and last paragraphs of a reading to predict the topic  
Make comparisons

Predicting a topic based on a title

Find rhyming words in a song  
Form opinions

Make comparisons to understand a reading  
Analyze paragraphs individually to understand a reading  
Summarize to facilitate memorization  
Look for key words

Use pictures to predict a topic  
Read subheadings to understand changes in topics

Scan for information  
List ideas about a topic before reading

## UNIT TITLE

## FUNCTIONS

## GRAMMAR

**7 DEAR FRIENDS**

Make and accept an apology  
Accept and refuse an invitation  
Give excuses  
Make arrangements

Preposition + gerund  
Adjectives followed by prepositions  
Future in the past  
*Although vs. in spite of*  
Adverbs of degree: *so . . . that*  
*Can-could*  
Clauses of time: *as soon and when*

**8 WISHFUL THINKING**

Talk about hypothetical situations  
Talk about probability or improbability  
Talk about predicaments  
Give advice  
Wish for something

Second conditional: *If I had . . .*  
Contractions with *would*  
*I would . . .*  
Conditional with *could* and *might*  
Verb *wish*

**9 COMPLAINTS, COMPLAINTS**

Talk about what needs to be done  
Ask to have something done  
Talk about common consumer complaints  
Discuss consumer awareness and rights

*Need to be done*  
*Get/Have something done*  
Past participles as adjectives

**10 I WONDER WHAT HAPPENED**

Talk about events that happened in the past before others  
Speculate about facts

Past perfect tense: affirmative, questions, short answers  
*Can't be/might be/must + be*  
*Should have + past participle*  
*Whatever, whoever, whenever, wherever*

**11 IF I'D ONLY KNOWN**

Talk about missed opportunities  
Talk about regrets

*Should have + past participle*  
Third conditional: *if + past perfect + would*  
*If with could and might*

**12 WHAT THEY SAID**

Report what people said  
Discuss famous quotes  
Relate messages

Direct to reported speech: statements and questions, word changes in reported speech

## LISTENING AND PRONUNCIATION

## READING AND WRITING

## LEARNING STRATEGIES AND SKILLS\*

Listening: listen for vocal cues in telephone messages  
Pronunciation: /ɛ/ /æ/ /ɪ/

Read about the history of communication  
Write an excuse (notes to teachers, school excuses)  
Write a letter giving good or bad news  
Write greeting cards (Project)

Identify examples in a reading  
Use language to assess the formality of a situation

Listening: listen for specific information  
Pronunciation: reduction of would you and could you in *Wh-* questions

Read about Robinson Crusoe  
Write about a survival story or adventure story

Use familiar words to understand new vocabulary  
Use the introduction of a reading to predict language

Listening: take notes while listening  
Pronunciation: sounds of the letter u /uw/ /ʊ/ /ə/

Read about bad luck  
Write a letter of complaint about a faulty product  
Write advice to consumers about a complaint

Relate personal experience to examples in a reading

Listening: listen for general understanding  
Pronunciation: final /ər/

Read about meteors  
Write about an unusual occurrence or discovery

Speculating about a topic  
Use pictures to assess a situation

Listening: listen for specific information to fill in a chart  
Pronunciation: reduction of *could have*, *should have*, and *would have*

Read an advice column  
Write advice

Use clues to determine verb tense

Listening: listen for verbal cues to understand meaning  
Pronunciation: letter combination *ou* /ə/ /uw/ /aw/

Read some famous quotations  
Write a phone conversation  
Write about interesting quotations

Understand irony in a reading

\*The strategies and skills in this column are in the Student Book.  
For additional ones to present, see the Unit Goals in the Teacher's Manual.

# Introduction

## PHILOSOPHY OF THE PROGRAM

*SuperGoal* is an American English series that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. *SuperGoal* was written to meet students' and teachers' needs and to be practical—easy to learn from and easy to teach from.

The methodology of *SuperGoal* integrates the four skills of speaking, listening, reading, and writing. The earlier levels emphasize speaking and listening, but reading and writing are increasingly emphasized as students progress through the series. *SuperGoal* puts an emphasis on grammar, particularly using grammar in communicative activities.

*SuperGoal* is designed to appeal to a visually oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Books 1 and 2 are for beginners (absolute beginners or false beginners) to low-intermediate students; Books 3 and 4 are for intermediate to high-intermediate students.

## ORGANIZATION OF MATERIALS

Each level in *SuperGoal* has the following components:

- Student Book
- Teacher's Manual
- Workbook
- An audio program, which accompanies the Student Book

*SuperGoal* has an average of 80 to 120 hours of classroom instruction. The program is flexible, and it can be used with groups that have

several hours of English language instruction a day, one hour of instruction a day, several sessions of an hour or more a week, or just two hours a week.

To help judge the appropriate level for your students, use the placement test in this Teacher's Manual, as well as the tests in the manuals for the other levels in the series.

## THE COMPONENTS

### STUDENT BOOK

Here is the overall organization of the Student Books:

	Number of Units	Pages per Unit
Books 1 and 2	16 Units	6 pages each (with shorter introductory units)
	+ 4 review units	4 pages each
Books 3 and 4	12 Units	8 pages each
	+ 4 review units	4 pages each

Units have a standard lesson design. The expansion units review and expand on language points with high-interest content, through readings, interactive activities, and games. A vocabulary list is included at the back of each Student Book.

### TEACHER'S MANUAL

There is a separate Teacher's Manual for each level. The Teacher's Manual gives teachers step-by-step instruction for each page in the Student Book. It contains detailed instructions for presenting each activity in the Student Book, as well as additional classroom activities to supplement students' learning. For teachers' use, there are practical teaching tips. In addition, there are Culture Notes, which give insight into English-speaking cultures, and Language Notes, which give background information on language.

The Teacher's Manual also contains the following:

- Answers to all the activities in the Student Book
- A transcript of the listening activities in the Student Book



- Answers to the Workbook activities
- Photocopiable tests for placement and review
- The scope and sequence chart for each book
- A vocabulary list for each book
- A phonetic key

## WORKBOOK

The Workbook provides exercises that reinforce the material presented in the Student Book.

	Number of Units	Pages Per Unit
Books 1 and 2	16 Units	4 pages each (with shorter introductory units)
	+ 4 review units	4 pages each
Books 3 and 4	12 Units	6 pages each
	+ 4 review units	4 pages each

For Books 1 and 2, activities focus on reinforcement of vocabulary and grammar. Some units have readings, and each unit ends with a writing activity, often in the form of personal writing. The answer key for the Workbook is in this Teacher's Manual. The review units focus on grammar and vocabulary. The review units have student self-evaluations.

## AUDIO PROGRAM

The listening program includes the material required to do the Listening activities in the Student Book.

In addition, it contains the material in the following sections of the Student Book: Presentation (Look and Listen), Pair Work, Pronunciation, Conversation, and Reading sections. All the sections that are recorded are indicated in the Student Book by a special headset icon.

## LESSON PLAN/DESIGN

Each lesson follows a regular pattern:

1. **Language**—vocabulary, structures, and functions—are presented and used in context.
2. **Grammar points** are presented in chart form and practiced.
3. Additional **functional language** is presented in the context of conversations and role-plays.

4. A **reading** expands the unit theme.
5. A **writing** activity (in several units in Books 1 and 2 and beginning regularly in Book 3) calls on students to use the language they've learned.
6. A **project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary.

### 1. Presentation

The opening two pages of the unit contain the Presentation (Look and Listen). They introduce the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher. Beginning with Books 3 and 4, there is a section called Starter, which calls on students to remember and use their knowledge of English related to a topic.

### 2. Comprehension

In this section, which is always on the opening two pages, students check how well they understood the material in the Presentation. The questions are usually in simple formats: matching, true/false, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

### 3. Pair Work

This section, which is always on the opening two pages, allows students to actively use the language and grammar in the Presentation in speaking activities. Students typically ask and answer about the content of the Presentation pages, or they give personal information relating to the content of the pages.

### 4. Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in a chart format. The Grammar charts also work as a convenient built-in reference section for students as they use English.



### **5. Listening**

In this section, students listen, typically to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

### **6. Pronunciation**

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences. Beginning in Book 3, students do related speaking activities in which they are required to use the sounds in communicative activities.

### **7. Conversation**

The Conversations contextualize the language as it is used in everyday situations. This section contains functional language: for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, complimenting, and many, many more. One of the unique features of *SuperGoal* is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

### **8. Your Turn**

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations. In Books 3 and 4, students are encouraged to expand on the situation, such as by taking the role of a character in the related picture but not a participant in the Conversation.

### **9. Chat Corner**

The purpose of the questions in this section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

### **10. Reading**

The readings expand on the unit topic. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories. Sometimes new vocabulary is introduced. Students learn reading strategies and skills, some of which are explicit in the text, such as using prior knowledge, discovering meaning from context, skimming and scanning, making inferences and drawing conclusions, and so on.

### **11. Writing**

The series covers writing sentences, paragraphs, letters, and brief reports. In Books 1 and 2, writing is integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. At the early levels, writing is mainly developed through assignments in the Teacher's Manual and the Workbook. In Books 3 and 4, students do a great deal of personal writing, for which models and strategies for writing are included in the Student Book.

### **12. Projects**

Each unit ends with a task-based activity, in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The project relates to the unit theme and requires students to use all the language they have acquired.

## **EXPANSION UNITS**

These units expand the material covered in the previous set of units. Each unit focuses on a specific theme. The content-based readings in the Expansion Units are more challenging, and the activities are open-ended. In Books 1 and 2, there are games that require students to use the grammar and vocabulary they have studied.

## **GUIDELINES FOR PRESENTING MATERIALS**

### **PRESENTATION**

The first two pages of each unit is the Presentation, in which students are introduced to new vocabulary, language, and structures in context. The Teacher's Manual contains explicit instructions for presenting each unit. Here is the overall technique for using the Presentation pages in class.

Before students open their books, present the topic of the unit in a Warm Up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended students look at the opening pages, talk about any vocabulary they know (provide support as needed), and guess what the lesson is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For vocabulary word lists on Presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Comprehension section to check that they have understood the lesson. Finally, present the activities in the Teacher's Manual which call attention to key grammar points. This helps prepare students for the Pair Work, which ends the Presentation.

### **CONVERSATION**

Here is a suggested technique for presenting the Conversation section in the Student Book:

1. Use the pictures to introduce new vocabulary and expressions.
2. Go over the questions in About the Conversation before students listen to the audio.
3. Play the audio or read the Conversation. If appropriate, students may be encouraged to look at the pictures, but keep the text covered. Tell students that they don't have to under-

stand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the conversation silently before you play the audio or read the conversation aloud.

4. Play the audio or read the conversation again while students look at the text.
5. Ask students to read the conversation silently. Ask them to figure out the meaning of unknown words from context.
6. Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
7. Have students work in pairs or groups and read the conversation using the "Read and Look Up" technique (described below).
8. Have students act out the conversation.

### **READ AND LOOK UP TECHNIQUE**

With the "Read and Look Up" technique, students look at a sentence, look up, and say what they have just read. This technique is useful for both the Conversation and the Presentation. It helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.

### **READING**

For every reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the reading on the audio program with their books closed; (2) students can listen to the audio of the reading and follow along in the text (this helps students to “chunk” the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

### SUMMARIZING

One effective way to review language and content in a reading is to retell the story or article in one's own words—orally or in writing. Encourage students to work in pairs and tell what a reading is about orally. They should try to tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who*, *What*, *Where*, and *When*.

### LANGUAGE EXPERIENCE STORIES

Language experience stories allow students to use what they know as the basis for writing. The language experience approach develops literacy through oral language generated by students. Students' recounting of their real-world experiences serves as the basis for a piece of writing, which may be written out by the teacher first and then by the student.

One effective way to use this technique is to write a story on a topic yourself. You tell your ideas and then you write a paragraph on the board. You might start by listing words relating to the topic. Then encourage one or more volunteers to give their ideas on the topic. Write down what they say on the board. The students use these as models to write their own stories. In many places in the Teacher's Manual, you will find suggested topics for language experience stories and ways to prompt student responses.

### DICTIONATION

Dictation can be a way to reinforce learning by having students write what they hear. In traditional dictation exercises, first read the text through once. Then read individual sentences. Repeat each sentence slowly, pausing after natural phrase breaks (for example, *The boy/is riding/a bike*). Finally, repeat the entire text again. For such activities, material in the Presentation (Look and Listen) section, Conversation, or Reading can be used. Or you might want to make up material based on the topics and vocabulary in the Student Book unit.

A variation of traditional dictation is note taking. The purpose is to see how much students can understand and enable them to learn how to jot down the main points. With this technique, read sentences once at a normal speaking rate. Students are to take notes. After you finish reading, ask students to work with a partner and complete the gaps. They should work together to write a summary of what was said.

### JOURNAL WRITING AND NOTEBOOKS

Encourage students to keep notebooks as part of their language learning.

Vocabulary notebooks can be an effective tool in language learning. Encourage students to select words to learn from the Presentation, Conversation, and Reading. They can write the word, give a meaning (or draw its meaning), and use the word in a sentence showing an appropriate context.

Encourage students to keep a separate notebook for their writing. You might have them use it to write the final copy of the writing assignments in the Teacher's Manual. They might also use it to write the journal assignments, which are included in the Unit Wrap Up in the Teacher's Manual. You and the students can use these notebooks to assess students' progress in English.

## TPR

Total Physical Response (TPR) is a language learning technique developed by James Asher. The teacher makes a statement or gives a command, and students demonstrate their understanding by performing an action. For example, the teacher says "Stand up," demonstrates the action, and then gives the commands to students who perform the action. Teachers can make the activity more complex by giving a series of actions (Close your book, open it, and then close it again). TPR is particularly useful for students at the beginning stages of language learning and for students who learn well kinesthetically.

The TPR technique can also be used for more complex language activities. For example, to practice the past tense, you or a volunteer gives a command for students to follow; then students describe what they did, using the past tense.

## TECHNIQUES FOR PROJECTS

Here are some practical guidelines for the Project section of the texts:

1. Try to have each group include students of different proficiency levels in English.
2. Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
3. Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
4. Encourage students to assign different roles to different group members.
5. Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
6. Provide a forum for students to "publish" their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to theirs.

## COOPERATIVE LEARNING

*SuperGoal* provides students with opportunities to work together to complete a task. The Project section of most units is one such opportunity, as is the Unit Wrap Up (found in the Teacher's Manual).

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The materials for presenting the Project sections that accompany the units in this Teacher's Manual provide a lot of helpful information for you and the students in organizing and managing projects. Most of the projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

1. **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
2. **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
3. **Think-Pair-Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.
4. **Jigsaw.** Each student becomes an expert on a topic (or on one part of a reading). That student teaches what he/she knows to a small group. This is a way to present a reading: each student reads a different paragraph and the groups work together to get the important information from the reading.

## LEARNING STRATEGIES AND SKILLS

Researchers are giving more and more attention to how language learners learn. The *SuperGoal* series contains explicit tips for helping students to become better learners. These are labeled "Tips" in the Student Book. Many tips relate to reading, but there are tips for listening and speaking, as well as ones relating to study skills and learning vocabulary.

The tips occur just at the point in the instruction where students can put them into practice. Periodically review the tips throughout the program to help students apply them automatically.

In addition, the Teacher's Manual offers suggestions for many strategies that students can use to become better learners. These are marked with a special icon (✎). Using the material in the Teacher's Manual, explain to students how they can use the strategy to learn the lesson at hand better, as well as apply it appropriately in the future (for example, thinking about words in their first language that are similar to ones in English).

## MONITORING STUDENTS AND CHECKING ERRORS

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

## ASSESSMENT

There are many opportunities in *SuperGoal* for assessment. The Oral Checks in the Teacher's Manual provide you with constant feedback on group and individual student progress as instruction is ongoing.

Student work in the Chat Corner can be monitored to see how fluently students can express basic ideas in English. Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.

Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.

In addition, the material in the Workbooks can be used to measure individual students' mastery of the material. The Workbooks include review tests after every four units. And this Teacher's Manual also contains review tests for every four units in the Student Book.

Finally, you can ask students to evaluate their own progress. The charts in the Workbook review units provide a convenient format for them to do so.

## HOW TO USE THE TEACHER'S MANUAL

The Teacher's Manual is set up to make it easy to use together with the Student Book. There is one Teacher's Manual page for each page in the Student Book: the page numbers correspond.

For most effective use, turn to the page you are teaching in both the Student Book and the Teacher's Manual. Fold the Student Book over and place it inside the Teacher's Manual so that the correspondingly numbered pages face. This way you can present the instructions that go along with the Student Book material that you are teaching.

Here is an overview of the contents for a unit in the Teacher's Manual:

1. There is instruction for presenting each of the major numbered sections of the Student Book, page by page.
2. Each two-page spread begins with a Warm Up, which introduces students to the topic or reviews language studied so far in the unit.
3. The Expand section contains optional activities that allow students to actively use the language of the unit. The range of activities is broad: vocabulary activities, games, writing, talking or writing about oneself.

4. There is at least one Writing activity in every unit. Typically the topics relate to students' experience, and often the language experience approach is recommended.
5. The Unit Wrap Up contains a cooperative group activity that allows students to use what they've learned in a unit while working cooperatively. Typically the students use the visual in the Presentation in the Wrap Up activity.
6. Teaching Tips are practical suggestions to help you teach and students learn. The suggestions are general ones that can apply to *SuperGoal*—as well as most other teaching situations.
7. The Language Notes and Culture Notes provide background information. At times, you may want to present some of the information in them to your students, depending on their readiness and interest.

The additional activities to supplement the lessons have icons to the right of their headings to help you identify them.

# Contents

<b>SCOPE AND SEQUENCE</b>	iv
<b>INTRODUCTION</b>	viii
<b>HOW TO USE THE TEACHER'S MANUAL</b>	xv
<b>1 BACKGROUNDS</b>	2
<b>2 CAREERS</b>	10
<b>3 WHAT WILL BE WILL BE</b>	18
<b>EXPANSION 1</b>	26
<b>4 ONLY THE BEST</b>	30
<b>5 DID YOU HURT YOURSELF?</b>	38
<b>6 TAKE MY ADVICE</b>	46
<b>EXPANSION 2</b>	54
<b>7 DEAR FRIENDS</b>	58
<b>8 WISHFUL THINKING</b>	66
<b>9 COMPLAINTS, COMPLAINTS</b>	74
<b>EXPANSION 3</b>	82
<b>10 I WONDER WHAT HAPPENED?</b>	86
<b>11 IF I'D ONLY KNOWN</b>	94
<b>12 WHAT THEY SAID</b>	102
<b>EXPANSION 4</b>	110
<b>VOCABULARY</b>	114
<b>KEY TO PHONETIC SYMBOLS</b>	122
<b>ANSWER KEY FOR SUPERGOAL WORKBOOK 4</b>	123
<b>PLACEMENT AND REVIEW TESTS</b>	135



# Super GOAL

## 超越目标

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江苏工业学院图书馆  
藏书章

TEACHER'S  
MANUAL

4

中国对外翻译出版公司



## BACKGROUNDS

### UNIT GOALS

#### Functions

- Talk about personal features and personality
- Talk about one's relatives
- Talk about immigrating and adjusting to a new country

#### Grammar

- Simple present tense
- Simple present vs. present progressive
- Simple past tense
- Adverbs of degree: *not at all, a bit/a little, rather, somewhat, quite, really, very, extremely*

#### Listening and Pronunciation

- Listening: Listen first for general information and then for specific information
- Pronunciation: emphasis on important words in sentences



#### Reading and Writing

- Read about immigration in the United States
- Write about oneself and one's family
- Write about people who have moved from one country to another (Project)

#### Learning Strategies and Skills

- State the gist of a conversation in one sentence
- Scan words and pictures to make assumptions about the subject of a reading
- Look at the title, pictures, and first and last paragraphs of a reading to predict the topic
- Organize personal data before writing
- Make comparisons

### WARM UP

- Have students describe their experiences going to the theater. Ask: *Have you ever gone to the theater/seen a play? What play did you see? Who was in it? Where was it? Was it professional or amateur? Did you enjoy it?*
- Ask students if they have ever been in a play, either in school or in an amateur theater group. Have them describe their experiences.
-  **Comprehension Strategy: Scanning words and pictures to make assumptions about the subject of a reading.** Tell students that by looking quickly through the information on page 2, they can make certain guesses about the subject of the reading. Give students just a few minutes to look at the reading and the picture. Have them say what they think the reading is about and why they think so. Encourage them to be as specific as they can. They should say that it is about the actors in a production of *Romeo and Juliet*. The actors' backgrounds are given—where they are from, what language(s) they speak, what their talents are, and what they look like. Have students study the picture and words on page 3 for a minute. They should describe the rehearsal; for example, *The actors are saying their lines. The director is talking to an actor.*
-  Play the audio for page 2. On the second playing, have students circle the words and

expressions they are unfamiliar with. After the second playing, go over the words.

#### Culture Note

*Romeo and Juliet* was written by William Shakespeare in 1595-1596. It takes place in Verona, Italy, in the late 1500s. Two families, the Montagues and the Capulets, have been fighting for years. Young teenagers Romeo Montague and Juliet Capulet fall in love, but hatred between the two families leads them both to a tragic end. Some of the main characters are Romeo, Juliet, Romeo's friends Benvolio and Mercutio, Juliet's cousin Tybalt, Juliet's father, and Friar Lawrence, who helps Romeo and Juliet marry in secret.

#### Language Note

An *amateur* is a person who engages in something as a pastime, not as a profession. *Amateur* can also be an adjective; for example, *an amateur theater group*. The opposite of *amateur* is *professional*.