

Super GOAL

超越目标

Manuel dos Santos



TEACHER'S
MANUAL

1

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Manuel dos Santos

Super Goal 1, Teacher's Manual

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Scope and Sequence

UNIT TITLE

FUNCTIONS

GRAMMAR

9 GOOD MORNING!	<p>Greet people Take one's leave Identify oneself Introduce oneself and others</p>	<p>Verb: <i>be</i>—<i>I am, you are, he is, she is</i> Personal pronouns: <i>I, you, he, she</i> Possessive adjectives: <i>my, your, his, her</i> Contractions: <i>I'm, you're, he's, she's</i> Question word: <i>What?</i></p>
10 WHEN IS YOUR BIRTHDAY?	<p>Talk about one's age and birthday Use numbers 1 to 20 in context Use the days and the months in context Apologize</p>	<p>Verb: <i>be</i>—<i>we are, you are, they are</i> Personal pronouns: <i>we, you, they</i> Possessive adjectives: <i>our, your, their</i> Question words: <i>What, When, How old</i> Conjunction: <i>and</i></p>
11 WHAT'S THIS?	<p>Give commands and instructions Make requests Ask for identification of things</p>	<p>Indefinite article: <i>a/an</i> Definite article: <i>the</i> Pronouns: <i>this/that, these/those</i> Plural nouns Imperatives</p>
12 WHERE ARE YOU FROM?	<p>Give information about one's country of origin Ask for information with <i>yes/no</i> questions Give basic personal information Use numbers 21 to 100 in context</p>	<p>Verb: <i>be</i>—negatives, <i>yes/no</i> questions, short answers Question word: <i>Where</i> Prepositions: <i>from</i> (nationality), <i>in</i> (place)</p>
13 WHO'S IN YOUR FAMILY?	<p>Identify family members Describe family members Identify possessions</p>	<p>Verb: <i>have</i>—affirmatives, negatives, questions, short answers Possessive: <i>'s</i> Question words: <i>How many, Who</i> Demonstrative adjectives: <i>this/that, these/those</i> Preposition: <i>with</i></p>
14 IS THERE A GARDEN?	<p>Describe places Describe the location of objects Talk about one's house Talk about preferences</p>	<p><i>There is/There are</i>: affirmative and negative statements, <i>yes/no</i> questions Prepositions of place: <i>behind, in, in front of, on, under</i> Conjunction: <i>but</i></p>
15 WHERE'S THE MALL?	<p>Ask for and give directions Describe location Get someone's attention Express lack of knowledge of something</p>	<p>Prepositions of place: <i>across from, between, far from, next to, near, on</i> Imperatives: directions</p>
16 WHAT ARE YOU DOING?	<p>Talk about present ongoing activities</p>	<p>Present progressive tense Question with: <i>What</i> Prepositions of place: <i>at, in, on</i> Irregular plurals</p>

LISTENING AND PRONUNCIATION

READING AND WRITING

LEARNING STRATEGIES AND SKILLS*

Listening: listen to identify an appropriate response for a context Pronunciation: the alphabet	Read the alphabet Write responses to greetings (TE)	Use pictures to make predictions about a situation Make mental images while listening
Listening: listen for specific information—ages, birthdays Pronunciation: stress of one-, two-, three-syllable words	Read a cartoon story about a birthday Write about people in a photo (TE)	Use pictures to predict the language of a situation Use body language to infer meaning
Listening: listen for specific details Pronunciation: plural endings /s/ and /z/	Read an ad Write an ad for a poster (TE) Label gift items (Project)	Use one's first language to understand new words Use a dictionary to find the meaning of words Make choices Find patterns in a reading Understand the task before listening Accept and fulfill a role on a project
Listening: listen for specific information—numbers and e-mail addresses Pronunciation: numbers 21 to 100	Read a personal profile Write a conversation (TE) Write a group directory (Project)	Use context clues to make hypotheses Understand words in context Use pictures to predict the content of a reading Scan for information Alphabetize
Listening: listen for specific information—numbers Pronunciation: the /ð/ in <i>father</i>	Read a puzzle about a family Write about one's family (TE) Write one's family tree (Project)	Classify vocabulary according to subject Take notes while listening Use logic to solve a puzzle Plan an oral presentation
Listening: listen for specific information about locations to perform a task Pronunciation: intonation of <i>yes/no</i> questions	Read a humorous story. Write about one's house (TE)	Look for expected words in a reading Take notes while listening Use pictures to make inferences about a reading Make a plan before beginning a project Express opinions (Project)
Listening: listen to and follow directions Pronunciation: stress in multisyllable words	Read tourist information for a place Write about locations of items in a room (TE) Write about one's city/town (Project)	Make comparisons Repeat information to check comprehension Read for general understanding Use context clues to guess word meanings Organize information into paragraphs
Listening: listen to a telephone conversation Pronunciation: <i>ing</i> ending; intonation of present progressive tense question with <i>What</i> (TE)	Read descriptions of pictures Write about ongoing activities outside the classroom Write a movie poster (Project)	Use clues to determine verb tense Listen on the telephone for intonation Match descriptions to pictures Brainstorm

*Many of these learning strategies and skills are taught in the Student Book; these have an asterisk. Others are key strategies and skills explicitly taught and emphasized in the Teacher's Edition.

UNIT TITLE

FUNCTIONS

GRAMMAR

9 WHAT DO YOU DO?

Ask and answer questions about jobs
Introduce oneself, giving one's occupation
Describe job activities
Make suggestions
Get information

Simple present tense (affirmative)
Questions with: *What*

10 WHAT DOES HE LOOK LIKE?

Describe physical characteristics of people
Talk about school, teachers, and friends
Discuss likes and dislikes

Simple present tense:
affirmatives, negatives, yes/no questions,
short answers
Adjectives (order and position of)

11 WHAT TIME DO YOU GET UP?

Describe daily activities and routines
Express time

Adverbs of frequency:
always, usually, sometimes, never
Simple present vs. present progressive
Time expressions: *before, after, then, every day, at, in, on*

12 CAN YOU SWIM?

Express ability
Express likes and dislikes

Modal: *can* (ability)—affirmatives,
negatives, questions, short answers
Verb: *like* + infinitive

13 I'M GOING TO WEAR MY JEANS

Express future plans
Talk about clothing and colors
Make compliments
Make, accept, and reject suggestions

Future with *going to*:
affirmatives, negatives
Questions with: *What*
Time expressions for the future:
tomorrow, next week, next month

14 LET'S CELEBRATE

Express needs and wants
Make invitations and suggestions
Use ordinal numbers

Object pronouns
Need to + verb
Want to + verb
Prepositions of time: *in, on*
Let's

15 SHE WAS SMART

Talk about the past
Describe people (in the past)
Describe where people were
Make excuses

Simple past tense verb *to be*: *was, were*—
affirmatives, negatives, questions, short
answers
Irregular past tense verbs: *have, go*

16 DID YOU HAVE FUN?

Talk about past activities
Expressing likes and dislikes

Simple past tense: affirmatives, negatives,
yes/no questions, short answers
Irregular verbs: *come, do, drink, eat, make, see, take, write*
Time expressions for the past:
last night, last month, yesterday

LISTENING AND PRONUNCIATION

Listening: listen for key words to make inferences about jobs
Pronunciation: third person singular present tense endings /s/ and /z/

Listening: listen to descriptions of people for specific information
Pronunciation: third person singular present tense endings /s/, /z/, /iz/

Listening: listen to determine time relationships
Pronunciation: intonation in *Wh*-questions

Listening: listen for specific information in a radio ad
Pronunciation: /kən/ and /kæn/

Listening: listen to description of plans for specific information
Pronunciation: going to /gənə/

Listening: listen to voice mail invitations for specific information
Pronunciation: pronounce ordinal numbers

Listening: listen for specific information in a biography
Pronunciation: /ər/

Listening: listen to verify statements
Pronunciation: /t/, /d/, and /ɪd/
endings of simple past tense verbs

READING AND WRITING

Read a story about a conflict
Write about people's jobs (TE)
Label a job collage (Project)

Read newspaper interviews
Write a description of school subjects and one's school schedule (TE)
Write a description of a classmate
Write descriptions of people (Project)

Read newspaper articles
Write about a typical weekend (TE)
Write an article for a school newspaper (Project)

Read ads for vacation places
Write about one's family members' likes and dislikes (TE)
Write a brochure for a vacation place (Project)

Read about the history of a popular item of clothing
Write about someone's wardrobe (TE)
Write about clothes to wear to a vacation place (TE)
Write a script for a fashion show (Project)

Write about plans for a party (TE)
Read about a holiday celebrated around the world
Complete a paragraph about a holiday
Write about a favorite holiday (Project)

Read about people's pasts and their careers
Write a description of what a person was like in the past (TE)

Read about a fictional hero
Write a letter narrating a past experience (TE)
Write a presentation (Project)

LEARNING STRATEGIES AND SKILLS*

Use familiar words to understand related words
Categorize words to remember vocabulary
Listen for key words
Use pictures to understand a story
Express opinions to resolve a conflict

Classify words
Use the first paragraph to tell what a reading is about*
Organize ideas for a writing project

Look for expected words—time expressions
Support an opinion
Skim an article for general meaning
Get information—interview (Project)

Predict words for a topic
Use key words to help do an activity
Find support for answers
Understand words in context and keep a notebook

Use familiar words to predict the subject of written material
Give reasons for choices
Use the title to activate prior knowledge about a topic and personal interest

Predict words on a specific topic
Scan for information
Use a chart to record information
Make corrections in paragraph writing

Find patterns in written material
Compare and contrast material in readings
Scan for specific information
Conduct an interview (Project)

Use familiar words to understand unfamiliar words
Listen to the tone of voice to help understanding
Make inferences about the meaning of words
Take notes to organize information

*Many of these learning strategies and skills are taught in the Student Book; these have an asterisk. Others are key strategies and skills explicitly taught and emphasized in the Teacher's Edition.

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 + 4 review units	6 pages each (with shorter introductory units)
Books 3 and 4	12 Units + 4 review units	8 pages each 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	6 pages each (with shorter introductory units)
	+ 4 review units	
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-played.

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.

DICTATION

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.

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Super GOAL

超越目标

Manuel dos Santos

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藏书章

TEACHER'S
MANUAL

1

中国对外翻译出版公司



GOOD MORNING!

UNIT GOALS

Functions

Greet people
Take one's leave
Identify oneself
Introduce oneself and others

Grammar

Verb: *be*—*I am, you are, he is, she is*
Personal pronouns: *I, you, he, she*
Possessive adjectives: *my, your, his, her*
Contractions: *I'm, you're, he's, she's*
Question word: *What?*

Listening and Pronunciation

Listening: listen to identify an appropriate response for a context
Pronunciation: the alphabet

Reading and Writing

Read the alphabet
Write responses to greetings (TE)

Learning Strategies and Skills

Use pictures to make predictions about a situation
Make mental images while listening

WARM UP


- Greet the class: "Good morning, class." Elicit from the students: "Good morning."
- Write your name on the board. Then introduce yourself to the class:
You: Hello, I'm Ms./Mrs./Mr. (name).
Class: Hello, Ms./Mrs./Mr. (name).
- Greet a few students individually.
You: Hello, (name).
A: Hello, Ms./Mr./Mrs. (name).

Culture Note

Explain titles. *Mr.* /mɪstər/ is for both married or unmarried men; *Mrs.* /mɪsəs/ is for married women; and *Miss* /mɪs/ is for unmarried women. *Ms.* /mɪz/ is for both married and unmarried women.

- Have students introduce themselves to one another:
A: Hello, I'm (name).
B: Hello, (name). I'm (name).




LOOK AND LISTEN

-  **Comprehension Strategy: Using pictures to make predictions about a situation.** Have students look at the pictures. Ask volunteers to predict what the situations in the pictures are.
- Explain that using pictures will help them predict what a reading is about.
- Explain the content of the reading—separate conversations with Debbie—people greet one another, make introductions, and say goodbye.

- Go over the expressions for greeting people (*hi, hello, good morning, good afternoon, good evening, welcome*) and the expressions for taking one's leave (*good night, goodbye, see you tomorrow, take care*). Have students point to the pictures that illustrate these expressions.

Culture Note

In English-speaking countries, students address the teacher by title and last name (*Ms. Wilson, Mr. Jones*) and not by "teacher."

-  Play the audio. On the second playing, ask students to point to the people who are talking.
-  Play the audio again, and have students repeat or speak along with the tape. Then have students in groups practice the conversations.
- Point out that *good afternoon* and *good evening* are formal expressions. *Hi* and *Hello* are informal and are used with friends and classmates. *Good evening* is said on arriving. *Good night* is said before going to bed or saying goodbye to friends you will probably see soon. *Night* (without *Good*) is used informally.
-  **Oral Check.** Say a greeting or an expression of leave-taking. Have students say whether it means *hello* or *goodbye*.
Example: You: Good evening.
Class: Hello.
- Say a sentence at random from any of the conversations. Students point to the picture that illustrates the sentence.