

Lesson Planner

4

教师用书

必胜英语

大学英语

实用听说教程



THOMSON



北京大学出版社
PEKING UNIVERSITY PRESS

4

教师用书

Stand Out
Lesson Planner

必胜英语

大学英语实用听说教程

[美] Rob Jenkins Staci Lyn Sabbagh



北京大学出版社
Peking University Press

THOMSON
TM

著作权合同登记 图字:01-2004-1030

图书在版编目(CIP)数据

必胜英语. 大学英语实用听说教程(4)教师用书 / (美)杰肯等主编. —北京: 北京大学出版社, 2004.6

ISBN 7-301-06674-0

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

中国版本图书馆 CIP 数据核字(2003)第 097968 号

Copyright © 2002 by Heinle, a division of Thomson Learning.

All rights reserved. Jointly Published by Peking University Press/Thomson Learning. This edition is only for sale in the People's Republic of China (excluding Hong Kong, Macau SARs and Taiwan).

ISBN 0-8384-2237-3

本书由北京大学出版社和汤姆森学习出版集团合作出版。此书只限在中华人民共和国境内(不包括中国香港、澳门特别行政区及台湾地区)销售。未经出版者书面许可,不得以任何方式抄袭、复制或节录本书中的任何部分。

版权所有,翻印必究。

书 名: 必胜英语—大学英语实用听说教程(4)教师用书

著作责任者: [美]Rob Jenkins等 主编

策 划: 张 冰

责任编辑: 刘 爽 张 冰

标准书号: ISBN 7-301-06674-0/H·0941

出 版 者: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://cbs.pku.edu.cn>

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

电子邮箱: zbing@pup.pku.edu.cn

排 版 者: 华伦图文制作中心 82866441

印 刷 者: 涿州市星河印刷有限公司

发 行 者: 北京大学出版社

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 24.25 印张 400 千字

2004 年 6 月第 1 版 2004 年 6 月第 1 次印刷

定 价: 38.00 元(附赠光盘)

总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求(试行)》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套“大学英语”立体化网络化系列教材的编写和出版工作。

本套大学英语系列教材首先推出《大学英语教程》(包括1—6册学生用书和教师用书共12册),其中1—4册的难度对应教育部《大学英语课程教学要求(试行)》中的“一般要求”水准,5—6册达到“较高要求”的水平。此后通过专业英语系列教材的学习达到《要求》中规定的“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)合作,改编出版新型大学英语听说系列《必胜英语——大学英语实用听说教程》(1—4册学生用书和教师用书),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘及录音带。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威李赋宁教授、胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。

我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致,富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

2004年3月

大学英语立体化网络化系列教材

总顾问 李赋宁 胡壮麟

总主编 黄必康

网络版主编 李建华

编委会名单 (按姓氏笔划为序)

王海啸 (南京大学)

王焱华 (北京师范大学)

刘红中 (北京大学)

孙建民 (河北师范大学)

余渭深 (重庆大学)

宋 黎 (大连理工大学)

李养龙 (北京航空航天大学)

杨 跃 (西安电子科技大学)

赵 雯 (东北大学)

贾国栋 (华南理工大学)

黄必康 (北京大学)

蔡基刚 (复旦大学)

王明舟 (北京大学出版社)

王惠玲 (西北大学)

刘龙根 (吉林大学)

孙秋丹 (北京大学)

吴松江 (福州大学)

李建华 (中国农业大学)

李霄翔 (东南大学)

柯彦玠 (北京大学)

夏纪梅 (中山大学)

梁育全 (云南大学)

蒋学清 (北京交通大学)

黎 宏 (四川大学)

LESSON PLANNER CONTENTS

Stand Out 4 Student Book Table of Contents
(Scope and Sequence)

8-11

Student Book/Lesson Planner Units

Pre-Unit Getting to Know You	P2/P2a-P6/P6a
Unit 1 Balancing Your Life	1/1a-20/20a
Unit 2 Personal Finance	21/21a-40/40a
Unit 3 Buying a Home	41/41a-60/60a
Unit 4 Community	61/61a-80/80a
Unit 5 Health	81/81a-100/100a
Unit 6 Getting Hired	101/101a-120/120a
Unit 7 On the Job	121/121a-140/140a
Unit 8 Civic Responsibility	141/141a-160/160a

Appendices

Vocabulary List(1)	161-164
Vocabulary List(2)	165-167
Grammar Reference	168-169
Listening Scripts with Supplemental Listeners from the Activity Bank 4	170-181
Teaching Hints	182-185
Grammar Challenge to the Teacher	186
Grammar Challenge Answer Key	187-199

Stand Out Activity Bank 4 CD-ROM
and Stand Out Audio CD 4

Inside back cover

CONTENTS

Theme

Unit and page Life Skills

Language Functions

Grammar

Vocabulary

**Pre-unit
Getting to
Know You**
Page P2

- Fill out an admission application
- Make life goals

- Introduce yourself
- Introduce your friends

- Identify and correct different types of errors in written work

- Parts of a paragraph: *topic, support, and conclusion sentences*
- Recognize word families
- Parts of speech: *noun, verb, adjective, adverb*

Basic communication

**1
Balancing
Your Life**
Page 1

- Make a goal chart
- Analyze problems and come up with different possible solutions
- Understand time management skills

- Compare past and present habits and states
- Give and respond to advice
- Discuss obstacles and solutions

- *Used to* for past habits and states—affirmative, negative, and question forms
- *Can* or *could* to make suggestions
- Restrictive adjective clauses with *where, who, and which*

- Careers and jobs: *architect, intern, partner, qualifications, retired*
- Making goals: *achieve, goal, obstacle, solution*
- Time management: *accomplish, allocate, deadlines, plan, prioritize, schedule*

**2
Personal
Finance**
Page 11

- Discuss things to consider before making a large purchase
- Interpret credit card information
- Interpret loan information
- Analyze advertising techniques

- Compare reasons for choosing different products
- Describe problem situations
- Express complaints

- Contrary-to-fact conditionals—affirmative, negative, and question forms
- Comparative and superlative forms to compare different products

- Making a purchase: *discount, guarantee, pricing policy, refund, return, sale, warranty*
- Using a credit card: *annual fee, APR, cash advance, credit limit, creditworthy, grace period, interest*

Consumer economics

**3
Buying a
Home**
Page 41

- Interpret housing advertisements
- Use a housing preferences checklist
- Write a letter to a real estate agent
- Understand steps in the process of buying a home

- Compare different types of homes
- Express preferences related to housing
- Discuss and compare living in a house or a condominium
- Discuss and compare owning or renting home

- Comparative and superlative adjectives
- Questions with comparative and superlative adjectives
- *Yes/no* and information questions

- Adjectives to describe housing: *cheap, comfortable, dark, noisy, safe, spacious*
- Buying a home: *asking price, closing, contract, inspect, lender, negotiate, offer*

**4
Community**
Page 61

- Identify resources in a community
- Read a community bulletin board
- Identify and access library services
- Read a road map
- Volunteer in your community

- Ask for information about places in the community
- Make and respond to suggestions
- Give and understand road map directions
- Describe skills needed for volunteer work
- Interpret location/event descriptions

- Embedded question forms for *wh-* questions and *yes/no* questions
- *Why don't we/Let's* + base form
- *How about* + gerund

- Places in the community: *baseball league, clinic, court, DMV, senior center, summer camp*
- Volunteer work: *build, keep track of, organize, plan, spend time with*

Community resources

Skills for the Future

Skills (Workplace)

Academic/ Math

Grammar Challenge

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Taking responsibility for learning
- Reflecting and evaluating
- Conveying ideas in writing (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Monitoring and correcting performance
- Sociability
- Speaking (Technology is optional.)

ACADEMIC

- Discuss learning strategies
- Edit a paragraph
- Identify parts of a paragraph
- Write a paragraph
- Plan educational goals

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Taking responsibility for learning
- Reflecting and evaluating
- Solving problems and making decisions
- Planning (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Responsibility
- Self-management
- Decision making
- Problem solving
- Seeing things in the mind's eye (Technology is optional.)

ACADEMIC

- Use context to work out meaning of new words
- Create a goal chart and estimate time needed for different goals
- Write a paragraph
- Identify main ideas in an article
- Make vocabulary cards

MATH

- Create a cluster diagram

- Adjective clauses with *that*, *which*, and *where*
- Adjective clauses with *who*, *whom*, and *whose*
- Omission of the relative pronoun
- Adjective clauses with indefinite compound pronouns
- *Used to* in affirmative and negative statements
- *Use to* in *yes/no* and *wh-* questions
- *Use to* versus *be used to*
- Modals and related expressions for suggestions, advice, and necessity

Page 170

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Learning through research
- Using mathematics in problem solving and communication
- Planning (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Allocating money
- Understanding systems
- Acquiring and evaluating information
- Decision making (Technology is optional.)

ACADEMIC

- Understand main ideas in an article
- Organize information in a chart
- Write a business letter

MATH

- Use addition and subtraction to calculate monthly budgeted and actual expenses
- Make a budget
- Compare prices, fees, and other numerical data

- Contrary-to-fact conditionals: Statements
- Contrary-to-fact conditionals: *Yes/no* questions
- Contrary-to-fact conditionals: *Wh-* questions
- Implied conditions
- Wishes in the present
- Future conditionals
- Wishes for desired change
- *Should* and *should have*

Page 178

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Learning through research
- Listening actively
- Reading with understanding
- Solving problems and making decisions
- Planning (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Self-management
- Acquiring and evaluating information
- Decision making
- Writing
- Reasoning (Technology is optional.)

ACADEMIC

- Make inferences from reading a text
- Understand steps in a process
- Make notes and use them to write a formal letter

MATH

- Interpret a bar chart
- Create a bar chart
- Compare numerical and other data

- Compound adjectives
- Comparative form of adjectives
- Superlative form of adjectives
- Comparative and superlative forms of adverbs
- Irregular comparative and superlative forms
- Questions with comparative and superlative adjectives
- *Yes/no* and *wh-* questions
- *As many...as*, *as much...as*

Page 186

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Learning through research
- Speaking so others can understand
- Listening actively
- Guiding others
- Cooperating with others (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Sociability
- Teaching others
- Exercising leadership
- Interpreting and communicating information
- Listening
- Speaking
- Decision making (Technology is optional.)

ACADEMIC

- Make inferences from reading a text

MATH

- Measure distances on a map and use a scale to calculate real distances
- Use addition and multiplication to calculate journey times by road

- Embedded questions: *Wh-* questions
- Embedded questions: *Yes/no* questions
- Embedded questions in statements
- Embedded questions with infinitive phrases
- Indirect questions
- Noun clauses after verbs and adjectives
- Making suggestions
- *Can*, *could*, *should*, and *have to*

Page 194

R indicates review lesson; **TP** indicates team project.

CONTENTS

Theme

Unit and page Life Skills

Language Functions

Grammar

Vocabulary

Health

5

Health
Page 81

- Fill out a health insurance form
- Interpret nutrition labels
- Interpret medicine labels

- Talk about good and bad health habits
- Describe symptoms of illnesses
- Talk about health advice
- Compare types of health insurance

- The present perfect continuous-affirmative, negative, and question forms
- Indirect speech—report statements using *tell* and *say*

- Health insurance: *dental coverage, dependent, provider, prescription*
- Nutrition: *calories, carbohydrates, cholesterol, fat, fiber, protein, sodium, vitamins*
- Types of medicines: *antibiotic, capsule, drops, insulin, mouthwash*

6

Getting Hired
Page 101

- Complete a skills inventory
- Conduct a job search
- Write a resume
- Write a cover letter
- Prepare for a job interview

- Ask questions to facilitate a job search
- Describe past employment experience

- Adjective clauses-restrictive and non-restrictive
- The past perfect

- Job skills: *efficient, responsible, detail-oriented, team player*
- Job titles: *accountant, assembler, designer, lawyer, receptionist*
- Job application materials: *certificate, resume, transcript, letter of recommendation*

7

On the Job
Page 121

- Communicate problems to a supervisor
- Write a letter asking for a raise
- Make ethical decisions

- Discuss appropriate workplace behavior
- Get someone's attention politely
- Check that you have understood
- Suggest a solution
- Discuss workplace ethics

- The passive voice
- Tag questions

- Jobs: *benefits, career opportunities, grooming, human resources, job evaluation, raise*

8

Civic Responsibility
Page 141

- Understand civic responsibility
- Apply for a driver's license
- Respond to a jury summons
- Fill out tax forms

- Discuss community responsibilities
- Discuss community problems
- Express opinions

- Passive modals
- Noun clauses

- Civic responsibilities: *jury summons, parking ticket, income tax, car registration, judge, jury, trial*
- Tax forms: *exemption, owe, refund, withhold, file, spouse, joint return*
- The electoral process: *elected, step down, term, ballot, campaign, nomination, vote*

Occupational knowledge

Government and law

Appendices

Student Book

Vocabulary List(1) Pages 161–164

Vocabulary List(2) Pages 165–167

Grammar Reference Pages 168–169

Lesson Planner (page differences)

Lesson Planner Listening Scripts Pages 170–181

Teaching Hints Pages 182–185

Grammar Challenge to the Teacher Page 186

Grammar Challenge Answer Key Pages 187–199

Skills for the Future

Skills (Workplace)

Academic/ Math

Grammar Challenge

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Learning through research
- Reading with understanding
- Using mathematics in problem solving and communication
- Advocating and influencing (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Understanding systems
- Acquiring and evaluating information
- Interpreting and communicating information
- Reading
- Decision making
- Reasoning (Technology is optional.)

ACADEMIC

- Read for detail
- Identify main ideas of a paragraph
- Write a summary

MATH

- Interpret a bar graph
- Create a bar graph
- Calculate percentages
- Interpret amounts in grams and percentages on a food label

- Present perfect continuous statements
 - Present perfect continuous with *for* and *since*
 - Present perfect continuous questions
 - Review: Present perfect
 - Present perfect versus present perfect continuous
 - Indirect speech
 - Indirect speech: Sequence of tenses
 - Indirect speech: Modals
- Page 202

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Taking responsibility for learning
- Conveying ideas in writing
- Speaking so others can understand
- Observing critically
- Planning
- Cooperating with others (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Responsibility
- Self-esteem
- Organizing and maintaining information
- Writing
- Speaking
- Reasoning (Technology is optional.)

ACADEMIC

- Discuss research strategies
- Write a formal letter
- Set goals based on self-evaluation

MATH

- Organize information in chronological order
- Rank skills on a numerical scale

- Restrictive adjective clauses
 - Non-restrictive adjective clauses
 - Restrictive versus non-restrictive adjective clauses
 - Past perfect tense: Forms
 - Past perfect tense: Uses
 - Past perfect tense with simple past tense
 - Participles used as adjectives
 - Generalizations
- Page 210

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Speaking so others can understand
- Listening actively
- Observing critically
- Solving problems and making decisions
- Resolving conflict and negotiating
- Cooperating with others (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Monitoring and correcting performance
- Responsibility
- Self-management
- Integrity/honesty
- Participating as a member of a team
- Listening
- Speaking
- Problem solving (Technology is optional.)

ACADEMIC

- Work out meanings from context
- Use critical thinking to analyze problems and solve them

MATH

- Create a Venn diagram
- Interpret a flow chart

- Passive voice: Form
 - Passive voice: Overview of tenses
 - Active to passive voice
 - Verbs with two objects
 - Tag questions: Present and future tenses
 - Tag questions: Past tenses
 - Tag questions with indefinite compound pronouns and negative words
 - Two-word phrasal verbs
- Page 218

Most Skills for the Future are incorporated into this unit, with an emphasis on:

- Taking responsibility for learning
- Learning through research
- Solving problems and making decisions (Technology is optional.)

Most Skills are incorporated into this unit, with an emphasis on:

- Understanding systems
- Responsibility
- Self-esteem
- Exercising leadership
- Listening
- Speaking
- Problem solving
- Seeing things in the mind's eye (Technology is optional.)

ACADEMIC

- Use transition words in writing
- Write a paragraph describing a process

- Understand a speech
- Write a speech

MATH

- Interpret a flow chart
- Interpret numerical information
- Calculate taxes and tax exemptions

- *Supposed to*, *required to*, and *allowed/permitted to*
 - Verb (+ object) + infinitive
 - Causative verbs
 - Gerunds and infinitives as subjects
 - Passive modals in the present
 - Passive modals in the past
 - More passive modals in the present and past
 - Passives with *get*
- Page 226

R indicates review lesson; **TP** indicates team project.

LESSON PLAN

Objective:

Use used to

Key vocabulary:

used to, simple present verb, past
and present habits, architect

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

Warm-up and Review:
5–10 min.

1.5

Ask students the following questions: *What did you do as a child that you don't do now? What did you do five years ago that you don't do now? What did you do last year that you don't do now?* If possible, try to focus students on habitual or long-term actions, not one-time events.

1.5

Introduction: 10–15 min.

Restate some student answers by inserting *used to*. For example, if a student said *When I was a child, I played soccer*, say *Jorge used to play soccer*. Reformulate a few answers and then write them on the board so students can see the written form.

State the Objective: *Today you will be using used to to talk about things you used to do in the past but that you don't do now.*

1.5

Presentation 1: 10–15 min.

Bit and Satoru are new students at Bellingham Adult School. Listen to their conversation on the first day of class.

Prepare students for the focused listening by talking about the pictures of Bit and Satoru and asking them to guess the answers to the questions in exercise B. Play the recording one time. (See Teaching Hints for an explanation of focused listening.)

B With a partner, answer the following questions about Bit and Satoru. You may have to guess some of the answers.

Explain to students that they might have to make inferences or guesses based on what they hear in the recording. Discuss the answers as a class.

1.5

Practice 1: 15–20 min.

Bit and Satoru both talk about things they did in the past and things they do now. Listen again and make two lists in your notebook.

Before you play the recording again, ask students to write down anything they can remember from their first listening. Then have them fill in the chart after they've heard it the second time.

1.5

Evaluation 1: 10–15 min.

Have students share their answers with others and write down anything they missed. Then go over the answers as a class.

Pronunciation: An optional pronunciation activity is found on the final page of this unit. This pronunciation activity may be introduced during any lesson in this unit, especially if students need practice with sentence stress. (See pages 20 and 20a for Unit 1 Pronunciation.)

STANDARDS CORRELATIONS

Skills: Interpersonal Participates as a Member of a Team, Works with Cultural Diversity

Information Acquires and Evaluates Information

Basic Skills Reading, Writing, Listening, Speaking

Thinking Skills Creative Thinking

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

Interpersonal Cooperate with Others

Balancing Your Life

GOALS

- Use *used to*
- Create a goal chart
- Discuss obstacles and solutions
- Give and respond to advice
- Use adjective clauses
- Write a paragraph
- Understand time management skills

Lesson

Where did you use to study?

GOAL Use *used to*

Grammar



A

Bitu and Satoru are new students at Bellingham Adult School. Listen to their conversation on the first day of class.

B

With a partner, answer the following questions about Bitu and Satoru. You may have to guess some of the answers.

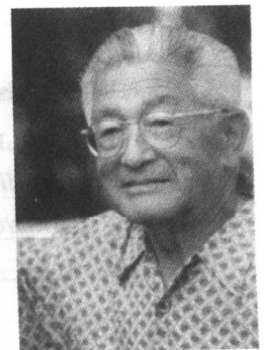


Bitu

- Bitu:*
1. Answers will vary.
 2. Administrative work for an engineering company.
 3. Iran
 4. So she can go to college.

1. How old are they?
2. What do they do?
3. Where are they from?
4. Why are they studying English?

- Satoru:*
1. Old enough to be a grandfather.
 2. He is retired and a student.
 3. Japan
 4. To help his grandchildren with their homework and he wants to speak the language of the country.



Satoru



C

Bitu and Satoru both talk about things they did in the past and things they do now. Listen again and make two lists in your notebook.

D

Study the chart with your teacher/partner.

Used to	
Example sentence	Rule
Satoru <i>used to</i> <u>attend</u> this school five years ago. Bitu <i>used to</i> <u>be</u> an architect in Iran.	Affirmative: <i>used to</i> + base verb
Bitu <i>did not use to</i> <u>go</u> to school at night. Satoru <i>didn't use to</i> <u>take</u> care of his grandchildren.	Negative: <i>did + not (didn't) + use to + base verb</i> Incorrect: I didn't used to go to school.
<i>Did</i> Satoru <i>use to</i> <u>work</u> ? <i>Did</i> Bitu <i>use to</i> <u>study</u> English?	Yes/no question: <i>did + subject + use to + base verb</i> Incorrect: Did Bitu used to live in Iran?
Where <i>did</i> Satoru <i>use to</i> <u>work</u> ? What <i>did</i> Bitu <i>use to</i> <u>study</u> ?	Wh- question: <i>wh- word + did + subject + use to + base verb</i>
<i>Used to + base verb</i> expresses a past habit or state that is now different.	

E

Look at the examples that you wrote in exercise C on the previous page. With a partner, make sentences and questions orally about what Bitu and Satoru *used to* do.

EXAMPLE:

Bitu used to go to another school in the daytime.

F

Think about things you used to do. Write three sentences below and share them with your class.

1. *(Answers will vary.)*

2. _____

3. _____

G

Write three *Wh-* questions using *used to*. Then ask your partner.

EXAMPLE:

Where did you use to work?

1. *(Answers will vary.)*

2. _____

3. _____

Presentation 2: 5–10 min.

1.57

● Study the chart with your teacher/partner.

In addition to the examples in the chart, remind students of some things they said in the warm-up and go over those examples again as well.

Practice 2: 10–15 min.

2

● Look at the examples that you wrote in exercise C on the previous page. With a partner, make sentences and questions orally about what Bitu and Satoru *used to do*.

Encourage students to talk, not write for this exercise.

● Think about things you used to do. Write three sentences below and share them with your class.

After students have had time to complete this exercise, ask for volunteers to read their sentences aloud.

● Write three *Wh-* questions using *used to*. Then ask your partner.

Ask volunteers to write their questions on the board. Focus on the difference between *used to* in a sentence (I used to...) and *use to* in a question (Did you use to...?).

Evaluation 2:

Observe the activities.

AB

Refer to the *Stand Out Activity Bank 4 CD-ROM. Unit 1 Worksheet 1*, for additional practice with *used to*. (optional)

Presentation 3: 5–10 min.

3

Go over the example in exercise H with students, asking them when they should use *used to* and when they should use the simple present.

Practice 3: 15–25 min.

3

Complete the following sentences with *used to* or the simple present verb. Discuss your answers with your partner.

For extra practice, have students rewrite the sentences in question form on a separate piece of paper. For example, *When did Bitu use to attend school?* Students can then practice asking and answering the questions they wrote with a partner.

Talk about the pictures below with your partner. Write sentences comparing the past to the present.

Evaluation 3: 10–15 min.

3

Go over the answers as a class.



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

Application: 20–25 min.

1.5

Write two sentences comparing your past and present habits. Discuss your sentences with your partner.

Call on individual students to write their sentences on the board. If you have time, erase the sentences and ask questions about what was written on the board to see what the class remembers. For example, if *I used to run in the mornings, but now I walk in the evenings* was written on the board, ask *Who used to run in the mornings?* or *What did Lisa use to do in the mornings?*

Instructor's Notes for Lesson 1





Complete the following sentences with *used to* or the simple present verb. Discuss your answers with your partner.

EXAMPLE:

Bita used to live with her family, but now she lives alone.

1. Bita used to go (go) to school in the daytime, but now she goes (go) at night.
2. She is (be) an administrative assistant now, but she used to be (be) an architect in Iran.
3. Satoru used to attend (attend) class during the day, but now he attends (attend) at night.
4. He just goes (go) to school and helps (help) his grandchildren now, but he used to assemble (assemble) computers.

Talk about the pictures below with your partner. Write sentences comparing the past to the present.

Subject / verb	Past	Present
1. Suzanne/play piano		
2. Eli and Rosa/live in New York		

EXAMPLE:

Bita used to live with her family, but now she doesn't.

1. *Suzanne used to play the piano, but now she doesn't.*
2. *Eli and Rosa used to live in New York, but now they don't.*

Write two sentences comparing your past and present habits. Discuss your sentences with your partner.

1. *(Answers will vary.)*
2. _____

Key Words

qualification /ˌkwɒlɪfɪˈkeɪʃən/ n. (用复数)

资格证书; 资格

suburban /səˈbʊr.bən/ adj. 郊区的; 住在郊外的

refugee /ˌrefjuːˈdʒiː/ n. 避难者, 难民, 流亡者

retired /rɪˈtaɪəd/ adj. 退职的, 退休的

raise /reɪz/ v. 抚育(子女), 供养

jewelry /ˈdʒuːəlri/ (集合用法) 珠宝, 首饰

medicine /ˈmedsən/ n. 医学, 医术; 药

surgeon /ˈsɜːdʒən/ n. 外科医生

intern /ˈɪntɜːn/ n. 实习医师, 见习医师

context /ˈkɒntekst/ n. (文章的) 前后关系, 上下文联系

A

Read the paragraph about Bitu's goals. Use the context (other words around the vocabulary word) to work out the meanings of the words in italics. Do the first one with your teacher/partner.

My name is Bitu and I'm from Iran. I've been in the United States for six years. In my country I was an *architect* and I designed schools and hospitals, but in the United States, I don't have the right *qualifications* to be an architect. I have a plan. I'm going to learn English, go to school for architecture, and become an

architect in the United States. Here is my dream. In eight years, I will be an architect working for a *firm* with three other partners. We will design and build homes in *suburban* neighborhoods. I will live in a nice home that I designed and I will look for the man of my dreams to share my life with me. How does that sound to you?

B

Read the paragraph about Satoru. Use the context to work out the meanings of the words in italics.

I'm Satoru and I've been in the United States since 1975. I came here as an *immigrant* from Japan. I used to work for a computer company, but now I'm *retired*. I help take care of my grandchildren while their parents are working. But I also do something else on the side. I make jewelry to sell to local jewelers. My father was a jeweler in Japan and he taught me his art. My goal is to help send my

grandchildren to college, so I've saved every penny I make from the jewelry. This is my dream. In five years, my oldest grandchild will teach elementary school in the community where she lives and she will *raise* her own family. My other grandchild will study medicine at one of the best schools in the country because he wants to be a *surgeon*. I hope that all of their dreams come true.

C

Answer the questions with a partner.

1. What are Bitu's and Satoru's goals?
2. What are they doing to make their goals a reality? (See answers above.)
3. What are their dreams?

D

What are some examples of different goals? Discuss your ideas with your teacher/partner.

E

What are your future goals? Write them down on a separate piece of paper. And share them with your class.