

# Super GOAL

## 超越目标

Manuel dos Santos



TEACHER'S  
MANUAL

2

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Manuel dos Santos

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# Scope and Sequence

## UNIT TITLE

## FUNCTIONS

## GRAMMAR

1 ARE YOU HERE ON VACATION?	Greet people Take one's leave Introduce people Ask for and give one's personal information Express thanks Apologize	Verb be in the present tense: affirmatives, negatives, questions, short answers Wh- questions: <i>Who, What, Where, When</i>
2 LIGHTS, CAMERA, ACTION!	Give commands Express approval and disapproval Tell about present ongoing activities Use fillers to delay answering	Present progressive tense: affirmatives, negatives, questions, short answers Imperative: affirmatives, negatives
3 I WANT TO BE A MANAGER	Ask and give facts about professions Talk about one's goals	Simple present tense: affirmatives, negatives, Wh- questions Professions and verbs/Noun suffixes: -er, -ist, -or Want + to be
4 FAVORITE PASTIMES	Describe daily activities and routines Ask about and tell how often one does activities Talk about one's abilities Describe hobbies	Questions with <i>How often</i> and expressions of frequency (simple present tense) Adverbs of frequency: <i>always, often, never, usually, sometimes</i> Go + verb + -ing Can and know how to
5 IS THERE ANY PIZZA?	Order from a menu State preferences Make an offer Accept or reject an offer Excuse oneself for misunderstanding Clarify after being misunderstood	Count/Noncount nouns Expressions of quantity: <i>some/any</i> Would like Partitives
6 WAS THE GAME EXCITING?	Ask and answer about past activities Describe past activities Express opinions Express regret	Simple past tense of be: yes/no questions, short answers Simple past tense: Wh- questions, affirmative and negative answers Simple past tense: yes/no questions, short answers Simple past tense: irregular pasts
7 I'M WORRIED BECAUSE...	Express emotions Make suggestions Give reasons	<i>There was/There were</i> <i>Why/Because</i> Adverb: <i>ago</i> Verbs: irregular past forms Prepositions: <i>inside/outside, out, into</i> Pronouns: <i>no one, nothing</i>
8 WHAT'S WRONG?	Make suggestions Ask/Tell about one's health Use words for parts of the body and ailments in context	<i>Why don't/doesn't...?</i> Clauses with <i>when</i>

## LISTENING AND PRONUNCIATION

## READING AND WRITING

## LEARNING STRATEGIES AND SKILLS\*

Listening: listen for specific information in a conversation about a hotel stay  
Pronunciation: rising intonation in questions with *be*; falling intonation in *Wh*- questions

Read a form

Use pictures to understand a situation

Listening: make inferences to identify speakers given a pictured situation  
Pronunciation: /i/ and /ɪ/

Read a story about activities at an Academy Awards ceremony  
Spelling: *ride* + *-ing* = *riding*; sound /i/ written *e*, *ea*, or *ee*  
Label a storyboard for a "movie" (Project)

Understand the requirements of a task before listening  
Write about what you know well  
Use background knowledge to understand a new reading  
Understand the use of quotation marks in English to indicate speakers' words\*

Listening: listen for specific details in a description of a person's career plans  
Pronunciation: *want to* /wanna/

Read an article with people's opinions about their jobs  
Write about one's career goals

Give reasons for choices  
Use a chart to organize and remember information\*  
Brainstorm and list ideas before writing\*

Listening: listen for specific details in descriptions of free-time activities  
Pronunciation: reduced form of *do* + *you* /dəyə/

Read a newspaper article about unusual hobbies  
Write about one's hobby

Use one's native language to understand new words  
Listening: listen for expected words—frequency expressions, free-time activities  
Use cues (pictures, title, familiar words) to activate background knowledge\*

Listening: listen for specific information  
Pronunciation: /ey/ vs. /ɛ/

Read about restaurants in the United States  
Write a menu (Project)

Use pictures to predict the language of a situation  
Categorize words to remember meaning  
Scan for information\*  
Use body language to understand and reinforce meaning

Listening: listen to reviews for overall meaning  
Pronunciation: simple past tense endings /t/, /d/, and /ɪd/

Read about King Tutankhamen's tomb  
Write a list of entertainment events (Project)

Look at pictures and verbs to predict content of a text  
Listen for key words  
Find key words and use context clues to get their meaning\*

Listening: listen for specific information in witnesses' reports  
Pronunciation: /h/

Read and take a quiz  
Write survey responses (Project)

Classify words  
Listen to compare information  
Use words and body language to express meaning  
Use context to understand words\*

Listening: listen to descriptions of illnesses  
Pronunciation: consonant blends /sk/, /sl/, /sm/, /sn/, /sp/, /st/, /str/, /sw/

Read an article about colds









Look for expected words  
Listen to make inferences  
Give reasons for choices  
Give, accept, reject advice  
Identify the topic of a reading\*

\*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

 <b>9 LET'S GO OUT</b>	Make suggestions Make excuses Express obligation	<i>Should and Let's</i> <i>Have to</i>
 <b>10 IT'S A BARGAIN!</b>	Talk about shopping Make suggestions Express preferences Ask for directions Identify one's possessions	Possessive pronouns and adjectives Pronoun: <i>one/ones</i> Question words: <i>Which one/ones, Whose</i> Question word: <i>How much</i> Quantitative: <i>Too</i> <i>Can/Can't</i> to express possibility
 <b>11 IT'S GOING TO BE FUN</b>	Talk about vacations Plan a vacation Ask about and describe vacations	Future with <i>going to</i> : affirmatives, negatives, questions, short answers Information questions with <i>Who, What, Which, When, Where, How, and How long (for)</i> Position of adjectives
 <b>12 THE BIGGEST AND THE BEST</b>	Make comparisons State opinions Make suggestions	Comparative of adjectives Superlative of adjectives
 <b>13 WHAT'S THE WEATHER LIKE?</b>	Talk about the weather Talk about seasons Talk about future activities Make predictions	Future tense with <i>will</i> : affirmatives, negatives, yes/no questions, and short answers Question with <i>what</i> Subject <i>it</i>
 <b>14 COULD YOU DO ME A FAVOR?</b>	Make requests Make offers Accept and refuse offers Give and take phone messages	<i>Can, could, will, and would</i> for requests <i>I'll and Let me</i> for making offers Indirect objects <i>A few and a little</i> <i>Tell and ask + pronouns and infinitive</i>
 <b>15 WHAT WERE THEY DOING WHEN ... ?</b>	Talk about ongoing past activities Tell narrative stories	Past progressive tense: affirmatives, negatives, yes/no questions <i>When</i> with the past progressive tense Pronouns: ... <i>thing</i> , ... <i>body</i> , and ... <i>one</i>
 <b>16 HAVE YOU EVER ... ?</b>	Talk about activities one has and hasn't done	Present perfect tense: affirmatives, negatives, yes/no questions, short answers Present perfect tense versus simple past tense

## LISTENING AND PRONUNCIATION

Listening: listen to phone conversations for excuses  
Pronunciation: reduction of *have to* /həvta/

Listening: listen for specific words in a radio ad (dictation)  
Pronunciation: Linked sounds

Listening: listen to vacation plans for specific information  
Pronunciation: /æ/ and /ɑ/

Listening: listen for specific information in a radio program  
Pronunciation: /ər/ as in comparative adjectives with -er

Listening: listen for specific information in a weather report  
Pronunciation: /l/ as in 'll

Listening: listen to telephone messages for overall meaning  
Pronunciation: Reductions of *could you* and *would you* /kədyə/ and /wədyə/

Listening: listen to recounts of people's activity and making inferences about the situations  
Pronunciation: Word stress

Listening: listen for specific information in conversations  
Pronunciation: /v/ as in *have* and *'ve*

## READING AND WRITING

Read about excuses  
Write excuses (Project)

Read about people's shopping habits  
Write about one's shopping habits  
Write a store sale ad (Project)

Read a person's plans for a vacation in Bali  
Write a postcard

Read about the world's tallest trees, the sequoias  
Write facts about one's class, town, and country (Project)

Read a weather chart  
Read about the effects of weather on people's emotions

Read notes and letters with requests  
Write a note to request information

Write about an unusual personal experience  
Write a summary of a newspaper story (Project)

Read a TV news report  
Write about an unusual experience (Project)

## LEARNING STRATEGIES AND SKILLS\*

Find patterns in a conversation  
Understand the task before listening  
Be aware of reductions when listening\*  
Read for information stated in different ways  
Make a study schedule\*

Look for expected words  
Listen for specific types of words  
Read for general understanding  
Relate one's personal experience to a reading\*  
Find support for answers

Predict words for a topic  
Understand the task before listening  
Become familiar with spelling rules in English\*  
Understand words in context

Use pictures to predict vocabulary  
Listen for specific information and take notes\*  
Prepare to read by learning new information beforehand  
Brainstorming

Use clues to determine the verb tense in a reading  
Scan for information  
Look for examples in a reading that support a general idea\*

Use pictures to make inferences about a reading  
Listen for the overall situation  
Learn about conversational formulas in English (telephone language)\*

Make inferences about the overall situation while listening  
Look for answers to the basic *Wh-* questions when reading\*

Use key words to help complete an activity  
Keep a journal to write about one's experiences\*  
Make inferences about the meaning of words  
Use *Wh-* questions as clues to find information in a reading

\*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	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. 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 the 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.

Students' work in the Chat Corner can be monitored to see how fluently students can express basic ideas in English. Students' 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

江苏工业学院图书馆  
藏书章

TEACHER'S  
MANUAL

2

中国对外翻译出版公司



# ARE YOU HERE ON VACATION?

## UNIT GOALS

### Functions

- Greet people
- Take one's leave
- Introduce people
- Ask for and give one's personal information
- Express thanks
- Apologize

### Grammar

- Verb *be* in the present tense—affirmatives, negatives, questions, short answers
- Wh-* questions: *Who, What, Where, When*

### Listening and Pronunciation

- Listening: listen for specific information in a conversation about a hotel stay
- Pronunciation: rising intonation in questions with *be*; falling intonation in *Wh-* questions

### Reading and Writing

- Read a form
- Fill out a form (TE)

### Learning Strategies and Skills

- Use pictures to understand a situation

## WARM UP

- Use this unit for review and to evaluate how much your students know. Greet students and introduce yourself. Say your name, and spell it as you write it on the board; for example, "Hello/Good morning (afternoon, evening). My name is Joe Brown. J-O-E B-R-O-W-N." Ask students to introduce themselves.
- Ask students: "How do you spell your first name? How do you spell your last name?" Have students ask one another their names and how to spell them. Point to a student and ask the class: "What's his/her first name/last name?"

## LOOK AND LISTEN

- Comprehension Strategy. Using pictures to understand a situation.** Have students look at the picture and discuss what they think the presentation is about. In a hotel lobby, guests are registering, people are meeting and greeting one another, and a dance convention is taking place. Call attention to the costumes. Ask students to look at the registration form and tell you what information is required: *last name, first name, address, city, zip code, country, nationality, telephone number, e-mail address.*
- Play the audio for the exchanges between the clerks and the two guests.
- Play the audio for exchanges among the people in the hotel lobby. Have students point to the people as they talk.
- Play the audio for the registration card, and have students point to the information as they hear it.

### Language Note

To apologize, we say *I'm sorry*. To accept an apology, we say *Oh, it's OK, That's OK, or Don't worry about it.*

- Oral Check.** Say the first line of one the exchanges; for example, "Good night. See you tomorrow." Have a student find it in the book and say the response: "Bye. Take care."
- Oral Check.** Say one of the printed words from Charles Brown's registration card at random; for example, "Nationality." Students say: "American." Give a validating response with a complete sentence: "Yes, he's American."
- Oral Check.** Ask students to look at the registration card and use the information to say complete sentences about Charles Brown; for example, "His first name is Charles. He's from Boston. His e-mail address is *cbrown@web.com.*"

### Language Note

In e-mail addresses, we say "at" for @ and "dot com" for .com. For *cbrown@web.com*, we read "c brown at web dot com."

- Oral Check.** Talk about the people in the pictures and have students point to the people; for example, "His name is William Thompson. Her name is Susan. His first name is Larry."