

Stand Out

3

学生用书

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

3

学生用书

必胜英语

大学英语实用听说教程

[美] Rob Jenkins Staci Lyn Sabbagh

王逸梅 刁培安



北京大学出版社
Peking University Press

著作权合同登记 图字: 01-2004-1025 号

图书在版编目(CIP)数据

必胜英语. 大学英语实用听说教程(3)学生用书/(美)杰肯等主编. —北京: 北京大学出版社, 2004.6

ISBN 7-301-06671-6

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

中国版本图书馆 CIP 数据核字(2004)第 099260 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 0-8384-2220-9

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(3)学生用书

著作责任者: [美] Jenkins等 主编

策 划: 张 冰

责任编辑: 刘 爽 张 冰

标准书号: ISBN 7-301-06671-6/H·0938

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: 世界知识印刷厂

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 16.125印张 350千字

2004年6月第1版 2004年7月第2次印刷

定 价: 25.00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)

柯彦玢(北京大学)

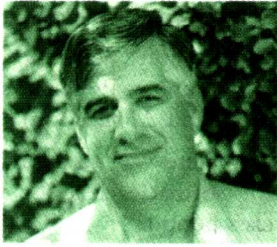
夏纪梅(中山大学)

梁育全(云南大学)

蒋学清(北京交通大学)

黎宏(四川大学)

ABOUT THE AUTHORS



Rob Jenkins

I love teaching. I love to see the expressions on my students' faces when the light goes on and their eyes show such sincere joy of learning. I knew the first time I stepped into an ESL classroom that this was where I needed to be and I have never

questioned that resolution. I have worked in business, sales, and publishing, and I've found challenge in all, but nothing can compare to the satisfaction of reaching people in such a personal way.

Thanks to my family who have put up with late hours and early mornings, my friends at church who support me, and all the people at Santa Ana College, School of Continuing Education who believe in me and are a source of tremendous inspiration.



Staci Lyn Sabbagh

Ever since I can remember, I've been fascinated with other cultures and languages. I love to travel and every place I go, the first thing I want to do is to meet the people, learn their language, and understand their culture. Be-

coming an ESL teacher was a perfect way to turn what I love to do into my profession. There's nothing more incredible than the exchange of teaching and learning from one another that goes on in an ESL classroom. And there's nothing more rewarding than helping a student succeed.

I would especially like to thank Mom, Dad, CJ, Tete, Eric, my close friends and my Santa Ana College, School of Continuing Education family. Your love and support inspired me to do something I never imagined I could. And Rob, thank you for trusting me to be part of such an amazing project.

ABOUT THE ADAPTERS



Huang Bikang

As an EFL/ESL teacher for years, I know how constructive and rewarding my work could be. Each time I step into a classroom full of eager students, I become enthused to play my role as a teacher-player

on the stage of classroom, if not of the world. At the end of each successful session, I feel the joy of doing my job and the satisfaction of being in a career.

Learning a language is a life-long business. If a student joyfully announces one day that he is confident with his English, ready to enter a "brave new world," I will know he is on the right track that would lead him somewhere. But I would rather that after many years, the same student would come to me and say "I understand what is meant by saying 'the limits of my language means the limits of my world.'" Then I would know he is with the language.



Wang Yimei

Much are said about language learning and many textbooks are written on how to learn English well. I

have found this is one of the books with a thorough grammar coverage, integrated vocabulary learning, systematic skills development, and a wide range of topic areas of an international focus.

This book will help you achieve the control of an independent user of English. By the time you have used the four books of *Stand Out* you will be one of the many who can listen, speak, read, and write English with ease.



Diao Pei'an

Practice plays an important role in listening and speaking. When listening, listen attentively to the word

pronunciation, listen broadly to the materials that can be acquired, listen frequently whenever time is possible. When speaking, speak bravely and don't bother too much with the strict grammar, speak gracefully and properly with the listening acquisition, find a topic to express ideas with a partner or with yourself. Listening and speaking are mutually beneficial if we do more and balance them well in the practice.

We are lesson plan enthusiasts! We have learned that good lesson planning makes for effective teaching and, more importantly, good learning. We also believe that learning is stimulated by task-oriented activities in which students find themselves critically laboring over decisions and negotiating meaning from their own personal perspectives.

The need to write *Stand Out* came to us as we were leading a series of teacher workshops on project-based simulations designed to help students apply what they have learned. We began to teach lesson planning within our workshops in order to help teachers see how they could incorporate the activities more effectively. Even though teachers showed great interest in both the projects and planning, they often complained that lesson planning took too much time that they simply didn't have. Another obstacle was that the books available to the instructors were not conducive to planning lessons.

We decided to write our own materials by first writing lesson plans that met specific student-performance objectives. Then we developed the student pages that were needed to make the lesson plans work in the classroom. The student book only came together after the plans! Writing over 300 lesson plans has been a tremendous challenge and has helped us evaluate our own teaching and approach. It is our hope that others will discover the benefits of always following a plan in the classroom and incorporating the strategies we have included in these materials.

TO THE TEACHER

ABOUT THE SERIES

The *Stand Out* series is designed to facilitate *active* learning while challenging students to build a nurturing and effective learning community.

The student books are divided into eight distinct units. Each unit is then divided into eight lessons and a team project activity. Lessons are driven by performance objectives and are filled with challenging activities that progress from teacher-presented to student-centered tasks.

SUPPLEMENTAL MATERIALS

- The *Stand Out Lesson Planner* includes 77 complete lesson plans, taking the instructor through each stage of a lesson from warm-up and review through application.
- The *Activity Bank CD-ROM* has an abundance of materials, some of which are customizable. Print or download and modify what you need for your particular class.
- The *Stand Out Grammar Challenge* gives additional grammar explanation and practice.
- The *Stand Out ExamView® Pro Test Bank CD-ROM* allows you to customize pre- and posttests for each unit as well as a pre- and posttest for the book.
- **The listening scripts** are found in the back of the *Lesson Planner*. Cassette tapes and CD-ROMs are available with focused listening activities described in the *Lesson Planner*.

STAND OUT LESSON PLANNER

The *Stand Out Lesson Planner* is a new and innovative approach. As many seasoned teachers know, good lesson planning can make a substantial difference in the classroom. Students continue coming to class, understanding, applying, and remembering more of what they learn. They are more confident in their learning when good lesson planning techniques are incorporated.

We have developed lesson plans that are designed to be used each day and to reduce

preparation time. The planner includes:

- Standard lesson progression (Warm-up and Review, Introduction, Presentation, Practice, Evaluation, and Application)
- A creative and complete way to approach varied class lengths so that each lesson will work within a class period.
- Time suggestions for each activity
- Pedagogical comments
- Space for teacher notes and future planning.

USER QUESTIONS ABOUT *STAND OUT*

- **Are the tasks too challenging for my students?** Students learn by doing and learn more when challenged. *Stand Out* provides tasks that encourage critical thinking in a variety of ways. The tasks in each lesson move from teacher-directed to student-centered so the learner clearly understands what's expected and is willing to "take a risk." The lessons are expected to be challenging. In this way, students learn that when they work together as a learning community, anything becomes possible. The satisfaction of accomplishing something both as an individual and as a member of a team results in greater confidence and effective learning.
- **Do I need to understand lesson planning to teach from the student book?** If you don't understand lesson planning when you start, you will when you finish! Teaching from *Stand Out* is like a course on lesson planning, especially if you use the *Lesson Planner* on a daily basis.

Stand Out does *stand out* because, when we developed this series, we first established performance objectives for each lesson. Then we designed lesson plans, followed by student book pages. The introduction to each lesson varies because different objectives demand different approaches. *Stand Out's* variety of tasks makes learning more interesting for the student.

- **What are team projects?** The final lesson of each unit is a **team project**. This

is often a team simulation that incorporates the objectives of the unit and provides an additional opportunity for students to actively apply what they have learned. The project allows students to produce something that represents their progress in learning. These end-of-unit projects were created with a variety of learning styles and individual skills in mind. The team projects can be skipped or simplified, but we encourage instructors to implement them, enriching the overall student experience.

• **What do you mean by a customizable *Activity Bank*?** Every class, student, teacher, and approach is different. Since no one textbook can meet all these differences, the *Activity Bank CD-ROM* allows you to customize *Stand Out* for your class. You can copy different activities and worksheets from the CD-ROM to your hard drive and then:

- change items in supplemental vocabulary, grammar, and life skill activities;
- personalize activities with student names and popular locations in your area;
- extend every lesson with additional practice where you feel it is most needed.

• **Is this a grammar-based or a competency-based series?** This is a competency-based series, with grammar identified more clearly and more boldly than in other similar series. We believe that grammar instruction in context is extremely important. Grammar structures are frequently identified as principal lesson ob-

jectives. Students are first provided with context that incorporates the grammar, followed by an explanation and practice. At this level, we expect students to acquire language structure after hearing and reading grammar in useful contexts. For teachers who want to enhance grammar instruction, the *Activity Bank CD-ROM* and/or the *Stand Out Grammar Challenge* will provide ample opportunities.

The six competencies that drive *Stand Out* are basic communication, consumer economics, community resources, health, occupational knowledge, and lifelong learning (government and law replace lifelong learning in Books 3 and 4).

• **Are there enough activities so I don't have to supplement?** *Stand Out* stands alone in providing hours of instruction and activities, even without the additional suggestions in the *Lesson Planner*. The *Lesson Planner* also shows you how to streamline lessons to provide 115 hours of classwork and still have thorough lessons if you meet less often. When supplementing with the *Activity Bank CD-ROM*, the *ExamView® Pro Test Bank CD-ROM*, and the *Stand Out Grammar Challenge* you gain unlimited opportunities to extend class hours and provide activities related directly to each lesson objective. Calculate how many hours your class meets in a semester and look to *Stand Out* to address the full class experience.

Stand Out is a comprehensive approach to English language learning, meeting needs of students and instructors completely and effectively.

CONTENTS

Theme	Unit and page number	Life Skills	Language Functions	Grammar	Vocabulary
	Pre-unit Getting to Know You Page P2	<ul style="list-style-type: none"> • Fill out a registration form • Use social language and non-verbal communication 	<ul style="list-style-type: none"> • Introduce yourself • Greet your friends • Use small talk • Discuss and compare educational systems 	<ul style="list-style-type: none"> • Review simple present and past tenses 	<ul style="list-style-type: none"> • U.S. educational system: <i>kindergarten, high school, college, university</i>
Basic communication	Balancing Your Life Page 1	<ul style="list-style-type: none"> • Discuss ways to improve study habits • Identify goals, obstacles and solutions • Understand why some people are important to you • Understand tips for time management 	<ul style="list-style-type: none"> • Discuss schedules and routines • Talk about goals, obstacles and solutions • Discuss study habits • Discuss values 	<ul style="list-style-type: none"> • Frequency adverbs • Future time clauses with <i>when</i> • Clauses with <i>because</i> 	<ul style="list-style-type: none"> • Time expressions for frequency: <i>once a week, every morning</i> • Study habits: <i>harmful, beneficial, improve, go over, distractions, concentrate</i> • Idioms with time: <i>find/make/waste/spend/run out of time, be on time</i>
	Consumer Smarts Page 12	<ul style="list-style-type: none"> • Identify places to purchase goods and services • Compare different types of payment • Fill out a credit card application • Interpret ads • Interpret product labels 	<ul style="list-style-type: none"> • Ask about where to obtain services • Ask for information about products • Compare different products • Express opinions about goods and services • Describe a process 	<ul style="list-style-type: none"> • <i>to get something done</i> • Comparative and superlative forms of short and long adjectives • Imperatives (affirmative and negative forms) 	<ul style="list-style-type: none"> • Names of stores • <i>Credit card, debit card, personal check, discount, warranty, estimate</i> • <i>Computer, monitor, screen, mouse, keyboard, memory</i> • Adjectives: <i>beautiful, easy, fast, friendly, large, slow, wide</i>
Consumer economics	Housing Page 14	<ul style="list-style-type: none"> • Interpret classified ads for housing • Make decisions about housing • Understand a rental agreement • Arrange and cancel utilities by phone • Write a letter to your landlord 	<ul style="list-style-type: none"> • Describe and compare different types of housing • Talk about housing preferences • Discuss bills and payments • Arrange and cancel utilities by phone • Describe housing problems 	<ul style="list-style-type: none"> • Make comparisons using <i>few, less, least, and most</i> • Review short answers to <i>yes/no</i> questions • Use the past continuous with <i>while</i> 	<ul style="list-style-type: none"> • Names of different types of housing • <i>Balcony, yard, air conditioning, heating, carport, garage</i> • <i>Electrician, exterminator, plumber, repairperson</i> • <i>Tenant, landlord, rental agreement, restrictions, rights</i>
	Our Community Page 41	<ul style="list-style-type: none"> • Identify places in the community • Read charts and compare information • Use a telephone directory • Understand library resource information • Interpret a road map • Interpret a street map 	<ul style="list-style-type: none"> • Ask questions to find information • Talk about banking services and compare fees • Talk about library resources • Give directions to a place • Describe past events 	<ul style="list-style-type: none"> • Review information questions • Adverbial time clauses with <i>after, before, and when</i> 	<ul style="list-style-type: none"> • Places in the community: <i>DMV, community college, library</i> • <i>Savings and checking accounts, service fee, teller, transaction, direct deposit</i> • Library: <i>borrow, check out, due date, fine, owe</i>
Community resources					

Skills for the Future

- Taking responsibility for learning
- Reflecting and evaluating
- Planning
- Conveying ideas in writing

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

- Taking responsibility for learning
- Using information and communication technology
- Conveying ideas in writing
- Solving problems and making decisions
- Planning

(Technology is optional.)

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

- Reflecting and evaluating
- Learning through research
- Cooperating with others
- Solving problems and making decisions

(Technology is optional.)

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

- Learning through research
- Reading with understanding
- Conveying ideas in writing
- Solving problems and making decisions

(Technology is optional.)

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

- Learning through research
- Conveying ideas in writing
- Solving problems and making decisions

(Technology is optional.)

Skills (Workplace)

- Understanding systems
- Decision making

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

- Allocating Time
- Understanding systems
- Applying technology to task
- Responsibility
- Self Management
- Writing
- Decision making

(Technology is optional.)

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

- Responsibility
- Participating as a member of a team
- Acquiring and evaluating information
- Organizing and maintaining information
- Decision making
- Reasoning

(Technology is optional.)

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

- Allocating money
- Understanding systems
- Monitoring and correcting performance
- Interpreting and communicating information
- Reading
- Writing
- Decision making

(Technology is optional.)

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

- Understanding systems
- Interpreting and communicating information
- Writing
- Decision making
- Seeing things in the mind's eye

(Technology is optional.)

Academic/ Math**ACADEMIC**

- Understand paragraph formatting
- Write a paragraph
- Understand educational systems
- Plan educational goals

ACADEMIC

- Identify topic sentence, support sentences, and conclusion sentence
- Work out meanings of words from context
- Brainstorm ideas before writing a paragraph
- Use an outline
- Create a vocabulary notebook

MATH

- Interpret a pie chart
- Estimate percentages

ACADEMIC

- Scan text for details
- Use sequencing transitions in writing
- Make vocabulary flash cards

MATH

- Calculate prices and discounts
- Compare prices and numerical data

ACADEMIC

- Write a business letter

MATH

- Use addition and subtraction to calculate totals and solve real world problems
- Interpret and create a bar graph

ACADEMIC

- Use critical thinking to analyze a text and solve problems
- Write a paragraph
- Use context to work out meanings

MATH

- Interpret numerical data
- Use addition to make calculations
- Measure distances on a map and calculate real distances using a scale

Grammar Challenge

- Adverbs of frequency
- Questions with *What time* and *How often*
- *Can*
- *Will* and *be going to*
- Adverbial clauses with *because* and *so (that)*
- *When* clauses
- Questions and short answers with *when* clauses
- Gerunds as subjects

Page 171

- Comparative and superlative adjectives—Part 1
- Comparative and superlative adjectives—Part 2
- Imperatives
- Transition words
- Causative with *get*
- Present tense *be* question tags
- Present tense *Which* questions
- Adjective clauses

Page 179

- Past continuous
- Time clauses with *when* and *while*
- Present tense *yes/no* questions and answers with *ever*
- Comparison with *more/fewer/less* and *most/fewest/least*
- Short answers to questions containing *when* and *while* clauses
- *Vary, too, and enough* with adjectives and adverbs
- *Should, must, and have to*
- Questions with *How much*

Page 187

- *Wh-* questions with *be*
- *How far, How often, What time*
- Past tense time clauses
- Time clauses with future meaning
- Prepositions of location
- Irregular simple past tense verbs
- *Borrow, lend, and owe*
- Verb + Infinitive, verb + object + infinitive

Page 195

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

CONTENTS

Theme	Unit and page number	Life Skills	Language Functions	Grammar	Vocabulary
Health	5 Health Page 81	<ul style="list-style-type: none"> Identify parts of the body Fill out a medical history form Interpret food labels Interpret information about diet and food safety 	<ul style="list-style-type: none"> Describe illnesses and medical complaints Describe causes and effects of different health habits Compare nutritional value of different foods 	<ul style="list-style-type: none"> The present perfect For and since with time expressions Future conditional statements 	<ul style="list-style-type: none"> External and internal parts of the body Different types of doctors Names of illnesses Diet, calcium, calories, carbohydrates, fiber, iron, nutrition, saturated fat, sodium, vitamin
Occupational knowledge	6 Getting Hired Page 101	<ul style="list-style-type: none"> Identify job titles and skills Interpret job advertisements Fill out a job application Write a letter of application Understand interview skills 	<ul style="list-style-type: none"> Describe job skills Give interview advice Ask and answer interview questions Describe personality Describe job preferences 	<ul style="list-style-type: none"> Verbs followed by infinitives or gerunds Adjectives followed by prepositions: good at, interested in, afraid of Gerunds after prepositions Would rather followed by verb 	<ul style="list-style-type: none"> Names of job titles Job skills: solve problems, work under pressure, make decisions Personal qualities: arrogant, cheerful, confident, enthusiastic, friendly, honest, motivated, reliable, sensitive
Occupational knowledge	7 On the Job Page 121	<ul style="list-style-type: none"> Identify good employee behavior Interpret a pay stub Understand benefits Understand workplace safety Write a work journal 	<ul style="list-style-type: none"> Describe and compare work environments Talk about hazards at work Use and respond to compliments and criticism at work 	<ul style="list-style-type: none"> Possessive pronouns and adjectives Modals could and might for possibility Modals can, would, and could for polite requests 	<ul style="list-style-type: none"> Pay stub information: earnings, tax deductions, gross and net pay Benefits: insurance, Medicare, 401k, medical leave, overtime Work safety: back support belt, safety goggles, earplugs, hairnet
Government and law	8 Citizens and Community Page 141	<ul style="list-style-type: none"> Identify U.S. geographical locations Understand the U.S. system of government Discuss community issues 	<ul style="list-style-type: none"> Compare and contrast ideas Talk about systems of government Describe hypothetical situations Ask and express opinions 	<ul style="list-style-type: none"> Both and neither to compare ideas But and however to contrast ideas Contrary-to-fact conditional statements 	<ul style="list-style-type: none"> Names and abbreviations of states in the United States Famous people and places in the United States Names of U.S. holidays Federal and state government officials Branches of the U.S. government

Appendices

Vocabulary List (1) Pages 161-165
 Vocabulary List (2) Pages 166-168
 Grammar Reference Pages 169-170

Skills for the Future

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

- Reflecting and evaluating
- Learning through research
- Reading with understanding
- Speaking so others can understand

(Technology is optional.)

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

- Speaking so others can understand
- Planning
- Learning through research

(Technology is optional.)

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

- Reflecting and evaluating
- Cooperating with others

(Technology is optional.)

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

- Speaking so others can understand
- Listening actively
- Reflecting and evaluating

(Technology is optional.)

Skills (Workplace)

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

- Understanding systems
- Self-management
- Acquiring and evaluating information
- Interpreting and communicating information

(Technology is optional.)

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

- Self-esteem
- Sociability
- Acquiring and evaluating information
- Speaking
- Decision making

(Technology is optional.)

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

- Understanding systems
- Participating as a member of a team
- Acquiring and evaluating information

(Technology is optional.)

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

- Listening
- Speaking
- Responsibility
- Self-esteem

(Technology is optional.)

Academic/Main

ACADEMIC

- Predict ideas before reading
- Identify main ideas in a text

MATH

- Interpret percentages and amounts in grams on a food label

ACADEMIC

- Scan text for details
- Use critical thinking to analyze a text and solve problems
- Write a letter

ACADEMIC

- Use context to work out meanings of new words

MATH

- Interpret pay stub information
- Use addition to calculate pay stub totals

ACADEMIC

- Identify people and events in United States history
- Predict ideas before reading
- Read about government systems

Grammar Challenge

- Present perfect—Part 1
- Present perfect—Part 2
- *For* and *since*
- *How long* questions
- Separable and inseparable phrasal verbs
- Imperatives
- More modals and related expressions
- Future conditional statements

Page 203

- Verb + gerund form vs. verb + infinitive form
- *Used to* + base form vs. *be used to* + gerund
- Adjective + preposition + gerund (or noun)
- Present perfect continuous
- Participles used as adjectives to describe feelings
- Adverbs of manner
- Noun clauses
- *Would rather*

Page 211

- Possessive adjectives and possessive pronouns
- *Could, might, ought to, and have to*
- Polite requests with *Would you mind...* and *Could you...*
- *So... that* and *such... that* to show results
- Adjective + Infinitive phrase
- *How much* and *How many*
- Reporting verbs
- Three-word phrasal verbs

Page 219

- Contrasts with *but* and *however*
- Statements of agreement with *both* and *neither*
- Contrary-to-fact conditionals
- Passives—Part 1
- Passives—Part 2
- *Be* + adjective + infinitive
- Causatives with *make* and *have*
- Reported speech

Page 227

Guide to Stand Out

Meeting the Standards has never been easier!

Stand Out is an easy-to-use, standards-based series for adult students that teaches the English skills necessary to be a successful worker, parent, and citizen.

- **Goals:** A roadmap of learning is provided for the student.
- **Vocabulary:** Key vocabulary is introduced, followed by interactive exercises for reinforcement.

UNIT 6

Getting Hired

GOALS

- Identify job titles and skills
- Use infinitives and gerunds
- Interpret job advertisements
- Fill out a job application
- Write a letter of application
- Discuss interview skills
- Answer interview questions

1


Jobs and careers

GOAL Identify job titles and skills **Vocabulary**


Key Words

correct /korekt/ n. 纠正; 纠正	bookkeeper /'bukki:pə/ n. 簿记员; 记账员
graphic /'græfɪk/ adj. 图表	technician /'teknɪʃən/ n. 技术员; 技师
hygienist /'haɪjənɪst/ n. 健康专家; 卫生学家	landscape /'lændskeɪp/ n. 园林学家


1 Look at the pictures and write the correct letter next to each job title below.




1. Graphic artist



2. Home health aide



3. Dental hygienist



4. Bookkeeper

2 Which job is most interesting? Which job is most difficult? Why? Tell your class your answers.

UNIT 6 • Lesson 1 **101**

GOAL Identify job titles and skills **Vocabulary**

1 Match the job with the description.

1. graphic artist	a. cleans teeth
2. repair technician	b. takes care of children
3. administrative assistant	c. designs and maintains yards
4. dental hygienist	d. writes programs for computers
5. landscaper	e. design artwork for companies
6. bookkeeper	f. types, files, and does general office work
7. home health aide	g. uses equipment in a factory or on a construction site
8. computer programmer	h. keeps financial records
9. nanny	i. fixes appliances and equipment
10. machine operator	j. takes care of sick people in their own homes

2 Practice the following conversation with a partner. Use the information above.

EXAMPLE:
 Student A: What does a graphic artist do?
 Student B: A graphic artist designs artwork for companies.

3 Work with a partner. Think of four more jobs and write what each person does.

EXAMPLE:
 A postal worker delivers mail.

- _____
- _____
- _____
- _____


4 Active Task: Ask your family and friends about different positions and job titles in their workplaces.

UNIT 6 • Lesson 1 **102**

GOAL Use infinitives and gerunds **Grammar**

1 Claude needs a job. Can you suggest a good job for him?

Claude is quiet and shy. He is friendly, but he doesn't really like to talk to customers. He is very good at assembling things. When he was a teenager, he enjoyed fixing bicycles. He likes to be busy. He wants to get a job where he can use his technical skills.



2 Study the chart with your teacher. Then underline examples of infinitives and gerunds in the paragraph above.

Verb	Followed by	Example sentence	Other similar verbs
want	to + verb	He wants to get a job.	plan, decide
enjoy	doing	He enjoys fixing bicycles.	finish, give up
like	to + verb / doing	He likes to talk / He likes talking.	love, hate

3 Are these verbs followed by an infinitive, a gerund, or either? Fill in the circle next to the correct answer. When you finish, discuss them with your partner.

	infinitive	gerund	either
EXAMPLE:			
1. I like _____ on a team.	<input type="radio"/> work	<input type="radio"/> working	<input checked="" type="radio"/> to work/working
1. I enjoy _____ problems.	<input type="radio"/> to solve	<input type="radio"/> solving	<input type="radio"/> to solve/solving
2. I want _____ to customers.	<input type="radio"/> to talk	<input type="radio"/> talking	<input type="radio"/> to talk/talking
3. I decided _____ math.	<input type="radio"/> to study	<input type="radio"/> studying	<input type="radio"/> to study/studying
4. I hate _____ decisions.	<input type="radio"/> to make	<input type="radio"/> making	<input type="radio"/> to make/making
5. I gave up _____ two years ago.	<input type="radio"/> to smoke	<input type="radio"/> smoking	<input type="radio"/> to smoke/smoking
6. I love _____ machines.	<input type="radio"/> to repair	<input type="radio"/> repairing	<input type="radio"/> to repair/repairing

UNIT 6 • Lesson 2 **104**

GOAL Use infinitives and gerunds **Grammar**

1 What are your special job skills? Put a check next to the things you are good at. Add any skills that are not on the list.

<input type="checkbox"/> solve problems	<input type="checkbox"/> work with my hands
<input type="checkbox"/> work under pressure	<input type="checkbox"/> help people
<input type="checkbox"/> work in a fast-paced environment	<input type="checkbox"/> organize information
<input type="checkbox"/> work on a team	<input type="checkbox"/> work with money
<input type="checkbox"/> make decisions	<input type="checkbox"/> talk to customers
<input type="checkbox"/> pay attention to details	<input type="checkbox"/> read and follow directions
<input type="checkbox"/>	<input type="checkbox"/>

2 Study the chart below.

Subject	Verb	Adjective	Preposition	Gerund/Noun	Example sentence
I	am	good	at	calculating	I am good at calculating.
she	is	interested in	math		She is interested in math.

A gerund or a noun follows an adjective + a preposition. Some other examples of adjectives + prepositions are afraid of, tired of, best of, worried about.

3 Tell your partner about your skills and interests. What things are you good at, bad at, interested in, tired of, and afraid of? Your partner will suggest a good job for you.

EXAMPLE:
 Student A: I am good at paying attention to details. I'm interested in organizing information.
 Student B: Maybe you should be a bookkeeper.

4 Write a paragraph about your job skills on a separate sheet of paper. What are you good at? What are you interested in learning? How do you plan to learn or practice these skills?

5 Active Task: Go to your local library or career center. Locate books on finding the right career. Tell the class about one title.

UNIT 6 • Lesson 2 **105**

- **Grammar:** Charts clearly explain grammar points, and are followed by controlled exercises leading into open-ended ones.

- **Grammar:** Clear explanations are followed by immediate use, in this example with reading and writing.

4 Applying for a job

GOAL Fill out a job application **LIFE SKILL**

Key Words
 employment agency 职业介绍机构 receptionist /rɪ'seɪʃənəl/ n. 接待员
 manufacturer /ˈmænɪˌfektʃərə/ n. 制造商 correction /kə'rekʃən/ n. 改正

1. Look at the ways people apply for jobs. How did you get your last job? What's the best way to get a job? Discuss your answers with a partner.

- Personal connection (You know someone at the company.)
- Went to an employment agency
- Replied to a classified ad
- Saw a Help Wanted sign and filled out an application
- Introduced yourself to a manager and filled out an application
- Sent a resume to a company

2. Not every business advertises available positions. If you want to work somewhere, go in and ask for an application. Read the conversation below.

Ramona: Excuse me. May I speak to the manager please?
Employee: She's not here right now. Can I help you?
Ramona: Are you hiring now?
Employee: As a matter of fact, we are.
Ramona: What positions are you hiring for?
Employee: We need a **manicurist** and a **receptionist**.
Ramona: Great. Can I have an application, please?
Employee: Here you go. You can drop it off any time.
Ramona: Thanks a lot.
Employee: Sure. Good luck.

3. Practice the conversation above. Fill in your own job titles.

100 UNIT 6 • Lesson 4

- **Life Skills:** State- and federally-required life skills and competencies help students meet necessary benchmarks.

Review

1. What would you rather do? Think about the things you don't like about your current job. Write four sentences using **would rather** to express your preferences. Share your work with your partner.

- _____
- _____
- _____
- _____

2. What kind of personality should people have for these jobs? Write two adjectives for each job. Share your answers with a partner.

EXAMPLE:
 Home health aide: **reliable, sensitive**
 1. Manager in a clothing store: _____
 2. Receptionist in a dentist's office: _____
 3. Nanney: _____
 4. Custodian in a school: _____
 5. Teacher: _____

3. Write six interview questions for one of the following jobs. Interview a partner, using the questions.

landscaper	receptionist	furniture store manager
bookkeeper	computer technician	waiter
home health aide		assembler in a factory

EXAMPLE:
 Can you type?

110 UNIT 6 • Review

- **Review:** A summary of key grammar, vocabulary, academic skills, and life skills gives students an opportunity to synthesize what they have learned.

TEAM PROJECT

Create a job application portfolio

With your team, you will plan the contents and layout for a job application portfolio. Each individual will create his or her own job application portfolio.

What does a job application portfolio include?

- a job application information sheet
- a list of rules for filling out a job application
- a sample application letter
- sample interview questions and answers
- certificates
- awards
- transcripts
- performance reviews
- letters of recommendation

1. Form a team with four or five students. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1	See that everyone speaks English.	
Leader	See that everyone participates.	
Student 2	Write a list for the job application portfolio.	
Secretary		
Student 3	Design layout and order of job application portfolio.	
Designer		
Student 4/5	Help secretary and designer with their work.	
Assistant(s)		

2. Make a list of all the information you want to include in your portfolio. Look at the list above for help. Decide how many pages you will need.

3. With your team, decide the best order for your portfolio.

4. Individually, collect and create items to put in your portfolio. Put your portfolio together.

5. Share your portfolio with at least two other students.

6. Set up an interview with your teacher and share your portfolio with him or her.

UNIT 6 • Team Project 110

- **Team Projects:** Project-based activities utilize competencies (e.g., making decisions, working on a team, developing interpersonal skills, etc.) and provide motivation for students.

9 PRONUNCIATION

Intonation (the way your voice goes up or down) can tell a lot about your personality or your mood. Listen to these speakers and decide which word describes their intonation.

friendly bored kind impatient confident enthusiastic

Speaker 1: _____ Speaker 3: _____ Speaker 5: _____
 Speaker 2: _____ Speaker 4: _____ Speaker 6: _____

LEARNER LOG

In this unit, you learned many things about getting hired. How comfortable do you feel doing each of the skills listed below? Rate your comfort level on a scale of 1 to 4.
 1 = Not so comfortable 2 = Need more practice 3 = Comfortable 4 = Very comfortable
 If you circle 1 or 2, write down the page number where you can review this skill.

Life Skill	Comfort Level	Page(s)
I can identify job titles and qualifications.	1 2 3 4	_____
I can describe my job skills.	1 2 3 4	_____
I can interpret job advertisements.	1 2 3 4	_____
I can fill out a job application.	1 2 3 4	_____
I can write a letter of application.	1 2 3 4	_____
I know what is appropriate to wear to an interview.	1 2 3 4	_____
I can answer interview questions.	1 2 3 4	_____
Grammar		
I can use infinitives and gerunds.	1 2 3 4	_____
Academic Skill		
I can read about and discuss interviewing skills.	1 2 3 4	_____
I can write a letter of application.	1 2 3 4	_____
Reflection		
1. What was the most useful thing you learned in this unit?		_____
2. How will this help you in life?		_____

120 UNIT 6 • Pronunciation and Learner Log

- **Pronunciation:** Specific pronunciation problems are targeted and corrected.
- **Learner Log:** The final section of each unit provides opportunity for learner self-assessment.

LESSON PLAN

Objective:
Identify job titles and skills

Key vocabulary:
job, career, profession, graphic artist, dental hygienist, home care aide, bookkeeper, repair technician, administrative assistant, landscaper, computer programmer, nanny, machine operator, housekeeper, student, retired

1.1. Pre-Assessment: Use the *Stand Out ExamView® Pro Test Bank* for Unit 6. (optional)

Warm-up and Review: 5–10 min.

Write job titles on the board. Ask students, *What do you do?* If they don't understand the question, keep asking different students until someone answers correctly. If this doesn't work, say *I am a teacher. What do you do?* Once students start telling you what they do, write the responses on the board.

Introduction: 5–10 min.

Ask students what the difference is between a *job* and a *career*. The *Nearby House Dictionary of American English* defines a "career" as "a life's work, especially in business or in a profession" and a "job" as "work that one is paid to do every day, permanent employment." "Profession" is defined as "an occupation requiring an advanced degree." Dis-

cuss these terms with your students and ask them which applies to them.

State the Objective: *In this unit you will learn what you need to do to get a job or to get a better one. For your final project, you will create a job-hunting portfolio. Today we will discuss job titles and the responsibilities that go along with each job.*

Presentation 1: 10–15 min.

Look at the pictures and write the correct letter next to each job title below.

Have students complete the exercise by themselves. When they are finished, go over each job as a class. See if they know what the person in each picture does before you give a fuller explanation. You might ask if they know anyone who holds a job like the ones shown. When you are finished, ask them if there are other jobs they can think of that are not listed.

Practice 1: 15–20 min.

Which job is most interesting? Which job is most difficult? Why? Tell your class your answers.

Have students discuss the questions in groups. Ask each group to have a member take notes on the answers.

Evaluation 1: 10–15 min.

Ask each group to report what they discussed. Write their choices and reasons on the board. See if you can come up with a consensus on which are the most interesting and most difficult jobs.

STANDARDS CORRELATIONS

Skills: Interpersonal Participates as a Member of a Team, Teaches Others New Skills
Information Acquires and Evaluates Information Organizes and Maintains Information, Interpersonal and Communicates Information
Systems Monitors and Corrects Performance
Basic Skills Reading, Writing, Listening, Speaking
Thinking Skills Creative Thinking, Decision Making, Reasoning
Personal Qualities Sociability
Skills for the Future: Communication Read with Understanding, Convey Ideas in Writing, Speak So Others Can Understand, Listen Actively
Decision Making Solve Problems and Make Decisions
Interpersonal Resolve Conflict and Negotiate, Advocate and Influence, Cooperate with Others
Lifelong Learning Reflect and Evaluate

- **Lesson Plan:** A complete lesson plan for each page in the student book is provided, using nationally-accepted curriculum design.
- **Pacing Guidelines:** Class-length icons offer three different pacing strategies.
- **CD Icon:** Supplemental activities found on the *Activity Bank CD-ROM* are noted with an icon.
- **Warm-up activities:** prepare students for lessons.
- **Suggested Internet Activities:** expose students to technology and real world activities.

- **Activity Bank CD-ROM:** Hours of motivating and creative reinforcement activities are provided to follow student book lessons. Instructors can download activities and add or adapt them to student needs. The audio component for listening activities will also be on CD-ROMs. Cassettes are available for instructors who prefer them.

Job Titles

A. Read the list of job titles below. Imagine that you have the skills to do all of them. Which jobs interest you the most? (Which jobs would you like to have?) Number the jobs in order from the one you are most interested in (1) to the one you are least interested in (10) under the *interest* column.

	Interest	Ability
Administrative assistant		
Bookkeeper		
Computer programmer		
Dental hygienist		
Graphic artist		
Home health aide		
Landscaper		
Machine operator		
Nanny		
Repair technician		

B. Read the list of job titles again. Which jobs are you most qualified for? (Which jobs can you do?) Number the jobs in order, from the one you are most qualified for (1) to the one you are least qualified for (10) under the *ability* column.

C. Read about each of the employees below and write the correct job title on the line.

- Chinh maintains financial records for a small business. She's a _____.
- Gregory creates games for computers. He's a _____.
- Marly cleans teeth. She's a _____.
- Mike does maintenance in people's yards. He's a _____.
- My mother takes care of children. She's a _____.
- Olivia fixes washers and dryers. She's a _____.
- Ricardo takes care of sick people in their own homes. He's a _____.
- Rudy operates a drill on a construction site. He's a _____.
- Satomi designs artwork for companies. She's a _____.
- Takuji types, files and answers the phone. He's a _____.

- **Stand Out Grammar Challenge:** Optional practice activities provide supplemental exercises for students who desire even more contextual grammar and vocabulary practice.

Grammar Challenge

CHALLENGE 3 Adjective + preposition + gerund (or noun)

I am happy about getting a new job.
 She is good at fixing machines.
 They are interested in computers.
 He is afraid of not having enough experience.

- A gerund or a noun follows an adjective + preposition.
- Other examples of adjective + preposition: tired of, bad at, worried about.
- To make the gerund negative, put not before the gerund.

Complete each sentence with a gerund. Use the verbs in the box.

EXAMPLE: Claude isn't good at answering math questions.

- We are tired of _____ new workers.
- The boss is bad at _____ the benefits program.
- We are happy about not _____ laid off.
- She isn't good at _____ on time.
- Lance is afraid of _____ his job.
- They are worried about _____ decisions.

train
be
lose
answer
make
explain
arrive

Write a new sentence using adjective + preposition + gerund.

EXAMPLE: She writes letters very well. She is good at writing letters.

- Learning new skills make him happy. _____
- He may become a landscaper. That's his strongest interest. _____
- She doesn't like to use electric tools. She's afraid of them. _____
- Ramona doesn't want to lose her job. She's worried. _____
- She doesn't know how to operate machines. She doesn't do it well. _____
- I'm tired. I don't want to explain my decisions. _____

Grammar Challenge 213

Post-Assessment Unit 6

A. Look at the job application. Then choose the best answer to each question below.

1 Name _____ Phone _____
 last first mi

2 Present Address _____

3 City _____ State _____ Zip _____

4 Special Skills _____

5 Type WPM _____ 6 Languages _____

7 Computer Skills _____

8 Last Five Year Employment History (Please list most recent positions first)

Employer (company, address)	Position	Dates from to	Reason for leaving

9

School and address	Course of Study	Number of Years Completed	Degree or Diploma
Elementary School			
High School			
College (s)			

10 REFERENCES

- | Name | Position | Company | Telephone |
|------|----------|---------|-----------|
| | | | |
| | | | |
| | | | |
- On which part of the application will you write where you used to work?
 - part 6
 - part 9
 - part 8
 - part 10
 - Where would you write that you speak Vietnamese?
 - part 1
 - part 4
 - part 7
 - part 6
 - Where can you write that you have good communication skills?
 - part 7
 - part 5
 - part 6
 - part 4

• **Stand Out ExamView® Pro Test Bank:** Innovative test bank CD-ROM allows for pre- and post-unit quizzes. Teachers can easily print out predetermined tests, or modify them to create their own customized (including computer-based) assessments.

Getting to Know You

- Introduce yourself
- Greet your friends
- Discuss educational goals
- Use small talk
- Format a paragraph

Lesson 1

Fill out the school registration form with your personal information first and then share the information with your class.

- | | |
|--|-------------------|
| 1. First Name | 2. Middle Initial |
| 3. Last Name | |
| 4. Address: Number and Street | |
| 5. City | 6. State |
| 8. Home Phone | 7. Zip |
| 10. E-mail Address | 9. Work Phone |
| 11. Date of Birth (mm/dd/yy) / / | |
| 12. Languages Spoken | |
| 13. Occupation | |
| 14. Hobbies and Interests | |

Write a question for each section above on a separate sheet of paper. Then interview another student using the questions.

EXAMPLE:

Student A: What is your first name? *Student B:* My first name is Miguel.

Introduce the student to the rest of the class.

EXAMPLE:

This is Miguel. His last name is Oliveira. He speaks Portuguese.