

Stand Out

2

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

2

学生用书

Stand Out

必胜英语

大学英语实用听说教程

[美] Rob Jenkins Staci Lyn Sabbagh

梁育全 蔡维碧

范波 朱黎勇 姜立



北京大学出版社
Peking University Press

THOMSON
TM

著作权合同登记 图字: 01-2004-1024

图书在版编目(CIP)数据

必胜英语. 大学英语实用听说教程(2)学生用书 / (美)杰肯等主编. —北京: 北京大学出版社, 2004.5

ISBN 7-301-06669-4

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(2003)第 099280 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 0-8384-2217-9

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(2) 学生用书

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 7-301-06669-4/H·0936

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 16印张 350千字

2004年5月第1版 2004年7月第3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)

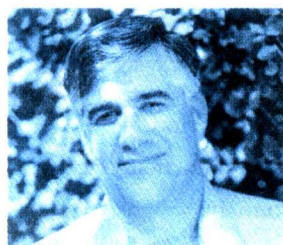
夏纪梅 (中山大学)

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 challenges 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. Becoming 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.



Liang Yuquan

There is no trick to learn English. Just try your best to practice more.



Cai Weihi

"The proper study of Mankind is man."

— Pope

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 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 student book and 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 stu-

dents 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 objectives. 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
Basic communication	Pre-unit Getting to Know You Page p2	<ul style="list-style-type: none"> • Say letters • Say numbers • Write name, address, and phone number • Follow classroom instructions 	<ul style="list-style-type: none"> • Greet your friends • Describe feelings • Ask clarification questions 	<ul style="list-style-type: none"> ♦ Simple present of <i>be</i> ♦ Contracted forms with <i>be</i> ♦ Personal pronouns ♦ Imperative verb forms for classroom instructions 	<ul style="list-style-type: none"> • Name, address • Feelings: <i>happy, angry, hungry, sad, tired, nervous</i> • Classroom vocabulary
	1 Everyday Life Page 1	<ul style="list-style-type: none"> • Talk about places and names • Read a world map • Talk about weather and seasons • Interpret daily and monthly schedules 	<ul style="list-style-type: none"> • Exchange personal information • Describe families • Describe people • Talk about time 	<ul style="list-style-type: none"> ♦ Simple present of <i>be</i> ♦ Simple present of <i>have</i> ♦ Simple present of regular verbs ♦ <i>Wh-</i> questions with <i>be</i> and <i>have</i> ♦ Possessive <i>s</i> ♦ Adverbs of frequency 	<ul style="list-style-type: none"> • Weather: <i>cloudy, rainy, sunny, foggy, windy, snowy</i> • <i>Fahrenheit, Celsius</i> • Family members • Physical descriptions: <i>tall, short, heavy, eye and hair color</i> • Time, days, and months
	2 Time to Go Shopping Page 21	<ul style="list-style-type: none"> • Identify clothing • Ask about prices • Count U.S. money • Read price tags and receipts • Read advertisements • Understand coupons and discounts • Compare shop 	<ul style="list-style-type: none"> • Ask for information in a store • Talk about money • Describe clothing • Describe habits and routines • Describe what people are doing right now 	<ul style="list-style-type: none"> ♦ Singular and plural nouns, <i>a pair of</i> ♦ Question with <i>How many...?</i> ♦ <i>This, these</i> ♦ Negative simple present of regular verbs ♦ Present continuous ♦ Present continuous contrasted with simple present 	<ul style="list-style-type: none"> • Clothing names • Prices • Sizes: <i>S, M, L, XL</i> • Colors, patterns • Item price, unit price, tax, and total • <i>Coupons, savings, receipts</i>
Consumer economics	3 Food and Nutrition Page 41	<ul style="list-style-type: none"> • Identify food groups • Read a menu • Follow directions in a supermarket • Identify measurements and containers for food • Plan meals and food budgets 	<ul style="list-style-type: none"> • Identify different kinds of food • Order food from a menu • Ask directions in a supermarket • Talk about quantities of food • Talk about nutrition 	<ul style="list-style-type: none"> ♦ Count and non-count nouns ♦ <i>How much</i> and <i>How many</i> ♦ Negative simple present of <i>be</i> contrasted with regular verbs 	<ul style="list-style-type: none"> • Food items and food groups • Parts of a menu: <i>main courses, side orders, beverages, desserts</i> • Supermarket sections • <i>Bag, bottle, box, can, carton, jar, gallon loaf, pound</i> • <i>Meals: breakfast, lunch, dinner</i>
	4 Housing Page 61	<ul style="list-style-type: none"> • Identify types of housing • Talk about bank accounts • Fill out personal checks and check ledgers • Read housing ads • Fill out a rental application • Identify furniture 	<ul style="list-style-type: none"> • Ask questions about housing • Talk about banking services and monthly payments • Describe rooms and location of furniture • Describe location of objects 	<ul style="list-style-type: none"> ♦ Combine sentences with <i>and</i> ♦ Use <i>pronouns</i> in compound sentences ♦ Prepositions of location: <i>in, on, over, under, between, next to, in front of, in back of, in the corner</i> ♦ Review of <i>yes/no</i> questions and <i>wh-</i> questions in simple present 	<ul style="list-style-type: none"> • Types of housing: <i>apartment, condo, house, mobile home</i> • <i>Savings and checking accounts, checks, ledger, ATM, PIN number, photo ID</i> • Rooms in a house • Abbreviations in housing ads • Furniture and household appliances

♦ Grammar points that are explicitly taught. ♦ Grammar points that are presented in context.

Skills for the Future

- Speaking so others can understand; listening actively
- Cooperating with others
- Taking responsibility for learning; reflecting and evaluating

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

- Cooperating with others
- Planning

(Technology is optional.)

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

- Using mathematics in problem solving and communication

(Technology is optional.)

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

- Solving problems and making decisions
- Planning
- Reflecting and evaluating

(Technology is optional.)

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

- Using mathematics in problem solving and communication
- Planning

(Technology is optional.)

**Skills
(Workplace)**

- Acquiring and evaluating information
- Listening
- Speaking
- Sociability

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

- Understanding systems
- Seeing things in the mind's eye
- Self-management
- Sociability

(Technology is optional.)

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

- Allocating money
- Understanding systems
- Arithmetic

(Technology is optional.)

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

- Decision making
- Problem solving
- Self-management

(Technology is optional.)

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

- Allocating money
- Arithmetic
- Creative thinking
- Self-management

(Technology is optional.)

Math

- Write numerals 0–30
- Count by 10 to 100
- Write telephone numbers
- Fill out a computerized bubble form

- Write temperatures using Celsius and Fahrenheit
- Interpret and create bar graphs
- Tell time with analog clocks
- Write times of day in numerals
- Discuss time and schedules

- Count U.S. money
- Say and understand prices
- Use addition and multiplication to calculate totals in comparison shopping
- Use subtraction to solve real world problems of clothing prices, sales, savings, and discounts

- Use addition to calculate food price totals on a menu
- Use U.S. measurements: pounds, gallons
- Use addition to solve cost of food shopping
- Present data in bar graphs and Venn diagrams
- Budget for food

- Compare rent prices for apartments and houses
- Fill out a check ledger
- Subtract payments from deposits and calculate balance
- Write a personal check
- Create a monthly budget
- Use addition and multiplication to calculate totals

**Grammar
Challenge**

- Simple present of the verb *be*
 - Negative statements with the verb *be*
 - Questions with the verb *be*
 - Indefinite and definite articles with singular nouns
 - Simple present of the verb *have*
 - Negative statements with the verb *have*
 - Questions with the verb *have*
 - Simple present and frequency words
- Page 170

- Negative simple present
 - Yes/no questions with simple present
 - Wh- questions with simple present
 - Possessive adjectives
 - Present continuous
 - Yes/no questions with present continuous
 - Wh- questions with present continuous
 - Present continuous and simple present
- Page 178

- Review: Negative simple present
 - Count and non-count nouns
 - A lot of, many, much, a few, a little
 - Count/non-count nouns with units of measure
 - There is, there are
 - Some/any
 - Tag questions with simple present
 - Tag questions with present continuous
- Page 186

- Review: Wh- questions with simple present
 - Review: Wh- questions with present continuous
 - Combining sentences with *and*
 - Prepositions of place
 - Review: Yes/no questions with the verb *be*
 - Spelling of plural nouns
 - This, that, these, those
 - Adjectives and noun modifiers
- Page 194

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

CONTENTS

Theme	Unit and page, Life Skills number	Language Functions	Grammar	Vocabulary	
Community resources	5 Our Community Page 81	<ul style="list-style-type: none">Describe a neighborhoodRead a bus scheduleIdentify buildingsFollow directions to a placeInterpret a street mapRead a phone directory indexAddress an envelope and send a package	<ul style="list-style-type: none">Give directions to a placeDescribe location of placesAsk for information on the phoneWrite a letter to a friendDescribe your community	<ul style="list-style-type: none">Imperative verb forms for directions to placesPrepositions of location: <i>in, on, between, next to, across from, on the corner of</i>Simple present and present continuousAdverbs of frequency<i>There is/there are</i>	<ul style="list-style-type: none"><i>North, south, east, west</i>Community buildings: <i>City Hall, fire station, hospital, library, museum, police station, post office</i><i>Left, right, straight ahead</i><i>Post office, package, insurance, customs, airmail letter</i>
Health	6 Health Page 101	<ul style="list-style-type: none">Identify healthy and unhealthy activitiesIdentify body partsMake an appointment by phoneIdentify and describe emergenciesUnderstand medicine directions and warnings	<ul style="list-style-type: none">Talk about how to stay healthyDescribe aches and painsPhone emergency servicesGive advice	<ul style="list-style-type: none">Irregular plurals: <i>foot-feet, tooth-teeth</i>Simple past of regular verbsSimple past of <i>have, go, and say</i>Frequency expressions: e.g., <i>once a day, every day</i>Modal verb <i>should</i> and <i>shouldn't</i>	<ul style="list-style-type: none">Body partsAches and painsAppointment, insuranceTelephone 911<i>Emergency, ambulance, paramedic</i>Injuries and accidents<i>Directions, indications, warnings, symptoms</i>Types of medicines
Occupational knowledge	7 Work, Work, Work Page 121	<ul style="list-style-type: none">Evaluate learning and work skillsIdentify jobsRead classified adsFill out a job applicationUnderstand instructions for machinesRead a job evaluationFollow instructions for using machines	<ul style="list-style-type: none">Describe skills and abilitiesAnswer questions in a job interviewDescribe past experiencesDescribe abilitiesAsk and answer job interview questionsUnderstand instructions for using machines	<ul style="list-style-type: none">Negative simple past of regular verbsNegative simple past of <i>be</i> and <i>have</i>Modal verb <i>can</i> for ability<i>Yes/no</i> questions with <i>can</i>	<ul style="list-style-type: none">Works skillsJob titlesJob requirements: <i>experience, training, full-time, part-time, references</i>Abbreviations in classified adsOffice machines: <i>answering machine, computer, copier, fax, printer, shredder</i>
Lifelong learning	8 Goals and Lifelong Learning Page 141	<ul style="list-style-type: none">Set goals for the futureDescribe academic goalsIdentify community resources and services for helpFill out a library card application	<ul style="list-style-type: none">Describe goalsDescribe educational systemsDiscuss future plansDiscuss personal valuesDescribe problems and find helpTalk about library services	<ul style="list-style-type: none">Use infinitive verb forms after: <i>want, plan, need</i>Questions with <i>Why</i>Give reasons using <i>because</i>Future with <i>going to</i>	<ul style="list-style-type: none">U.S. school system: <i>high school, college, graduate, academic, vocational, counselor</i>Transitional words: <i>first, second, third, fourth, next, then, finally</i><i>Driver's license, photo ID, passport</i>
Appendices	Useful Words Page 161 Grammar Reference Pages 162–163 Vocabulary List (1) Pages 164–167 Vocabulary List (2) Pages 168–169				

◆ Grammar points that are explicitly taught. ◆ Grammar points that are presented in context.

Skills for the Future

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

- Conveying ideas in writing
- Speaking so others can understand

(Technology is optional.)

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

- Solving problems and making decisions
 - Reflecting and evaluating
- (Technology is optional.)

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

- Solving problems and making decisions
 - Reflecting and evaluating
- (Technology is optional.)

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

- Planning
 - Taking responsibility for learning
 - Reflecting and evaluating
- (Technology is optional.)

**Skills
(Workplace)**

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

- Acquiring and evaluating information
- Writing
- Speaking

(Technology is optional.)

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

- Understanding systems
 - Problem solving
 - Decision making
 - Self-management
- (Technology is optional.)

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

- Organizing and maintaining information
 - Problem solving
 - Decision making
 - Self-management
- (Technology is optional.)

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

- Understanding systems
 - Knowing how to learn
 - Responsibility
 - Self-management
- (Technology is optional.)

Math

- Interpret a bus schedule
- Read phone numbers and addresses and ask about them
- Talk about prices of mail and postage
- Find out the cost of sending a package overseas

- Understand directions related to frequency of taking medications: *2 pills 2 times a day*

- Present data in the form of a bar graph
- Interpret data including dates in an employment application

- Interpret data in a pie chart about education in the United States
- Talk about percentages
- Understand a timeline setting out goals for the future
- Understand data presented as a Venn diagram
- Use ordinal numbers

**Grammar
Challenge**

- Prepositions to describe location
 - Imperatives to give directions and instructions
 - Review: Simple present and frequency words
 - Review: Present continuous
 - Review: Simple present and present continuous
 - Prepositions of time
 - Using *there + be*
 - Verbs followed by an infinitive
- Page 202

- Simple past tense of regular verbs
 - Simple past tense of *be* and *have*
 - Simple past tense of irregular verbs
 - Questions with *was* and *were*
 - Negative form of simple past tense verbs
 - Questions with simple past tense
 - *Should*
 - Questions with *should*
- Page 210

- Simple past tense: More forms
 - Review: Negative forms of simple past tense verbs
 - Tag questions with simple past
 - Using *can* to describe ability
 - Other uses of *can*
 - Questions with *can*
 - Tag questions with *can*
 - Review: Imperatives
- Page 218

- Review: Adjectives and noun modifiers
 - Adverbs of manner
 - Review: Verbs followed by an infinitive
 - *It + be + adjective + infinitive*
 - Future tense with *be going to*
 - Questions with *be going to*
 - Possessive form of nouns
 - Review: Possessive adjectives
- Page 226

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

Guide to Stand Out

Meeting the Standards has never been easier!

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

UNIT 2 Time to Go Shopping

GOALS

- Identify clothing
- Describe clothing
- Ask about prices
- Read advertisements and receipts
- Count U.S. money
- Use the present continuous
- Use the negative simple present

1 Shopping for clothes

GOAL Identify clothing

Vocabulary

Key Words

Identify (w/stand) 识别, 辨认
 Clothing (clothes) 衣服, 服装, 衣服用品
 pants (pants) 裤子
 sweater / sweatshirt 针织套衫, (厚)运动衫
 pajamas (pyjamas) 睡衣
 socks (socks) 袜子
 sneakers (sneakers) 运动鞋, 休闲鞋
 blouse (blouse) 女衬衫

Write and tell your classmates the correct names of the items in the picture with help of the following words.

jeans coats pants socks
 sweaters jackets shirts pajamas sneakers

UNIT 2 • Lesson 1 21

- Goals:** A roadmap of learning is provided for the student.
- Vocabulary:** Key vocabulary is introduced visually and aurally.

3 U.S. money

GOAL Count U.S. money

Life Skill

Key Words

quarter / quarter ¼ (美国或加拿大) 25 分 (硬币)
 dime / dime 10 分 (硬币)
 nickel / nickel 5 分 (硬币)
 penny / penny 1 分 (硬币)
 cent / cent 1 分 (硬币)

How much is the clothing? Look at the money. Write the price.

dollar quarter dime nickel penny

\$1.00 \$0.25 \$0.10 \$0.05 \$0.01

Practice saying these prices.

EXAMPLE: \$12.99
 You can say: twelve dollars ninety-nine cents or: twelve dollars and ninety-nine cents or: twelve ninety-nine

1. \$65.95 2. \$15.49 3. \$7.69
 4. \$75.13 5. \$38.55 6. \$194.40

UNIT 2 • Lesson 3 25

- Grammar:** Charts clearly explain grammar points, and are followed by personalized exercises.

GOAL Use the negative simple present

Grammar

Simple present		Negative simple present	
I wear	shoes	I do not (don't) wear	sandals
You wear		You do not (don't) wear	
We wear		We do not (don't) wear	
They wear		They do not (don't) wear	
He wears		He does not (doesn't) wear	
She wears		She does not (doesn't) wear	

Complete the lists about Mario.

What does Mario wear to work? boots

What does Mario wear to the beach?

Talk about what Mario wears to work and to the beach.

EXAMPLE: Mario wears boots to work. He doesn't wear sandals.
 Mario wears shorts to the beach. He doesn't wear pants.

Write sentences and talk about what you and your classmates wear to school.

1. My partner wears _____ to school. He/She doesn't wear _____.
 2. I wear _____. I don't wear _____.
 3. My classmates _____ They _____.

Read your sentences to your partner.

You wear _____ to school. You don't _____.

Active Task: What do people wear at your workplace? Look at clothing catalogs from a store or on the Internet. Find out the names of work clothes for your job. Tell the class.

UNIT 2 • Lesson 4 29

- Life Skills:** State- and federally-required life skills and competencies (i.e., Skills, Skills for the Future, Model Standards, etc.) are taught, helping students meet necessary benchmarks.

- Math Skills:** Contextualized math activities are integrated throughout.

6 Advertisements

GOAL Read advertisements and receipts

Life Skill

Key Words

store / store 商店, 商店
 sale / sale 出售, 廉价出售
 coupon / coupon 优惠券
 unit price / unit price 单位价格
 grand total / grand total 总价, 总计

Read the advertisement. How much money can you save on each item? Fill in the missing information.

SAM'S UNIFORM CLOTHING STORE

Men's Shirts: \$12.99
 Women's Shirts: \$15.99
 Men's Pants: \$18.99
 Women's Pants: \$22.99
 Men's Socks: \$2.99
 Women's Socks: \$3.99
 Men's Shoes: \$45.99
 Women's Shoes: \$55.99

What is a coupon? Where can you find them? Listen to the advertisements and find out if you need a coupon for each of the items above. Check the clothing that needs a coupon.

1. men's shirts 2. sneakers 3. women's pants 4. baseball caps

The shirt is \$4.00 off.
 They are \$4.00 off with a coupon.
 The shirt is \$4.00 off the regular price.

Practice the conversation with a partner. Then use the information above to make new conversations.

Student A: Can I help you?
 Student B: Yes, I'm looking for a shirt.
 Student A: How much are the shirts?
 Student B: The shirts are \$26.00.

Student B: The shirts are \$4.00 off.
 Student A: Sorry, you're right. They are \$22.00.

UNIT 2 • Lesson 6 32

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

GOAL Use the present continuous
Grammar

Study the chart with your teacher.

	Present continuous	Present simple
I	am wearing a suit	right now, at this moment, today.
You	are walking	
We	are sitting	
They	are playing	
He	is reading	
She	is eating	

Look at the pictures and orally complete the sentences with help of the following hints.

Present continuous	Simple present
The men are wearing suits.	They always wear suits to work.
The boy is eating a sandwich.	He always eats a sandwich for lunch.
The girls are sitting on their lunch break.	They always sit on the mall on their lunch break.
The woman is always in the mall on her lunch break.	She always works in the mall on her lunch break.
The boys are always on their lunch break.	They always work on their lunch break.
The men are always on their lunch break.	He always works on his lunch break.

Read the paragraph about Mario.

Mario is a student in our class. He has black hair and brown eyes. He is wearing a green T-shirt and blue pants. Right now he is talking and helping people. He always helps other students. Mario is a good student.

On a separate sheet of paper, write your own paragraph about yourself or about someone in your class.

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

Review

Write sentences about the people in the picture and talk about them.

- A man is sitting on a bench. He is wearing an orange sweater.
- A woman is walking.
- Two boys are playing.
- The girl is reading.
-
-
-
-

Complete the paragraph on another sheet of paper.

Many people are at the mall today. Some people are shopping. Some people are wearing pizza. They are wearing baseball caps and jeans.

TEAM PROJECT

Talk to your team about making your own clothing store

- Form a team with four or five students. You are going to design your own clothing store. In your team, you need:

Student	Task
Student 1	See that everyone speaks English.
Team leader	See that everyone participates.
Student 2	Design and advertisement.
Artist	
Student 3	Write a paragraph with help from the team.
Advertising specialist	
Students 4	Prepare a class presentation with help from the team.
Spokesperson	

- Choose a name for your store. What do you sell? Women's clothes? Men's clothes? Children's clothes?
- Make a list of clothing you sell (8 or more items) on a sheet of paper. Describe the clothing by size, color, pattern, and price. (See pages 30-31.) Are your clothes for work, sports, or school?
- Cut out pictures or draw pictures of the clothing. Make a newspaper advertisement for your store with pictures of four items or more. (See page 32 and 37.)
- Practice asking for prices and selling. (See page 27.)
- Prepare the advertisement to the class. For example: Our store's name is ... It's ... This is our advertisement.

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

PRONUNCIATION

Listen and repeat these prices. Then listen and write the price you hear.

\$30 (thirty dollars)-\$15 (fifteen dollars)	\$40-\$14
\$50 (fifty dollars)-\$15 (fifteen dollars)	\$70-\$17
\$60 (sixty dollars)-\$16 (sixteen dollars)	\$80-\$18

LEARNER LOG

Circle what you learned and write the page number where you learned it.

- I know words for clothing. Yes Maybe No Page
- I can use American money. Yes Maybe No Page
- I can read receipts. Yes Maybe No Page
- I can describe clothing. Yes Maybe No Page
- I can read advertisements. Yes Maybe No Page
- I can use the simple present. Yes Maybe No Page
- I can use the present continuous. Yes Maybe No Page

Did you answer No to any questions? Review the information with a partner.

Rank what you like to do best from 1 to 5. 1 is your favorite activity. Your teacher will help you.

<input type="checkbox"/> practice listening
<input type="checkbox"/> practice speaking
<input type="checkbox"/> practice reading
<input type="checkbox"/> practice writing
<input type="checkbox"/> learn grammar
<input type="checkbox"/> learn new words (vocabulary)

In the next unit, I want to focus on

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

LESSON PLAN Unit 2: Time to Go shopping

Lesson 1: Shopping for clothes

LESSON PLAN

Objectives:
Identify basic articles of clothing;
calculate costs of given items;
key vocabulary:
jacket, coat, socks, shirt,
pants, sweater, pajamas, dress,
shoes, blouse, hat, skirt, raincoat,
sweaters, pair of, cheap, cheaper,
expensive, more expensive.

Pre-Assessment: Use the *Stand Out ExamView® Pro Test Bank CD-ROM* for Unit 2. (optional)

Warm-up and Review:
10–15 min.

Review the four seasons with the students. Write the four seasons across the board. Say what season you like the best. Ask the students which season they like. Take a class poll and write the totals on the board under the different seasons.

Introduction: 5–10 min.

Look for a student with a coat or a sweater on. If there is no student with a coat or sweater, draw one on the board or, better yet, bring one to class. Ask students to name the season in which they wear a heavy coat. Write *coat* under *winter* on the board. Introduce a few other items of clothing and do the same.

State objective: *Today and in this unit you will learn about clothing and about U.S. money.*

STANDARDS CORRELATIONS

Skills: Resource Allocation; Money; Interpersonal: Participates as a Member of a Team; Teaches Others New Skills; Information: Acquires and Evaluates Information; Organizes and Maintains Information; Interprets and Communicates Information.
Basic Skills: Arithmetic, Listening, Speaking, Thinking Skills: Decision Making.
Skills for the Future: Communication

Speak So Others Can Understand, Listen Actively: Decision Making: Use Math to Solve Problems and Communicate; Solve Problems and Make Decisions; Plan Interpersonal: Guide Others; Cooperate with Others.
Lifelong Learning: Take Responsibility for Learning, Reflect and Evaluate

21a

LP UNIT 2 • Lesson 1

- **Lesson Plan:** A complete lesson plan for each page in the student book is provided, using nationally-accepted curriculum design.
- **Pacing Guides:** Icon codes 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 to follow student book lessons are provided. Instructors can download activities and add or adapt them to student needs. The CD-ROM also includes the audio component for listening activities. Cassettes are available for instructors who prefer them.

Activity Bank

Unit 2: Time To Go Shopping

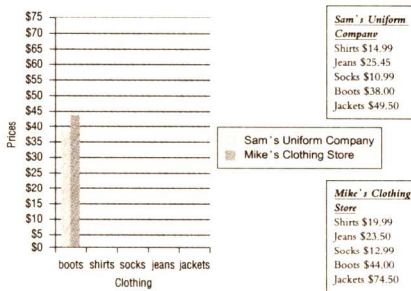
A. Counting U.S. money

How many coins and bills do you need for these totals?

Total	\$20 bills	\$10 bills	\$5 bills	\$1 bills	quarters	dimes	nickels	pennies
\$24.50								
\$85.98								
\$21.89								
\$32.00								
\$44.63								
\$63.44								

B. Comparing prices

Look at the information and mark the price of each item on the graph. Which store is cheaper?



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

Unit 2 Time to Go Shopping

GRAMMAR CHALLENGE/Stand Out 2

Present Continuous and Simple Present

- Use the present continuous with *now, right now, at the moment, today*.
- Use the simple present with *always, often, usually, never, sometimes, every Monday*.

Diem is working at the store right now. (present continuous)
He works at the store every Thursday. (simple present)

Circle the correct verb form.

- Sam's Uniform Company is having a sale on shirts and shoes today.
- Sam always puts his sale prices on the item tags.
- He tells us he is telling his customers about the sale prices right now.
- Sometimes Sam's shoes are being very expensive for Kenji.
- Kenji often is using a coupon for \$10.00 off the regular price.
- Today, he spends only \$19.95 with tax.
- The Nguyen brothers never are reading advertisements for clothing.
- At the moment they look are looking for new sneakers and boots.
- Now they ask are asking Sam about the tax and total price.
- The Nguyen brothers shop are shopping every Saturday.

Complete the sentences with the present continuous or simple present.

- Duong (wait) is waiting for his sister outside the department store right now.
- They usually (go) _____ to the Mountain View Mall at lunchtime.
- The salesperson (tell) _____ Lien about a sale now.
- Lien (shop) _____ for a blue skirt today.
- She never (buy) _____ jeans because she doesn't like them.
- Every summer Duong (need) _____ a new pair of sandals.
- Mario and his family always (wear) _____ warm clothes in January.
- Sometimes Inna and Alex (spend) _____ too much money for clothes.
- At the moment, I (walk) _____ around J.D. Allen's Department Store.
- I often (get) _____ tired because I hate shopping.

Pre-Test Unit2

A. Read the sales receipts. Then choose the best answer to each question below.

Lydia's Clothes Emporium	Lydia's Clothes Emporium	Lydia's Clothes Emporium	Lydia's Clothes Emporium
1 Socks Size 9-13 \$7.45	1 Blouse Size Med \$28.99	1 Blue Jeans 34/32 \$19.95	1 Shirts Med \$16.50
Tax \$.60	Tax \$2.32	Tax \$1.60	Tax \$1.32
Total \$8.05	Total \$31.31	Total \$21.55	Total \$17.82

- How much is the blouse including tax?
 - \$17.82
 - \$8.05
 - \$31.31
 - \$28.99
- How much are the blue jeans before tax?
 - \$17.82
 - \$19.95
 - \$21.55
 - \$1.60
- You need to pay \$8.05 to buy socks. Choose the exact amount below.
 - Eight dollar bills, one quarter and five pennies.
 - Eight dollar bills, and two quarters.
 - One five-dollar bill, three one-dollar bills, and a dime.
 - One five-dollar bill, two one-dollar bills, four quarters, and a nickel.
- You need to pay \$17.82 to buy shirts. Choose the exact amount below.
 - One ten-dollar bill, one five-dollar bill, two one-dollar bills, two quarters and two pennies.
 - One twenty-dollar bill, two quarters, and a nickel.
 - Three five-dollar bills, two one-dollar bills, three quarters, one nickel, and two pennies.
 - Seven one-dollar bills, three quarters, and two pennies.

- **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

GOALS

- Greet your friends
- Describe feelings
- Say letters
- Say numbers
- Follow classroom instructions

1

Lesson

Nice to meet you

GOAL ▶ Greet your friends

Life Skill



Practice.

Mario: Hello, what's your name?

Lien: Hi, Mario. Nice to meet you, too.

Lien: My name's Lien.

Mario: Welcome to our class, Lien.

Mario: Nice to meet you, Lien. I'm Mario.



Practice the conversation with five students.



Stand in a line with other students. Stand in alphabetical order by first names.