

Lesson Planner

3

教师用书

必胜英语

大学英语

实用听说教程



THOMSON



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Stand Out
Lesson Planner

必胜英语

大学英语实用听说教程

[美] Rob Jenkins Staci Lyn Sabbagh

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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

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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. 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.



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 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.

ABOUT THE SERIES

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

Stand Out Book 3 is 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.

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; when students work together as a learning community they learn that anything becomes possible. The satisfaction of accomplishing something as both 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 *Stand Out Lesson Planner* on a daily basis.

STAND OUT does *stand out* from other series because, in the writing of this text, performance objectives were first established for each lesson. Then lesson plans were designed, followed by the book pages. The introduction to each lesson varies because different objectives demand different approaches. The greater variety of tasks makes learning more interesting for the students.

• What are project activities?

The final lesson of each unit is a **project**. The project is often a team simulation that

incorporates the objectives of the unit and provides one further opportunity for students to apply what they have learned in active circumstances. It 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. While the projects can be skipped or simplified, we encourage instructors to implement them as presented, enriching the overall student experience.

• 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. In *Stand Out Book 3*, different structures are identified as principle objectives in 13 lessons. Students are first given a context incorporating the grammar, followed by an explanation and practice. In level three, we expect students to acquire the language structure after hearing and reading grammar in useful contexts. For teachers who want to enhance grammar instruction, the *Activity Bank 3 CD-ROM* and/or the 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 replaces lifelong learning in Books 3 and 4).

• Are there enough activities so I don't have to supplement?

STAND OUT stands alone in providing 231 hours of instruction and activities, even without the additional suggestions of the *Lesson Planner*. The *Lesson Planner* also shows you how to streamline lessons to provide 115 hours of class work and still have thorough lessons if you meet less often. When supplementing with the *Activity Bank 3 CD-ROM*, the *ExamView® Pro Test Bank*, and the Grammar Challenge, your opportunities to extend class hours and continue to provide activities related directly to each lesson objective are unlimited. Calculate how many hours your class meets in a

semester and look to **STAND OUT** to address the full class experience.

THE LESSON PLANNER

The *Stand Out Lesson Planner* is in full color with 77 complete lesson plans, taking the instructor through each stage of a lesson, from warm-up and review through application. The *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.

Each lesson is written in the following lesson plan format. All of the lessons have three practices that help extend the lesson for longer class periods and for students who may need more practice with the same objective(s).

1. Warm-up and Review

Use previously learned content and materials that are familiar to students from previous lessons to begin a lesson.

2. Introduction

Begin focusing the students' attention on the lesson by asking questions, showing visuals, telling a story, etc. State the objective of the lesson and tell students what they will be doing. The objective should address what you expect students to be able to do by the end of the lesson.

3. Presentation

Introduce new information to the students through visuals, realia, description, explanation, or written text. Check on students' comprehension.

4. Practice

Have students practice what they have just learned through different activities. These activities can be done as a class, in small groups, pairs, or individually. The practice is guided through materials. Model each activity, monitor progress, and provide feedback.

5. Evaluation

Evaluate students on attainment of the objective. This can be oral, written, or by demonstrated performance.

6. Application

Students apply new knowledge to their own lives or new situations.

HOW TO USE THE LESSON PLANNER

Each lesson plan page is placed next to the *Stand Out 3 Student Book* page for easy reference. In your *Lesson Planner*, the answers to the *Student Book* exercises are filled in on the student pages.

LESSON PLAN - Unit 1: Balancing Your Life Lesson 1: Everyday Life

LEARNING OBJECTIVES

After students study Luisa's schedule, ask them specific questions about it. For example, *What does Luisa do on Mondays, Wednesdays, and Saturdays? When does she go to work?* Ask additional questions to make them familiar with the schedule.

Practice 1: 20-25 min.

1. Talk about Luisa's schedule with a partner. Ask questions using *What time...?*, *When...?*, and *What...?*

Go over the example with students and give them time to ask and answer questions about the schedule.

Use *Stand Out Grammar Challenge Unit 1*, (optional)

Pronunciation: An optional pronunciation activity is found on the final page of this unit. This pronunciation activity may be introduced during any lesson in this unit, especially if students need practice with syllable stress. (See pages 20 and 26 for Unit 1 Pronunciation.)

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

Warm-up / Review: 10-15 min.

Write *schedule* on the board. Ask students, *What is a schedule?* They may mention a bus or train schedule. Present the idea of a personal schedule to them before you ask the next questions. *What information goes on a schedule? Who keeps schedules? Do any of you have a schedule? What information do you keep on it?*

Introduction: 1 min.

State the Objective: In this unit, you will learn about how to balance your life based on your goals and personal values. For your final project you will create a personal schedule that incorporates these elements.

Presentation 1: 10-15 min.

1. Look at Luisa's schedule. What are her routines?

STAND OUT VOCABULARY

After a while, "Thank You" cards are often given to people who have helped you. Many like to give them to the person who helped them. They are often given to the person who helped them. They are often given to the person who helped them.

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UNIT 1

1

Balancing Your Life

GOALS

- Discuss schedules and routines
- Use future time clauses with *when*
- Write a paragraph
- Improve your study habits
- Use clauses with *because*
- Discuss values
- Use an outline

1 **Everyday life** **Life Skill**

Key Words

schedule / 日程表, 时间表
routine / 例行公事, 日常工作
day off / 休息日
break / 休息时间
to go to work / 去上班

to go to school / 去上学
to go to the gym / 去健身房
to go to the library / 去图书馆
to go to the movies / 去看电影
to go to the park / 去公园
to go to the beach / 去海滩
to go to the mountains / 去山区
to go to the city / 去城市
to go to the countryside / 去乡下
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1. Look at Luisa's schedule. What are her routines?

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 6:00 | Wake up | Wake up | Wake up | Wake up | Wake up | Wake up | Wake up |
| 6:30 | Take a shower | Take a shower | Take a shower | Take a shower | Take a shower | Take a shower | Take a shower |
| 7:00 | Get dressed | Get dressed | Get dressed | Get dressed | Get dressed | Get dressed | Get dressed |
| 7:30 | Have breakfast | Have breakfast | Have breakfast | Have breakfast | Have breakfast | Have breakfast | Have breakfast |
| 8:00 | Go to work | Go to work | Go to work | Go to work | Go to work | Go to work | Go to work |
| 12:00 | Take a break | Take a break | Take a break | Take a break | Take a break | Take a break | Take a break |
| 1:00 | Go to work | Go to work | Go to work | Go to work | Go to work | Go to work | Go to work |
| 5:00 | Go home | Go home | Go home | Go home | Go home | Go home | Go home |
| 6:00 | Take a shower | Take a shower | Take a shower | Take a shower | Take a shower | Take a shower | Take a shower |
| 7:00 | Get dressed | Get dressed | Get dressed | Get dressed | Get dressed | Get dressed | Get dressed |
| 7:30 | Have dinner | Have dinner | Have dinner | Have dinner | Have dinner | Have dinner | Have dinner |
| 8:00 | Go to bed | Go to bed | Go to bed | Go to bed | Go to bed | Go to bed | Go to bed |

2. Talk about Luisa's schedule with a partner. Ask questions using *What time...?*, *When...?*, and *What...?*

EXAMPLE:

Student A: What time does Luisa start work?
Student B: She starts work at 10:00 A.M.

LESSON PLAN - Unit 1: Balancing Your Life Lesson 1: Everyday Life

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Objectives


Key Vocabulary


Objective(s), Key Vocabulary, and Standards The first page of each lesson plan will identify the lesson objective(s), Key Vocabulary, and the Skills, and Skills for the Future standards found in that lesson.


Standards


LESSON PLAN • Unit 1: Balancing Your Life Lesson 2: The future

Practice 1: 10–15 min.  **Look at the example and complete the sentences below with your own ideas. Read your sentences to a classmate.**


Evaluation 1: 10–15 min.  **Have students share their answers with a partner. Then go over their responses as a class. There will be many different answers, so let different students respond to the same question.**


Presentation 2: 10–15 min.  **Ask students to give you examples of goals. Write their examples on the board, but put them in three separate clusters: *personal*, *educational*, and *occupational*. Do not write the names of these categories on the board. Once you have several goals on the board, ask students to read each cluster separately and try to identify the types of goals it contains. Help them come up with the three primary categories of personal, educational, and occupational, and then write the words on the board.**


Practice 2: 10–15 min.  **Look at Zhou's goals. He has personal goals (buy a new home), educational goals (graduate from college), and occupational goals (get a new position at work).**


Evaluation 2:  **Observe the activity. Help students who are having trouble coming up with goals.**


AB **Refer to the Stand Out Activity Bank 2 CD-ROM, Unit 1 Worksheet 3 (three pages), for more practice with when in the future.**

Presentation 3: 10–15 min.  **Ask students about one of the goals on the board, such as *get a college degree*. Ask students *when* they need to do to reach this goal. Write some of their ideas on the board. Repeat with other goals. Tell students if they want to reach a goal they have to plan and figure out the best way to reach it.**


Practice 3: 20–25 min.  **In groups of three or four, have students come up with a list of *steps* that need to be taken to reach certain goals. Assign each group three goals from the board, one from each category. If you run out of goals, some groups can work with the same goal.**

Evaluation 3: 15–20 min.  **Have representatives present their group's ideas to the class.**

Application: 20–25 min.  **With a group, discuss your future goals. Write sentences about your goals using *when*.**

Active Task:  **Type your goals on a sheet of paper and hang them up in a special place where you can read them each day.**

AB **Refer to the Stand Out Activity Bank 3 CD-ROM, Unit 1, for the Active Task Checklist for Lessons 2–4 and 7.**

LP UNIT 1 • Lesson 2 

Class Length

The lesson planner includes lessons for classes that are from one and a half hours in length up to three hours in length.

1.5+

Instructors who teach 1½ hour classes should follow the steps of the lesson plan next to these icons. There may be additional exercises in the *Stand Out Student Book* or activities on the *Activity Bank CD-ROM* that you don't have time for in class, but those exercises can be assigned for homework.

1.5+

2+

Instructors who teach 2-hour classes should follow the steps of the lesson plan next to these icons. Again, there may be some additional exercises in the *Student Book* or activities on the *Activity Bank* that you don't have time for in class, but those exercises can be assigned for homework.

1.5+

2+

3

Instructors who teach 3-hour classes should follow the steps of the lesson plan next to these icons. Sufficient activities are available for homework.

SUPPLEMENTAL MATERIALS

AB

• The *Stand Out Activity Bank CD-ROMs* contain supplemental listening, grammar, reading, and writing activities, as well as project sheets. These activities are all presented in Word format and can be downloaded and modified to meet the needs of your class. If you see this icon in a lesson plan, it indicates that there is an additional activity worksheet or template that you can print out to use with your students.

• How do I use the Activity Bank CD-ROM?

To use the *Activity Bank*, put the CD-ROM into your computer and open it. Find the folder for the unit you are working on and open it. Inside you will see all of the extra worksheets for that unit. (There is a Table of Contents that gives you a brief description of each activity.) Open the file you want and customize it for your class. Save the file on your computer's hard drive or on a disk or CD and print it out. All the worksheets are reproducible and modifiable, so make as many copies as you want!



- **Listening Components:** The main listening scripts are found in the back of the *Stand Out Student Book*. Teachers will find all listening scripts in the *Lesson Planner*. Cassette tapes and audio CD-ROMs are available for all main listening activities described in the *Stand Out Student Book*. The recordings for the supplemental listenings can only be found on the *Activity Bank CD-ROM*.



- **Stand Out Grammar Challenge** offers further grammar explanation and challenging practice. While incorporating the same contexts and vocabulary studied in the *Stand Out 3 Student Book*, the Grammar Challenge complements all the grammar objectives taught. Additional grammar challenges reinforce structures passively introduced throughout the *Student Book*.



- **ExamView® Pro Test Bank CD-ROM** allows teachers to customize pre- and post-assessment tests for each unit as well as a pre- and post-assessment tests for the book. ExamView® Pro is an easy-to-use, innovative test bank system. Each unit has a set of test questions from which unit

quizzes can be generated.

- **How can teachers create tests using the ExamView® Pro Test Bank CD-ROM?**

In order to compose a test, teachers indicate the number of questions that they want. They either can have questions randomly selected or they can select the questions themselves. Teachers can further customize quizzes by combining questions from the *Test Bank* with original, teacher-generated questions. They can then simply print out the pre-formatted quiz for the students to take a traditional paper and pencil test. The ExamView® Pro *Test Bank CD-ROM* also allows the test to be administered by computer. It can even be administered on-line with automatic scoring. When the test is given on-line, the test results can be automatically e-mailed to the instructor!

- **What types of questions appear in the Test Bank?**

The tests and quizzes give students practice with a number of different question types including multiple choice, true/false, completion, yes/no, numeric response, and matching.

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"> • 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> |
| | 1 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 economics | 2 Consumer Smarts Page 21 | <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> |
| | 3 Housing Page 41 | <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> |
| Community resources | 4 Our Community Page 61 | <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> |

Skills for the Future

**Skills
(Workplace)**

**Academic/
Math**

**Grammar
Challenge**

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

- Understanding systems
- Decision making

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

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 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.)

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

- 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

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 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.)

ACADEMIC

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

MATH

- Calculate prices and discounts
- Compare prices and numerical data

- 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

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 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.)

ACADEMIC

- Write a business letter

MATH

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

- 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
 - *Very, too, and enough* with adjectives and adverbs
 - *Should, must, and have to*
 - Questions with *How much*
- Page 187

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.)

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

- 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

- *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 <i>For</i> and <i>since</i> 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 <i>Diet, calcium, calories, carbohydrates, fiber, iron, nutrition, saturated fat, sodium, vitamin</i> |
| | 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: <i>good at, interested in, afraid of</i> Gerunds after prepositions <i>Would rather</i> followed by verb | <ul style="list-style-type: none"> Names of job titles Job skills: <i>solve problems, work under pressure, make decisions</i> Personal qualities: <i>arrogant, cheerful, confident, enthusiastic, friendly, honest, motivated, reliable, sensitive</i> |
| 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 <i>could</i> and <i>might</i> for possibility Modals <i>can, would, and could</i> for polite requests | <ul style="list-style-type: none"> Pay stub information: <i>earnings, tax deductions, gross and net pay</i> Benefits: <i>insurance, Medicare, 401k, medical leave, overtime</i> Work safety: <i>back support belt, safety goggles, earplugs, hairnet</i> |
| | 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"> <i>Both</i> and <i>neither</i> to compare ideas <i>But</i> and <i>however</i> 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 |
| Government and law | | | | | |

| Appendices |
|--|
| Student Book Vocabulary List(1) Pages 161–165 Vocabulary List(2) Pages 166–168 Grammar Reference Pages 169–170 |

| Lesson Planner (page differences) |
|---|
| Lesson Planner Listening Scripts Pages 171–182 Teaching Hints Pages 183–187 Grammar Challenge to the Teacher Page 188 Grammar Challenge Answer Key Pages 189–199 |

Skills for the Future**Skills
(Workplace)****Academic/
Math****Grammar
Challenge**

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

- Reflecting and evaluating
- Learning through research
- Reading with understanding
- Speaking so others can understand
(Technology is optional.)

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.)

ACADEMIC

- Predict ideas before reading
 - Identify main ideas in a text
- MATH**
- Interpret percentages and amounts in grams on a food label

- 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

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 are incorporated into this unit, with an emphasis on:

- Self-esteem
- Sociability
- Acquiring and evaluating information
- Speaking
- Decision making
(Technology is optional.)

ACADEMIC

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

- 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

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 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.)

ACADEMIC

- Use context to work out meanings of new words
- MATH**
- Interpret pay stub information
 - Use addition to calculate pay stub totals

- 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

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.)

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

- Listening
- Speaking
- Responsibility
- Self-esteem
(Technology is optional.)

ACADEMIC

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

- 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

Getting to Know You

GOALS

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

1

Lesson

Meet your classmates

GOAL

Introduce yourself

Life Skill



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

| | | |
|---|---------------------|-------------------------|
| 1. First Name _____ | (Answer will vary.) | 2. Middle Initial _____ |
| 3. Last Name _____ | | |
| 4. Address: Number and Street _____ | | |
| 5. City _____ | 6. State _____ | 7. Zip _____ |
| 8. Home Phone _____ | 9. Work Phone _____ | |
| 10. E-mail Address _____ | | |
| 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.

LESSON PLAN

Objectives:

Fill out and discuss a personal information form. Introduce oneself. Interview another student.

Key vocabulary:

registration, fill out, middle initial, e-mail address, occupation, hobbies, interests, interview, introduce

Warm-up and Review:
5–10 min.

1.5

As students enter the class, introduce yourself by shaking hands with each one and saying, *Nice to meet you.*

Introduction: 10–15 min.

1.5

Welcome the class as a whole and introduce yourself by name. Give the students any practical information they need, such as when the class meets and for how long, etc.

Presentation 1: 10–15 min.

1.5

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

Ask students questions from the form. Ask them to help you write such questions on the board as *What is your name?* Have two volunteers ask and answer these questions.

Practice 1: 15–20 min.

1.5

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

Evaluation 1: 10–15 min.

1.5

Go over questions as a class.

Presentation 2: 10–15 min.

1.5

Go over clarification expressions.

Ask a student questions from exercise B but pretend you don't understand. Use these expressions: *Can you repeat that? Can you spell that? I don't understand. Can you say it again?*

Practice 2: 10–15 min.

1.5

AB

Give students blank registration forms to fill out. Refer to the *Stand Out Activity Bank 3 CD-ROM*, Pre-Unit Worksheet 1, for the form.

Evaluation 2:

Observe the activity.

2

Presentation 3: 5–10 min.

Ask students what other information they wish to learn about their partners.

Practice 3: 10–15 min.

3

AB

In groups, have students brainstorm additional questions they might ask someone whom they've just met. Have each student interview his or her partner by asking the new questions.

Refer to the *Activity Bank 3 CD-ROM*, Pre-Unit Worksheet 2, for an interview form.

Evaluation 3: 10–15 min.

3

Review the interview questions as a class.

Application: 20–25 min.

1.5

● Introduce the student to the rest of the class.

Have students introduce their partners and mention three interesting things they learned about their partners.

Refer to the *Stand Out Activity Bank 3 CD-ROM*, Worksheet 3 (two pages) for more practice reading, writing, and listening to information for registration forms.

AB

3

STANDARDS CORRELATIONS

Skills: Information Acquires and Evaluates Information

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

Basic Skills Reading, Writing, Listening, Speaking

Personal Qualities Sociability

Skills for the Future: Communication Speak So Others Can Understand, Listen Actively

Interpersonal Resolve Conflict and Negotiate, Cooperate with Others

Lifelong Learning Learn Through Research