

Super GOAL

超越目标

Manuel dos Santos



TEACHER'S
MANUAL

3

中国对外翻译出版公司

Manuel dos Santos

Super Goal 3, Teacher's Manual

ISBN: 970-10-3349-3

Reprint ISBN: 7-5001-1150-9

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北京市版权局著作权合同登记号:图字:01-2003-1428号

图书在版编目(CIP)数据

《超越目标》教师手册3—Super Goal Teacher's Manual/ (美)桑托斯(Santos, M.D.)著.

—北京:中国对外翻译出版公司,2003.7

ISBN 7-5001-1150-9

I.超... II.桑... III.英语—儿童教育—教学参考资料 IV.H31

中国版本图书馆CIP数据核字(2003)第058256号

出版发行/中国对外翻译出版公司

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印 刷/遵化市印刷有限公司

经 销/新华书店北京发行所

规 格/890×1240毫米 1/16

印 张/10.5

版 次/2003年7月第一版

印 次/2003年7月第一次

印 数/1-2000

ISBN 7-5001-1150-9/G·377 定价:28.00元



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中国对外翻译出版公司

Scope and Sequence

UNIT TITLE

FUNCTIONS

GRAMMAR

1 LIFESTYLES

Talk about habitual actions
Talk about frequency of actions
Talk about lifestyles
Talk about habits and routines

Simple present tense for habitual actions
Adverbs/expressions of frequency
Expressions of quantity:
a great deal, a lot
Questions with *How much, How many*
Do vs. make

2 LIFE STORIES

Talk about past actions
Contrast the past and the present
Relate family background information
Express obligation
Report what people said

Simple past tense:
questions, short answers
Was born/married
Irregular past tense of verbs
Used to
Had to
Reported speech: verb *say*

3 ARRIVALS AND DEPARTURES

Talk about ongoing actions
Talk about plans and future actions
Explain purposes and reasons
Express good wishes, greetings, and leave takings
Make offers and requests and accept or reject them

Present progressive tense for present and future meaning
Future with *going to* and *will*
Infinitive of purpose
Modal auxiliary: *may*

4 WHAT'S THE RECIPE?

Talk about foods, buying foods, and planning meals
Describe quantities
Give and use directions
Put events in sequence
Make suggestions

Expressions of quantity: *a few, a little, a lot of, much, many, enough*
Sequence words:
first, then, after that, finally
Clauses with *before* and *after*
Any

5 DO YOU KNOW WHERE IT IS?

Describe features of places
Ask for and give directions to places
Make comparisons
Ask for information

Comparative and superlative forms of adjectives: *-er/-est; more/most; less/least*
Indirect questions with *Do you know . . . ?* and *Can you tell me . . . ?*
Indefinite pronouns + infinitives or adjectives
Prepositions: *through, over, above/below*

6 SINCE WHEN?

Express actions that have happened recently
Express actions that began in the past and continue into the present
Describe how people and situations have changed

Present perfect:
affirmatives, negatives, questions, short answers, with *for* and *since*, with *ever, never, just, recently, and lately*
Irregular past participles
Pronouns:
each other, one another, someone, anyone, everyone, and no one

LISTENING AND PRONUNCIATION

Listen: listen to descriptions of lifestyles for specific information
Pronunciation: /ɔ/

Listening: listen to a biography to put events in chronological order
Pronunciation: *used to* /yuwstə/

Listening: listen to a conversation between travelers for specific information
Pronunciation: sounds for the letter *a*: /æ/, /ey/, and /ə/

Listening: listen to a conversation in a supermarket for specific information
Pronunciation: /f/, /tʃ/, and /dʒ/

Listening: listen to a news story about recycling for specific information
Pronunciation: intonation for *Wh-* questions and indirect questions

Listening: listen to a conversation to figure out relationships and for specific information
Pronunciation: contraction of *how + have*, *where + have*, and *what + have*

READING AND WRITING

Read about Internet addiction
Write about favorite activities and pastimes

Read a biography
Write an autobiography
Write a biography (Project)

Read a friendly letter
Write a letter to a friend
Write a script for a TV travel show (Project)

Read about foods indigenous to the Americas
Read recipes
Write a recipe
Plan a meal (Project)

Read a travelog about Barcelona
Write about a neighborhood or town
Write ratings for a town or city (Project)

Read about the history of special effects in moviemaking
Write about treasured possessions
Research an invention and how it changed lives (Project)

LEARNING STRATEGIES AND SKILLS

Relate one's personal experience to a reading

Look for time order cues in biographical material
List events in chronological order as a writing strategy

Listen for overall meaning
Brainstorm and organize topics

Use models for writing assignments

Look for a writer's main argument and support for the opinion

Listen for the overall situation
Find definitions of words in the context of a reading
Brainstorm ideas before writing

UNIT TITLE	FUNCTIONS	GRAMMAR
7 HAVEN'T WE MET?	Confirm information Describe one's abilities Use conversation openers and endings Ask for something to be repeated	Tag questions <i>Can/be able to</i>
8 DO IT RIGHT!	Give advice Express obligation Say how people do things	Modal auxiliaries: <i>must/mustn't, should/shouldn't</i> <i>Want/would like + object pronoun + infinitive</i> Adverbs of manner
9 ALL KINDS OF PEOPLE	Speculate about what may/might happen Describe people's personalities and character Talk about past events that are ongoing or interrupted	Relative pronouns: <i>who, that, which</i> Past progressive tense with <i>when</i> and <i>while</i> Modal auxiliary <i>may/might</i>
10 WHO USED MY TOOTHPASTE?	Express routine obligations Describe problems	Past perfect with <i>already, yet</i> Verb + gerund Indirect object pronouns Two-word verbs
11 MAKING CHOICES	Express cause and effect Express preferences Make choices Express a problem	Conditional of cause and effect <i>I'd rather</i> Clauses of time with <i>until</i>
12 CULTURE SHOCK	Give advice Describe customs of different cultures	Verb + infinitive Verb + noun/pronoun + infinitive <i>It + infinitive</i> Expressions of advice The subject: <i>you</i>

LISTENING AND PRONUNCIATION

Listening: listen to an interview for specific information
Pronunciation: rising intonation in tag questions to confirm information

Listening: listen to a conversation about driving for specific information
Pronunciation: vowel sound /u/ in *should* and *must*

Listening: listen to make inferences about who is speaking and match speakers to their pictures
Pronunciation: syllable stress in adjectives

Listening: listen to a conversation for specific information
Pronunciation: sounds of vowels followed by r: /ɛr/, /ɔr/, /ir/, /ər/

Listening: listen to a radio interview for points of view
Pronunciation: common consonant clusters in initial position

Listening: listen to a conversation for advice and for specific information
Pronunciation: /r/, /l/, /b/, /v/

READING AND WRITING

Read about coincidences
Write about a chance meeting
Write a radio report about an exhibit or fair (Project)

Read about driving on different sides of the road
Write about a driving experience
Write a brochure offering advice about how to prevent car accidents (Project)

Read about people who made a difference
Write about neighbors
Research and write about someone who has helped others (Project)

Read about a new trend in living accommodations
Write about living at home with family

Read about how to make life decisions
Write positive and negative lists to help in making choices
Write a letter to support one side of an issue (Project)

Read about customs in various countries
Write about cultural differences
Write tips for travelers in one's country (Project)

LEARNING STRATEGIES AND SKILLS*

Set a purpose before reading

Use background knowledge to help understand an unfamiliar situation

Study new vocabulary in context sentences
Create context sentences for new vocabulary
Look for similarities in examples

Make predictions about the main idea of a reading from the title subtitle, and first and last paragraphs
Study a writer's opinion about a topic and analyze the support for the opinion
Compare and contrast results of an interview (Project)

State reasons to support arguments and opinions

Analyze pronunciation problems
Compare information in a reading with information one already knows

*The strategies and skills in this column are in the Student Book.
For additional ones to present, see the Unit Goals in the Teacher's Manual.

Introduction

PHILOSOPHY OF THE PROGRAM

SuperGoal is an American English series that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. *SuperGoal* was written to meet students' and teachers' needs and to be practical—easy to learn from and easy to teach from.

The methodology of *SuperGoal* integrates the four skills of speaking, listening, reading, and writing. The earlier levels emphasize speaking and listening, but reading and writing are increasingly emphasized as students progress through the series. *SuperGoal* puts an emphasis on grammar, particularly using grammar in communicative activities.

SuperGoal is designed to appeal to a visually oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Books 1 and 2 are for beginners (absolute beginners or false beginners) to low-intermediate students; Books 3 and 4 are for intermediate to high-intermediate students.

ORGANIZATION OF MATERIALS

Each level in *SuperGoal* has the following components:

- Student Book
- Teacher's Manual
- Workbook
- An audio program, which accompanies the Student Book

SuperGoal has an average of 80 to 120 hours of classroom instruction. The program is flexible, and it can be used with groups that have

several hours of English language instruction a day, one hour of instruction a day, several sessions of an hour or more a week, or just two hours a week.

To help judge the appropriate level for your students, use the placement test in this Teacher's Manual, as well as the tests in the manuals for the other levels in the series.

THE COMPONENTS

STUDENT BOOK

Here is the overall organization of the Student Books:

	Number of Units	Pages per Unit
Books 1 and 2	16 Units + 4 review units	6 pages each (with shorter introductory units) 4 pages each
Books 3 and 4	12 Units + 4 review units	8 pages each 4 pages each

Units have a standard lesson design. The expansion units review and expand on language points with high-interest content, through readings, interactive activities, and games. A vocabulary list is included at the back of each Student Book.

TEACHER'S MANUAL

There is a separate Teacher's Manual for each level. The Teacher's Manual gives teachers step-by-step instruction for each page in the Student Book. It contains detailed instructions for presenting each activity in the Student Book, as well as additional classroom activities to supplement students' learning. For teachers' use, there are practical teaching tips. In addition, there are Culture Notes, which give insight into English-speaking cultures, and Language Notes, which give background information on language.

The Teacher's Manual also contains the following:

- Answers to all the activities in the Student Book
- A transcript of the listening activities in the Student Book

- Answers to the Workbook activities
- Photocopiable tests for placement and review
- The scope and sequence chart for each book
- A vocabulary list for each book
- A phonetic key

WORKBOOK

The Workbook provides exercises that reinforce the material presented in the Student Book.

	Number of Units	Pages Per Unit
Books 1 and 2	16 Units	4 pages each (with shorter introductory units)
	+ 4 review units	4 pages each
Books 3 and 4	12 Units	6 pages each
	+ 4 review units	4 pages each

For Books 1 and 2, activities focus on reinforcement of vocabulary and grammar. Some units have readings, and each unit ends with a writing activity, often in the form of personal writing. The answer key for the Workbook is in this Teacher's Manual. The review units focus on grammar and vocabulary. The review units have student self-evaluations.

AUDIO PROGRAM

The listening program includes the material required to do the Listening activities in the Student Book.

In addition, it contains the material in the following sections of the Student Book: Presentation (Look and Listen), Pair Work, Pronunciation, Conversation, and Reading sections. All the sections that are recorded are indicated in the Student Book by a special headset icon.

LESSON PLAN/DESIGN

Each lesson follows a regular pattern:

1. **Language**—vocabulary, structures, and functions—are presented and used in context.
2. **Grammar points** are presented in chart form and practiced.
3. Additional **functional language** is presented in the context of conversations and role-played.

4. A **reading** expands the unit theme.
5. A **writing** activity (in several units in Books 1 and 2 and beginning regularly in Book 3) calls on students to use the language they've learned.
6. A **project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary.

1. Presentation

The opening two pages of the unit contain the Presentation (Look and Listen). They introduce the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher. Beginning with Books 3 and 4, there is a section called Starter, which calls on students to remember and use their knowledge of English related to a topic.

2. Comprehension

In this section, which is always on the opening two pages, students check how well they understood the material in the Presentation. The questions are usually in simple formats: matching, true/false, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

3. Pair Work

This section, which is always on the opening two pages, allows students to actively use the language and grammar in the Presentation in speaking activities. Students typically ask and answer about the content of the Presentation pages, or they give personal information relating to the content of the pages.

4. Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in a chart format. The Grammar charts also work as a convenient built-in reference section for students as they use English.

5. Listening

In this section, students listen, typically to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

6. Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences. Beginning in Book 3, students do related speaking activities in which they are required to use the sounds in communicative activities.

7. Conversation

The Conversations contextualize the language as it is used in everyday situations. This section contains functional language: for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, complimenting, and many, many more. One of the unique features of *SuperGoal* is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

8. Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations. In Books 3 and 4, students are encouraged to expand on the situation, such as by taking the role of a character in the related picture but not a participant in the Conversation.

9. Chat Corner

The purpose of the questions in this section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

10. Reading

The readings expand on the unit topic. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories. Sometimes new vocabulary is introduced. Students learn reading strategies and skills, some of which are explicit in the text, such as using prior knowledge, discovering meaning from context, skimming and scanning, making inferences and drawing conclusions, and so on.

11. Writing

The series covers writing sentences, paragraphs, letters, and brief reports. In Books 1 and 2, writing is integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. At the early levels, writing is mainly developed through assignments in the Teacher's Manual and the Workbook. In Books 3 and 4, students do a great deal of personal writing, for which models and strategies for writing are included in the Student Book.

12. Projects

Each unit ends with a task-based activity, in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The project relates to the unit theme and requires students to use all the language they have acquired.

EXPANSION UNITS

These units expand the material covered in the previous set of units. Each unit focuses on a specific theme. The content-based readings in the Expansion Units are more challenging, and the activities are open-ended. In Books 1 and 2, there are games that require students to use the grammar and vocabulary they have studied.

GUIDELINES FOR PRESENTING MATERIALS

PRESENTATION

The first two pages of each unit is the Presentation, in which students are introduced to new vocabulary, language, and structures in context. The Teacher's Manual contains explicit instructions for presenting each unit. Here is the overall technique for using the Presentation pages in class.

Before students open their books, present the topic of the unit in a Warm Up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended students look at the opening pages, talk about any vocabulary they know (provide support as needed), and guess what the lesson is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For vocabulary word lists on Presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Comprehension section to check that they have understood the lesson. Finally, present the activities in the Teacher's Manual which call attention to key grammar points. This helps prepare students for the Pair Work, which ends the Presentation.

CONVERSATION

Here is a suggested technique for presenting the Conversation section in the Student Book:

1. Use the pictures to introduce new vocabulary and expressions.
2. Go over the questions in About the Conversation before students listen to the audio.
3. Play the audio or read the Conversation. If appropriate, students may be encouraged to look at the pictures, but keep the text covered. Tell students that they don't have to under-

stand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the conversation silently before you play the audio or read the conversation aloud.

4. Play the audio or read the conversation again while students look at the text.
5. Ask students to read the conversation silently. Ask them to figure out the meaning of unknown words from context.
6. Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
7. Have students work in pairs or groups and read the conversation using the "Read and Look Up" technique (described below).
8. Have students act out the conversation.

READ AND LOOK UP TECHNIQUE

With the "Read and Look Up" technique, students look at a sentence, look up, and say what they have just read. This technique is useful for both the Conversation and the Presentation. It helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.

READING

For every reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the reading on the audio program with their books closed; (2) students can listen to the audio of the reading and follow along in the text (this helps students to “chunk” the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

SUMMARIZING

One effective way to review language and content in a reading is to retell the story or article in one’s own words—orally or in writing. Encourage students to work in pairs and tell what a reading is about orally. They should try to tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who*, *What*, *Where*, and *When*.

LANGUAGE EXPERIENCE STORIES

Language experience stories allow students to use what they know as the basis for writing. The language experience approach develops literacy through oral language generated by students. Students’ recounting of their real-world experiences serves as the basis for a piece of writing, which may be written out by the teacher first and then by the student.

One effective way to use this technique is to write a story on a topic yourself. You tell your ideas and then you write a paragraph on the board. You might start by listing words relating to the topic. Then encourage one or more volunteers to give their ideas on the topic. Write down what they say on the board. The students use these as models to write their own stories. In many places in the Teacher’s Manual, you will find suggested topics for language experience stories and ways to prompt student responses.

DICTIONATION

Dictation can be a way to reinforce learning by having students write what they hear. In traditional dictation exercises, first read the text through once. Then read individual sentences. Repeat each sentence slowly, pausing after natural phrase breaks (for example, *The boy/is riding/a bike*). Finally, repeat the entire text again. For such activities, material in the Presentation (Look and Listen) section, Conversation, or Reading can be used. Or you might want to make up material based on the topics and vocabulary in the Student Book unit.

A variation of traditional dictation is note taking. The purpose is to see how much students can understand and enable them to learn how to jot down the main points. With this technique, read sentences once at a normal speaking rate. Students are to take notes. After you finish reading, ask students to work with a partner and complete the gaps. They should work together to write a summary of what was said.

JOURNAL WRITING AND NOTEBOOKS

Encourage students to keep notebooks as part of their language learning.

Vocabulary notebooks can be an effective tool in language learning. Encourage students to select words to learn from the Presentation, Conversation, and Reading. They can write the word, give a meaning (or draw its meaning), and use the word in a sentence showing an appropriate context.

Encourage students to keep a separate notebook for their writing. You might have them use it to write the final copy of the writing assignments in the Teacher’s Manual. They might also use it to write the journal assignments, which are included in the Unit Wrap Up in the Teacher’s Manual. You and the students can use these notebooks to assess students’ progress in English.

TPR

Total Physical Response (TPR) is a language learning technique developed by James Asher. The teacher makes a statement or gives a command, and students demonstrate their understanding by performing an action. For example, the teacher says "Stand up," demonstrates the action, and then gives the commands to students who perform the action. Teachers can make the activity more complex by giving a series of actions (Close your book, open it, and then close it again). TPR is particularly useful for students at the beginning stages of language learning and for students who learn well kinesthetically.

The TPR technique can also be used for more complex language activities. For example, to practice the past tense, you or a volunteer gives a command for students to follow; then students describe what they did, using the past tense.

TECHNIQUES FOR PROJECTS

Here are some practical guidelines for the Project section of the texts:

1. Try to have each group include students of different proficiency levels in English.
2. Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
3. Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
4. Encourage students to assign different roles to different group members.
5. Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
6. Provide a forum for students to "publish" their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to theirs.

COOPERATIVE LEARNING

SuperGoal provides students with opportunities to work together to complete a task. The Project section of most units is one such opportunity, as is the Unit Wrap Up (found in the Teacher's Manual).

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The materials for presenting the Project sections that accompany the units in this Teacher's Manual provide a lot of helpful information for you and the students in organizing and managing projects. Most of the projects in the Student Book are designed for groups of four to six students.


There are many techniques to encourage cooperative work, even in everyday classroom activities:

1. **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
2. **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
3. **Think-Pair-Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.
4. **Jigsaw.** Each student becomes an expert on a topic (or on one part of a reading). That student teaches what he/she knows to a small group. This is a way to present a reading: each student reads a different paragraph and the groups work together to get the important information from the reading.

LEARNING STRATEGIES AND SKILLS

Researchers are giving more and more attention to how language learners learn. The *SuperGoal* series contains explicit tips for helping students to become better learners. These are labeled “Tips” in the Student Book. Many tips relate to reading, but there are tips for listening and speaking, as well as ones relating to study skills and learning vocabulary.

The tips occur just at the point in the instruction where students can put them into practice. Periodically review the tips throughout the program to help students apply them automatically.

In addition, the Teacher’s Manual offers suggestions for many strategies that students can use to become better learners. These are marked with a special icon () . Using the material in the Teacher’s Manual, explain to students how they can use the strategy to learn the lesson at hand better, as well as apply it appropriately in the future (for example, thinking about words in their first language that are similar to ones in English).

MONITORING STUDENTS AND CHECKING ERRORS

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don’t interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

ASSESSMENT

There are many opportunities in *SuperGoal* for assessment. The Oral Checks in the Teacher’s Manual provide you with constant feedback on group and individual student progress as instruction is ongoing.

Student work in the Chat Corner can be monitored to see how fluently students can express basic ideas in English. Student work on the Project provides an opportunity for you to assess students’ use of English informally as students complete work on a topic.

Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.

In addition, the material in the Workbooks can be used to measure individual students’ mastery of the material. The Workbooks include review tests after every four units. And this Teacher’s Manual also contains review tests for every four units in the Student Book.

Finally, you can ask students to evaluate their own progress. The charts in the Workbook review units provide a convenient format for them to do so.

HOW TO USE THE TEACHER'S MANUAL

The Teacher's Manual is set up to make it easy to use together with the Student Book. There is one Teacher's Manual page for each page in the Student Book: the page numbers correspond.

For most effective use, turn to the page you are teaching in both the Student Book and the Teacher's Manual. Fold the Student Book over and place it inside the Teacher's Manual so that the correspondingly numbered pages face. This way you can present the instructions that go along with the Student Book material that you are teaching.

Here is an overview of the contents for a unit in the Teacher's Manual:

1. There is instruction for presenting each of the major numbered sections of the Student Book, page by page.
2. Each two-page spread begins with a Warm Up, which introduces students to the topic or reviews language studied so far in the unit.
3. The Expand section contains optional activities that allow students to actively use the language of the unit. The range of activities is broad: vocabulary activities, games, writing, talking or writing about oneself.
4. There is at least one Writing activity in every unit. Typically the topics relate to students' experience, and often the language experience approach is recommended.
5. The Unit Wrap Up contains a cooperative group activity that allows students to use what they've learned in a unit while working cooperatively. Typically the students use the visual in the Presentation in the Wrap Up activity.
6. Teaching Tips are practical suggestions to help you teach and students learn. The suggestions are general ones that can apply to *SuperGoal*—as well as most other teaching situations.
7. The Language Notes and Culture Notes provide background information. At times, you may want to present some of the information in them to your students, depending on their readiness and interest.

The additional activities to supplement the lessons have icons to the right of their headings to help you identify them.

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Super GOAL

超越目标

Manuel dos Santos

江苏工业学院图书馆
藏书章

TEACHER'S
MANUAL

3

中国对外翻译出版公司



LIFESTYLES

UNIT GOALS

Functions

- Talk about habitual actions
- Talk about frequency of actions
- Talk about lifestyles
- Talk about habits and routines

Grammar

- Simple present tense for habitual actions
- Adverbs/expressions of frequency
- Expressions of quantity: *a great deal, a lot*
- Questions with *How much, How many*
- Do vs. make*

Listening and Pronunciation

- Listen: Listen to descriptions of lifestyles for specific information
- Pronunciation: /ɔ/

Reading and Writing

- Read about Internet addiction
- Write about favorite activities and pastimes

Learning Strategies and Skills

- Compare and contrast
- Know what to listen for
- Relate one's personal experience to a reading
- Write topic sentences

WARM UP

- Tell students the number of hours you spend every week/day/evening doing certain activities; for example, *I teach English twenty hours a week. I exercise three hours a week. I watch TV about two hours a day. I sleep about six hours a night.* Then ask students first if they do certain activities and then how many hours they spend on the activities; for example, *Do you do exercises?* Elicit a short answer. If the answer is affirmative, ask: *How many hours a week do you do exercises?* Elicit (number) hours a week.

LOOK AND LISTEN

- **Comprehension Strategy: Comparing and contrasting.** Tell students that comparing their activities and habits with people they read about will help them to understand the presentation. As they read, students should think about whether or not they do the same activities as the people in the presentation: *drink soda/coffee, watch TV, eat chocolate/sweets, work out/do exercises, go shopping/do window shopping.* They should also compare the amount of time they spend on each activity for which this is appropriate.
- Play the audio for the people talking. On the second playing, have students circle the words and expressions they are unfamiliar with. After the second playing, go over the words. Explain that *addict* refers to a person who can't stop a harmful activity. Here, however, the word is used in a humorous sense—with people talking about silly habits.

- Play the audio for the survey. Then ask students to explain the difference in use between *How many?* and *How much?* (answer: *How many* asks about items that can be counted and have plural forms: *sodas, hours.* *How much* asks about items that cannot be counted: *time.*)
- Have students fill out the survey about their habits and routines. Then have them compare their answers with a partner's. Have a brief class discussion.
- Play the audio for the tip section.

Language Note

Adding *-o-holic* to the end of a word makes the word into an addiction; for example, a *choc-o-holic* is a person who loves chocolate and probably eats too much of it.

- **Oral Check.** Say a descriptive sentence about one of the people in the presentation. Have students say which one you are describing; for example, *He watches sports on TV all the time.* (answer: John) *She isn't a chocoholic.* (answer: Kim) Have students say the sentences.