

Lesson Planner



普通高等教育“十一五”国家级规划教材

3

教师用书

# 大学英语 实用视听说教程

主编 武丽娜 李晓  
〔美〕Rob Jenkins Staci Lyn Sabbagh



北京大学出版社  
PEKING UNIVERSITY PRESS

3

教师用书

Stand Out

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# 大学英语实用视听说教程

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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》,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。

本套教材被评为普通高等教育“十一五”国家级规划教材,根据《大学英语课程教学要求》,我们又在原书基础上进行了修订。

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、上海交通大学、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、山东农业大学、山东青年管理干部学院、淮南师范学院、江西财经大学、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。

## 大学英语立体化网络化系列教材

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# UNIT 1

## Balancing Your Life

### GOALS

- Talk about places and names
- Talk about weather and seasons
- Use *have* and describe families
- Talk about families
- Describe people
- Talk about time
- Use the simple present

### Lesson

## 1 Everyday life



Look at Luisa's schedule with a partner, ask and answer questions using "What time...?", "When...?", "What...?" and "How often...?" with the help of the frequency expressions in the box. (Answers will vary.)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Morning</b> 6-8 A.M.	Go running	Go to grocery store	Go running	Clean house	Have breakfast with co-workers	Go running	
<b>8-12 A.M./ P.M.</b>	Day off	Work 10:00	Work 10:00	Work 10:00	Work 10:00	Work 10:00	Day off
<b>Afternoon</b> 12-1 P.M.	Go shopping with Mary	Go to bank on lunch break				Go to library on lunch break	Have lunch with family
<b>1-5 P.M.</b>		Finish work 5:00	Finish work 5:00		Finish work 5:00	Finish work 5:00	
<b>Evening</b> 5-9 P.M.		ESL class 7-8	Computer class 6:30-7:30	Finish work 6:00	ESL class 7-8	Rent a video	

once a week  
every weekday

twice a week  
every other day

three times a week  
every Saturday

every morning  
on Fridays

EXAMPLE: **Student A:** What time does Luisa start work?

**Student B:** She starts work at 10:00 A.M.

**Student A:** How often does Luisa rent a video?

**Student B:** She rents a video every Saturday night.



**B**

Look at the following tables, talk to your partner about Eric's schedule using the frequency adverbs in the first table in *italics* and fill in the blanks. (Answers will vary.)

0%	50%	100%
never	rarely	sometimes
	usually	always
Frequency Adverbs		
Example	Placement rule	
Luisa <i>always / usually / often</i> goes running. She <i>sometimes / seldom / never</i> makes dinner.	Before the main verb	
She <i>is</i> <i>usually</i> busy on the weekends.	After the main verb <i>be</i>	
<i>Usually / Sometimes</i> Luisa studies in the library. Luisa studies in the library <i>sometimes / usually</i> .	<i>Sometimes / usually</i> can come at the beginning or at the end of a sentence.	
Yes, <i>I</i> <i>always</i> do. / No, <i>he</i> <i>usually</i> isn't.	Between subject and verb in short answers	
Correct: He <i>never</i> goes to the movies. Incorrect: He <del>doesn't never</del> go to the movies.	<i>Rarely</i> and <i>never</i> are negative words. It is incorrect to use <i>not</i> with <i>rarely</i> or <i>never</i> in the same sentence.	

**Eric's Schedule**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	eat / get ready	eat / get ready	eat / get ready	eat / get ready	eat / get ready
8 a.m.	ESL class	ESL class	ESL class	ESL class	go shopping
9 a.m.	ESL class	ESL class	ESL class	ESL class	
10 a.m.	study	study	study	study	study
11 a.m.	study	study	study	study	study
12 p.m.	lunch	lunch	lunch	lunch	lunch
1 p.m.	computer class	computer class	computer class	computer class	computer class
2 p.m.	nap	pronunciation	nap	pronunciation	nap
3 p.m.	pick up kids	pick up kids	pick up kids	pick up kids	pick up kids
4 p.m.	study with kids	study with kids	study with kids	study with kids	go running
5 p.m.					
6 p.m.	dinner	dinner	dinner	dinner	dinner
7 p.m.					
8 p.m.	read to kids	read to kids	read to kids	read to kids	read to kids
9 p.m.	work	work	work	work	work
10 p.m.	work	work	work	work	work
11 p.m.	work	work	work	work	work

- Eric **often** reads to his children.
- He **never** plays soccer on Wednesday mornings.
- Eric **sometimes** takes a nap after his computer class.
- He **always** studies after his ESL class.
- Eric **usually** eats lunch right before he picks up his kids.
- He **sometimes** goes running before dinner.



**Look at Eric's schedule again and talk to your partner about how you think about Eric's life. (Answers will vary.)**

### Eric's Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	eat / get ready	eat / get ready	eat / get ready	eat / get ready	eat / get ready
8 a.m.	ESL class	ESL class	ESL class	ESL class	go shopping
9 a.m.	ESL class	ESL class	ESL class	ESL class	
10 a.m.	study	study	study	study	study
11 a.m.	study	study	study	study	study
12 p.m.	lunch	lunch	lunch	lunch	lunch
1 p.m.	computer class	computer class	computer class	computer class	computer class
2 p.m.	nap	pronunciation	nap	pronunciation	nap
3 p.m.	pick up kids	pick up kids	pick up kids	pick up kids	pick up kids
4 p.m.	study with kids	study with kids	study with kids	study with kids	go running
5 p.m.					
6 p.m.	dinner	dinner	dinner	dinner	dinner
7 p.m.					
8 p.m.	read to kids	read to kids	read to kids	read to kids	read to kids
9 p.m.	work	work	work	work	work
10 p.m.	work	work	work	work	work
11 p.m.	work	work	work	work	work



**Watch the animated video and fill in the missing parts.**

**Sara:** Luisa, do you want to go to the movies this week?

**Luisa:** Sure. When do you want to go?

**Sara:** What about Thursday? We get **student discounts** for the movies **on Thursdays**.

**Luisa:** I can't. I'll **be starting work** at that Internet café I told you about.

**Sara:** So you did get that job after all! That's great news! **How often** will you be working there?

**Luisa:** At the moment, just **three times a week**.

**Sara:** So **when can you make it** then?

- Luisa:** Let's see... I have tennis lessons every Wednesday after class and Friday's out because of work. What about Tuesday after Sociology?
- Sara:** OK. What time should we go for?
- Luisa:** Not the evenings. They're usually hard to get tickets for. What about a matinee? Then we can go grab something to eat after that.
- Sara:** Sounds like a plan!

### **Tapescript**

- Sara:** Luisa, do you want to go to the movies this week?
- Luisa:** Sure. When do you want to go?
- Sara:** What about Thursday? We get student discounts for the movies on Thursdays.
- Luisa:** I can't. I'll be starting work at that Internet café I told you about.
- Sara:** So you did get that job after all! That's great news! How often will you be working there?
- Luisa:** At the moment, just three times a week.
- Sara:** So when can you make it then?
- Luisa:** Let's see... I have tennis lessons every Wednesday after class and Friday's out because of work. What about Tuesday after Sociology?
- Sara:** OK. What time should we go for?
- Luisa:** Not the evenings. They're usually hard to get tickets for. What about a matinee? Then we can go grab something to eat after that.
- Sara:** Sounds like a plan!



**Make a schedule of everything you do in a week and talk to your partner about your schedule. (Answers will vary.)**

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**Watch the animated video and fill in the missing parts.**

Zhou's life is going to change very soon. His wife, Huixen, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will be too small for everyone. He needs a better job, but his boss won't promote him because he doesn't have a collage degree.

Zhou has three goals. When his parents come to the United States, he will buy a two-family house. His father will work and help pay for the house. His mother will help take care of the children. Then he plans to go to the night school and get a Bachelor's Degree. When he graduates, he will apply for a new position at work. He wants to work hard to achieve his goals.

**Tapescript**

Zhou's life is going to change very soon. His wife, Huixen, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will be too small for everyone. He needs a better job, but his boss won't promote him because he doesn't have a collage degree.

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**Watch the animated video again, complete the sentences with ideas of your own paying particular attention to the future tense and talk to your partner about your answers. (Answers will vary.)**

**EXAMPLE:**

When his parents come to the United States, Zhou's apartment will be too small.

1. When his parents come to the United States, they will buy a two-family house.
2. When Zhou's mother comes to stay, she will help take care of the children.
3. When Zhou gets a college degree, his boss will promote him.
4. When Zhou gets a better job, he will not be so worried.



### Tapescript

Zhou's life is going to change very soon. His wife, Huixen, is going to have twins in July. His parents are going to come from China to live in the United States. He's happy, but his apartment will be too small for everyone. He needs a better job, but his boss won't promote him because he doesn't have a collage degree.

Zhou has three goals. When his parents come to the United States, he will buy a two-family house. His father will work and help pay for the house. His mother will help take care of the children. Then he plans to go to the night school and get a Bachelor's Degree. When he graduates, he will apply for a new position at work. He wants to work hard to achieve his goals.



**Listen to the following paragraph about Kamilah and fill in the missing parts.**

Kamilah has to move to New York because she gets a new job there. When Kamilah moves, she will sell her house. She will buy a new house when she gets to New York. When she moves into her new house, she will buy some furniture. Kamilah is from Long Beach, California, so she's not used to the cold weather. When it gets cold in New York, she will have to buy some warm clothes to wear. A new house, new furniture, new clothes—it's going to be expensive moving to New York!

### Tapescript

Kamilah has to move to New York because she gets a new job there. When Kamilah moves, she will sell her house. She will buy a new house when she gets to New York. When she moves into her new house, she will buy some furniture. Kamilah is from Long Beach, California, so she's not used to the cold weather. When it gets cold in New York, she will have to buy some warm clothes to wear. A new house, new furniture, new clothes—it's going to be expensive moving to New York!



**Listen to the paragraph about Kamilah again, complete the sentences and talk to your partner about your answers.**

1. When Kamilah starts (start) her new job, she will meet (meet) many new people.
2. She will fly (fly) home to visit her family when she gets (get) lonely.
3. She will train (train) for the New York marathon, when she finds (find) a park close to her house.
4. When she has (have) free time, she will see (see) some Broadway shows.

## Tapescript

Kamilah has to move to New York because she gets a new job there. When Kamilah moves, she will sell her house. She will buy a new house when she gets to New York. When she moves into her new house, she will buy some furniture. Kamilah is from Long Beach, California, so she's not used to the cold weather. When it gets cold in New York, she will have to buy some warm clothes to wear. A new house, new furniture, new clothes—it's going to be expensive moving to New York!



**Share with your partner your future goals and write them in the chart below. (Answers will vary.)**

Personal	Educational	Occupational
Ex. get married	Ex. take an English course	Ex. get a raise at work
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

Tapescript

Some students may have difficulty with the chart. Encourage them to write down their goals and then discuss them with their partner. This activity is designed to help students practice using the future tense and to share their ideas with others.

Listen to the audio and then identify their goals, obstacles and solutions and write them in the blanks.

Blank lined area for writing answers.

## Goals, obstacles and solutions

A

**Listen carefully and fill in the missing parts.**


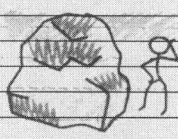
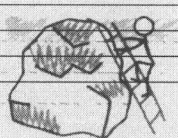
Sometimes in our life, we **set goals** in advance for a better ending. We **arrange** them step by step and **spare no efforts to achieve** these goals. However, **things always happen and change**. We may **encounter** obstacles which are very tough and not easy **to be solved**. To make goals **end up** good and satisfactory, we always work hard to **settle and work out** our solutions. **Only by keeping up doing in this way can we make our goals come true one by one.**

**Tapescript**

Sometimes in our life, we set goals in advance for a better ending. We arrange them step by step and spare no efforts to achieve these goals. However, things always happen and change. We may encounter obstacles which are very tough and not easy to be solved. To make goals end up good and satisfactory, we always work hard to settle and work out our solutions. Only by keeping up doing in this way can we make our goals come true one by one.

B

**Listen to Tuba and Lam, identify their goals, obstacles and solutions and write them in the blanks.**

<i>Goal — something I want to achieve</i>	GOAL 
<i>Obstacle — something that stops you from getting to your goal</i>	
<i>Solution — a way to overcome the problem</i>	

**Goal:** Tuba wants to get a job to help her husband.

**Obstacle:** Her obstacle is time.

**Solutions:**

1. Maybe she can work part-time.
2. Maybe her mother can help out around the house.

**Goal:** Lam wants to send his grandchildren to college.

**Obstacle:** His obstacle is money.

**Solutions:**

1. Maybe his grandchildren can apply for scholarships.
2. Maybe his grandchildren can work part-time while going to school.

Tuba



Lam



### Tapescript

My name is Tuba Kambriz. I came here from Afghanistan five years ago. My husband had to come here for business so my whole family moved here. Right now, we don't have enough money to pay the bills, so my goal is to get a job to help my husband with money. But I have an obstacle—time. It will be difficult to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to have my mother help out around the house and help take care of the children. If we all work together, we will achieve our goals.

I'm Lam and I came to the United States from Vietnam many years ago. I was a political prisoner during the Vietnam War and now I'm happy to be safe in America with my family. The most important people in my life are my grandchildren. My goal is to send my grandchildren to college. But there is an obstacle. We don't have enough money to send them to college. I want them to have the education I never did, so I think it's very important for them to go to school. My wife thought of one solution. She suggests they apply for scholarships. This is a good idea because both girls are very smart. The girls came up with another solution. They said they could work part-time while going to school. We have been saving every penny we can to help them. I hope everything works out in the end.



### Listen and do the following true or false exercises.

1. He has formed the habit of writing his goals down. **F**
2. He's been working in the stock room of a clothing store for twelve years. **F**
3. The reason why he could not be a sales associate is that he isn't able to speak English well. **T**
4. His dream is to have his own store. **T**
5. He posted his goals on his wall and looked at them at least three times a day. **F**



## Tapescript

### My Own Store

Goal setting is something I never really thought about. Of course, there are always things I would like to accomplish, but I thought about writing them down. Then one day in class, my teacher asked us to complete a goal chart. Complete a goal chart! I have never seen one of these before. But one of the best things I've ever done is write down the goals I want to achieve. We were asked to think of three different types of goals: occupational, educational, and personal.

As far my job goes, my occupational goal is to get a promotion at work. I've been working in the stock room of a clothing store for two years and I would really like to become a sales associate. The problem in the past has been my English but now I feel I am ready to work directly with customers. I've really learned a lot at my job and I plan to go to college to get a business degree. Eventually I'd like to open up my own store but I need more education first. Having my own store would be a dream coming true!

I'm really glad my teacher asked us to write down our goals. I post them on my refrigerator and I look at them at least three times a day. They are constantly on my mind and I'm always thinking of ways to reach my goals faster. I won't rest until the doors to my new store open!

## D

**Look at the components of a paragraph, study a paragraph written by Tuba and try to write a paragraph of your own with the title of "My Goal". Share with your partner your goals. (Answers will vary.)**

Components of a paragraph

- A paragraph is a group of sentences about the same topic.
- A topic sentence is usually the first sentence and it introduces your topic or main idea.
- Supporting sentences are the sentences that follow your topic sentence. They give details about your topic.
- A conclusion sentence is the final sentence of your paragraph. It gives a summary of everything you wrote before.