

中高等职业院校新模式英语系列教材

3

Lesson Planner

# 新模式英语

## 教师用书

Staci Johnson 著  
Rob Jenkins

唐义均 改编

CENGAGE  
Learning



中国劳动社会保障出版社

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《新模式英语》系列教材在为学生构建高效的学习环境的同时,也为教师提供了功能齐全的教学支持系统。建议教师在了解《英语能力课程教学方案》和熟悉教材的基础上,使用好以下与教材配套的教学资源。

《教师用书》每一课的教案都按照一个系统、有效的模式进行设计,其中包括热身与回顾、导入、讲解、实践、评估、应用六个环节。热身与回顾环节引导学生复习先期学习的内容;导入环节通过提问、看图、讲故事等,使学生明确学习目标;讲解环节利用文字、教具、声像材料等,向学生介绍新知识和技能;实践环节以学生为中心,让学生独立或合作完成有意义的任务;评估环节以口头、笔头或演示等方式进行,了解学生是否达到学习目标;应用环节帮助学生将新知识和技能应用于学习和生活之中。

《基础练习册》(Grammar Challenge) 为课堂教学提供补充,有助于学生理解、巩固所学的语法知识。练习题可以让学生个人完成,也可以配对或团队合作完成;可以在家完成,也可以在课堂上完成。学生完成练习后,教师应给予指导性的反馈意见。练习题答案可在 [download.class.com.cn](http://download.class.com.cn) 下载。

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《活动库素材》光盘(Activity Bank) 包括单元活动库、计算机和因特网活动库、模板库。单元活动库为每一课提供高、中、低三个层次的电子版练习页;计算机和因特网活动库的活动内容有助于培养学生使用现代化工具的能力;模板库提供各种图示、表格的模板,使教师备课方便和快捷。

《活动库听力》光盘 与《活动库素材》光盘配合使用,提供课堂活动所含的听力材料。

《组卷系统》(ExamView) 提供多种题型,教师可自主修改和增加试题,生成的试卷可以编辑、输出和打印。该系统可在 [download.class.com.cn](http://download.class.com.cn) 下载。

人力资源和社会保障部教材办公室

2009年5月

# CONTENTS

Theme	Unit and Page Number	Goals	Lesson	Grammar
Basic Communication	<b>Pre-Unit</b> Getting to Know You Page P1	<ul style="list-style-type: none"> <li>• Introduce yourself and greet your friends</li> <li>• Write about yourself</li> <li>• Identify educational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Nice to meet you!</li> <li>• Tell your story.</li> <li>• Are you college bound?</li> </ul>	<ul style="list-style-type: none"> <li>• Contractions</li> <li>◊ Present tense</li> <li>◊ Simple past</li> </ul>
	<b>1</b> Balancing Your Life Page 1	<ul style="list-style-type: none"> <li>• Make a schedule</li> <li>• Identify goals, obstacles, and solutions</li> <li>• Write about your goal</li> <li>• Identify study habits</li> <li>• Identify time-management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday life</li> <li>• The future</li> <li>• Goals, obstacles, and solutions</li> <li>• Study habits</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of frequency</li> <li>• When in the future</li> </ul>
Consumer Economics	<b>2</b> Consumer Smarts Page 21	<ul style="list-style-type: none"> <li>• Identify places to purchase goods and services</li> <li>• Interpret advertisements</li> <li>• Compare products</li> <li>• Identify and compare purchasing methods</li> <li>• Make a smart purchase</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping for goods and services</li> <li>• Advertisements</li> <li>• Making comparisons</li> <li>• Cash or charge?</li> <li>• Think before you buy</li> </ul>	<ul style="list-style-type: none"> <li>• get + past participle (causative)</li> <li>• Comparative adjectives</li> <li>• Superlative adjectives</li> <li>• Modals: <i>have to</i> and <i>must</i></li> <li>• Transition words</li> </ul>
	<b>3</b> Housing Page 41	<ul style="list-style-type: none"> <li>• Interpret classified ads</li> <li>• Make decisions about housing</li> <li>• Arrange and cancel utilities</li> <li>• Make a budget</li> <li>• Write a letter to a landlord</li> </ul>	<ul style="list-style-type: none"> <li>• House hunting</li> <li>• Time to move</li> <li>• Paying the bills</li> <li>• How much can we spend?</li> <li>• Tenant rights</li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives and superlatives using nouns</li> <li>• Yes/No questions and answers</li> <li>• Information questions</li> <li>• Past continuous</li> <li>• Past continuous with <i>while</i></li> </ul>

# CONTENTS

Theme	Unit and Page Number	Goals	Lesson	Grammar
Community Resources	<b>4</b> Our Community Page 61	<ul style="list-style-type: none"> <li>• Ask for information</li> <li>• Interpret charts and compare information</li> <li>• Interpret a road map</li> <li>• Identify daily activities</li> <li>• Write about a place</li> </ul>	<ul style="list-style-type: none"> <li>• Places in your community</li> <li>• The bank, the library, and the DMV</li> <li>• Finding places</li> <li>• Getting things done!</li> <li>• My town</li> </ul>	<ul style="list-style-type: none"> <li>△ Information questions</li> <li>◇ Imperatives</li> <li>• Adverbial clauses with <i>before, after, and when</i></li> <li>◇ Editing</li> </ul>
Health	<b>5</b> Health Page 81	<ul style="list-style-type: none"> <li>• Identify parts of the body</li> <li>• Communicate symptoms to a doctor</li> <li>• Identify health habits</li> <li>• Interpret nutrition information</li> <li>• Interpret fitness information</li> </ul>	<ul style="list-style-type: none"> <li>• The human body</li> <li>• Illnesses and symptoms</li> <li>• Health habits</li> <li>• Nutrition labels</li> <li>• Healthy living</li> </ul>	<ul style="list-style-type: none"> <li>◇ Modal <i>should</i></li> <li>• Present perfect</li> <li>• Future conditional</li> <li>△ Imperatives</li> <li>◇ Present perfect with <i>for and since</i></li> </ul>
Occupational Knowledge	<b>6</b> Getting Hired Page 101	<ul style="list-style-type: none"> <li>• Identify job titles and skills</li> <li>• Identify job skills and preferences</li> <li>• Interpret job advertisements</li> <li>• Fill out a job application</li> <li>• Interview for a job</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• What can you do?</li> <li>• Help wanted</li> <li>• Employment history</li> <li>• Why do you want to work here?</li> </ul>	<ul style="list-style-type: none"> <li>△ Simple present</li> <li>• Infinitives and gerunds</li> <li>• Gerunds and nouns after prepositions</li> <li>• <i>Would rather</i></li> </ul>
	<b>7</b> On the Job Page 121	<ul style="list-style-type: none"> <li>• Compare employee behavior and attitudes</li> <li>• Interpret a pay stub</li> <li>• Interpret benefit information</li> <li>• Identify safe workplace behavior</li> <li>• Communicate at work</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes at work</li> <li>• It's pay day!</li> <li>• What are the benefits?</li> <li>• Workplace safety</li> <li>• Good job!</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives and pronouns</li> <li>• Modals: <i>could</i> and <i>might</i></li> <li>• Polite requests</li> </ul>
Appendices	Glossary Page 141 Irregular Verb List Page 155 Grammar Reference Page 156 Activity Bank Contents Page 161 Photo Credits Page 165			

• Grammar points that are explicitly taught    ◇ Grammar points that are presented in context    △ Grammar points that are being recycled

## AT-A-GLANCE PREP

**Objective:** Introduce yourself and greet your friends

**Grammar:** Contractions

## AGENDA

*Introduce the class.*

*Fill out a school application.*

*Interview your classmates.*

*Introduce your classmates.*

*Greet your classmates.*

### RESOURCES

**Activity Bank:** Lesson 1, Worksheets 1–5

**Grammar Challenge 3:** Pre-Unit, Challenge 1

1.5 hour classes 2.5 hour classes 3+ hour classes

**Audio:** CD, Tracks 1–2

Stand Out 3 Assessment CD-ROM with ExamView®



### Preassessment (optional)

Use the Stand Out 3 Assessment CD-ROM with ExamView® to create a pretest for Pre-Unit.

### Warm-up and Review

5–10 mins.

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

### Introduction

5–10 mins.

Welcome students to the class and introduce yourself. Give students any practical information they need, such as what days the class meets, what time it meets, and how long it meets. State the objective: *Today we will introduce ourselves and greet our friends.*

### Presentation 1

10–15 mins.

Write the word *application* on the board. Ask students what types of applications they are familiar with. Their answers may include applications for a credit card, a driver's license, or a school registration form. Talk about the meaning of the word. Explain that when you fill out an application, you are *applying* for

something. Ask students if they had to fill out an application to enroll in your English class. Ask them what information was on the application. Make a list on the board, such as name, address, telephone number, etc.

Have students turn to the school registration form in their books. Go over the application and make sure students understand all of the information they will need to fill in.

### Practice 1

10–15 mins.

**A** Fill out the school registration form with your personal information.

Have students work alone to fill out the application.

### Evaluation 1

10 mins.

Walk around the classroom. Make sure students are filling out the form correctly.

### Activity Bank



Lesson 1, Worksheet 1: Adult School Registration Form

# Getting to Know You

## GOALS

- Introduce yourself and greet your friends
- Write about yourself
- Identify educational goals

## LESSON

# 1

## Nice to meet you!

- GOAL** ➤ Introduce yourself and greet your friends



Fill out the school registration form with your personal information. (Answers will vary.)



## SANTA ANA ADULT SCHOOL

### Registration Form

First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_

Last Name \_\_\_\_\_

Address:  
Number and Street \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_ Zip \_\_\_\_\_

Phone:  
Home \_\_\_\_\_ Cell \_\_\_\_\_

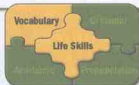
E-mail address \_\_\_\_\_

Date of birth (mm/dd/yy) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Languages Spoken \_\_\_\_\_

Major \_\_\_\_\_





- B** Write questions for the information on the registration form. (Answers will vary.)

Question	Student A	Student B
What is your first name?		

- C** Now interview two classmates. Use the questions you wrote in Exercise B. Fill in the chart above with their answers. (Answers will vary.)

EXAMPLE: *You:* What is your first name?  
*Student A:* My first name is Michel.  
*You:* What's your first name?  
*Student B:* My first name is Selma.

#### Contractions

What is = What's

What's your name?

- D** Introduce the two classmates you interviewed to the rest of the class.

EXAMPLE: This is Michel. His last name is Caron. He is from Haiti. This is Selma. Her last name is Bezerra. She is from Brazil.

## Presentation 2

5–10 mins.

Ask students questions based on the information they provided on the form. Ask them to help you write a few questions on the board, such as: *What is your name?* Ask for two volunteers to practice asking and answering these questions.

## Practice 2

15–20 mins.

**B** Write questions for the information on the registration form.

Have students choose from the questions on the board or write their own, based on the information on the registration form. (Shorter classes can do this exercise for homework.)

**C** Now interview two classmates. Use the questions you wrote in Exercise B. Fill in the chart above with their answers.

Have students walk around the classroom and interview two classmates, writing their answers down in their books. Prepare students for this exercise by modeling it with a few students in front of the class.

## Teaching Tip

### Modeling

In order to better prepare students for a speaking activity, it is always good to model the target language first. After explaining to students what they are supposed to do, you can model the activity in a variety of different ways.

1. Divide the class in half and have half of the class take one role while the other half takes the second role.
2. Ask a student volunteer to do the interview with you, switching roles after you have completed the activity one time.
3. Ask for two student volunteers to model the interview.

Model activities as many times as necessary so that students will feel confident in their own attempts.

## Grammar Box

### Contractions

Go over the grammar box with students and help them with the difference in pronunciation between *What is* and *What's*. Make sure students understand that contractions have the same meaning as the longer version of the phrase, but they are used in more informal conversation. See if students can come up with some other contractions they know.



Refer students to *Stand Out 3 Grammar Challenge*, Pre-Unit, Challenge 1 for more practice with contractions.

## Evaluation 2

10–20 mins.

Walk around the classroom and observe students as they interview one another.

**D** Introduce the two classmates you interviewed to the rest of the class.

Model an introduction first, and then ask a volunteer to introduce the classmates he or she interviewed. If you don't have time for each student to introduce the classmates he or she interviewed, have students introduce them to another student in the class.

## Activity Bank

Lesson 1, Worksheet 2: Meet Your Classmates

### Presentation 3

5-10 mins.   

- E** Juan and Michel take English class together. Read their conversation.

Practice the conversation with a few students.

- F** Practice the conversation above with a partner.

Have students practice the conversation a few times with classmates who are sitting near them.

- G** Listen to the greetings and responses.

Play the recording. Encourage students to repeat each greeting and response as they hear it.



### Listening Script

CD, *Track 1*

The listening script matches the chart in Exercise G.

### Practice 3

5-10 mins. 

- H** Now listen to the greetings and respond after each one.

Tell students they will hear the greetings again and, this time, they must respond to them. Play the recording as many times as students want.



### Listening Script

CD, Track 2

Hi!  
Good morning!  
How are you today?  
How's it going?  
How are you doing?  
What's up?  
What's new?

### Evaluation 3

5-10 mins. 

Walk around the classroom and listen to students as they respond to the greetings.

### Application

10-20 mins.   

- 1** Greet three different classmates. Ask them a few personal information questions.

As a class, write a conversation on the board, complete with a greeting and a few personal information questions. Have students walk around the room and have conversations with three different classmates. After they have spoken with three classmates, erase the conversation from the board. Encourage students to talk to three more classmates they haven't met yet.

creating the conversation as they go. Ask for volunteers to share what they learned about the classmates they interviewed.

## Activity Bank

Lesson 1, Worksheet 3: Fill Out the Form

Lesson 1, Worksheet 4: Greetings

Lesson 1, Worksheet 5: Greeting Cards

## Instructor's Notes

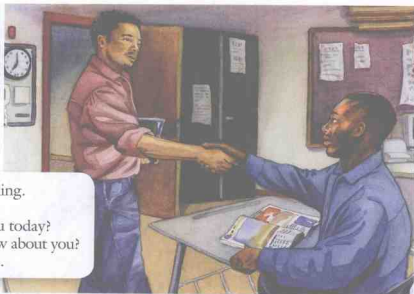
# LESSON 1

## GOAL ➤ Introduce yourself and greet your friends

Vocabulary

Life Skills

**E** Juan and Michel take English class together. Read their conversation.



*Juan:* Good morning.

*Michel:* Morning!

*Juan:* How are you today?

*Michel:* Great! How about you?

*Juan:* Fine, thanks.

**F** Practice the conversation above with a partner.



**G** Listen to the greetings and responses.

CD  
TR 1

Greetings	Responses
Hi!	Hello!
Good morning!	Morning!
How are you today?	Fine. / Great!
How's it going?	Pretty good.
How are you doing?	OK. / Not bad.
What's up?	Nothing.
What's new?	Not much.

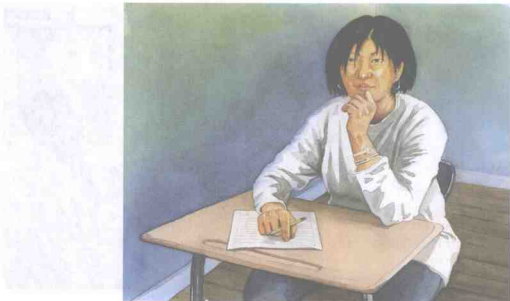


**H** Now listen to the greetings and respond after each one.

CD  
TR 2

**I** Greet three different classmates. Ask them a few personal information questions.

## A Read about Akiko.



My name is Akiko Sugiyama and I'm a student at Santa Ana Adult School. I came to the United States five years ago from Japan with my husband and three children. We live in Santa Ana, California. My husband works in a computer assembly factory. I go to school and take care of our children. We are all studying English because we want to be successful in this country. Someday we hope to buy a house and send our children to college.

## B Answer the questions about Akiko.

1. When did Akiko come to the United States? Five years ago.
2. Where is she from? She is from Japan.
3. Who did she come to the United States with? Her husband and three children.
4. Where does she live? She lives in Santa Ana, California.
5. What does her husband do? Her husband works in a computer assembly factory.
6. What does she do? She goes to school and takes care of the children.
7. Why is she studying English? Because she wants to be successful.
8. What are her future goals? She hope to buy a house and send her children to college.

## AT-A-GLANCE PREP

**Objective:** Write about yourself

**Grammar:** Present tense

**Academic Strategy:** Paragraph writing

### RESOURCES

**Activity Bank:** Templates (Paragraph, Editing-Formatting)

**Grammar Challenge 3:** Pre-Unit, Challenge 2

1.5 hour classes 2.5 hour classes 3+ hour classes

## AGENDA

Define and read a paragraph.

Write information about yourself.

Study paragraph format.

Write a paragraph.

### Warm-up and Review

5–10 mins. ■■■

Review greetings by having students greet three classmates. Extend the review by having them ask two information questions to each person they greet.

### Introduction

1 min. ■■■

State the objective: *Today we will be writing about ourselves.*

### Presentation 1

5–10 mins. ■■■

Write the word *paragraph* on the board. Ask students to help you define it. Explain that a paragraph is a group of sentences that are about the same topic. Ask students where they might find paragraphs. Their answers might include newspapers, books, magazines, etc.

### A Read about Akiko.

Ask students to read the paragraph to themselves. Then ask for a volunteer to read the paragraph out loud to the class. Go over any vocabulary questions students might have.

### Practice 1

10–15 mins. ■■■

### B Answer the questions about Akiko.

Have students write the answers to the questions by themselves. When they are finished, have them discuss their answers with a partner.

### Evaluation 1

3–5 mins. ■■■

Go over the answers as a class.

## Presentation 2

10-15 mins.



Write the following table on the board.

	<i>Akiko</i>	<i>You</i>
school		
native country		
family members		
job		
future goals		

As a class, fill in the column for Akiko. Then have students work with a partner and talk about how they would fill in the column for themselves.

## Practice 2

15-20 mins.



**C** Now answer the questions about yourself.

Have students write the answers to these questions in their books. When they are finished, have them share their answers with a partner. (Shorter classes can do this exercise for homework.)

### Teaching Tip

## Partners

Throughout this book, students will be asked to work with a partner. In the beginning, it may be easier to have them talk to the person sitting next to them. However, as the class progresses, it is a good idea to pair them up with different students to help build a strong sense of community in the classroom. There are several ways to pair students.

1. Give students either the beginning or end of a sentence and have them find the student with the other half.
2. Have students work with the person in front, behind, to the right, or to the left of them.

## Evaluation 2

5-10 mins.



Evaluate the students by asking the questions from Exercise C. Call on various students to answer each question.



Refer students to *Stand Out 3 Grammar Challenge*, Pre-Unit, Challenge 2, for practice with verbs in the simple present tense.

### Presentation 3

5-10 mins.



**D** Study the paragraph below. Notice the title, the margins, and the indented first line.

Go over Akiko's paragraph with students, pointing out all of the formatting features. As you go over each formatting aspect, have students put their fingers on the place you are referring to. For example: *Point to the title.*

## Instructor's Notes

1.  $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$   
 2.  $\frac{1}{4} \times \frac{1}{5} = \frac{1}{20}$   
 3.  $\frac{1}{6} \times \frac{1}{7} = \frac{1}{42}$   
 4.  $\frac{1}{8} \times \frac{1}{9} = \frac{1}{72}$   
 5.  $\frac{1}{10} \times \frac{1}{11} = \frac{1}{110}$   
 6.  $\frac{1}{12} \times \frac{1}{13} = \frac{1}{156}$   
 7.  $\frac{1}{14} \times \frac{1}{15} = \frac{1}{210}$   
 8.  $\frac{1}{16} \times \frac{1}{17} = \frac{1}{272}$   
 9.  $\frac{1}{18} \times \frac{1}{19} = \frac{1}{342}$   
 10.  $\frac{1}{20} \times \frac{1}{21} = \frac{1}{420}$

**C** Now answer the questions about yourself. (Answers will vary.)

1. When did you come to this school? \_\_\_\_\_
2. Where are you from? \_\_\_\_\_
3. Who did you come to this school with? \_\_\_\_\_
4. Where do you live? \_\_\_\_\_
5. What do you do? \_\_\_\_\_
6. Why are you studying English? \_\_\_\_\_
7. What are your future goals? \_\_\_\_\_

**D** Study the paragraph below. Notice the title, the margins, and the indented first line.

The diagram shows a paragraph on lined paper with the following annotations:

- indent**: Points to the first line of the paragraph, which is indented.
- title**: Points to the title "My Story".
- space between title and paragraph**: Points to the blank line between the title and the first line of the paragraph.
- left margin**: Points to the left margin line.
- right margin**: Points to the right margin line.

**My Story**

My name is Akiko Sugiyama and I'm a student at Santa Ana Adult School. I came to the United States five years ago from Japan with my husband and three children. We live in Santa Ana, California. My husband works in a computer assembly factory. I go to school and take care of our children. We are all studying English because we want to be successful in this country. Someday we hope to buy a house and send our children to college.



- E** Write a paragraph about yourself with the answers you wrote in Exercise C. Use correct paragraph formatting like Akiko's paragraph in Exercise D. (Answers will vary.)

[illegible]

- F** Show your paragraph to your partner. Read your partner's paragraph and ask questions about anything you want to know more about.