

中高等职业院校新模式英语系列教材

2

Lesson Planner

新模式英语

教师用书

Rob Jenkins
Staci Johnson 著

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。

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2009年5月

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	1 Everyday Life Page 1	<ul style="list-style-type: none"> Ask for and give personal information Identify family relationships Describe people Interpret and write schedules Interpret information about weather 	<ul style="list-style-type: none"> Where are you from Kenji's family Kenji's class My schedule How is the weather today? 	<ul style="list-style-type: none"> Simple present: <i>live</i> △ Simple present: <i>be</i> Simple present: <i>have</i> Comparative and superlative adjectives Adverbs of frequency Simple present Short answers
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• Grammar points that are explicitly taught Δ Grammar points that are being recycled

AT-A-GLANCE PREP

Objective: Greet your friends and describe feelings

Grammar: *Be*

Pronunciation: /m/

Academic Strategy: Focused listening

AGENDA

Greet one another.

Listen to conversations.

Discuss feelings.

Practice the be verb.

Ask classmates how they feel.

RESOURCES

Activity Bank: Pre-Unit, Lesson 1, Worksheets 1–2

Grammar Challenge: Pre-Unit, Challenge 1

 1.5 hour classes  2.5 hour classes  3+ hour classes

Audio: CD 1, Tracks 1–5



Stand Out 2 Assessment CD-ROM with ExamView®



Preassessment (optional)

Use the Stand Out 2 Assessment CD-ROM with ExamView® to create a pretest for the Pre-Unit.

Warm-up and Review

2–5 mins.   


On the board, write: *Nice to meet you.* Shake hands with several students as you say the phrase. Ask students to repeat the phrase after you. Since this is the first class, getting to know students' names should be the instructor's main objective.

Introduction

2 mins.   

Point to the agenda on the board and state the objective: *Today we will greet one another and describe our feelings.*

Presentation 1

15–20 mins.   

Before students open their books, do a few icebreaker activities that will allow you to learn students' names and that will help build a sense of community in the classroom. To learn more about building a community in the classroom, see the teaching tip on the next page.

The following activities can help you learn students' names.

1. Do a chain drill where you ask Student A his or her name. Student A answers and then asks Student B for his or her name. Student B must remember Student A's name before asking Student C, and so on.
2. Ask students to line up in the classroom in alphabetical order by first or last name.
3. Randomly pass around a ball or wad of paper and ask students to say their names and where they are from when they catch it.

4. Ask students to introduce themselves to a classmate and then introduce their partner to the class.

A Listen and practice.

Ask students to open their books and look at the picture. Ask students the questions in the box. Then, ask them to listen to and read the conversation.



Listening Script

CD 1, Track 1

The listening script matches the conversation in Exercise A.

Prepare students for practice by asking questions about the conversation: *Who is the new student? How do you know?* Prepare students for focused listening.

Practice 1

5 mins.   

B Listen to the conversations. Circle the new student.

Note: The listening script for Exercise B is on page P2a.

Evaluation 1

5–7 mins.   

Go over the answers with students. Listen to the recording again, pausing to discuss what was said in each conversation.

Welcome to Our Class

GOALS

- Greet your friends and describe feelings
- Complete a registration form
- Follow classroom instructions

LESSON 1

Nice to meet you!

- GOAL** ➤ Greet your friends and describe feelings



Where are the students?
Who is the new student?

A Listen and practice.

Mario: Hello, what's your name?

Lien: My name is Lien.

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

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

Mario: Welcome to our class, Lien.

B Listen to the conversations. Circle the new student.

1. Mario Lien

2. Esteban Cecilia

3. Alexi Jonathan

4. Rick Nadia



CD 1
TR 1



CD 1
TR 2-5

LESSON 1

GOAL ➤ Greet your friends and describe feelings



C Look at the pictures of feelings. Say the words.



nervous



sad



tired



happy



angry

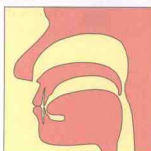


hungry

Pronunciation

/m/

I'm



D Practice the conversations.

Mario: Hi, Lien!

Lien: Hello, Mario.

Mario: How are you today?

Lien: I'm nervous.

Mario: Me, too.

Jonathan: Hi, Alexi!

Alexi: Hello, Jonathan.

Jonathan: How are you today?

Alexi: I'm sad.

Jonathan: Not me. I'm happy today.

E Practice the conversations with a partner. Use different feelings.



Listening Script

CD 1, Tracks 2-5

- Mario: *Hello, what's your name?*
Lien: *My name is Lien.*
Mario: *Nice to meet you, Lien. I'm Mario.*
Lien: *Hi, Mario. Nice to meet you, too.*
Mario: *Welcome to our class, Lien.*
- Cecilia: *Hello. What's your name?*
Esteban: *I'm Esteban. I'm new.*
Cecilia: *Nice to meet you. Welcome.*
Esteban: *Thanks. I am a little nervous.*
- Alexi: *I'm Alexi. It's nice to meet you. This is my first day.*
Jonathan: *I'm Jonathan. Welcome to the class.*
It's nice to meet you, too.
- Rick: *Hello, I'm Rick. What's your name?*
Nadia: *Yes, I am. I hope this is a good class.*
Rick: *Yes, I am. I hope this is a good class.*
Nadia: *It is. The teacher is great!*

Presentation 2

15-20 mins. ■■■

Continue to build community in the classroom by working on learning students' names. Write *nervous* on the board. Ask students what the word means. Tell them that sometimes everyone feels nervous, but that there is no reason to feel nervous in class because you are a family or a community. Pantomime a few feelings and see if students can call them out before opening their books. Model correct pronunciation.

C Look at the pictures of feelings. Say the words.

Go over the words with students and again model the pronunciation. This time, use complete sentences with *I'm*.

Pronunciation

/m/

Students may avoid touching their lips together when pronouncing the /m/ in *I'm*. Help students pronounce the /m/ first in isolation and then as part of the phrase they are practicing. Exaggerating the sound at first will help them to discern the target sound. Don't single any students out if they are having problems. After several students have made similar errors, go over the pronunciation of the target sound again. Again, be careful not to overcorrect.

For shorter classes, ask students to do Exercises D and E for homework.

D Practice the conversations.

Go over the conversations in Exercise D with students. Model good pronunciation.

Practice 2

7-10 mins. ■■

E Practice the conversations with a partner. Use different feelings.

Show students how to substitute other feelings in the conversation. Add any feelings to the list that students might come up with.

Evaluation 2

7-10 mins. ■■

Ask volunteers to demonstrate their conversations in front of the class.

Teaching Tip

Names and community

Both students and the instructor should feel that they are part of a community. *Stand Out* will provide many opportunities to create this atmosphere. To encourage community from the beginning, it is important to establish a good rapport between instructor and students. The following suggestions will enhance a community feeling:

- Learn students' names.
- Use students' names regularly (every student, every day).
- Share personal stories with the class.
- Establish early on that you care about the students and want them to be successful.

Presentation 3

7-15 mins.



In the Pre-Unit of *Stand Out*, you are reviewing things that students should already know. The *be* verb is essential to success at this level. Make sure that students already understand the *be* verb and its conjugations by asking them what the forms are before they open their books to do the exercise.

Refer students to *Stand Out 2 Grammar Challenge*, Pre-Unit, Challenge 1 for more practice with *be*.

Activity Bank



Pre-Unit, Lesson 1, Worksheet 1: Say Hello!

Pre-Unit, Lesson 1, Worksheet 2: *Be* Verb

F Study the chart with your classmates and teacher.

As you go over the chart, model proper pronunciation. Ask students which questions the example sentences answer.

Practice 3

10-15 mins.



G Complete the sentences with the correct form of *be*.

Ask students to create conversations in pairs where they use the different forms of the verb. To ensure they use the different forms, count pairs off 1, 2, and 3. Ask all the pairs designated as “ones” to write and use any *be* verb, but they must use *am* at least twice. “Twos” must use *are*, and “threes” must use *is*.

Evaluation 3

7-10 mins.



Go over Exercise G and ask volunteers from each of the three groups to perform their conversation for the class.

Application

5-7 mins.



H Ask three classmates. Write their answers in the chart.

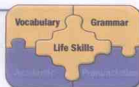
Students complete the chart. Encourage them to avoid reading the conversations in Exercise D. They should be able to do the activity without it, although it is OK to allow them to reference it when necessary.

I In a group, talk about your conversations.

Ask students to report to their group on the information they got from their classmates. Ask students to take turns reporting. To monitor student activity, you may choose to ask students who are reporting to stand so you can visually confirm students are on task. Monitor groups around the classroom.

Instructor's Notes

1. What is the main purpose of the document?
 2. What are the key findings of the study?
 3. What are the limitations of the study?
 4. What are the implications of the study?
 5. What are the conclusions of the study?
 6. What are the recommendations of the study?
 7. What are the future research directions?
 8. What are the acknowledgments?
 9. What are the references?
 10. What are the appendices?



F Study the chart with your classmates and teacher.

Be Verb to Express Feelings			
Subject	Be	Feelings	Example sentence
I	am	fine	I am fine. (I'm fine.)
you, we, they	are	nervous sad tired happy	You are tired. (You're tired.) We are hungry. (We're hungry.) They are nervous. (They're nervous.)
he, she, it	is	angry hungry	He is happy. (He's happy.) She is angry. (She's angry.)

G Complete the sentences with the correct form of *be*.

- Mauricio is tired today.
- They are hungry.
- Antonio and I are angry.
- I am fine, thank you.
- Alice is nervous.
- You are happy.

H Ask three classmates. Write their answers in the chart. (Answers will vary.)

Student name	Feelings
Mario	happy

I In a group, talk about your conversations.

EXAMPLE: Mario is one name in my chart. He's happy.



- A** Read Mario's school registration form.

Alton Adult School Registration Form			
			Date: <u>September 3, 2009</u>
PERSONAL INFORMATION			
Name:	<u>Garcia</u>	<u>Mario</u>	Phone: <u>(714) 555-7564</u>
	Last	First	
Birth Date:	<u>July 12, 1977</u>		
Street Address:	<u>8237 Henderson Lane</u>		
City:	<u>Midland</u>	State: <u>CA</u>	Zip Code: <u>90631</u>

- B** Write the information.

- Mario's last name is Garcia.
- His phone number is (714) 555-7564.
- His address is 8237 Henderson Lane, Midland, CA.
- His zip code is 90631.
- His birth date is July 12, 1977.



- C** Listen and write the information you hear.

CD 1
TR 6

- My first name is Esteban.
- My last name is Garcia.
- I live on Tremont Street.
- I live in Sausalito.
- I am from Mexico.
- My teacher's last name is Parelli.

AT-A-GLANCE PREP

Objective: Complete a registration form

Grammar: Possessive adjectives

Pronunciation: /θ/

Academic Strategy: Focused listening

AGENDA

Discuss classmates' names.

Read a registration form.

Listen for important information.

Complete a registration form.

RESOURCES

Activity Bank: Pre-Unit, Lesson 2, Worksheet 1

Grammar Challenge: Pre-Unit, Challenge 2

1.5 hour classes 2.5 hour classes 3+ hour classes

Audio: CD 1, Tracks 6–11

Warm-up and Review 10–12 mins.

Ask students to get into groups of three or four. Ask each group to make a list of all the students in the class. They will start with the names of the students in their groups. If no one in the group can identify people in other groups, they will send a representative to the other groups to ask for the names and report back to the group. To extend this activity, ask the groups to put their lists in alphabetical order.

Introduction 5 mins.

Point to the agenda. Go over the activities. Ask students if they had to register for the class. State the objective: *Today we will complete a registration form.*

Presentation 1 15 mins.

Before students open their books, ask them what information goes on a registration form. List the information elicited from students on the board.

A Read Mario's school registration form.

Look at the different parts of the form together. A few details might be interesting to discuss. For example, discuss the difference between *birthday* and *birth date*. Also go over the difference in pronunciation. Students may have trouble pronouncing the final consonant of words in isolation or at the end of phrases. Help them to distinguish their words while speaking.

You might also discuss the comma when the last name is written before the first name. Discuss different ways to write phone numbers and area codes. Show students how the second word in two-word street names are uppercase, as in *Henderson Lane*.

B Write the information.

Do this activity as a class and then prepare for focused listening. To read more about focused listening, see the teaching tip on the next page.

Practice 1 5 mins.

C Listen and write the information you hear.



Listening Script

CD 1, Track 6

Ms. Parelli: *Welcome to our class. It is great to have you here.*

Esteban: *Thanks. I'm a little nervous.*

Ms. Parelli: *No need to be. What's your name?*

Esteban: *It's Esteban—E-S-T-E-B-A-N—García—G-A-R-C-I-A.*

Ms. Parelli: *OK, Esteban. Where do you live?*

Esteban: *I live on Tremont Street—T-R-E-M-O-N-T—in Sausalito—S-A-U-S-A-L-I-T-O.*

Ms. Parelli: *Thanks. You're from Mexico, right?*

Esteban: *Right. Excuse me, what is your name?*

Ms. Parelli: *It's Ms. Parelli.*

Esteban: *How do you spell that?*

Ms. Parelli: *It's P-A-R-E-L-L-I.*

Esteban: *It's nice to meet you, Ms. Parelli.*

Evaluation 1 5 mins.

Go over the listening activity and help students check their answers for accuracy.

Presentation 2

10–15 mins.

This presentation will ensure that students are ready to write numbers for addresses and phone numbers. Most students should have no problem with these activities, but it is good to make sure you know the level of each student.

D Listen and practice saying the numbers.**Listening Script**

CD 1, Track 7

The listening script matches the activity in Exercise D.

Pronunciation of numbers is often a challenge for students. Help them to pronounce the /th/ in *third*, *thirteen*, and *thirty*.

Exaggerate the sound by showing students how to bite down on the tongue and build pressure by pushing air. Then show them how to release the /th/ in an explosive manner.

E Listen and write the phone numbers you hear.

Note that this activity is not focused listening, but it prepares students to do the true focused listening in Exercise F.

**Listening Script**

CD 1, Track 8

- | | |
|-------------------|-------------------|
| 1. (619) 555-6391 | 4. (915) 555-5280 |
| 2. (312) 555-5100 | 5. (323) 555-3967 |
| 3. (786) 555-2852 | 6. (347) 555-1743 |

Practice 2

12–15 mins.

F Listen to the conversations. Write the missing information.**Listening Script**

CD 1, Tracks 9–11

- Marie speaks to her teacher.
Marie: I am new. Do I need to complete a registration form?
Teacher: Yes, but I will help you. First, what is your phone number?
Marie: It's 555-4769.
Teacher: OK, I have it. Where are you from?
Marie: I'm from Haiti.
- Kenji speaks to a taxi driver.
Taxi Driver: Where to?
Kenji: I live in Los Angeles.
Taxi Driver: Oh. That is a little far.
Kenji: I know, but I don't have time to take the bus.
Taxi Driver: OK, what is your address?
Kenji: It's 6789 Third Street.
- Mario speaks to a new friend.
Mario: It is good to meet you. I hope we can talk again soon.
Friend: Of course. What's your phone number?
Mario: It's 555-7892, and my address is 3745 Hamilton Street.

Play the recording two or three times to allow students time to record the information.

Evaluation 2

5 mins.

Ask students to peer-check their work. Be prepared to play the recording one more time if students have questions.

Teaching Tip**Focused listening**

Focused listening is prevalent throughout the *Stand Out* series. The recordings are at an authentic speed and are filled with language students may not understand. The purpose of a focused-listening task is to help students develop the ability to pull meaning out of complex and natural conversations by identifying key words.

It's important to remind students to listen for overall meaning every time you do a focused-listening activity so they don't become frustrated and stop listening all together.

LESSON 2

GOAL > Complete a registration form



D Listen and practice saying the numbers.

CD 1
TR 7

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	40	50	60	70	80	90	100		



E Listen and write the phone numbers you hear.

CD 1
TR 8

EXAMPLE: (617) 555-9264

1. (619) 555-6391 3. (786) 555-2852 5. (323) 555-3967
2. (312) 555-5100 4. (915) 555-5280 6. (347) 555-1743



F Listen to the conversations. Write the missing information.

CD 1
TR 9-11



1. My name is Marie. I live in Palm City. I go to Adam's Adult School. My phone number is 555-4769. My last name is Collell.



2. My name is Kenji. I'm from Japan. My address is 6789 Third Street.



3. My name is Mario. It's nice to meet you. My phone number is 555-7892. My address is 3745 Hamilton Street.


G Study the chart with your classmates and teacher.

Possessive Adjectives		
Pronoun	Possessive adjective	Example sentence
I	my	My address is 3356 Archer Blvd.
you	your	Your phone number is 555-5678.
he	his	His last name is Jones.
she	her	Her first name is Lien.
we	our	Our teacher is Mr. Kelley.
they	their	Their home is in Sausalito.

H Write the possessive adjective.

- I live in San Francisco. My address is 2354 Yerba Buena.
- They live in Portland. Their phone number is 555-6732.
- We live in Dallas. Our last name is Peters.
- Maria is a happy woman. Her school is in New York.
- He is a good student. His name is Esteban Garcia.
- You live on Hilton Street. Your home is in Rockledge. Is that right?

I Talk to a partner. Complete the form with your partner's information.
(Answers will vary.)

 School Registration Form		
		Date: <input type="text"/>
PERSONAL INFORMATION		
Name: <input type="text"/> <div style="display: flex; justify-content: space-around; font-size: small;"> Last First </div>		Phone: <input type="text"/>
Birth Date: <input type="text"/>		
Street Address: <input type="text"/>		
City: <input type="text"/>	Province: <input type="text"/>	Zip Code: <input type="text"/>