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学生用书

Stand Out

必胜英语

大学英语实用听说教程

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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(试行)》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套“大学英语”立体化网络化系列教材的编写和出版工作。

本套大学英语系列教材首先推出《大学英语教程》(包括1—6册学生用书和教师用书,共12册),其中1—2册的难度对应教育部2003年《大学英语课程教学要求(试行)》中的“一般要求”水准,3—4册达到“较高要求”的水平,5—6册达到“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)实现合作,改编出版新型大学英语听说系列《必胜英语——大学英语实用听说教程》(1—4册学生用书和教师用书,共8册),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘及录音带。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学界著名教授李赋宁先生、北京大学著名教授胡壮麟先生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,得到了复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们也特别感谢本系列教材几十位中外英语教学专家在编写过

程中认真细致,富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

2004年3月

大学英语立体化网络化系列教材

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ABOUT THE AUTHORS



Rob Jenkins

I love teaching. I love to see the expressions on my students' faces when the light goes on and their eyes show such sincere joy of learning. I knew the first time I stepped into an ESL classroom that this was

where I needed to be and I have never questioned that resolution. I have worked in business, sales, and publishing, and I've found challenges in all, but nothing can compare to the satisfaction of reaching people in such a personal way.

Thanks to my family who have put up with late hours and early mornings, my friends at church who support me, and all the people at Santa Anna College, School of Continuing Education who believe in me and are a source of tremendous inspiration.



Staci Lyn Sabbagh

Ever since I can remember, I've been fascinated with other cultures and languages. I love to travel and every place I go, the first thing I want to do is to meet the people, learn their language, and understand their culture. Be-

coming an ESL teacher was a perfect way to turn what I love to do into my profession. There's nothing more incredible than the exchange of teaching and learning from one another that goes on in an ESL classroom. And there's nothing more rewarding than helping a student succeed.

I would especially like to thank Mom, Dad, CJ, Tete, Eric, my close friends and my Santa Anna College, School of Continuing Education family. Your love and support inspired me to do something I never imagined I could. And Rob, thank you for trusting me to be part of such an amazing project.

ABOUT THE ADAPTERS



Huang Bikang

As an EFL/ESL teacher for years, I know how constructive and rewarding my work could be. Each time I step into a classroom full of eager students, I become enthused to

play my role as a teacher-player on the stage of classroom, if not of the world. At the end of each successful session, I feel the joy of doing my job and the satisfaction of being in a career.

Learning a language is a life-long business. If a student joyfully announces one day that he is confident with his English, ready to enter a "brave new world," I will know he is on the right track that would lead him somewhere. But I would rather that after many years, the same student would come to me and say "I understand what is meant by saying 'the limits of my language means the limits of my world.'" Then I would know he is with the language.



Li Zhengshuan

Language is not at all difficult to learn if you choose the right textbook and keep on practicing. Among all the languages, English is one

of the easiest languages to study and learn. Listening and speaking are inseparable. You have to improve your listening ability if you want to speak well. You have to speak in a correct way if you want to understand what other people say. It is always useful to observe how native speakers speak if you want to learn their language. Work hard and good luck.



Sun Jianmin

No pains, no gains. In language study, nothing is more important than practice. Language learning could be a joy and full of excitement. It is one of life's most fabulous adventures.

We are lesson plan enthusiasts! We have learned that good lesson planning makes for effective teaching and, more importantly, good learning. We also believe that learning is stimulated by task-oriented activities in which students find themselves critically laboring over decisions and negotiating meaning from their own personal perspectives.

The need to write *Stand Out* came to us as we were leading a series of teacher workshops on project-based simulations designed to help students apply what they have learned. We began to teach lesson planning within our workshops in order to help teachers see how they could incorporate the activities more effectively. Even though teachers showed great interest in both the projects and planning, they often complained that lesson planning took too much time that they simply didn't have. Another obstacle was that the books available to the instructors were not conducive to planning lessons.

We decided to write our own materials by first writing lesson plans that met specific student-performance objectives. Then we developed the student pages that were needed to make the lesson plans work in the classroom. The student book only came together after the plans! Writing over 300 lesson plans has been a tremendous challenge and has helped us evaluate our own teaching and approach. It is our hope that others will discover the benefits of always following a plan in the classroom and incorporating the strategies we have included in these materials.

ABOUT THE SERIES

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

The student books are divided into eight distinct units. Each unit is then divided into eight lessons and a team project activity. Lessons are driven by performance objectives and are filled with challenging activities that progress from teacher-presented to student-centered tasks.

SUPPLEMENTAL MATERIALS

- The *Stand Out Lesson Planner* includes 77 complete lesson plans, taking the instructor through each stage of a lesson from warm-up and review through application.
- The *Activity Bank CD-ROM* has an abundance of materials, some of which are customizable. Print or download and modify what you need for your particular class.
- The *Stand Out Grammar Challenge* gives additional grammar explanation and practice.
- The *Stand Out ExamView® Pro Test Bank CD-ROM* allows you to customize pre-and posttests for each unit as well as a pre-and posttest for the book.
- The listening scripts are found in the back of the *Lesson Planner*. Cassette tapes and CD-ROMs are available with focused listening activities described in the *Lesson Planner*.

STAND OUT LESSON PLANNER

The *Stand Out Lesson Planner* is a new and innovative approach. As many seasoned teachers know, good lesson planning can make a substantial difference in the classroom. Students continue coming to class, understanding, applying, and remembering more of what they learn. They are more confident in their learning when good lesson planning techniques are incorporated.

We have developed lesson plans that are designed to be used each day and to reduce preparation time. The planner includes:

- Standard lesson progression (Warm-up and Review, Introduction, Presentation, Practice, Evaluation, and Application)
- A creative and complete way to approach varied class lengths so that each lesson will work within a class period.
- Time suggestions for each activity
- Pedagogical comments
- Space for teacher notes and future planning.

USER QUESTIONS ABOUT STAND OUT

- **Are the tasks too challenging for my students?** Students learn by doing and learn more when challenged. *Stand Out* provides tasks that encourage critical thinking in a variety of ways. The tasks in each lesson move from teacher-directed to student-centered so the learner clearly understands what's expected and is willing to "take a risk". The lessons are expected to be challenging. In this way, students learn that when they work together as a learning community, anything becomes possible. The satisfaction of accomplishing something both as an individual and as a member of a team results in greater confidence and effective learning.
- **Do I need to understand lesson planning to teach from the student book?** If you don't understand lesson planning when you start, you will when you finish! Teaching from *Stand Out* is like a course on lesson planning, especially if you use the *Lesson Planner* on a daily basis.

Stand Out does *stand out* because, when we developed this series, we first established performance objectives for each lesson. Then we designed lesson plans, followed by student book pages. The introduction to each lesson varies because different objectives demand different approaches. *Stand Out's* variety of tasks makes learning more interesting for the students.

- **What are team projects?** The final part of each unit is a **team project**. This is often a team simulation that incorporates the objectives of the unit and provides an additional opportunity for students to actively apply what they have learned. The project

allows students to produce something that represents their progress in learning. These end-of-unit projects were created with a variety of learning styles and individual skills in mind. The team projects can be skipped or simplified, but we encourage instructors to implement them, enriching the overall student experience.

- **What do you mean by a customizable *Activity Bank*?** Every class, student, teacher, and approach is different. Since no one textbook can meet all these differences, the *Activity Bank CD-ROM* allows you to customize *Stand Out* for your class. You can copy different activities and worksheets from the CD-ROM to your hard drive and then:
 - Change items in supplemental vocabulary, grammar, and life skill activities;
 - Personalize activities with student names and popular locations in your area;
 - extend every lesson with additional practice where you feel it is most needed.
- **Is this a grammar-based or a competency-based series?** This is a competency-based series, with grammar identified more clearly and more boldly than in other similar series. We believe that grammar instruction in context is extremely important. Grammar structures are frequently identified as principal lesson objectives. Students are first provided with context that incorporates the grammar, followed by an explanation and practice. The students are ex-

posed to grammar in context that will help them acquire the structures in later levels. For teachers who want to enhance grammar instruction, the *Activity Bank CD-ROM* and/or the *Stand Out Grammar Challenge* will provide ample opportunities.

The six competencies that drive *Stand Out* are basic communication, consumer economics, community resources, health, occupational knowledge, and lifelong learning (government and law replace lifelong learning in Books 3 and 4).

- **Are there enough activities so I don't have to supplement?** *Stand Out* stands alone in providing hours of instruction and activities, even without the additional suggestions in the *Lesson Planner*. The *Lesson Planner* also shows you how to streamline lessons to provide 115 hours of classwork and still have thorough lessons if you meet less often. When supplementing with the *Activity Bank CD-ROM*, the *ExamView® Pro Test Bank CD-ROM*, and the *Stand Out Grammar Challenge*, you gain unlimited opportunities to extend class hours and provide activities related directly to each lesson objective. Calculate how many hours your class meets in a semester and look to *Stand Out* to address the full class experience.

Stand Out is a comprehensive approach to English language learning, meeting needs of students and instructors completely and effectively.

CONTENTS

Theme		Life Skills	Language Functions	Grammar	Vocabulary
Basic communication	Pre-unit Welcome to Our Class Page p2	• Say alphabet and numbers • Write names and numbers • Understand classroom instructions	• Greet your friends • Spell aloud • Say and understand numbers	◆ Simple present of <i>be</i> ◆ Contracted forms with <i>be</i> ◆ Personal pronouns ◆ Imperative verb forms for classroom instructions	• Names, numbers • Classroom vocabulary • Verbs: <i>listen, read, write, speak</i>
	1 Talking with others Page 1	• Talk about places and names • Read a world map • Interpret information on a driver's license • Plan weekly schedules • Tell time	• Introduce people • Exchange personal information • Describe people • Describe families • Talk about likes • Talk about ways to practice English • Tell time	◆ Simple present of <i>be</i> ◆ Simple present of <i>have</i> ◆ Personal subject pronouns ◆ Simple present of <i>like</i> ◆ <i>Wh</i> questions with <i>be</i> ◆ Possessive <i>s</i> ◆ Possessive adjectives	• Physical descriptions: Eye color, hair color, hairstyle • Age, height, weight • Marital status: <i>married, single, divorced</i> • Family members • Times of the day
	2 Let's Go Shopping Page 21	• Count money • Read receipts • Understand numbers and prices • Make purchases in a store • Write a check	• Talk about where to buy goods • Ask about prices • Identify clothing • Ask about color and size of objects	◆ Singular and plural nouns ◆ <i>This, that, these, those</i> ◆ Possessive adjectives ◆ Adjectives ◆ Question with <i>or</i>	• Types of stores • Pricing, unit price • Tax and total cost • Clothing • Adjectives for color, size, pattern, age • <i>Cash, check, and credit</i>
	3 Food Page 41	• Read and follow instructions • Read a menu and order food • Write a shopping list • Compare prices • Read recipes • Understand food label instructions	• Talk about eating habits and meals • Order food from a menu • Talk about prices of food • Understand instructions for machines • Read and write a recipe	◆ Count and non-count nouns ◆ Simple present tense of regular verbs ◆ <i>How much is/How much are</i> ◆ Negative simple present of regular verbs ◆ Imperative forms- affirmative and negative ◆ <i>Wh</i> questions with <i>do</i>	• Food items • Meals: <i>breakfast, lunch, dinner</i> • Containers for food: <i>jar, box, bottle, package, bag, carton</i> • Verbs: <i>eat, bring, go, get</i> • Cooking verbs: <i>chop, boil, peel, cook, mix, whip</i>
Consumer economics	4 Housing Page 61	• Identify types of housing • Identify rooms in a home • Read and interpret classified ads • Interpret and make a family budget	• Describe housing • Make an appointment • Describe location of objects • Ask about cost of rent	◆ Present continuous ◆ Prepositions of location ◆ <i>There is/There are</i> ◆ <i>Wh</i> questions in present continuous ◆ Questions with <i>What type of ___ ?</i>	• Types of housing: <i>apartment, house, mobile home, condo</i> • Rooms in a home • Furniture • Verbs: <i>call, work talk, look</i> • <i>Rent, utilities, budget, income, expenses, savings</i>

◆ Grammar points that are explicitly taught. ♦ Grammar points that are presented in context.

Skills for the Future	Skills (Workplace)	Math	Grammar Challenge
• Speaking so others can understand • Listening actively	• Listening • Speaking • Sociability	• Understand and write numerals 0–20	
Most skills for the Future are incorporated into this unit, with an emphasis on: • Conveying ideas in writing • Taking responsibility for learning • Reflecting and evaluating (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Acquiring information • Interpreting and evaluating information • Writing (Technology is optional.)	• Use units of measurement: feet, inches, pounds • State dates: day, month, and year • Tell time: hour, half hour, and quarter hour • Write times of the day in numerals	• Subject pronouns • The verb <i>be</i> • Negative forms of the verb <i>be</i> • <i>Yes/no</i> questions with the verb <i>be</i> • Possessive adjectives • <i>Wh-</i> questions with <i>be</i> • The verb <i>have</i> • Simple present tense Page 171
Most skills for the Future are incorporated into this unit, with an emphasis on: • Using mathematics in problem solving and communication • Solving problems and making decisions • Reflecting and evaluating (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Allocating money • Serving customers • Organizing and maintaining information • Decision making (Technology is optional.)	• Interpret data on a bar graph • Create a bar graph • Use addition and multiplication to calculate totals • Count U.S. currency • Understand and write prices • Write a check	• Spelling changes in the third person • <i>Yes/no</i> questions with simple present tense • Singular and plural nouns • <i>This, that, these, those</i> • More possessive forms • Adjectives and articles • Expressions with <i>it</i> • Using the apostrophe Page 179
Most skills for the Future are incorporated into this unit, with an emphasis on: • Using mathematics in problem solving and communication • Learning through research (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Allocating money • Understanding systems • Creative thinking • Seeing things in the mind's eye (Technology is optional.)	• Interpret and create a bar graph • Use addition to calculate totals • Understand U.S. units of measurement: <i>pounds, ounces, gallons, pints</i> • Interpret measurements in recipes • Compare prices per pound and per unit • Compare prices and calculate savings	• Count and non-count nouns • Containers and portions • Review: Simple present tense • Review: <i>Yes/no</i> questions with <i>be</i> and simple present tense • Comparative adjectives • Imperatives • <i>How much? How many?</i> • Questions with <i>or</i> Page 187
Most skills for the Future are incorporated into this unit, with an emphasis on: • Solving problems and making decisions • Planning • Reflecting and evaluating (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Acquiring and evaluating information • Creative thinking • Seeing things in the mind's eye (Technology is optional.)	• Interpret and create a pie chart • Compare rents of apartments and houses • Interpret categories in a family budget • Make a budget plan • Use addition and subtraction to calculate expenses and savings	• <i>There is, there are</i> • Present continuous • Spelling of present continuous • Negative forms and contractions with present continuous • <i>Yes/no</i> questions with present continuous tense • <i>Wh-</i> questions with present continuous tense • Prepositions • Parts of speech Page 195

R indicates review lesson; **TP** indicates team project.

CONTENTS

Theme		Life Skills	Language Functions	Grammar	Vocabulary
Community resources	5 Our Community Page 81	- Identify places in the community - Read street maps - Identify public agencies and services - Leave a telephone message - Say and understand phone numbers - Write a friendly letter	- Give street directions - Describe location of places - Describe functions of buildings - Listen to and leave phone messages - Describe places	- Prepositions of location: <i>in, on, between, next to, across from, in the corner</i> - Contrast present continuous and simple present - Adverbs of frequency <i>There is/There are</i> - The modal verb <i>can</i> - Infinitive verb forms after <i>want, need</i>	- Places and services in the community - Public places: <i>City Hall, hospital, library, museum, police station</i> <i>Turn right, left, go straight, turn around</i> - Verbs: <i>send, help, keep, give</i>
Health	6 Health and Fitness Page 101	- Identify body parts - Identify symptoms and illnesses - Dial 911 - Read warning labels on medication - Make an exercise plan	- Talk about illnesses and describe symptoms - Talk about how to take medications - Give advice - Talk about exercise - Express intentions	- Singular and plural nouns - The modal verb <i>should</i> 3rd person singular and plural forms of <i>be</i> - Infinitive verb forms after <i>want</i>	- Body parts - Aches and pains <i>Colds, flu, fever, cough, sore throat</i> <i>Centigrade, Fahrenheit</i> - Dial 911, emergencies, injuries - Parts of a hospital
Occupational knowledge	7 Working on It Page 121	- Identify job titles - Understand job vocabulary - Interpret job ads - Prepare for a job interview - Make an appointment - Understand safety signs and warnings - Read a job evaluation	- Read classified ads for jobs - Talk about past and present jobs - Identify tools and skills for work - Ask for a job application - Talk about job interview skills and job performance	- Indefinite articles <i>a</i> and <i>an</i> - Simple past of regular verbs - Contrast simple past and simple present - The modal verb <i>can</i> - The modal verb <i>must</i> - Contrast form and use of adjectives and adverbs	- Job titles - Work skills and tools - Employment: <i>full-time, part-time, benefits, insurance, sick leave, vacation, interview</i> - Verbs: <i>move, start, deliver, work, prepare, fix, type, drive</i>
Lifelong learning	8 People and Learning Page 141	- Improve your study skills - Make goals for the future - Make a study schedule - Explore educational opportunities - Evaluate your study skills	- Talk about ways to study English - Talk about future plans - Talk about the U.S. educational system - Reflect on and evaluate past actions	<i>Will</i> and <i>going to</i> for future plans - Ask and answer <i>yes/no</i> questions with present tense verbs - Simple past of regular and irregular verbs <i>Yes/no</i> questions with past tense verbs	- Time expressions: <i>in five years, next week</i> - U.S. school system: <i>GED, high school, college, graduate, academic, counselor</i> - Verbs: <i>finish, return, participate, come, see, teach</i>
Appendices	Useful Words Page 161 Grammar Reference Pages 162–163 Vocabulary List (1) Pages 164–168 Vocabulary List (2) Pages 169–170				
♦ Grammar points that are explicitly taught. ♦ Grammar points that are presented in context.					

Skills for the Future	Skills (Workplace)	Math	Grammar Challenge
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Reading with understanding • Solving problems and making decisions • Learning through research (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Acquiring and evaluating Information • Reading • Seeing things in the mind's eye • Sociability (Technology is optional.)	• Interpret spatial relationships: <i>in on, between, next to, across from, in the corner</i> • Understand phone numbers • Create a bar graph	• Review: Subject/verb agreement • Prepositions of direction and location • Requests with <i>can</i> • Frequency adverbs • Time expressions with simple present and present continuous tenses • <i>With</i>- questions in simple present and present continuous tenses • <i>Yes/no</i> questions in simple present and present continuous tenses • Expressions with <i>do</i> and <i>make</i> Page 203
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Solving problems and making decisions • Reflecting and evaluating • Learning through research (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Interpreting and communicating information • Understanding systems • Decision making (Technology is optional.)	• Interpret data in a Venn diagram • Complete a Venn diagram • Determine temperatures on a thermometer using Celsius and Fahrenheit	• Indefinite and definite articles • <i>Should</i> for advice • <i>Yes/no</i> questions with <i>should</i> • <i>With</i>- questions with <i>should</i> • Gerunds and infinitives • Review: <i>Be</i> and simple present tense statements • Review: <i>Yes/no</i> questions with simple present and present continuous tenses • Present tense with <i>when</i> Page 211
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Solving problems and making decisions • Learning through research (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Organizing and maintaining information • Understanding systems • Creative thinking • Decision making (Technology is optional.)	• Interpret and compare information about wages • Interpret data including dates in an employment application	• Simple past tense of <i>be</i> • Spelling the regular simple past tense • Irregular verbs in the simple past tense • Negative form and <i>yes/no</i> questions in the simple past tense • <i>With</i>- questions with <i>be</i> and in the simple past tense • <i>Can</i> for ability • <i>Must</i> • Adjectives and adverbs Page 219
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Planning • Taking responsibility for learning • Reflecting and evaluating (Technology is optional.)	Most skills are incorporated into this unit, with an emphasis on: • Understanding systems • Monitoring and correcting performance • Knowing how to learn • Self-management (Technology is optional.)	• Tell time • Use multiplication and addition to calculate totals • Estimate time spent on different activities • Use ordinal numbers	• Future with <i>be going to</i> • <i>Yes/no</i> questions with <i>be going to</i> • Future with <i>will</i> • <i>Yes/no</i> questions with <i>will</i> • <i>With</i>- questions with <i>will</i> and <i>be going to</i> • Time expressions with past and future tenses • Expressions with <i>get</i> • Review: <i>Yes/no</i> questions in simple present and past tenses Page 227
R indicates review lesson; TP indicates team project.			

Guide to Stand Out

Meeting the Standards has never been easier!

Stand Out is an easy-to-use, standards-based series that teaches the English skills necessary to be a successful worker, parent, and citizen.

- **Goals:** A roadmap of learning is provided for the student.
- **Vocabulary:** Key vocabulary is introduced visually and aurally.

UNIT
3

Food

GOALS

- Talk about eating habits and meals
- Read and follow instructions
- Read a menu and order food
- Use count and non-count nouns
- Use the simple present
- Compare prices
- Read a recipe

1 What's for lunch?

GOAL Talk about eating habits and meals Vocabulary

Key Words

- breakfast /'brekfəst/ n. 早餐
- serve /sə:v/ v. 服务
- vegetarian /'veʒɪ'teəriən/ n. 素食者
- only /'əʊli/ adj. 多油的, 油腻的
- waitress /'weɪtrəs/ n. 女服务员

- eat /i:t/ v. 吃, 食
- apple /'æpl/ n. 苹果
- bread /bred/ n. 面包
- beef /bi:f/ n. 牛肉
- waiter /'weɪtə/ n. 男服务员

Where is Dave? What kind of food does he eat?

Read about Dave and learn it by heart.
I'm Dave Chen. I'm an English teacher in Florida. I like to eat. I eat a big breakfast in the morning, a small lunch at noon, and a big dinner around six o'clock.

Write the names of the food from the picture in the chart below. Tell your classmates what you eat at each meal.

Breakfast	Lunch	Dinner
	 pizza	

UNIT 3 • Lesson 1 41

5 Who has the best lunch?

GOAL Use the simple present Grammar

Key Words

- convenient /kən'veniənt/ n. 餐馆
- conserve /kən'sə:v/ n. 消费
- strong /strɒŋ/ n. 强
- bring /brɪŋ/ v. 带来
- delicious /dɪ'lɪʃəs/ adj. 美味的
- spoon /spu:n/ n. 汤匙
- dish /dɪʃ/ n. 盘子
- flavour /'fla:və/ n. 味道
- customers /'kʌstəməz/ n. 习惯
- store /stɔ:/ n. 商店
- ice-cream 冰淇淋
- in turn 轮流
- to one's taste 符合某人的口味

Read about Natasha, Sebastian, and Duong again. When and where do they eat lunch? Who has the best lunch?

Natasha gets her lunch every day from a vending machine at school. Sebastian buys his lunch every day from the lunch truck. Duong brings his lunch every day in a paper bag and eats after class.

Study the chart with your teacher. Read the example sentences aloud.

Subject	Verb	Example sentence
I, you, we, they	bring	I bring my lunch.
	eat	You eat after class.
	get	We get our lunch from the store.
he, she, it	buy	They buy lunch at the cafeteria.
	bring	He brings his lunch.
	gets	She gets her lunch from the store.
	eats	It eats dog food.

Do you bring or buy lunch? Write a complete sentence.

Talk to four students in the class. Ask: Do you bring or buy lunch? Write sentences.

EXAMPLE:
I buy bread and fruit at the convenience store.

1. _____
2. _____
3. _____
4. _____

50 UNIT 3 • Lesson 5

- **Grammar:** Charts clearly explain grammar points, and are followed by controlled exercises leading into open-ended ones.

GOAL Talk about eating habits and meals Vocabulary

What time do you eat breakfast? Make a bar graph with your class.

What do you eat for breakfast, lunch, and dinner? Ask your teacher for words you don't know. Write the names of the food in the table below.

Ask your partner what he or she eats for breakfast, lunch, and dinner.

EXAMPLE:
Student A: What do you eat for dinner?
Student B: I eat spaghetti and salad for dinner.

Tell the class about your partner.

42 UNIT 3 • Lesson 1

GOAL Use the simple present Grammar

Read the advertisement with your teacher.

Listen to Duong and his wife talk about the advertisement. What do they buy? Write Yes or No.

Yes / No	Item
Yes	ground beef
	bananas
	apples
	carrots
	tomatoes
	peanut butter
	sausages

Write sentences about what Duong and Minh buy. Read your sentences to your classmates.

EXAMPLE: They buy ground beef.

1. _____
2. _____
3. _____

UNIT 3 • Lesson 5 51

- **Grammar:** Clear explanations are followed by immediate use, in this example, with reading and writing.

GOAL Compare prices **Life Skill**

Look at the three bottles. How much is each bottle? Look at the unit price for each bottle. Which bottle is cheaper by the ounce?



Look at the pictures above and practice.

EXAMPLE:
Student A: How much is the fourteen-ounce bottle?
Student B: It's one dollar and nineteen cents.
That's eight point five cents an ounce.

Look at the chart and compare prices. Ask your partner: Which can of coffee, ice cream, or cereal is cheaper by the ounce?

Coffee	Ice Cream	Cereal
8 oz \$1.99	1 qt \$0.91	15 oz \$2.19
24.9 cents per ounce	\$6.48 per gallon	14.6 cents per ounce
1 lb \$2.99	half gallon \$1.99	20 oz \$2.49
12.2 cents per ounce	\$3.98 per gallon	12.5 cents per ounce
24 oz \$5.99	1 gallon \$3.49	25 oz \$4.49
16.7 cents per ounce	\$3.49 per gallon	10 cents per ounce

Active Task: At a class, choose one type of food. Choose two stores in your neighborhood or go to the Internet. Compare prices and tell the class which store is cheaper.

UNIT 3 • Lesson 6

- **Life Skills:** life skills and competencies help students meet necessary benchmarks.
- **Math Skills:** Contextualized math activities are integrated throughout.

Review

Write the names of these foods. Are they for breakfast, lunch, or dinner?



Breakfast	Lunch	Dinner

Talk to a partner about what he or she eats for breakfast, lunch, and dinner.

You are in your school cafeteria. Order some of the food items from exercise A. Make a conversation with your partner.

Give instructions on how to use a vending machine. Match the verbs with the instructions below.

- what you want.
- the number.
- your dollar bills in the slot.
- your change.

- Take
- Put
- Decide
- Choose



UNIT 3 • Review 57

- **Review:** A summary of key grammar, vocabulary, and life skills; it gives students an opportunity to synthesize what they have learned.

TEAM PROJECT

Writing a secret recipe

In this project you will write a recipe and make a shopping list.

- Form a team with four or five students. In your team, you need:

Student	Job	Student Name
Student 1	See that everyone speaks English.	
Leader	See that everyone participates.	
Student 2	Write help from the team, write a recipe.	
Chief		
Student 3	Write help from the team, make a shopping list.	
Shopping manager		
Student 4	Advise your team on prices of food items.	
Budget manager		

- Choose a recipe and put it on an index card or on a piece of paper. Include the servings, ingredients, and instructions, but don't write its name! (See page 55 for help.)
- Make a shopping list of the food you need. Include quantities and prices. (See page 49 for help.)
- Give the recipe card and the shopping list to other groups. Ask them to guess what the recipe is for.

UNIT 3 • Team Project 59

- **Team projects:** project-based activities utilize competencies (e.g. making decisions, working on a team, developing interpersonal skills, etc.) and provide motivation for students.

PRONUNCIATION

Can you hear the sounds /h/ and /j/ in these words? Listen and repeat.

jar	jelly	juice	package	orange	margarine
yes	yes	yes	mayonnaise	menu	papaya

LEARNER LOG

Circle what you learned and write the page number where you learned it.

- I can talk about meals and food.
Yes Maybe No Page _____
- I can use a vending machine.
Yes Maybe No Page _____
- I can read a menu.
Yes Maybe No Page _____
- I can place an order.
Yes Maybe No Page _____
- I can read an advertisement.
Yes Maybe No Page _____
- I can use count and non-count nouns.
Yes Maybe No Page _____
- I can compare shop.
Yes Maybe No Page _____
- I can read a recipe.
Yes Maybe No Page _____

Rank what you like to do best from 1 to 6. 1 is your favorite activity. Your teacher will help you.

☐ practice listening
☐ practice speaking
☐ practice reading
☐ practice writing
☐ learn new words (vocabulary)
☐ learn grammar

In the next unit I want to practice more _____

Did you answer No to any questions? Review the information with a partner.

UNIT 3 • Pronunciation and Learner Log 60

- **Pronunciation:** Specific pronunciation problems are targeted and corrected.
- **Learner Log:** The final section of each unit provides opportunity for learner self-assessment.

LESSON PLAN • Unit 3 Food

Lesson 1 • What's for lunch?

LESSON PLAN

Objective:
Identify eating habits and meals.
Key vocabulary:
eggs, toast, orange juice, pizza, salad, potato chips, apples, corn, chicken, tea, rice, vegetables, steak, meat, noodles, egg rolls, spaghetti, roast beef, tacos, healthy, hot, cold, breakfast, lunch, dinner.

Pre-Assessment: Use the *Stand Out Exam View® Pro Test Bank* for Unit 3. (optional)

Warm-up and Review: 10–20 min.

Write the word *favorite* on the board. Tell the students what your favorite meal is. Write the words *breakfast*, *lunch*, and *dinner* on the board and above them write *meals*. Ask the students what their favorite meal is and take a class poll.

Introduction: 1 min.

State objective: *Today and in this unit you will learn about food and eating habits.*

Presentation 1: 15–20 min.

Ask students to open to this page and talk about the picture of Dave. Ask the questions in the box and any additional ones that you consider appropriate. See how much vocabulary

the students know by asking them to identify the foods in the picture. Make a list of the foods on the board and help them with those they don't know.

Read about Dave.

Do the reading as a class. Review the meal vocabulary the students learned in the Warm-up and Review.

Practice 1: 10–15 min.

Write the names of the food from the picture in the chart below.

Ask the students in pairs or in groups to classify the vocabulary. Then ask the pairs or groups to get together with other pairs or groups to see if they have classified the foods in the same way. In different cultures, foods for meals may differ, so accept any answer.

Evaluation 1: 5–10 min.

Discuss differences in food preferences with the class.

Pronunciation:

An optional pronunciation activity is found on the final page of this unit. This pronunciation activity may be introduced during any lesson in this unit, especially if students need practice contrasting the sounds of /j/ and /y/. Go to pages 60/60a for Unit 3 Pronunciation.

STANDARDS CORRELATIONS

Skills: Resources Allocates Materials and Facility Resources
Interpersonal: Participates as a Member of a Team, Teaches Others New Skills, Exercises Leadership
Information: Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information, Uses Computers to Process Information (optional)
Technology: Applies Technology to Task (optional)

Basic Skills: Reading, Listening, Speaking
Thinking Skills: Problem Solving, Seeing Things in the Mind's Eye
Skills for the Future: Communication Read with Understanding, Speak So Others Can Understand, Listen Actively, Observe Critically
Decision Making: Solve Problems and Make Decisions
Interpersonal: Guide Others, Cooperate with Others
Lifelong Learning: Use Information And Communications Technology (optional)

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LP UNIT 3 • Lesson 1

- **Grammar Challenge:** Optional practice activities provide supplemental exercises for students who desire even more contextual grammar and vocabulary practice.

- **Lesson Plan:** A complete lesson plan for each page in the student book is provided, using a nationally accepted curriculum design.
- **Pacing Guides:** Classlength icons offer three different pacing strategies.
- **CD Icon:** Supplemental activities found on the *Activity Bank CD-ROM* are noted with an icon.
- **Warm-up Activities** prepare students for lessons.
- **Suggested Internet Activities** expose students to technology and real world activities.

Grammar Challenge

CHALLENGE 3 ▶ Review: Simple present tense

Simple present tense			
I want milk.	He wants milk.	I don't want milk.	He doesn't want milk.
You	She	You	She
We	It	We	It
They		They	

Choose the correct word to complete each sentence. Fill in the correct bubble completely.

	A	B
EXAMPLE: She ___ milk in her coffee.	A. put	B. puts
1. Daong ___ lunch from a truck.	A. get	B. gets
2. I ___ cookies at home.	A. don't have	B. doesn't have
3. We ___ milk for our coffee.	A. buy	B. buys
4. Sebastian and Duong ___ out.	A. don't eat	B. doesn't eat
5. She ___ her children candy.	A. don't give	B. doesn't give
6. Dave ___ a sandwich to school.	A. take	B. takes
7. You ___ the vending machine.	A. use	B. uses
8. They ___ healthy lunches.	A. choose	B. chooses
9. We ___ avocados.	A. don't need	B. doesn't need
10. She ___ potatoes.	A. peel	B. peels

Complete the sentences with the form of the present tense given.

EXAMPLE: (like, negative) My mother and I don't like cucumbers.

- (help) Gabriela's husband _____ her make dinner.
- (go) Augustin _____ to Puente Market on Sunday.
- (have, negative) This ice cream _____ nuts.
- (want, negative) We _____ ketchup on our cheeseburgers.
- (make) Roberto and his children _____ dinner on Saturday.
- (pay, negative) We _____ taxes on food.
- (sell) The lunch truck _____ tacos.
- (have) I _____ milk with my cookies.
- (need, negative) They _____ a new refrigerator.
- (boil) Tran _____ eggs for breakfast.

Review: Simple present tense

Grammar Challenge • UNIT 3

189

Comparison Shopping

A. Study the chart.

Salad Dressing			Tomato Sauce			Milk			Cereal		
ounces	price	cents per ounce	ounces	price	cents per ounce	size	price	cents per ounce	ounces	price	cents per ounce
8	\$1.99	24.9	8	\$1.35	3.2	pint	\$1.31	5.1	15	\$2.19	14.6
16	\$2.99	18.7	15	\$1.75	5.0	half gallon	\$1.99	3.2	20	\$2.49	12.5
24	\$3.99	16.7	20	\$1.29	4.5	gallon	\$3.49	2.7	25	\$4.49	18.0

B. In a group, and with the teacher, answer the questions about the chart.

- What is the price of a pint of milk? _____
- What is the cost per ounce for a 16-ounce bottle of salad dressing? _____
- What is the price for a 25-ounce box of cereal? _____
- What's cheaper by the ounce, a half-gallon of milk or a gallon of milk? _____
- Is \$1.75 for a 15-ounce can of tomato sauce a good price? _____

C. In a group, write what you think are good prices and not very good prices.

Good prices	Not very good prices
24-ounce can of salad dressing	

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Stand Out 1 Activity Bank

• **Stand Out Exam View® Pro Test Bank:**

Inno- vative test bank CD- ROM allows for pre- and post-unit quizzes. Teachers can easily print out predeter- mined tests, or modi- fy them to create their own customized (including computer- based) assessments.

- **Activity Bank CD – ROM:** Hours of motivating and creative reinforcement activities are provided to follow student book lessons. Instructors can download activities and add or adapt them to student needs. The audio component for listening activities will also be on CD-ROMs. Cassettes are available for instructors who prefer them.

Pre-Test Unit 3

A. Read the prices. Then choose the correct total for each shopping list below.

Sam's Food Mart	24-7 Convenience Store	Farmer's Market
Tomato Sauce \$1.20	bread \$1.65	Cucumbers (each) \$1.00
Milk \$1.10	peanut butter \$2.35	Apples (per bag) \$1.50
Cereal \$2.40	potato chips \$2.70	

- Tomato sauce, cereal, milk.
a. \$5.60
b. \$4.70
c. \$5.70
d. \$3.60
- Milk, bread, apples.
a. \$3.55
b. \$4.25
c. \$4.15
d. \$4.05
- Potato chips, 2 cucumbers, 1 bag of apples.
a. \$6.20
b. \$6.70
c. \$5.20
d. \$5.50

B. Match the food with the correct container.

- | | |
|------------------|-----------------|
| _____ 1. Can | a. Cheese |
| _____ 2. Box | b. Soup |
| _____ 3. Package | c. Water |
| _____ 4. Bottle | d. Potato chips |
| _____ 5. Jar | e. Cooking |
| _____ 6. Bag | f. Jelly |

Welcome to Our Class

GOALS

- Greet your friends
- Spell aloud
- Say and understand numbers
- Understand classroom instructions

1

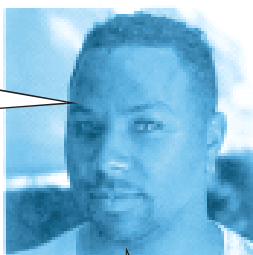
Lesson

Hello!

GOAL ► Greet your friends

Life Skill

Hi!



Hello!!



Welcome to our class.



How are you?



Fine! How are you?



A

Listen and repeat.

Hi! I'm Gabriela.
G-A-B-R-I-E-L-A



Hello! I'm Duong.
D-U-O-N-G



B

Practice spelling aloud. Listen and repeat.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		



C

Listen and write.

- Hi! I'm _____.
- Hello! My name's _____.
- How are you? I'm _____.
- Hi! My name's _____.

D

Spell your name to your partner. Listen and write your partner's name.
