

2

学生用书

Stand Out

必胜英语

大学英语实用听说教程

[美] Rob Jenkins Staci Lyn Sabbagh

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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 Ana 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 Ana 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.



Liang Yuquan

There is no trick to learn English. Just try your best to practice more.



Cai Weihi

"The proper study of Mankind is man."

— Pope

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.

TO THE TEACHER

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 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 student book and 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 student.

- **What are team projects?** The final lesson 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 stu

dents 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. At this level, we expect students to acquire language structure after hearing and reading grammar in useful contexts. 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	Unit and page number	Life Skills	Language Functions	Grammar	Vocabulary
Basic communication	Pre-unit Getting to Know You Page p2	• Say letters • Say numbers • Write name, address, and phone number • Follow classroom instructions	• Greet your friends • Describe feelings • Ask clarification questions	♦ Simple present of <i>be</i> ♦ Contracted forms with <i>be</i> ♦ Personal pronouns ♦ Imperative verb forms for classroom instructions	• Name, address • Feelings: <i>happy, angry, hungry, sad, tired, nervous</i> • Classroom vocabulary
	1 Everyday Life Page 1	• Talk about places and names • Read a world map • Talk about weather and seasons • Interpret daily and monthly schedules	• Exchange personal information • Describe families • Describe people • Talk about time	♦ Simple present of <i>be</i> ♦ Simple present of <i>have</i> ♦ Simple present of regular verbs ♦ <i>Wh-</i> questions with <i>be</i> and <i>have</i> ♦ Possessive <i>s</i> ♦ Adverbs of frequency	• Weather: <i>cloudy, rainy, sunny, foggy, windy, snowy</i> • <i>Fahrenheit, Celsius</i> • Family members • Physical descriptions: <i>tall, short, heavy, eye and hair color</i> • Time, days, and months
Consumer economics	2 Time to Go Shopping Page 21	• Identify clothing • Ask about prices • Count U.S. money • Read price tags and receipts • Read advertisements • Understand coupons and discounts • Compare shop	• Ask for information in a store • Talk about money • Describe clothing • Describe habits and routines • Describe what people are doing right now	♦ Singular and plural nouns, <i>a pair of</i> ♦ Question with <i>How many...?</i> ♦ <i>This, these</i> ♦ Negative simple present of regular verbs ♦ Present continuous ♦ Present continuous contrasted with simple present	• Clothing names • Prices • Sizes: <i>S, M, L, XL</i> • Colors, patterns • Item price, unit price, tax, and total • <i>Coupons, savings, receipts</i>
	3 Food and Nutrition Page 41	• Identify food groups • Read a menu • Follow directions in a supermarket • Identify measurements and containers for food • Plan meals and food budgets	• Identify different kinds of food • Order food from a menu • Ask directions in a supermarket • Talk about quantities of food • Talk about nutrition	♦ Count and non-count nouns ♦ <i>How much</i> and <i>How many</i> ♦ Negative simple present of <i>be</i> contrasted with regular verbs	• Food items and food groups • Parts of a menu: <i>main courses, side orders, beverages, desserts</i> • Supermarket sections • <i>Bag, bottle, box, can, carton, jar, gallon loaf, pound</i> • Meals: <i>breakfast, lunch, dinner</i>
	4 Housing Page 61	• Identify types of housing • Talk about bank accounts • Fill out personal checks and check ledgers • Read housing ads • Fill out a rental application • Identify furniture	• Ask questions about housing • Talk about banking services and monthly payments • Describe rooms and location of furniture • Describe location of objects	♦ Combine sentences with <i>and</i> ♦ Use <i>pronouns</i> in compound sentences ♦ Prepositions of location: <i>in, on, over, under, between, next to, in front of, in back of, in the corner</i> ♦ Review of <i>yes/no</i> questions and <i>wh-</i> questions in simple present	• Types of housing: <i>apartment, condo, house, mobile home</i> • <i>Savings and checking accounts, checks, ledger, ATM, PIN number, photo ID</i> • Rooms in a house • Abbreviations in housing ads • Furniture and household appliances

♦ 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 • Cooperating with others • Taking responsibility for learning; reflecting and evaluating	• Acquiring and evaluating information • Listening • Speaking • Sociability	• Write numerals 0–30 • Count by 10 to 100 • Write telephone numbers • Fill out a computerized bubble form	
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Cooperating with others • Planning (Technology is optional.)	Most Skills are incorporated into this unit, with an emphasis on: • Understanding systems • Seeing things in the mind's eye • Self-management • Sociability (Technology is optional.)	• Write temperatures using Celsius and Fahrenheit • Interpret and create bar graphs • Tell time with analog clocks • Write times of day in numerals • Discuss time and schedules	• Simple present of the verb <i>be</i> • Negative statements with the verb <i>be</i> • Questions with the verb <i>be</i> • Indefinite and definite articles with singular nouns • Simple present of the verb <i>have</i> • Negative statements with the verb <i>have</i> • Questions with the verb <i>have</i> • Simple present and frequency words Page 170
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Using mathematics in problem solving and communication (Technology is optional.)	Most Skills are incorporated into this unit, with an emphasis on: • Allocating money • Understanding systems • Arithmetic (Technology is optional.)	• Count U.S. money • Say and understand prices • Use addition and multiplication to calculate totals in comparison shopping • Use subtraction to solve real world problems of clothing prices, sales, savings, and discounts	• Negative simple present • <i>Yes/no</i> questions with simple present • <i>Wh-</i> questions with simple present • Possessive adjectives • Present continuous • <i>Yes/no</i> questions with present continuous • <i>Wh-</i> questions with present continuous • Present continuous and simple present Page 178
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: • Decision making • Problem solving • Self-management (Technology is optional.)	• Use addition to calculate food price totals on a menu • Use U.S. measurements: pounds, gallons • Use addition to solve cost of food shopping • Present data in bar graphs and Venn diagrams • Budget for food	• Review: Negative simple present • Count and non-count nouns • <i>A lot of, many, much, a few, a little</i> • Count/non-count nouns with units of measure • <i>There is, there are</i> • <i>Some/any</i> • Tag questions with simple present • Tag questions with present continuous Page 186
Most Skills for the Future are incorporated into this unit, with an emphasis on: • Using mathematics in problem solving and communication • Planning (Technology is optional.)	Most Skills are incorporated into this unit, with an emphasis on: • Allocating money • Arithmetic • Creative thinking • Self-management (Technology is optional.)	• Compare rent prices for apartments and houses • Fill out a check ledger • Subtract payments from deposits and calculate balance • Write a personal check • Create a monthly budget • Use addition and multiplication to calculate totals	• Review: <i>Wh-</i> questions with simple present • Review: <i>Wh-</i> questions with present continuous • Combining sentences with <i>and</i> • Prepositions of place • Review: <i>Yes/no</i> questions with the verb <i>be</i> • Spelling of plural nouns • <i>This, that, these, those</i> • Adjectives and noun modifiers Page 194

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

CONTENTS

Theme	Unit and page number	Life Skills	Language Functions	Grammar	Vocabulary
Community resources	5 Our Community Page 81	- Describe a neighborhood - Read a bus schedule - Identify buildings - Follow directions to a place - Interpret a street map - Read a phone directory index - Address an envelope and send a package	- Give directions to a place - Describe location of places - Ask for information on the phone - Write a letter to a friend - Describe your community	- Imperative verb forms for directions to places - Prepositions of location: <i>in, on, between, next to, across from, on the corner of</i> - Simple present and present continuous - Adverbs of frequency <i>There is/there are</i>	<i>North, south, east, west</i> - Community buildings: <i>City Hall, fire station, hospital, library, museum, police station, post office</i> <i>Left, right, straight ahead</i> <i>Post office, package, insurance, customs, airmail letter</i>
Health	6 Health Page 101	- Identify healthy and unhealthy activities - Identify body parts - Make an appointment by phone - Identify and describe emergencies - Understand medicine directions and warnings	- Talk about how to stay healthy - Describe aches and pains - Phone emergency services - Give advice	- Irregular plurals: <i>foot-feet, tooth-teeth</i> - Simple past of regular verbs - Simple past of <i>have, go, and say</i> - Frequency expressions: e.g., <i>once a day, every day</i> - Modal verb <i>should</i> and <i>shouldn't</i>	- Body parts - Aches and pains - Appointment, insurance - Telephone 911 <i>Emergency, ambulance, paramedic</i> - Injuries and accidents <i>Directions, indications, warnings, symptoms</i> - Types of medicines
Occupational knowledge	7 Work, Work, Work Page 121	- Evaluate learning and work skills - Identify jobs - Read classified ads - Fill out a job application - Understand instructions for machines - Read a job evaluation - Follow instructions for using machines	- Describe skills and abilities - Answer questions in a job interview - Describe past experiences - Describe abilities - Ask and answer job interview questions - Understand instructions for using machines	- Negative simple past of regular verbs - Negative simple past of <i>be</i> and <i>have</i> - Modal verb <i>can</i> for ability <i>Yes/no</i> questions with <i>can</i>	- Works skills - Job titles - Job requirements: <i>experience, training, full-time, part-time, references</i> - Abbreviations in classified ads - Office machines: <i>answering machine, computer, copier, fax, printer, shredder</i>
Lifelong learning	8 Goals and Lifelong Learning Page 141	- Set goals for the future - Describe academic goals - Identify community resources and services for help - Fill out a library card application	- Describe goals - Describe educational systems - Discuss future plans - Discuss personal values - Describe problems and find help - Talk about library services	- Use infinitive verb forms after: <i>want, plan, need</i> - Questions with <i>Why</i> - Give reasons using <i>because</i> - Future with <i>going to</i>	- U.S. school system: <i>high school, college, graduate, academic, vocational, counselor</i> - Transitional words: <i>first, second, third, fourth, next, then, finally</i> <i>Driver's license, photo ID, passport</i>
Appendices	Useful Words Page 161 Grammar Reference Pages 162–163 Vocabulary List (1) Pages 164–167 Vocabulary List (2) Pages 168–169				
♦ 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: - Conveying ideas in writing - Speaking so others can understand (Technology is optional.)	Most Skills are incorporated into this unit, with an emphasis on: - Acquiring and evaluating Information - Writing - Speaking (Technology is optional.)	- Interpret a bus schedule - Read phone numbers and addresses and ask about them - Talk about prices of mail and postage - Find out the cost of sending a package overseas	- Prepositions to describe location - Imperatives to give directions and instructions - Review: Simple present and frequency words - Review: Present continuous - Review: Simple present and present continuous - Prepositions of time - Using <i>there + be</i> - Verbs followed by an infinitive Page 202
Most Skills for the Future are incorporated into this unit, with an emphasis on: - Solving problems and making decisions - Reflecting and evaluating (Technology is optional.)	Most Skills are incorporated into this unit, with an emphasis on: - Understanding systems - Problem solving - Decision making - Self-management (Technology is optional.)	Understand directions related to frequency of taking medications: <i>2 pills 2 times a day</i>	- Simple past tense of regular verbs - Simple past tense of <i>be</i> and <i>have</i> - Simple past tense of irregular verbs - Questions with <i>was</i> and <i>were</i> - Negative form of simple past tense verbs - Questions with simple past tense <i>Should</i> - Questions with <i>should</i> Page 210
Most Skills for the Future are incorporated into this unit, with an emphasis on: - Solving problems and making decisions - Reflecting and evaluating (Technology is optional.)	Most Skills are incorporated into this unit, with an emphasis on: - Organizing and maintaining information - Problem solving - Decision making - Self-management (Technology is optional.)	- Present data in the form of a bar graph - Interpret data including dates in an employment application	- Simple past tense: More forms - Review: Negative forms of simple past tense verbs - Tag questions with simple past - Using <i>can</i> to describe ability - Other uses of <i>can</i> - Questions with <i>can</i> - Tag questions with <i>can</i> - Review: Imperatives Page 218
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 - Knowing how to learn - Responsibility - Self-management (Technology is optional.)	- Interpret data in a pie chart about education in the United States - Talk about percentages - Understand a timeline setting out goals for the future - Understand data presented as a Venn diagram - Use ordinal numbers	- Review: Adjectives and noun modifiers - Adverbs of manner - Review: Verbs followed by an infinitive <i>It + be + adjective + infinitive</i> - Future tense with <i>be going to</i> - Questions with <i>be going to</i> - Possessive form of nouns - Review: Possessive adjectives Page 226

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.

UNIT 2

Time to Go Shopping

GOALS

- Identify clothing
- Describe clothing
- Ask about prices
- Read advertisements and receipts
- Count U.S. money
- Use the present continuous
- Use the negative simple present

1 Shopping for clothes

GOAL Identify clothing

Vocabulary

Key Words

identify /aɪˈdentiʃ/ v. 认出, 识别
clothing /ˈkloʊðɪŋ/ n. (总称) 衣服, 衣着用品
pants /pænts/ n. (pl. 复数名词) 裤子
sweater /ˈswetər/ n. 针织套衫, (厚) 运动衫
pajamas /paɪˈdʒəməz/ n. (pl. 复数名词) 睡衣裤
sneaker /ˈsniːkər/ n. 运动鞋, 旅游鞋
blouse /blaʊz/ n. 女衬衫

Write and tell your classmates the correct names of the items in the picture with help of the following words.

_____ pants _____ coats _____ shirts _____ socks
_____ sweaters _____ jackets _____ pajamas _____ sneakers

3 U.S. money

GOAL Count U.S. money

Life Skill

Key Words

quarter /ˈkwɔrtər/ n. (美国及加拿大) 25 分 (硬币); 一英镑
dime /daɪm/ n. 10 分 (硬币)
nickel /ˈnɪkəl/ n. 5 分 (硬币)
penny /ˈpeni/ n. 1 分 (硬币)
cent /sent/ n. 美分

How much is the clothing? Look at the money. Write the price.

Practice saying these prices.

EXAMPLE: \$12.99
You can say: twelve dollar ninety-nine cents or: twelve dollars and ninety-nine cents or: twelve ninety-nine

1. \$65.95 2. \$15.49 3. \$7.69
4. \$22.13 5. \$38.55 6. \$194.40

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

- Grammar:** Charts clearly explain grammar points, and are followed by personalized exercises.

GOAL Use the negative simple present

Grammar

Simple present

I	wear	shoes.	I	do not (don't)	wear	sandals.
You			You			
We			We			
They			They			
He			He	does not (doesn't)		
She	wears		She			

Complete the lists about Mario.

What does Mario wear to work? boots

What does Mario wear to the beach? _____

Talk about what Mario wears to work and to the beach.

EXAMPLE: Mario wears boots to work. He doesn't wear sandals.
Mario wears shorts to the beach. He doesn't wear pants.

Write sentences and talk about what you and your classmates wear to school.

1. My partner wears _____ to school. He/She doesn't wear _____.
2. I wear _____. I don't wear _____.
3. My classmates _____ They _____.

Read your sentences to your partner.

You wear _____ to school. You don't _____.

Active Task: What do people wear at your workplace? Look at clothing catalogs from a store or on the Internet. Find out the names of work clothes for your job. Tell the class.

- Life Skills:** State- and federally-required life skills and competencies (i.e., Skills, Skills for the Future, Model Standards, etc.) are taught, helping students meet necessary benchmarks.
- Math Skills:** Contextualized math activities are integrated throughout.

6 Advertisements

GOAL Read advertisements and receipts

Life Skill

Key Words

advertisement /ədˈvɜrtɪsmənt/ n. 广告
total /ˈtoʊtəl/ n. 总额, 总数, 合计
item /ˈaɪtəm/ n. 项目, 项目
compare /kəmˈpeɪr/ v. 比较
sale /seɪl/ n. 卖; 出售
unit price 单价, 单位价格
coupon /ˈkupuːn/ n. 优惠券
grand total 总价格, 总计

Read the advertisement. How much money can you save on each item? Fill in the missing information.

What is a coupon? Where can you find them? Listen to the advertisements and find out if you need a coupon for each of the items above. Check the clothing that needs a coupon.

1. men's shirts 2. sweaters 3. women's pants 4. baseball caps

The shirts are \$4.00 off.
They are \$4.00 off with a coupon.
The shirts are \$4.00 off the regular price.

Practice the conversation with a partner. Then use the information above to Make new conversations.

Student A: Can I help you?
Student B: The ad says they are \$4.00 off.
Student B: How much are the shirts?
Student A: The shirts are \$26.00.
Student B: Sorry. You're right. They are \$22.00.

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

GOAL Use the present continuous **Grammar**

Study the chart with your teacher.

Present continuous			Present simple
I	am	wearing a suit	right now, at this moment, today.
You	are	walking	
We		are playing	
They		are reading	
He	is	is eating	
She			
It			

Look at the pictures and orally complete the sentences with help of the following hints.

Present continuous
The men are wearing suits.
The boy is eating a sandwich.
The girls are walking in the mall.
The woman is sitting on a bench.
The boys are playing.
The man is reading.

Simple present
They always wear suits to work.
He always is eating a sandwich for lunch.
The always is walking in the mall on their lunch break.
She always is sitting on the mall on her lunch break.
They always are playing on their lunch break.
He always is reading on his lunch break.

Read the paragraph about Mario.
Mario is a student in our class. He has black hair and brown eyes. He is wearing a green T-shirt and blue pants. Right now he is talking and helping people. He always helps other students. Mario is a good student.

On a separate sheet of paper, write your own paragraph about yourself or about someone in your class.

UNIT 2 • Lesson 7

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

Review

Write sentences about the people in the picture and talk about them.

1. A man is sitting on a bench. He is wearing an orange sweater.
2. A woman is walking.
3. Two boys are playing.
4. The girl is sitting.
5. He is reading.
6. She is working.
7. They are shopping.
8. He is talking.

Complete the paragraph on another sheet of paper.
Many people are at the mall today. Some people are shopping. pizza. They are wearing pizza. They are wearing baseball caps and jeans.

UNIT 2 • Review

TEAM PROJECT

Talk to your team about making your own clothing store

1. Form a team with four or five students. You are going to design your own Clothing store.
In your team, you need:

Position	Job	Student Name
Student 1	See that everyone speaks English.	
Team leader	See that everyone participates.	
Student 2	Design and advertisement.	
Artist		
Student 3	Write a paragraph with help from the team.	
Advertising specialist		
Student 4	Prepare a class presentation with help from the team.	
Spokesperson		

2. Choose a name for your store. What do you sell? Women's clothes? Men's clothes? Children's clothes?
3. Make a list of clothing you sell (8 or more items) on a sheet of paper. Describe the clothing by size, color, pattern, and price. (See pages 30–31.) Are your clothes for work, sports, or school?
4. Cut out pictures or draw pictures of the clothing. Make a newspaper advertisement for your store with pictures of four items on each. (See pages 32 and 33.)
5. Practice asking for prices and selling. (See page 27.)
6. Prepare the advertisements to the class. For example: Our store's name is . We sell . This is our advertisement.

UNIT 2 • Team Project

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

PRONUNCIATION

Listen and repeat these prices. Then listen and write the price you hear.

\$30 (thirty dollars)–\$13 (thirteen dollars)	\$40–\$14
\$50 (fifty dollars)–\$15 (fifteen dollars)	\$70–\$17
\$60 (sixty dollars)–\$16 (sixteen dollars)	\$80–\$18

LEARNER LOG

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

1. I know words for clothing. Yes ☐ Maybe ☐ No ☐ Page
2. I can use American money. Yes ☐ Maybe ☐ No ☐ Page
3. I can read receipts. Yes ☐ Maybe ☐ No ☐ Page
4. I can describe clothing. Yes ☐ Maybe ☐ No ☐ Page
5. I can read advertisements. Yes ☐ Maybe ☐ No ☐ Page
6. I can use the simple present. Yes ☐ Maybe ☐ No ☐ Page
7. I can use the present continuous. Yes ☐ Maybe ☐ No ☐ Page
Did you answer 'No' to any questions? Review the information with a partner.

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 grammar
☐ learn new words (vocabulary)

In the next unit, I want to focus on

UNIT 2 • Pronunciation and Learner Log

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

LESSON PLAN

Objectives:

- Identify basic articles of clothing
- Count items of clothing
- Ask and respond to questions

Key vocabulary:

jeans, coats, pants, ties, socks, sweaters, jackets, shirts, pajamas, dresses, hats, raincoats, shoes, skirts, blouses, sneakers

Review of Unit 1: 8–10 min.

Praise students for work on the project and/or review in Unit 1. Briefly review information learned in Unit 1 using verbs have, be, go and contexts from Unit 1. For example, ask the class: *What time do you go to school? How many sisters do you have? What is the temperature today? Where is (student name) from? Wait for a few volunteers to answer each question.*

ExamView Test Bank Unit 2 Pretest (optional)

Warm-up: 10–15 min.

Review the four seasons. Ask the students *What season is it?* Write the seasons across the board. Say what season you like the best. Ask students *Who likes spring best?* Then take a class poll and write the totals on the board under the different seasons.

STANDARDS CORRELATIONS

Skills: Resources: Allocates Time
Information Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information
Interpersonal: Teaches Others
Systems: Understands Systems
Technology: Applies Technology to Task (optional)
Basic Skills: Arithmetic, Listening, Speaking
Thinking Skills: Decision Making
Personal Qualities: Self-management

Introduction: 5–10 min.

Look for a student with a coat. If there is no student with a coat, point to your coat or the one on p.21. Ask students *In what season do you wear a coat?* Write coat under *winter* on the board. Introduce a few other items of clothing and do the same. **State the objective:** *In this new unit you will learn about words for clothing and about U.S. money.*

Presentation 1: 15–20 min.

- Write the correct letter next to each word.

First look at the picture of the Men's Clothing with the students and have them name the clothing. Note which words the students already know. Label the clothing words with the correct letter form the picture. Practice pronouncing the clothing words.

Practice 1: 20–25 min.

Ask students to form small groups (4–5). Tell them to choose items from the list in A. Ask students to count the number of people wearing each item of clothing. Have them create or fill out a bar graph with the information as a group. Ask one volunteer from each group to draw the bar graph on the board. Compare answers. Students may have questions about the difference between items (jeans and pants) or about clothing not named on this page. Tell them the names of the items they want to know. Women's clothing will follow on p.22.

Bar graph Template on Activity Bank CD-ROM. (optional)

- **Lesson Plan:** A complete lesson plan for each page in the student book is provided, using nationally-accepted curriculum design.
- **Pacing Guides:** Icon codes 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.

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

Activity Bank

Unit 2: Time To Go Shopping

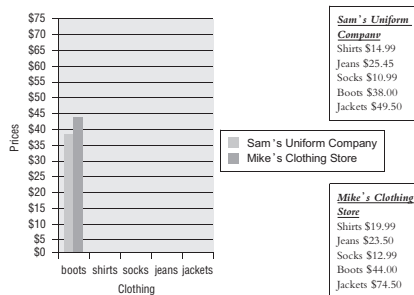
A. Counting U.S. money

How many coins and bills do you need for these totals?

Total	\$20 bills	\$10 bills	\$5 bills	\$1 bills	quarters	dimes	nickels	pennies
\$24.50								
\$85.98								
\$21.89								
\$32.00								
\$44.63								
\$63.44								

B. Comparing prices

Look at the information and mark the price of each item on the graph. Which store is cheaper?



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

Present Continuous and Simple Present

- Use the present continuous with *now, right now, at the moment, today*.
- Use the simple present with *always, often, usually, never, sometimes, every Monday*.

Diem is working at the store right now. (present continuous)
He works at the store every Thursday. (simple present)

**Circle the correct verb form.**

- Sam's Uniform Company is having / has a sale on shirts and shoes today.
- Sam always is putting / puts his sale prices on the item tags.
- He tells / is telling his customers about the sale prices right now.
- Sometimes Sam's shoes are being / are very expensive for Kenji.
- Kenji often is using / uses a coupon for \$10.00 off the regular price.
- Today, he spends / is spending only \$19.95 with tax.
- The Nguyen brothers never are reading / read advertisements for clothing.
- At the moment they look / are looking for new sneakers and boots.
- Now they ask / are asking Sam about the tax and total price.
- The Nguyen brothers shop / are shopping every Saturday.

**Complete the sentences with the present continuous or simple present.**

- Duong (wait) is waiting for his sister outside the department store right now.
- They usually (go) _____ to the Mountain View Mall at lunchtime.
- The salesperson (tell) _____ Lien about a sale now.
- Lien (shop) _____ for a blue skirt today.
- She never (buy) _____ jeans because she doesn't like them.
- Every summer Duong (need) _____ a new pair of sandals.
- Mario and his family always (wear) _____ warm clothes in January.
- Sometimes Irina and Alexi (spend) _____ too much money for clothes.
- At the moment, I (walk) _____ around J.D.Allen's Department Store.
- I often (get) _____ tired because I hate shopping.

Pre-Test Unit2**A. Read the sales receipts. Then choose the best answer to each question below.**

Lydia's Clothes Emporium	Lydia's Clothes Emporium	Lydia's Clothes Emporium	Lydia's Clothes Emporium
1 Socks Size 9-13 \$7.45	1 Blouse Size Med \$28.99	1 Blue Jeans 34/32 \$19.95	1 Shirts Med \$16.50
Tax:\$.60	Tax:\$2.32	Tax:\$1.60	Tax:\$1.32
Total:\$8.05	Total:\$31.31	Total:\$21.55	Total:\$17.82

- How much is the blouse including tax?
 - \$17.82
 - \$8.05
 - \$31.31
 - \$28.99
- How much are the blue jeans before tax?
 - \$17.82
 - \$19.95
 - \$21.55
 - \$1.60
- You need to pay \$8.05 to buy socks. Choose the exact amount below.
 - Eight dollar bills, one quarter and five pennies.
 - Eight dollar bills, and two quarters.
 - One five-dollar bill, three one-dollar bills, and a dime.
 - One five-dollar bill, two one-dollar bills, four quarters, and a nickel.
- Your need to pay \$17.82 to buy shorts. Choose the exact amount below.
 - One ten-dollar bill, one five-dollar bill, two one-dollar bills, two quarters and two pennies.
 - One twenty-dollar bill, two quarters, and a nickel.
 - Three five-dollar bills, two one-dollar bills, three quarters, one nickel, and two pennies.
 - Seven one-dollar bills, three quarters, and two pennies.

- **Stand Out ExamView® Pro Test Bank:** Innovative test bank CD-ROM allows for pre- and post-unit quizzes. Teachers can easily print out predetermined tests, or modify them to create their own customized (including computer-based) assessments.

Getting to Know You

GOALS

- Greet your friends
- Describe feelings
- Say letters
- Say numbers
- Follow classroom instructions

Lesson

Nice to meet you

GOAL ▶ Greet your friends

Life Skill



A

Practice.

Mario: Hello, what's your name?

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

Lien: My name's Lien.

Mario: Welcome to our class, Lien.

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

B

Practice the conversation with five students.

C

Stand in a line with other students. Stand in alphabetical order by first names.

A

Look at the pictures. Say the words.



nervous



sad



tired



happy



angry



hungry



B

Practice this conversation.

You: How are you today?*Your friend:* I'm tired.*You:* Me too. / Not me. I'm hungry.

C

Ask three students. Write their answers in the chart and repeat them.

Student Name	Feelings
Example: Mario	happy

D

Now talk to your friend. Use the names in your chart.

You: How is Mario today?*Your friend:* He's happy. How's Lien?*You:* She's nervous.

3

Lesson

How do you spell that?

GOAL ▶ Say letters

Life Skill



A

Listen and practice saying the letters of the alphabet.

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		



B

Listen and circle the letters you hear.

1. c g d
2. J G Z
3. p b d
4. F S X
5. i y j



C

Listen and write the names you hear.

1. My first name is _____.
2. My last name is _____.
3. I live on _____ Street.
4. I live in _____.
5. I am from _____.
6. My teacher's last name is _____.

D

Work with a partner. Tell him/her your first name, last name, street name, and town or city name.

GOAL ► Say numbers

Life Skill



A

Listen and practice saying the numbers.

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							



B

Listen and write the numbers you hear.

1. _____ 3. _____ 5. _____ 7. _____
 2. _____ 4. _____ 6. _____ 8. _____



C

Listen and write the phone numbers you hear.

EXAMPLE: (617) 555-9264

1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

D

Look at the example. Then fill out the form with your telephone number. Write the numbers in the squares and fill in the circles.

EXAMPLE:

6	1	7	5	5	5	9	2	6	4
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9