

全球最大英语学习出版集团之一Thomson Learning力推

# 汤姆森环球英语教程

## *English in Action*

Barbara H. Foley • Elizabeth R. Neblett

学生用书

### 2A

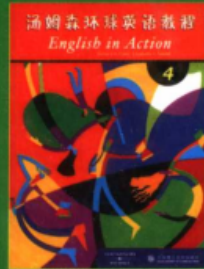
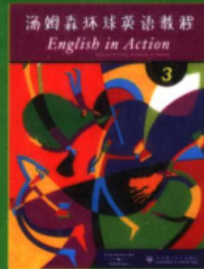
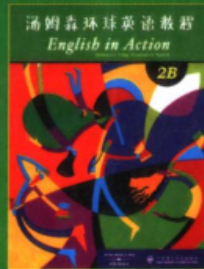
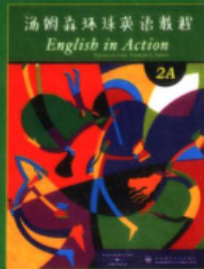
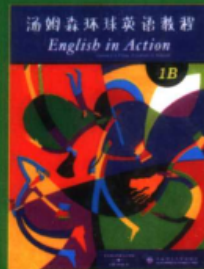
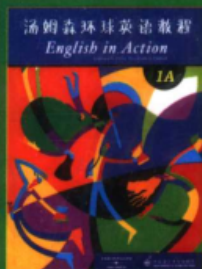


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《汤姆森环球英语教程》是为非英语国家的学习者编写的大型英语教程。教程融听、说、读、写四种技能于一体, 同时进行语音训练、词汇扩展、语法的系统学习和实际应用技能的培养, 尤其强调听说技能的培养和以学生为中心进行素质教育的教学方式。

《汤姆森环球英语教程》把生活式话题和全球多元主题文化相结合, 利用大量真实、自然、鲜活的语言环境不断地启发和激发读者的兴趣, 将英语学习变得更加真实、深入、主动化和个性化。

- 真正零起点——本教程可供没有任何英语基础的初学者学习使用。
- 内容生活化——美国语言培训学校资深教师编写, 内容和题材都与日常生活紧密相关, 实用性强。
- 快捷易用——内容精, 进度适中, 教授最核心的语法知识和最实用的词汇、句型。轻松简练, 易学易用, 关键词汇附有实际图片对照参考, 学生易于记忆吸收。
- 注重听说——突出培养听说技能, 练就非凡交流能力。以听力训练为先导, 为良好的口语打下基础, 以对话练习为后续, 在实际交流中锻炼口语表达能力。听说互动, 流利英语口语一蹴而就。
- 活动丰富——丰富多彩的课堂活动, 精心设计的多样化练习, 教师以积极有趣的形式促进教学, 学生在实际使用中巩固提高。课堂活动, 永远是英语教学的最佳途径。
- 测试题库——附赠测试题库光盘, 便于教师进行日常及阶段性测试。学生学习进度了然于胸, 教学从此便捷轻松。

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# 教材简介

## 总体介绍

《汤姆森环球英语教程》是专为非英语国家的英语学习者编写的大型英语教程。教程的内容包括听、说、读、写四种技能,同时进行语音训练、词汇扩展、语法的系统学习和实际应用技能的培养,尤其强调听说技能的培养和以学生为中心进行素质教育的教学方式。本书利用丰富多彩的内容编排和真实的语言环境充分满足了不同课堂和不同场景教学的需求,并且最大限度地提高了学习者的英语交际等综合能力。

本教材共分四册,针对初级到中高级的英语学习者,每一册阶段性的学习目的各有侧重,从所选择的话题到语言、文化知识点循序渐进地代表了四个不同的语言学习级别。

**第一册:**针对完全零基础或者那些基本没接触过英语的学习者,包括初到美国的学习者和那些虽然在美国生活了很多年但从来没有系统学习过英语的成年人,围绕日常情景,如学校、家庭、工作、社区等等,讲解基本语法知识、常用词汇、日常地道表达和语言功能。认真学习完第一册的读者可以使用英语的基本词组和句子对其周围日常生活中的事物自然交流、阅读和写作。

**第二册:**针对有初级英语水平的英语学习者,围绕校园、工作、饮食、节假日等日常活动,进一步讲解语法、词汇、惯用表达和语用技能。认真学习完第二册的读者可以对身边发生的日常事件利用规范语法、常用词汇进行准确、自然、轻松地地道表达,使学习者达到初高级水平。

**第三册:**针对有初中级英语水平的学习者,深入生活话题如宠物、电脑与互联网、健康、自然灾害、婚礼、犯罪等等,结合各国多元文化,进一步巩固和培养语法、词汇、句型和语用技能。认真学习完第三册的读者可以流利、准确地交际并且发表自己的观点和看法,使学

习者达到中级水平。

**第四册:**针对中级水平的学习者,进一步深入话题,如教育、殖民、全球化与区域化、休闲娱乐、商业与工业、今日科技等等,进一步结合跨文化主题,较深层次地巩固、培养和发展语法、词汇、句型和语用技能。认真学习完第四册读者可以用比较精确、流利、地道的英语进行轻松地交际,并对不同价值观的主题流畅地表达自己的观点,使学习者达到中高级水平。

## 课时安排

每级课时安排为 75 到 120 小时,中国老师可以根据实际情况,借助教师手册和练习册中可供选用的材料组织课堂活动,适当增加内容,延长课时;如果可用课时较少,可以根据实际教学情况适当减少学生活动、小组讨论、阅读、写作或者练习册方面的时间安排。本书充分考虑中国学生不同层次学习者的自身听说水平特点,将第一册和第二册学生用书和练习册分成上下分册版本(1A、1B 和 2A、2B)。上下分册版本每册课时安排为 40 到 60 小时,中国教师可以根据实际教学情况灵活安排教学课时。

## 教学思想和教学方法

本教程利用生活式话题与全球多元主题文化相结合。使英语语言知识体系与文化背景紧密结合,此外,本教程不仅为把英语作为外语的学生提供了大量真实、自然、鲜活的语言环境,而且充分利用具有启发性、挑战性和能引起读者兴趣的各种练习活动来激发读者真正参与到本书中来的热情,这种将接受型学习和创造型学习的教学相结合的方式使每个学习者把自己的学习态度、经历和感觉有效地结合起来,使英语学习变

得真实、深入、个性化和主动化。

## 本书主要特色

**真正零起点** 本教材可供没有任何英语基础的初学者学习使用。由最基本的字母表开始的超低起点,适用于更广泛的英语爱好者。

**内容生活化** 本教材由美国语言培训学校资深教师编写,内容和题材都与日常生活紧密相关,实用性极强。国内学子可由此了解英语国家的生活与文化;欲到英语语言国家移民留学、探亲工作的人员,亦可由此掌握英语这门海外生存必备技能。

**快捷易用** 内容精,进度适中,教授最核心的语法知识和最实用的词汇、句型。轻松简练,易学易用,关键词汇附有实际图片对照参考,学生易于记忆吸收。不仅适合接受能力强的大中学生,而且是成年英语学习者的最佳选择。

**注重听说** 突出培养听说技能,练就非凡英语交流能力。以听力训练为先导,为良好的口语打下基础;以对话练习为后续,在实际交流中锻炼口语表达能力。听说互动,流利标准的英语口语一蹴而就。

**活动丰富** 丰富多彩的课堂活动,精心设计的多样化练习;教师以积极有趣的形式促进教学,学生在实际使用中巩固提高。本书提供的课堂活动,永远是英语教学的最佳途径。

**测试题库** 附赠测试题库光盘,便于教师进行日常及阶段性测试。学生学习进度了然于胸,教学从此便捷轻松。

## 单元组织结构

### Dictionary 图解词汇

每单元都以 1~2 页的图解词汇开始,引入主题。学习者跟着磁带或 CD 反复听并跟着模仿朗读这些单词,课堂上老师会以各种趣味活动游戏来帮助学生记忆和掌握这些与本单元话题相关的主题词汇。这些词汇后通常配有听、说、读、写以及语法等各种练习,使这些关键词汇在各种语境中得到充分运用和理解。

### Active Grammar 活用法

每单元设置了 3~6 页的语法知识点和功能,通过每个单元中的各种活动将新知词汇和语法紧密结合起来。对于第一、二册教程,不要求对语法精通掌握,语法只是用来作为英语基本结构和知识体系的入门介绍,并且通过语法培养读者对英语这门语言有感性和理性上的准确认识。本教程不但对每单元的语法知识进行了系统的讲解,而且通过自由的交际活动将语法与听说结合起来。每单元结束时,会对该话题中出现的新的语法项目进行演绎、归纳和总结。

### Pronunciation 发音集训

本训练是在活用语法的基础上延伸出来的,针对各个单元中重要的语法知识点和语音特点进行集训,是该单元语法和词汇的补充。比如,单复数、缩写、重读、弱读、连读、节奏和语调等等。

### Working Together 小组活动/角色扮演

每单元为读者提供 1~2 页的小组活动练习,如采访、指路、制订日常时间活动表等等。学生在此环节中允许出现各种可能出现的错误,因为本环节旨在针对每单元的教学要点培养学生的个性和主动性,尽量为学生提供在真实语境中独立运用所学语言的机会,尽可能利用所学的知识达到自然、流畅的表达。

### The Big Picture 大图片

这是本教程中作者最喜爱的部分。此环节融听力、词汇和语法训练于一体。每幅鲜活的大图片都向读者展示了一个特别设定的生活场景,如饭店、医生诊所和五金店等等。学生要求先听有关大图片背景的对话或者一段故事,然后进行相关练习,复习本单元语法知识点和进行自由的交际活动等等。

### Reading 阅读

选择与各单元话题相关的真实的阅读材料,旨在为学生提供真实的语言学习环境,提高学生的阅读能力。阅读篇章中包含新的语法结构和认知词汇,因此学生能独立或者在老师的指导下掌握阅读篇章的大意即可,没有必要搞清楚每个语

法细节和词汇的具体含义。

### Writing Our Stories 写下我们自己的故事

写作与口语一样属于提供创造型任务供读者模仿。本教程将此环节分成了两部分——模仿篇和创造篇。书中先向学生展示把英语作为外语或第二语言的学生或教师写的文章作为范例供读者模仿参考,然后通过各种趣味练习如填充句子、联想写作等方式帮助学生完成自己的创作作品。本环节不但可以提高学生的写作能力,而且还可以有效地巩固本单元话题中出现的词汇和语法知识。

### Practicing on Your Own 家庭作业

这一部分很简单,就是教师留给学生的家庭作业。中国教师可以根据实际情况将练习拿到课堂上来做,或者留给作为课后作业进行自我复习,特别是听力的复习。例如很多学生把“The Big Picture 大图片”部分的录音作为听力练习来记录录音中的故事或者对话。

### Looking at.../Learning Tips 学习点滴

在本单元话题的基础上再生和扩展新的相关知识,进而扩展学生的视野和对语言地道应用的把握。

### Grammar Summary 语法点睛

在每单元末都有本话题下重点语法知识的总结,教师可以根据实际需要在每课开始或结束时加以使用。

### 作者的话

我们相信本书一定会给大家带去应有的学习乐趣并且在未来的三四年中一定会再次修订改版。希望大家使用本书的这段时间内将您的切身感受告知我们,大家可以登陆网站 [www.heinle.com](http://www.heinle.com) 用 E-mail 与我们联系。我们真诚地希望知道使用者对本书的看法、意见和建议,最后祝大家轻松学习,快乐使用本教程!



# To the Teacher

Many years ago, I attended an ESL workshop in which the presenter asked a full audience, “How many of you read the **To the Teacher** at the front of the text?” Two participants raised their hands. Since that time, I have begged my publishers to release me from this responsibility, but have always been overruled.

As a teacher, you can form a clear first impression of this book. Flip through the pages. Will the format appeal to your students? Look carefully through the table of contents. Are most of the structures and contexts that your program has established included in the text? Thumb carefully through a few units. Will the activities and exercises, the support, the pace be appropriate for your students? If you wish, you can even read the rest of **To the Teacher** below.

*English in Action* is a four-level core language series for ESL/EFL students. It is a comprehensive revision and expansion of *The New Grammar in Action*. The popularity of the original edition delighted us, but we heard the same requests over and over: “Please include more readings and pronunciation,” and “Could you add a workbook?” In planning the revision, our publisher threw budgetary concerns to the wind and decided to produce a four-color, redesigned version. The revision also allowed us, the authors, an opportunity to refine the text. We are writers, but we are also teachers. We wrote a unit, then immediately tried it out in the classroom. Activities, tasks, and exercises were added, deleted, and changed in an on-going process. Students provided daily and honest feedback.

This first book is designed for students who have had little exposure to English, including new arrivals or adults who have lived in the United States for many years, but never formally studied English. The text assumes that students are literate in their native language.

The units in Book 1 branch from self, to school, family, home, jobs, and community. The contexts are everyday places and situations. The units build gradually, giving students the vocabulary, the grammar, and the expressions to talk about the situations and themselves. Students see, hear, and practice the language of everyday life in a great variety of exercises and activities. Because this is the first book and students are unsure of themselves, there is ever-present support in the form of gram-

mar notes, examples, vocabulary boxes, and so on. By the end of Book 1, students should feel comfortable talking, reading, and writing about their lives using basic English phrases and sentences.

Each unit will take between five and seven hours of classroom time. If you have less time, you may need to choose the exercises you feel are the most appropriate for your students. You can assign some of the activities for homework. For example, after previewing **Writing Our Stories**, students can write their own stories at home, instead of in class. The short descriptions that follow give you an idea of the sections in each unit.

Finally, the book comes with an audio component. You need the audio program! The listening activities in the units are motivating and interesting. They provide other voices than that of the teacher. We have encouraged our adult students to buy the book/audio package. They tell us that they listen to the audio at home and in the car.


## Dictionary

Each unit opens with a one- or two-page illustrated **Dictionary**. Students are asked to listen and repeat each item. All teachers realize that one repetition of vocabulary words does not produce mastery. Ask students to sit in groups and study the words together. Stage spelling bees. Play word bingo. Look for the same items in the classroom or school environment. Students must also study the words at home.

## Active Grammar

Three to six pages of structured exercises present and practice the grammar of the unit. This first book integrates the new vocabulary and the grammar throughout all the activities in the unit. At this level, grammar mastery is not the goal, but rather an introduction to the basic structures of English and a feeling of comfort and security in the new language. As students progress through this section, they will find a variety of supportive features. Artwork and photos illustrate the context clearly. Answer boxes show the verbs or nouns to use in the answers. For many of the exercises, the entire class will be



working together with your direction and explanations. Other exercises have a pairwork icon  — students can try these with a partner. You can walk around the classroom, listening to students and answering their questions.

## Pronunciation

Within the **Active Grammar** section is an exercise that focuses on pronunciation. These are specific pronunciation points that complement the grammar or vocabulary of the lesson, such as plural *s*, contractions, numbers, and syllables.

## Working Together

For these one to two pages, students work in groups, trying out their new language with cooperative tasks, such as writing directions to the local hospital, interviewing partners, writing conversations, or arranging a person's daily schedule. Be prepared—students will make lots of mistakes during the practice. This exploration of the language is an important step in gaining comfort and fluency in English. If your students represent several different languages, group students with classmates who speak a language other than their own.

## The Big Picture

This is our favorite section. It integrates listening, vocabulary, and structure. A large, lively picture shows a particular setting, such as a restaurant, a doctor's office, or an electronics store. Students listen to a short story or conversation, and then answer questions about the story, fill in exercises, review structures, or write conversations.

## Reading

A short reading expands the context of the lesson. We did not manipulate a selection so that every sentence fits into the structure presented in the unit! There are new vocabulary words and structures. Teachers can help ESL readers learn that understanding the main idea is primary. They can then go back over the material to find the details that are interesting or relevant. If students can find the information they need, it is not necessary to master or look up every word.

## Writing Our Stories

In this writing section, students first read a paragraph written by an ESL student or teacher. By using checklists or fill-in sentences, students are directed to brainstorm about their own schools, families, jobs, etc. Students then have an opportunity to write about themselves. Several teachers have told us about the creative ways they share student writing, including publishing student magazines, designing a class Web page, and displaying stories and photos taken by their students.

## Practicing on Your Own

This is simple: it's a homework section. Some teachers ask students to do the exercises in class. Another suggestion for homework is the audio component. Ask students to listen to it three or four more times, reviewing the vocabulary and the exercises they did in class. Our students tell us that they often write the story from the Big Picture as a dictation activity.

## Looking at . . . .

We can't claim any pedagogical theory for this section. We found it a convenient place for forms, math problems, or interesting information we located about the topic as we were writing the units.

## Grammar Summary

Some teachers wanted this summary at the beginning of the unit; others were pleased to see it at the end. Use this section if and when you wish. Some students like to see the grammar up front, having a clear map of the developing grammar. We have found, though, that many of our students at this beginning level are confused with a clump of grammar explanations at the beginning of a unit. There are small grammar charts as needed throughout the unit. The ending summary brings them together.

I am sure we will be revising the text again in three or four years. We will be gathering your input during that time. You can always e-mail us at [www.heinle.com](http://www.heinle.com) with your comments, complaints, and suggestions.

## About the Authors



Liz and I both work at Union County College in Elizabeth, New Jersey. We teach at the Institute for Intensive English, a large English as a Second Language program. Students from over 70 different countries study in our classes. Between us, Liz and I have been teaching at the college for over 40 years! When Liz isn't writing, she spends her time traveling, taking pictures, and watching her favorite baseball team, the New York Mets. Liz took many of the pictures in the texts, for which our

students eagerly posed. In the warm weather, I can't start my day without a 15- or 20-mile bicycle ride. My idea of a good time always involves the outdoors: hiking, kayaking, or simply working in my garden.

*Barbara H. Foley*  
*Elizabeth R. Neblett*

# Contents

Unit and page number	Goals	Dictionary	Active Grammar
<b>1</b> <b>Nice to Meet You</b> Page 2	<ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Giving personal information</li> </ul>	<ul style="list-style-type: none"> <li>• People</li> <li>• Places</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense: <i>Be</i> Statements Contractions <i>Yes/No</i> questions</li> <li>• Pronouns: <i>I, you, he, she, it, we, they</i></li> </ul>
<b>2</b> <b>My Classmates</b> Page 18	<ul style="list-style-type: none"> <li>• Describing people and places</li> <li>• Talking about my native country</li> <li>• Describing a city</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense: <i>Be</i> <i>Who</i> questions <i>Or</i> questions <i>Yes/No</i> questions</li> </ul>
<b>3</b> <b>At School</b> Page 32	<ul style="list-style-type: none"> <li>• Identifying classroom objects</li> <li>• Telling time</li> <li>• Identifying places in a school building</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom</li> <li>• Inside the school building</li> </ul>	<ul style="list-style-type: none"> <li>• Articles: <i>a, an</i></li> <li>• Singular and plural nouns</li> <li>• <i>There is / There are</i></li> <li>• <i>Yes/No</i> questions with <i>there</i></li> </ul>
<b>4</b> <b>The Family</b> Page 46	<ul style="list-style-type: none"> <li>• Describing family relationships</li> <li>• Describing people</li> <li>• Identifying occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive nouns</li> <li>• Possessive adjectives: <i>my, your, his, her, our, their</i></li> </ul>
<b>5</b> <b>Home and Neighborhood</b> Page 60	<ul style="list-style-type: none"> <li>• Describing locations in a house</li> <li>• Identifying stores and buildings</li> <li>• Describing locations on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Rooms</li> <li>• Furniture</li> <li>• Prepositions</li> <li>• The neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• <i>Where</i> questions</li> <li>• <i>Can</i></li> </ul>
<b>6</b> <b>A Typical Day</b> Page 76	<ul style="list-style-type: none"> <li>• Describing a typical day</li> <li>• Talking about a schedule</li> <li>• Describing cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense Statements Negatives</li> <li>• Time expressions and <i>How often</i> questions</li> <li>• Adverbs of frequency: <i>always, usually, sometimes, never</i></li> <li>• Prepositions: <i>at, from, to</i></li> </ul>
<b>7</b> <b>Airport Jobs</b> Page 92	<ul style="list-style-type: none"> <li>• Describing jobs</li> <li>• Answering questions about jobs</li> <li>• Understanding classified ads</li> <li>• Talking about salary and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs at the airport</li> </ul>	<ul style="list-style-type: none"> <li>• Review of present tense <i>Who</i> questions <i>Yes/No</i> questions <i>Wh-</i> questions</li> </ul>

Audio Script

Unit Review



Listening/Pronunciation	Reading	Writing Our Stories	Learning Tips/Forms/Numbers
<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Pronunciation: Contractions</li> <li>• The alphabet</li> <li>• Numbers 1–100</li> <li>• The big picture: Registering for class</li> </ul>	<ul style="list-style-type: none"> <li>• My teacher</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at forms: A registration form</li> </ul>
<ul style="list-style-type: none"> <li>• Pronunciation: <i>Or</i> questions</li> <li>• The big picture: A new student</li> </ul>	<ul style="list-style-type: none"> <li>• A country of immigrants</li> </ul>	<ul style="list-style-type: none"> <li>• My country</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at numbers: Population figures</li> </ul>
<ul style="list-style-type: none"> <li>• Pronunciation: Final <i>s</i></li> <li>• Telling time</li> <li>• The big picture: My new classroom</li> </ul>	<ul style="list-style-type: none"> <li>• A one-room schoolhouse</li> </ul>	<ul style="list-style-type: none"> <li>• My classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at numbers: The Internet</li> </ul>
<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Occupations</li> <li>• Pronunciation: <i>What's</i></li> <li>• The big picture: A family reunion</li> </ul>	<ul style="list-style-type: none"> <li>• Families</li> </ul>	<ul style="list-style-type: none"> <li>• My family</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at graphs: American households</li> </ul>
<ul style="list-style-type: none"> <li>• Where's my soccer ball?</li> <li>• My neighborhood</li> <li>• Pronunciation: <i>in back of / in front of</i></li> <li>• The big picture: Pine Street</li> </ul>	<ul style="list-style-type: none"> <li>• The big house</li> </ul>	<ul style="list-style-type: none"> <li>• My neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at charts: Electronic equipment</li> </ul>
<ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Pronunciation: Final <i>s</i></li> <li>• The big picture: A daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>• A day at the bakery</li> </ul>	<ul style="list-style-type: none"> <li>• My day</li> </ul>	
<ul style="list-style-type: none"> <li>• Airport jobs</li> <li>• Salary and benefits</li> <li>• Pronunciation: <i>Does</i></li> <li>• The big picture: The interview</li> </ul>	<ul style="list-style-type: none"> <li>• A job posting</li> </ul>	<ul style="list-style-type: none"> <li>• My job</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at numbers: Salaries</li> </ul>

# 目录

单元和页码	目 标	图解单词	活用语法
<b>1</b> 很高兴见到你 第 2 页	· 介绍自己 · 给出个人信息	· 人物 · 地点	· 现在时: <i>Be</i> 陈述句 缩写形式 <i>You/No</i> 问句 · 代词: <i>I, you, he, she, it, we, they</i>
<b>2</b> 我的同学 第 18 页	· 描述人物和地点 · 讲述自己的国家 · 描述一个城市	· 形容词	· 现在时: <i>Be</i> <i>Who</i> 问句 <i>Or</i> 问句 <i>Yes/No</i> 问句
<b>3</b> 在学校 第 32 页	· 识别教室内的物品 · 时间 · 教学楼内的各个地方	· 教室 · 在教学楼内	· 定冠词: <i>a, an</i> · 名词的单、复数 · <i>There is/There are</i> · 用 <i>Yes/No</i> 回答的 <i>there</i> 问句
<b>4</b> 家庭 第 46 页	· 描述家庭成员的关系 · 描述人物 · 识别各种职业	· 家庭成员 · 职业	· 名词性所有格 · 形容词性所有格: <i>my, your, his, her, our, their</i>
<b>5</b> 家和邻居 第 60 页	· 描述房屋里物品摆放 · 识别商店和建筑物 · 描述地图上的位置	· 房间 · 家具 · 介词 · 邻居	· 介词 · <i>Where</i> 问句 · <i>Can</i>
<b>6</b> 典型的一天 第 76 页	· 描述典型的一天 · 谈论一个日程 · 描述文化差异	· 日常活动	· 现在时: 陈述, 否定 · 时间表达和 <i>How often</i> 问句 · 频率副词: <i>always, usually, sometimes, never</i> · 介词: <i>at, from, to</i>
<b>7</b> 飞机场的工作 第 92 页	· 描述工作 · 回答关于工作的问题 · 了解分类广告 · 谈论薪水和福利	· 飞机场工作	· 复习现在时 <i>Who</i> 问句 <i>Yes/No</i> 问句 <i>Wh-</i> 问句



## 听力和发音

- 介绍
- 发音：缩写
- 字母
- 数字 1~100
- 大图片：课程报名登记

## 阅 读

- 我的老师

## 写下我们的故事

- 介绍

## 学习点滴 / 表格 / 数字

- 看看图表：登记表

- 发音：Or 问句
- 大图片：一位新同学

- 移民国家

- 我的祖国

- 看看数字：人口数据

- 发音：词尾加 s
- 时间
- 大图片：我的新教室

- 只有一个  
教室的学校

- 我的教室

- 看看数字：网络

- 形容词性所有格
- 职业
- 发音：What's
- 大图片：家庭团聚

- 家庭成员

- 我的家庭

- 看看图表：美国家庭

- 我的足球在哪里？
- 我的邻居
- 发音：in back of/  
in front of
- 大图片：松树街

- 大房子

- 我的邻居

- 看看图表：电器设备

- 日常活动
- 发音：词尾加 s
- 大图片：日程表

- 面包店的一天

- 我的一天

- 飞机场的工作
- 薪水和报酬
- 发音：Does
- 大图片：面试

- 工作岗位

- 我的工作

- 看看数字：薪水





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# 1 Nice to Meet You



Dictionary: People and Places



**A. Listen and repeat.**



**A:** Hello. My name is Carlos.

**B:** Hi, Carlos. I'm Esperanza. Nice to meet you.

**A:** Nice to meet you, too.





## B. Listen and repeat.



student



teacher



child



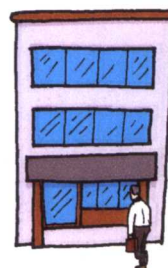
children



school



home



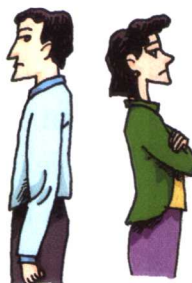
work



single



married



divorced



a widow / a widower



I



you



we



they



he



she



it