

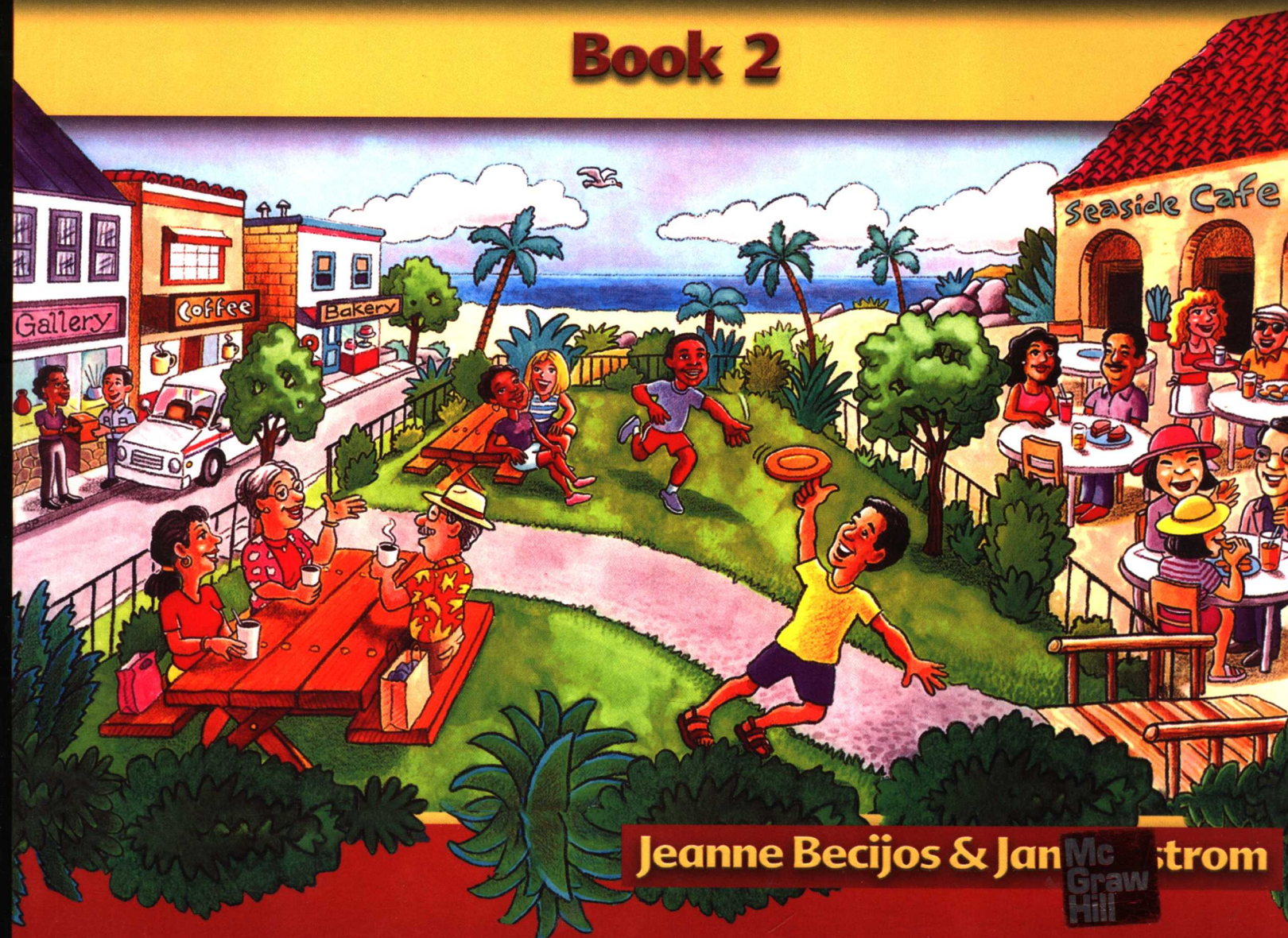
Mc  
Graw  
Hill

Education

# 今日美语

## Contemporary English

### Book 2



Jeanne Becijos & Jan Mc Graw Hill strom



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS



## (京)新登字 157 号

### 图书在版编目 (CIP) 数据

今日美语学生用书. 2/ (美) 贝奇霍斯 (Becijos, J.),

(美) 福斯特罗姆 (Forstrom, J.) 编著; 李晓楠

译. —北京: 北京语言大学出版社, 2007. 1

ISBN 978-7-5619-1764-0

I. 今… II. ①贝… ②福… ③李… III. 英语,

美国-教材 IV. H310.1

中国版本图书馆 CIP 数据核字 (2006) 第 151316 号

著作权合同登记图字: 01-2006-7184 号

Jeanne Becijos & Jan Forstrom

**Contemporary English, Second Edition, Book 2**

International Edition 2004

ISBN: 0-07-253999-2

Copyright © 2003 by the McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of the publisher, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Copyright © 2007 by McGraw-Hill Education (Asia) Co. and Beijing Language and Culture University Press. This authorized English-Chinese bilingual edition is jointly published by McGraw-Hill Education (Asia) Co. and Beijing Language and Culture University Press. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan.

本书英汉双语版由北京语言大学出版社和美国麦格劳-希尔教育(亚洲)出版公司合作出版。未经出版者预先书面许可,不得用任何方式复制或抄袭本书的任何内容。此版本仅限在中华人民共和国境内(不包括香港、澳门特别行政区及台湾)销售。

本书封面贴有 McGraw-Hill 公司防伪标签,无标签者不得销售。

北京市版权局著作权合同登记号:01-2006-7184

---

书 名: 今日美语 学生用书 2

责任编辑: 王素云

封面制作: 张 静

责任印制: 汪学发

---

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 址: www.blcup.com

电 话: 发行部 82303650 / 3591 / 3651

编辑部 82303393

读者服务部 82303653 / 3908

印 刷: 北京中科印刷有限公司

经 销: 全国新华书店

---

版 次: 2007 年 1 月第 1 版 2007 年 1 月第 1 次印刷

开 本: 889 毫米×1194 毫米 1/16 印张: 8.75

字 数: 243 千字 印数: 1-8000 册

书 号: ISBN 978-7-5619-1764-0 / H·06214

定 价: 38.00 元

---

凡有印装质量问题,本社负责调换。电话: 82303590

# 编写说明

## 内容与编写原则

《今日美语》是一套基于主题的交互式英语系列教程，共分四级，主要适用对象是以英语为第二语言（ESL—English as a second language）的初中级到中高级水平的成人学生。该系列教程包括：

- 学生用书：供课堂教学使用；
- 练习册：供学生在课外、课堂或语言实验室独立练习使用；
- 光盘：供学生个人使用；
- 录音磁带：供教师课堂教学和进行单元评估测试使用；
- 教师用书：供教师备课使用，同时提供了可复制的练习活动样本和单元评估测试题。

本套教材的编写参考了以下各种国家级和州级标准：SCANS（Secretary's Commission on Achieving Necessary Skills）能力，CASAS（Comprehensive Adult Student Assessment System）能力，California Model Standards，BEST（Beginning Educator Support Team）标准和Florida LCP（Literacy Completion Point）。

《今日美语》帮助学生培养自主学习以及较强的社会交流的能力。书中各个单元分别以下列主题为主要内容：家庭与邻里、家庭关系、就业与机会。简言之，这套教材所选取的主题都是成人学生所感兴趣和关心的内容。

---

## 学生用书的单元结构

《今日美语》的教学内容和练习活动都是精心编排的，十分方便教师使用。单元中的每一页都可以作为独立的一课。每个单元由两部分组成，每部分都以一个**情景（Scene）**开始。**情景**展示的是初到美国的人生活中所遇见的事，或者是学生经常会遇到的美国文化的某一方面。情境讨论题所涉及的内容从对情景的实际理解，逐步过渡到谈论个人的实际情况，最后再到（第3和第4册中）解决具体问题。

**情景**之后是**词汇（Vocabulary）**，其中对词的解释和定义都是经过精心的推敲和有效控制的。在第3和第4册中，会鼓励学生使用词典来查找词义。词汇部分的末尾有一个练习，检查学生对目标词汇的理解情况。

词汇练习之后是听力部分，这部分包括一些听前和听后练习。**听力（Listening）**部分通过生动的对话和其他日常会话中的例子（例如电话应答机留言和车站、机场的广播等）来展现目标内容和语言结构。

在整套《今日美语》教材中，语法结构首先被融入在**情景**和**听力**练习中，之后在**语法重点（Spotlight）**页上加以讲解、练习和应用。**语法重点**页在每一单元中出现三次，以单元主题相关的内容为上下文，来展示目标语法结构。专门的**语法重点**框以图解的形式讲解目标语法结构，并根据需要提供简单、直观的解释。而后的练习可以让学生在有意义的上下文语境中练习灵活运用语法结构知识。

**语法重点**页上的语法结构练习之后是**对子练习（Pair Work）**，进一步培养学生的听、说技能。两人对话的录音会以自然和通俗的语言进一步探究单元主题、语法结构和词汇。学生先听对话，再进行练习，然后根据对话两人一组创作自己的对话。**语法重点**页的结束部分是**个人练习（Your Turn）、讨论（Talk about It）**和/或**亲身经历（In Your Experience）**活动，这些活动为新学习的语法结构提供了实际应用环境。

学生首先在精心编排的练习中了解语法结构，然后在单元的特定位置进行这三种练习活动。个

人练习是根据阅读、听力或语法结构的教学内容进行后续的口语训练，学生可以单独或两人一起完成这个练习。**讨论**是分组的口语练习，可以让学生在更大的小组中相互学习，在自己的会话中运用刚学过的词汇和语法结构。**亲身经历**是一个写作练习，让学生运用已有的知识和经验，把单元主题和自己的生活经历联系起来。

《今日美语》通过**真实阅读 (Reading for Real)**来帮助学生培养阅读技能，激发他们的阅读兴趣。**真实阅读**的材料选自现实生活中的文字资料，如求职简历、办公室语音信箱的使用说明、真人传记、当地警察的提示，以及手机话费广告等。接下来的讨论环节会对阅读的内容进行扩展，并让学生结合自己的实际情况进行练习。

在第1和第2册中，**组织思路 (Organizing Your Ideas)**通过图表等组织工具引入了视觉读写的概念。T形表、维恩图和思维导图可以帮助学生就与单元主题相关的问题提出自己的观点。该页结尾部分的口头练习鼓励学生与同学交流和比较自己的想法。

在第3和第4册，**组织思路**变成了侧重于图表解读的**理解图表 (表格、地图、图形) (Understanding Charts/Tables/Maps/Graphs)**活动。这些活动帮助学生学习阅读、解析、利用以图表的形式呈现的信息，这是工作中所需的关键技能。这一页紧接着还有一个练习活动，让学生自己制作简单的图表，并与班上的同学交流。

**问题与解答 (Issues and Answers)**活动进一步培养学生解决问题和批判性思维的能力。这部分包含从不同角度看待美国生活的简短信件。本页接下来的活动让学生利用自己在上一页列出的想法，来帮助写信者解决问题。

**深入社会 (Community Involvement)**活动让学生了解美国文化，同时鼓励学生走出课堂，探访自己身边的社会。课堂上的后续活动帮助学生把文化知识和语言技能结合起来。

每一单元的最后部分是**小结 (Wrap-up)**，这部分要求学生利用图表，如T形表、维恩图、思维导图或时间线来讨论和组织自己的想法，然后利用这些想法，在班上表演对话。**小结**之后是自我评估环节——**学习反思 (Think about Learning)**，让学生对一个单元的学习情况进行反思，旨在让学生对单元的主要内容、语言技能和语言结构等方面的学习效果进行自我评估。

《今日美语》以英语为非母语 (ESOL—English for speakers of other languages) 的成人学生的需求——在家庭、工作和社会环境中有效地利用英语进行交流——为核心，这套书为ESOL成人学生提供了同时学习语言和了解美国文化的机会。

---

## 图标

《今日美语》在全套书中使用下列图标：



**听力：**所有情景、听力练习和对子练习的内容都录制在磁带和光盘中，磁带中还录有单元评估测试的听力部分。



**语法：**这些练习可能需要各种语言技能，但是主要侧重语法重点框中语法结构的练习。



**批判性思维：**这些练习要求学生对信息进行分析或评估。



# Scope and Sequence Book 2 (内容与顺序: 第2册)

| Unit<br>单元   | Vocabulary<br>词汇   | Grammar<br>语法   | Language Functions<br>语言功能  |
|--|--|---|---|
| <b>1</b><br><b>People and School</b><br>人与学校<br>Pages 2-13   | <ul style="list-style-type: none"> <li>Adult Education 成人教育</li> <li>Schedules 时间表</li> <li>Application 申请</li> </ul>                      | <ul style="list-style-type: none"> <li><b>Review:</b> Present of Be be的现在时</li> <li><b>Review:</b> Past of Be be的过去时</li> <li><b>Review:</b> Can and Can't can和can't的用法</li> <li><b>Recycle:</b> Negative present of Be with contractions be的现在时否定形式及缩写</li> <li><b>Recycle:</b> Past of Be in yes/no questions, short answers, and prepositions of time be的过去时的一般疑问句及其简短回答; 时间介词表达法</li> </ul> | <ul style="list-style-type: none"> <li>Ask and answer questions about grades and ages 提问并回答有关年级与年龄的问题</li> <li>Share information about your family and friends 谈论家人和朋友</li> <li>Talk about your education and class schedule 说说自己的教育和上课时间</li> </ul>  |
| <b>2</b><br><b>Relax!</b><br>放松!<br>Pages 14-25  | <ul style="list-style-type: none"> <li>Outings 出游</li> <li>Exercise 锻炼</li> <li>Recreation Classes 娱乐课</li> </ul>                          | <ul style="list-style-type: none"> <li><b>Review:</b> Simple present 一般现在时</li> <li><b>Recycle:</b> Prepositions of place 地点介词</li> <li><b>Present:</b> Possessives 所有格</li> <li><b>Present:</b> Reflexive pronouns 反身代词</li> </ul>   | <ul style="list-style-type: none"> <li>Talk about various leisure activities 说说各种娱乐活动</li> <li>Discuss recreational classes offered in your area 谈论自己所在地区的娱乐项目</li> <li>Talk about things you enjoy doing 谈论自己喜欢做的事</li> </ul>  |
| <b>3</b><br><b>Problems in the Neighborhood</b><br>小区里的问题<br>Pages 26-37                                       | <ul style="list-style-type: none"> <li>Crime 犯罪</li> <li>Local Government 地方政府</li> <li>Safety 安全</li> </ul>                               | <ul style="list-style-type: none"> <li><b>Review:</b> There is, there are there is 和there are句型</li> <li><b>Review:</b> Simple past 一般过去时</li> <li><b>Review:</b> Simple past with irregular verbs 不规则动词的一般过去式</li> <li><b>Recycle:</b> Simple present in information questions 一般现在时的特殊疑问句</li> <li><b>Present:</b> There was, there were there was 和there were句型</li> </ul>                   | <ul style="list-style-type: none"> <li>Talk about your neighborhood 谈自己的小区</li> <li>Compare new and old neighborhoods 比较新老小区</li> <li>Voice your concerns about your neighborhood 表达自己对小区里问题的关切</li> </ul>  |
| <b>4</b><br><b>Time Cards and Paychecks</b><br>考勤卡与薪水<br>Pages 38-49   | <ul style="list-style-type: none"> <li>Shifts 换班</li> <li>Pay 付薪</li> <li>Deductions 扣薪</li> <li>Overtime 加班</li> </ul>                    | <ul style="list-style-type: none"> <li><b>Review:</b> Information questions in the past 一般过去时的特殊疑问句</li> <li><b>Recycle:</b> Can in yes/no questions and short answers can引导的一般疑问句及其简短回答</li> <li><b>Present:</b> Past time words 表示过去的词汇</li> <li><b>Present:</b> Past Progressive 过去进行时</li> </ul>  | <ul style="list-style-type: none"> <li>Ask and answer questions about work schedules 提问并回答有关工作日程的问题</li> <li>Discuss benefits at work 讨论工作福利</li> <li>Explain a mistake on a paycheck 指出工资单上的一个错误</li> </ul>  |
| <b>5</b><br><b>Shape Up!</b><br>强身健体!<br>Pages 50-61   | <ul style="list-style-type: none"> <li>Health Problems 健康问题</li> <li>Supplements 补充营养素</li> <li>Rest 休息</li> </ul>                         | <ul style="list-style-type: none"> <li><b>Review:</b> Subject and object pronouns 代词的主格和宾格</li> <li><b>Recycle:</b> Simple present in yes/no questions and short answers 一般现在时的一般疑问句及其简短回答</li> <li><b>Present:</b> Future with be + going to be + going to引导的一般将来时</li> <li><b>Present:</b> Count and noncount nouns 可数和不可数名词</li> </ul>   | <ul style="list-style-type: none"> <li>Role-play a conversation about exercise 角色扮演对话: 锻炼</li> <li>Talk about things you do for exercise 谈自己的锻炼方式</li> <li>Discuss healthy living 讨论健康的生活方式</li> </ul>  |
| <b>6</b><br><b>Bargain Hunting</b><br>淘宝<br>Pages 62-73  | <ul style="list-style-type: none"> <li>Deals 交易</li> <li>Price 价格</li> <li>Quantity 数量</li> <li>Resale 转售</li> </ul>                       | <ul style="list-style-type: none"> <li><b>Recycle:</b> Like to, want to, need to + verb like to, want to, need to + 动词</li> <li><b>Present:</b> Comparative adjectives 形容词比较级</li> <li><b>Present:</b> Superlative adjectives 形容词最高级</li> <li><b>Present:</b> Too + adjectives and quantifiers too + 形容词和数量词</li> </ul>   | <ul style="list-style-type: none"> <li>Share ideas about bargain hunting 交流淘宝经验</li> <li>Debate which item is a better buy 辩论哪件物品买得值</li> <li>Talk about the pros and cons of using a credit card 谈论使用信用卡的利与弊</li> </ul>  |
| <b>7</b><br><b>Home, Sweet Home</b><br>甜蜜之家<br>Pages 74-85   | <ul style="list-style-type: none"> <li>Renting 租房</li> <li>Purchasing a Home 买房</li> <li>Living Expenses 生活费用</li> </ul>                   | <ul style="list-style-type: none"> <li><b>Review:</b> Present progressive 现在进行时</li> <li><b>Recycle:</b> Simple present 一般现在时</li> <li><b>Present:</b> Future with will will引导的一般将来时</li> <li><b>Present:</b> Future progressive 一般将来进行时</li> </ul>   | <ul style="list-style-type: none"> <li>Discuss the details of a rental application 讨论租房申请的细节</li> <li>Describe the responsibilities of owning a house 描述拥有房子应负的责任</li> <li>Compare renting vs. buying a home 比较租房和买房</li> </ul>   |
| <b>8</b><br><b>Using the Library</b><br>使用图书馆<br>Pages 86-97   | <ul style="list-style-type: none"> <li>Library Procedures 办理借书证</li> <li>Library Resources 图书馆资源</li> <li>Book categories 图书的分类</li> </ul> | <ul style="list-style-type: none"> <li><b>Recycle:</b> Can in yes/no questions and short answers can引导的一般疑问句及其简短回答</li> <li><b>Present:</b> Demonstrative adjectives 指示形容词</li> <li><b>Present:</b> Could and would for requests could和would表示请求</li> <li><b>Present:</b> Direct and indirect objects 直接和间接宾语</li> </ul>  | <ul style="list-style-type: none"> <li>Ask and answer library card application questions 提问并回答申请办理借书证的问题</li> <li>Talk about library resources 谈论图书馆的资源</li> <li>Practice questions to ask a librarian 练习如何向图书管理员咨询</li> </ul>  |
| <b>9</b><br><b>You're Hired!</b><br>你被聘用了!<br>Pages 98-109   | <ul style="list-style-type: none"> <li>Job Interview 求职面试</li> <li>Résumé 简历</li> <li>Job Types 工作类型</li> <li>Forms 表格</li> </ul>          | <ul style="list-style-type: none"> <li><b>Review:</b> Verb + infinitive 动词+不定式</li> <li><b>Recycle:</b> Affirmative simple past 一般过去时的肯定形式</li> <li><b>Present:</b> Must, must not, have to, don't have to must, must not, have to, don't have to的用法</li> <li><b>Present:</b> Compound sentences with and...too, and...either 含“and...too”和“and...either”的并列句</li> </ul>                        | <ul style="list-style-type: none"> <li>Tell about your past job experience and qualifications 谈自己的工作经历和能力</li> <li>Suggest ways to prepare for an interview 就如何准备面试提出建议</li> <li>Give advice about conduct at work 就工作时何事该做与不该做给出建议</li> </ul>  |
| <b>10</b><br><b>Getting Around: Public and Private Transportation</b><br>公路旅行: 公共交通<br>工具与私家车<br>Pages 110-121 | <ul style="list-style-type: none"> <li>Fares 乘车票价</li> <li>Transportation Schedules 交通时刻表</li> <li>Travel 旅行</li> </ul>                    | <ul style="list-style-type: none"> <li><b>Recycle:</b> Have to and had to have to和had to的用法</li> <li><b>Present:</b> Should and ought to should和ought to的用法</li> <li><b>Present:</b> May and might may和might的用法</li> <li><b>Present:</b> Can and be able to can和be able to的用法</li> </ul>  | <ul style="list-style-type: none"> <li>Role play a conversation about how to travel downtown 角色扮演对话: 如何去市区</li> <li>Describe the differences between public transportation in China and in the U.S. 讲述中国与美国公共交通工具的差异</li> <li>Tell the class about the different ways that you travel around town 讲述自己如何在市内使用不同的交通工具</li> </ul> |



| <b>Graphic Literacy</b><br>使用图表能力   | <b>Problem-Solving</b><br>解决问题   | <b>Community Involvement</b><br>深入社会  |
|---|--|---|
| <ul style="list-style-type: none"> <li>Read information from a class schedule<br/>阅读课程时间表中的信息</li> <li>Make a future class schedule<br/>制订上课时间表</li> </ul>  | <ul style="list-style-type: none"> <li>Resolve a scheduling problem for an adult who needs to find time to study<br/>为一位需要挤时间学习的成年人解决时间安排问题</li> </ul>   | <ul style="list-style-type: none"> <li>Collect information about adult schools in your community<br/>收集自己所在地区成人学校的信息</li> </ul>   |
| <ul style="list-style-type: none"> <li>Use a Venn diagram to compare types of recreation and their costs<br/>用维恩图比较不同娱乐项目及其费用</li> <li>Complete a chart to explain what you like and dislike<br/>用图表说明自己的喜恶</li> <li>Use a chart to explain what you like and dislike about your neighborhood<br/>用图表说明自己喜欢小区的哪些方面和不喜欢哪些方面</li> </ul> | <ul style="list-style-type: none"> <li>Plan recreation on a budget<br/>为娱乐活动做预算</li> <li>Discuss the problems of employment when it interferes with leisure time<br/>讨论工作干扰业余时间的问题</li> <li>Discuss problems with and suggest solutions for neighborhood crime<br/>讨论小区里的犯罪问题并提出解决方案</li> <li>Investigate a new neighborhood before relocating to avoid possible problems<br/>在搬家之前对新社区进行调查以避免可能发生的问题</li> </ul> | <ul style="list-style-type: none"> <li>Discover and report community recreation information through the use of various media<br/>通过利用各种传媒发现并报告社区娱乐信息</li> <li>Learn about your city government<br/>了解自己所在城市的政府</li> <li>Write a letter to a city council member about a problem in your neighborhood<br/>给市委写信反映小区里的问题</li> </ul> |
| <ul style="list-style-type: none"> <li>Use a day planner to prioritize tasks<br/>使用日工作安排表来区分工作任务的轻重缓急</li> </ul>  | <ul style="list-style-type: none"> <li>Calculate an employee's gross pay and net pay<br/>计算一名雇员的薪金总额和实发金额</li> </ul>   | <ul style="list-style-type: none"> <li>Survey friends and classmates to find how various companies pay employees<br/>向朋友和同学做调查,了解各公司的付酬方式</li> </ul>  |
| <ul style="list-style-type: none"> <li>Use an idea map to explain reasons and ways to exercise<br/>用思维导图说明锻炼的原因和方式</li> <li>Complete a survey about the exercise habits of others<br/>填写锻炼习惯调查表</li> </ul>  | <ul style="list-style-type: none"> <li>Offer advice about weight loss<br/>提出减肥建议</li> <li>Plan an exercise schedule with a partner<br/>与同伴一起制订锻炼计划</li> </ul>  | <ul style="list-style-type: none"> <li>Research free health screening services in your community<br/>调查自己所在地区的免费体检服务</li> </ul>   |
| <ul style="list-style-type: none"> <li>Use a T-chart to decide how to make future purchases<br/>用T形表说明以后哪类商品去哪里购买</li> <li>Make a T-chart to compare the best places to shop<br/>用T形表比较最好的购物地点</li> </ul>   | <ul style="list-style-type: none"> <li>Compare cost of purchasing an item with cash to using a credit card<br/>比较现金购物与信用卡购物</li> </ul>   | <ul style="list-style-type: none"> <li>Find coupons from different businesses in your community<br/>收集本地区的商业优惠券</li> </ul>  |
| <ul style="list-style-type: none"> <li>Use a T-chart to compare expenses for renting and buying a home<br/>用T形表比较租房和买房的费用</li> </ul>  | <ul style="list-style-type: none"> <li>Assist a worried wife about deciding to rent or buy a home<br/>协助一位为租房还是买房而烦恼的主妇做决定</li> </ul>  | <ul style="list-style-type: none"> <li>Locate housing assistance information in your community<br/>查询自己所在地区的购房补贴信息</li> </ul>   |
| <ul style="list-style-type: none"> <li>Use a table to categorize various books by genre<br/>用一张表把图书按类别分类</li> </ul>   | <ul style="list-style-type: none"> <li>Offer advice to someone who wants to practice English at the library<br/>给某位想在图书馆练英语的人提出建议</li> </ul>   | <ul style="list-style-type: none"> <li>Find the library that is closest to your home<br/>查找离家最近的图书馆</li> <li>Search the internet to get information about your local library<br/>通过互联网查找当地图书馆信息</li> </ul>  |
| <ul style="list-style-type: none"> <li>Understand job skills and job options using an idea map<br/>用思维导图表示工作技能和工作选择</li> </ul>  | <ul style="list-style-type: none"> <li>Create a list of skills and volunteer work for someone with no job experience<br/>为一位没有工作经验的人列一份工作技能和做义工的清单</li> </ul>  | <ul style="list-style-type: none"> <li>Find information about job openings in your community<br/>查询自己所在地区的招聘信息</li> </ul>   |
| <ul style="list-style-type: none"> <li>Use a table to describe public transportation in your city, and its advantages and disadvantages<br/>用一张表描述自己所在城市的公共交通工具及其利弊</li> </ul>  | <ul style="list-style-type: none"> <li>Advise someone to share expenses for the use of one car<br/>就合用汽车如何分担费用提出建议</li> <li>Create a list of car expenses<br/>列一份汽车开销清单</li> </ul>   | <ul style="list-style-type: none"> <li>Research and report on different types of transportation where you live<br/>调查并汇报自己所在地区的各种交通工具情况</li> </ul>  |

# Contents

|  |            |
|--|------------|
| 编写说明   | iv         |
| <b>People and School</b>                                 | <b>2</b>   |
| <b>Relax!</b>  | <b>14</b>  |
| <b>Problems in the Neighborhood</b>                      | <b>26</b>  |
| <b>Time Cards and Paychecks</b>                          | <b>38</b>  |
| <b>Shape Up!</b>   | <b>50</b>  |
| <b>Bargain Hunting</b>                                   | <b>62</b>  |
| <b>Home, Sweet Home</b>                                  | <b>74</b>  |
| <b>Using the Library</b>                                 | <b>86</b>  |
| <b>You're Hired!</b>                                     | <b>98</b>  |
| <b>Getting Around: Public and Private Transportation</b> | <b>110</b> |
| <b>Appendixes</b>  |            |
| <b>1. Vocabulary</b>                                     | <b>122</b> |
| <b>2. Vocabulary Index</b>                               | <b>127</b> |
| <b>3. Grammatical Terms</b>                              | <b>130</b> |
| <b>4. Common Comparative and Superlative Adjectives</b>  | <b>131</b> |



**Education**

# **今日美语**

## **Contemporary English**

### **Book 2**

**Jeanne Becijos & Jan Forstrom**

**李晓楠 译**



**北京语言大学出版社**  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS



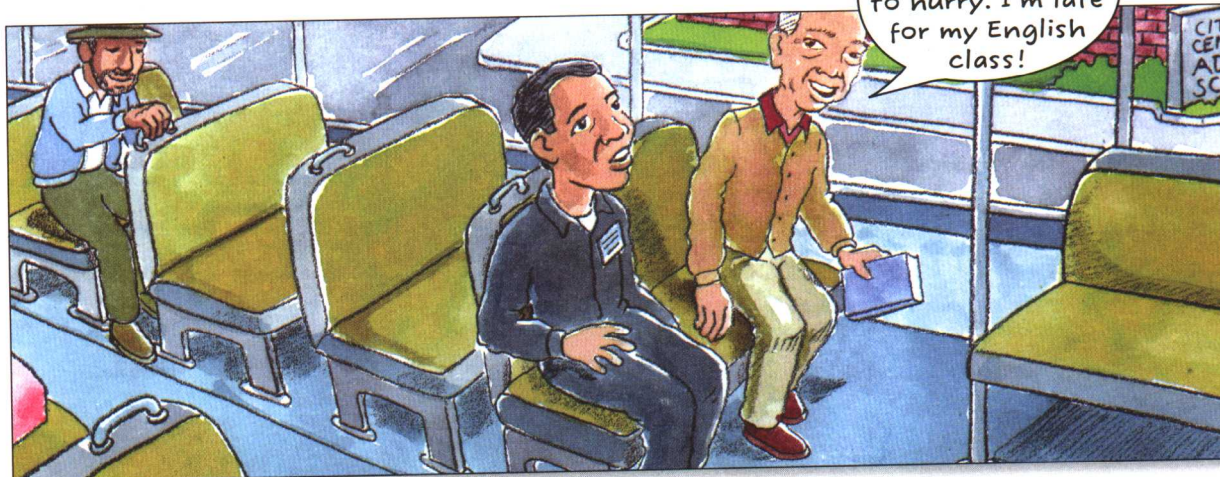
# unit 1 People and School



## Scene 1: Conversation

With a partner, talk about the pictures. Listen to the conversation.  
Ask and answer the questions.

Mario and Tam are on the city bus.



### Questions

Where are the two men? Where are they going?

Which man says he's too old for school, Tam or Mario?

What age do you think is too old for school?

Do your friends and family work and go to school? Who?



## Vocabulary

Look at the words and pictures. Listen to your teacher. Say the words.

to enroll = to fill out papers to begin a class  
too (old, expensive, small . . .) = (older, more expensive, smaller) than something should be

In some states,  
6th grade is  
elementary school  
and 9th grade is  
junior high.

### Schools in the United States



**preschool**  
Ages: 2–4 years old



**elementary school**  
**Grades**                      **Ages**  
kindergarten              5 years old  
1st grade                    6 years old  
2nd grade                   7 years old  
3rd grade                    8 years old  
4th grade                    9 years old  
5th grade                    10 years old



**middle school/junior high school**  
**Grades**                      **Ages**  
6th grade                    11 years old  
7th grade                    12 years old  
8th grade                    13 years old



**senior high school**  
**Grades**                      **Ages**  
9th grade                    14 years old  
10th grade                   15 years old  
11th grade                   16 years old  
12th grade                   17 years old



**adult school**



**vocational school**



**university or college**

### Your Words

---



---

**Exercise 1** Read about Mario's and Tam's families. Complete the sentences. Write the correct word on the line. Use the words above to help you.

- Mario's niece is two years old. She's in preschool.
- Mario's nephew is seven years old. He's in \_\_\_\_\_.
- Tam's granddaughter is eleven years old. She's in \_\_\_\_\_.
- Mario's sister is 18 years old. Last year, she was in \_\_\_\_\_.
- After high school, Mario enrolled in \_\_\_\_\_ to learn his job.
- Tam and his wife enrolled in English class at the \_\_\_\_\_.



### Listening

**Exercise 2** Listen to Mario's friends talking about a family member or a roommate in school. Write the correct school, grade, and age in the chart.

| Name         | Student  | School     | Grade | Age   |
|--------------|----------|------------|-------|-------|
| 1. Chela     | son      | elementary | 1st   | 6     |
| 2. Mohammed  | wife     | _____      | _____ | _____ |
| 3. Lin       | daughter | _____      | _____ | _____ |
| 4. Francisco | roommate | _____      | _____ | _____ |

**After You Listen** Check your answers with a partner.

### Your Turn

With a partner, ask and answer questions about the grades and ages of students. For example, ask "How old are students in vocational school?" "They are 18 to 100+ years old."



## SPOTLIGHT on Review Present of Be

### Affirmative Statements

I **am** (I'm) a student.  
 You **are** (You're) a teacher.  
 He **is** (He's) in school.  
 She **is** (She's) in school.  
 It **is** (It's) good.  
 We **are** (We're) students.  
 They **are** (They're) students.

### Negative Statements

I **am not** a student.  
 You **are not** a teacher.  
 He **is not** in school.  
 She **is not** in school.  
 It **is not** good.  
 We **are not** students.  
 They **are not** students.

### Negative Contractions

I'm **not** a student.  
 You're **not**/You **aren't** a teacher.  
 He's **not**/He **isn't** in school.  
 She's **not**/She **isn't** in school.  
 It's **not**/It **isn't** good.  
 We're **not**/We **aren't** students.  
 They're **not**/They **aren't** students.

### Questions

**Are** you a student?  
**Is** she in school?

### Short Answers

Yes, I **am**.  
 No, she's **not**.

**Exercise 3** Read about Tam and his family. Complete the sentences. Write the correct form of **be** on the line.

My name (1) is Tam. My wife and I (2) \_\_\_\_\_ from Vietnam. We (3) \_\_\_\_\_ students at City Center Adult School. We (4) **not** \_\_\_\_\_ in the computer class. We (5) \_\_\_\_\_ in the ESL class. Our son works full-time. He (6) **not** \_\_\_\_\_ a student. Our grandson (7) \_\_\_\_\_ 20 years old. He (8) \_\_\_\_\_ in vocational school. He wants to be an auto mechanic.

**Exercise 4** In your notebook, write about your family and friends. Use the sentences in Exercise 3 to help you. For example, write "My name is \_\_\_\_\_. I am from \_\_\_\_\_."



### Pair Work

Listen to the conversation between Tam and Mario. Then practice it with a partner.

Tam: Do you have a sister?  
 Mario: Yes. My sister, Dolores, is 19 years old.  
 Tam: Is she a student?  
 Mario: Yes, she is. She's in adult school.



### Your Turn

Look at the conversation again. With a partner, make a new conversation. Use information about your friends and family. Use the present tense of **be**. Share your conversation with the class.

## Reading for Real

Mario is an assembler at Evanston Electronics. He is reading a sign at work.



### Free Computer Classes for Assemblers

Classes start next week,  
on Tuesdays and Thursdays after work.

4:00 p.m. to 6:00 p.m.

Employees need to pass a computer test to get a raise.

See your supervisor to sign up for the class.



**Exercise 5** Mario wants to take a computer class. Read the questions below. Look for the answers in the sign above. Circle the letter of the best answer.

- Who can go to classes at Evanston Electronics?
  - assemblers
  - supervisors and assemblers
  - supervisors only
- What kind of classes are they?
  - assembly classes
  - computer classes
  - English classes
- How much do the classes cost?
  - \$4.00
  - \$6.00
  - nothing
- When are the classes?
  - every day after work
  - Tuesday and Thursday
  - next week only
- Why is it good to pass the test?
  - You need to pass to be a supervisor.
  - You need to pass to be an assembler.
  - You need to pass to get more money.
- Who do employees need to see to sign up for classes?
  - their teacher
  - their supervisor
  - their friend

### Talk About It

In a group, ask and answer these questions. Can you use a computer? Do you know about any computer classes in your neighborhood? Where are they?







## Scene 2: Conversation

With a partner, talk about the pictures. Listen to the conversation. Ask and answer the questions.

Mario is at City Center Adult School.



### Questions

Why is Mario at the City Center Adult School?

What does Mario's sister want to do? Was Mario's sister a student at City Center Adult School last year?

Why do you think Mario asks for one more application?

Were you in school last year?

Can adult school classes help you at work? How?

## Vocabulary

Look at the words and pictures. Listen to your teacher. Say the words.



application



schedule



open



closed



fee



registration

to take a class = to be a student in a class

**Exercise 6** Tell Mario what he needs to do. Circle the letter of the phrase that best completes each sentence.

- You fill out an application to
  - take a class or get a job.
  - ride a bus.
  - buy a computer.
- You go to the registration office to
  - see the doctor.
  - sign up for a class.
  - get a driver's license.
- You have to pay a
  - schedule.
  - registration fee.
  - application.
- You read a class schedule to find
  - directions to the school.
  - the answers for a test.
  - the times and places for classes.
- You cannot take a class if it is
  - open.
  - closed.
  - elementary.



## Listening



**Exercise 7** Mario's sister, Dolores, is signing up to take classes at City Center Adult School. Listen to the information. Write the correct word on the line.

**After You Listen** Compare your answers with a partner.

## Talk About It

In a group, ask and answer these questions. What classes from Exercise 7 sound interesting to you? Is there a registration fee for any of the classes? What days do the classes meet?

### City Center Adult School

Gonzalez Cristina  
 Last name First name Middle name  
Orange Avenue  
 Address Street Apt.  
Riverford  
 City State Zip code

Telephone number Social Security number

List the classes you want to take:

| Class         | Day | Time | Fee |
|---------------|-----|------|-----|
| Business Math |     |      |     |
|               |     |      |     |



## SPOTLIGHT on Review Past of Be

### Affirmative Statements

I **was** a student.  
 You **were** a teacher.  
 He **was** in school.  
 She **was** in school.  
 It **was** a good school.  
 We **were** students.  
 They **were** in school.

### Questions

**Were** you a student?  
**Was** she in the fifth grade?

### Negative Statements

I **was not (wasn't)** a student.  
 You **were not (weren't)** a teacher.  
 He **was not (wasn't)** in school.  
 She **was not (wasn't)** in school.  
 It **was not (wasn't)** a good school.  
 We **were not (weren't)** students.  
 They **were not (weren't)** in school.

### Short Answers

Yes, I **was**.  
 No, she **wasn't**.

**Exercise 8** Mario and Dolores wrote about their educations on their adult school applications. Complete the sentences. Use was, were, wasn't or weren't to make a story about Mario and Dolores.

| <u>Mario Gonzalez</u>    |           | <u>Dolores Gonzalez</u> |           |
|--------------------------|-----------|-------------------------|-----------|
| School                   | Years     | School                  | Years     |
| Brown Elementary         | 1989–1995 | Brown Elementary        | 1990–1996 |
| Townsend Middle School   | 1995–1997 | Townsend Middle School  | 1996–1998 |
| Palo Verde High School   | 1997–2001 | Palo Verde High School  | 1998–2002 |
| Benson Vocational School | 2001–2002 |                         |           |

- In 1992, Mario and Dolores were students at Brown Elementary. They **(not)** \_\_\_\_\_ in high school.
- In 1996, Mario and Dolores \_\_\_\_\_ at Townsend Middle School.
- Mario \_\_\_\_\_ a student at Palo Verde high school in 1997.
- In 1997, Dolores **(not)** \_\_\_\_\_ in high school. She \_\_\_\_\_ in middle school.
- Mario \_\_\_\_\_ a student at Benson Vocational School in 2001. It \_\_\_\_\_ a good school. He learned a lot there.

**Exercise 9** In your notebook, write sentences about your education or the education of someone you know. Use was or were. For example, write “I was a student in elementary school from 1975 to 1981. My friend Thuy was in first grade in 1972.”



### Talk About It

In a group, talk about your education or the education of someone you know. Use the sentences from Exercise 9 to help you. For example, say “I was in high school from 1997 to 2001. Math was difficult for me.” “My son was a student at the Benson Vocational School last year. It was a good school.”

## SPOTLIGHT on Review Can and Can't

### Affirmative Statements

I **can** understand the lesson.  
You **can** study at night.  
He **can** use the computer.



We **can** walk to school.  
You **can** buy the book.  
They **can** go to class.

### Negative Statements

I **can't** understand the lesson.  
You **can't** study at night.  
He **can't** use the computer.



We **can't** walk to school.  
You **can't** buy the book.  
They **can't** go to class.

### Meanings

Use **can** to talk about **abilities** you have now.

Use **can** to talk about **permission** or **ability** in the future.

### Questions

**Can** I have a schedule?  
**Can** he start school next year?

### Short Answers

Yes, you **can**.  
No, he **can't**. He's too young.

Use **can** to make a **request**.

Remember: **Can't** is the contraction for **cannot**.

**Exercise 10** Mario is asking about a computer class. Complete the sentences. Write the correct word on the line. Use can or can't.

- Mario: (1) Can I sign up for the Tuesday/Thursday Computer class?
- Office Worker: I'm sorry, you (2) not . That class is closed. But the Monday/Wednesday class is still open.
- Mario: I (3) not come to school in the afternoon. I am working. I (4) only come in the evening.
- Office Worker: Well, you (5) take a class on Saturday.

**Exercise 11** In your notebook, write sentences about you using can and can't. For example, write, "I can fix a car. I can use a computer. I can't speak Spanish."



### Pair Work

Listen to the conversation between the office worker and Mario. Then practice it with a partner.

- Office Worker: Can I help you?
- Mario: Yes, I want to take a class. Can I take the advanced computer class on Thursday evening?
- Office Worker: Yes, you can. The class is still open.
- Mario: Great. Can I sign up now, please?



### Your Turn

**With a partner, make a new conversation.** Use information about your schedule and classes. Use **can** and **can't**. For example, say, "I can't take a computer class on Wednesday. I can take the computer class on Thursday." Share your conversation with the class.



## Organizing Your Ideas

**Dolores has a busy schedule.** Are you busy, too? When are you in school? When are you at work? When do you work around the house, do your homework, or help in the community? Fill in this chart with your usual schedule. Write your activities for each morning, afternoon, and evening. When do you usually have free time? Write your free time in the schedule too.

**My Schedule**

|                          | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------------------------|--------|--------|---------|-----------|----------|--------|----------|
| Morning<br>(9:00–12:00)  |        |        |         |           |          |        |          |
| Afternoon<br>(1:00–5:00) |        |        |         |           |          |        |          |
| Evening<br>(6:00–9:00)   |        |        |         |           |          |        |          |

**Now think of the schedule you want to have in the future.** Write the days and times for work below. Write in the names of the classes and when you want to take them. Remember to plan some free time to rest and relax!

**My Future Schedule**

|           | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|--------|--------|---------|-----------|----------|--------|----------|
| Morning   |        |        |         |           |          |        |          |
| Afternoon |        |        |         |           |          |        |          |
| Evening   |        |        |         |           |          |        |          |



### Talk About It

**In a group, look at the schedules you have now.** How are your schedules different? How are they the same? Talk about the schedules you want to have in the future. What things in your present schedules do you want to change? What do you need to do to make the changes happen?