

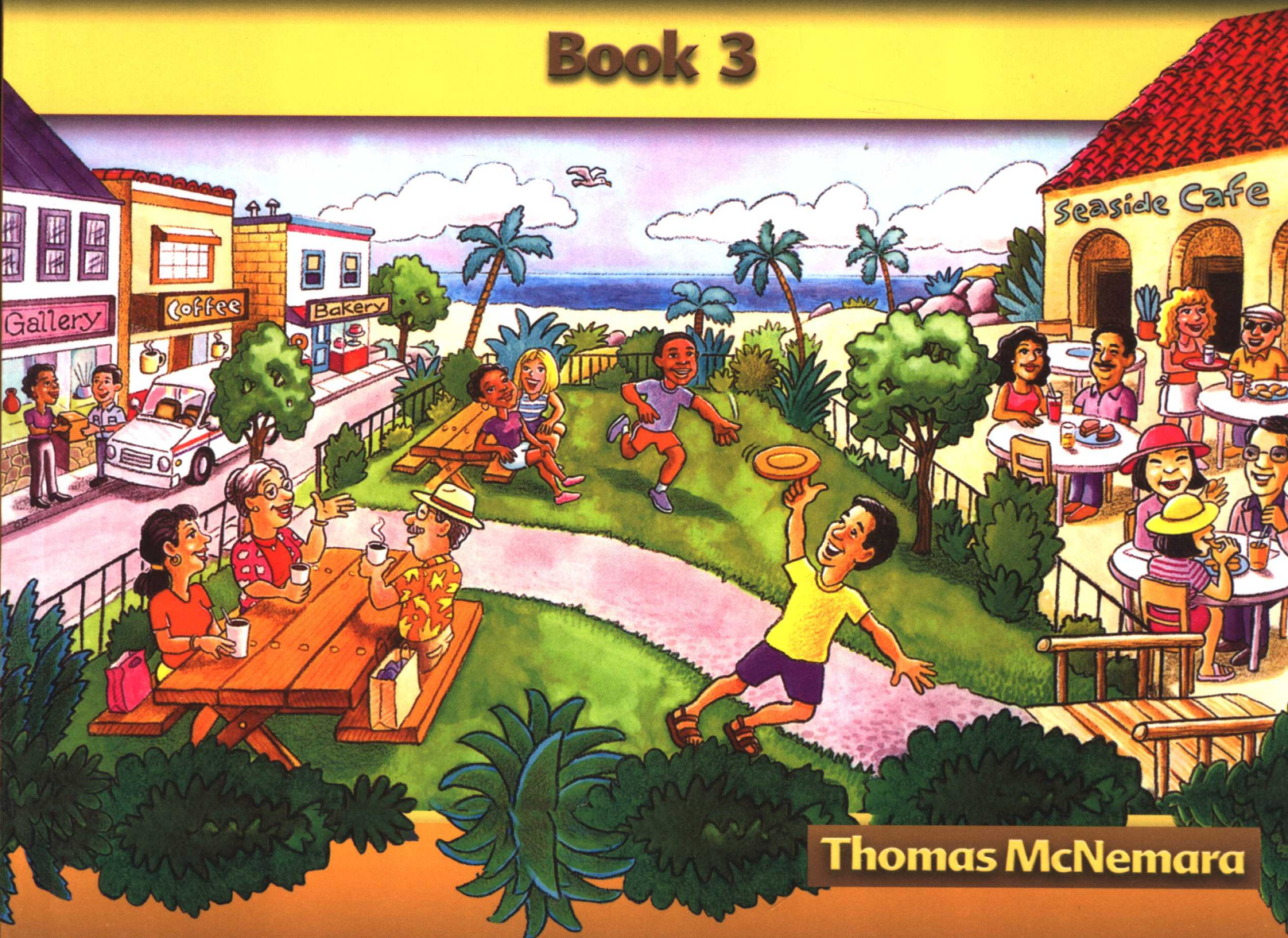
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Education

今日美语

Contemporary English

Book 3



Thomas McNemara

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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Floriola 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**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**页在每个单元中出现三次，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 3 (内容与顺序: 第3册)

Unit 单元	Vocabulary 词汇	Grammar 语法	Language Functions 语言功能
1 Machines on the Job 工作中使用的 机器设备 Pages 2-13	<ul style="list-style-type: none"> Office Equipment 办公设备 Job Training 工作培训 Office Supplies 办公用品 	<ul style="list-style-type: none"> Review: Future with <i>Going to</i> going to 表示将来 Recycle: <i>Could</i> and <i>Would</i> for requests could 和 would 句型表示请求 Recycle: Modal <i>Could</i> and <i>Able to</i> 情态动词 could 与 be able to Present: <i>Because</i> and <i>So</i> because 和 so 的用法 	<ul style="list-style-type: none"> Ask and answer questions about computer technology at work 就工作中的计算机技术问题问答 Role-play a conversation about office equipment 角色扮演会话: 办公设备 Describe the new work skills you would like to learn 描述自己想学的新的工作技能
2 Staying Informed 保持消息灵通 Pages 14-25	<ul style="list-style-type: none"> Local Travel 当地旅行 Street Repairs 街道整修 Local News 地方新闻 	<ul style="list-style-type: none"> Review: Irregular simple past 不规则动词的一般过去式 Review: Reflexive pronouns 反身代词 Recycle: <i>Wh</i>-questions in the past “Wh-” 疑问句的过去时结构 Present: <i>Be Supposed to</i> be suppose to 的用法 Review: Simple present 一般现在时 	<ul style="list-style-type: none"> Discuss recent news in your community 讨论小区近期的新闻 Paraphrase information from a conversation 解释会话中的信息 Interpret a news report using a map 使用地图解释一则新闻报道
3 Saving Money 节约开支 Pages 26-37	<ul style="list-style-type: none"> Telecommunications 电信 Saving Money 节约开支 Consumer Awareness 消费者的维权意识 	<ul style="list-style-type: none"> Recycle: Ordinal numbers 序数词 Recycle: Prepositions of location 方位介词 Present: Order of adjectives 形容词的词序 Present: Present participles as adjectives 现在分词做形容词 	<ul style="list-style-type: none"> Discuss telephone calling plans 讨论手机话费套餐 Ask and answer questions on saving money 询问与解答节约开支问题 Talk about a recent purchase 谈论新近购买的物品
4 Trouble at Home 家里的麻烦事 Pages 38-49	<ul style="list-style-type: none"> Family Relationships 家庭关系 Elderly Care 关爱老人 Emotional Support Agencies 情感问题咨询处 	<ul style="list-style-type: none"> Review: Modals <i>May</i>, <i>Might</i> 情态动词 may 和 might 的用法 Review: Modals <i>Should</i>, <i>Ought to</i>, <i>Had Better</i> 情态动词 should, ought to, had better 的用法 Recycle: Direct and indirect objects 直接宾语和间接宾语 Present: Commands 命令式 	<ul style="list-style-type: none"> Use commands to role-play a conversation about house rules 角色扮演对话: 用命令式说明家规 Tell ways that people may solve problems at home 谈论如何解决家里的问题 Offer advice about services for older adults 就如何为老年人提供服务提出建议
5 Benefits at Work 工作福利 Pages 50-61	<ul style="list-style-type: none"> Employee Benefits 员工福利 Savings 储蓄 Retirement Planning 退休金积金 	<ul style="list-style-type: none"> Review: Comparative & superlative adjectives 形容词的比较级和最高级 Review: <i>Too</i> + Adjective too+形容词 Recycle: Adjective order 形容词的词序 Present: Comparative & superlative adverbs 副词的比较级和最高级 	<ul style="list-style-type: none"> Compare job benefits 比较工作福利 Role-play a conversation about benefits 角色扮演对话: 福利 Talk about employer-sponsored retirement plans 谈论由单位支付的退休金积金
6 Family Heritage 民族传统文化 Pages 62-73	<ul style="list-style-type: none"> Immigration 移居 Culture 文化 Honoring Heritages 尊重不同文化 	<ul style="list-style-type: none"> Recycle: Future with <i>Will</i> 含 will 的一般将来时 Present: Present perfect with <i>Already</i>, <i>Yet</i>, and <i>Just</i> already, yet 和 just 与现在完成时 Present: Present perfect with <i>Ever</i> and <i>Never</i> ever 和 never 与现在完成时 Present: Present perfect with <i>For</i> and <i>Since</i> and simple past for 和 since 与现在完成时和一般过去时 	<ul style="list-style-type: none"> Share ideas about how you can help your children have pride in Chinese culture 就如何帮助孩子树立中华民族文化自豪感交流看法 Talk about your favorite Chinese traditions and customs 谈自己所喜爱的中国传统文化和习俗 Ask and answer questions about residency 有关住所的问与答
7 A Healthy Lifestyle 健康的生活方式 Pages 74-85	<ul style="list-style-type: none"> Diet 饮食 Exercise 锻炼 Health Insurance 健康保险 	<ul style="list-style-type: none"> Review: Past progressive 过去进行时 Recycle: Past perfect 过去完成时 Present: Present perfect progressive 现在完成进行时 Present: Past continuous and the present perfect progressive 过去进行时和现在完成进行时 	<ul style="list-style-type: none"> Give advice about reducing stress 就如何减轻压力提出建议 Compare traditional insurance to an HMO 比较传统医疗保险与HMO Discuss past events that affect the present 讨论对现在有影响的过去发生的事件
8 Consumer Protection 消费者权益保护 Pages 86-97	<ul style="list-style-type: none"> Purchases 购物 Returns 退货 Fraud 假货 Consumer Rights 消费者的权利 	<ul style="list-style-type: none"> Review: <i>Have to</i> and <i>Should</i> have to 和 should 的用法 Review: <i>Must</i>, <i>Must Not</i>, <i>Don't Have to</i> must, must not, don't have to 的用法 Recycle: Commands 命令式 Present: <i>Must</i> for probability must 表示可能 	<ul style="list-style-type: none"> Tell about a problem you had with a purchase 谈论一件所购物品出现的问题 Role-play a conversation between a clerk and a customer 角色扮演对话: 售货员与顾客 Talk about options for returning merchandise to a store 谈论商店不同的退货方式
9 The Local Park District 社区公园 Pages 98-109	<ul style="list-style-type: none"> Community Programs 社团活动项目 Recreation 娱乐、消遣 Volunteering 志愿服务 	<ul style="list-style-type: none"> Present: <i>Used to</i> used to 的用法 Present: Past perfect 过去完成时 Present: Past perfect progressive 过去完成进行时 	<ul style="list-style-type: none"> Tell where you want to volunteer 说说自己想去哪里当志愿者 Share information about your past experiences 和他人谈自己过去的经历 Talk about children's activities 谈孩子们的活动
10 Body Language 肢体语言 Pages 110-121	<ul style="list-style-type: none"> Body Language 肢体语言 Interviews 面试 Workplace communication 工作场所的交流 	<ul style="list-style-type: none"> Recycle: Direct and indirect objects, 直接宾语和间接宾语 Recycle: <i>Like to</i>, <i>Want to</i>, <i>Need to</i> + Verb like to, want to, need to + 动词 Present: Verb + gerunds 动词+动名词 Present: Verb + infinitives 动词+动词不定式 Present: Gerunds and infinitives 动名词和动词不定式 	<ul style="list-style-type: none"> Talk about greetings in China 谈谈中国人如何打招呼 Ask and give advice about preparing for a job interview 就如何准备求职面试征求意见并提出建议 Compare formal and informal American body language 比较正式场合与非正式场合美国人的肢体语言

Graphic Literacy 使用图表能力	Problem-Solving 解决问题	Community Involvement 深入社会
<ul style="list-style-type: none"> Read and analyze a bar graph 阅读、分析柱形图 Create a bar graph to show how classmates use computers 绘制一个柱形图来反映同学使用计算机的情况 Create a table showing information on where machines are used 制作一张表来说明机器设备的使用情况 	<ul style="list-style-type: none"> Find places in the community where computer access is free 找出小区里哪些地方可以免费使用计算机 	<ul style="list-style-type: none"> Locate and describe places in your community that offer job training 查询并描述自己社区的就业培训中心
<ul style="list-style-type: none"> Read and analyze a pictograph 阅读、分析象形图 Create a pictograph about newspaper readership 绘制一个象形图来统计报纸读者人数 Create a chart with news and information about your city 用图表的形式公示自己所在城市的新闻与信息 	<ul style="list-style-type: none"> Read a local newspaper to keep informed 阅读地方报纸以了解各种信息 	<ul style="list-style-type: none"> Research Chinese and English local media options 了解自己居住地哪些媒体使用英语，哪些使用母语
<ul style="list-style-type: none"> Read and analyze tables 阅读、分析表格 Create a table showing classmates' use of coupons 绘制一张反映同学使用优惠券情况的表格 Create an idea map on saving money 画一个思维导图说明如何节约开支 	<ul style="list-style-type: none"> Help resolve a family budget problem through the use of coupons 使用优惠券解决一个家庭的预算问题 Read and analyze cell phone calling plans 阅读、分析手机话费套餐 	<ul style="list-style-type: none"> Locate stores that have money-saving specials and explain their programs 寻找可以省钱的特别商店并说明何以省钱
<ul style="list-style-type: none"> Read and analyze a pie chart 阅读、分析饼图 Create a pie chart to show classmates' family infrastructure 绘制一个饼图来反映班上同学的家庭结构 	<ul style="list-style-type: none"> Decide who can benefit from meal home delivery services 决定谁可以享受送餐到家服务 Discuss ways to solve school problems with your children 与孩子讨论如何解决学校里的问题 Report on services for older adults in your community 说说自己小区里的敬老服务 	<ul style="list-style-type: none"> Find information about services in your community that offer support for family issues 查询自己小区的家政服务信息
<ul style="list-style-type: none"> Read and analyze a line graph 阅读、分析曲线图 Create a line graph to show investment growth 绘制一个曲线图来反映投资涨幅情况 Evaluate insurance benefits listed in a chart 对一张图中所列的保险福利进行评价 	<ul style="list-style-type: none"> Advise about benefits of a 401K retirement plan 根据401K退休积蓄的好处向某人提出建议 	<ul style="list-style-type: none"> Compare benefits offered by companies where you and your family members work 比较自己和家人所在公司的福利
<ul style="list-style-type: none"> Read and analyze a pie chart 阅读、分析饼图 Create a pie chart to show where classmates are from 绘制一张饼图来显示班上同学来自何地 Construct an idea map showing how to show pride in Chinese culture 绘制一张思维导图表示自己如何表达对中国文化的自豪感 	<ul style="list-style-type: none"> Suggest ways to help parents teach their children about Chinese heritage 就父母如何向孩子传授中华民族文化传统提出建议 	<ul style="list-style-type: none"> Use local media resources to report cultural events happening in your community 利用地方媒体资源查询自己所在地区的文化活动
<ul style="list-style-type: none"> Read and analyze a bar graph 阅读、分析柱形图 Create a bar graph showing health insurance coverage 绘制一个柱线图来表明健康保险的保障范围 Design an idea map that shows how to stay healthy 设计一个思维导图来说明如何保持健康 	<ul style="list-style-type: none"> Find information on temporary COBRA insurance 查询有关COBRA失业人员临时性保险的信息 	<ul style="list-style-type: none"> Investigate free or low-cost health clinics in your community 了解自己所在地区的免费或平价医疗诊所
<ul style="list-style-type: none"> Read and analyze a pie chart 阅读、分析饼图 Create a pie chart to show different kinds of consumer problems 绘制一个饼图来表明消费者遇到的各种问题 Design an idea map showing ways consumers can protect their rights 设计一个思维导图来说明消费者如何维权 	<ul style="list-style-type: none"> Tell how the Better Business Bureau can help resolve a purchase problem 讲述BBB如何帮助消费者解决所购商品出现的问题 Share consumer problems with others and discuss solutions 与他人交流消费中遇到的问题并讨论解决办法 	<ul style="list-style-type: none"> Locate consumer advocate groups in your community 查询自己所在地区的消费者组织 Gather specific information on a product before making a purchase 在购买商品前，查询相关信息
<ul style="list-style-type: none"> Read and analyze a bar graph 阅读、分析柱形图 Create a bar graph to show how class groups volunteered 绘制一个柱形图来说明班上各组做志愿服务的情况 	<ul style="list-style-type: none"> Locate appropriate places for a person who wants to volunteer 为一位有意做志愿服务的人寻找合适的去处 	<ul style="list-style-type: none"> Find out about activities available in your local park district 了解当地公园组织的活动
<ul style="list-style-type: none"> Read and analyze a pie chart 阅读、分析饼图 Create a pie chart to show ways people communicate 绘制一个饼图来说明人们的交流方式 Construct a T-chart about appropriate body language for an interview 用T形表说明面试时应使用哪些得体的肢体语言 	<ul style="list-style-type: none"> Explain appropriate body language at work 解释在工作场所如何使用得体的肢体语言 	<ul style="list-style-type: none"> Observe American body language and examine differences 观察美国人的肢体语言，研究其中的差异

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Education

今日美语

Contemporary English

Book 3

江苏工业学院图书馆
藏书章

Thomas McNemara

张晓茜 译



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Unit 1 Machines on the Job



Scene 1: Conversation

Read the scene with a partner. Listen to the conversation and practice it together.

Bob is a new employee at Speedy Copies. Sandra is training him.



Ask your partner the questions below. Share your answers with another pair or the class.

- | | |
|-------------|--|
| Facts | What are Bob and Sandra doing? What happened? |
| Feelings | How do you think Bob and Sandra feel? Why do you think so? |
| And You? | What do you do when you start work? What kinds of things can go wrong? |
| Comparisons | Do things like this happen at work in China? |

Your Turn

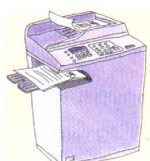
Now write or tell the story in your own words.

Vocabulary

Look at the pictures and read the words below with a partner. Talk about what the words mean. Use a dictionary if you need it.



burglar alarm



copier



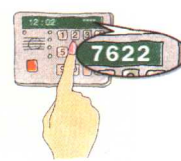
fax machine



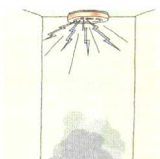
fire alarm



microwave oven



security code



smoke detector



to lock



to unlock



to turn on



to turn off

Your Words

to go off = to ring = (machines) to make a loud noise

Exercise 1 Bob works with different machines at Speedy Copies. Match the words in Column A with the sentences about them in Column B. Write the letter.

COLUMN A

- b 1. fire alarm
- _____ 2. burglar alarm
- _____ 3. smoke detector
- _____ 4. security code
- _____ 5. to turn on
- _____ 6. to turn off

COLUMN B

- a. It rings when there is smoke.
- b. It goes off during a fire, and calls the fire department.
- c. It makes a loud noise to stop thieves.
- d. When you need to use a machine, do this first.
- e. Do this when you are finished using a machine.
- f. It stops the alarm from ringing.



Listening

Before You Listen Read about the machines below. What do you think the employees will ask about?

Exercise 2 Listen to the employees at Speedy Copies talk about machines. Circle the letter of the phrase that best describes each problem.

- | | |
|---------------------------------------|--|
| 1. The fax machine won't work because | 2. The computers are down because |
| a. there is no paper. | a. the electricity is off. |
| b. the paper is jammed. | b. the phones are not working. |
| c. the machine is not turned on. | c. they are not turned on. |
| 3. They need some supplies, so | 4. She couldn't start her computer, so |
| a. they're going to call in an order. | a. she needs to buy a new one. |
| b. they're going to the store. | b. she needs to check it carefully. |
| c. they're going to fax in an order. | c. she needs to call a technician. |

After You Listen With a partner, compare your answers. Were you right about the employee conversations?



Your Turn

With a partner, talk about one of the machines in your home or workplace. What is it used for? Do you like to use it? Why?

SPOTLIGHT on *Because* and *So*

Cause

The copy machine is jammed,
Sergio had to work on Saturday,

Effect

I can't make my copies
Sergio missed the party

Effect

so I can't make my copies.
so he missed the party.

Cause

because the copy machine is jammed.
because he had to work on Saturday.



The copy machine is jammed, **so** I can't make my copies.

Sergio missed the party **because** he had to work late.

Because he had to work late, Sergio missed the party.

Use a comma before **so**. When the clause with **because** comes first, use a comma. If the **because** clause is second, don't use a comma.

Exercise 3 Read about things that happened to people at Speedy Copies. Match the sentence beginning in Column A with sentence ending in Column B. Write the letter.

COLUMN A

- c 1. She didn't punch in the security code,
_____ 2. My company closed,
_____ 3. I can't make the copies
_____ 4. I needed to be at work at 6:00 A.M.,
_____ 5. At work today the fire alarm went off
_____ 6. She installed a burglar alarm

COLUMN B

- a. so I need to find a new job.
b. because there was a small fire in the kitchen.
c. so the burglar alarm went off.
d. so I left for work early.
e. because the copier isn't working.
f. because she was worried about someone robbing the store.

Exercise 4 In your notebook, complete these sentences with **so** or **because** and another sentence. Write about yourself. Use commas when necessary.

I was late for work ... The copier broke ... I didn't turn on the microwave oven ...
... I couldn't make the copies ... we bought a new smoke detector.



Pair Work

Listen to the conversation between Mr. Curtiss and Sandra. Then practice it with a partner.

- Mr. Curtiss: Did you send the fax?
Sandra: No, I couldn't send it because the fax machine is broken.
Mr. Curtiss: What are you going to do?
Sandra: Well, the fax machine in the customer service department is working, so I could send it from there.
Mr. Curtiss: That's a good idea.



In Your Experience

In your notebook, start two sentences about machines at your workplace. Use the sentence starters from Exercise 4 to help you. Then exchange sentences with a partner. Use **so** and **because** and another sentence to complete your partner's sentences. Use commas when necessary. Share your completed sentences with another pair or with the class.

Reading for Real

Bob uses computers every day, but he wants to learn more about them. There are many sources of computer training in his community. Johnson City Community College has some one-day classes in using computers.

Computer Training

These one-day classes give adults fast, practical computer training for work or school. Each class is offered twice, once on Saturday, and once on Tuesday. Learners may sign up for any or all of the classes and do not need to take them in order.

Computers 1: Introduction to Personal Computers

Find out how to connect your computer and start it.

Find out how to perform simple repairs on your computer.

Saturday, November 16, 9:00 A.M. to 1:00 P.M.

Tuesday, November 19, 6:00 A.M. to 10:00 P.M.

Fee: \$12, for computer disks and supplies

Computers 2: Using a Computer at Work

Learn how to use a computer to type letters and other simple documents.

Saturday, November 23, 9:00 A.M. to 1:00 P.M.

Tuesday, November 6:00 A.M. to 10:00 P.M.

Fee: \$20, for computer disks, paper, and supplies

Computers 3: Internet Basics

In this class, you will learn to use the Internet to find information and to send e-mail.

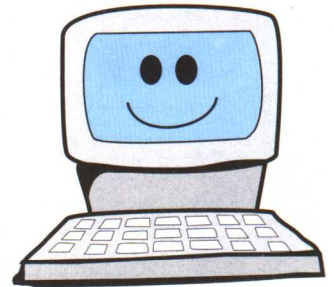
Saturday, November 30, 9:00 A.M. to 1:00 P.M.

Tuesday, December 3, 6:00 A.M. to 10:00 P.M.

Fee: \$15, for computer disks and supplies

practical

real life



Exercise 5 Bob's friends want to take computer classes too. Which class should each one take? Read the brochure again. Write Computers 1, Computers 2, or Computers 3 on the lines.

1. Carla has an old computer. She wants to find out how to fix it when it breaks.

2. Mustafa wants to send e-mail to his relatives in Morocco. _____
3. Frank needs to use a computer to write letters and forms at work.

4. Rosa is a teacher's aide. She wants to learn about the Internet so she can help the children use it. _____
5. Joe needs to take the least expensive class. _____
6. Kristina wants to know how to connect her new computer. _____



Talk About It

In a group, ask and answer these questions.

How can computer knowledge help you at work?
Which computer training class will help you at work?

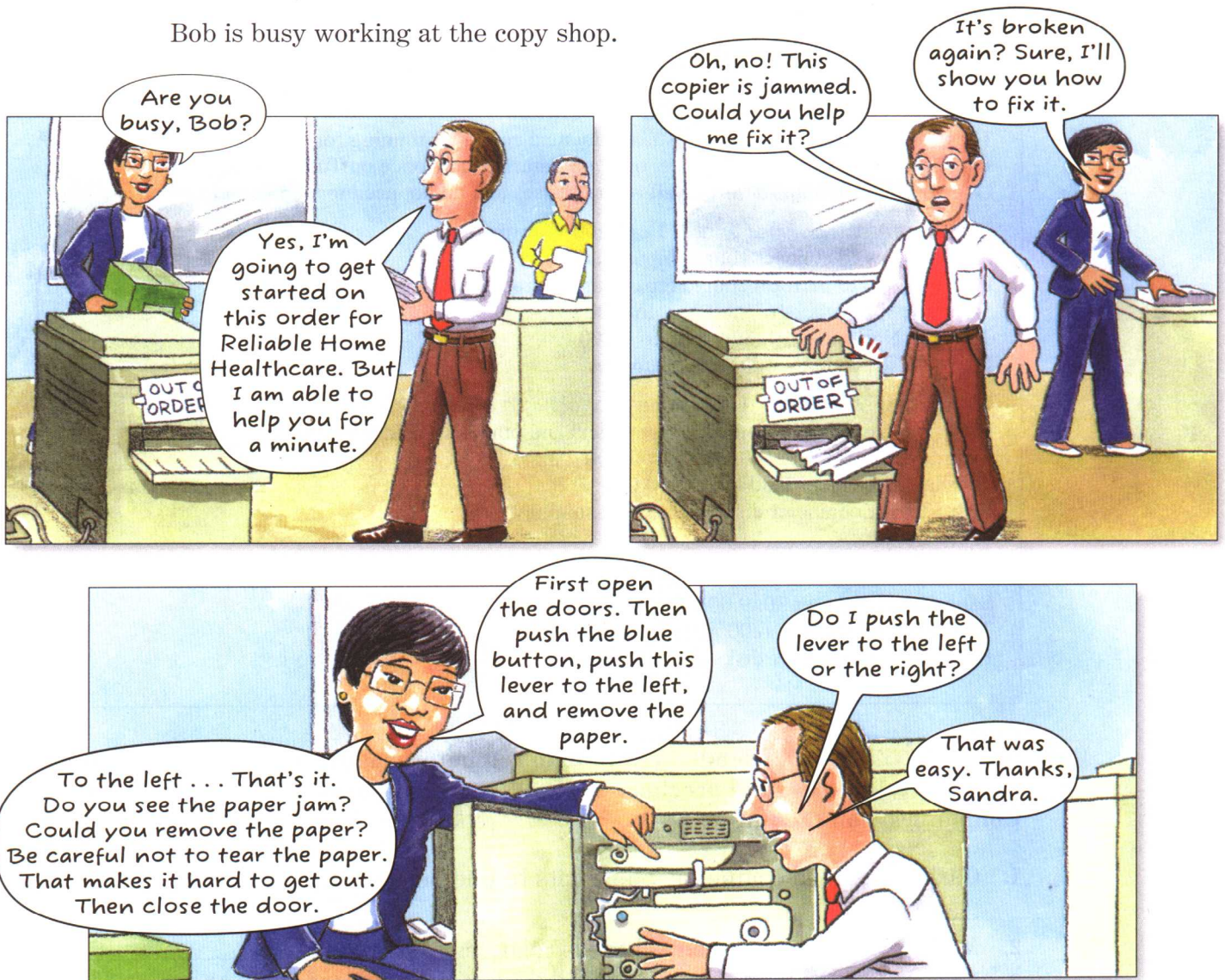




Scene 2: Conversation

Read the scene with a partner. Listen to the conversation and practice it together.

Bob is busy working at the copy shop.



Ask your partner the questions below. Share your answers with another pair or the class.

- | | |
|-------------|---|
| Facts | What is Bob doing? What's wrong with the copier? |
| Feelings | How does Bob feel? How do you know? |
| And You? | What do you do when machines aren't working at your job? |
| Comparisons | Who fixes machines at your workplace, you or a repair person? |

Your Turn

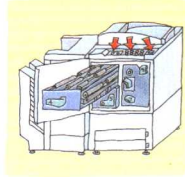
Now write or tell the story in your own words.

Vocabulary

Look at the pictures and read the words below with a partner. Talk about what the words mean. Use a dictionary if you need it.



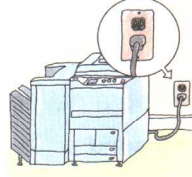
battery



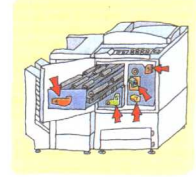
button



computer disk



cord



lever



jammed



to fix



to push

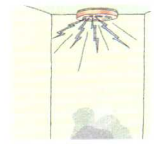
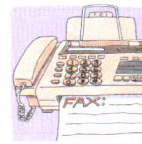
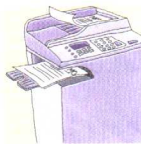
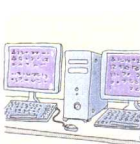
Exercise 6 Bob is ordering supplies for the copy shop. Complete the sentences. Write the correct word on the line. Use the words above to help you.

1. My radio isn't working. It needs a new _____.
2. Push the _____ to turn on the fax machine.
3. Copy the file to _____, then you can take it to another computer.
4. Sometimes paper becomes _____ in the computer printer.
5. In an emergency, _____ the door open.



Listening

Before You Listen Look at the pictures below. Name the machines. Which supplies do you use with these machines?



Exercise 7 Listen to the conversations at Speedy Copies. Write the name of the machine on the line. Then circle the supplies that people need.

- | | | | |
|----------|--------|---------|---------------|
| 1. _____ | cord | battery | computer disk |
| 2. _____ | button | battery | computer disk |
| 3. _____ | paper | lever | cord |
| 4. _____ | paper | lever | cord |
| 5. _____ | button | lever | battery |

After You Listen With a partner, compare your answers. Were you right about the supplies?



Talk About It

In a group, ask and answer these questions. Where do people keep supplies at work or at home. What happens if they run out of something important, such as batteries for smoke detectors?

SPOTLIGHT on Review Future with Be + Going To

I'm **going to copy** these letters.

You're **going to copy** these letters.

He's **going to use** the computer.

She's **going to use** the computer.

It's **going to need** a new battery.

We're **going to send** a fax.

They're **going to send** a fax.



I'm **not going to copy** these letters.

You're **not going to copy** these letters.

He's **not going to use** the computer.

She's **not going to use** the computer.

It's **not going to need** a new battery.

We're **not going to send** a fax.

They're **not going to send** a fax.

Questions

Am I **going to fix** the copier?

Are you **going to copy** these letters?

Is she **going to buy** new batteries?

Short Answers

Yes, you **are**./No, you **aren't**.

Yes, we **are**./No, we **aren't**.

Yes, she **is**./No, she **isn't**.

Use **be + going to + verb** to talk about future events that you expect to happen soon.

Exercise 8 Read about what Bob and Sandra are doing at work. Complete the sentences. Use **be + going to** and the verbs below.

- Bob 's going to make (make) copies.
- The copier is jammed. They _____ (fix) the copier.
- They _____ (work) together.
- Sandra _____ (tell) Bob how to fix the copier.
- She _____ (not open) the door of the copier. Bob will open it.
- He _____ (push) a button and turn a lever.
- Then he _____ (take out) the jammed paper.
- Bob _____ (not tear) the paper.
- Last, he _____ (close) the door.
- Sandra _____ (not call) the copier repair man.

Exercise 9 In your notebook, write sentences about what you are going to do at work or at home tomorrow. Write sentences about what you are not going to do tomorrow too. For example, write "I'm going to fix the old computer. I'm not going to buy a new computer."

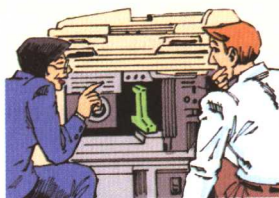


Talk About It

In a group, take turns asking and answering questions about what you are going to do tomorrow. Use the sentences from Exercise 9 to help you. How many people are going to do the same things?

SPOTLIGHT on Review Future with Will

I'll **help** Bob fix the copier.
 You'll **help** Bob fix the copier.
 He'll **find** some paper.
 She'll **find** some paper.
 It'll **go off** if there's a thief.
 We'll **buy** a new disk.
 They'll **buy** a new disk.



I **won't help** Bob fix the copier.
 You **won't help** Bob fix the copier.
 He **won't find** some paper.
 She **won't find** some paper.
 It **won't go off** if there's a thief.
 We **won't buy** a new disk.
 They **won't buy** a new disk.

Will you **make** these copies?
Will they **call** the copier repair service?

Yes, I **will**. / No, I **won't**.
 Yes, they **will**. / No, they **won't**.

Use **will + verb** to talk about events in the future, promises and plans, or to make a polite request or a refusal.

Exercise 10 Complete the sentences about things Bob and Sandra plan to do. Use **will** or **will not** and the verbs below.

1. She _____ **'ll help** _____ (help) Bob repair the copier.
2. She _____ (show) Bob how to open and close the shop.
3. Bob _____ (learn) to use the computer.
4. He _____ (buy) supplies for the shop.
5. She _____ (become) assistant manager in a year.
6. She _____ (not hire) a new employee.
7. He _____ (not train) the new employee.
8. They _____ (get) raises next year.

Exercise 11 In your notebook, write sentences about things you plan to do in the next 5 years. Use future with **will**. For example, write "In five years I will be a manager. I won't have to work nights."



Pair Work

Listen to the conversation between Bob and Sandra. Then practice it with a partner.

Sandra: At this job you'll need to use the computer every day.
 Bob: What will I have to use it for?
 Sandra: You'll order a lot of supplies on the computer.
 Bob: What else will I do with it?
 Sandra: You could use it to type memos to the employees.



Talk About It

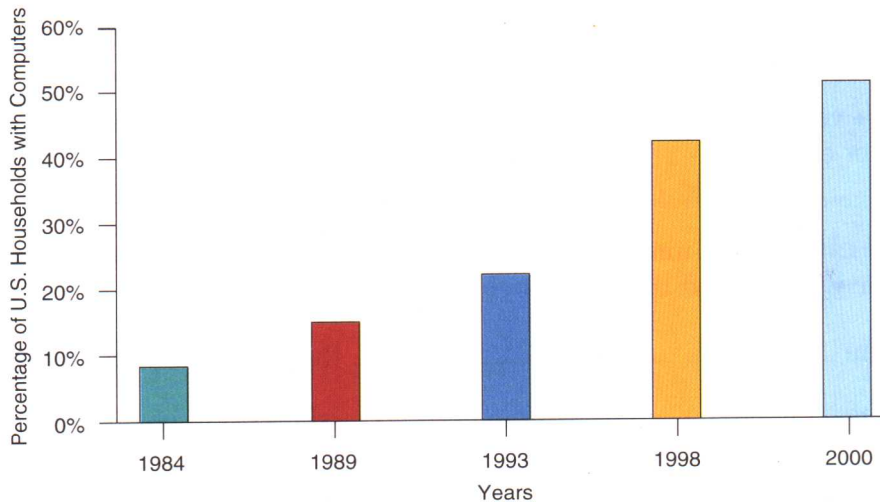
In a group, ask and answer these questions. What are your plans for the next five years? What will happen to you? Who has the most interesting plans in your group? Share your answers with the class.

Understanding Bar Graphs

Bob saw this graph about computers in the company newsletter. A government study showed the percentage of U.S. homes that had computers from 1984 to 2000.

With a partner, look over the graph. Did the number of homes with computers go up or down?

U.S. Homes with Computers 1984–2000



Exercise 12 Bob isn't sure he understands the information in the graph. In your notebook, answer his questions about the graph.

1. Who found this information?
2. Is the information about the world or only the United States?
3. Is the information about the number of computers or the cost of computers?
4. What percentage of homes had computers in 1984?
5. When did 22 percent of homes have computers?
6. What percentage of homes had computers in 2000?
7. Why is the number of computers growing so rapidly?
8. What percentage of homes do you think will have computers in 2010?



Talk About It

In a group, find out how many learners use a computer at work, at home, and at the library. Write the answers you hear. Next, make a bar graph to show the results. Follow the example below. Use information from all the graphs to create a class graph.

