

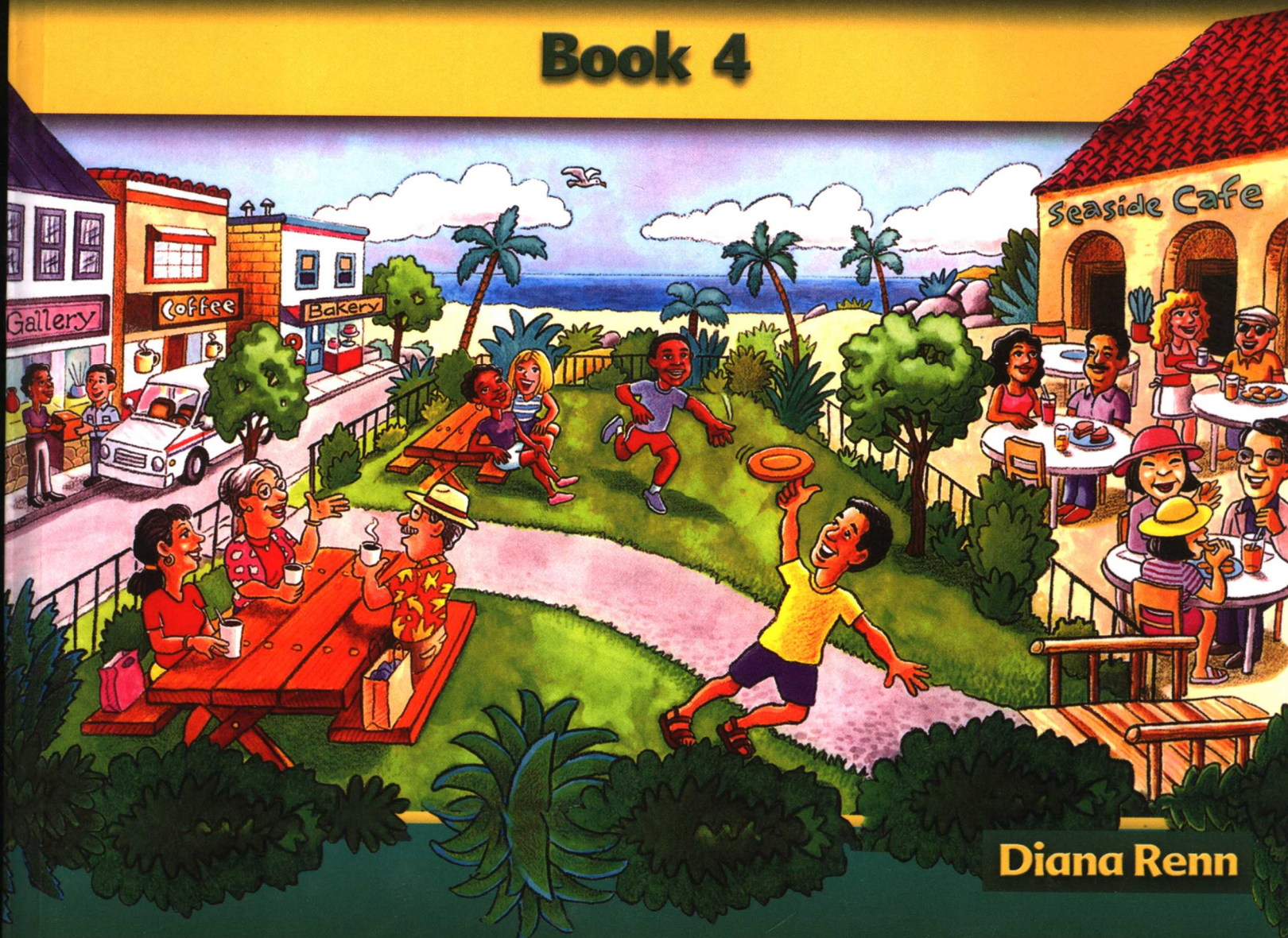
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Education

# 今日美语

## Contemporary English

### Book 4



Diana Renn

Mc  
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Diana Renn

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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美国国家级和州级标准：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。

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## 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个方面。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（Listening）**部分，这部分包括一些听前和听后练习。**听力**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 4 (内容与顺序: 第4册)

Unit 单元	Vocabulary 词汇	Grammar 语法	Language Functions 语言功能
<b>1</b> <b>Looking for the Right Job</b> 寻找适合自己的工作 Pages 2-13	<ul style="list-style-type: none"> <li>• Employment 就业</li> <li>• Résumé 简历</li> <li>• Application 申请</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review:</b> Present perfect 现在完成时</li> <li>• <b>Review:</b> Present perfect progressive with <i>for</i> and <i>since</i> 含<i>for</i>和<i>since</i>的现在完成进行时</li> <li>• <b>Recycle:</b> Past time expressions 过去时间表达法</li> <li>• <b>Present:</b> Tag questions 反意疑问句</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about present and future jobs 谈论现在与将来的工作</li> <li>• Discuss qualifications for employment 讨论从业资格</li> <li>• Role-play a job interview 角色扮演对话: 求职面试</li> </ul>
<b>2</b> <b>Transportation Ups and Downs</b> 交通的喜与忧 Pages 14-25	<ul style="list-style-type: none"> <li>• Travel 旅游</li> <li>• Accidents 事故</li> <li>• Automobile Insurance 汽车保险</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review:</b> Past perfect 过去完成时</li> <li>• <b>Review:</b> Present perfect and past perfect 现在完成时和过去完成时</li> <li>• <b>Recycle:</b> Simple past 一般过去时</li> <li>• <b>Present:</b> Reported speech 间接引语</li> </ul>	<ul style="list-style-type: none"> <li>• Use reported speech 使用间接引语</li> <li>• Discuss automobile insurance 讨论汽车保险</li> <li>• Talk with a partner about your travel experiences 和同伴谈自己的旅行经历</li> </ul>
<b>3</b> <b>Helping People in Need</b> 帮助需要帮助的人 Pages 26-37	<ul style="list-style-type: none"> <li>• Natural disasters 自然灾害</li> <li>• Charity 慈善事业</li> <li>• Damages 损坏</li> <li>• Volunteer work 志愿服务</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recycle:</b> Direct and indirect objects 直接宾语和间接宾语</li> <li>• <b>Present:</b> Passive voice 被动语态</li> <li>• <b>Present:</b> Real present conditionals 真实现在条件句</li> <li>• <b>Present:</b> Unreal present conditionals 非真实现在条件句</li> </ul>	<ul style="list-style-type: none"> <li>• Report your experiences at a volunteer organization 讲述自己参加志愿者组织的经历</li> <li>• Talk about natural disasters 谈论自然灾害</li> <li>• Discuss how people volunteer in China 讨论在中国人们是如何提供志愿服务的</li> </ul>
<b>4</b> <b>Alternative Medicine and Healthy Living</b> 非主流疗法与健康生活 Pages 38-49	<ul style="list-style-type: none"> <li>• Medicine 医药</li> <li>• Side effects 副作用</li> <li>• Medical conditions 医疗条件</li> <li>• Health insurance 健康保险</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review:</b> Gerunds and polite questions 动名词与礼貌问句</li> <li>• <b>Review:</b> Infinitives and polite questions 不定式与礼貌问句</li> <li>• <b>Recycle:</b> Modals of advice and necessity 表示建议和必要性的情态动词</li> <li>• <b>Present:</b> Using gerunds vs. infinitives 动名词与动词不定式的用法比较</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss alternative medicine 讨论非主流疗法</li> <li>• Ask and answer questions about health care 询问并回答有关医疗保健的问题</li> <li>• Role-play a conversation between a doctor and a patient 角色扮演对话: 医生与患者</li> </ul>
<b>5</b> <b>Entertainment and the Arts</b> 娱乐与艺术 Pages 50-61	<ul style="list-style-type: none"> <li>• Performances 演出</li> <li>• Exhibits 展品</li> <li>• Events 活动</li> <li>• Entertainment 娱乐</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review:</b> Present participles as adjectives 现在分词作形容词</li> <li>• <b>Recycle:</b> Tag questions 反意疑问句</li> <li>• <b>Recycle:</b> Simple past 一般过去时</li> <li>• <b>Present:</b> Past participles as adjectives 过去分词作形容词</li> <li>• <b>Present:</b> Past and present participles as adjectives 过去和现在分词作形容词</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the amount of money you spend on entertainment 讨论自己在娱乐方面的花费</li> <li>• Tell what types of entertainment you enjoy 谈自己所喜爱的娱乐方式</li> <li>• Ask and answer questions about what you've done for fun recently 就自己最近的娱乐活动进行问答</li> </ul>
<b>6</b> <b>Our Environment</b> 我们的环境 Pages 62-73	<ul style="list-style-type: none"> <li>• Pollution 污染</li> <li>• Environment 环境</li> <li>• Conservation 保护环境</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recycle:</b> Participles as adjectives 分词作形容词</li> <li>• <b>Recycle:</b> Modals of advice and necessity 表示建议和必要性的情态动词</li> <li>• <b>Present:</b> Relative clauses with <i>who</i> <i>who</i>引导的关系从句</li> <li>• <b>Present:</b> Relative clauses with <i>which</i> and <i>that</i> <i>which</i>和<i>that</i>引导的关系从句</li> <li>• <b>Present:</b> Word order in relative clauses 关系从句中的词序</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how you would like to help the environment 讲讲自己想如何帮助保护环境</li> <li>• Personify the role of an environmental activist 扮演环境保护活动家的角色</li> <li>• Role-play an interview between a reporter and someone who lost their job 角色扮演对话: 记者与失业者</li> </ul>
<b>7</b> <b>Investing in the Future</b> 为未来投资 Pages 74-85	<ul style="list-style-type: none"> <li>• Interest 利息</li> <li>• Credit/Debit 借贷</li> <li>• Investments 投资</li> <li>• Mortgages 抵押</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recycle:</b> Relative clauses 关系从句</li> <li>• <b>Recycle:</b> Future tense 将来时</li> <li>• <b>Present:</b> Verb + object + infinitive “动词+宾语+ 动词不定式”结构</li> <li>• <b>Present:</b> Embedded questions 嵌套问句</li> <li>• <b>Present:</b> Embedded yes/no questions and infinitives 嵌套一般疑问句与动词不定式</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about applying for a loan 询问并解答申请贷款的问题</li> <li>• Ask for and give advice about different types of investments 询问不同投资方式并提出建议</li> <li>• Talk about future plans 谈论未来的计划</li> </ul>
<b>8</b> <b>Getting Help in the Community</b> 享受社区服务 Pages 86-97	<ul style="list-style-type: none"> <li>• Discipline 管束</li> <li>• Counseling 咨询服务</li> <li>• Therapy 治疗</li> <li>• Emotions 情感</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recycle:</b> Gerunds and infinitives 动名词与动词不定式</li> <li>• <b>Present:</b> Time clauses 时间状语从句</li> <li>• <b>Present:</b> Clauses of cause and effect 因果状语从句</li> <li>• <b>Present:</b> Clauses of opposition 对立从句</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss stress and how it affects daily life 讨论压力及其对日常生活的影响</li> <li>• Role-play a counselor and a person in a support group 角色扮演对话: 咨询师与咨询人</li> </ul>
<b>9</b> <b>Keeping Up with Technology</b> 与科技共进步 Pages 98-105	<ul style="list-style-type: none"> <li>• Technology 技术</li> <li>• Voicemail 语音信箱</li> <li>• Online 上网</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review:</b> Real and unreal present conditionals 真实现在条件句与非真实现在条件句</li> <li>• <b>Recycle:</b> Imperatives 祈使句</li> <li>• <b>Recycle:</b> Modals of probability 表示可能性的情态动词</li> <li>• <b>Present:</b> Unreal past conditionals 非真实过去条件句</li> <li>• <b>Present:</b> Wish clauses <i>wish</i>从句</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss whether or not people should use personal technology devices at work 讨论是否应该把个人的设备用于工作</li> <li>• Talk about common problems with technology 谈技术设备常出现的问题</li> </ul>



## Graphic Literacy

### 使用图表能力

- Read and analyze a pie chart  
阅读、分析饼图
- Create a pie chart showing sources of employment information  
制作一个饼图，显示就业信息的来源情况
- Use a timeline to understand chronology of events 用时间线来表示事件发生的顺序
- Read and analyze a map and key  
阅读、分析一张地图及其图例
- Create a map and key showing pricing information 制作一张地图及其图例来表示机票的价格
- Read and analyze a bar graph  
阅读、分析柱形图
- Create a bar graph to show volunteer activity  
制作一个柱形图，说明志愿服务的活动内容
- Create an idea map of volunteer activities  
制作一个思维导图来说明志愿者的活动内容
- Read and analyze a double bar graph about health coverage  
阅读、分析一个说明健康保险保障范围的双柱图
- Create a double bar graph to show health coverage information  
制作一个双柱图，说明健康保险的保障范围
- Create a T-chart to survey health insurance information 制作一个T形表，调查健康保险情况
- Read and interpret a bar graph 阅读、解读柱形图
- Create a bar graph showing entertainment expenses  
制作一个柱形图，表示娱乐方面的花费
- Create an idea map using community information questions  
根据询问社区娱乐活动信息的问题制作一个思维导图
- Read and analyze a bar graph 阅读、分析柱形图
- Create a bar graph showing class information on garbage vs. reuse 制作一个柱形图来表示班上同学产生的垃圾种类及其再利用的情况
- Create an idea map on environmental problems and solutions 就环境问题及其解决办法画一个思维导图
- Read and analyze pictographs 阅读、分析象形图
- Create a pictograph to show class investment information  
制作一个象形图来显示班上同学的投资情况
- Create a word map to learn new investment vocabulary  
制作一个词汇分类图，学习投资相关词语
- Read and analyze a line graph  
阅读、分析曲线图
- Create a line graph to show causes of stress  
制作一个曲线图来表示压力形成的原因
- Create a T-chart to understand cause and effect  
制作一个T形表来表示因果关系
- Read and analyze a bar graph  
阅读、分析柱形图
- Create a bar graph about how computers are used at home and at work  
制作一个柱形图来说明计算机在家庭中以及在工作中的使用情况

## Problem-Solving

### 解决问题

- Discuss ways to overcome disappointment while job searching  
讨论找工作时如何克服失望情绪
- Practice responding to a traffic accident  
练习在遇到交通事故时应该怎么办
- Read about how to lower automobile insurance  
阅读关于如何降低汽车保险费的说明材料
- Talk about the problem of volunteer work not being publicized  
谈论对志愿服务工作宣传不够这一问题
- Express ideas about how to help in a disaster  
就在灾难发生时如何提供帮助谈自己的看法
- Resolve a problem with a medical bill  
解决医疗账单上的一个问题
- Solve the problem of budgeting for entertainment expenses  
解决娱乐费用的预算问题
- Debate about what employees should do if their company pollutes 就“如果公司污染环境，雇员该怎么办”这一话题展开辩论
- Write a letter about an environmental problem you want to solve 就自己想解决的一个环境问题写一封信
- Devise a plan for starting your own small business  
写一个自己的创业方案
- Choose appropriate investments for your goals  
为你的目标选择合适的投资方式
- Find solutions to child behavior problems  
找出纠正儿童不良行为的办法
- Offer advice for family problems  
为如何解决家庭中的问题提出建议
- Ask for and give advice on a specific problem you have had using technology  
就自己在使用技术设备方面所遇到的具体问题进行咨询并提出建议

## Community Involvement

### 深入社会

- Research information about local employment resources  
就当地的就业资源信息进行调研
- Locate and contact travel agencies and ask for information  
挑选旅行社，与之联系并询问相关信息
- Plan a volunteer activity in your community  
在自己的小区计划组织一次志愿服务活动
- Write a letter about volunteer work in your community  
写一封信，说说自己小区的志愿服务活动
- Locate and visit at least one alternative medicine treatment center in your community  
选择并探访至少一个自己所在地区的非主流疗法诊所
- Use community resources to find free or inexpensive entertainment that you want to attend as a group  
利用本地区资源寻找自己小组想看的免费或便宜的娱乐节目
- Collect information about various recycling programs in your community  
收集自己小区废品回收利用方法的信息
- Call/Visit a bank to learn about various loan programs  
打电话或去银行咨询贷款种类
- Research several types of counseling centers within your community  
调查自己所在地区几种不同的咨询服务中心
- Report detailed information on the accessibility of community counseling centers  
汇报自己所在地区咨询服务中心的详细情况
- Conduct local consumer-related research on a technology product  
就与当地消费者有关的技术产品做一项调查

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**Education**

# 今日美语

## Contemporary English

### Book 4

江苏工业学院图书馆  
藏书章

**Diana Renn**

靳存现 译



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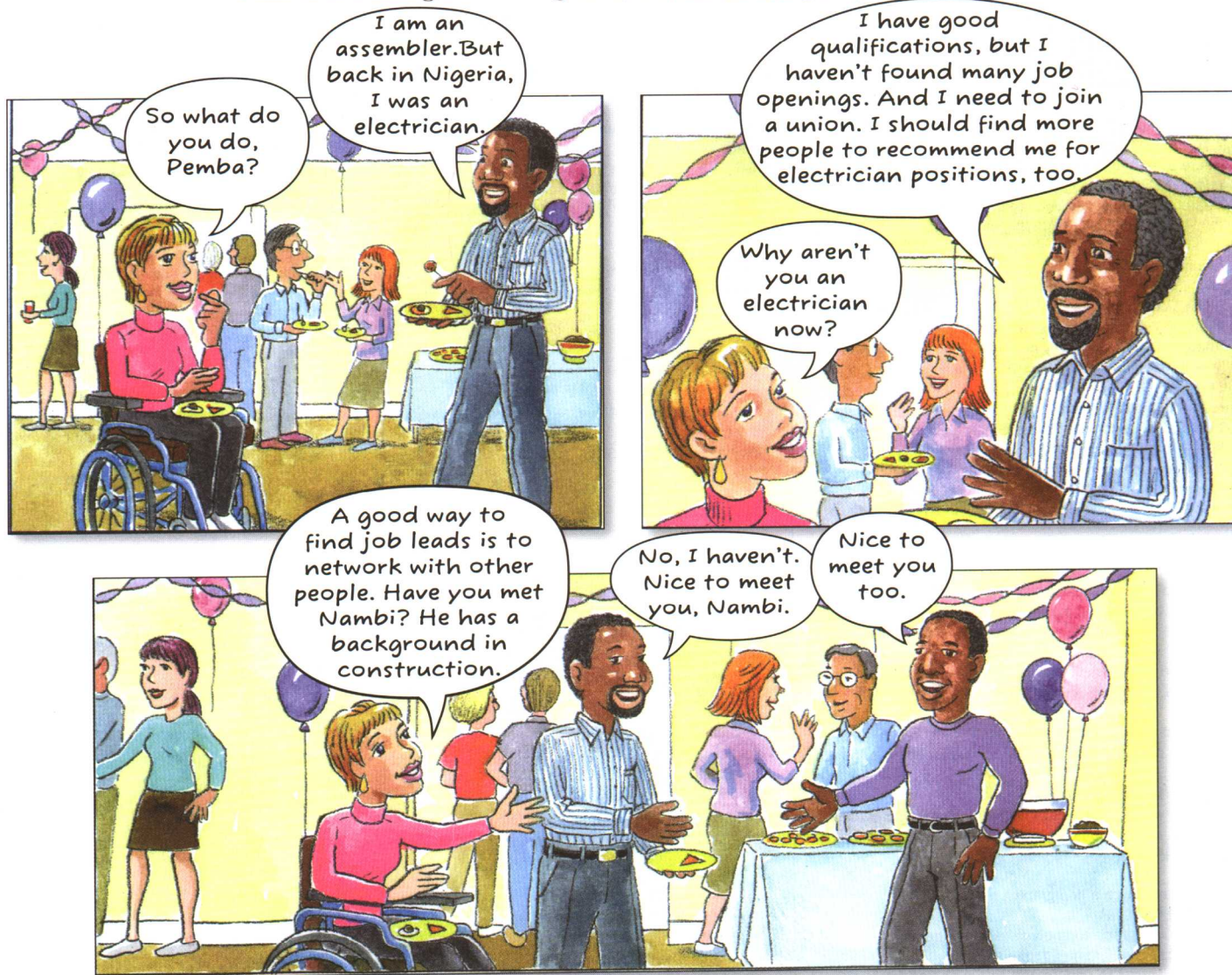
# Unit 1 Looking for the Right Job



## Scene 1: Conversation

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

Pemba is talking to his neighbor, Susan, at her party.



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

Facts

What's the problem? What are Pemba and Susan talking about?

Feelings

How does Pemba feel?

And You?

Do you have a job? What do you do?

Comparisons

Is it easier to find a good job in China than it is in the U.S.? Why?

Actions

What should Pemba do? What do you think will happen next?

### Your Turn

Now write or tell the story in your own words.



## Vocabulary

Look at the picture and read the words below with a partner. Are there any words you know? Look up the words in a dictionary and write the meanings in your notebook.

apprenticeship  
background  
human resources

job lead  
position  
training

to join  
to network  
to recommend  
(someone)

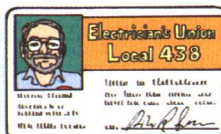
**certificate**  
an official paper  
from a school or  
professional  
organization

### Your Words

---



---



union

**Exercise 1** During his job search, Pemba hears some words he doesn't understand. Match the job search words in Column A with the meanings in Column B. Write the letter.

#### COLUMN A

1. e union
2. \_\_\_\_\_ to recommend (someone)
3. \_\_\_\_\_ position
4. \_\_\_\_\_ to network
5. \_\_\_\_\_ background
6. \_\_\_\_\_ to join

#### COLUMN B

- a. to talk to people about finding jobs
- b. to belong to; to become a part of
- c. skills and qualifications necessary for a job
- d. to say good things about someone for a job
- e. an organization that helps workers
- f. a job



## Listening

**Before You Listen** Read the information below about the three phone calls that Pemba makes. What do you think Pemba will learn from each call?

**Exercise 2** Listen to Pemba making some phone calls to find a new job. In your notebook, write the information Pemba learns from each call.

1. Pemba calls about joining the Electrician's Union.  
How can Pemba join the Union? What program can Pemba enroll in?
2. Pemba networks by calling his new friend, Nambi, from Susan's party.  
How does Nambi help Pemba? Who should Pemba call about the job?
3. Pemba calls Century Construction to ask for an interview.  
What position is available? Why is it important for Pemba to have a background in residential work?

**After You Listen** With your group compare your answers. Were you right about what Pemba learned? Do you think Pemba will get the job? Why or why not?

### Talk About It

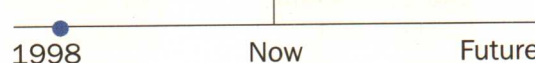
**In a group, ask and answer these questions.** What job do you have or want to have? Where have you found job leads? Do you network with others, read the newspaper, or go directly to businesses?



## SPOTLIGHT on Review Present Perfect

Use the simple past to talk about things that happened at a specific time in the past. You can use time words like **yesterday, last month, in 1998, three years ago.**

I **worked** in a factory **in 1998.**



Use the present perfect (**have (+not) + past participle**) to talk about things that happened at some time in the past and that still affect the present. The time is not specific, and the action could be something that happened one time or several individual times. Time words often used with present perfect are **several/many/a few times, already** (in affirmative statements and questions) and **yet** (in questions and negative statements).

She **has already sent** the faxes.

She **hasn't sent** the faxes **yet.**



Use present perfect to show that something happened in the past and can happen again in the future. Time words often used are **before** and **in the past.**

I **have worked** in a factory **before.**

### Grammar Tip

Time words tell us if the time in the past is specific or not.

**Incorrect:** I have taken a computer class in 1998. I took a computer class before.

**Exercise 3** Pemba listed what he has and has not done to prepare for the job he wants. Complete the list with the present perfect or simple past of the given verb.

What I have done: I (1) work have worked as an electrician before.

I (2) do \_\_\_\_\_ wiring in homes and businesses before.

I (3) earn \_\_\_\_\_ an Electrician's Certificate in 1995.

What I haven't done: I (4) have \_\_\_\_\_ a position working as an

electrician in the U.S. I (5) join \_\_\_\_\_ a union yet. I (6) never enroll

\_\_\_\_\_ in an apprenticeship program.

**Exercise 4** Think of a job you want. In your notebook, write what you have and have not done to prepare. For example, write, "I have talked to people with general office experience. I haven't looked on the Internet for job openings."



### Pair Work

Listen to the conversation between Jay, the Human Resources Manager at Century Construction, and Pemba. Then practice it with a partner.

- Jay: Hi, Pemba. I'm Jay Neilson. Why don't you tell me about your background?  
 Pemba: Most recently, I've done factory work. But I've worked as an electrician before. I ran electrical wires in homes and businesses in Nigeria.  
 Jay: I see. Have you ever worked with computerized equipment?  
 Pemba: No, I haven't, but I'm a very fast learner.  
 Jay: Well, thank you for coming in, Pemba. I'll get back to you next week.

**I'll get  
back to  
you.**

**I'll call and  
tell you my  
decision.**



### Your Turn

With a partner, role-play an interview between someone applying for a job and a human resources manager. Use questions with "Have you ever . . . ?" Use the present perfect and words from this unit. Share your interview with the class.

## Reading for Real

Pemba received a résumé do's and don'ts list from a classmate at Charleston Adult School. Pemba has already written his résumé, but now is thinking about making some changes to it.

**"Employers should not ask about your age, race, religion, ethnic origin or marital status. It's illegal!"**

Pemba Ibo  
1204 Cedar Drive, Apt. 3B  
Charleston, SC 29410  
(395) 555-6294.  
E-mail: Pemba\_Ibo@hipmail.com

Marital Status	Single
Objective	A position as an assistant electrician
Qualifications	Two years of experience as an electrician <ul style="list-style-type: none"> <li>➤ Nine months of factory experience</li> <li>➤ Dependable and hardworking</li> </ul>
Experience	Assembler
March 2000 to present	Cinch Office Supply (Charleston, SC) <ul style="list-style-type: none"> <li>➤ Received promotion from packer to assembler</li> <li>➤ Drove a truck</li> </ul>
1996–1999	Electrician
	Porto Novo Electric Lagos (Nigeria) <ul style="list-style-type: none"> <li>➤ Did wiring in homes and businesses</li> <li>➤ Trained new employees</li> </ul>
Education	English Classes, Charleston Adult School (Charleston, SC)
May 2000 to present	
1995	Electrician's Certificate (Lagos Technical Institute, Nigeria)
Hobbies	Running, watching movies, collecting stamps
References	Available upon request

### DO

- ✓ Write only one page.
- ✓ List only your qualifications for the job you want.
- ✓ List dates of employment and education.
- ✓ Look carefully for mistakes!

### DON'T

- ✓ Include personal information such as hobbies or marital status.
- ✓ State why you are leaving your job or give negative information.
- ✓ List references. Write "References available upon request."
- ✓ Give false information about your experience or qualifications.

**Exercise 5** Pemba has decided to change his résumé. Read the list and Pemba's résumé again. Answer the questions in your notebook. Then compare answers with a partner.

1. What was Pemba's first job?
2. What kind of job does Pemba want?
3. What qualifications does Pemba say he has?
4. Does Pemba's résumé follow all the do's and don'ts? What should he change?
5. How can Pemba's factory work background help him get the job he wants?
6. What kinds of references do you think Pemba can give?

## In Your Experience

**Write your own résumé.** Exchange résumés with a partner and make corrections.



### Talk About It

**In a group, imagine you work for an employment agency.** Read and talk about the résumés of everyone in your group. What are the people's backgrounds? What are the people's best qualifications? What job would you recommend them for?







## Scene 2: Conversation

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

Pemba is talking with a job counselor at the adult school where his classes are.



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

Facts	What's the problem? What is Pemba talking about?
Feelings	How does he feel?
And You?	Have you ever felt the way Pemba does?
Comparisons	How do people find jobs in China? How is it different from looking for jobs in the United States?
Actions	What do you think Pemba should do? What do you think will happen next?

### 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. Are there any words you know? Look up the words in a dictionary and write the meanings in your notebook.



newsletter



classified advertisements (ads)



to advance

applicant  
candidate  
performance  
reviews

filled  
motivated  
reliable  
to switch

**Exercise 6** Use the words above to complete the sentences about Pemba's job search. Look for clues in the sentences to help you choose the best word.

- Human resources managers often tell Pemba: "I'm sorry, but that position has already been \_\_\_\_\_."
- Pemba really wants to find a new job. He is very \_\_\_\_\_ to do a good job search.
- Pemba feels he is a good \_\_\_\_\_ for an electrician job because he has worked as an electrician in the past and he is a fast learner.
- He also feels he is a \_\_\_\_\_ worker. People at work know Pemba always comes to work on time, and they can depend on him to finish his work.
- Pemba finds a job listing in his company \_\_\_\_\_, *Factory Facts*.



## Listening

**Before You Listen** Read the questions below about Pemba's interview with Roger. What do you think Roger will ask Pemba? What should Pemba say?

**strengths**  
things you do well

**weaknesses**  
things you need to make better

**Exercise 7** Listen to Pemba's interview with Roger, the Maintenance Director. Circle the letter that best answers each question below.

- How does Roger know that Pemba wants to switch jobs?
  - Roger networked at a party.
  - Pemba sent Roger a résumé.
  - The human resources director told him.
- Where did Pemba see the job listing for the assistant electrician position?
  - a classified ad in a newspaper
  - a company newsletter
  - an employment agency
- What is one of Pemba's strengths?
  - good performance reviews
  - factory work in the U.S.
  - maintenance work in the U.S.
- What weakness does Roger worry about?
  - Pemba works in another department.
  - Pemba has to speak English a lot.
  - Pemba's religion is an important qualification for this job.

**After You Listen** With a partner, compare your answers. What other things could Roger have asked? What questions could Pemba have for Roger?

## Your Turn

With a partner, talk about finding the kind of job you really want. Where do you want to work? What do you want to do?



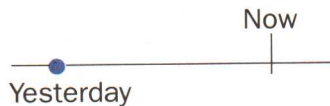
## SPOTLIGHT on Review Present Perfect Progressive

Use the present perfect progressive (**have + been + present participle**) to talk about experiences that started in the past and are still continuing.

Compare the present perfect progressive with the present perfect and simple past:

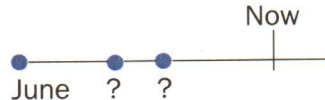
Simple Past

I **had** an interview yesterday.



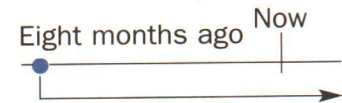
Present Perfect

I've **had** three interviews since June.



Present Perfect Progressive

I've **been looking** for a new job for eight months.



**For** describes a period of time (eight months, two years, five hours). **Since** describes a specific starting point (March 17, 1990, 2:00 PM.). You can use **for** and **since** with the present perfect and the present perfect progressive.

### Grammar Tip

With some verbs (**like, live, work, study, teach**), you can use either present perfect or present perfect progressive. The meaning is the same. With other verbs, present perfect progressive is used to express how long an activity has been in progress. For example: **I have read five books in English. / I have been reading books in English for one year.**

**Exercise 8** Pemba has written an e-mail to his friend Charles. Complete the letter with the present perfect progressive of the given verb.

From: Pemba\_Ibo@hipmail.com

To: Charles\_Johnston@calstatecollege.edu

Dear Charles,

I (1) think have been thinking about you for a long time.

How do you like California? We miss you at the factory. I (2) look \_\_\_\_\_ for a job for the past few weeks. I (3) read \_\_\_\_\_ classified ads every day, but I (4) not network \_\_\_\_\_ as much as I should. I (5) practice \_\_\_\_\_ interviewing skills. This job change is very important to me. I (6) live \_\_\_\_\_ in this country for almost a year, and it's time for me to get a better job. I hope you are doing well. Send some news! —Pemba

**Exercise 9** With a partner, ask and answer questions about your life in this city. Use **for** or **since**. For example, ask, "How long have you been living in this city? How long have you been working?" Share your partner's answers with the class. For example, say, "Yumi has been working at a restaurant for six months."



### In Your Experience

In your notebook, make a calendar by listing each month of the year. Write important things that have happened in your life. Then write a letter to a friend. Tell him or her about what has been happening. Use simple past, present perfect, and present perfect progressive. Share your letter with a group or the class.

## SPOTLIGHT on Tag Questions

Use tag questions when you think you know the answer, but you want to be sure. If the verb is affirmative, the tag question is negative. If the verb is negative, the tag question is affirmative. If the first part uses **be**, repeat this verb in the tag question + the subject.

You're an assembler,  
She **wasn't** laid off,

**aren't** you?  
**was** she?

If the verb in the first part is in the simple present, use **do**, **don't**, **does**, or **doesn't** + the subject. If the verb in the first part is in the simple past, use **did** or **didn't** + the subject.

You **work** at Cinch Factory now,  
He **didn't** get a raise last week,

**don't** you?  
**did** he?

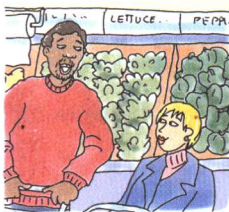
Repeat the **auxiliary** or the **modal** if one is used in the first part.

You've been working at Cinch for nine months,  
I **should** work some overtime,

**haven't** you?  
**shouldn't** I?



**Exercise 10** A few weeks after Susan's party, Pemba sees Susan at the grocery store. Complete their conversation with question tags and short answers.



Susan: Hi, Pemba! What a nice surprise to see you here! You're still living on Cedar Drive, aren't you?

Pemba: Yes, \_\_\_\_\_. I really like the neighborhood.

Susan: The last time I talked to you, you were looking for a new job, \_\_\_\_\_? You talked to my friend Nambi, \_\_\_\_\_?

Pemba: Yes, \_\_\_\_\_. Thanks a lot. He had a good job lead, but I didn't get the job.

Susan: That's too bad. You haven't lived in Charleston very long, \_\_\_\_\_?

Pemba: No, \_\_\_\_\_. It's very different from Nigeria, but I really like it. You're not originally from Charleston, \_\_\_\_\_?

Susan: No, \_\_\_\_\_. I'm from Boston. I moved here for a new job two years ago.

**Small talk** is polite conversation about the weather and unimportant things. Americans use small talk to find something to say, often to people they do not know very well.

**Exercise 11** What do you know about people in your class? In your notebook write 10 tag questions to confirm information from different students. For example, write, "Question for Maria: You work in a hotel, don't you? Question for Lee: You have two sons, don't you?"



### Talk About It

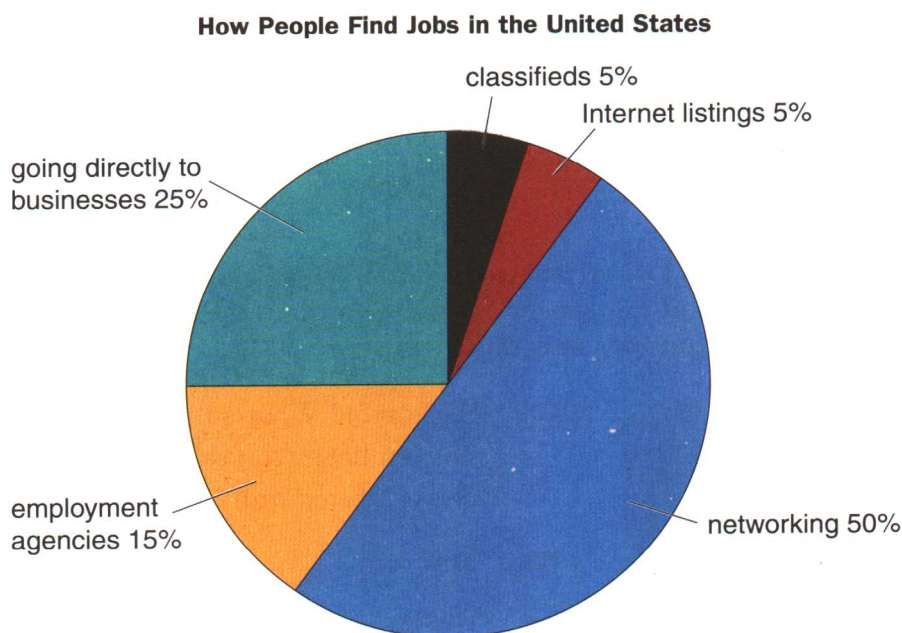
**Your class is having a party.** Walk around the room and talk to as many people as you can. Use tag questions from Exercise 11 to make small talk.



## Understanding Pie Charts

Pemba has tried many ways to find a new job. He sees this pie chart on a bulletin board in his job counselor's office. It shows the results of a study about how people found jobs. A pie chart shows percentages for different categories of information. It helps people see the information and understand it quickly.

**With a partner, look over the pie chart. What ways have you looked for jobs? What percentage of Americans on the chart have used the same way(s) you did?**



**Exercise 12** Pemba has some questions about the pie chart for his job counselor. In your notebook, answer the questions about the pie chart.

1. What is the most popular way to find a new job?
2. What percentage of people found jobs by using newspapers and the Internet?
3. How many people found jobs by going directly to a company to ask about job openings?
4. How do fifteen percent of people living in the United States find jobs?
5. Are the chances of finding a job better by looking on the Web or using an employment agency?
6. What percentage of people have tried to find a new job the same ways Pemba did?
7. What do you think? Why do more people find jobs by talking to people?
8. From the chart, what can you conclude about finding jobs in the United States?



### Talk About It

**In a group, find out how people have found jobs in the past and what they think is the best way to find a job.** Write the answers you hear. Next, make two pie charts to show the results. Follow the example above. Use information from all the charts to create two class charts. Are your group's results the same as the class results? Are they different?