

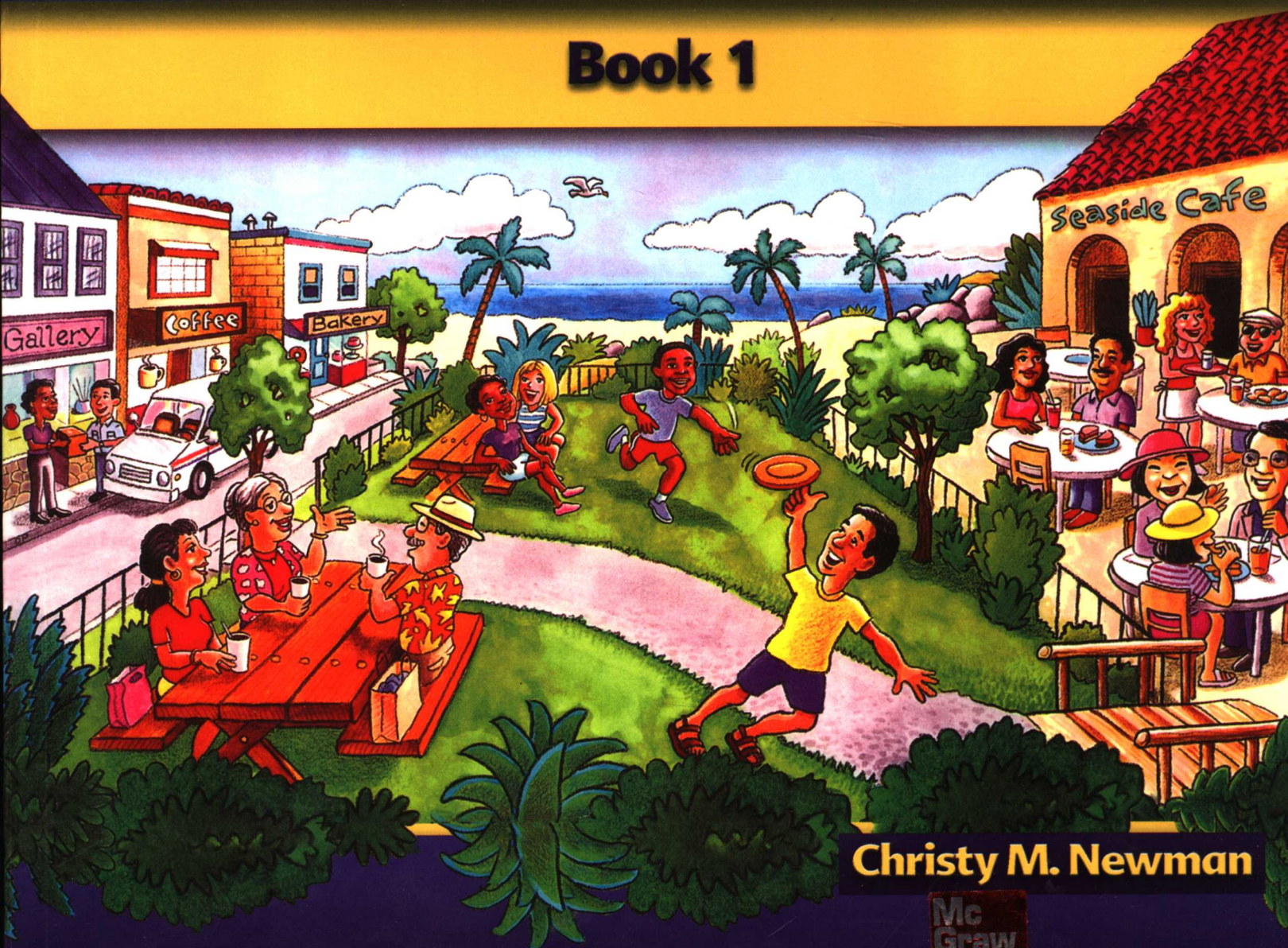
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Education

今日美语

Contemporary English

Book 1



Christy M. Newman



北京语言大学出版社
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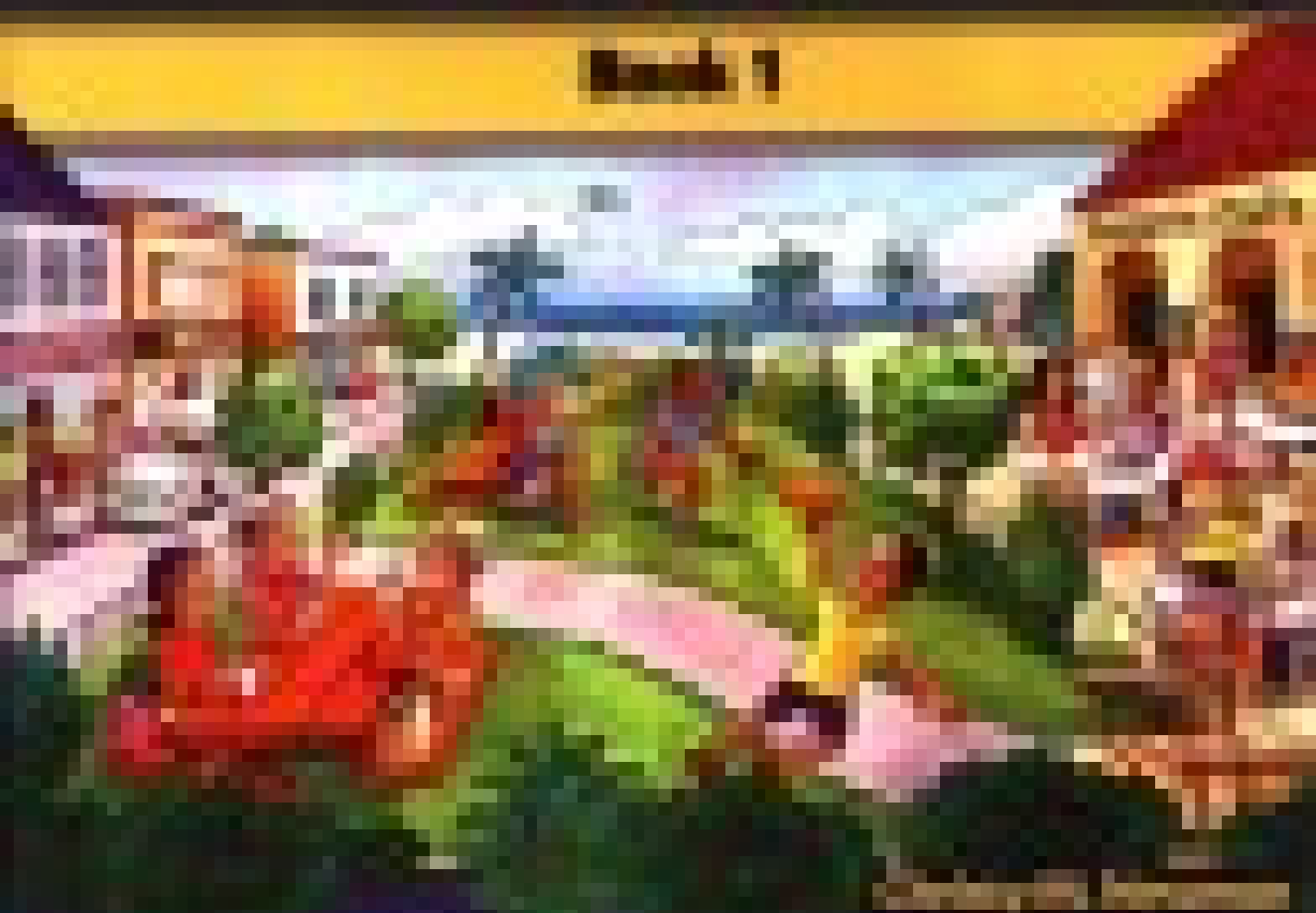
Contemporary English

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Unit 1



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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，并鼓励学生走出课堂，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、生活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 1 (内容与顺序: 第1册)

Unit 单元	Vocabulary 词汇	Grammar 语法	Language Functions 语言功能
1 Friends and Family 朋友与家庭 Pages 2-13	<ul style="list-style-type: none"> Family relationships 家人称谓 Occupations 职业 	<ul style="list-style-type: none"> Present: Affirmative present of <i>be</i> with contractions <i>be</i>的现在时肯定形式及缩写 Present: Negative present of <i>be</i> <i>be</i>的现在时否定形式 Present: Negative present of <i>be</i> with contractions <i>be</i>的现在时否定形式的缩写 	<ul style="list-style-type: none"> Express feelings 表达情感 Ask for and give personal information 交流个人信息 Discuss lifestyles 谈论生活方式
2 People in the Workplace 职场员工 Pages 14-25	<ul style="list-style-type: none"> Hotel employees 旅馆雇员 Occupations 职业 	<ul style="list-style-type: none"> Present: Present of <i>be</i> in yes/no questions and short answers <i>be</i>的现在时的一般疑问句及其简短回答 Present: Singular and plural nouns 名词的单数和复数 Present: <i>There + be</i> <i>there+be</i>句型 	<ul style="list-style-type: none"> Make offers 提供就业机会 Identify types of occupations and express preferences 区别职业类型与表达职业喜好 Tell employment history 讲述任职经历
3 Helpers in the Community 社会服务人员和机构 Pages 26-37	<ul style="list-style-type: none"> Community helpers 社会服务机构 Community responsibilities 社会责任 	<ul style="list-style-type: none"> Present: Possessive adjectives 形容词所有格 Present: Prepositions of place 地点介词 Present: Direct object pronouns 直接宾语代词 	<ul style="list-style-type: none"> Voice concerns 说出需要帮助解决的问题 Ask for support 寻求帮助 Converse about calling 911 学习拨打紧急救援电话
4 Neighbors Helping Neighbors 邻里互助 Pages 38-49	<ul style="list-style-type: none"> Daily tasks 日常事务 Daily living 日常生活 	<ul style="list-style-type: none"> Present: Affirmative present progressive 现在进行时的肯定结构 Present: Negative present progressive 现在进行时的否定结构 Present: Present progressive in yes/no questions and short answers 现在进行时的一般疑问句及其简短回答 	<ul style="list-style-type: none"> Offer to help 提供帮助 Talk about daily chores 谈论日常家务杂事 Refusals 掌握拒绝的技巧 Ask for clarification 请求说明
5 Eating Healthy Food 健康饮食 Pages 50-61	<ul style="list-style-type: none"> Food 食物 Eating utensils 餐具 Frequency 频率 Measurement 度量 	<ul style="list-style-type: none"> Present: Affirmative simple present 一般现在时的肯定结构 Present: Negative simple present 一般现在时的否定结构 Present: 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 Adverbs of frequency 频率副词 	<ul style="list-style-type: none"> Request service 请求服务 Say food names 说出食物名称 Express food likes/dislikes 表达对食物的喜爱
6 Road Trip 开车旅行 Pages 62-73	<ul style="list-style-type: none"> Places on the road 沿途景点 Car maintenance 车辆维护 	<ul style="list-style-type: none"> Present: Questions with <i>be</i> <i>be</i>的特殊疑问句 Present: Demonstrative pronouns 指示代词 Present: Simple present in information questions 特殊疑问句的一般现在时结构 Recycle: Simple present, simple present of <i>be</i> 一般现在时; <i>be</i>的一般现在时 	<ul style="list-style-type: none"> Say where you are going 说出你的目的地 Discuss car problems 谈论汽车的问题 Ask for clarification 请求说明 Allocate money 开支分配
7 Asking for a Raise 请求加薪 Pages 74-85	<ul style="list-style-type: none"> Clerical tasks 职员的事务 Office equipment 办公设备 	<ul style="list-style-type: none"> Present: <i>Can</i> and <i>can't</i> <i>can</i> 和 <i>can't</i> 的用法 Present: <i>Can</i> in yes/no questions and short answers <i>can</i>引导的一般疑问句及其简短回答 Present: <i>Should</i> and <i>shouldn't</i> <i>should</i>和<i>shouldn't</i>的用法 Recycle: direct object pronouns 直接宾语代词 	<ul style="list-style-type: none"> Express needs 表达需要 Tell about your abilities/inabilities 说明自己的能力与不足 Give suggestions 提出建议
8 Hobbies and Free Time 业余爱好与闲暇时间 Pages 86-97	<ul style="list-style-type: none"> Recreation 娱乐 Weather 天气 	<ul style="list-style-type: none"> Present: Affirmative and negative past of <i>be</i> <i>be</i>的过去时的肯定和否定形式 Present: Past of <i>be</i> in yes/no questions and short answers and prepositions of time <i>be</i>的过去时的一般疑问句及其简短回答; 时间介词表达法 Present: Past of <i>be</i> in information questions <i>be</i>的特殊疑问句的过去时形式 Recycle: Simple present of <i>be</i> <i>be</i>的一般现在时形式 	<ul style="list-style-type: none"> Discuss interests 谈论个人兴趣 Inquire about others' interests and plans 询问他人的兴趣和计划
9 Adult Ed and the GED 成人教育与普通教育 Pages 98-109	<ul style="list-style-type: none"> Types of schools 学校类型 Classroom vocabulary 课堂用语 	<ul style="list-style-type: none"> Present: Affirmative simple past 一般过去时的肯定结构 Present: Negative simple past 一般过去时的否定结构 Present: Simple past in yes/no questions and short answers 一般过去时的一般疑问句及其简短回答 Recycle: simple past of <i>be</i> <i>be</i>的一般过去时形式 	<ul style="list-style-type: none"> Offer advice 提出建议 Talk about the past 谈论过去的经历 Say what you learned 介绍自己以前的学习情况 Complimenting 赞扬
10 Managing Your Money 个人理财 Pages 110-121	<ul style="list-style-type: none"> Banking words 银行用语 Money concepts 与钱相关的概念 	<ul style="list-style-type: none"> Present: Simple past with irregular verbs 不规则动词的一般过去时形式 Present: <i>Like to, want to, need to + verb</i> <i>like to, want to, need to+动词</i> Present: <i>Have to</i> and <i>had to</i> <i>have to</i> 和 <i>had to</i> 的用法 Recycle: simple present, simple past 一般现在时和一般过去时 	<ul style="list-style-type: none"> Ask questions about banking 询问有关银行的问题 Discuss and plan budgets 讨论并做预算 Express wants 表达需求

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"> Use a T-chart to compare information 利用T形表进行信息比较 	<ul style="list-style-type: none"> Discuss how to keep in touch with family and friends 谈论如何与家人和朋友保持联系 	<ul style="list-style-type: none"> Read a census form 阅读人口调查表 Obtain information about using the post office 了解如何使用邮局
<ul style="list-style-type: none"> Use a table to show employment preferences 利用表格表达职业喜好 	<ul style="list-style-type: none"> Learn ways to gain employment 学习找工作的方法 	<ul style="list-style-type: none"> Find out about your local employment offices 查询自己所在地区职业介绍所的情况
<ul style="list-style-type: none"> Use a T-chart to compare jobs and community services 利用T形表进行工作和社会服务的比较 	<ul style="list-style-type: none"> Read about problems in a city and how they are solved 阅读了解城市中的问题及其解决方法 Seek resources to help children 寻求帮助儿童的资源 Recognize problems in a neighborhood and list possible solutions 找出邻里间存在的问题并列出可能的解决办法 	<ul style="list-style-type: none"> Talk about community helpers 谈论社会服务人员 Read about city meetings 阅读有关市政会议的材料 Write about school and community helpers 写下学校和社会服务人员及机构的名称 Understand information about community services 了解社会服务机构信息
<ul style="list-style-type: none"> Use a Venn Diagram to compare neighbors in the U.S. and China 利用维恩图比较美国和中国的邻里关系 	<ul style="list-style-type: none"> Resolve child care problems by using community resources 利用社区资源解决孩子看护问题 Seek help from neighbors when needed 需要时寻求邻里帮助 	<ul style="list-style-type: none"> Inquire and report about a tenants' association 询问和报告有关住户协会的信息 Learn about how neighbors help each other 了解邻里互助方式
<ul style="list-style-type: none"> Use a T-chart to compare healthy and unhealthy foods 利用T形表进行健康与非健康食物的比较 Use a T-chart to express food preferences 利用T形表说明对食物的喜好 	<ul style="list-style-type: none"> Learn about healthy eating to avoid poor health 学会健康饮食，避免健康问题 	<ul style="list-style-type: none"> Learn about farmers' markets as alternatives to supermarkets 了解替代超市的农贸市场 Order food in a restaurant 在餐馆点菜
<ul style="list-style-type: none"> Use an idea map to generate reasons to have a car and possible car problems 利用思维导图找出拥有汽车的理由及汽车可能出现的问题 	<ul style="list-style-type: none"> Talk about car problems with a partner 与同伴谈论汽车问题 	<ul style="list-style-type: none"> Record contact numbers for emergency roadside help 记下道路紧急救援电话 Provide appropriate information when calling for a tow 提供准确信息，请求拖车援助
<ul style="list-style-type: none"> Use a T-chart to compare things you can do and things you should learn 利用T形表对自己能够做的事情和应该学习做的事情进行比较 	<ul style="list-style-type: none"> Ask your boss for a raise when income is not sufficient 当收入不足时，向老板请求加薪 	<ul style="list-style-type: none"> Find out about job training courses 查询职业培训班信息 Resolve problems about finances and work 解决经济和工作问题 Find out how to learn new job skills 了解获得新的工作技能的途径
<ul style="list-style-type: none"> Use a Venn diagram to compare hobbies and activities with a partner 使用维恩图对自己及同伴的业余爱好与活动进行比较 	<ul style="list-style-type: none"> Strengthen family relationships by planning more family activities 制订计划增加家庭活动以增强家庭关系 	<ul style="list-style-type: none"> Find out information about your local cable company 查询本地有线电视公司的信息
<ul style="list-style-type: none"> Use a T-chart to compare things you did and didn't do in the past 利用T形表对自己以往所做和未做的事进行比较 	<ul style="list-style-type: none"> Discuss the importance of obtaining a GED in order to gain employment 讨论获得普通教育发展证书对找工作的重要性 Suggest how others can resolve past learning issues 就他人如何解决过去学习中的问题提出建议 	<ul style="list-style-type: none"> Identify different types of schools for different learners 找出针对不同学生的不同类型学校的差异 Learn about resources outside of school where you can learn 了解学校以外的教育资源
<ul style="list-style-type: none"> Use a T-chart to compare ways to pay for things 利用T形表对比不同的支付方法 	<ul style="list-style-type: none"> Recognize that a budget can help resolve financial debts 认识到做预算能够帮助解决债务问题 	<ul style="list-style-type: none"> Research and report information about banks in your neighborhood 了解并汇报附近银行的情况

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Contemporary English

Book 1

Christy M. Newman

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unit 1 Friends and Family



Scene 1: Conversation

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

Ann and Rita are friends.
They have family photos.



Questions

Where is Ann's sister?

Where are Rita's brothers?

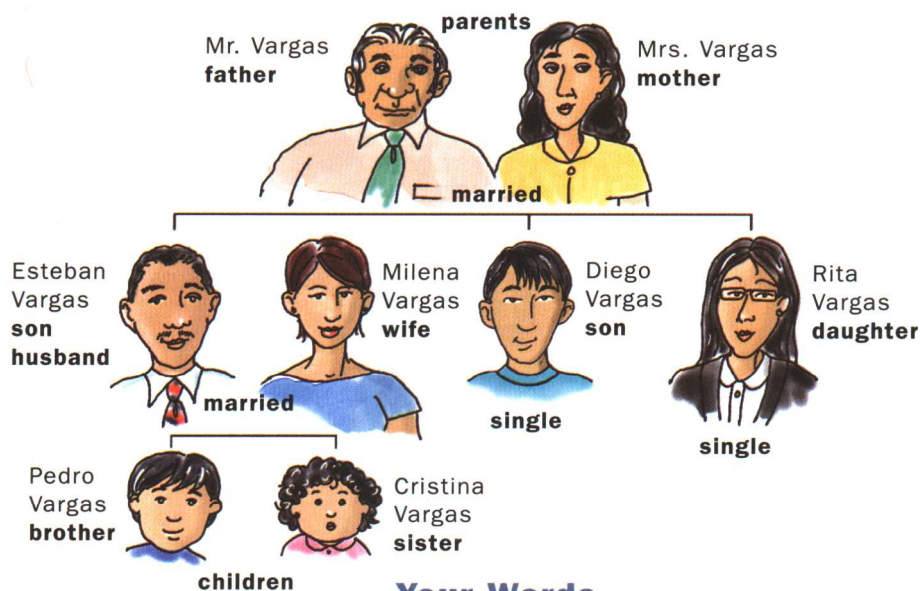
Do you have sisters?

Do you have brothers?

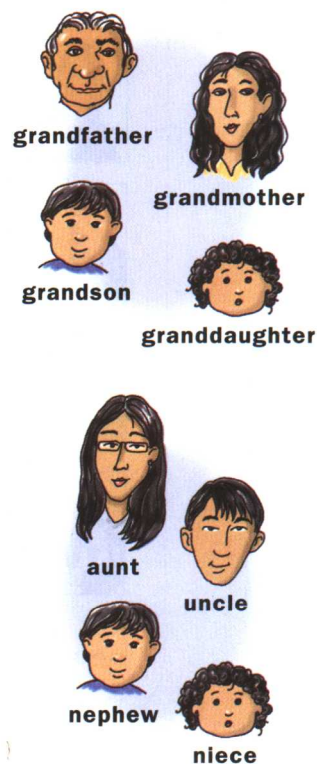
Vocabulary

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

to miss = to feel sad because you don't see people or things



Your Words _____



Exercise 1 Rita has a big family. Check (✓) what they are.

	father	daughter	son	sister	brother	grandfather	granddaughter	aunt	uncle	single	married
Esteban	✓		✓		✓						✓
Rita											
Mr. Vargas											
Cristina											



Listening

Exercise 2 Listen. Find the picture. Circle a or b. Listen again and repeat.

1.



a



b

3.



a



b

2.



a



b

4.



a



b

SPOTLIGHT on Affirmative Present of Be with Contractions



I am (I'm) single.



It is (It's) a photo.



You are (You're) single, too.



We are (We're) brothers.



She is (She's) my niece.



You are (You're) married.



He is (He's) my nephew.



They are (They're) my parents.

An apostrophe (') means a letter is missing.

Exercise 3 Read about Rita's friends and family. Circle the correct answer.

- Pedro is my nephew. He's young.
It's
- The drum is large. It's old.
They're
- My wife and I miss Rita. I'm sad.
We're
- My name is Silvia. I'm Pedro's grandmother.
She's
- You and Edmund are married. We're my friends.
You're
- Charles and Cyril are on vacation. We're happy.
They're

Exercise 4 In your notebook, write sentences about your friends and family. Use simple present of be. Use contractions. For example, write, "Mayra is my niece. She's pretty. Hassan and his wife are my neighbors."



Pair Work

Listen to the conversation. Then practice it with a partner.

Rita: I miss my family in Mexico. My brothers are in Monterrey.

Ann: This is my sister. She's in New York. I miss her.

Rita: She's pretty!



Your Turn

Look at the conversation again. With a partner, make a new conversation. Use information about you and your family for the underlined words. Use simple present of **be**. Share your conversation with the class.

Reading for Real



Adam Kim is a single parent.

He fills out a school census form every year.

The census counts all the children in school in Forest Park.

City of Forest Park—School Census

Please list all children at this address.

Name			Age	Grade on September 1
Tina		✓	10	5
Sara		✓	8	3
Daniel	✓		5	kindergarten

Census completed by

Name: Adam Kim

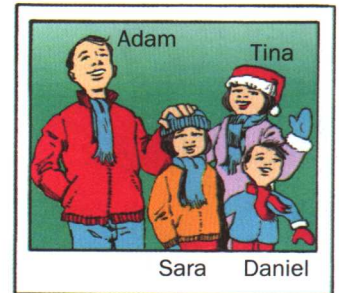
Relationship to children: father

Address: 145 Chester Street
Forest Park, IL 60202

fill out

Adam Kim
 Name
145 Chester St.
 Address
 City
 Telephone

The Kim Family



Exercise 5 What do you think? Look at the form. Circle yes, no, or no information. Compare your answers with a partner.

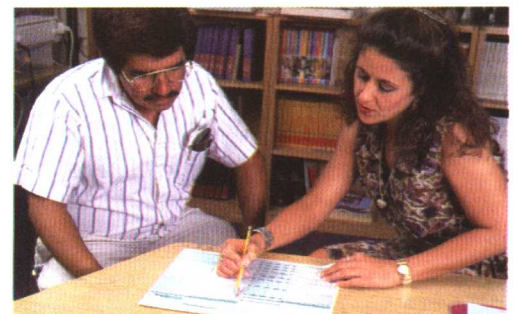
- Adam has four children.
yes no no information
- The Kim family is in New York.
yes no no information
- The children are 5, 8, and 10 years old.
yes no no information
- The form is for citizens only.
yes no no information
- Daniel is not in school.
yes no no information
- Adam is happy to fill out the form.
yes no no information

Talk About It

In a group, ask and answer these questions.

What meetings do you have with teachers?

What do you talk about?

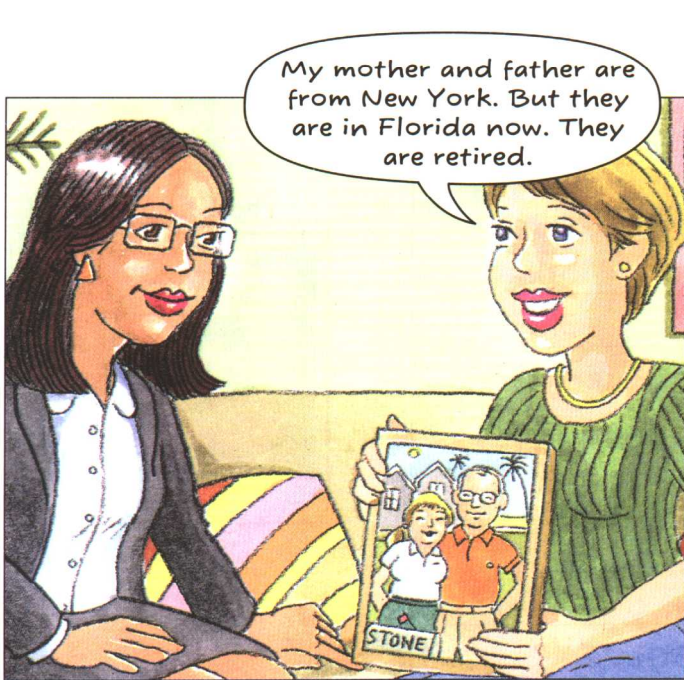




Scene 2: Conversation

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

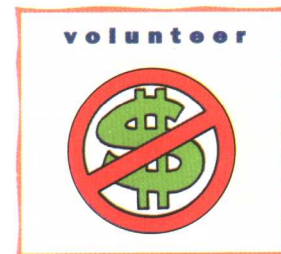
Ann and Rita have photos of their parents.



Read About It

Ann's parents are retired. They aren't working now. But they are not on vacation. They are not relaxed. They are busy. Mr. Stone likes to garden. Mrs. Stone is a school volunteer. She drives a van.

Rita's parents are busy, too. Mr. Vargas isn't retired. He's a store owner. Mrs. Vargas is a homemaker. Homemakers are cooks, drivers, and gardeners for their families. Homemakers are busy people.



Questions

Who is retired?
Who is working?

Are you busy?
Are you relaxed?

Vocabulary

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



van driver



homemaker



store owner



busy



relaxed

working = have a job

retired = not working any more

on vacation = short time away from home, school, and work

Exercise 6 Read the story about Ann and Rita's parents on page 6 again. Circle the correct answer.

- Mr. Stone is busy / on vacation.
- He isn't working now. He is **single** / **retired**.
- Mrs. Stone is **relaxed** / **busy**.
- She's a **van driver** / **store owner**.
- Mr. Vargas isn't retired. He's **relaxed** / **working**.
- He is a **cook** / **store owner**.
- Mrs. Vargas is at home. She's a **homemaker** / **store owner**.
- Homemakers are drivers and **cooks** / **retired** too.



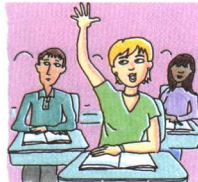
Listening

Exercise 7 Listen. Find the picture. Circle a or b. Listen again and repeat.

1.



a



b

3.



a

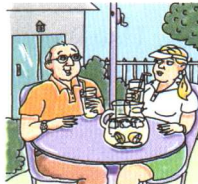


b

2.



a



b

4.



a



b

SPOTLIGHT on Negative Present of Be



I **am not** married. He **is not** at school. We **are not** retired.
You **are not** married. Rita **is not** at school. You **are not** retired.
They **are not** retired.



Exercise 8 Read about the people Mr. Stone knows. Circle the correct answer.

1. Rita is single. She am not married.
is not
2. You are retired. You is not working.
are not
3. They are my aunt and uncle. They am not my parents.
are not
4. She is a store owner. She is not a homemaker.
are not
5. My wife and I are gardeners. We are not cooks.
is not
6. It is a school. It am not a store.
is not

Exercise 9 Look at the sentences you wrote about your friends and family in Exercise 4. In your notebook, write sentences about your friends and family with negative present of be. For example, write, “Mayra is my niece. Mayra is not my sister.”



Talk About It

In a group, talk about your classmates. Use words from this unit and negative present of **be** to make sentences. For example, say “Pam is not single.” and “Mei is not on vacation.”

SPOTLIGHT on Negative Present of Be with Contractions

I'm not busy.

She isn't relaxed.

We aren't from Florida.

She's not relaxed.

We're not from Florida.

You're not busy.

He isn't relaxed.

You aren't from Florida.

He's not relaxed.

You're not from Florida.



It isn't a school.

They aren't from Florida.

It's not a school.

They're not from Florida.

She isn't = She's not =
She is not

They aren't = They're not =
They are not

Remember, an apostrophe (') means a letter is missing.

Exercise 10 Mr. Stone is talking about friends and family. Write the correct contraction.

1. He's retired. He isn't working.
2. You're busy. You _____ relaxed.
3. They are my daughters. They _____ my nieces.
4. She's my friend. She _____ my sister.
5. My wife and I are retired. We _____ on vacation.
6. It's a school. It _____ a store.
7. I am at work. I _____ in the garden.
8. You and Betty are in Florida. You _____ in New York.



Pair Work

Listen to the conversation. Then practice it with a partner.

Betty: This is my family.

Angela: Is this your sister? She's pretty!

Betty: She isn't my sister. She's my daughter! She's a student in Chicago.



Your Turn

Look at the conversation again. With a partner, make a new conversation. Use information about you and your family for the underlined words. Use contractions. Share your conversation with the class.