

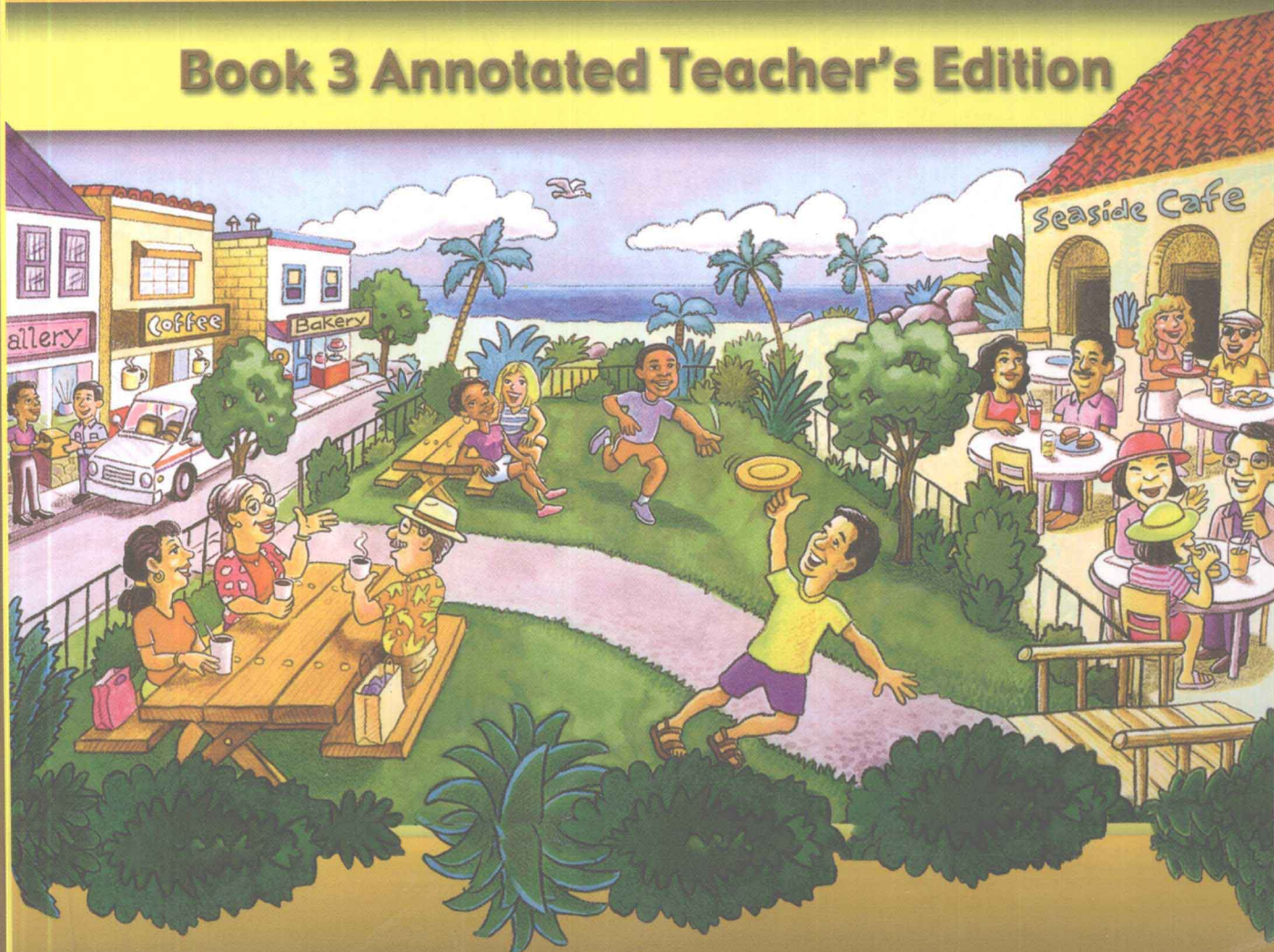
Mc  
Graw  
Hill

Education

# 今日美语

## Contemporary English

Book 3 Annotated Teacher's Edition



Mc  
Graw  
Hill



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



**Education**

# 今日美语

## Contemporary English

**Book 3**

**Annotated Teacher's Edition**

江苏工业学院图书馆  
藏书章

卢小萍 董燕 译



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

今日美语教师用书. 3/ (美) 麦克奈玛拉 (McNemara, T.) 编著; 卢晓萍, 董燕译. —北京: 北京语言大学出版社, 2007. 5

ISBN 978-7-5619-1826-5

I. 今… II. ①麦… ②卢… ③董… III. 英语-美国-教学参考资料 IV. H310.1

中国版本图书馆 CIP 数据核字 (2007) 第 056646 号

### Contemporary English, Book 3, Annotated Teacher's Edition

ISBN: 0-07-253981-X

Copyright © 2005 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 McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Permission is granted to reproduce these materials as needed for classroom use or for use by individual students. Distribution for sale is prohibited.

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:01-2006-7180

---

书 名: 今日美语 教师用书 3  
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 7 月第 1 版 2007 年 7 月第 1 次印刷  
开 本: 889 毫米×1194 毫米 1/16 印张: 17.5  
字 数: 712 千字 印数: 1-2000 册  
书 号: ISBN 978-7-5619-1826-5 / H·07045  
定 价: 76.00 元

---

凡有印装质量问题,本社负责调换。电话: 82303590

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

<b>Graphic Literacy</b> <b>使用图表能力</b>	<b>Problem-Solving</b> <b>解决问题</b>	<b>Community Involvement</b> <b>深入社会</b>
<ul style="list-style-type: none"> <li>• Use a T-chart to compare information 利用T形表进行信息比较</li> <li>• Use a table to show employment preferences 利用表格表达职业喜好</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Use a T-chart to express food preferences 利用T形表说明对食物的喜好</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how to keep in touch with family and friends 谈论如何与家人和朋友保持联系</li> <li>• Learn ways to gain employment 学习找工作的方法</li> <li>• 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</li> <li>• Seek resources to help children 寻求帮助儿童的资源</li> <li>• 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</li> <li>• Resolve child care problems by using community resources 利用社区资源解决孩子看护问题</li> <li>• Seek help from neighbors when needed 需要时寻求邻里帮助</li> <li>• Learn about healthy eating to avoid poor health 学会健康饮食，避免健康问题</li> <li>• Talk about car problems with a partner 与同伴谈论汽车问题</li> <li>• Ask your boss for a raise when income is not sufficient 当收入不足时，向老板请求加薪</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Read a census form 阅读人口调查表</li> <li>• Obtain information about using the post office 了解如何使用邮局</li> <li>• Find out about your local employment offices 查询自己所在地区职业介绍所的情况</li> <li>• Talk about community helpers 谈论社会服务人员</li> <li>• Read about city meetings 阅读有关市政会议的材料</li> <li>• Write about school and community helpers 写下学校和社会服务人员及机构的名称</li> <li>• Understand information about community services 了解社会服务机构信息</li> <li>• Inquire and report about a tenants' association 询问和报告有关住户协会的信息</li> <li>• Learn about how neighbors help each other 了解邻里互助方式</li> <li>• Learn about farmers' markets as alternatives to supermarkets 了解替代超市的农贸市场</li> <li>• Order food in a restaurant 在餐馆点菜</li> <li>• Record contact numbers for emergency roadside help 记下道路紧急救援电话</li> <li>• Provide appropriate information when calling for a tow 提供准确信息，请求拖车援助</li> <li>• Find out about job training courses 查询职业培训班信息</li> <li>• Resolve problems about finances and work 解决经济和工作问题</li> <li>• Find out how to learn new job skills 了解获得新的工作技能的途径</li> <li>• Find out information about your local cable company 查询本地有线电视公司的信息</li> <li>• 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</li> <li>• Learn about resources outside of school where you can learn 了解学校以外的教育资源</li> <li>• Research and report information about banks in your neighborhood 了解并汇报附近银行的情况</li> </ul>

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

Unit 单元	Vocabulary 词汇	Grammar 语法	Language Functions 语言功能
<b>1</b> People and School 人与学校	<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 <i>be</i> <i>be</i>的现在时</li> <li><b>Review:</b> Past of <i>be</i> <i>be</i>的过去时</li> <li><b>Review:</b> <i>Can</i> and <i>can't</i> <i>can</i>和 <i>can't</i>的用法</li> <li><b>Recycle:</b> Negative present of <i>be</i> with contractions <i>be</i>的现在时否定形式及缩写</li> <li><b>Recycle:</b> Past of <i>be</i> in yes/no questions, 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</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> Relax! 放松!	<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> Problems in the Neighborhood 小区里的问题	<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> <i>There is, there are</i> <i>there is</i> 和 <i>there are</i>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> <i>There was, there were</i> <i>there was</i> 和 <i>there were</i>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> Time Cards and Paychecks 考勤卡与薪水	<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> <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</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> Shape Up! 强身健体!	<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 <i>be + going to</i> <i>be + going to</i>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> Bargain Hunting 淘宝	<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> <i>Like to, want to, need to + verb</i> <i>like to, want to, need to + 动词</i></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> <i>Too + adjectives and quantifiers</i> <i>too + 形容词和数量词</i></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> Home, Sweet Home 甜蜜之家	<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 <i>will</i> <i>will</i>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> Using the Library 使用图书馆	<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> <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</li> <li><b>Present:</b> Demonstrative adjectives 指示形容词</li> <li><b>Present:</b> <i>Could</i> and <i>would</i> for requests <i>could</i>和<i>would</i>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> You're Hired! 你被聘用了!	<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> <i>Must, must not, have to, don't have to</i> <i>must, must not, have to, don't have to</i>的用法</li> <li><b>Present:</b> Compound sentences with <i>and...too</i>, <i>and...either</i> 含 <i>"and...too"</i> 和 <i>"and...either"</i> 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> Getting Around: Public and Private Transportation 公路旅行: 公共交通工具与私家车	<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> <i>Have to</i> and <i>had to</i> <i>have to</i>和<i>had to</i>的用法</li> <li><b>Present:</b> <i>Should</i> and <i>ought to</i> <i>should</i>和<i>ought to</i>的用法</li> <li><b>Present:</b> <i>May</i> and <i>might</i> <i>may</i>和<i>might</i>的用法</li> <li><b>Present:</b> <i>Can</i> and <i>be able to</i> <i>can</i>和<i>be able to</i>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> <b>使用图表能力</b>	<b>Problem-Solving</b> <b>解决问题</b>	<b>Community Involvement</b> <b>深入社会</b>
<ul style="list-style-type: none"> <li>Read information from a class schedule 阅读课程时间表中的信息</li> <li>Make a future class schedule 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 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 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 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 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 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 为娱乐活动做预算</li> <li>Discuss the problems of employment when it interferes with leisure time 讨论工作干扰业余时间的问题</li> <li>Discuss problems with and suggest solutions for neighborhood crime 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 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 通过各种传媒发现并报告社区娱乐信息</li> <li>Learn about your city government 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 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 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 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 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 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 填写锻炼习惯调查表</li> </ul>	<ul style="list-style-type: none"> <li>Offer advice about weight loss 提出减肥建议</li> <li>Plan an exercise schedule with a partner 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 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 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 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 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 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 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 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 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 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 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 查找离家最近的图书馆</li> <li>Search the internet to get information about your local library 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 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 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 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 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 就合用汽车如何分担费用提出建议</li> <li>Create a list of car expenses 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 调查并汇报自己所在地区的各种交通工具情况</li> </ul>



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



<b>Graphic Literacy</b> <b>使用图表能力</b>	<b>Problem-Solving</b> <b>解决问题</b>	<b>Community Involvement</b> <b>深入社会</b>
<ul style="list-style-type: none"> <li>• Read and analyze a bar graph 阅读、分析柱形图</li> <li>• 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</li> <li>• 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</li> <li>• Read and analyze a pictograph 阅读、分析象形图</li> <li>• Create a pictograph about newspaper readership 绘制一个象形图来统计报纸读者人数</li> <li>• 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</li> <li>• Read and analyze tables 阅读、分析表格</li> <li>• 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</li> <li>• Create an idea map on saving money 画一个思维导图说明如何节约开支</li> <li>• Read and analyze a pie chart 阅读、分析饼图</li> <li>• 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</li> <li>• Read and analyze a line graph 阅读、分析曲线图</li> <li>• Create a line graph to show investment growth 绘制一个曲线图来反映投资涨幅情况</li> <li>• Evaluate insurance benefits listed in a chart 对一张图中所列的保险福利进行评价</li> <li>• Read and analyze a pie chart 阅读、分析饼图</li> <li>• 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</li> <li>• 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</li> <li>• Read and analyze a bar graph 阅读、分析柱形图</li> <li>• Create a bar graph showing health insurance coverage 绘制一个柱形图来表明健康保险的保障范围</li> <li>• 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</li> <li>• Read and analyze a pie chart 阅读、分析饼图</li> <li>• 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</li> <li>• 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</li> <li>• Read and analyze a bar graph 阅读、分析柱形图</li> <li>• 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</li> <li>• Read and analyze a pie chart 阅读、分析饼图</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Read a local newspaper to keep informed 阅读地方报纸以了解各种信息</li> <li>• 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</li> <li>• Read and analyze cell phone calling plans 阅读、分析手机话费套餐</li> <li>• Decide who can benefit from meal home delivery services 决定谁可以享受送餐到家服务</li> <li>• Discuss ways to solve school problems with your children 与孩子讨论如何解决学校里的的问题</li> <li>• Report on services for older adults in your community 说说自己小区里的敬老服务</li> <li>• Advise about benefits of a 401(K) retirement plan 根据401(K)退休积金的好处向某人提出建议</li> <li>• 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</li> <li>• Find information on temporary COBRA insurance 查询有关COBRA失业人员临时性保险的信息</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Explain appropriate body language at work 解释在工作场所如何使用得体的肢体语言</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Locate consumer advocate groups in your community 查询自己所在地区的消费者组织</li> <li>• Gather specific information on a product before making a purchase 在购买商品前, 查询相关信息</li> <li>• Find out about activities available in your local park district 了解当地公园组织的活动</li> <li>• Observe American body language and examine differences 观察美国人的肢体语言, 研究其中的差异</li> </ul>

# 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	<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	<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	<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	<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	<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	<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	<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	<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	<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 wish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>

<b>Graphic Literacy</b> <b>使用图表能力</b>	<b>Problem-Solving</b> <b>解决问题</b>	<b>Community Involvement</b> <b>深入社会</b>
<ul style="list-style-type: none"> <li>Read and analyze a pie chart 阅读、分析饼图</li> <li>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</li> <li>Use a timeline to understand chronology of events 用时间线来表示事件发生的顺序</li> <li>Read and analyze a map and key 阅读、分析一张地图及其图例</li> <li>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</li> <li>Read and analyze a bar graph 阅读、分析柱形图</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Create a T-chart to survey health insurance information 制作一个T形表，调查健康保险情况</li> <li>Read and interpret a bar graph 阅读、解读柱形图</li> <li>Create a bar graph showing entertainment expenses 制作一个柱形图，表示娱乐方面的花费</li> <li>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</li> <li>Read and analyze a bar graph 阅读、分析柱形图</li> <li>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</li> <li>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</li> <li>Read and analyze pictographs 阅读、分析象形图</li> <li>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</li> <li>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</li> <li>Read and analyze a line graph 阅读、分析曲线图</li> <li>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</li> <li>Create a T-chart to understand cause and effect 制作一个T形表来表示因果关系</li> <li>Read and analyze a bar graph 阅读、分析柱形图</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ways to overcome disappointment while job searching 讨论找工作时如何克服失望情绪</li> <li>Practice responding to a traffic accident 练习在遇到交通事故时应该怎么办</li> <li>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</li> <li>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</li> <li>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</li> <li>Resolve a problem with a medical bill 解决医疗账单上的一个问题</li> <li>Solve the problem of budgeting for entertainment expenses 解决娱乐费用的预算问题</li> <li>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</li> <li>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</li> <li>Devise a plan for starting your own small business 写一个自己的创业方案</li> <li>Choose appropriate investments for your goals 为你的目标选择合适的投资方式</li> <li>Find solutions to child behavior problems 找出纠正儿童不良行为的办法</li> <li>Offer advice for family problems 为如何解决家庭中的问题提出建议</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Research information about local employment resources 就当地的就业资源信息进行调研</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Call/Visit a bank to learn about various loan programs 打电话或去银行咨询贷款种类</li> <li>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</li> <li>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信息</li> <li>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</li> </ul>



# Introduction

## Program Components and Philosophy

*Contemporary English* is a four-level interactive topic-based English-as-a-Second-Language series for adult learners ranging from the high-beginning level to the low-advanced level. The series includes

- **Student Books** for classroom use
- **Workbooks** for independent use at home, in the classroom, or in a lab
- **CDs** for individual use,
- **Audiocassettes** for classroom, or lab use,
- **Annotated Teacher's Editions**, with reproducible activity masters and unit progress checks for assessment, and

These materials have been correlated to the following Federal and state standards: the SCANS (Secretary's Commission on Achieving Necessary Skills) Competencies, CASAS Competencies, California Model Standards, the BEST standards, and the Florida LCPs.

Unique among adult ESL series, *Contemporary English* presents high-interest topics as a framework for developing a wide variety of language, thinking, and life skills. In addition to focusing on listening, speaking, reading, and writing skills, *Contemporary English* integrates work on language structures, problem-solving, critical-thinking, and graphic-literacy skills, and—increasingly important—work-related skills.

*Contemporary English* empowers students to take charge of their learning and to develop strong communication skills for the real world. For example, each unit in Books 1–4 falls under one of the following broad topics: Home and Neighborhood, Family Relations, and Employment and Opportunity. In short, the series addresses topics of interest and concern to adult learners.

*Contemporary English* presents engaging and meaningful situations that provide a context for grammar structures, listening activities, and an emphasis on the world of work. Within this framework each unit offers a wealth of pair and group activities, often with designated team roles, and frequent individual and group presentations to the class. This approach mirrors the team organization characteristic of today's workplace.

## Teaching Suggestions

In general, keep the following suggestions in mind when you introduce activities from this series.

- 1** Rather than direct the classroom, try to manage or facilitate learning and encourage your learners to take active roles, even at the lowest levels of instruction.
- 2** Model activities before learners do them so that learners have a clear idea of how to work with a partner or a group.
- 3** Whenever possible, use students or classroom objects and people in your models. For example, say, "I am a teacher" or "She is a student." Move around the class and use gestures to convey meaning.
- 4** Review the directions orally and ask learners if they have questions.

**5** Monitor learners as they do the activities.

**6** Provide follow-up activities in some of these ways:

- When appropriate, post learners' work on the classroom walls for them to read.
- Have pairs or small groups share role-played conversations with the rest of the class.
- From time to time, have learners informally reflect on their participation by asking themselves questions such as these: "How well did I understand the activity? Was I a good listener? How much did I participate?"

As you progress through the units, always try to consider the book as a meaningful whole. Whenever possible, review aspects of content, language, vocabulary, and workplace skills, and incorporate them into each new unit. In this way, the process of recycling—a strong feature of this series—can be customized to meet the needs of your class.

General extension activities can be used in all units. In Book 1 you can use TPR (Total Physical Response) activities quite successfully. One common activity is to give students red and green index cards. Write or say statements about a scene or passage. Have students hold up a green card if the statement is true or a red one if it is false. True role-playing can be used especially from Book 2 on up. Improvisation can be used in Books 3 and 4. Strip stories can be created from the readings at all levels. Higher-level students can be asked to read or find newspaper and magazine articles related to unit topics. And for classrooms or programs with technological capability, the Internet, word-processing, database, and even spreadsheet activities related to series topics—such as job-search—can be highly motivating and also practical, as students can list this experience for employers in their job-skills summary.

Use of monolingual English dictionaries is appropriate in Books 3 and 4, and bilingual native-language dictionaries can be used at all levels.

## Dictations

You may want to do a dictation activity every time the class meets. Dictation is a good way to practice several English skills simultaneously, as learners listen, write, and read sentences in English. You can choose two sentences from one of the **Scenes** or a short section from one of the readings. Follow these steps.

- 1** Tell learners to listen to the first sentence but not write it.
- 2** Repeat the sentence. Tell learners how many words are in it.
- 3** Give learners time to write the sentence.
- 4** Repeat the sentence again if needed.
- 5** Show learners where to find the sentence in the book.

## Language Experience Stories

At the lower levels of the series, you may also want to use learner-generated language experience stories in your teaching approach. If you are not yet comfortable using language experience stories as a whole-class activity, the following steps may be helpful:

- 1 Ask the class to look at a photo or illustration related to the content of the unit.
- 2 Have learners talk about the visual.
- 3 Write what they say.
- 4 Read their words to them.
- 5 Ask if they want to make any changes or corrections, but keep the emphasis on the connection between spoken and written language, not on correct grammar.
- 6 Read the story aloud while learners follow along.
- 7 Point to words and sentences and have learners read them to you.
- 8 Have learners practice reading the story as many times as they show interest in doing so.

## Journal Writing

You may want to have higher-level students keep journals to improve their written English. If you have not monitored journal writing before, try following these suggestions:

- 1 Give learners a formal or informal schedule on which you will review the journals.
- 2 Tell them to write about anything they are interested in learning about that day or week. Low-level students or those who have little practice writing may need to write just one sentence every day at the end of class.
- 3 After reading each journal, write several sentences or questions about the entries.
- 4 Don't make corrections unless the individual learner asks you to do so.
- 5 Discuss journal entries with their student authors.

## Bringing the World to the Classroom

- 1 Ask learners to look in magazines or newspapers for stories related to the unit. An alternative is to bring periodicals to class yourself and look through them together.
- 2 Listen to the radio or television for stories about topics related to those in the units. Ask learners if they have heard or seen the stories.
- 3 Talk about the stories in class and relate them to the unit.

Always encourage learners to take active roles, even at the lowest levels of instruction. One way in which you can move learning in a more active direction is to have students ask the questions provided in the unit-specific notes in this Annotated Teacher's Edition. You can write the questions on 3 × 5 inch index cards, hand them to students, and let them direct their own and one another's learning. Higher-level students can add a question of their own to the cards, and students can exchange cards. The possibilities for encouraging active learning with *Contemporary English* are unlimited.

## Graphic Organizers

These useful tools for organizing individual or collective thinking and writing play a central role in *Contemporary English*. Graphic organizers such as Venn diagrams, idea maps, T-charts and Johari



windows can be used successfully in the learning process. Graphic organizers are particularly helpful in developing higher-level thinking skills, and the visual aspect of these tools makes them ideal for visual learners.

Even among experienced teachers and teacher trainers, there is surprising variation among terms used to identify certain procedures and techniques for language learning, so the following definitions may be useful to you in working with graphic organizers. Although you may already be familiar with the definitions, consider presenting them to your class and explaining that you will be using certain organizers throughout the term. In the student materials themselves, efforts have been made to provide very brief definitions in context so that students will feel comfortable with the designated organizers for their level even when working independently.

**JOHARI WINDOW** A square divided into four parts; a four-paned window. While Joharis can, of course, compare four different things, they are most commonly used to compare and contrast two things in this way:

**panel 1:** A has/does/etc. this

**panel 2:** B has/does/etc. this

**panel 3:** Both A and B have/do/etc. this

**panel 4:** Neither A nor B has/does/etc. this

**T-CHART** A two-column chart (in the form of a T), used to compare or contrast.

**VENN DIAGRAM** Two overlapping circles, also used to compare and contrast. Properties of two things or concepts are written in the outer portions of the circles. In the overlapping section, shared properties are written.

**IDEA MAP** An organizer used to brainstorm ideas and gather information. The map has a central circle with a topic word, phrase, or sentence and connected circles surrounding it in which related or subordinate ideas or examples are written.

## The Student Book

Before you begin the first **Scene**, discuss—or explain with words and gestures if necessary—the meaning of the title, which can be a springboard to understanding the central issues. You also may wish to bring in photos, illustrations, and/or realia that illustrate the content and the concept. At more advanced levels, ask students themselves to predict what the unit is going to be about.

Ask questions that encourage students to contribute general information and personal information related to the topic (for example, “Fatima, do many people have big families in your hometown? Juan, do you have brothers?”).

Write some of the questions and answers on the board or provide a handout.

You may wish to have students ask and answer some of the same questions in pairs.

## Scenes

Each unit is divided into two parts, each of which begins with a **Scene** that presents, in comic-strip format, incidents from the lives of newcomers to the United States or aspects of U.S. culture that students

encounter regularly. Lively, humorous, and dramatic, the **Scenes** engage students in the unit topics—usually by presenting typical problems in the lives of average Americans. A series of discussion questions proceeds from factual comprehension of the **Scene** to personalization and, in Books 3 and 4, problem solving. For example, at the highest level the sequence is Facts (comprehension questions), Feelings (inference), And You? (application), Comparisons (often between China and the United States), and, finally, the Action problem-solving questions—for example, What should \_\_\_\_ do?

Here are some techniques to enhance class work for each **Scene** with lower-level learners:

- 1 Write the conversation on the board.
- 2 Read or play each line of the conversation twice and ask the class to repeat it. Whenever possible, emphasize a holistic approach. In other words, try to have learners deal with whole chunks of language, rather than breaking language down word by word.
- 3 Read the language that learners have difficulty pronouncing and ask them to repeat words and phrases as a class as often as necessary. As soon as pronunciation improves, work with repetition of the entire line again.
- 4 Ask individual students to repeat the line.
- 5 Have students do a final choral repetition. Then move to the next line.
- 6 As each new line is practiced, add it to the previously learned section of the **Scene**. Continue this way until students can repeat the entire dialogue. At higher levels you may wish to have learners read the cartoon in groups of twos or threes.
- 7 Review new or difficult vocabulary.
- 8 Say the words and have learners repeat them.
- 9 Elicit definitions of the words. Check comprehension. If students cannot define the words, you can provide definitions or examples.
- 10 Extend the **Scene** by doing some or all of the following activities:
  - Have learners spell the words (on the board or aloud).
  - Use the words in two or three sentences.
  - Ask learners to use the words in sentences.
  - Have students practice in pairs as you move around the classroom, checking pronunciation.
  - Have learners take roles and read the dialogue aloud. Allow several pairs or groups of students to present each **Scene** for the class.
  - Have partners take turns dictating the conversations. Student A can dictate while Student B writes the conversation in his or her ESL notebook.
  - Write three to five sentences on small paper strips and hand these to individual learners. When prompted, each learner can read his or her sentence. You can then write each on the board or on an overhead transparency. Lower-level classes can copy the sentences. The class can then order the sentences chronologically by assigning a number to each one.
  - Read a summary of the **Scene**. Then write it on the board or an overhead transparency, or provide it on a handout. Remove the summary and have learners write their own.

- After learners answer the questions under the **Scene**, have each one write one or two additional questions to ask other learners.
- Have students retell the story and write about the pictures in their own words.

These activities are particularly useful with multilevel classes. The **Scenes** introduce students to the topic of the unit, give them a context for the grammar, get them interested and involved in the story, and build a context for the unit.

## Vocabulary

After each **Scene**, **Vocabulary** is presented through art or controlled definitions. In Books 3 and 4, students are encouraged to use their dictionaries to discover word meanings. Each vocabulary section ends with an exercise that checks basic comprehension of the target words.

In Book 1, before students actually open their books to one of these vocabulary sections, you may want to prepare them by doing the following:

- 1 Show related pictures, maps, and realia.
- 2 Provide clear pronunciation models and ask students to repeat each word or term several times.
- 3 Provide additional explanations and examples as needed and use people and objects in the classroom whenever possible.
- 4 Finally, preview the **Listening** audio and ask learners to listen for the words in the **Vocabulary** section.

Note that vocabulary is found in orange margin boxes throughout the books. These words are only intended to be available to the student to complete the activity. Students will not be assessed on margin box words, only those that appear in the Vocabulary sections.

## Listening

After each **Vocabulary** section comes a focused listening task that includes prelistening and postlistening work. Target content and language structures are presented through lively conversations and other samples of natural speech, such as telephone answering-machine messages and transportation announcements.

For any **Listening** activity, you can follow these steps:

- 1 Read the directions aloud.
- 2 Model the directions.
- 3 Tell students what kind of conversations or passages they will listen to.
- 4 Read or play the tape for each individual Listening item several times. Speak at a normal speed. Remember that learners don't need to understand every word to get meaning.
- 5 Model the appropriate written response.
- 6 Let students listen as often as they want.

At lower levels let students direct their learning by frequently asking them questions such as "Do you need to listen again?" and teaching them to ask clarification questions such as "Can you repeat number six?" At higher levels you may wish to have students take notes as they listen.