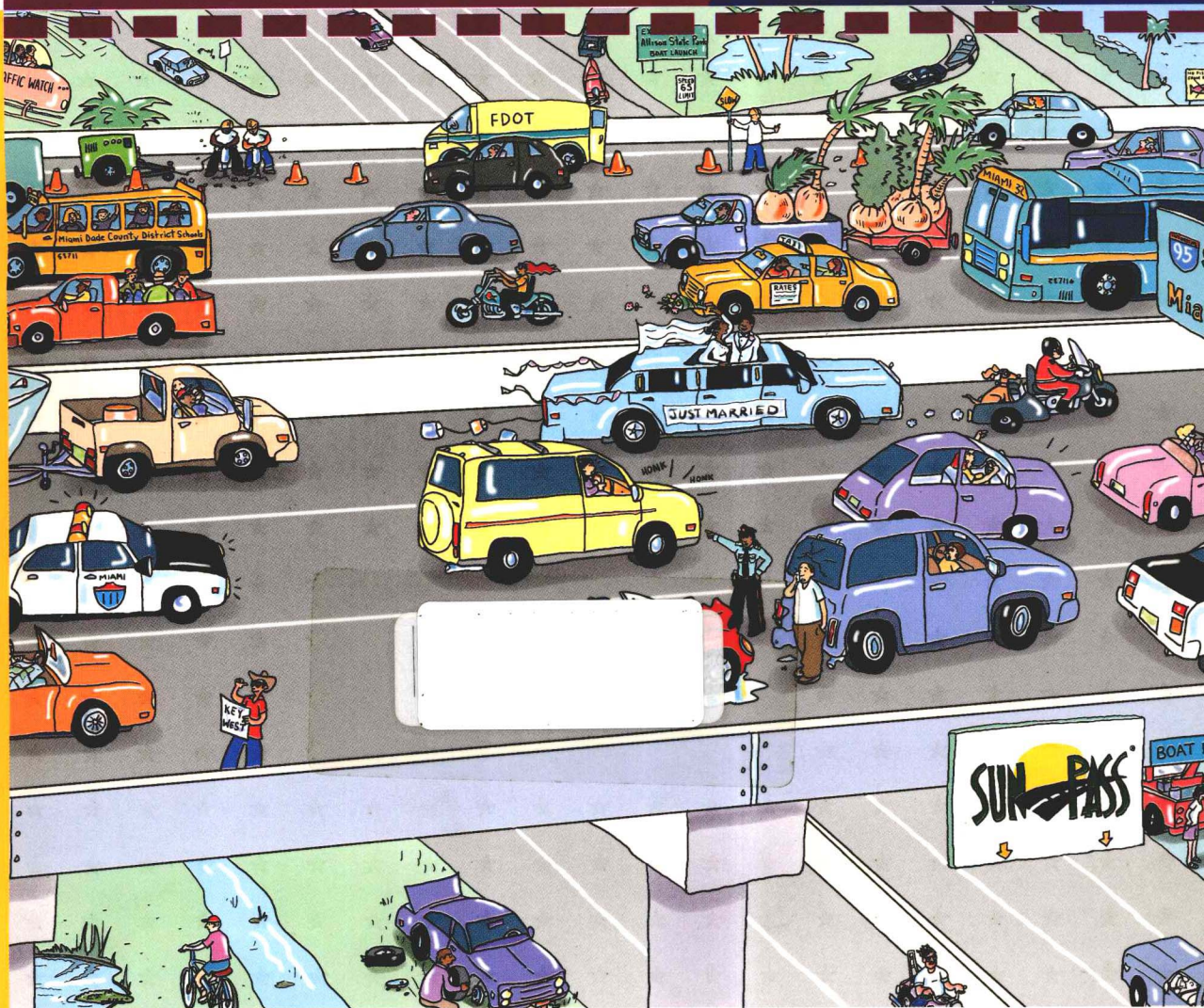


All-Star 全明星英语

4

○ Linda Lee
《全明星英语》教材改编组

学生用书



Mc
Graw
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Education



高等教育出版社
HIGHER EDUCATION PRESS



All-Star

Student Book

全明星英语

学生用书 4

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Linda Lee

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前 言

《全明星英语》立体化系列教材是在麦格劳—希尔公司出版的 *All-Star* 系列教材的基础上, 结合中国成人高等教育英语教学的实际改编而成的。改编后的《全明星英语》系列教材无论是教学内容还是教学方法都更加符合我国英语教学的实际需要, 不仅为成年人学习英语提供了难得的好教材, 同时也适用于高职高专英语教学。

原书是为了专门帮助美国文化水平较低的成年人(尤其是外国移民)提高他们的英语基本语言技能而编写的教材, 编者多是有多年教学经验的教师。全书所涉及的技能有:

1. 语言文字技能: 听、说、读、写语言技能; 基本语法和发音技能以及运用和演算数字的技能;
2. 处理日常生活的语言技能: 涉及消费、环境保护、家庭和子女养育、政府和社区、合作、利用资源和服务、健康和营养、人际交往、学习策略、安全保卫、电话通讯、时间和货币、交通和旅行等诸多方面;
3. 劳动就业语言技能: 涉及应用技术、保持就业、求职等诸多方面。

在改编过程中, 我们坚持突出 *All-Star* 的“大图”(Big Picture)特色, 同时保持了其听说活动和会话策略的优点。在此基础上我们做了一些调整, 从而更好地满足中国学生学习英语的需求。具体改编内容如下:

1. 为了便于初学者学习, 在第一册中增加了指示语、会话和课文的中文译文;
 2. 为了配合各单元的主题内容的训练, 增加了英汉互译练习(Supplemental Translation Exercises);
 3. 为了更有效地训练语法内容, 第一册中在原教材语法训练内容前面增加了简要的中文说明, 便于学习者掌握语法规则;
 4. 每单元后面增设了词汇表(Words & Expressions), 方便学生进行词汇学习;
 5. 对 *All-Star Teacher's Edition* 进行了微调: ①在文前增加了“教法及教材使用说明”; ②将文后的 Big Picture Expansion 和 Workbook Answer Key 移到了《学习辅导与自测》的文后; ③保留了 Test 答案。
 6. 对 *All-Star Workbook* 进行了调整: 在文后增加了 Key to Supplemental Translation Exercises。
- 经改编, 《全明星英语》系列教材具有以下特点:

1. 在重视交际技能和学习策略的同时也没有忽略语法结构的训练, 这对成人学生及高职高专学生学习英语十分有益。
2. “大图”(Big Picture)法非常适用于将交际需求形象化, 十分便于将交际环境与语言结构结合起来进行语言训练。
3. 以话题为主线编排内容, 辅以有关语言结构和词汇的训练, 即以交际法为大框架, 以结构法为支撑, 将语言结构和词汇的学习放在交际话题下进行。
4. 所选话题十分贴近现代社会、生活和工作, 便于贯彻学以致用、学用结合的原则。
5. 编配有多个自检测试, 便于教学检查。
6. 听、说、读、写、译全面训练, 以听说引导, 读写终结, 符合由易到难的原则。语言资料十分丰富、实用。
7. 词汇在训练中学习, 最后通过词汇表来进行归纳。
8. 语法训练以实例为主, 注重语法规则的养成训练。
9. 配有简单实用的发音练习, 对于纠正高职高专学生及成人不正确的发音十分有益。

改编后的《全明星英语》系列教材共分4级，每级由《学生用书》、《学习辅导与自测》和《教师参考书》组成。《全明星英语》第1册适合英语水平低起点或是英语基础较差的成人或高职高专学生，内容简单实用，且辅有语音和语法练习，特别适合在培养听说能力的同时，打下坚实的综合语言技能基础。第2、3册适合英语水平中等程度的学习者，第4册则适合有较高英语水平的学习者使用。此外，本教材还可以满足社会上部分学习者升学、求职或准备出国定居等学习需要。

本书为《全明星英语学生用书4》，由中国矿业大学文法学院外语系贾文学担任主编、清华大学人文学院外语系张智鹏、河南工业贸易职业学院外语系范勇慧和西安医学院外语系任宁担任副主编，参加改编的还有：马凤阳、黄文红、王承君、段袁冰、陈南苏等。

由于时间紧迫和编者水平有限，本系列教材难免存在不足之处，恳请广大师生批评指正。

编 者

2010年5月

To the Learner

All-Star is a four-level, standards-based series for English learners featuring a picture-dictionary approach to vocabulary building. “Big picture” scenes in each unit provide springboards to a wealth of activities developing all of the language skills.

An accessible and predictable sequence of lessons in each unit systematically builds language skills around life-skill topics. *All-Star* presents family, work, and community topics in each unit, and provides alternate application lessons in its Workbooks, giving teachers the flexibility to customize the series for a variety of student needs and curricular objectives. *All-Star* is tightly correlated to all of the major national and state standards for adult instruction.

Features

- ★ **Accessible “big picture” scenes** present life-skills vocabulary and provide engaging contexts for all-skills language development.
- ★ **Predictable sequence of lessons** in each unit reduces prep time for teachers and helps students get comfortable with the pattern of each lesson type.
- ★ **Flexible structure** allows students to customize each unit to meet a variety of student needs and curricular objectives, with application lessons addressing family, work, and community topics in both the Student Book and Workbook.
- ★ **Comprehensive coverage of key standards**, prepares students to master a broad range of critical competencies.
- ★ **Multiple assessment measures** like performance-based assessment offer a broad range of options for monitoring and assessing learner progress.

Table of Contents

Unit	Listening and Speaking	Reading and Writing	Critical Thinking
Pre-Unit Getting Started <i>page 2</i>	<ul style="list-style-type: none"> Express opinions Introduce yourself Interview your classmates 	<ul style="list-style-type: none"> Write about your classmates Preview the book 	<ul style="list-style-type: none"> Evaluate Choose the best alternative Preview
1 Skills and Abilities <i>page 4</i>	<ul style="list-style-type: none"> Talk about continuing education Talk about personal and professional goals Listen to telephone conversations and messages Talk about telephone behavior Talk about job interviews Talk about importance of writing skills Discuss success <p>Focus on Pronunciation: Blending words in questions with <i>you</i></p>	<ul style="list-style-type: none"> Complete a class registration form Read about types of skills Write about types of skills Write telephone messages Read a success story Read about career plans Preview a reading <p>Spotlight: Reading Make inferences</p> <p>Spotlight: Writing Write business letters</p>	<ul style="list-style-type: none"> Evaluate Apply knowledge Analyze
2 Getting Around <i>page 30</i>	<ul style="list-style-type: none"> Talk about types of transportation Talk about solving transportation problems Talk about automobile insurance Listen to conversations regarding a traffic accident and car repair Listen to conversations about making car and travel reservations Get information about travel schedules <p>Focus on Pronunciation: Reduction of past modals</p>	<ul style="list-style-type: none"> Read an insurance policy Read automobile insurance terms Read a bus schedule Read about travel options Take notes on transportation issues Write synonyms Fill out accident reports <p>Spotlight: Reading Identify the topic and main idea</p> <p>Spotlight: Writing compound subjects, verbs, and objects</p>	<ul style="list-style-type: none"> Make inferences Compare information Analyze Interpret
3 Your Health <i>page 56</i>	<ul style="list-style-type: none"> Talk about a health emergency Talk about types of health care professionals and specialties Listen to phone conversations between patients and doctors' offices Role-play phone conversations between patients and doctors' offices Clarify information Talk about food labels and nutrition Talk about immunizations Talk about healthy and unhealthy diets 	<ul style="list-style-type: none"> Read about health care professionals and specialties Read nutrition labels Read an online schedule book Write appointments in a schedule book Read about immunizations Read a graph Take notes <p>Spotlight: Reading Use context clues</p> <p>Spotlight: Writing Punctuation marks</p>	<ul style="list-style-type: none"> Classify Analyze Make inferences Use context clues Prioritize
4 Rights and Responsibilities <i>page 82</i>	<ul style="list-style-type: none"> Talk about Washington D.C. Talk about marches and protests Talk about rights and responsibilities Discuss social issues Listen to conversations about educational system Express agreement and disagreement Talk about government agencies Talk about unions 	<ul style="list-style-type: none"> Read about marches and protests Read and take notes on rights and responsibilities Read charts about education in the U.S. Read about government agencies Write initials of agencies to contact in emergencies Read about acronyms vs. initials Read and write about work unions Scan a reading <p>Spotlight: Reading Adjust your reading speed</p> <p>Spotlight: Writing Identify purpose for writing business letters</p>	<ul style="list-style-type: none"> Analyze Rank information Summarize Predict Apply knowledge to new situations

Vocabulary	Grammar	Civics Concepts	Math Skills
<ul style="list-style-type: none"> • Introductions • Information questions 			
<ul style="list-style-type: none"> • Types of courses • Educational and professional goals • Word forms 	<ul style="list-style-type: none"> • Direct and indirect <i>yes/no</i> and <i>wh-</i> questions 	<ul style="list-style-type: none"> • Identify educational opportunities • Recognize personal and professional goals • Recognize personal job skill abilities • Recognize appropriate interviewing behavior • Ability to take and interpret telephone messages • Recognize do's and don'ts of phone use • Recognize behavior that leads to promotion 	
<ul style="list-style-type: none"> • Automobile insurance terms • Parts of an automobile • Synonyms • Car accident checklist 	<ul style="list-style-type: none"> • Past form of <i>should</i> • Past form of <i>could</i> 	<ul style="list-style-type: none"> • Compare travel schedule and cost • Interpret information about automobile insurance • Understand what to do in case of an accident • Identify basic travel signs • Interpret highway and traffic signs 	
<ul style="list-style-type: none"> • Types of health care professionals and specialties • Nutritional labels • Words about immunization • Synonyms 	<ul style="list-style-type: none"> • Adverb clauses of time • Adverb clauses of reason and contrast 	<ul style="list-style-type: none"> • Understand when to call 911 • Understand types of health care professionals • Determine who to see for different health issues • Understand and analyze food labels • Analyze personal health habits 	Focus on Math: Convert numbers to percentages
<ul style="list-style-type: none"> • U.S. constitutional rights and responsibilities • Educational system • Homonyms • Government agencies • Workers' rights • Unions 	<ul style="list-style-type: none"> • Active and passive verbs • Forming the passive 	<ul style="list-style-type: none"> • Identify U.S. constitutional rights and responsibilities • Understand the U.S. educational system • Identify which government agencies to use for different needs • Understand educational rights and options • Understand protests and marches 	Focus on Math: Understand bar and line graphs

Table of Contents

Unit	Listening and Speaking	Reading and Writing	Critical Thinking
5 Consumer News and Views <i>page 108</i>	<ul style="list-style-type: none"> • Discuss advertising • Talk about shopping and comparison shopping • Listen to conversations between customers and salespeople • Role-play conversations between customers and salespeople • Discuss food shopping tips • Talk about finding housing • Express doubt <p>Focus on Pronunciation: Intonation in tag questions</p>	<ul style="list-style-type: none"> • Read advertisements • Read tips for consumers and means of credit • Write definitions from context • Write a shopping list and compare ads • Read tips for food shopping • Read housing ads <p>Spotlight: Reading Use a dictionary</p> <p>Spotlight: Writing Write a letter of complaint</p>	<ul style="list-style-type: none"> • Analyze advertisements • Use context clues • Compare • Evaluate
6 Rules and Laws <i>page 134</i>	<ul style="list-style-type: none"> • Talk about courtrooms and people in them • Summarize • Talk about a bar graph • Talk about types of crime and common laws • Listen to recorded messages • Listen to information about getting a marriage and driver's license • Talk about getting a marriage and driver's license • Paraphrase • Talk about traffic tickets • Talk about neighborhood problems <p>Focus on Pronunciation: Changing stress on <i>that</i></p>	<ul style="list-style-type: none"> • Read roles of people in a courtroom • Read journal entries • Read a bar graph • Read checklists about getting a marriage and driver's license • Take notes on prerecorded instructions • Read about traffic citations • Write details about traffic citations • Read about community involvement <p>Spotlight: Reading Recognize cause and effect</p> <p>Spotlight: Writing Use graphic organizers for writing</p>	<ul style="list-style-type: none"> • Sequence • Summarize • Compare • Paraphrase • Interpret
7 Career Paths <i>page 160</i>	<ul style="list-style-type: none"> • Talk about workplace situations • Talk about workplace responsibilities and behavior • Talk about interviews • Listen to job interviews • Roleplay job interviews • Discuss ideal employees and employers • Describe workplace tasks • Expand responses to questions 	<ul style="list-style-type: none"> • Read work rules • Read online job postings • Write a job description • Write job tasks • Read an employment application • Read a company profile <p>Spotlight: Reading Identify a sequence of events</p> <p>Spotlight: Writing Understand the writing process</p>	<ul style="list-style-type: none"> • Solve problems • Analyze • Evaluate • Rank job benefits • Solve problems based on new information
8 Money Matters <i>page 186</i>	<ul style="list-style-type: none"> • Talk about household budgets • Talk about expenses • Listen to conversations about banking • Talk about protecting your money • Talk about financial terms • Give advice 	<ul style="list-style-type: none"> • Read questions about money issues • Read about credit cards • Read about ways to save and invest • Take notes • Write a budget <p>Spotlight: Reading Compare and contrast</p> <p>Spotlight: Writing Use transition words</p>	<ul style="list-style-type: none"> • Evaluate • Analyze • Apply knowledge • Compare banking alternatives
Appendices	<p>Grammar Reference Guide <i>page 212</i></p> <p>Vocabulary <i>page 220</i></p>		

Vocabulary	Grammar	Civics Concepts	Math Skills
<ul style="list-style-type: none"> • Advertisements • Shopping terms • Food shopping tips • Housing ads 	<ul style="list-style-type: none"> • Tag questions 	<ul style="list-style-type: none"> • Engage in comparison shopping • Understand impulse buying • Analyze advertisements • Analyze personal shopping behavior • Identify financial service options for making purchases 	
<ul style="list-style-type: none"> • Courtroom language • Types of crimes • Word forms • Instructions to obtain a marriage license • Instructions to obtain a driver's license • Citations 	<ul style="list-style-type: none"> • Adjective clauses 	<ul style="list-style-type: none"> • Interpret basic court procedures • Understand requirements for obtaining licenses • Understand different types of crimes • Understand information about traffic tickets 	
<ul style="list-style-type: none"> • Workplace skills and behavior • Prefixes • Word forms • Classified job postings 	<ul style="list-style-type: none"> • Past perfect • Past unreal conditional 	<ul style="list-style-type: none"> • Understand and analyze appropriate workplace behavior • Understand how to interview effectively • Understand and rank job benefits • Identify job performance in an employee evaluation form 	Focus on Math: Compute averages
<ul style="list-style-type: none"> • Expenses and budgeting • Banking • Credit cards 	<ul style="list-style-type: none"> • Quoted speech • Reported speech 	<ul style="list-style-type: none"> • Interpret credit card applications • Understand the use of credit • Understand a budget • Understand interest rates • Understand banking services 	Focus on Math: Understand rates

Welcome to All-Star

All-Star is a four-level series featuring a “big picture” approach to meeting adult standards that systematically builds language and math skills around life-skill topics.

Accessible lesson format in Lessons 1–4 follows an innovative layout with a list of activities labeled “Things to Do” on the left and picture-dictionary visuals and readings on the right.

Predictable unit structure includes the same logical sequence of lessons and two Spotlight lessons in each unit.

“Big picture” scenes are springboards to a wealth of life-skills vocabulary, activities, and discussions in the Student Book and all-skills expansion activities in the Teacher’s Edition.

1 LESSON

UNIT 2: Getting Around

It happened during rush hour.

THINGS TO DO

1 Warm Up
Work with your classmates to answer the questions below.

- How do you usually get around—on foot, by car, or by public transportation? Which do you prefer?
- What's happening during rush hour in the picture? List 10 things, including 3 unsafe ones.

2 Make Inferences
Read the facts and inferences below about Tom. Check (✓) the inferences that are logical. Then choose another person in the picture and write facts about that person. For each fact, write 2 inferences.

Facts	Inferences
Tom drives a red sports car.	<input type="checkbox"/> He likes big cars.
	<input type="checkbox"/> He likes to drive fast.
Tom ran into another car.	<input type="checkbox"/> He's not very happy now.
	<input type="checkbox"/> He's not a very careful driver.

Read your inferences to the class. Ask them to identify the person.

3 Analyze
Work with a partner. For each situation below, describe what you would do.

- You have a flat tire.
- The police stop you for speeding.
- You hit the side of a parked car.
- You see road construction ahead.

Setting Goals Below are some topics in this unit. Identify each one as (1) very useful to you, (2) somewhat useful, or (3) not useful.

<input type="checkbox"/> car accidents	<input type="checkbox"/> ways to travel
<input type="checkbox"/> insurance terms	<input type="checkbox"/> road maps
<input type="checkbox"/> insurance policies	<input type="checkbox"/> bus schedules

Warm Up activities activate students' background knowledge and interest in the topic, and prompt discussion.

Life-skills vocabulary is presented through compelling realia, illustrations, and in rich contextual environments.

Comprehensive coverage of key standards prepares students to master critical competencies.



UNIT 2: Getting Around

My insurance will cover it.

THINGS TO DO

1 Talk about It

Use the *Dictionary of Common Automobile Insurance Terms* on this page to answer these questions.

- Which terms in the list do you know?
- Is it important to have collision insurance? Why or why not?
- What is the difference between collision and comprehensive coverage?

2 Write True or False

Study the insurance **policy** on the next page and read the statements below. For each statement, write *True* or *False*.

- The name of the policyholder is Thomas Rideout. _____
- The policy holder owns a Toyota. _____
- The policy holder drives about 10 000 miles a year. _____
- His insurance policy is good for 6 months. _____
- Tom pays \$50 000.00 for his liability coverage. _____
- Tom got a discount on his insurance policy because he is a good driver. _____
- Tom has a \$500.00 deductible. _____
- Tom's bill for car insurance comes to \$256.80. _____
- Tom has an alarm system in his car. _____
- The insurance company is in Florida. _____

Now correct the false statements.

3 Apply

Read each situation below and answer the question. Then compare ideas with your classmates.

- Someone stole your car and the police never found it. Which coverage would pay for your loss?
- A rock from a passing truck cracked your windshield. Which coverage would cover your loss?
- You haven't had a car accident in 7 years. Do you think you can get a discount on your insurance?



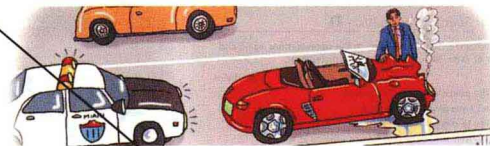
Learning Synonyms You can expand your vocabulary by learning synonyms. Find a synonym for these words.

yearly _____ belongings _____
car or truck _____ payment _____
driver _____ crash _____

Dictionary of Common Automobile Insurance Terms

- Actual Cash Value** The cost to replace a vehicle minus the amount it has depreciated since you bought it.
- Bodily Injury Liability** This covers medical expenses for injuries the policyholder causes to someone else.
- Claim** The policyholder's request for reimbursement of a loss covered by their insurance policy.
- Collision** This covers damage to the policyholder's car from any collision. The collision could be with another car, such as a wall, a rock, etc.
- Comprehensive** This covers damage to the policyholder's car from something other than another car, such as theft, fire, or earthquake.
- Deductible** The part of the loss that you agree to pay if you have an accident.
- Medical Payments or Personal Injury Protection (PIP)** This covers the treatment of injuries to the driver and passengers of the policyholder's vehicle.
- Premium** The amount of money you pay for your insurance. The higher the deductible, the lower the premium.
- Property Damage Liability** This pays for damage the policyholder causes to someone else's property.
- Uninsured Motorist Coverage** This pays for treatment and/or property damages of the policyholder if he/she is injured in a collision with an uninsured driver.

VOCABULARY IN CONTEXT: Understanding Insurance Terms



UNIFIED AUTOMOBILE INSURANCE COMPANY
3833 Bradbury Road - Fredericksburg, VA 22401

Named Insured and Address:
Thomas Rideout
564 Philips Street
Miami, FL 33136

Policy Number: 00044 44 244 4443 5
POLICY PERIOD (12:01 A.M. Standard Time)
EFFECTIVE OCT 01 2009 TO OCT 01 2010

Description of Vehicle(s)	YEAR	MAKE	MODEL	BODY TYPE	ANNUAL MILEAGE	IDENTIFICATION NUMBER
	2000	PORSCHE	BOXSTER	CPE 2D	10 000	WPOCA29894U612345
COVERAGES	LIMITS OF LIABILITY (ACV MEANS ACTUAL CASH VALUE)		VEH 01 D-D-DED AMOUNT	ANNUAL PREMIUM \$	VEH 02 D-D-DED AMOUNT	ANNUAL PREMIUM \$
PART A - LIABILITY						
BODILY INJURY	EA PER	\$ 300 000				
	EA ACC	\$ 500 000		256.80		
PROPERTY DAMAGE	EA ACC	\$ 50 000		92.00		
PART B - MEDICAL PAYMENTS	EA PER	\$ 10 000		19.25		
PART C - UNINSURED MOTORISTS						
BODILY INJURY	EA PER	\$ 300 000				
	EA ACC	\$ 500 000		184.00		
PART D - PHYSICAL DAMAGE COVERAGE						
COMPREHENSIVE LOSS	ACV LESS	D500		283.50		
COLLISION LOSS	ACV LESS	D500		376.00		
VEHICLE TOTAL PREMIUM*				1 211.55		
ANNUAL PREMIUM				\$ 1 211.55		

*Premium is based on the following discounts: 5-year good driving record; anti theft device; designated professional group.

Critical thinking activities such as evaluating and classifying, allow students to interact with the content in a meaningful way.

Try This Strategy activities present specific ways to help students learn vocabulary, understand their personal learning style, and approach academic tasks. These are included towards the beginning of each unit.

Listening activities include a rich variety of everyday personal, academic, and workplace conversations. Activities ask students to listen for important details as well as main ideas.

Realia-based readings and narrative selections like maps, advertisements, stories, graphs, and online articles provide the basis for developing reading skills and associating text with listening passages.

3 LESSON

UNIT 2: Getting Around

LISTENING AND SPEAKING: Understanding Transportation Issues

Could you tell me the arrival time?

THINGS TO DO

1 Warm Up

Work with your classmates to answer the questions below.

1. What do you think the people in each scene are saying?
2. Look at the map of Florida. What route would you take to get from Miami to Tampa? From Miami to Ft. Myers?

2 Put in Sequence

Number the pictures about Tom and his accident in order from 1 to 5. Then listen to 5 conversations and check your guesses.

3 Listen for Specific Information

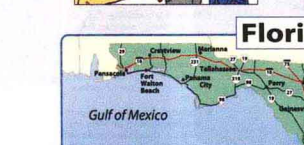
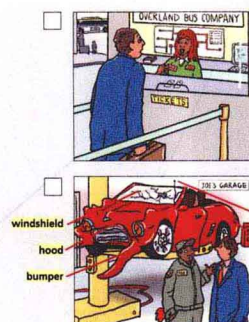
Read the statements below. Then listen to the conversations again and check (✓) True or False. Next, correct the false statements.

- | | | |
|--|--------------------------|--------------------------|
| | True | False |
| 1. Tom asks the police officer for her name. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tom doesn't have proof of insurance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tom is polite to the police officer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Yumiko asks Tom about the weather conditions at the time of the accident. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Yumiko's phone number is 555-3465. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Tom's car has only a damaged windshield and bumper. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. It will take a few hours to fix Tom's car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The mechanic offers to take Tom to Tampa. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Tom buys a bus ticket for the 1:45 bus. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Tom buys a round-trip ticket. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Bill is Tom's boss. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Tom asks to borrow Bill's car to go to the beach. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Use the Communication Strategy

Role-play a telephone conversation between a customer and a ticket agent at a bus station. Use information from the bus schedule on the next page.

- A: Blueway Bus Service. Can I help you?
 B: Yes. Could you tell me if you have a bus to Tampa from downtown Miami leaving around 9:00 in the morning tomorrow?
 A: Around 9:00? Let me see. We have a bus that departs at 9:45.
 B: Can you give me the arrival time?



COMMUNICATION STRATEGY

Pausing Expressions
 When you need a moment to respond to someone's question or comment, use the following expressions.

- Let me see.
- Just a minute.
- Hold on a minute.



Use the Communication Strategy activities invite students to engage in everyday conversations with their classmates, using the vocabulary, grammar, and communication strategy they have learned.

Communication Strategy boxes present specific strategies that will improve students' ability to communicate effectively, helping them become more fluid, natural speakers.

Windows on Math help students develop functional numeracy skills needed in everyday applications.

WINDOW ON MATH

Converting numbers to percentages

A Read the information.

To convert numerical information to a percentage, you should divide the part by the whole and multiply by 100.

1. 130 calories (from fat) ÷ 170 calories × 100 = 76.5% total calories from fat
2. 5 calories (from protein) ÷ 14 calories (total) × 100 = 36% total calories from protein

B Calculate the percentages.

1. One package of peanut butter crackers contains 180 calories. Ninety calories come from fat. What percentage of the calories are from fat? _____
2. A serving of pasta has 42 grams of total carbohydrates. The recommended daily amount of carbohydrates is 300 grams. What percent of the recommended daily amount is the serving of pasta? _____

A grammar lesson is presented in each unit, offering in-depth grammar practice. The essential grammar content is correlated to a variety of national and state standards.

Grammar boxes describe the structure of the grammar and offers everyday examples to help students understand usage.



UNIT 2: Getting Around

I should have stayed home.

The Past Form of Should

You can use *should (not) have* + a past participle to give an opinion on or express regret about something in the past.

EXAMPLES:

Tom **should have slowed down**. (Slowing down was advisable, but Tom didn't do it.)
I **shouldn't have stopped** the car. (Stopping the car was not a good thing to do, but I did it.)
They **should have taken** the bus instead of driving. (Taking the bus was advisable, but they drove instead.)

I	should have slowed down.
You	should have bought some insurance.
He/She/It	shouldn't have gotten angry.
We	
They	

1 Complete the Sentences

Complete the sentences with *should + have* and the past participle of the verb in parentheses.

- I should have taken the bus to Tampa, but I drove instead. (take)
- He _____ comprehensive insurance, but he only bought liability. (buy)
- To get cheaper plane tickets, they _____ reservations seven days **in advance**. (make)
- You _____ when the light turned yellow instead of speeding up. (slow down)
- You _____ a discount on your car insurance because you haven't ever gotten a ticket. (get)
- When she saw smoke coming from the engine, she _____ right away. (stop)

2 What's Your Advice?

For each situation below, write a sentence telling what you think the person should have done and shouldn't have done.

- Nan forgot to put on the emergency brake when she parked her car and it rolled down the road and into another car. She was lucky because it could have caused a much worse accident.

- Jamal had to pay a lot more for his plane ticket because he waited until the day before his vacation to buy it.

- Keiko missed her train because she spent an hour looking for her wallet and got to the station late.

GRAMMAR: Using Past Forms of Modals

The Past Form of Could

You can use *could (not) have* + a past participle to identify something that was possible (or impossible) in the past. This structure is used to talk about an option not taken.

EXAMPLES:

I **could have left** on Monday, but I decided to wait until Tuesday.
Jude **could have bought** a new car, but he decided to buy a used car.
You **couldn't have booked** a ticket because your name is not on the flight list.

I	could have taken the train instead of the bus.
You	could have gotten a cheaper fare by booking early.
He/She/It	couldn't have seen the accident because it was too dark.
We	
They	

3 Write

Answer each question with a complete sentence.

- Ann rented a car to travel from Miami, Florida to New York. How else could she have traveled to New York?
She could have flown.
- Mohamed used a credit card to buy his plane ticket. How else could he have bought his ticket?

- Fatima only bought liability insurance for her car. What other kind of coverage could she have bought?

- Andrea left her computer in the car and someone stole it. What could she have done to avoid losing her computer?

- Ray was late to the meeting because he got caught in rush hour traffic. How could he have avoided being late?

- Tranh tried to stop his car, but the streets were wet and he crashed into the car in front of him. What could Tranh have done (or not done) in this situation?

- Marcos bought his plane ticket from a travel agent. Where else could he have bought his ticket?

Grammar practice activities guide students through structured and progressively more open-ended ways to use the target grammar.

Application lessons focus on developing the students' roles in life as workers, parents, and community members.

Real-world documents and situations are highlighted in the *Application* lessons, exposing students to critical concepts they encounter at work, at home, and in the community.

COMMUNITY

6
LESSON

UNIT 2: Getting Around

What To Do in a Car Accident



1 Warm Up

Work with your classmates to answer the questions below.

1. Have you ever seen or been in a car accident? What happened?
2. What should you do if you see a car accident? What shouldn't you do?

2 Read and Respond

Do you know what to do if you are in a car accident? Read the information below and answer the questions on the next page. Then fill in the missing information about Tom Rideout's accident.

Car Accident Checklist

- Stop immediately. Keep calm. Do not argue, accuse anyone, or make any admission of guilt for the accident.
- Do not leave the scene; however, if the vehicles are operable, move them to the shoulder of the road and out of the way of oncoming traffic.
- Warn oncoming traffic.
- Call medical assistance for anyone injured. Dial 911. Do what you can to provide first aid, but do not move them unless you know what you are doing.
- Call appropriate law enforcement authorities.
- Get the information requested in the form below.

Other Vehicle Information	Accident Facts
Owner: Thomas Rideout Phone: (305) 555-3466	Date: Nov. 6 Time: 8:45 AM
Address: _____	City/State/Street: Miami, FL / Route 41
Make/Model/Year: _____	Condition of Road/Weather: dry / clear and sunny
Vehicle ID: _____	Direction of your Car: west
License Plate #/State: 883WE / Florida	Speed of your Car: I was stopped
Driver's Name: _____	Direction of other Car: west
Phone: (305) 555-3466	Speed of other Car: About 25 mph. Ran into back end
Address: 564 Philips St. Miami, FL 33136	Did the police take a report? Yes
Driver's License #/State: FLD000590 / Florida	Responding Police Department: Florida Highway Patrol
Area of Damage: bumper, windshield, headlights	Case/Report Number: FL2222XYZ

Witnesses	
Name: Han Chen Phone: (813) 555-1263	Name: N/A Phone: _____
Address: 1275 75 St. Tampa, FL 33619	Address: _____

Source: AAA Insurance, <http://www.aaa.com>

APPLICATION: Dealing with Emergencies

QUESTIONS

1. According to the car accident checklist, what are 3 things you should do if you are in an accident? What are 3 things you shouldn't do?
2. In a serious accident, which would you do first — call 911 or move your car onto the shoulder of the road? Why?
3. How could you warn oncoming traffic that there has been an accident?
4. Why shouldn't you move an injured person?
5. Why is it important to get the names of any witnesses?

3 Apply

Work with one or more classmates. Read each situation below and answer the questions.

1. Oscar ran into a parked car leaving a big scratch along the side. He parked his car and left a note on the other car giving his name, address, and phone number. What else could he have done? What do you think he should have done?
2. Barbara was standing on the street corner when a truck ran a red light and hit another car. "I was probably the only witness to the accident," Barbara said, "but I was in a hurry to get home, so I just left quickly." What do you think Barbara should have done?

WINDOW ON PRONUNCIATION
Reduction of Past Modals

★ Listen to the words. Then listen and repeat.

should have (sounds like shuduv)	shouldn't have (sounds like shuduv)
could have (sounds like cuduv)	couldn't have (sounds like cuduv)

★ Listen to the sentences. Write the missing words. Use the correct spelling.

1. I _____ renewed my driver's license earlier this month.
2. He _____ taken an earlier flight.
3. They _____ chosen a worse time to travel.
4. She _____ slowed down at the intersection.
5. You _____ purchased insurance from that company.
6. We _____ bought our tickets online.

★ Work with a partner. Ask the questions below. Write your partner's answers.

1. Think about the last trip you took. What are two things you should have done differently?
2. What could you have done to help someone last week?
What did you do to help someone last week?

Windows on Pronunciation help students produce difficult sounds in English and address issues of stress, rhythm, and intonation.

FAMILY
LESSON

UNIT 2: Housing

How safe is your home?

- A Look at the title of the article and the photos in Activity B. What do you think the article is about? Check the main idea.
- ☐ Children's furniture ☐ Keeping your children safe at home ☐ How to play with your baby

- B Read the article. Check the childproofing tips that you follow now.

CHILDPROOF YOUR HOME

If you are expecting a baby or have small children in your home, you should childproof your home immediately. Look at your house from a toddler's point of view. Get down on the floor and look for dangers places where a child could get a shock, a burn, or a cut.



Safety in the bathroom:

- ✓ Keep medications and cleaners out of the reach of children.
- ✓ Put non-slip mats in the shower and tub.
- ✓ Check the water temperature before you put your child in it.
- ✓ Supervise children under six years of age when they are in the bathtub.
- ✓ Keep electrical appliances away from the water.

Safety in the kitchen:

- ✓ Put childproof covers on cabinets.
- ✓ Keep electrical appliances and cords out of the reach of children.
- ✓ Turn pot handles away.
- ✓ Cook on back burner.
- ✓ Keep sharp knives in a locked drawer in out of reach.
- ✓ Supervise young children using the microwave.
- ✓ Don't carry hot liquids and a child.



Safety in the bedroom and living room:

- ✓ Cover electrical outlets with plastic covers.
- ✓ Wrap cords for curtains and blinds up out of reach.
- ✓ Keep small items out of reach so children won't swallow them.
- ✓ Put locks on windows.
- ✓ Use a child safety gate at the top and bottom of the stairs.
- ✓ Keep plants out of reach; some are poisonous.
- ✓ Put padding on sharp edges such as the fireplace.



ALTERNATE APPLICATION: Childproofing Your Home

4 Check True or False

- | | True | False |
|--|-------------------------------------|-------------------------------------|
| 1. You can see all the dangers in your house if you walk around. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. You should put latches on cabinets so children can't open them. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. You shouldn't cook on the back burners. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. It's okay to leave small objects around the house. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. The cords for blinds and curtains can be dangerous. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Microwaves are safe for children to use. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

5 Answer the questions using information from Activity B.

1. What are three things you can do so children don't get burns?
2. What are two ways to prevent falls?
3. How can you make sure children don't get a shock?

6 List three things you think new parents should buy to make their homes safer.

- 1.
- 2.
- 3.

TAKE IT OUTSIDE Interview a friend, family member or coworker. Write their answers in the chart.

Children's names and ages	Dangers in their home?	How their home is childproofed

TAKE IT ONLINE Use your favorite search engine to find information on childproofing your home. List three new ideas for making your home safer.

Alternate application lessons in the Workbook provide a flexible approach to addressing family, work, and community topics in each unit.

Listening Reviews help teachers assess listening comprehension, while giving students practice with the item types and answer sheets they encounter on standardized tests.

Vocabulary Reviews provide engaging activities for students to review and assess their knowledge of the vocabulary they learned in each unit.



UNIT 2: Getting Around

What do you know?

1 Listening Review

Listen to each conversation and choose the best answer to the question you hear. Use the Answer Sheet.

- A. by bus
B. at 3:15
C. to Miami
- A. road assistance
B. the police
C. a flat tire
- A. a higher deductible
B. a discount for good driving
C. collision coverage
- A. He wants to have a good time.
B. It's cheaper than flying.
C. He wants to see the country.
- A. The man was speeding.
B. The man wasn't paying attention.
C. The man was driving too close to the car ahead.

ANSWER SHEET	1	2	3	4	5	6	7	8	9	10	11	12
	(A)	(B)	(C)	(A)	(B)	(C)	(A)	(B)	(C)	(A)	(B)	(C)

Listen and choose the sentence that is closest in meaning to the sentence you hear. Use the Answer Sheet.

- A. My car is just like new.
B. When I bought my car it was worth \$5,000.
C. My car is worth less now.
- A. My insurance coverage starts on August 1.
B. My insurance coverage ends on August 1.
C. My insurance coverage is very expensive.
- A. She bought a nonrefundable ticket.
B. She bought her ticket a week before her trip.
C. She bought a bus ticket seven days in advance.
- A. She bought liability insurance.
B. She has liability insurance.
C. She didn't buy liability insurance.
- A. I took the train.
B. I took the bus.
C. I could have taken the bus.

42

REVIEW AND ASSESSMENT

2 Vocabulary Review

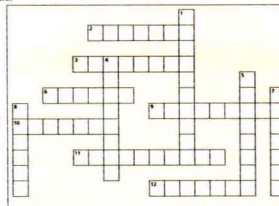
Use the clues to complete the crossword puzzle.

ACROSS

- The verb form of the word "collision" is ____.
- You shouldn't drive on the ____ of a road, but you can stop there in an emergency.
- This word means "to repay."
- An insurance contract is called a ____.
- The amount of money you pay each year for your insurance.
- This is what you look through while you are driving a car.
- Someone who uses a car accident is a ____ to the accident.

DOWN

- This word means "to go down in value."
- Traffic that is coming towards you is called ____ traffic.
- "Watch out!" and "Be careful!" are examples of ____.
- Another word for car or truck is ____.
- Another word for "choice" is ____.



LEARNING LOG

I know these words:

NOUNS
actual cash value
antenna
bumper
claim
collision
coverage
deductible
flat tire
hood

VERBS
liability
option
policy
policyholder
premium
reimbursement
rush hour
shoulder (of a road)
standard fare
trunk

ADJECTIVES
comprehensive
effective
nonrefundable
obscure
uninsured
OTHER
in advance

I practiced these skills, strategies, and grammar points:

setting goals for the unit
making inferences
analyzing transportation problems
learning synonyms
reading road maps
reading a bus schedule
understanding car insurance

listening and sequencing events
listening for specific information
using passive expressions
comparing means of travel
using the past forms of should and could
dealing with a car accident
practicing reduction of past models

43

Spotlight: Reading and **Spotlight: Writing** lessons appear at the end of each unit, offering supplementary and targeted reading and writing skill development.

Learning Logs ask students to catalog the vocabulary, grammar, life-skills, and strategies they have learned, and determine which areas they need to review.

UNIT 2: Getting Around

Spotlight: Reading Strategy

IDENTIFYING THE TOPIC AND MAIN IDEA

The topic of a paragraph tells what the paragraph is about. For example, the topic of a paragraph might be: wearing seatbelts, buying a plane ticket, or my trip to Georgia. The main idea of a paragraph is the writer's attitude or opinion about the topic. For example, the main idea of a paragraph might be: wearing a seatbelt is essential, it's important to buy your plane ticket early, or my trip to Georgia was a disaster.

- Think of a main idea for each topic below and write it in the chart. Then write your own topic and main idea. Compare your ideas with your classmates.

Topic	Main Idea
1. driving too fast	Driving too fast can be fatal
2. traveling by car	
3. buying auto insurance	
4. making travel plans	
5. driving while drunk	
6. traveling by plane	
7. hitchhiking	
8.	

- Read paragraphs 1 through 4 and identify the topic and the main idea.

Paragraph 1

Traveling is something that most people enjoy, though the way people travel differs greatly. Some people like to (or have to) travel on a shoestring, finding hotels, restaurants, and means of transportation that are inexpensive. Other people like (or can afford) the luxurious route in which they stay in the finest hotels, travel in first class, and eat delicious food along the way. Still others like to travel alone and explore things on their own, while others enjoy traveling with a tour group and sharing adventures with others. What kind of traveler are you?

Topic: _____

Main Idea: _____

44

Paragraph 2

To drive a car in the United States, you have to have a driver's license. However, a driver's license is necessary for more than driving a car. In the United States, a driver's license is also a major form of identification. If you want to cash a check or use a credit card, you may be asked to show your driver's license.

Topic: _____

Main Idea: _____

Paragraph 3

To get a driver's license in California, you have to take a four-part test. The first part of the test is a written examination with questions about the rules of the road. Another part of the exam tests your knowledge of road signs. To get a license, you also have to pass a vision test, but luckily you can wear glasses when you take this test. The last part of the test is the actual driving test. That's when you drive on the road and try not to make any mistakes.

Topic: _____

Main Idea: _____

Paragraph 4

Be sure to do your homework if you're buying a pre-owned car. Pre-owned cars are cheaper than new cars, but they might come with unknown problems. It's best to look online and elsewhere to read as much as you can to learn about the car and determine the value of the car. Also, you should have a mechanic test it before you buy it. If you buy a pre-owned car from a car dealer, you might want to get a warranty on it. But if you buy from a private owner, make sure that they have all of the paperwork showing regular maintenance throughout their ownership.

Topic: _____

Main Idea: _____

45

Test highlights language patterns and grammar points contained in a unit and consolidates student's knowledge concerning what they should master.

UNIT 1: Skills and Abilities

Test

Name: _____ Date: _____ Score: _____

LISTENING: Listen to the conversation. Then choose the correct answer for each question.

Conversation 1

1. Who are the two speakers?
 - A. Two friends.
 - B. An employer and an employee.
 - C. A receptionist and a possible job applicant.
 - D. A landlord and a tenant.
2. Why is the woman calling?
 - A. To ask about a job.
 - B. To talk to her boss.
 - C. To get an apartment.
 - D. To order a newspaper.
3. What is the caller's name?
 - A. Sarah Abdi.
 - B. Sahara Abdi.
 - C. Lily Rogers.
 - D. Lily Johnson.
4. What message should he write down?
 - A. Please call back.
 - B. Will call again.
 - C. Returned your call.
 - D. Important.
5. When will the caller be able to ask about the job?
 - A. Tomorrow.
 - B. Later in the morning.
 - C. After two.
 - D. Around one.



GRAMMAR: Choose the correct answer to complete the sentences.

6. Do you know _____?
 - A. what is the time?
 - B. if the time is?
 - C. what time it is?
 - D. time?
7. Can you tell me _____?
 - A. where we are meeting?
 - B. where are we meeting?
 - C. if we are meeting?
 - D. if we meet?
8. Do you know _____?
 - A. if is Mary absent today?
 - B. can Juan drive a car?
 - C. if Tanya lives here?
 - D. does Hugo have a truck?
9. Can you tell me _____?
 - A. when she will be home?
 - B. why did he leave early?
 - C. where is the bank?
 - D. what day are we meeting?
10. Do you know _____?
 - A. what did he say?
 - B. who called?
 - C. why is it so late?
 - D. when do we eat?

READING: Read the information below and choose the best response.

In today's workplace, employees should observe netiquette when they write e-mails. Netiquette is a term describing the manners, or rules of courtesy, that people observe on the Internet. Remember that your e-mails at work belong to your employer and may be read by supervisors. You should be polite when writing e-mails. Use mixed case because using all caps looks LIKE YOU ARE SHOUTING. If you receive an e-mail as part of a group, don't hit "reply all" if you are really just replying to the sender. Remember that things in an e-mail can be misunderstood, so be especially clear and diplomatic.



11. This article is intended for _____.
 - A. friends
 - B. family members
 - C. workers
 - D. students
12. Netiquette is _____.
 - A. a set of rules
 - B. a type of e-mail
 - C. an Internet service
 - D. a office document
13. Your e-mails at work belong to _____.
 - A. you
 - B. your company
 - C. the person you are e-mailing
 - D. the Internet
14. Mixed case probably means _____.
 - A. confusing words
 - B. emails with different sources
 - C. reply all
 - D. capital and lower-case letters
15. You probably shouldn't hit "reply all" every time because _____.
 - A. your mailbox will get too full
 - B. the response may not be for everyone
 - C. it will repeat the original e-mail
 - D. it will send a response to all the e-mails you have received

VOCABULARY: Choose the word or phrase that is closest in meaning to the bold-faced words.

16. It is **essential** that we meet today.
 - A. convenient
 - B. lucky
 - C. important
 - D. sad
17. My supervisor said I was **very cooperative**.
 - A. worked very well with others
 - B. was very punctual
 - C. solved problems very well
 - D. was a very proficient writer.
18. The report was **very concise**.
 - A. accurate
 - C. short and to the point
19. Some articles are difficult to **comprehend**.
 - A. pronounce
 - B. understand
 - C. remember
 - D. rewrite
20. I couldn't **concentrate** in class today.
 - A. pay attention
 - B. understand
 - C. remember
 - D. listen