

中高等职业院校新模式英语系列教材  
国 家 级 职 业 教 育 教 材

4


# English

# 新模式英语

Staci Johnson 著  
Rob Jenkins

唐义均 改编

 CENGAGE  
Learning

 中国劳动社会保障出版社

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《新模式英语》系列教材是由我办组织引进美国圣智学习出版公司出版的《Stand Out》系列教材，并按照部颁《英语能力课程教学方案》的要求改编而成的。本系列教材的原作者是两位在美国长期从事非母语英语教学的著名教师，改编者是我国英语教学专家唐义均教授。

《新模式英语》系列教材具有以下三个突出特色：

第一，以培养学生的综合能力为导向。教材内容围绕日常交际、购物消费、社区资源、卫生保健、职业能力、终身学习等主题展开，着重培养学生在学习、生活和工作中最为实用的技能，使其能够学以致用。听、说、读、写能力的培养贯穿于每一课中，语法与课文内容巧妙融合，通过大量的语言实践活动，切实提高学生综合运用英语的能力。

第二，以学生为中心，促进主动学习。教材中每一单元和每一课的开头为学生提供清晰的学习目标，课堂实践为学生提供多种形式的自主学习任务，学习日志供学生对所学内容进行自我测评，团队活动让学生有机会协同完成综合能力训练。通过在宽松、和谐的学习氛围中独立完成任务和团队合作完成任务，学生能够获得更多的自信，养成独立思考的习惯，增强学习的主动性和积极性，从而提高学习效果。

第三，表现形式新颖，教学资源丰富。教材装帧设计精美、图文并茂、活泼轻松，开卷即知。每册教材均配有《教师用书》《基础练习册》和《组卷系统》。《教师用书》针对每课的教学提供一个完备的教案，并配备听力光盘和活动库光盘，方便教师备课和开展教学活动。《基础练习册》针对每一课提供语法讲解和有语境的语法练习。《组卷系统》可提供多种题型的试卷。

《新模式英语》系列教材从第1册到第4册反映英语水平提高的梯度，中等职业技术学校的学生应至少达到第2册设定的教学目标，高等职业技术学院的学生应达到第4册设定的教学目标。每册的课时方案均分为三种：68学时、102学时和136学时。各学校可根据学生的实际英语水平和专业需要，灵活选择课时方案。

《新模式英语》体现了新的教学模式、新的教材模式和新的学习模式，是英语教学的好教材。我们相信，《新模式英语》会让每个学生学好英语！

人力资源和社会保障部教材办公室

2009年5月

# Getting to Know You

## GOALS

- Fill out an admission application
- Identify learning strategies
- Write about your goals

## LESSON

# 1

## Tell me something about yourself.

**GOAL** ➤ Fill out an admission application



Imagine that you have decided to take classes at a college. Fill out the admission application below.

<b>CANYON COUNTY COLLEGE</b>			
Admission Application			
1. _____			
<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>	
2. Date of Birth ____/____/____		3. ____-____-____	
<i>Mo</i>	<i>Day</i>	<i>Year</i>	<i>Age</i>
		<i>ID Number</i>	4. Place of Birth _____
		<i>City</i>	<i>Province</i>
5. Current address _____			
<i>Number and Street / Apt #</i>		<i>City</i>	<i>Province</i>
<i>Zip Code</i>			
6. (____) ____-____			
<i>(Area Code) Telephone Number</i>			
7. What is the highest level of education you have achieved?			
8. What is your educational goal?			

CD  
TR 1

Read the conversation. Then, listen to the conversation.

*Bitu:* Hi. My name is Bitu. What's your name?*Minh:* I'm Minh. Nice to meet you.*Bitu:* Where are you from, Minh?*Minh:* I'm from Vietnam. And you?*Bitu:* I'm from Iran.*Minh:* Interesting. I've never been to Iran. Tell me something about yourself.*Bitu:* Well, I'm studying English because I want to be an architect in the United States.*Minh:* Wow! That's ambitious. Good for you!*Bitu:* And tell me something about yourself, Minh.*Minh:* In my free time, I make jewelry and sell it to help raise money for my grandchildren to go to college.*Bitu:* That's wonderful! I'd love to see your jewelry sometime.*Minh:* I'd be more than happy to show it to you.

Talk to three classmates. Find out their first names, where they are from, and one other piece of interesting information (a tidbit) about them. Then, introduce your new friends to another group of students.

First Name	Province	Interesting Tidbit



- D** Find the first three students you talked to in Exercise C. Ask them questions about what they wrote on their applications on page P1. Use the questions below to help you get started.

*What is your educational goal?*

*What is the highest level of education you have achieved?*

*Where were you born?*

What are some other questions you might ask about their applications? Write two more questions below.

1. \_\_\_\_\_

2. \_\_\_\_\_

- E** Work with a group of four students. Write three questions you want to ask your classmates to help you get to know them.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- F** Interview four *other* classmates and write their answers to your group's questions in the chart below. Go back to your group and share the information. At the end of this exercise, your group should have information about sixteen students!

Name	Question 1	Question 2	Question 3
1.			
2.			
3.			
4.			

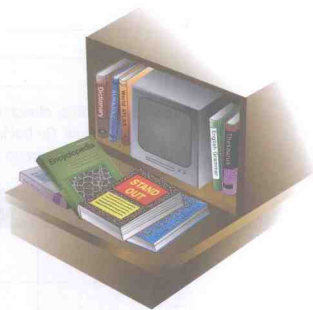


**A** How do you learn English? Make a list.

1. Go to school.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B** Learning a new language takes place inside and outside the classroom. Below is a list of strategies you can use to learn a new language. Read them with your teacher.

	Learning Strategies
	Learn grammar rules.
	Listen to the radio in English.
	Read English books, magazines,
	and newspapers.
	Talk to native speakers.
	Watch TV in English.
	Write in English.



**C** Think of other learning strategies and add them to the list above.





Answer the questions about your personal studying strategies.

1. Where do you usually study? \_\_\_\_\_
2. What strategies do you use inside the classroom? \_\_\_\_\_  
\_\_\_\_\_
3. What strategies do you use outside the classroom? \_\_\_\_\_  
\_\_\_\_\_
4. Write two strategies that you don't use now, but that you would like to use in the future. \_\_\_\_\_  
\_\_\_\_\_
5. What do you think is the best strategy for learning English? \_\_\_\_\_  
\_\_\_\_\_

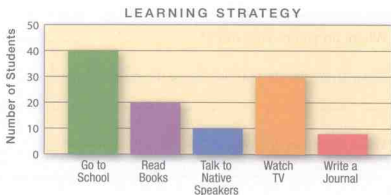


Interview other students in your class using the questions in Exercise D. Write their answers below. (If more than one student has the same answer, you don't need to write it twice.)

Study Locations	
Classroom Strategies	
Outside Strategies	
New Strategies to Use	
Best Strategies	



Look at the bar graph and answer the questions.



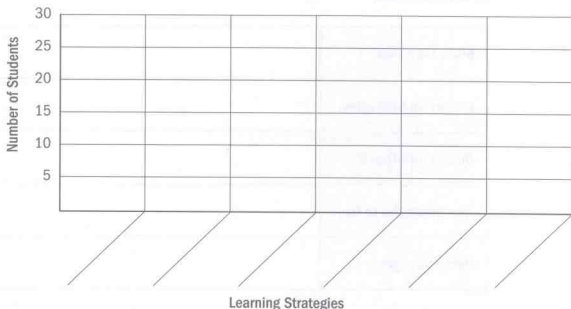
How many students. . .

- go to school? \_\_\_\_\_
- read books? \_\_\_\_\_
- talk to native speakers? \_\_\_\_\_
- watch TV? \_\_\_\_\_
- write a journal? \_\_\_\_\_



With a group, decide on six effective learning strategies. Take a class poll to see how many people use these learning strategies.

Our Class: Effective Learning Strategies



## What are your goals?

GOAL ➤ Write about your goals



A

In this book, you will be learning many new strategies to help you learn and remember vocabulary. The first strategy involves word families. What do you think a word family is? Look at the example below.

Noun	Verb	Adjective	Adverb
creation	create	creative	creatively

B

Read the paragraph. There are five words that belong to the same word family. Find and underline them.

My goal for the year is to get organized. To learn a new language, you need to study a lot of vocabulary. Good organization requires writing down the new words you learn and finding out their meanings. You should organize the words in a notebook, so you can easily find them. Once you learn how to keep a well-organized vocabulary list, you can say, "I have good organizational skills!"

C

Complete the chart with word families. You may need to use a dictionary or ask another student for help.

Noun	Verb	Adjective	Adverb
		educational	
success			
	decide		
		achievable	XXXXX

D

The student who wrote the paragraph in Exercise B has a goal—to get organized. What are your goals for the year? List them in the chart below.

My Goals	



- E** Takuji has had three goals since he came to the United States. Read his paragraph. What are his three goals?

### My Goals

Ever since I came to the United States, I have had three goals. First, I want to improve my English by going to school every day and studying at night. Then, once my English is better, I will look for a job that pays more money. Finally, when I have saved up enough money, I will buy a new house for my family. These are the three goals that I made when I first came to the United States.

- F** What is a paragraph? Discuss the words in *italics* with your teacher.

A paragraph is a group of sentences (usually 5–7 sentences) about the *same topic*. A *topic sentence* is usually the first sentence and it introduces your topic or *main idea*. *Support sentences* are the sentences that follow your topic sentence. They give *details* about your topic. A *conclusion sentence* is the last sentence of your paragraph and it summarizes what you have written.



- G** Look back at Takuji's paragraph. Can you find each of the three sentence types discussed in Exercise F?
- H** What are your goals? Write a paragraph about your goals on a piece of paper. Make sure your first sentence is a topic sentence. Follow your topic sentence with support sentences and then, finish your paragraph with a conclusion sentence.



- I** Look at the first draft of Takuji's paragraph. There are eight errors. The first one has been done for you. Can you find and correct the rest?

My Goals	
Ever since I came to the United States, I have had three goal <sup>S</sup>	First I need
to improve my English by going at school every day and studying at night. Once my	English are better, I will look for a job that pays more money. Finally, when I have
saved up enough money. I will buy a house new for my family. This are the three goals	that I made when I first come to the united States.

- J** Write each of the errors from the paragraph in the chart below. Then, write the correct form and identify the type of error. Use choices from the box.

punctuation	capitalization	subject/verb agreement	verb tense
spelling	singular/plural	word choice	word order

Error	Correction	Type of Error
goal	goals	singular/plural

- K** Now exchange the paragraph you wrote in Exercise H with a partner. Check your partner's work for errors using the error types listed in Exercise J.



## My Dictionary

Find three new words you learned in this unit. Write down the word and the sentence where you found the word.

EXAMPLE: Word: organizational Page: P7  
Sentence: I have good organizational skills!

- Word: \_\_\_\_\_ Page: \_\_\_\_\_  
Sentence: \_\_\_\_\_
- Word: \_\_\_\_\_ Page: \_\_\_\_\_  
Sentence: \_\_\_\_\_
- Word: \_\_\_\_\_ Page: \_\_\_\_\_  
Sentence: \_\_\_\_\_

## Learner Log

In this unit, you had a chance to fill out an application, meet your classmates, identify learning strategies, and think about your goals. How comfortable do you feel doing each of the skills listed below? Rate your comfort level on a scale of 1 to 4.

1 = Need more practice      2 = OK      3 = Good      4 = Great!

Life Skill	Comfort Level	Page
I can fill out an application form.	1 2 3 4	_____
I can tell others about myself.	1 2 3 4	_____
I can introduce my friends.	1 2 3 4	_____
I can identify learning strategies.	1 2 3 4	_____
I can create a bar graph.	1 2 3 4	_____
I can complete word families.	1 2 3 4	_____
I can write a paragraph.	1 2 3 4	_____
I can find and identify errors.	1 2 3 4	_____
I can edit a classmate's paragraph.	1 2 3 4	_____

If you circled a 1 or 2, write down the page number where you can review this skill.

### Reflection

- What was the most useful skill you learned in this unit? \_\_\_\_\_
- How will this help you in life? \_\_\_\_\_

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Theme	Unit and Page Number	Goals	Lesson	Grammar
Basic Communication	<b>Pre-Unit</b> Getting to Know You Page P1	<ul style="list-style-type: none"> <li>• Fill out an admission application</li> <li>• Identify learning strategies</li> <li>• Write about your goals</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me something about yourself</li> <li>• Learning strategies</li> <li>• What are your goals?</li> </ul>	<ul style="list-style-type: none"> <li>◊ Information questions</li> <li>• Editing</li> </ul>
	<b>1</b> Balancing Your Life Page 1	<ul style="list-style-type: none"> <li>• Compare past and present</li> <li>• Create a goal chart</li> <li>• Identify obstacles and give advice</li> <li>• Write about an important person</li> <li>• Identify and apply time-management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Where did you use to study?</li> <li>• Reaching your goals</li> <li>• What should I do?</li> <li>• What is most important to me?</li> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Used to</i></li> <li>• Future tense using <i>will</i></li> <li>• Modals: <i>could, should; Why don't you....? How about....?</i></li> <li>• Adjective clauses</li> </ul>
Consumer Economics	<b>2</b> Personal Finance Page 21	<ul style="list-style-type: none"> <li>• Calculate monthly expenses</li> <li>• Identify ways to be a smart consumer</li> <li>• Interpret credit card and loan information</li> <li>• Analyze advertising techniques</li> <li>• Write a business letter</li> </ul>	<ul style="list-style-type: none"> <li>• Money in, money out</li> <li>• Savvy shopper</li> <li>• Charge it!</li> <li>• How they pull you in</li> <li>• Express yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Contrary-to-fact conditionals</li> <li>• Passive voice: present tense</li> </ul>
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Theme	Unit and Page Number	Goals	Lesson	Grammar
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• Grammar points that are explicitly taught    ◊ Grammar points that are presented in context    △ Grammar points that are being recycled



## Balancing Your Life

## GOALS

- Compare past and present
- Create a goal chart
- Identify obstacles and give advice
- Write about an important person
- Identify and apply time-management skills

## LESSON

## 1

## Where did you use to study?

GOAL ➤ Compare past and present

CD  
TR 2

A

Bit a and Minh are new students at Bellingham Adult School. Listen to their conversation on the first day of class.

B

With a partner, answer the questions about Bit a and Minh. You may have to guess some of the answers.

1. How old are they?
2. What do they do?
3. Where are they from?
4. Why are they studying English?

Minh:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Bit a:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

CD  
TR 3

C

Bit a and Minh both talk about things they did in the past and things they do now. Listen again and complete the chart.

	Past	Now
Bit a	went to another school in the daytime	
Minh		