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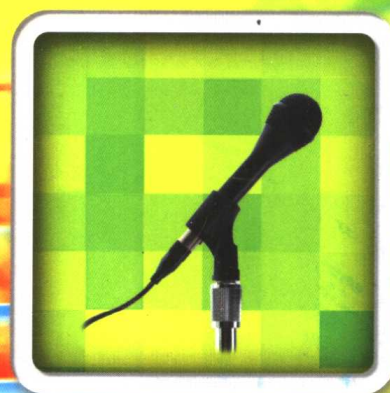
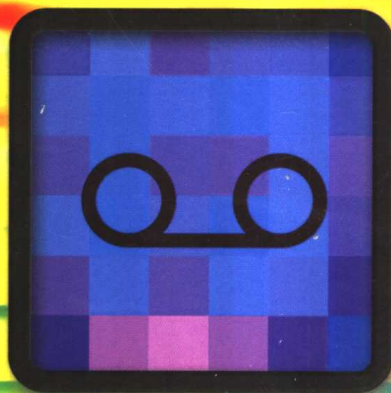
学生用书 (入门级)

朗文 视听说

• Jay Maurer • Irene E. Schoenberg •

英语教程

TRUE COLORS



中国电力出版社
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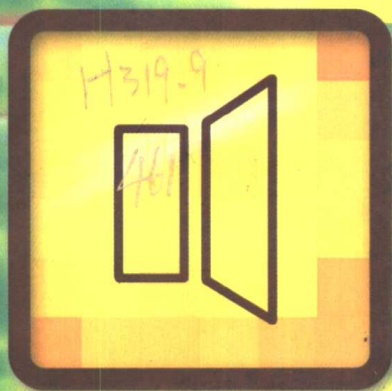
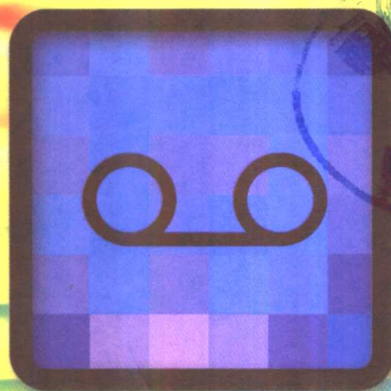
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京权图字：01-2003-1578

图书在版编目 (CIP) 数据

TRUE COLORS朗文视听说英语教程(入门级) 学生用书 / (美)莫瑞尔 (Maurer, J.), (美)斯科恩伯格(Schoenberg, I. E.) 著.

北京: 中国电力出版社, 2003

ISBN 7-5083-1580-4

I. T... II. ①莫... ②斯... III. 英语, 美国-听说教学-教材 IV. H319.9

中国版本图书馆CIP数据核字(2003)第053832号

Authorized translation from the English language edition, *True Colors Basic*, by Jay Maurer, Irene E. Schoenberg, published by Addison Wesley Longman, Inc. 10 Bank Street, White Plains, NY. 10606.

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ENGLISH/SIMPLIFIED CHINESE language edition jointly published by PEARSON EDUCATION

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True Colors

朗文视听说英语教程(入门级)

学生用书

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出版发行: 中国电力出版社

社址: 北京市西城区三里河路6号 (100044)

网 址: <http://www.centuryoriental.com.cn>

印 刷: 北京鑫丰华彩印有限公司

开 本: 889毫米×1194毫米 1/16

印 张: 10.5

字 数: 235千

版 次: 2003年7月第1版 2003年7月第1次印刷

书 号: ISBN 7-5083-1580-4

定 价: 29.80元

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教程简介

这是一套完整清晰的五级英语教程，供以英语作为外国语的成人学习。为什么书名叫做 True Colors 呢？有两个原因：一、它提供了美国英语的地道语言；二、系统地教授学生运用自己的语言进行交流——让学生展示真我风采！

本教程吸收情景教学、个性化教学、交际教学等现代教学理念的精髓，利用现代媒体技术，扩展了课本、音像、网络三位一体的语言学习新模式，培养学生的跨文化交际能力。教程注重在情景中展现新知识；在交际中融入新知识；在创造中培养个性，鼓励展现自我；借助互联网络进一步丰富了教学方式与教学资源。教程倡导以学生为中心把课堂构建成微型的英语世界，给学生提供最大程度的实践机会；提倡任务型学习，鼓励合作的学习方式。全书坚持以听说带动读写、精讲多练的教学思想，在视听说的基础上，培养学生听、说、读、写全面提高。这是朗文公司推出的具有长期价值的经典之作。

本系列教程从零起点开始，循序渐进，其构成包含：学生用书、教师用书、练习册、磁带、录像带/VCD、测试包、教学包，学完后能达到高级英语水平。

适用对象

- **入门级** 为零起点的学习者设计，介绍基本的词汇、基础交际语言和语法。考虑到使用者的学习实际，词汇、交际语言和语法的输入量受到严格控制，本级的词汇总量为700个。
- **初级** 可视学生的情况选择入门级或初级作为起步。在复习巩固基本知识的基础上，开始对听、说、读、写的能力提出具体要求，活用词汇达1700个，主要培养43种交际语言，3种听力技能，7种阅读技能和简单的写作技能。
- **中级** 进一步培养听说读写能力，活用词汇达2700个，主要培养33种交际语言，5种听力技能，7种阅读技能和15种写作技能。
- **中高级** 活用词汇达3900个，主要培养42种交际语言，5种听力技能，3种阅读技能和10种写作技能。该级引入《纽约时报》、《时代周刊》、《心灵鸡汤》等世界著名报刊、图书和互联网上的文选明显增加，系统训练语言和文化的交融能力。
- **高级** 活用词汇达5000个，主要培养29种交际语言，8种听力技能，5种阅读技能和10种写作技能，引入12篇全真阅读。听力、阅读材料均注重提高跨文化交际能力。

教程特色

- **真实性** 50个以真实情景的系列照片串接的对话，例举交际语言的实际应用，巧妙展示身体语言，扩充丰富的文化背景知识，可以边听边看，使读者有身临其境之感。
- **国际性** 100篇选自著名英语报刊的真实材料，展现英语社区和世界各地的精彩文化和语言的灵活运用，一改传统教科书英语材料陈旧、语言单调的面貌。
- **时代性** 500段包含美国广播节目实录的原声听力，提供地道的媒体语言、生活用语以及最新的社会热点问题的表达和评述技巧。
- **实用性** 1000个日常生活对话模型，供学生学练和举一反三。认知模式 (receptive model) 和应用模式 (productive model) 的严格区分，微型课的精心设计，都为课堂组织提供了极大方便。
- **立体性** 课本、音像、网络学习三位一体，所有课本内容包括阅读文章都有原声录音。录像教程以各单元主题为核心，以游戏、生活短剧、采访、电视纪录片、电视台热点访谈等形式巩固和拓展书中内容，教程的配套网站不仅提供教学辅助材料，还为所有的使用者提供一个名为“ePal”的电子交流平台。

教程组成

- **学生用书** 彩色, 分5级, 每级10个单元, 第5和第10单元后各有一个复习单元。
- **教师用书** 采用在学生用书的书页之间添加指导插页的方式。考虑到在非英语国家中教学的需要, 插页内容包括对学生用书当页内容的详尽指导、录音的英文文本、语言和文化注释以及学生用书和练习用书中的练习、测试题的答案。
- **教学活页包** 包括留出待空白对话框的图片故事活页; 用于组织学生复习词语、语法、交际语言的教学活页; 用于学生组对练习的互动对话活页卡; 用于启发学生自由发挥的活页画。
- **练习册** 包含大量的练习, 为学生提供机会巩固所学内容。练习可在课堂上使用, 也可用做学生的家庭作业。
- **听力磁带** 听力磁带包含词汇、对话、阅读及其练习的全部录音, 还包含主题听力练习选段。合理的重复为学生的自我纠正提供了方便。
- **测试包** 测试包为学生提供单元测试、期中测试和期末测试。
- **录像教程** 名为True Voices, 是各单元的对话、交际语言和语言点的扩展与深化, 与教材内容相得益彰, 帮助学生在稍高一些的程度领略真实的语言。
- **录像练习册** 录像练习册有助于加强学生对录像教程的理解, 并提供与录像节目配套的、活跃的语言实践活动, 以加强词汇、交际语言和语法的学习。

单元构成

各册学生用书主要有以下10大模块: 配图故事、语法学习、交际语言、语音语调、听力训练、阅读理解、游戏互动、分类词汇、主题写作、自创发挥。循序渐进、前后呼应。这些模块分为两大类: 认知模式和应用模式。前者要求实现知识的内化, 达到理解; 后者要求能够掌握, 达到准确和灵活应用的程度。

🎧 配图故事模块

图片故事 (Photo Story) 位于每单元之首, 由连环照片及原声配音组成的对话故事引入单元主题、交际语言和目标语法。这种形式有助于巧妙直观地展现身体语言和其他文化线索, 引人入胜。

入门级的该模块简化为配图学词汇、学语法和学交际语言。属于认知模式。

第1、3、5、7、9单元用听力形式展现新语法; 第2、4、6、8、10单元以阅读形式展现新语法。阅读材料和听力材料录音文本中目标语法都以黑体显示。

语法学习模块

语法学习的目的是加强对社交语言的理解, 语法学习也必须与语境相结合才有意义, 不应割裂开来学习。该模块主要通过三种活动方式加强语法学习的效果: 首先通过真实的听力或阅读材料展示语法点的实际应用; 然后在书中突出显示语法说明、例句并提供记忆技巧和辨识训练; 其后通过连贯的情景及组对练习加以巩固。

🎧 交际语言模块

若干短小的对话提供日常交际中的语言模型, 供模仿和口语操练使用。对话中可替换的典型惯用口语 (Variations) 表达以列表形式给出。交际用语下的一项重要活动是角色扮演 (Improvise), 该活动根据前面给出的对话, 用对话模型中的交际语言及场景提示, 自创自演一段简短对话。实用情景 (Some Ideas) 可引导角色扮演活动扩展到更丰富的社交实际。

中高级和高级把交际语言 (功能表达) 模块细分成几个微型课。

语音语调模块

教程的一个重要的特点就是每一级都单列出了语音语调练习，该模块的重点是实战操练，以强调美语中的语音、语调特征，提高学生对于不同语音的敏感度。

入门级在各奇数单元；初级和中级各单元都有；中高级和高级在各偶数单元。

初级和中级重点训练前两种技能，即听取大意和听取特定信息。

听力训练模块

在配听力的主干课之外，本教程一个突出特点是每单元含有一个来源真实的听力选录，即主题听力 (Listening with a Purpose)。其语速自然，属于认知模式。主要训练3种听力技巧：听取大意 (Determine Context)，听取特定信息 (Focus Attention) 和听力推论 (Listening Between the Lines)。这3种能力类似于阅读技能中的抓主旨 (Skimming)、读取特定信息 (Scanning) 和推论 (Inferring)。

阅读理解模块

中高级和高级中的每一单元都含有一篇取自英文报纸、图书、杂志、手册、广告或互联网的文选。出发点是扩展本单元的主题，丰富讨论和写作的内容，增加学生接触不同真实材料的机会。因此，这些材料中通常含有一些学生不熟悉的，甚至语法灵活的语句，如报刊的标题、俚语等。这样做的目的不在于鼓励学生模仿这些语言，而在于建立学生理解不同读物的信心。不要求对每个词都认真琢磨，鼓励学生根据上下文猜测词义。教师用书中有帮助学生理解全真阅读的的语言文化注释。

入门级、初级和中级以简写的文章为主，通过上下文复习巩固所学内容。中高级和高级以原汁原味的文选为主。属于认知模式。

游戏互动模块

每单元至少有一个游戏或交互活动。每个活动以趣味性的方式活化所学语法、交际语言、词汇、发音等。该模块的一大特点是通过激发兴趣的活动展现跨文化现象，提高学生对不同民族文化现象的识别和表述能力。

各抒己见 (Heart to Heart) 是本教程独有的系统训练学生展现真我的活动。学生就各种主题表达自己的观点、想法和感受，每次活动触及一个主题。有些学生可能不敢用英语自由对话，担心出错。所以教师在这一阶段要避免过多地纠正学生的语言，要努力听明白学生想要说什么，帮助他们表达出来。随着学生在教师指导下坚持不懈地练习，实现流利表达必定会水到渠成。

分类词汇模块

中高级和高级词汇部分按主题分类。以图画、定义和例句呈现。

各级都有词汇学习 (Vocabulary) 部分，给出与单元主题相关的分类词汇。以图片加标注、定义列表、例句应用等形式介绍词语有利于学生的理解和掌握。词汇展现之后配有词汇练习，学生可以分组或独立完成，包括掌握正确的发音。最后，鼓励学生在自创发挥 (In Your Own Words) 活动中使用这些刚学过的生词。根据需要可先学这一部分。



入门级考虑到学生基础，没有安排主题写作的活动。

主题写作模块

命题写作是一项密切结合现实的主题写作任务，可进一步巩固所学知识。具体写作训练包括提炼主题句、列举要点、撰写草稿、组织论据等。

自创发挥模块

单元最后一页设计的满版插图以清晰直观的形式与连贯性，综合表达了该单元的主题词汇、语法和交际语言，可以启发学生的自创发挥（In Your Own Words）。自创发挥包括两个方面：看图说话（Speaking）和主题写作（Writing）。学生可以通过不同方式做口头自创发挥，包括组队或分小组就图片内容提问题、为图片中的人物创建对话、指认人或物的名称、关系。教师还可以在课堂上直接根据图片提出问题让学生回答，以此作为非正式的口头测评。



中级与中高级的写作任务包含在自创发挥模块之中。

Scope and Sequence of Specific Content and Skills (See also pages 140–145)

UNIT 单元	Vocabulary 词汇	Social Language 交际语言	Grammar 语法
1 I'm a student. 我是学生。 page 4	People and Occupations 人和职业 <ul style="list-style-type: none"> • occupations 职业名称 • more occupations 其他职业名称 • the alphabet 字母表 	How to 如何 <ul style="list-style-type: none"> • ask about names 询问姓名 • talk about occupations 谈论职业 • ask for reciprocal information 互问信息 	<ul style="list-style-type: none"> • be: statements be: 陈述句 • be: yes-no questions and short answers be: 一般疑问句和简短回答 • a and an 不定冠词: a, an
2 Who are they? 他们是谁? page 14	People and Families 人和家庭 <ul style="list-style-type: none"> • adjectives 形容词 • male and female 男性和女性 • relationships 人们的关系 • the family 家庭 • numbers 1–10 数字1–10 	How to 如何 <ul style="list-style-type: none"> • greet someone 打招呼 • give names and phone numbers 给出姓名和电话号码 • express thanks 表达感谢 • describe people 描述人物 • clarify 澄清 	<ul style="list-style-type: none"> • singular and plural nouns 名词单复数 • be: statements and questions (plural) be: 陈述句和疑问句(复数) • questions with who 特殊疑问句: who • possessive adjectives 形容词性物主代词 • questions with what 特殊疑问句: what
3 Where is Bob? 鲍伯在哪里? page 26	Places and Things 地点和物品 <ul style="list-style-type: none"> • places 地点 • places we live 我们居住的地方 • adjectives 形容词 • personal items 个人物品 • numbers 11–100 数字11–100 	How to 如何 <ul style="list-style-type: none"> • talk about locations 谈论地点 • give an address 给出地址 • give and accept a compliment 称赞和接受称赞 • ask for further information 询问更多信息 • clarify 澄清 • talk about origin 谈论商品的原产地 	<ul style="list-style-type: none"> • questions with where 特殊疑问句: where • subject pronoun it 人称代词主格: it • be: negative statements be: 否定陈述句
4 When is the movie? 电影几点开始? page 38	Events and Time 事件和时间 <ul style="list-style-type: none"> • events 事件 • days of the week 星期几 • time of the day 一天中的时段 • time expressions 时间表达 • telling time 报时 • months of the year 月份 • seasons 季节 	How to 如何 <ul style="list-style-type: none"> • identify yourself on the phone 在电话中表明身份 • ask to speak to someone 要求与某人通话 • offer to call back 表示回电话 • invite someone to an event 邀请某人参加活动 • respond to an invitation 回复邀请 • ask about the time 询问活动时间 • say good-bye 表达再见 	<ul style="list-style-type: none"> • there is / there are there is/there are句型 • questions with when / what time 特殊疑问句: when/what time
5 He's watching TV. 他正在看电视。 page 50	The House 房屋 <ul style="list-style-type: none"> • furniture and appliances 家具和器具 • other things in the house 房屋中的其他物品 • rooms in the house 房屋中的房间 • activities in the house 室内活动 • meals 餐饮 	How to 如何 <ul style="list-style-type: none"> • clarify 澄清 • start a conversation 开始对话 • interrupt 打断对方的话 • talk about current activities 谈论当前的活动 • invite someone in 邀请某人进来 • agree 表示同意 • give a reason 给出理由 	<ul style="list-style-type: none"> • the present continuous 现在进行时
Review of Units 1–5 复习单元 page 62			

Listening 听力**Types 类型**

- spelling of names
拼写姓名
- conversations about names and occupations
关于姓名与职业的对话

Comprehension Skill 听力技巧

- focus attention
听取特定信息

Types 类型

- statements about phone numbers
告诉电话号码
- a phone call to information
电话交流

Comprehension Skill 听力技巧

- focus attention
听取特定信息

Types 类型

- addresses
地址
- a conversation in a classroom
教室中的对话

Comprehension Skill 听力技巧

- focus attention
听取特定信息

Types 类型

- a recorded announcement at a theater
电影院节目公告
- a telephone message
电话留言记录

Comprehension Skill 听力技巧

- focus attention
听取特定信息

Types 类型

- descriptions of activities
描述活动
- a telephone conversation
电话对话

Comprehension Skills 听力技巧

- focus attention
听取特定信息
- determine context
听取大意

Expansion Activities 拓展练习

- Game (reinforces *yes-no* questions and answers with *be*)
游戏(强化一般疑问句和含有系动词be的回答)

- Game (reinforces letters and numbers)
游戏(强化字母与数字)
- Game (reinforces statements with *be*)
游戏(强化含有系动词be的陈述句)

- Game (reinforces adjective use)
游戏(强化形容词的使用)
- Reading: business cards
阅读: 名片
- Writing: business cards
写作: 名片

- Game (reinforces asking and answering *wh-* and *yes-no* questions)
游戏(强化用特殊疑问句、一般疑问句提问和回答)

- Inter-Action (reinforces *wh-* questions in the present continuous)
互动式练习(强化用现在进行时的特殊疑问句提问)
- Reading: a letter
阅读: 书信
- Writing: a letter
写作: 书信

Personal Expression 自我表达

- talk about your own occupation
谈论自己的职业

- talk about your family and friends
谈论自己的家人和朋友

- talk about where you live
谈论自己的住处
- give your classmate a compliment
赞扬同学

- invite a classmate to a real event
邀请同学参加一项活动

- talk about what your family and friends are doing right now
谈论自己的家人和朋友正在做什么

Scope and Sequence of Specific Content and Skills (See also pages 140–145)

UNIT 单元	Vocabulary 词汇	Social Language 交际语言	Grammar 语法
6 I like ice cream. 我喜欢冰淇淋。 page 72	Eating and Drinking 饮食 <ul style="list-style-type: none"> • drinks 饮料 • hunger and thirst 饥饿和口渴 • foods 食物 • wants, needs, and likes wants, needs和likes的区别 	How to 如何 <ul style="list-style-type: none"> • talk about what we have, want, need, and like 谈论我们需要和喜欢什么 • express dislikes 表达不喜欢 • express surprise 表达惊奇 • contradict 表达否定 • ask for additional information 询问其他信息 	<ul style="list-style-type: none"> • the simple present tense 一般现在时
7 Paul always wears jeans. 保罗总是穿着牛仔服。 page 82	Clothing 服装 <ul style="list-style-type: none"> • clothes 衣服 • colors 颜色 • adjectives 形容词 • frequency adverbs 频度副词 	How to 如何 <ul style="list-style-type: none"> • express uncertainty 表达不确定 • ask about and confirm identity 询问和确认身份 • confirm an opinion 确认观点 • talk about appearance 谈论外貌 • talk about prices 谈论价格 	<ul style="list-style-type: none"> • <i>this / that / these / those</i> 指示代词: this/that/these/those • the present continuous contrasted with the simple present tense 现在进行时与一般现在时比较
8 Take aspirin. 吃点儿阿司匹林。 page 92	Health and Fitness 健康 <ul style="list-style-type: none"> • parts of the body 身体部位名称 • ailments 疾病 • feelings 感觉 	How to 如何 <ul style="list-style-type: none"> • talk about an ailment 谈论疾病 • offer advice 提出意见 • clarify 澄清 • express sympathy 表达同情 • make a suggestion 给出建议 • give instructions 给出医疗建议 	<ul style="list-style-type: none"> • possessive nouns 名词性物主代词 • subject pronouns and object pronouns 人称代词的主格和宾格 • imperatives 祈使句
9 How was your vacation? 假期过得怎么样? page 104	Vacations and the Weather 假期和天气 <ul style="list-style-type: none"> • past time expressions 过去时间的表达 • the weather 天气 • places to go on vacation 度假地点 • vacation activities 度假活动 	How to 如何 <ul style="list-style-type: none"> • talk about the past 谈论过去 • talk about vacations 谈论假期 • talk about the weather 谈论天气 	<ul style="list-style-type: none"> • the past tense of <i>be</i> <i>be</i>的过去式 • the simple past tense of regular verbs 规则动词的一般过去式 • the simple past tense of some irregular verbs 不规则动词的一般过去式
10 I'm going to be late. 我要迟到了。 page 116	Time and Activities 时间和活动 <ul style="list-style-type: none"> • time words 表示时间的词语 • activities 活动 • future time expressions 将来时的表达 	How to 如何 <ul style="list-style-type: none"> • suggest an activity 提出活动建议 • agree 表示同意 • talk about future activities 谈论将来的活动 • apologize 道歉 • reassure someone 使某人安心 • confirm 确认 	<ul style="list-style-type: none"> • suggestions with <i>let's</i> <i>let's</i>引导的祈使句表达建议 • the future with <i>be going to</i> <i>be going to</i>: 表达将来
Review of Units 6–10 复习单元 page 128			

Listening 听力	Expansion Activities 拓展练习	Personal Expression 自我表达
<p>Types 类型</p> <ul style="list-style-type: none"> • sentences 句子 • a conversation about food 关于食物的对话 <p>Comprehension Skills 听力技巧</p> <ul style="list-style-type: none"> • recognize sounds 单音辨识 • determine context 听取大意 • focus attention 听取特定信息 <p>Types 类型</p> <ul style="list-style-type: none"> • a description of what people are wearing 描述穿着 • a conversation between two students 两个学生的对话 <p>Comprehension Skill 听力技巧</p> <ul style="list-style-type: none"> • focus attention 听取特定信息 	<ul style="list-style-type: none"> • Reading: a menu 阅读: 菜单 • Writing: sentences about what a partner wants 写作: 关于“同伴需要什么”的句子练习 <ul style="list-style-type: none"> • Reading: a description of what someone is wearing 阅读: 关于衣着的描述 • Writing: a description of a classmate's style 写作: 描述同学的衣着 	<ul style="list-style-type: none"> • talk about foods you like and dislike 谈论自己喜欢和讨厌的食物 <ul style="list-style-type: none"> • talk about clothes and colors you like and dislike 谈论自己喜欢和讨厌的服装和颜色
<p>Types 类型</p> <ul style="list-style-type: none"> • conversations about ailments 关于疾病的对话 • a conversation with a doctor 与医生的交谈 <p>Comprehension Skills 听力技巧</p> <ul style="list-style-type: none"> • recognize sounds 单音辨识 • focus attention 听取特定信息 <p>Types 类型</p> <ul style="list-style-type: none"> • a description of people's vacation activities 描述假期活动 • a conversation about the previous weekend's weather 关于上周末天气的对话 <p>Comprehension Skill 听力技巧</p> <ul style="list-style-type: none"> • focus attention 听取特定信息 	<ul style="list-style-type: none"> • Reading: a chart of health dos and don'ts 阅读: 关于健康和注意事项的表格 • Game (reinforces health vocabulary and social language) 游戏(强化关于健康的词汇和交际用语) <ul style="list-style-type: none"> • Game (reinforces asking questions in past tense) 游戏(强化用过去时提问) • Writing: statements about classmates' past actions 写作: 关于同学的过去活动的叙述 	<ul style="list-style-type: none"> • advise someone who feels sick on what to do 向身体不舒服的人提出建议 <ul style="list-style-type: none"> • talk about your own weekend and vacation activities 谈论自己的周末和假期活动
<p>Types 类型</p> <ul style="list-style-type: none"> • a conversation about future activities 关于将来活动的对话 • a phone conversation 电话对话 <p>Comprehension Skills 听力技巧</p> <ul style="list-style-type: none"> • focus attention 听取特定信息 • determine context 听取大意 	<ul style="list-style-type: none"> • Game (reinforces future with <i>be going to</i>) 游戏(强化用<i>be going to</i>表示将来时) • Reading: a postcard 阅读: 明信片 • Writing: a postcard 写作: 明信片 	<ul style="list-style-type: none"> • talk about your real future plans 谈论自己将来的真实计划

Preface

.....

The *True Colors* Course

True Colors is a complete and articulated five-level adult or young adult course in English as a foreign language. There are two reasons why this course is entitled *True Colors*: It presents the true voice of the native speaker of American English, and it systematically teaches students to communicate in their own words—to **let their true colors shine through**.

Each *True Colors* student's book is intended to be completed in a period of 60 to 90 class hours. There are two possible beginning-level entry points: Basic or Level 1. Basic is intended for true beginners or very weak false beginners. Level 1 is designed for false beginners, and Level 4 concludes at an advanced level.

True Colors is a highly communicative international course enhanced by strong four-skills support, including an enriched listening strand and an abundance of games, info-gaps, and other interactive and productive activities. Within each unit, vocabulary, social language, grammar, and theme are woven together and ensure concentrated oral practice and production. *True Colors* takes into account different learning and teaching styles. It incorporates task-based strategies and is centered on the well-known fact that practice in each skill area enhances mastery of the others.

True Colors is specifically designed for use by students who rarely encounter English outside of class. The course is built around a wealth of natural speaking and reading models of the true voice of the American speaker. This refreshing change from "textbook English" is essential for students who have limited access to real native speech and writing.

Because international students do not have the opportunity to talk with native speakers on a regular basis, *True Colors* does not present activities such as interviewing native speakers or watching TV in English. Instead, the course serves

as a replacement for immersion in an English-speaking environment, making the classroom itself a microcosm of the English-speaking world. The goal and promise of *True Colors* is to make students comfortable understanding natural speech and competent at speaking, reading, and writing real English at each level.

Research

The *True Colors* course has been pilot-tested and reviewed by educators throughout the world and used by students of numerous language groups. The finished course represents the contributions of this substantial research.

True Colors Basic Level

Focus and Approach *True Colors* Basic provides a beginning-level entry point for true beginners or very weak false beginners. It stresses thematic vocabulary development, elementary social language, and basic, beginning-level grammar. The goal of *True Colors* Basic is to bring the student to a false-beginner level in a short period of time. The student completing *True Colors* Basic will be ready for *True Colors* Level 1.

An important innovation of *True Colors* Basic is to systematically build students' vocabularies, integrating all new words with social language and simple yet essential grammar so that students quickly begin to communicate, even within the limited goals of the true beginner. Two major goals of all the *True Colors* texts are enabling students to express their own ideas, opinions, and feelings and helping them to improvise with language they learn in class. To this end, each unit of *True Colors* Basic includes two unique activities, **Improvise** and **In Your Own Words**, which ready beginning students for improvisation and personal expression.

True beginners cannot be expected to bring previously taught language with them to the

classroom. For this reason, vocabulary and grammar are strictly controlled and continually reentered and recombined for successful mastery and rapid progress. Except for the **Listening with a Purpose** listening texts (see page ix), all language within each student's book unit is at students' productive level so they will feel successful and competent at every language activity.

Components of *True Colors Basic*

Although the student's book is a complete teaching tool in itself, giving presentation, practice, and production of all four skills, a full complement of supplementary materials is available to further support the material.

Student's Book The student's book is made up of ten units and two review units, one coming after Unit 5 and the other after Unit 10.

Teacher's Edition The teacher's edition is interleaved with full-color student's book pages and contains an introduction to the format and approach of *True Colors*; page-by-page teaching suggestions especially written for the teacher who teaches outside an English-speaking country; tapescripts for the audiocassettes or audio CDs; and a complete answer key to the exercises in the student's book and workbook and to the achievement tests.

Teacher's Bonus Pack The Teacher's Bonus Pack is a unique set of reproducible hands-on learning-support activities that includes flashcards for large- or small-group vocabulary presentations, duplicating masters of full-page illustrations with empty speech balloons for student oral and written discussion, learner-completed grammar boxes, and two kinds of interactive conversation cards—one for social language reinforcement and one for expansion and oral review.

Workbook The workbook contains numerous additional yet highly controlled opportunities for written reinforcement of the language taught in the student's book. The exercises in the workbook are suitable for homework or classwork.

Audiocassettes or Audio CDs The audiocassettes or audio CDs contain all the vocabulary presentations, the conversations, and all exercises that could be recorded. They also contain the Listening with a Purpose skills-based listening texts. The cassettes and CDs provide space for student practice and self-correction.

Achievement Tests Achievement tests offer opportunities for evaluation of student progress on a unit-by-unit basis. In addition, a midterm and a final test are provided.

Videocassette The videocassette, *True Voices*, contains a unique combination of unit-by-unit controlled conversations to reinforce the social language and grammar taught in the *True Colors Basic* student's book, visual vocabulary presentations to activate vocabulary use, and short, personal, on-the-street interviews to help build students' comprehension of authentic language at a slightly higher, or receptive, level.

Video Workbook A video workbook enhances listening comprehension and provides active language practice and reinforcement of all vocabulary, social language, and grammar from the video.

Student's Book Unit Contents

Vocabulary

Captioned Illustrations The meaning of each unit's new vocabulary is clearly conveyed by captioned illustrations. These words form the core of the unit's vocabulary.

In Your Own Words Short, focused activities follow and provide students an opportunity to use the new words in sentences and phrases of their own. A clear example serves as a model for this activity.

Practice This exercise provides controlled practice of the new vocabulary.

Social Language and Grammar Social language and grammar are linked in a series of two to four short lessons consisting of the following elements:

Conversation A short dialogue presents and models important social language and strategies

for productive use.

Grammar Clear grammar presentations support comprehension and expression of the social language from the conversation. These grammar presentations never occur in isolation; rather, they form a support for the social language of the lesson, giving the grammar both meaning and purpose. To this end, grammar exercises are set in a context that supports the communicative focus of the lesson.

Pair Practice The conversation is presented again for further student practice, this time with opportunities for personalization of the social language. This controlled opportunity for manipulation is the first step toward ownership of the language, which is the goal and promise of *True Colors*.

A graphic consisting of a blue oval on the left and a green oval on the right, both containing the word "Improvise" in white text.

Improvise

An important aim of *True Colors* is to teach students to improvise with the language they already know. Improvisation is the “fifth skill”—the strategy students need to master in order to move out of the pages of a textbook and into the real world.

Listening with a Purpose Listening with a Purpose accustoms Basic students to receptive-level language—language slightly above their own productive ability. The two-step comprehension syllabus centers on two essential listening strategies—determining context and focusing attention. Through a unique approach to listening comprehension incorporating skills similar to the reading comprehension skills of skimming and scanning, students make significant progress toward understanding real English.

Expansion Activities Each unit contains at least one additional reading, writing, oral-interactive activity, or game that recombines, activates, reinforces, and integrates the vocabulary, grammar, and social language of that unit and of previous units.

A graphic with a blue triangle pointing downwards, containing the text "In Your Own Words" in white and red.

In Your Own Words

This unique full-page illustration has been carefully designed to elicit from students all the language they have learned in the unit—the vocabulary, the social language, the grammar, and the thematic contexts. Students ask each other questions about the actions depicted, make true and false statements about what they see, create conversations for the characters, and tell stories about what is happening—all IN THEIR OWN WORDS. All students, regardless of ability, will succeed at their own levels because what they know how to say has been drawn into the illustration and what they don’t know how to say has been purposely left out. Furthermore, because language learning is a process of continuing activation, the In Your Own Words illustrations include opportunities to recycle and reuse vocabulary, grammar, and social language from previous units as well.

Review Units There are two review units: one after Unit 5 (midbook) and the other at the end, after Unit 10. They provide review, general self-tests, extra classroom practice, and a special social language self-test, all designed to reinforce new language on a cumulative basis.

About the Authors and Series Director

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Authors

Jay Maurer

Jay Maurer has taught English at binational centers, colleges, and universities in Portugal, Spain, Mexico, the Somali Republic, and the United States. In addition, he taught intensive English at Columbia University's American Language Program.

Dr. Maurer has an M.A. and an M.Ed. in Applied Linguistics as well as a Ph.D. in The Teaching of English, all from Columbia University. In addition to this new adult and young adult English course, he is the author of the Advanced Level of Longman's widely acclaimed *Focus on Grammar* series and coauthor of the three-level *Structure Practice in Context* series and coauthor of the *True Voices* video series. Dr. Maurer teaches and writes in the Seattle, Washington, area and recently conducted a series of teaching workshops in Brazil and Japan.

Irene E. Schoenberg

Irene E. Schoenberg has taught English to international students for over twenty years at Hunter College's International Language Institute and at Columbia University's American Language Program. Additionally, she trains English instructors in EFL/ESL teaching methods at The New School for Social Research. Her M.A. is in TESOL from Columbia University. She is a popular speaker to national and international TESOL groups.

Professor Schoenberg is the author of the Basic Level of the *Focus on Grammar* series as well as two engaging, unique, and widely used conversation texts, *Talk About Trivia* and *Talk About Values*. In addition to *True Colors*, Professor Schoenberg coauthored the *True Voices* video series.

Series Director

Joan Saslow

Joan Saslow has taught English and foreign languages to adults and young adults in both South America and the United States. She taught English at the binational centers of Valparaíso and Viña del Mar, Chile, and English and French at the Catholic University of Valparaíso. She taught English to Japanese university students at Marymount College and to international students in Westchester Community College's intensive program.

Ms. Saslow, whose B.A. and M.A. are from the University of Wisconsin, is author of *English in Context: Reading Comprehension for Science and Technology*, a three-level series. In addition, she has been an editor of language-teaching materials, a teacher trainer, and a frequent speaker at gatherings of English teachers outside the United States for over twenty-five years.

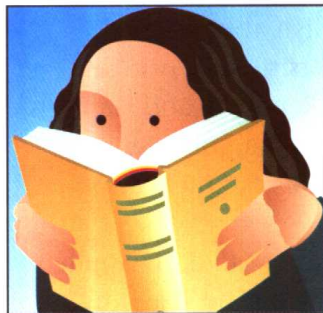
VOCABULARY



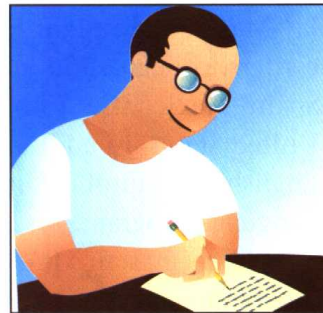
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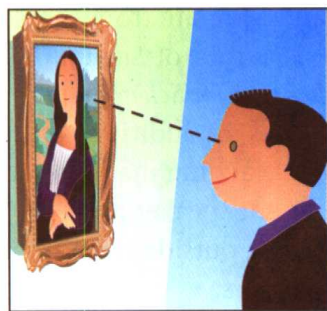
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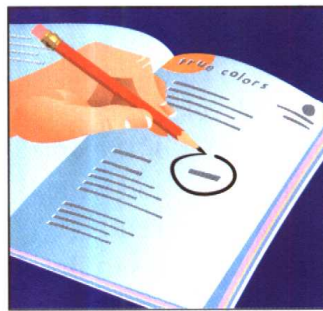
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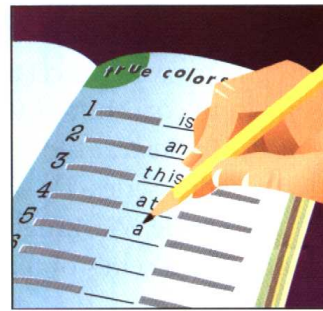
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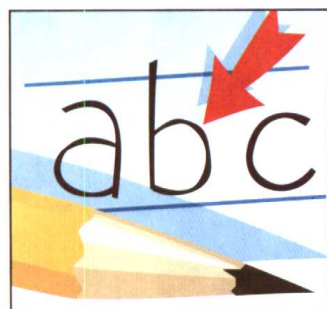
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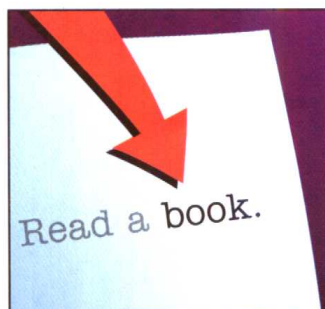
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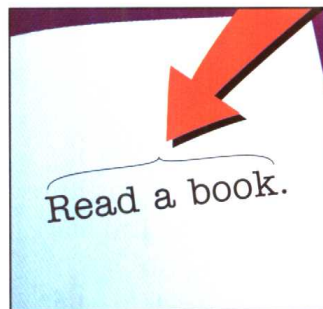
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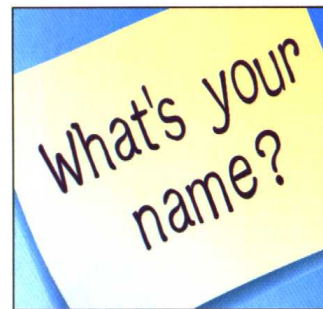
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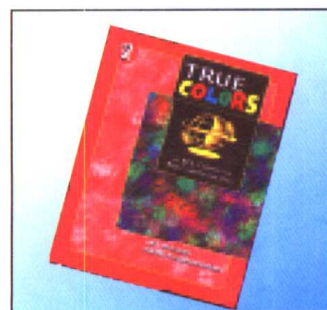
a word



a sentence



a question



a book



a class



a partner a partner



a picture

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