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ORIENTAL 世纪东方

学生用书 高级

# 朗文视听说

• Jay Maurer • Irene E. Schoenberg •

英语教程

## TRUE COLORS



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**True Colors**

**朗文视听说英语教程(高级)  
学生用书**

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## 教程简介

这是一套完整清晰的五级ESL/EFL教程，专为非英语国家英语学习者编写。之所以命名为True Colors，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。

### 语法学习模块

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。

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。

## 分类词汇模块

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

UNIT 单元	Social Language 交际语言	Grammar and Pronunciation 语法与发音	Listening 听力	Reading 阅读
<b>1 Until then, I'd always loved that name.</b> 在那以前, 我一直都很喜欢那个名字。 page 2	<b>How to 如何</b> <ul style="list-style-type: none"> <li>offer to introduce someone to another person 将某人介绍给另外一个人</li> <li>describe a relationship 描述人与人之间的关系</li> <li>make a formal introduction 做正式的介绍</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>the past perfect 过去完成时</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>conversations 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>factual recall 事实回忆</li> <li>determine context 听取大意</li> <li>focus attention 听取特定信息</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> </ul>
<b>2 I guess I shouldn't have yelled at him.</b> 我觉得我不应该冲他叫嚷。 page 14	<b>How to 如何</b> <ul style="list-style-type: none"> <li>express regret 表达歉意</li> <li>reassure someone 安慰某人</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li><i>should have</i> and <i>could have</i> <i>should have</i> 和 <i>could have</i> 的用法</li> </ul> <b>Pronunciation 发音</b> <ul style="list-style-type: none"> <li>reduction 元音的弱化</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> <li>a conversation 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> <li>determine context 听取大意</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a magazine article 杂志文选</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> </ul>
<b>3 He may have disappeared on purpose.</b> 他也许是故意躲避人们的。 page 26	<b>How to 如何</b> <ul style="list-style-type: none"> <li>speculate about possibilities 预测可能性</li> <li>tell someone you took something by mistake 告诉某人你误拿了某件物品</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li><i>must have, may have, and might have</i> <i>must have, may have, and might have</i> 的用法</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>a conversation 对话</li> <li>a radio quiz program 广播竞猜节目</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>factual recall 事实回忆</li> <li>determine context 听取大意</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>confirming content 确认内容</li> </ul>
<b>4 Should cloning be prohibited?</b> 克隆应该被禁止吗? page 38	<b>How to 如何</b> <ul style="list-style-type: none"> <li>disagree politely 委婉地表达不同意见</li> <li>express skepticism about something 表达对某事的怀疑</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>the passive voice, review 复习被动语态</li> <li>the passive voice with modals 情态动词的被动语态</li> </ul> <b>Pronunciation 发音</b> <ul style="list-style-type: none"> <li>the glottal stop 喉塞音, 声门闭塞音</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> <li>a radio call-in show 广播热线参与节目</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> <li>determine context 听取大意</li> <li>focus attention 听取特定信息</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a magazine article 杂志文选</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> </ul>
<b>5 I can have the floors refinished.</b> 我可以将地板重新翻修一下。 page 50	<b>How to 如何</b> <ul style="list-style-type: none"> <li>state a problem 表述一个问题</li> <li>ask for a favor 寻求帮助</li> <li>ask for and give advice about having something done 就做某事征求和发表意见</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li><i>make, have, let, help, and get</i> <i>make, have, let, help, and get</i> 等使役动词的用法</li> <li>the passive causative 使役动词的被动语态</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a conversation 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>summarizing 总结归纳</li> <li>determine context 听取大意</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>confirming content 确认内容</li> </ul>
<b>Review of Units 1-5</b> 复习单元 page 62				



Authentic Reading 全真阅读	Writing 写作	Vocabulary 词汇	Personal Expression 各抒己见
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a book excerpt from <i>The Best Baby Name Book</i> 从《最佳姓名大全》中摘录的文章</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>an essay about one's own name 写一篇关于姓名的文章</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>prewriting techniques: discussion and brainstorming* 写作前的技巧——讨论和集思广益</li> </ul>	<ul style="list-style-type: none"> <li>names 姓名</li> </ul>	<ul style="list-style-type: none"> <li>the interpretation of proverbs 谚语释义</li> <li>feelings about one's own name 谈谈对自己名字的感受</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a true story from <i>Chicken Soup for the Teenage Soul</i> 从《心灵鸡汤——少年话题》中摘录的真实故事</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>a short narrative 写一篇短小的记叙文</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>prewriting technique: freewriting* 写前技巧——自由写作</li> </ul>	<ul style="list-style-type: none"> <li>family dynamics 家庭成员关系</li> </ul>	<ul style="list-style-type: none"> <li>what people should and shouldn't have done 人们本来应该和不应该做的事</li> <li>opinions on expressing regret 表达遗憾的意见</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a newspaper article from the <i>Seattle Post-Intelligencer</i> 从《西雅图信使报》中摘录的文章</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> <li>inference and interpretation 推论与解释</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>a mystery story 写一个神秘故事</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>sequencing* sequence 事件排序</li> </ul>	<ul style="list-style-type: none"> <li>all about mystery 有关神秘与侦探</li> </ul>	<ul style="list-style-type: none"> <li>explaining why someone might want to disappear 解释为何有人想躲离他人</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a newspaper article from the Associated Press 从美联社的新闻报导中摘录的文章</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>a business letter 商业信函</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>letter-writing* 信函格式</li> </ul>	<ul style="list-style-type: none"> <li>scientific research 科学研究</li> </ul>	<ul style="list-style-type: none"> <li>opinions on controversial issues 对有争论性问题的观点</li> <li>pros and cons of cloning 关于克隆的支持和反对意见</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a business magazine article from <i>Incentive</i> 从商业杂志《激励》中摘录的类文章</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>confirming content 确认内容</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>an essay about a person who helped others to succeed 写一篇关于某人协助他人成功的文章</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>writing supporting details* 论据写作</li> </ul>	<ul style="list-style-type: none"> <li>services and people who perform them 服务及从事服务的人</li> </ul>	<ul style="list-style-type: none"> <li>attitudes about asking someone for a favor 向某人寻求帮助的态度</li> </ul>
	* in Teacher's Edition		

# Scope and Sequence of Specific Content and Skills

UNIT 单元	Social Language 交际语言	Grammar and Pronunciation 语法与发音	Listening 听力	Reading 阅读
<b>6 The guy who lives next door blasts music all night long.</b> 隔壁的那个家伙整夜地放着音乐。 page 72	<b>How to 如何</b> <ul style="list-style-type: none"> <li>make a formal complaint 正式表达抱怨</li> <li>ask for a refund 要求退款</li> <li>remind someone of a previous agreement 提醒某人先前的承诺</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>reduced adjective clauses 定语从句</li> </ul> <b>Pronunciation 发音</b> <ul style="list-style-type: none"> <li>intonation to show interest or lack of interest 用语调表达喜好或不喜好</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> <li>a conversation 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> <li>determine context 听取大意</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>magazine article 杂志文选</li> </ul> <b>Comprehension Skills 阅读技巧</b> <ul style="list-style-type: none"> <li>confirming content 确认内容</li> <li>identifying the main idea 辨别大意</li> </ul>
<b>7 If we hadn't reached him, he would've waited forever.</b> 如果我们没有接通他的电话, 他会永远在那里等着。 page 84	<b>How to 如何</b> <ul style="list-style-type: none"> <li>offer help 提供帮助</li> <li>confirm information 确认信息</li> <li>request help in remembering something 寻求帮助回忆某件事情</li> <li>respond to a rude question 回应粗鲁的问题</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>the past unreal conditional 表示过去情况的虚拟条件句</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>conversations 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>identifying the main idea 辨别大意</li> <li>understanding meaning from context 联系上下文理解</li> <li>focus attention 听取特定信息</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> </ul>
<b>8 You won't die if you look at some paintings.</b> 看看画展也不会要你的命。 page 96	<b>How to 如何</b> <ul style="list-style-type: none"> <li>explain what you like or don't like about something 表述喜好或厌恶</li> <li>acknowledge another point of view 认可另一观点</li> <li>arrange a meeting place 安排会面地点</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>adverbial clauses 状语从句</li> </ul> <b>Pronunciation 发音</b> <ul style="list-style-type: none"> <li>rhythm and intonation 韵律和语调</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> <li>conversations 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>focus attention 听取特定信息</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a newspaper article 报纸文选</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 上下文理解</li> </ul>
<b>9 He said he'd missed his train.</b> 他说他误了火车。 page 108	<b>How to 如何</b> <ul style="list-style-type: none"> <li>express uncertainty about an event's outcome 表述对某一事件结果的不确定性</li> <li>offer support 提供支持</li> <li>express confidence 表达信心</li> <li>congratulate someone 祝贺某人</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>quoted and reported speech 直接引语和间接引语</li> <li>verb changes in reported speech 间接引语中的动词变换</li> <li>be supposed to be supposed to 的用法</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>conversations 对话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> <li>inference and interpretation 推论与解释</li> <li>determine context 听取大意</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 上下文理解</li> </ul>
<b>10 I'm so tired I don't really feel like going.</b> 我太累了, 我真的不想去了。 page 120	<b>How to 如何</b> <ul style="list-style-type: none"> <li>make an excuse 找借口</li> <li>suggest an alternative 提供另一种选择</li> <li>introduce new information 介绍新信息</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>gerunds and infinitives 动名词和动词不定式</li> </ul> <b>Pronunciation 发音</b> <ul style="list-style-type: none"> <li>the letter "h" "h"的发音</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>a photo story 配图故事</li> <li>a conversation 对话</li> <li>a song 歌曲</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>understanding meaning from context 联系上下文理解</li> <li>determine context 听取大意</li> <li>listening between the lines 推论</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>a newspaper editorial 报纸社论</li> </ul> <b>Comprehension Skill 阅读技巧</b> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> </ul>
<b>Review of Units 6-10</b> 复习单元 page 132				



Authentic Reading 全真阅读	Writing 写作	Vocabulary 词汇	Personal Expression 各抒己见
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a poem ("Stopping by Woods on a Snowy Evening") 诗歌赏析“雪夜林边小驻”</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>understanding meaning in poetry 理解诗歌大意</li> <li>inference and interpretation 推论与解释</li> </ul>	<p><b>Tasks 任务</b></p> <ul style="list-style-type: none"> <li>an essay about a dream or a goal 写一篇关于梦想或目标的文章</li> <li>a story that turns out to be a dream 写一个梦想落空的故事</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>outlining* 写提纲</li> </ul>	<ul style="list-style-type: none"> <li>sleep and dreams 睡眠与梦想</li> </ul>	<ul style="list-style-type: none"> <li>how poetry differs from other kinds of writing 诗歌与其他文体有何不同</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a newspaper article from the Associated Press 从美联社的新闻报导中摘录的文章</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>factual recall 事实回忆</li> <li>inference and interpretation 推论与解释</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>an essay about a regret 写一篇表达遗憾的文章</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>writing a first draft* 打草稿</li> </ul>	<ul style="list-style-type: none"> <li>memory 记忆</li> </ul>	<ul style="list-style-type: none"> <li>the interpretation of a proverb 谚语释义</li> <li>discussing a relationship 对人际关系的讨论</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a book excerpt from <i>Living with Art</i> 从《生活的艺术》中摘录的文章</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>understanding the main idea 理解大意</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>an essay about a painting 写一篇关于绘画的文章</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>using peer feedback* 运用集体讨论反馈的信息</li> </ul>	<ul style="list-style-type: none"> <li>the importance of art 艺术的重要性</li> </ul>	<ul style="list-style-type: none"> <li>reactions to works of art 对艺术作品的评价</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>a newspaper article from <i>The New York Times</i> 从《纽约时报》中摘录的文章</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>inference and interpretation 推论与解释</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>an essay about a job 写一篇关于工作的文章</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>transitions* 过渡</li> </ul>	<ul style="list-style-type: none"> <li>jobs and employment 工作与雇佣</li> </ul>	<ul style="list-style-type: none"> <li>opinions on what makes a good job 什么样的工作是好工作</li> </ul>
<p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>an encyclopedia article from <i>The New Book of Knowledge</i> 从《新百科全书》中摘录的文章</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>factual recall 事实回忆</li> </ul>	<p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>an essay about a song 写一篇关于歌曲的文章</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>revising* 修改</li> </ul>	<ul style="list-style-type: none"> <li>music 音乐</li> </ul>	<ul style="list-style-type: none"> <li>the meaning of the <i>True Colors</i> song True Colors(本教程)主题歌的意义</li> </ul>
* in Teacher's Edition			

# Preface

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*True Colors* is a complete and articulated six-level adult or young adult course in English as a foreign language. Each book is intended to be completed in a period of 60 to 90 class hours. 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**.

## Focus and Approach

*True Colors* is a highly communicative international course enhanced by strong four-skills support, including an enriched and skills-based listening strand and an abundance of games, info-gaps, and other interactive activities. Short, integrated social language and grammar lessons within each unit 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.

A major innovation of the *True Colors* series is to systematically build students' ability to present their own ideas, opinions, and feelings—both accurately and confidently. For this reason, every activity leads students to gain ownership of the language, progressively moving them *away* from models to express thoughts in their own words and to improvise based on what they know.

*True Colors* carefully distinguishes between receptive and productive language. It consistently presents language in the receptive mode before—and at a slightly higher difficulty level than—the productive mode. Research has shown that students are more successful when they become familiar with new language before having to produce it. Therefore, *True Colors* presents EFL students with an abundance of both receptive and productive models, combining exposure and practice for increased understanding and attainable mastery.

*True Colors* is specifically designed for use by

students who rarely encounter English outside of class. The course is built around a wealth of speaking and reading models of the true voice of the American speaker and includes numerous authentic readings from English-language newspapers, encyclopedias, magazines, books, and poetry. 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 speak to 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 prepare students to move out of this textbook and to understand, speak, read, and write English in the real world.

## Student Population

Book 1 of *True Colors* is written for adult and young adult false beginners. Book 2 is written at a high-beginning to low-intermediate level. Book 3 is at an intermediate level, Book 4 is at a high-intermediate level, and Book 5 concludes at an advanced level. The Basic text is an alternative entry point for true beginners or very weak false beginners.

## Course Length

The *True Colors* student's books are designed to cover from 60 to 90 class hours of instruction. Although each student's book is a complete course in itself, giving presentation, practice, and production of all four skills, a full complement of supplementary components is available to further expand the material.

## Components of the Course

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



**Teacher's Edition** The teacher's edition is interleaved with the full-color student's book pages. It contains an introduction to the format and approach of *True Colors*; page-by-page teaching suggestions written especially 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, workbook, and achievement tests.

**Teacher's Bonus Pack** The Teacher's Bonus Pack is a unique set of reproducible hands-on learning-support activities that includes duplicating masters that contain photo stories with empty speech balloons for oral and written improvisation; full-page art illustrations that recombine and recycle vocabulary, grammar, and social language from many units; learner-created grammar notes; and interactive conversation cards for social language reinforcement. The Teacher's Bonus Pack contains an array of opportunities to expand the student's book and tailor it to each classroom's particular needs.

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

**Audiocassettes or Audio CDs** The audiocassettes or audio CDs contain all the listening and reading texts, the conversations, the vocabulary presentations, the Listening with a Purpose texts, the Authentic Readings, and the pronunciation presentations and practices from the student's book. The cassettes and CDs provide space for student practice and self-correction.

**Videocassette** The videocassette, *True Voices*, contains a unique combination of controlled dramatic episodes that support the social language and grammar in the *True Colors* student's book; excerpts from real television broadcasts; and authentic, unrehearsed discussions by ordinary people on a variety of subjects introduced in the student's book unit.

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

**Achievement Tests** Achievement tests offer opportunities for evaluation of student progress on a unit-by-unit basis and provide a midterm and a final test as well. In addition, a placement test is available to aid in placing groups or individuals in

one of the six levels of *True Colors*: Basic, Book 1, Book 2, Book 3, Book 4, or Book 5.

## Student's Book Unit Contents

**Photo Story** An illustrated conversation or story provokes interest, provides enjoyment, and demonstrates the use of target language in authentic, natural speech. This rich model of real speech can be presented as a reading or a listening. It is purposely designed to be a slight step ahead of students' productive ability because students can understand more than they can produce, and the EFL student needs abundant authentic models of native speech.

*Comprehension* Activities based on the photo story focus on the key comprehension skills of factual recall, confirmation of content, identifying main ideas, inference and interpretation, and understanding meaning from context. These activities can serve as listening comprehension or reading comprehension exercises. Additionally, students have an opportunity to express personal opinions about an aspect of the photo story or to retell the photo story to a partner, in their own words.

**Grammar and Meaning** A reading or listening text provides a richly contextualized presentation of the unit's grammar while introducing the theme of the unit.

*Comprehension* An exercise ensures comprehension of the reading or listening focus and prepares the way for the grammar presentation to follow.

*Grammar presentation* A concise but clearly explained presentation of the unit's target grammar provides rules for meaning and use as well as representative examples that help all types of students learn the grammar. The grammar presentations anticipate the social language and support the unit's thematic focus. Grammar therefore is never taught in isolation, but rather forms a support for the social language and thematic focus of the unit, giving the grammar both meaning and purpose. To this end, grammar exercises are set in a context that supports the communicative focus of the unit.

**Social Language Lessons** Short, numbered lessons form the social language core of each unit of *True Colors*. Social language and grammar are woven through each of these "mini-lessons" through the following combination of presentations and opportunities for practice:

**Conversation** A short dialogue at the students' productive level presents and models important social language.



A major goal of *True Colors* is to teach students to improvise based on the language

they already know. Improvisation is the "fifth skill"—the one students need to master in order to move out of the pages of a textbook and into the real world. Improvise activities expand the Conversation, allowing for personalization and the incorporation of new contexts and situations.

**Pronunciation** Five of the ten units include a pronunciation section that isolates an important feature of the pronunciation or intonation of spoken American English. The emphasis is on practice of these features, and each is supported by recorded examples on the audiocassettes or audio CDs.

**Game or Inter-Action** Each unit contains at least one interactive language activity that activates grammar, social language, vocabulary, or pronunciation.

**Listening with a Purpose** In addition to the other recorded texts in the unit, one or two additional listening texts provide another receptive model a step above students' productive ability. A three-step comprehension syllabus centers on three essential listening skills—determining context, focusing attention, and listening between the lines. Through a unique and rigorous approach to listening comprehension that is similar to the reading comprehension skills of skimming, scanning, and inferring, students build their ability to understand at a level above what is normally expected of intermediate-level students.

**Authentic Reading** Each unit provides practice in reading authentic texts from a variety of sources: newspapers, books, magazines, brochures, poetry, and encyclopedias. Selections are chosen to expand the thematic focus of the unit, to provide material to support and motivate discussion and writing, and to prepare students to cope with authentic materials. Each authentic reading is followed by further comprehension practice in reading comprehension sub-skills.



This unique and exciting culminating activity systematically builds students' ability to express their own

opinions, ideas, and feelings on a variety of topics. Carefully designed questions provoke interest without soliciting production above students' level. Each Heart to Heart activity comes at a place where students have had enough preparation for success.

**Vocabulary** Vocabulary sections present thematically related vocabulary to enhance students' discussions, interactions, and writings. The words are presented in a variety of ways: through pictures, with definitions, and through contextual sentences. These presentations ensure comprehension and provide students with a model for defining and explaining new words in the future.



**Speaking** This full-page illustration that ends each unit has been especially drawn to elicit from students

all the language they have learned within the unit—the vocabulary, the social language, the grammar, and the thematic contexts. Students can ask each other questions about the actions depicted, make true and false statements about what they see, create conversations for the characters, tell stories about what is happening—all IN THEIR OWN WORDS. All students, regardless of ability, will succeed at their own levels because what the students know how to say has been included in the illustration. 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.

**Writing** Writing activities in each unit provide real and realistic writing tasks. At the same time they offer practice in paragraph and composition development that reinforces the target language while providing additional opportunities for personal expression.

**Review Units** These units are provided mid-book, after Unit 5, and at the end. They provide review, self-tests, extra classroom practice, and a social language self-test.

**Appendices** The key vocabulary, verb charts, adjective and adverb charts, and grammatical terms are organized and presented at the end of the book for easy reference and test preparation.



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# About the Authors and Series Director

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## Authors

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Jay Maurer has taught English in 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, 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 the author of the two engaging, unique, and widely used conversation texts, *Talk About Trivia* and *Talk About Values*. In addition to *True Colors*, Professor Schoenberg has 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 twenty-five years.



# Until then, I'd always loved that name.

Receptive Model

**Warm up:** Do you like your name? Is there another name you'd rather have?

Read or listen. 

