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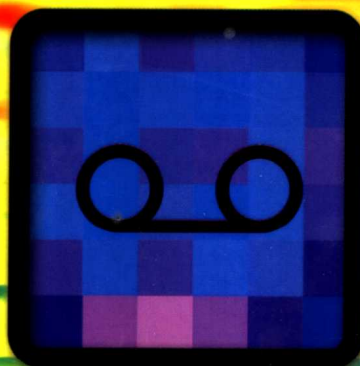
学生用书 初级

# 朗文 视听说

• Jay Maurer • Irene E. Schoenberg •

英语教程

## TRUE COLORS



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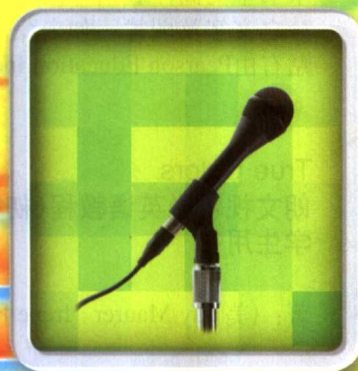
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**True Colors**

**朗文视听说英语教程(初级)**

**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、练习与评估测试、磁带、录像带/VCD、教学包、自学辅导，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。



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。

### 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。

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。

## 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。

入门级考虑到学生基础, 没有安排主题写作的活动。

中级与中高级的写作任务包含在自创发挥模块之中。

## 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。

# Scope and Sequence of Specific Content and Skills

UNIT 单元	Social Language 交际语言	Vocabulary 词汇	Grammar 语法	Listening 听力
<b>1 Are you in this class?</b> 你在这个班吗? page 2	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• make informal introductions 做非正式的介绍</li> <li>• talk about occupations 谈论职业</li> <li>• ask questions / make negative statements 提问/做否定陈述</li> <li>• describe people 描述人物</li> </ul>	<b>Vocabulary 词汇</b> <ul style="list-style-type: none"> <li>• nouns for talking about people 谈论人物的名词</li> <li>• occupations 职业</li> <li>• nouns and adjectives that describe people 描述人物的名词和形容词</li> </ul>	<b>Grammar 语法</b> <ul style="list-style-type: none"> <li>• verb <i>be</i>-use and form <i>be</i>动词的形式和运用</li> <li>• subject pronouns 物主代词</li> <li>• contractions 词的缩略形式</li> <li>• indefinite and definite articles 不定冠词和定冠词</li> </ul>	<b>Listening 听力</b> <b>Type 类型</b> <ul style="list-style-type: none"> <li>• a TV quiz program 电视竞猜节目</li> </ul> <b>Comprehension Skill 听力技巧</b> <ul style="list-style-type: none"> <li>• focus attention 听取特定信息</li> </ul>
<b>2 There's a noise downstairs!</b> 楼下有声音! page 14	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• say the time 表述时间</li> <li>• identify yourself on the phone / ask how someone is 在电话中做自我介绍/询问某人怎么了</li> <li>• make plans to meet 制订约会的计划</li> <li>• describe things and places 描述事物和地点</li> </ul>	<ul style="list-style-type: none"> <li>• telling time 表述时间</li> <li>• prepositions for times of the day and dates 用于一天中的时间和日期表达的介词</li> </ul>	<ul style="list-style-type: none"> <li>• count and non-count nouns: <i>there is/there are</i> 可数和不可数名词 <i>there is /there are</i></li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>• a recorded announcement 电影预告录音片断</li> <li>• a phone conversation 电话交谈</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>• determine context 听取大意</li> </ul>
<b>3 For computer questions, press one now.</b> 有关计算机的问题, 现在请按“1”键。 page 26	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• suggest an activity/an alternative 建议一项活动/建议其他活动</li> <li>• state address / phone number 表述地址/电话号码</li> <li>• describe family relationships 描述家庭关系</li> </ul>	<ul style="list-style-type: none"> <li>• social activities 社交活动</li> <li>• machines and appliances 机器和工具</li> <li>• family relationships 家庭关系</li> <li>• classroom commands 课堂指令</li> </ul>	<ul style="list-style-type: none"> <li>• commands 命令</li> <li>• suggestions with <i>let's</i> 用 <i>let's</i> 引出的建议</li> <li>• possessive adjectives 物主形容词</li> <li>• possessive nouns 物主名词</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>• a voice mail message 语音留言</li> </ul> <b>Comprehension Skill 听力技巧</b> <ul style="list-style-type: none"> <li>• focus attention 听取特定信息</li> </ul>
<b>4 What's Bob doing?</b> 鲍伯正在做什么? page 38	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• talk about actions in progress 谈论进行中的某个动作</li> <li>• apologize 道歉</li> <li>• offer to call back later 告知呆会儿再打电话</li> <li>• give directions to a place 提供去某地的导向</li> <li>• talk about order 谈论顺序</li> </ul>	<ul style="list-style-type: none"> <li>• everyday activities 日常活动</li> <li>• ordinal numbers 序数词</li> <li>• locations and directions 地点和方向</li> </ul>	<ul style="list-style-type: none"> <li>• the present continuous 现在进行时</li> <li>• object pronouns 人称代词的宾格</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>• a phone conversation 电话交谈</li> </ul> <b>Comprehension Skill 听力技巧</b> <ul style="list-style-type: none"> <li>• determine context 听取大意</li> </ul>
<b>5 You lose it. We find it.</b> 如有失物, 我们专事查找。(在私家侦探所) page 50	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• talk about work 谈论工作</li> <li>• ask about and express likes 询问和表达喜欢</li> <li>• talk about studies 谈论学习</li> <li>• express dislikes 表达不喜欢</li> <li>• talk about habitual activities 谈论习惯性的活动</li> </ul>	<ul style="list-style-type: none"> <li>• places to work 工作地点</li> <li>• fields of study 学习科目</li> <li>• adjectives to describe studies 描述学习的形容词</li> </ul>	<ul style="list-style-type: none"> <li>• the simple present tense 一般现在时</li> </ul>	<b>Types 类型</b> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• a story about detectives 一个关于侦探的故事</li> <li>• a conversation in an office 办公室里的一段谈话</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>• confirming content 确认内容</li> <li>• determine context 听取大意</li> <li>• focus attention 听取特定信息</li> </ul>
<b>Review of Units 1-5</b> 复习单元 page 62				



<p><b>Reading 阅读</b></p> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• a newspaper article 报刊文摘</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• confirming content 确认内容</li> <li>• factual recall 事实回忆</li> </ul> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• short paragraphs 短小文章</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>• identifying the main idea 辨别大意</li> </ul> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• advertisements 广告</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• confirming content 确认内容</li> <li>• factual recall 事实回忆</li> </ul> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• an extended dialogue 拓展对话</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• confirming content 确认内容</li> <li>• drawing conclusions 得出结论</li> </ul> <p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>• an extended dialogue 拓展对话</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• identifying the main idea 辨别大意</li> </ul>	<p><b>Writing 写作</b></p> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• addressing an envelope 书写信封</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• capitalization of names of people and places 训练人名和地名的大写</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• a short note to a classmate 写给同学的便条</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• period and question mark 句号和问号</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• phone messages 电话信息</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• writing names, times, and phone numbers 书写名字、时间和电话号码</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• a letter 写给同学的短信</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• spelling present participles 拼写现在分词</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• note taking 做笔记</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• writing the simple present tense 用一般现在时写作</li> </ul>	<p><b>Pronunciation 发音</b></p> <ul style="list-style-type: none"> <li>• the alphabet 字母表</li> </ul> <ul style="list-style-type: none"> <li>• /s/, /z/, and /iz/</li> </ul> <ul style="list-style-type: none"> <li>• stress and meaning 重读及由此产生的意义差异</li> </ul> <ul style="list-style-type: none"> <li>• /iː/ and /i/</li> </ul> <ul style="list-style-type: none"> <li>• /s/, /z/, and /iz/</li> </ul>	<p><b>Expression of Opinions自我表达</b></p> <ul style="list-style-type: none"> <li>• opinions of occupations and studies 有关职业和学习的看法</li> </ul> <ul style="list-style-type: none"> <li>• favorite places 喜欢的地方</li> </ul> <ul style="list-style-type: none"> <li>• value of certain machines and appliances 某些机器或器具的价值</li> </ul> <ul style="list-style-type: none"> <li>• opinions about lateness 对迟到的看法</li> </ul> <ul style="list-style-type: none"> <li>• tastes in foods, people, music, etc. 对食物、人物、音乐等的品味</li> </ul>
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# Scope and Sequence of Specific Content and Skills

UNIT 单元	Social Language 交际语言	Vocabulary 词汇	Grammar 语法	Listening 听力	
<b>6 We're going to win.</b> 我们将会胜利。 page 72	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• make an appointment 约会</li> <li>• talk about pains / illnesses 谈论伤痛和疾病</li> <li>• describe plans 描述计划</li> <li>• talk about frequency 谈论频率</li> <li>• describe feelings 描述感受</li> </ul>	<ul style="list-style-type: none"> <li>• parts of the body 身体的各个部分</li> <li>• general locations 地点</li> <li>• aches, pains, and illnesses 疼痛和疾病</li> <li>• frequency adverbs 频度副词</li> </ul>	<ul style="list-style-type: none"> <li>• the future with <i>be going to</i> 用be going to表示的将来时</li> <li>• placement of frequency adverbs 频度副词的排序</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>• interviews 采访</li> </ul> <b>Comprehension Skills 听力技巧</b> <ul style="list-style-type: none"> <li>• determine context 听取大意</li> <li>• focus attention 听取特定信息</li> </ul>	
<b>7 Can you dance?</b> 你会跳舞吗? page 84	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• express obligations / regrets 表达义务/遗憾</li> <li>• make invitations with <i>let's</i> 用let's发出邀请</li> <li>• ask for help 寻求帮助</li> <li>• express gratitude 表达感谢</li> <li>• talk about ability 谈论能力</li> </ul>	<ul style="list-style-type: none"> <li>• leisure activities 娱乐活动</li> <li>• academic subjects 高等学校的科目</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have to / has to</i> have to / has to的用法</li> <li>• <i>can</i> can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>• determine context 听取大意</li> <li>• focus attention 听取特定信息</li> </ul>	
<b>8 Do you want some pizza, Lulu?</b> 鲁鲁, 你要一些比萨饼吗? page 96	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• get someone's attention 引起某人的注意</li> <li>• ask about price 询问价钱</li> <li>• agree to buy 同意购买</li> <li>• state a need 陈述需要</li> <li>• express disbelief 表达不信任</li> </ul>	<ul style="list-style-type: none"> <li>• clothing 衣服</li> <li>• colors 颜色</li> </ul>	<ul style="list-style-type: none"> <li>• <i>some</i> and <i>any</i> some和any的用法</li> <li>• <i>one</i> and <i>ones</i> one和ones的用法</li> <li>• <i>this, that, these, and those</i> this / that/these和those的用法</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>• factual recall 事实回忆</li> <li>• focus attention 听取特定信息</li> </ul>	
<b>9 Weren't you at Alice's?</b> 你不就是去过爱丽丝家的(那个人)吗? page 108	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• talk about the past 谈论过去</li> <li>• give and accept an apology 给予和接受道歉</li> <li>• confirm identity 确认身份</li> <li>• talk about ownership and possession 谈论物品的拥有权</li> </ul>	<ul style="list-style-type: none"> <li>• past time expressions 过去式的表达</li> <li>• social and business relationships 社会关系与工作关系</li> </ul>	<ul style="list-style-type: none"> <li>• the past tense of <i>be</i> be的过去式</li> <li>• possessive pronouns 人称代词的名词性所规格</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>• a telephone conversation 电话交谈</li> </ul> <b>Comprehension Skill 听力技巧</b> <ul style="list-style-type: none"> <li>• focus attention 听取特定信息</li> </ul>	
<b>10 My plane just landed.</b> 我乘坐的飞机刚刚降落。 page 120	<b>How to 如何</b> <ul style="list-style-type: none"> <li>• talk about past actions and facts 谈论过去的行为与事实</li> <li>• talk about recent activities 谈论最近的活动</li> <li>• empathize 表示有同感和共鸣</li> </ul>	<ul style="list-style-type: none"> <li>• more past time expressions 更多的过去式的表达</li> </ul>	<ul style="list-style-type: none"> <li>• the simple past tense of regular and irregular verbs 规则与不规则动词的一般过去式</li> </ul>	<b>Type 类型</b> <ul style="list-style-type: none"> <li>• an extended dialogue 拓展对话</li> </ul> <b>Comprehension Skill 听力技巧</b> <ul style="list-style-type: none"> <li>• determine context 听取大意</li> </ul>	
<b>Review of Units 6-10</b> 复习单元 page 132					



<p><b>Reading 阅读</b></p> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• an extended dialogue 拓展对话</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• drawing conclusions 得出结论</li> <li>• interpretation and analysis 推论与解释</li> </ul> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• an essay 散文</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• confirming content 确认内容</li> <li>• factual recall 事实回忆</li> </ul> <p><b>Type 类型</b></p> <ul style="list-style-type: none"> <li>• an extended dialogue 拓展对话</li> </ul> <p><b>Comprehension Skill 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• interpretation and analysis 推论与解释</li> </ul> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• an extended dialogue 拓展对话</li> </ul> <p><b>Comprehension Skills 阅读技巧</b></p> <ul style="list-style-type: none"> <li>• confirming content 确认内容</li> <li>• understanding meaning from context 联系上下文理解</li> </ul> <p><b>Types 类型</b></p> <ul style="list-style-type: none"> <li>• a photo story 配图故事</li> <li>• a magazine article 杂志选摘</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>• understanding meaning from context 联系上下文理解</li> </ul>	<p><b>Writing 写作</b></p> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• a business letter 一封商业信函</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• a formal letter style 正式的书信格式</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• a student newspaper article 学生报刊文摘</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• developing paragraphs 训练段落写作</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• an extended dialogue 对话拓展</li> </ul> <p><b>Skills 写作技巧</b></p> <ul style="list-style-type: none"> <li>• use of colon in dialogue style 对话中冒号的运用</li> <li>• writing questions in the simple present tense and the present continuous 用一般现在时和现在进行时写问题</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• a paragraph about dating 描述一段关于约会的内容</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• development of a topic sentence 训练主题句的写作</li> </ul> <p><b>Task 任务</b></p> <ul style="list-style-type: none"> <li>• a description of a person 人物描述</li> </ul> <p><b>Skill 写作技巧</b></p> <ul style="list-style-type: none"> <li>• writing facts about the past 描述往事</li> </ul>	<p><b>Pronunciation 发音</b></p> <ul style="list-style-type: none"> <li>• intonation of questions 问句的升降调</li> </ul> <ul style="list-style-type: none"> <li>• <i>can</i> and <i>can't</i> in sentences (stressed and unstressed) can和can't在句中是否重读</li> </ul> <ul style="list-style-type: none"> <li>• /a/ and /ʌ/</li> </ul> <ul style="list-style-type: none"> <li>• the /r/ and /h/ sounds</li> <li>• the /r/ and /l/ sounds</li> <li>• the /r/, /d/, and /t/ sounds</li> </ul> <ul style="list-style-type: none"> <li>• past tense endings <i>worked / played / repeated</i> 过去式结尾的读法</li> </ul>	<p><b>Expression of Opinions自我表达</b></p> <ul style="list-style-type: none"> <li>• good and bad ways to meet people 会面的好方法和差方法</li> <li>• opinions about meeting and dating 有关会面和约会的观点</li> </ul> <ul style="list-style-type: none"> <li>• reasons why people like or dislike dancing 人们是否喜欢跳舞的原因</li> </ul> <ul style="list-style-type: none"> <li>• problems between parents and children 父母和孩子之间的问题</li> <li>• how can families communicate better? 家庭成员之间怎样交流更好?</li> </ul> <ul style="list-style-type: none"> <li>• who pays on a date? 约会时谁付账?</li> </ul> <ul style="list-style-type: none"> <li>• environment vs. heredity 成长环境与遗传因素</li> </ul>
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# Preface

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*True Colors* is a complete and articulated five-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 possible beginning-level entry points: Basic level or Book 1.

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 a two-step listening strand and an abundance of games, info-gaps, and other interactive activities. Within each unit short, integrated social language and grammar lessons ensure concentrated oral practice and production. *True Colors* takes into account different learning and teaching styles. It is centered on task-based strategies and 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. For this reason, *True Colors* presents EFL students with a wealth 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. 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 in the real world.

## Student Population

Book 1 of *True Colors* is written for adult and young adult false beginners. It has been pilot-tested in classrooms throughout the world and with students of numerous language groups.

Book 4 concludes at a high-intermediate level. The Basic level text is an alternative entry point for very weak false beginners or true 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 materials 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 five and another coming after unit ten.

**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; 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 flash cards for large- or small-group vocabulary presentations, pronunciation game cards, duplicating masters that contain photo stories with empty speech balloons for student oral and written improvisation, learner-created grammar notes, and interactive conversation cards for social language reinforcement. The Teacher's Bonus Pack provides suggestions for tailoring *True Colors* to the needs of a variety of settings.

**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** The audiocassettes contain all the receptive models for listening and reading, the conversations, the vocabulary presentations, the Listening with a Purpose texts, the reading texts, and the pronunciation presentations and practices from the student's book. The audiocassettes provide space for student practice and self-correction.

**Videocassette** The videocassette, *True Voices*, contains a unique combination of controlled and improvised dramatic episodes that support the social language and grammar in the *True Colors* student's book. In addition, students see a video magazine of scenes depicting the themes touched on throughout the student's book (shopping, working, etc.) and on-the-street interviews about the same topics and themes.

**Video Workbook** A video workbook 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. In addition, a placement test is available to aid in placing groups in one of the five levels of *True Colors*: Basic, Book 1, Book 2, Book 3, or Book 4.

## 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** Questions about the conversation focus on the key comprehension skills of factual recall, confirmation of content, identifying main ideas, drawing conclusions, and understanding meaning from context. These can serve as listening comprehension or reading comprehension exercises.

**Social Language and Grammar Lessons** Short, numbered lessons form the instructional core of each unit of *True Colors*. Social language and grammar are tightly linked in 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.

**Pair Practice** The same dialogue is presented for student practice with opportunities for personalization of the social language. This limited opportunity for manipulation is the first step toward ownership of the language that is the goal and promise of *True Colors*.

**Vocabulary** Illustrated and captioned vocabulary presentations within each unit provide students with important words to make their own. Students are not asked to guess the meaning of the unit's active vocabulary; instead, *True Colors* presents a clear illustration to convey meaning and follows it with opportunities for practice and free production.

**Grammar** Clear, well-explained grammar presentations are integrated with the social language and support comprehension and production of it. These grammar presentations never occur in isolation but rather 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.



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. Through a continuum of freer and freer opportunities for language ownership, *True Colors* students put the course into their own words, **letting their own true colors shine through.**

**Pronunciation** Each unit isolates a basic and important feature of the pronunciation or intonation of spoken American English. Practice is structured into games and into listening, speaking, and dictation activities.

**Game or Info-Gap** 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 recorded texts in the unit, one or two additional listening texts provide another receptive model a step above students' productive ability. A two-step comprehension syllabus centers on two essential listening skills—determining context and focusing attention. Through a unique and rigorous approach to listening comprehension similar to the reading comprehension skills of skimming and scanning, students build their ability to understand at a level above what is normally expected of false beginners.

**Reading** Each unit provides practice in the reading skill with texts slightly above students' productive ability. Topics are especially devised to create motivated readers, and each reading is followed by further comprehension practice in all

the 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 near the end of the unit, ensuring adequate preparation for success.

**Writing** Writing activities in each unit provide real and realistic writing tasks that reinforce the target language in the writing skill while providing additional opportunities for personal expression.



This full-page illustration ends each unit and 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 begin talking about the contents of this picture early in the unit and continue throughout the unit. At the end of the unit, they ask each other questions about the actions depicted, they make true and false statements about what they see, they create conversations for the characters, they 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 drawn into the illustration and what they don't know how to say has been purposely left out.

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

**Appendices** The key vocabulary, spelling rules, and noun and verb charts 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.

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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 is developing a new visual dictionary for learners of English.

## Series Director

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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 as a Foreign Language to Japanese university students at Marymount College and to international students in Westchester Community College's intensive program.

Ms. Saslow is the author of *English in Context: Reading Comprehension for Science and Technology*, a three-level text series. In addition, Ms. Saslow 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.



# Unit 1

# Are you in this class?

Receptive Model

**Warm up:** Look at the pictures. Where are these people—in a class or at home?  
Read or listen. 🎧

