

总编译：汪榕培

交际通

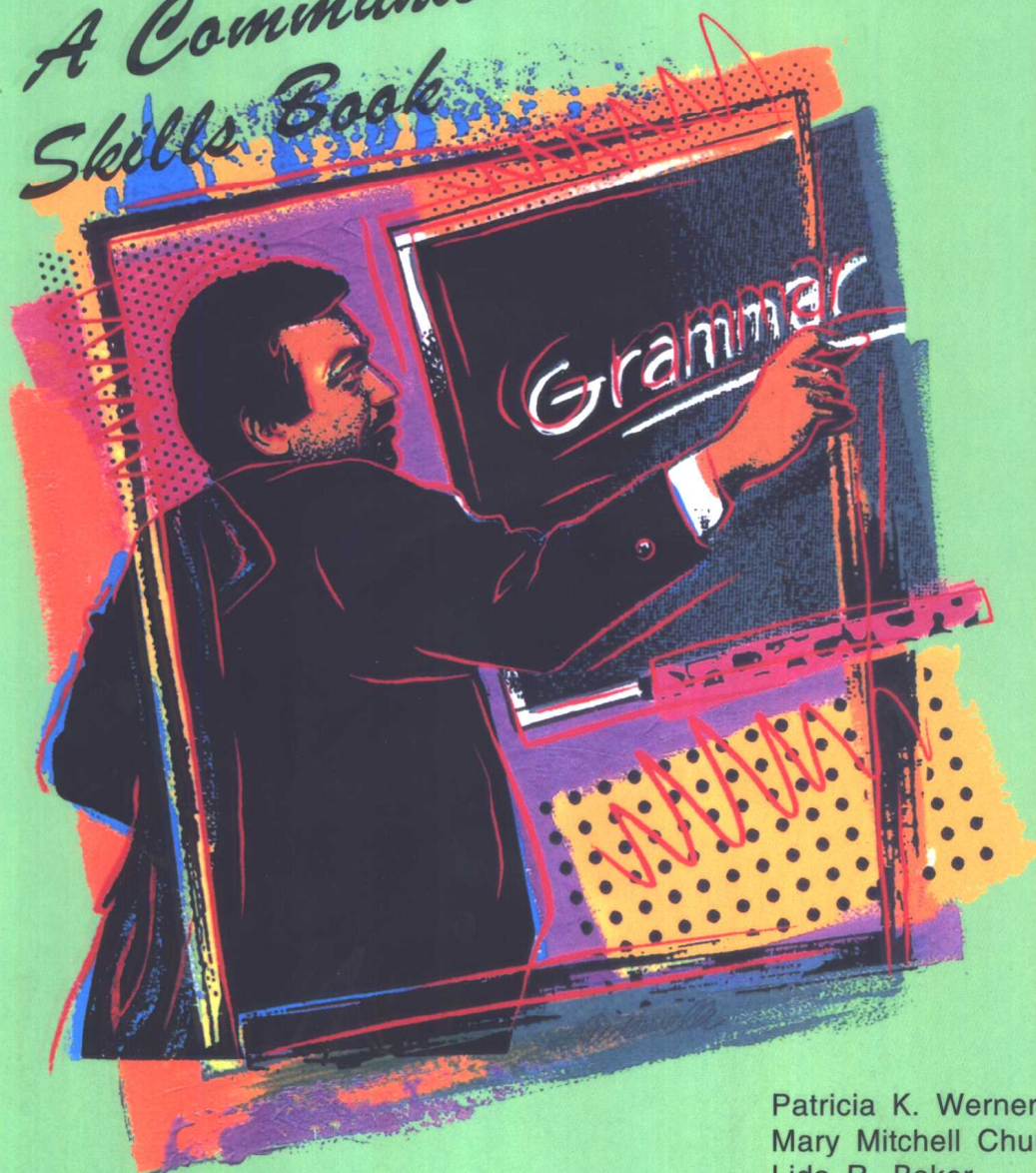
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美语路路通

系列教材

Mosaic

*A Communicative
Skills Book*



辽宁教育出版社
美国麦克希尔出版公司

联合出版

Patricia K. Werner
Mary Mitchell Church
Lida R. Baker
马爱华 编译
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总编译：汪榕培

交际通分册主编译：杨俊峰 赵忠德

编译委员会：王文成 王尚胜 李思国 张绍杰

宋学侠 杨俊峰 赵忠德 徐伟儒

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总 序

《美语路路通》是最新从美国引进的一套美国英语系列教材。这套教材以非英语国家的学生为对象，帮助学生提高听、说、读、写的语言技能和整体提高语言水平。全套教材共 19 册，由《听说通》(五册)、《阅读通》(五册)、《写作通》(四册)和《交际通》(五册)四个系列组成。各个系列既相互联系、又相对独立，每个系列中的各个分册循序渐进、不断巩固已学的知识。因此，整个系列可以配合使用，学习英语技能的全部内容；每个系列也可以分别使用，适用于从入门阶段到中高级阶段各个层次的学生。

顾名思义，《听说通》是训练听说技能的课本；《阅读通》是训练阅读技能的课本；《写作通》是训练写作技能的课本；《交际通》是以语法为线索全面训练语言各项技能的课本。

全套教材具有下列显著的特点：

1. 课文取材新颖，每章围绕一个主题式语言功能。内容引人入胜，难易程度适中，语言要点反复循环出现，可以有效地激励学生的学习热情。

2. 传授技能要点和学习策略，使听、说、读、写的技能成为可以逐步掌握的内容。这个特点是《美语路路通》有别于其他同类教材的一个重要方面，技能的各个环节既可以分解为若干方面，又可以通过反复循环达到熟练掌握的程度。

3. 练习形式多种多样，练习内容紧密结合生活实际。掌握语言技能的关键在于反复实践，必须在轻松愉快的实践过程中自然而然地获得，单纯的机械性模仿达不到这个目的，这套教材的练习使学生自始至终处于交际活动中，可以收到事半功倍的效果。

4. 听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练，可以明显地收到触类旁通的效果。

《美语路路通》具有上述显著特点，所以在使用的过程中受到普遍的欢迎。自 1985 年第 1 版问世以来，在美国成为外国移民提高英语水平的首选教材，在世界许多国家成为学习英语的热门教材。这套教材由于受到普遍的欢迎，在接受教学实践的反馈以后，先后于 1990 年出版了第 2 版，于 1996 年出版了第 3 版，两次做出重大修改，使教材更臻完善。

辽宁教育出版社引进《美语路路通》，出版中文版，在原书的基础上加入了中

文的学习指导，结合中国学生的学习难点配以详细的解释，对许多中国学生不熟悉的文化现象予以介绍，并对学习方法和建议开展的课堂活动增添大量的补充说明。中文的学习指导不仅为在中国的课堂里使用这套教材提供了方便，也为广大的英语自学者提供了帮助。

进行中文版改编的是辽宁和吉林两省五所高等学校(大连外国语学院、辽宁大学、东北大学、沈阳师范学院、东北师范大学)富有教学经验的教授和专家们，他们把教授中国学生学习英语的体会和经验融入学习指导中去，使这套在国际上行销多年、享有盛誉的教材更加适合中国学生的需要，可以用做大专院校英语专业和非英语专业学生的学习教材、英语培训班的技能训练教材，也可以用做广大英语自学者的自学教材。

《美语路路通》中文版的问世是一个成功的尝试，不仅为中国广大的英语学习者又增加了一种新的选择，而且为改变传统的教学方法和教学观念提供了一个示范的样板。我相信，凡是使用这套教材的教师和学生都会喜欢这套教材，并从中受益。

汪榕培

1998年9月10日

本书序言

本书为《美语路路通》系列教材《交际通》第二册。通过学习本教材，学生可进一步提高英语水平和交际能力。

一、编写意图

本书的侧重点是通过各种句法结构和语言情景培养学生的交际能力，为避免学生因词汇或句子结构过于复杂而出现语塞现象，第二册从基本句型和常见的话题入手，逐步过渡到复杂句型和专题讨论。前几章谈论的话题从学生生活、城市生活到金融货币，后几章涉及的题目则较为复杂，从传统医学到现代医学，从身边历史到宇宙空间等。

二、本书特点

1. 设计明快。本书设计新颖、装帧艺术更具有现代气息。练习说明简明易懂，各项活动标有序号，重要的信息用表格或阴影等显著的方式标示。
2. 内容新颖。本教科书选题广泛，内容涉及诸多方面，观点新、角度新；内容涉及最近发生在政治、经济、人口、通讯方面的全球性变化。
3. 结构合理。虽然复习贯穿于整个教材，但本书还特意在第四、八、十二章安排了专门的复习部分，并设有各种循序渐进练习，既可作为课内练习使用，也可作为课外作业或测验材料使用。
4. 检测要点。每章的重要句型都有突出表示，帮助学生熟悉类似“托福”等标准化测试形式。多数章节设有“测试要点”，突出本章基本句型。第四、八、十二各章因包括若干章节的测试要点而略长于其他。学生熟悉标准化测试形式后，会在参加真正考试时增加信心，减少焦虑。
5. 参考附录。所有关键参考材料——包括发音规则、拼写规则、不规则动词形式、动词+动名词/不定式、冠词的特殊用法等——均被囊括在附录内，以方便查找使用。
6. 学生指导。每章末尾附有学习指导，分导言、学习要点和答案三部分。

三、章节安排

本书共分十二章，每章由四个专题组成。每章的主要句子结构都在对话或阅读短文中体现。课文内容可以在课堂上讲解，也可作为限时阅读材料或课后作业。

所有新的句子结构和专供复习的句子结构都放在方框中突出表示，大多数方框中都配有例句和注释，并附有对拼写、标点符号、发音等的注释说明。

四、教学建议

1. 有些语法项目可作为课后作业或在课堂上简单讲解，一般来说，不主张在课堂上向学生讲解时间过长，可腾出时间让学生自己进行练习。

2. 每个专题都配有多种形式的练习和教学活动，练习安排所遵循的原则是循序渐进，先由机械练习入手逐步过渡到较为灵活的练习方式。

3. 在练习的处理上，可采取传统方法和现代方法并用的方式。

4. 多数练习使用口头或笔头形式均可达到教学目的；在形式上可采用全班练习、小组练习或两人练习。

5. 三种明确标出的练习形式是：快速口头练习、错误分析和总复习。前两项针对常见问题定期出现，后一项出现频率较高，结合新学知识，对已经学过的内容进行综合性复习。

6. 在第四、八和十二章中附有对前四章的总复习，教师可利用所提供的材料对学生进行测试。

7. 为使学生最终达到对词汇及结构运用自如，每章中都安排了题为“运用所学知识”的一项练习，帮助学生进行口头和笔头练习。练习形式包括微型话剧、语言游戏、正式演说和命题作文等。

8. 由于学生水平参差不齐，学习态度、要求及学习时间各不相同，上课时间、次数及重点也各有所异，因此，建议教师根据具体情况酌情使用书中的内容。如果时间不宽裕，或教师不想花太多的时间，可对某些内容进行删节，选用大多数学生有困难的章节。当然，教师也可将这些材料个别布置给某项技能较弱的学生使用，或当做测验或考试材料。即使如此，我们仍然鼓励教师尽量多用这些材料，启发学生在课堂上使用地道的语言，达到交际目的。

编译者

1998年11月

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CHAPTER **one**

Education and Student Life

教育和学生生活



Review of Basic Verb Forms

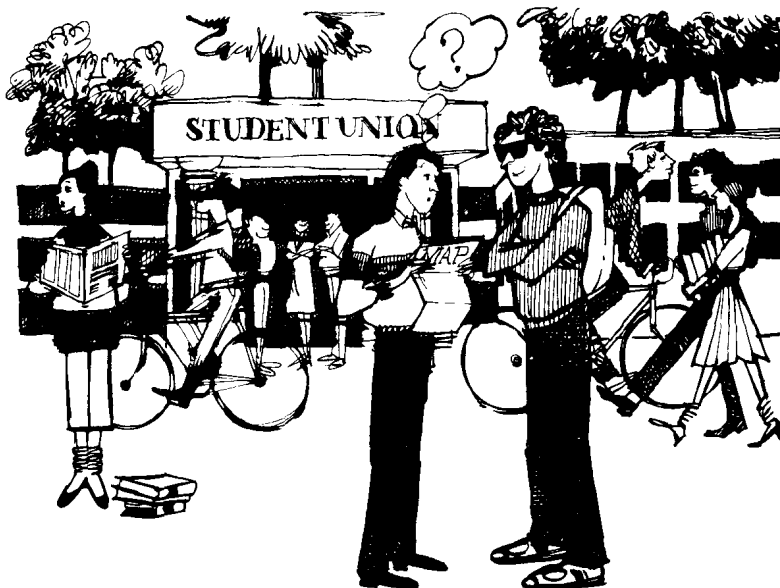
- Topic One:** Present Verb Forms
- Topic Two:** Past Verb Forms
- Topic Three:** Future Verb Forms
- Topic Four:** Questions and Responses

in this chapter

TOPIC **one**

Present Verb Forms

Setting the Context



previewing the passage

How do you usually feel during your first few days at a new school? Share your ideas and experiences while answering these questions about the picture.

- Who are these people, and where are they?
- Describe the two young men in the center of the picture. What problem does one of the students have? How will he solve it?

THE FIRST DAY

STEVE: Do you need some help? You seem lost.

MIGUEL: Thanks, *I am* lost! I'm looking for the foreign student office. Can you help me?

STEVE: Sure, I'm going near there. Do you want to come with me? By the way, my name's Steve. What's yours?

MIGUEL: I'm Miguel.

STEVE: Where do you come from, Miguel?

MIGUEL: I come from Colombia. I'm here to study architecture. Are you from here?

STEVE: No, I'm not from Madison. I'm from Canada, from Toronto. I started college in Canada, but I'm finishing my degree here.

MIGUEL: What are you studying?
 STEVE: I'm majoring in engineering. I'm taking a lot of computer courses now. They're very crowded this semester.
 MIGUEL: Do you live in a dorm?
 STEVE: No, I don't. I'm here with my wife and baby daughter. We have an apartment on the other side of town. Where do you live?
 MIGUEL: I was in a hotel, but I'm moving into Meyer Dormitory this afternoon.
 STEVE: There's the foreign student office. Good luck!

discussing ideas

What is Miguel looking for? What is Steve majoring in? What are dormitories? Are you living in one now?

A. The Simple Present Tense

The simple present tense can describe habits, routines, or events that happen regularly. It can also express opinions or make general statements of fact.

uses	examples	notes
Statements of Fact	I go to City College. He goes to City College.	Time expressions such as the following often appear with this tense: <i>always, every day, in general, never, often, rarely, sometimes, usually.</i>
Opinions	I like my classes. He doesn't like his classes.	
Regular Events, Habits, or Routines	I have classes every day from 9 to 3. He has classes two days a week.	

The Verb *Be*

forms	affirmative statements	negative statements
Long Forms	I am a student. She is at the college. We are in the library.	I am not a teacher. He is not at the college. They are not in the library.
Contracted Forms	I' m here. She' s here. We' re in the library.	I' m not there. He isn't there. They aren't in the library.

	questions	possible answers
Yes/No Questions and Short Answers	Am I late?	Yes, I am . No, I' m not .
	Is she at the college?	Yes, you are . No, you aren't .
	Are they in the library?	Yes, she is . No, she isn't .
		Yes, they are . No, they aren't .