

总编译：汪榕培

交际通

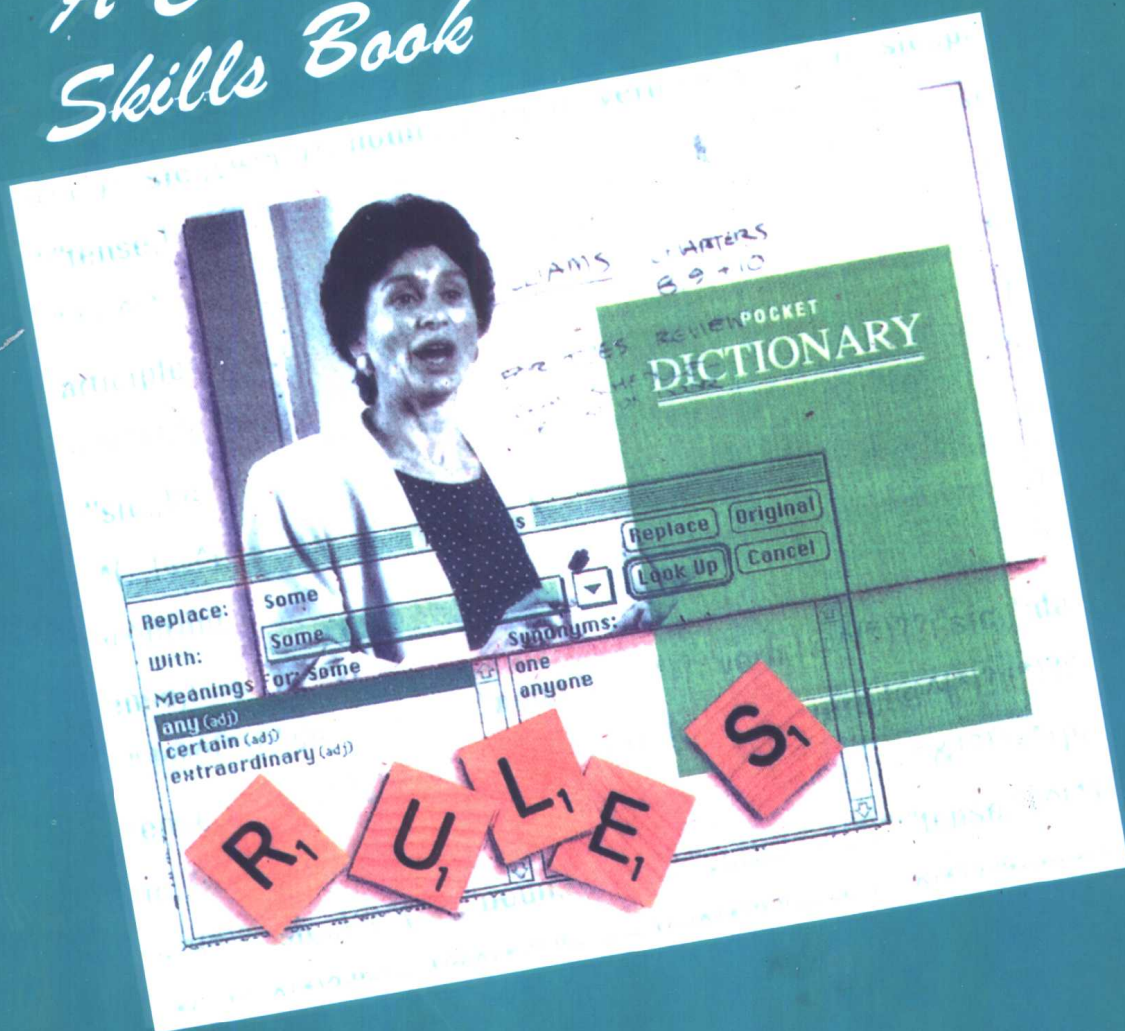
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美语路路通

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
John P. Nelson
杨俊峰 编译
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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，使这套在国际上畅销多年、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》第四册。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

每一种语言的最基本功能都是进行思想交流。交流须通过词汇进行，当我们将单个词汇有机的组合在一起时，无论是口头还是笔头形式，就会出现句子“结构”，结构虽能制约人们的表达形式，但却无法制约所表达的内容。结构不能没有内容而独立存在，内容也不能没有结构独立存在，只有将内容按“组织形式”进行组合，人与人之间才能进行有效的交流。

整个《交际通》系列正是基于这一观点编写而成。这套教科书最突出的一点是每一章都是通过大众所感兴趣的题材对某一种句子结构进行讲解和练习。由于主题突出，模拟现实生活中的情景，学生不是单纯地进行机械训练，而是把语言运用到实际的生活情景中。通过使用本教科书，学生不仅掌握语言，而且还会学到知识。有了知识与语言的有机结合，学生就有了交流思想所需的“结构”和内容。

二、本书特点

1. 设计明快。本教科书装帧艺术，布局合理，使用方便。练习说明语简明易懂并标有序列号，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，内容涉及社会、政治、经济、科技等诸多方面，观点新，角度新。

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、十二章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. 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。每个专题复习/介绍一个或几个句子结构。前几章以复习为主，兼学较为简单句型结构；后几章集中学习较为复杂的句型结构。每一章的开始部分都向学生简要介绍本章内容并预习将在本章出现的新结构和词汇，以帮助学生做好接受新知识和新词汇的准备工作。

所有句子结构都放在方框中以示突出，并附有一般规则介绍、例句、说明和拼写、标点符号、发音等的注释。

四、教学建议

1. 每个专题可花一到两个学时，外加一到两个学时的课外作业。

2. 每个专题前面的“情景设置”(Setting the Context)可在课上完成，也可作为作业布置给学生用课余时间完成。

3. 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。

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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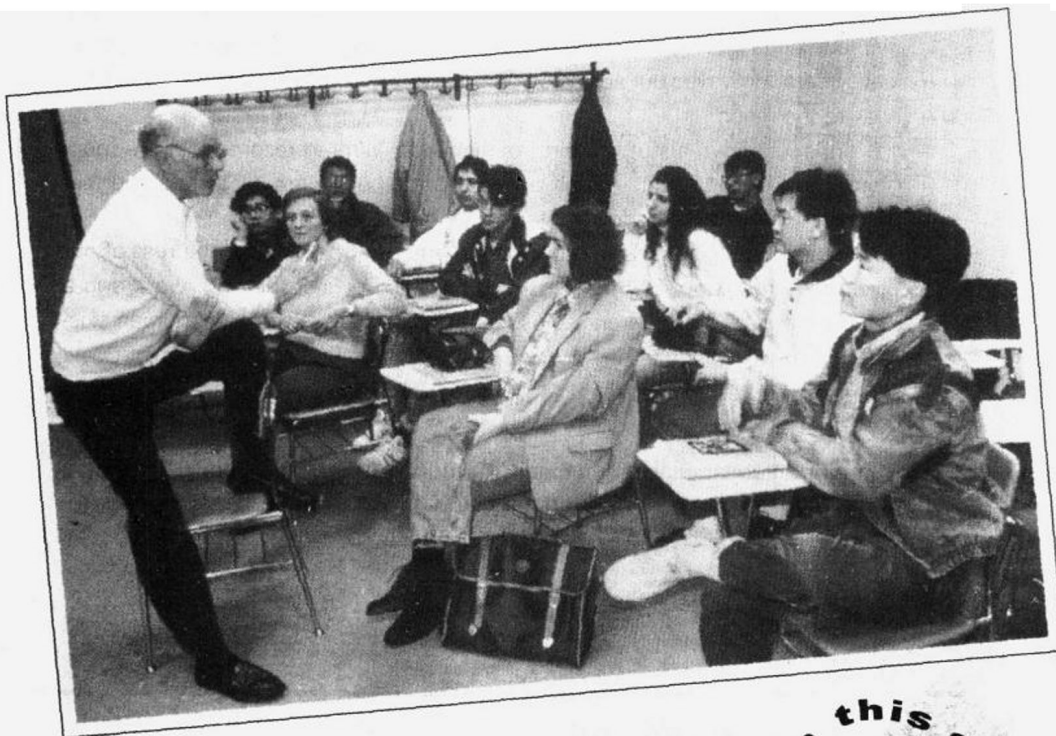
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CHAPTER **One**

Language and Learning

语言和学习



in this chapter

Review of Basic Structures and Verb Forms

- Topic One:** The Sentence and Its Parts
- Topic Two:** The Simple Tenses
- Topic Three:** The Continuous Tenses
- Topic Four:** The Perfect and Perfect Continuous Tenses and Verb Tense Review
- Topic Five:** Modal Auxiliaries

Introduction

In this chapter, you will review key terminology and the uses of all the verb tenses and the modal auxiliaries. As this chapter is review, you should study it quickly; the terminology and structures reappear throughout the text. While you are reviewing the tenses, pay close attention to time expressions used with each. Also notice the shifts from one tense to another.

The following passage introduces the chapter theme—*Language and Learning*—and raises some of the topics that you will cover in the chapter.

Language

5 **L**anguage is the most important development in human history. The arts, sciences, laws, economic systems, and religions of the world could not exist without language. Humans have not changed biologically for some forty thousand years. However, our ability to communicate has led us from the cave all the way to the moon.

Little is known about the birth of language. Written records that are more than four thousand years old have been found, but anthropologists agree that humans were speaking thousands of years before that.

10 Today, most of us learn to talk by the age of three, and for the rest of our lives we rarely stop. Even while we are reading or just thinking, we are in a sense “talking,” if only to ourselves. Language is so much a part of human existence that we will be talking as long as we inhabit the earth. As linguist David Thompson notes, “When language dies, so will man.”

discussing ideas

How important is language to humans? Could we “think” the same way without language? Do you have thoughts that do not take the form of words?

TOPIC **one**

The Sentence and Its Parts

Setting the Context

previewing the passage

How many languages do you think there are in the world? What similarities does your native language share with English? Do you know of any similarities that all languages share?