



亚历山大先生是世界著名的英语教学权威，曾任欧洲现代语言教学委员会理事。其著作为交际教学法奠定了基础，其中一些作品，如《新概念英语》和《跟我学》已经成为经典教材。他的《朗文英语语法》也是语法书中的佳作，至今畅销世界。此次推出的《直捷英语》更是亚历山大先生在有生之年最后为英语学习者奉献的巅峰之作。



I believe that learning is — must be — fun!

— L. G. Alexander

***Direct English* was his dream-project. It brought together all the things he had ever done and learned into one glorious whole. He knew it was the best thing he had ever done.**

— Julia Alexander

《直捷英语》是专门为英语学习者设计的一套听说强化教程，是《新概念英语》作者亚历山大的巅峰之作。本套教程汇集了作者多年的教学研究成果。

- 独特的短剧形式，激发浓厚学习兴趣
- 合理的结构编排，蕴涵科学学习理念
- 翔实的辅助讲解，培养自主学习习惯
- 充足的听说训练，营造互动学习空间
- 丰富的配套产品，满足不同学习需求

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- 7—8册适合中高级英语水平的学习者

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(英) 著

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DIRECT ENGLISH

直接英语

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致中国读者

向中国读者介绍《直捷英语》(*Direct English*), 是我莫大的荣幸。《直捷英语》是我丈夫的最后一部著作, 而我也知道, 他视此书为自己英语教学生涯的当然总结。1962年, 路易斯出版了他的第一本书——*Sixty Steps to Précis*, 当时他还是一名年轻的教师。这本书体现了他不同寻常的聪明才智, 出于他为自己的学生写本“解决问题”的书的强烈渴望。此后的40年里, 他编写的教学材料几乎涉及了英语教学的所有领域, 既有给孩子们看的故事书, 也有语言教科书, 既有学术类参考书, 也有语法书。所有这些作品都有一些共同的特点:

首先, 他的每一部著作都产生于为“解决问题”而创作的渴望。路易斯并不在意物质回报。事实上, 人们是如此喜爱他编写的《新概念英语》, 他原本可以一遍遍地修订此书, 然后早早退休, 度过一个富足的晚年! 但本性决定了他决不会去写同样的书, 而始终坚持让每一部新书都有其独特的目的, 他的书因此也总是能给人以新鲜感。他非常喜欢探索的过程, 读者们可以在体味他的深沉和严肃的同时感受到他的创作热情。

第二, 他的不凡才智和吃苦耐劳的精神促使他的作品不断臻于完善。每一次编书的经历都会带给他新的想法, 而这些新想法又会融入他的下一部著作。20世纪70年代, 他曾在“欧洲现代语言教学委员会”从事大纲编写工作。那10年的经历使得他在80年代之初就对语言学习材料的各种编写方法都有了清晰的认识。在编写完《朗文英语语法》(*The Longman English Grammar*) (1981—1988) 之后, 他对于语言本身的研究已经非常深入、细致, 而他的编写技巧也达到了前所未有的娴熟程度。

第三, 他主张学习是——必定是——一种乐趣! 他是个非常幽默的人, 经常拿那些枯燥的教材来开玩笑。他曾说, 有些教材实在是太过枯燥, 学生还没有学完第一课就会因无聊而死! 他认为, 不应该让学习者在使用教材的时候意识到其中的知识框架。教科书应该尽可能地帮助学习者轻松进步, 不是以表面的轻松来掩盖学习过程中的真正障碍, 而是通过一种循序渐进的可靠方法、用风趣的故事和对话形式来涵盖学习内容。在这方面, 路易斯具有独特的优势, 因为他很有讲故事的天赋, 对于各种人生体验怀有强烈的好奇心。

1992年, 路易斯开始编写《直捷英语》。路易斯对《直捷英语》非常满意, 因为这部作品汇聚了他毕生的研究成果, 是合于他理想的典范教材, 其理由如下:

- ◆ 《直捷英语》以故事为主线。此前多年中，路易斯一直在编写参考书，他渴望再次创作故事和对话。
- ◆ 此时路易斯对于语言的研究已经非常深入，也非常熟悉各种语法规则和结构。
- ◆ 《直捷英语》的大纲是路易斯 30 年来不懈研究的成果。
- ◆ 《直捷英语》采用了不同的语言介质，体现了路易斯对于语言介质在语言学习过程中所起作用的精心考虑。
- ◆ 本套教材采用双语形式，路易斯由此可以直接用学习者的本族语言与学习者对话，解决那些令人困惑的“语法规则”。
- ◆ 融入学习者本族语言的做法可以使学习者掌握主动，这意味着学习者可以按照自己的需要控制学习进度。学习过程中的偶尔中断不会造成糟糕的后果，而聪明、敏锐的学生则可以快速地进步。

路易斯从 1992 年开始编写《直捷英语》的初稿，之后的整整五年半时间里一直在从事编写工作。直到编写完《直捷英语》，他才知道这将是自己的最后一部作品了。他一直认为自己永远不会退休——他也一直是这样做的——但我想他从来没有料到这套教材的完成竟然也标志着他生命的终结。路易斯于 1998 年 1 月被诊断患有白血病，并于 2002 年 6 月 17 日病逝。

在得知自己的病情、开始评价自己一生的时候，路易斯总是会带着特别的喜悦和满足感提到《直捷英语》。他深知这套教材是自己的巅峰之作，而我和他都认为这套教材囊括了他教学生涯的所有成果，可以为他毕生的工作“画上完美的句号”。

路易斯和我于 1981 年 3 月第一次来到中国，游览了北京、上海和广州三地。中国人民的热情深深打动了我们，那次旅行给我们两人留下了非常愉快的回忆。此后的许多年中，路易斯同中国英语学习者建立了一种非常特别的关系。他赞同中国以故事为基础的语言学习传统，他和我都认为中国学习者与他编写的教材之间有一种特别的默契。从 1981 年到现在，我们同中国同事之间的友谊日趋深厚。我非常高兴地看到，这种联系在路易斯去世之后依然存在。

我非常满意地看到《直捷英语》在中国出版，并且由出版《新概念英语》的外语教学与研究出版社出版。我相信外研社是路易斯的这部最后、也是最好的著作的最好归宿。本套教材在中国的出版将是路易斯同外研社社长李朋义之间的深厚友谊的一个绝佳注脚。他们都是了不起的人，他们多年前的偶然相遇为我们两个国家做了一件大好事。我希望《直捷英语》会让中国的读者们充分领略到英语学习的乐趣，它将为你们展现一个别开生面的大千世界。

Julia Alexander

朱莉娅·亚历山大

Julia Alexander

2005 年 9 月

教材简介

总体介绍

《直捷英语》是为英语学习者专门设计的一套听说强化教程，是《新概念英语》(New Concept English)的作者路易斯·亚历山大(Louis Alexander)的又一经典作品。与《新概念英语》不同的是，《直捷英语》采用系列短剧的形式，将语言知识贯穿剧情之中。学习者通过模仿地道美语，达到强化英语听说能力的目的。

本套教材共分8册，3个级别，各册难易度分布如下：

- ◆ 1~3册适合初级英语水平的学习者；
- ◆ 4~6册适合中级英语水平的学习者；
- ◆ 7~8册适合中高级英语水平的学习者。

编写理念

本套书遵循英语学习的一般规律，根据学习过程中的“积累(building)——巩固(consolidation)——扩展(expanding)”三个阶段设计教材的结构；同时，短剧剧情贴近美国生活，人物个性鲜明，语言生动风趣，不断发展的故事情节可以让学习者保持持久的学习兴趣，从而达到预期的学习效果。

编写结构

每册书分为9个单元，每单元由3课组成，单元结尾设计了自我评估，包括要点回顾和自我测试。书后附词汇表，便于学习者参考学习。

1~6册每课包括主对话(或主课文)、语言学习和实践及译文三部分，而7~8册不再提供译文。主对话(或主课文)部分的学习是语言知识积累的过程；语言学习和实践部分包括重点语法讲解、扩展对话和扩展练习。扩展对话帮助学习者巩固前面积累的语言知识、提高听力水平，扩展练习则为学习者提供口语训练，从而实现听说并重、相得益彰的效果。

课时安排为：每课需要1~2学时，每单元需要3~6学时，每册书需要30~60学时；使用者可以根据自身的基础调整学习进度。

教材组成

本套教材包括课本、配套录音带（每册6盒）、VCD（每册1张）。录音带内容包括了主对话（或主课文）和扩展对话的录音，VCD内容包括课本中的主对话录像和扩展练习中的录像。

希望学习者通过学习这套听说强化教程奠定扎实的听说基础，早日实现用英语自由交流的梦想，开拓一片新天地。

外语教学与研究出版社

2005年9月

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Preview

In this unit you will revise the following:

Lesson 1

- Simple present (habitual actions)
- Adjective + infinitive
- Phrasal verb combinations with *get*
- Simple past for narration

Lesson 2

- *There is* and *There are*
- *Whose* and *of which*
- Simple present to express intentions
- The relative pronoun *which*

Lesson 3

- *Must* and *have to*
- *Have been* and *was/were*
- *Go* + *-ing* form (activities)
- *Have* + noun

Lesson 1 The detectives' story

Conversation



Situation: David Gainer is "thinking aloud" as he comes into his office.

Question: How do we know that Tess Donatello is "smart"?

Study the conversation with the help of the VCD and the cassettes.



DAVID: Needle in a Haystack.¹

It's a good name for a business like ours. Detective agency.

Private investigators.²

We look for things – people³, documents, evidence – all kinds of things that are hard to find.

That's Tess. Tess Donatello.

She's my partner⁴. We met in an adult education class. It was called "Buying a Condominium." After the class, she bought a condominium. I haven't gotten around to it.⁵



1. **Needle in a Haystack:** When something is very hard to find, we sometimes use the common saying: "It's like looking for a needle in a haystack." That's why David says it's a good name for a detective agency: because detectives look for things that are very hard to find.

2. **Private investigators:** Another name for *private detective*, i.e., a detective who is self-employed, not a member of the police force.

3. **people:** *People* is the plural of *person* to refer to human beings in general. The plural form *peoples* means *nations*. Compare:

This is a history of the English-speaking people.

(people = all the men, women and children)

This is a history of the English-speaking peoples.

(peoples = nations)

4. **partner:** i.e. business associate. We also use *partner* to refer to someone with whom you have a romantic relationship.

5. **I haven't gotten around to it:** This use of the phrasal verb *get around to* means to finally do something you have been intending to do for some time.

2

DAVID: Tess is smart⁶. Criminology major.⁷ MBA.⁸

Unbelievable researcher⁹.

She's a real sweetheart¹⁰, too.

TESS: You're giving me the creeps¹¹ with that look¹².

And don't you have any work to do?

DAVID: Me?¹³ I'm David Gainer.

After college, I went to police academy. Yeah, it's weird.

I spent six years on the force¹⁴.

Then I figured out I don't like hierarchies.

Anyway¹⁵, Tess and I discovered we were both sick of¹⁶ our jobs.

We both wanted more independence.

We both liked puzzles and take-out food.¹⁷

One thing led to another and ...

3

TESS: Did I ever say that this would be a glamorous line of work¹⁸?

DAVID: She did. She was wrong.

Most of our jobs are pretty small.

Small, not very costly, but labor intensive¹⁹ with a capital L²⁰.

So we keep busy. Some days can be very interesting. Today is not one of those days. But you never know what's around the corner.²¹ After all,²² we are a detective agency.

6. **smart**: Or: clever, intelligent.

7. **Criminology major**: i.e. she studied criminology as a main subject in college.

8. **MBA**: Master of Business Administration.

9. **researcher**: A person who does research. We often add *-er* to a noun or verb to mean "the person who," e.g.: employer = the person who employs.

10. **sweetheart**: We often use this noun as a form of address, e.g.: Thank you, sweetheart. Here, *sweetheart* means someone lovable, very kind.

11. **you're giving me the creeps**: i.e. you're making me feel nervous. Compare the adjective *creepy*: That old house is pretty creepy.

12. **that look**: i.e. that expression (on your face).

13. **Me?**: i.e. Do you want to know about me?

14. **the force**: i.e. the police force.

15. **Anyway**: *Anyway* is used conversationally here to return to the subject that was previously being discussed, or to change the subject.

16. **sick of**: Or: tired of, fed up with.

17. **We both liked puzzles and take-out food**: David is referring to the fact that they both liked solving problems and their lifestyle doesn't allow them time for regular meals.

18. **line of work**: *Line* is used here in the sense of *kind*, e.g.: What line of business are you in? = What kind of business are you in?

19. **labor intensive**: i.e. requiring a lot of work by people.

20. **with a capital L**: i.e. Labor intensive, with the emphasis on the work involved, i.e. a lot of work.

21. **you never know what's around the corner**: i.e. unexpected things can happen.

22. **After all**: We often use this phrase to state a conclusion.

Questions about the story

Listen and answer. The questions and the answers you will hear are printed below. Refer to them only if you need to.

1. Why is "Needle in a Haystack" a good name for a detective agency?
(Because it will search for things which are difficult to find.)
2. How did David and Tess meet? (At an adult education class.)
3. How do we know that David thinks Tess is intelligent? (Because he says she is smart.)
4. What did David do before he became a private detective? (He was in the police force.)
5. Suggest one or two reasons why David and Tess went into business together.
(Because they are good friends. They trust each other. They have complementary strains.)
6. What don't you ever know in this business? (What will happen next.)

What happened in the story?

Go through the episode in your mind. Try to think about the main events in English as far as possible by referring to these key words:

Needle in a Haystack – good name
Tess Donatello – partner – adult education class
Tess: criminology – David: police academy
Sick of their jobs – independence
Most jobs small – some days, very interesting

Say the dialog to yourself as far as you can from memory. Refer to the text only if you need help.

Language study and practice



Grammar focus

1. THE SIMPLE PRESENT (HABITUAL ACTIONS)

We look for things – people, documents, evidence – all kinds of things that are hard to find.

- We generally use the simple present tense to describe events that happen normally or habitually.
Compare the present progressive tense which describes what's going on at the moment:
What are you doing?
– I'm looking for a document.

2. ADJECTIVE + INFINITIVE

We look for things that are hard to find.

- We often use the infinitive to express purposes after certain adjectives (hard, easy, difficult, important, etc.), e.g.:
I'm looking for some documents and it's hard to find them. (infinitive + object)
But note the absence of the object in:
We look for things that are hard to find. (Not *that are hard to find them*)

3. PHRASAL VERB COMBINATIONS WITH GET

She bought a condominium. I haven't gotten around to it.

- There are an enormous number of these. Learn them as you go along. Here are three examples:
I haven't gotten around to it. (get around to it = find the time to do it)
Why don't you get down to work? (get down to = begin to give serious attention to)
I'm just getting over the flu. (get over = recover from)

4. SIMPLE PAST FOR NARRATION

After college, I went to police academy.

- We use the simple past, often combined with the past progressive (was/were doing something) when we're telling a story or giving an account of something.

5 Dialog

*Look at the dialog. It demonstrates some of the grammatical points discussed above.
First listen, then listen and repeat.*

- DAVID: You're working very hard, Tess.
- TESS: I have a letter here from one of our clients
which is hard to understand.
You're in a funny mood today.
You're giving me the creeps.
- DAVID: I'm in a funny mood most days.
I walked to work this morning.
I kept asking myself,
"Why do I do this kind of work?"
- TESS: I think you're a bit weird sometimes.
Why don't you do something useful?
- DAVID: Like what?
- TESS: Like some work, for example.



Continue practicing by yourself, varying the information as much as you like.



Business associates



Look at the monolog. Tess Donatello is watching her colleague, David Gainer, and thinking about him.

First listen, then listen and repeat.

TESS: That's my partner, David Gainer,
who just came in.
We met in an adult education class.
One thing led to another
and now we're partners.
I mean business partners,
not the other kind.
Once in a while he makes a pass,
but our relationship is strictly professional.
David's great to work with.
Quick-thinking. Dynamic. Intuitive.
He likes to act tough and talk tough but he's a real softy.
I can wrap him around my little finger any time.



Continue practicing by yourself, varying the information as much as you like.

Questions about business associates

Listen and answer. The questions you will hear are printed below. Refer to them only if you need to.

1. Who are the people you work with and what do they do?
2. How well do you think you know your business associates? Why?
3. How well do your business associates know you? Why?

Business associates

Think in English about a colleague you know well and make a few notes about him/her (appearance, character, what he/she's like to work with, etc.).

Look at your notes and tell your partner about this colleague. You may start like this:

I share an office with ...

7 Private eyes

First Listen, then read the text.

A “private eye” is another name for a private detective: someone you can hire to do your dirty business for you. You want to know about the new products of a rival company. You want to know what your wife is up to when you’re on a business trip. You want to know why your husband often “works late” at the office. Just call Needle in a Haystack, and Tess and David will find out. They’ll keep an eye on “the suspect” day and night. They’ll keep records and take photographs to provide you with the evidence you’re looking for. If there is a needle in the haystack, you can be sure they’ll find it.

Listen and answer.

Is “private eye” another name for private detective? (Yes, it is.)

What might you want to know about a rival company? (Its new products.)

Listen and ask.

Ask if “private eye” means “private detective.”

Does “private eye” mean “private detective”? (Yes, it does.)

What ...?

What does “private eye” mean? (“Private detective.”)

Ask if I want to know about a new product.

Do you want to know about a new product? (Yes, I do.)

What ...?

What do you want to know? (About a new product.)

Ask if my husband often works late.

Does your husband often work late? (Yes, he does.)

Why ...?

Why does your husband often work late? (Because he says he is very busy.)

Ask if I can call Needle in a Haystack.

Can you call Needle in a Haystack? (Yes, I can.)

Who ...?

Who can you call? (Needle in a Haystack.)