



ExpressWays

Second Edition

朗文快捷英语教程

(第二版)

学生用书

1



Steven J. Molinsky
Bill Bliss



中国电力出版社



LONGMAN 朗文



ExpressWays

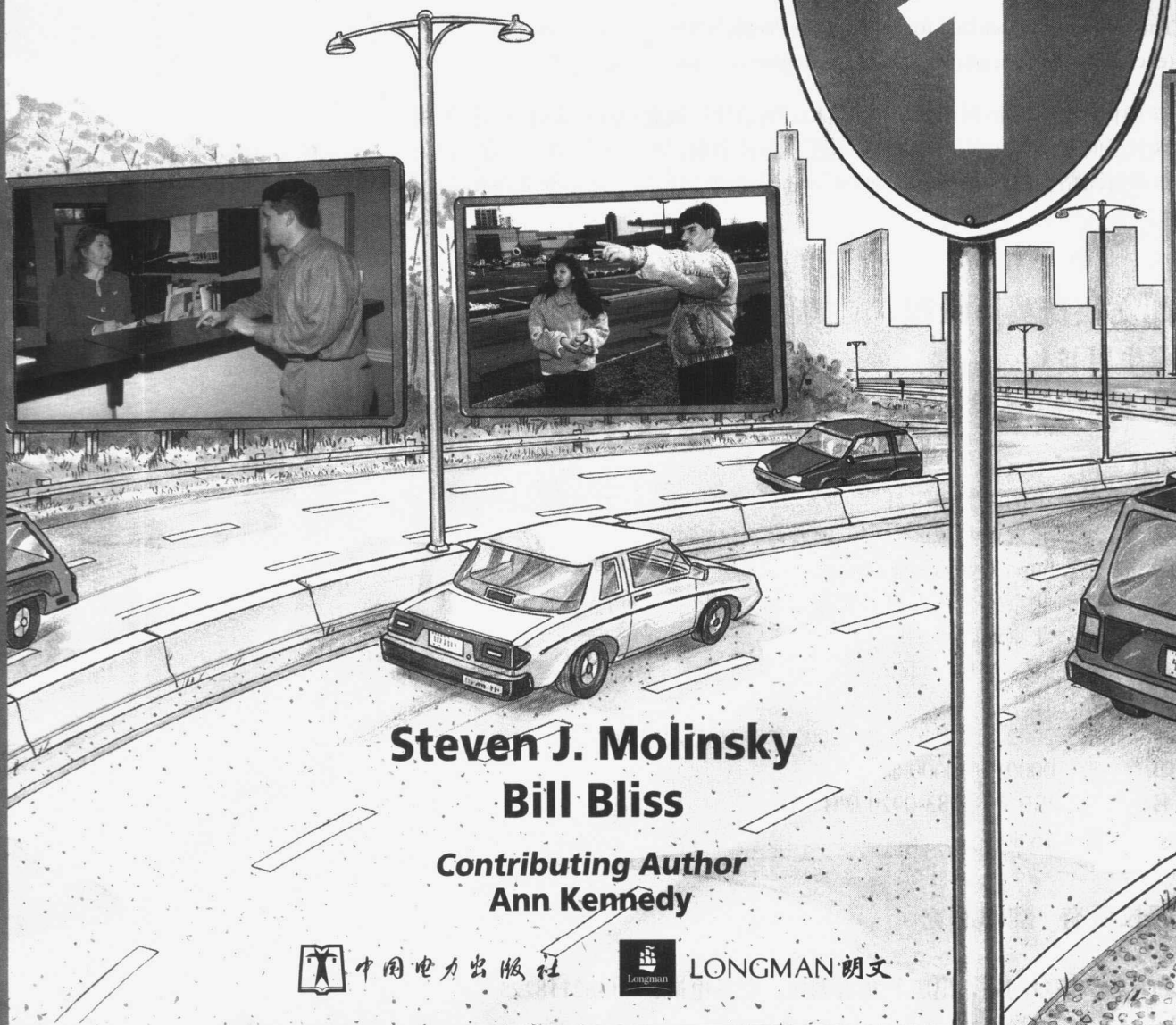
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朗文快捷英语教程 (第二版)

学生用书 1

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写给教师的话

《朗文快捷英语教程》(第二版)是为英语学习者准备的4级全方位综合教程。该系列教程是创新的循序渐进的课程,将日常生活话题、交际功能和英语语法有机地融合为富于想象力的高速公路主题,引领学生们走上精通英语的捷径,享受一段新奇、充满自主情趣的英语学习之旅。

这套教程由以下几部分组成:

- 学生用书 —— 围绕一个交际主题,将语法和常用表达方式相结合,提供包括听、说、读、写四个部分的全方位练习。
- 练习与测试用书 —— 配合学生用书,通过加强对语法、阅读、写作和听力理解的综合练习,提高学生对英语应用能力的掌握,评价学生的英语水平和进步程度。练习与测试用书的另一特色是其集发音、节奏、重读和语调练习为一体,形式多样,内容生动。
- 教师用书 —— 为教师提供相关背景知识和所有课程可开展的活动及详细的说明。
- 听力磁带 —— 提供原汁原味的日常生活对话和听力理解练习,以及取自学生教程和课外作业的听力材料。
- 自学辅导用书 —— 为各册学生用书增加了课文译文、生词详注、语音、语法及语言文化点滴和语法结构小结等内容,将学习者在学习中可能遇到的文章理解、句法结构、发音规则等困难一一加以解决。为学习者提供了非常丰富、实用的交际和自学辅助材料。

《朗文快捷英语教程》(第二版)系列教程是以循序渐进的方式编排而成的,练习的侧重点能满足不同程度学生的需要。《朗文快捷英语教程》(第二版)第1级和第2级为初、中级学习者提供了在日常生活的不同场合中进行交流所必备的重要词汇、语法和常用表达方式。《朗文快捷英语教程》(第二版)第3级和第4级为中、高级英语水平学习者提供了同样全面的场景和内容,但包含的词汇更丰富,语法更复杂,常用表达方式的选择更多样化。

交流的三要素:功能、形式和内容

《朗文快捷英语教程》(第二版)练习生动、便于交流,使学生能够投入到取自生活真实场景的互动学习中去。每课都提出了一个或几个交际主题,表达这些主题所用到的语法以及相应的场景可供学生们同时进行练习。交际功能、语言形式和语言内容这三要素的有机结合是本书每课所遵循的原则,同时也是《朗文快捷英语教程》(第二版)实用的教学大纲的基础。

通过对各种相关题材文章的学习,《朗文快捷英语教程》(第二版)使学生能够更为灵活、自由地运用语言。这些题材包括:日常交际、学校生活、就业、家庭生活和社会生活等等,将帮助学生在不同的场合使用不同的语言表达方式。从求职面试、接待顾客或与一些权威人士交谈时所使用的正式语言,到和家人、同事、朋友聊天时所使用的日常用语都有所涉及。

本教程的一大特色在于教授你交谈的技巧,其内容包括怎样选择话题、打开话题、怎样表达犹豫、询问以及要求对方重复话语等其他一些谈话技巧。

使用说明

开篇图片

每一单元的首页都会有两张描绘本单元主要话题场景的图片。学生们可以通过图片预先设想其中人物的身份和他们将要谈论的内容。通过这种方式，学生们将有机会和其他人交流自己已掌握的知识，同时也能将本单元将要讲述的内容和他们自身的生活经历联系起来。

导入式对话

导入式对话包含了《朗文快捷英语教程》(第二版)的核心知识点的对话和练习。每一课都以一段描述日常生活场景的对话范例作为开始，同时列出了交流对话中将用到的词汇、语法和表达方式。范例对话中的关键性表达方式都用黑体或脚注的形式标出。在紧随其后的对话练习当中，学生可以在范例框架中填入新内容来进行新的对话练习。

学生自创对话

每课课后都附有一些围绕本课主题的开放式练习，为学生提供了开拓思路并表达自己想法的交流机会。学生还可以根据自身的经历、看法和想象来编排对话，进行练习。

后续练习活动

后续练习活动的形式是多种多样的，它可以帮助学生将导入式对话中涉及到的主题、常用表达方式和语法知识融会贯通。

- **Constructions Ahead!** 语法结构小结

提供语法结构方面的集中练习。

- **CrossTalk** 一问一答

该活动使学生能将课文中所涉及到的知识与自己的实际生活相结合。

- **InterActions** 互动式练习

进行角色扮演游戏，以加强合作学习的练习。

- **Interview** 访客练习

鼓励学生进行与现实生活一样的互相访问练习。

- **Community Connections** 社区实践

帮助学生融入到他们的日常生活的交际圈、练习语言技能的家庭作业。

- **Cultural Intersections** 文化交融

提供更多对文化差异进行比较的机会。

- **Figure It Out!** 动动脑筋

提供解决疑难问题的机会。

- **Your Turn 请你试一试**

围绕本单元所提及的话题进行写作和讨论的训练。

- **Listening Exercises 听力练习**

立足于实用交际需要的听力练习。

- **Reflections 发表你的看法**

提供更多的机会让学生进行自我评价、评判性的思考和解决问题。

- **Reading 阅读练习**

每一单元的阅读段落都新奇有趣，十分适合于课堂讨论。同时，这些阅读文章都配有磁带，可作为课后听力练习。

替换练习

每单元的结尾为学生提供创造和参与“角色扮演”活动的机会。每个活动都有一个范例，学生可以此为基础进行创新，达到练习的目的。练习鼓励学生大胆地按照自己的所思所想进行创新，运用课文中所学习到的新单词进行自由改编和范例扩展。

轻松驿站

每隔几课，就有一次“自由角色扮演”，其目的是为了复习和总结前几单元所学过的主题、常用表达方式和语法。学生将看到八个不同的场景，由学生来决定人物的身份和他们所要谈论的内容，并根据自身对场景、人物、内容和特定环境的理解即兴完成对话。这些即兴创作可以促进学生对前面几个单元所学内容的吸收和理解，并将其提升到灵活运用的高度。

注释参考

课后总结部分包括以下几项：

- **回顾** —— 该单元的重要词汇表。
- **结构注释** —— 该单元的主要语法结构列表。
- **自我测试清单** —— 该单元用于自我测评的交流技能的总结。
- **附录** —— 包括每单元的语法结构和基数词、序数词及不规则动词表。
- **目录** —— 便于查找讨论主题和语法知识。

我们期盼《朗文快捷英语教程》(第二版)能够给您和您的学生提供生动有趣、富有成效、寓教于乐的英语学习之旅。祝各位旅途愉快!

斯蒂芬·J·莫林斯基

比尔·比利斯

ExpressWays is a comprehensive 4-level course for learners of English. Its innovative spiraled curriculum integrates lifeskill topics, functions, and grammar in an imaginative highway theme that puts students *in the fast lane* for an exciting and motivating journey to English language proficiency.

The program consists of the following components:

- **Student Texts** — offering speaking, reading, writing, and listening comprehension practice that integrates grammar and functions in a topic-based curriculum.
- **Activity Workbooks** — offering reinforcement through grammar, reading, writing, and listening comprehension practice fully coordinated with the student texts. The activity workbooks also feature dynamic exercises in pronunciation, rhythm, stress, and intonation.
- **Navigator Companion Books** — visually exciting “magazine-style” texts, offering a complete lifeskill curriculum fully integrated with the *ExpressWays* student texts.
- **Teacher’s Guides** — providing background notes and expansion activities for all lessons and step-by-step instructions for teachers.
- **Audio Program** — offering realistic presentations of conversations, listening comprehension exercises, and readings from the student texts and workbooks.
- **Picture Program** — featuring Picture Cards for vocabulary development, enrichment exercises, and role playing activities.
- **Placement and Achievement Testing Program** — providing tools for the evaluation of student levels and progress.

The *ExpressWays* series is organized by a spiraled curriculum that is covered at different degrees of intensity and depth at each level. *ExpressWays* 1 and 2 provide beginning-level students with the most important vocabulary, grammar, and functional expressions needed to communicate at a basic level in a full range of situations and contexts. *ExpressWays* 3 and 4 cover the same full range of situations and contexts, but offer intermediate-level students expanded vocabulary, more complex grammar, and a wider choice of functional expressions.

The Dimensions of Communication: Function, Form, and Content

ExpressWays provides dynamic, communicative practice that involves students in lively interactions based on the content of real-life contexts and situations. Every lesson offers students simultaneous practice with one or more functions, the grammatical forms needed to express those functions competently, and the contexts and situations in which the functions and

grammar are used. This “tri-dimensional” clustering of function, form, and content is the organizing principle behind each lesson and the cornerstone of the *ExpressWays* approach to functional syllabus design.

ExpressWays offers students broad exposure to uses of language in a variety of relevant contexts: in community, school, employment, home, and social settings. The series gives students practice using a variety of registers, from the formal language someone might use in a job interview, with a customer, or when speaking to an authority figure, to the informal language someone would use when talking with family members, co-workers, or friends.

A special feature of the course is the treatment of discourse strategies — initiating conversations and topics, hesitating, asking for clarification, and other conversation skills.

An Overview

Chapter-Opening Photos

Each chapter-opening page features two photographs of situations that depict key topics presented in the chapter. Students make predictions about who the people are and what they might be saying to each other. In this way, students have the opportunity to share what they already know and to relate the chapter’s content to their own lives and experiences.

Guided Conversations

Guided conversations are the dialogs and exercises that are the central learning devices in *ExpressWays*. Each lesson begins with a model conversation that depicts a real-life situation and the vocabulary, grammar, and functions used in the communication exchange. In the exercises that follow, students create new conversations by placing new content into the framework of the model.

Original Student Conversations

Each lesson ends with an open-ended exercise that offers students the opportunity to create and present original conversations based on the theme of the lesson. Students contribute content based on their experiences, ideas, and imaginations.

Follow-Up Exercises and Activities

A variety of follow-up exercises and activities reinforce and build upon the topics, functions, and grammar presented in the guided conversation lessons.

- **Constructions Ahead!** exercises provide focused practice with grammar structures.
- **CrossTalk** activities provide opportunities for students to relate lesson content to their own lives.
- **InterActions** activities provide opportunities for role playing and cooperative learning.
- **Interview** activities encourage students to interview each other as well as people in the community.
- **Community Connections** activities provide task-based homework for students to get out into their communities to practice their language skills.
- **Cultural Intersections** activities offer rich opportunities for cross-cultural comparison.
- **Figure It Out!** activities offer opportunities for problem-solving.
- **Your Turn** activities provide opportunities for writing and discussion of issues presented in the chapter.
- **Listening Exercises** give students intensive listening practice that focuses on functional communication.
- **Reflections** activities provide frequent opportunities for self-assessment, critical thinking, and problem-solving.
- **Reading** passages in every chapter are designed to provide interesting and stimulating content for class discussion. These selections are also available on the accompanying audiotapes for additional listening comprehension practice.

InterChange

This end-of-chapter activity offers students the opportunity to create and present “guided role plays”. Each activity consists of a model that students can practice and then use as a basis for their original presentations. Students should be encouraged to be inventive and to use new vocabulary in these presentations and should feel free to adapt and expand the model any way they wish.

Rest Stop

These “free role plays” appear after every few chapters, offering review and synthesis of the topics, functions, and grammar of the preceding chapters. Students are presented with eight scenes depicting conversations between people in various situations. The students determine who the people are and what they are talking about, and then improvise based on their perceptions of the scenes’ characters, contexts, and situations. These improvisations promote students’ absorption of the preceding chapters’ functions and grammar into their repertoire of active language use.

Support and Reference Sections

End-of-Chapter Summaries include the following:

- **Looking Back** — a listing of key vocabulary in the chapter for review.
- **Construction Sign** — a listing of the key grammar structures presented in the chapter.
- **ExpressWays Checklist** — a self-assessment listing of key lifeskills presented in the chapter.

An **Appendix** provides charts of the grammar constructions presented in each chapter, along with a list of cardinal numbers, ordinal numbers, and irregular verbs.

An **Index** provides a convenient reference for locating topics and grammar in the text.

Suggested Teaching Strategies

We encourage you, in using *ExpressWays*, to develop approaches and strategies that are compatible with your own teaching style and the needs and abilities of your students. While the program does not require any specific method or technique in order to be used effectively, you may find it helpful to review and try out some of the following suggestions. (Specific step-by-step instructions may be found in the *ExpressWays* Teacher's Guides.)

Chapter-Opening Photos

Have students talk about the people and the situations and, as a class or in pairs, predict what the characters might be saying to each other. Students in pairs or small groups may enjoy practicing role plays based on these scenes and then presenting them to the class.

Guided Conversations

1. **SETTING THE SCENE:** Have students look at the model illustration in the book. Set the scene: Who are the people? What is the situation?
2. **LISTENING:** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **CLASS PRACTICE:** With books still closed, model each line and have the whole class practice in unison.

4. **READING:** With books open, have students follow along as two students present the model.
5. **PAIR PRACTICE:** In pairs, have students practice the model conversation.
6. **EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
7. **EXERCISE PRESENTATIONS:** Call on pairs of students to present the exercises.

Original Student Conversations

In these activities, which follow the guided conversations at the end of each lesson, have students create and present original conversations based on the theme of the lesson. Encourage students to be inventive as they create their characters and situations. (You may ask students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class. In this way, students can review the previous day's lesson without actually having to repeat the specific exercises already covered.)

CrossTalk

Have students first work in pairs and then share with the class what they talked about.

InterActions

Have pairs of students practice role playing the activity and then present their role plays to the class.

InterView

Have students circulate around the room to conduct their interviews, or have students interview people outside the class. Students should then report to the class about their interviews.

Community Connections

Have students do the activity individually, in pairs, or in small groups and then report to the class.

Cultural Intersections

Have students do the activity in class, in pairs, or in small groups.

Reflections

Have students discuss the questions in pairs or small groups, and then share their ideas with the class.

Your Turn

This activity is designed for both writing practice and discussion. Have students discuss the activity as a class, in pairs, or in small groups. Then have students write their responses at home, share their written work with other students, and discuss in class. Students may enjoy keeping a journal of their written work. If time permits, you may want to write a response to each student's journal, sharing your own opinions and experiences as well as reacting to what the student has written. If you are keeping portfolios of students' work, these compositions serve as excellent examples of students' progress in learning English.

Reading

Have students discuss the topic of the reading beforehand, using the pre-reading questions suggested in the Teacher's Guide. Have students then read the passage silently, or have them listen to the passage and take notes as you read it or play the audiotape.

InterChange

Have students practice the model, using the same steps listed above for guided conversations. Then have pairs of students create and present original conversations, using the model dialog as a guide. Encourage students to be inventive and to use new vocabulary. (You may want to assign this exercise as homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.) Students should present their conversations without referring to the written text, but they should also not memorize them. Rather, they should feel free to adapt and expand them any way they wish.

Rest Stop

Have students talk about the people and the situations, and then present role plays based on the scenes. Students may refer back to previous lessons as a resource, but they should not simply re-use specific conversations. (You may want to assign these exercises as written homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.)

We hope that *ExpressWays* offers you and your students a journey to English that is meaningful, effective, and entertaining. Have a nice trip!

Steven J. Molinsky
Bill Bliss

A **model conversation** offers initial practice with the functions and structures of the lesson.

Key functional expressions are in boldface type and are footnoted, referring students to a box containing alternative expressions for accomplishing the functions.

In the **exercises**, students create new conversations by placing new content into the framework of the model, and by using any of the alternative functional expressions.

The **open-ended exercise** at the end of each lesson asks students to create and present original conversations based on the theme of the lesson.

----- What's New with You? -----

A. What's new with you?¹
 B. Nothing much. How about you?
 A. Well, actually, I have some good news.
 B. Really? What?
 A. I just got a big promotion!
 B. You did? That's great!² Congratulations!

¹ What's happening with you?
 What's new?
 What's happening?
² That's wonderful!
 That's fantastic!

I just got a big promotion!

¹ I just passed my driver's test!

² My wife had a baby girl last week!

³ My husband and I won the state lottery yesterday!

⁴ My thirty-two-year-old son finally moved out and found his own apartment!

⁵ My apple pie won first prize at the county fair last Saturday!

Tell somebody some good news!

20

For example:

Exercise 1 might be completed by placing the new exercise content into the existing model:

- A. What's new with you?
 B. Nothing much. How about you?
 A. Well, actually, I have some good news.
 B. Really? What?
 A. I just passed my driver's test!
 B. You did? That's great! Congratulations!

Exercise 2 might be completed by using the new exercise content and some of the alternative expressions:

- A. What's happening with you?
 B. Nothing much. How about you?
 A. Well, actually, I have some good news.
 B. Really? What?
 A. My wife had a baby girl last week!
 B. She did? That's wonderful! Congratulations!

Sometimes the footnote indicates that an alternative expression requires a change in the grammar of the sentence. For example, the sentences:

Let's ____! = Let's go swimming!
 Why don't we ____? = Why don't we go swimming?

EXPRESSWAYS 1

TRAVEL GUIDE

EXIT 1 • Meeting and Greeting People

1

<i>Hello</i>	Greet someone and introduce yourself.	2
<i>I'd Like to Introduce . . .</i>	Introduce members of your family.	4
<i>What's Your Last Name?</i>	Give your name and tell how to spell it.	6
<i>What's Your Address?</i>	Give your address and telephone number. Interview other students.	8
<i>Where Are You From?</i>	Tell where you're from.	10
<i>Nice to Meet You</i>	Exchange information, using <i>to be</i> , <i>yes/no questions</i> and <i>wh-questions</i> .	12
<i>Meet These People</i>	Learn about people, do interviews, and report about your interviews.	14

EXIT 2 • People and Places

17

<i>I'd Like the Number of Mary Nielson</i>	Call directory assistance, using <i>wh-questions</i> .	18
<i>You Have the Wrong Number</i>	Make a phone call, using <i>to be</i> .	20
<i>Is Peter There?</i>	Call and find out where people are. Learn places in the community.	22
<i>Where Are You Going?</i>	Find out where people are going.	24

<i>What Are You Doing?</i>	Tell about everyday activities, using the present continuous tense.	26
<i>I Can't Talk Right Now. I'm Taking a Shower.</i>	Talk with friends on the telephone.	30
<i>Steve's Friends Can't Talk Right Now</i>	Read about busy people. Tell a story about your family.	31

EXIT 3 • Getting Around Town

33

<i>Is There a Post Office Nearby?</i>	Find out the location of places in the community. Tell about your community.	34
<i>Does This Bus Go to Westville?</i>	Use public transportation.	40
<i>Is This Bus Number 42?</i>	Access public transportation, using <i>to be</i> and the simple present tense.	42
<i>Can You Tell Me How to Get to the Bus Station?</i>	Give directions to places in the community.	44
<i>Can You Please Tell Me How to Get to the Museum?</i>	Give directions to places in the community.	46
<i>Can You Tell Me How to Get to Franklin's Department Store?</i>	Use public transportation.	48
<i>Excuse Me. I'm Lost!</i>	Give someone directions by car.	50
<i>Nancy's Neighborhood</i>	Read about someone's neighborhood. Tell a story about your neighborhood.	51
REST STOP	<i>Role-Play Review of Exits 1, 2, & 3</i>	53

EXIT 4 • Housing and Food

55

<i>We're Looking for a Two-Bedroom Apartment Downtown</i>	Identify rooms in the home. Describe houses and apartments.	56
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<i>Is There a Refrigerator in the Kitchen?</i>	Tell about features of an apartment, using <i>there is/there are</i> and singular/plural.	58
<i>How Much Is the Rent?</i>	Discuss rent and utilities.	60
<i>Where Do You Want This Sofa?</i>	Identify furniture in the home, using <i>this/that/these/those</i> .	62
<i>There Aren't Any More Cookies</i>	Identify <i>count</i> food items.	64
<i>There Isn't Any More Milk</i>	Identify <i>non-count</i> food items.	66
<i>Excuse Me. Where Are the Carrots?</i>	Locate items in a supermarket, using count/non-count nouns. Visit a local supermarket.	68
<i>Mmm! This Cake Is Delicious!</i>	Discuss ingredients, using count/non-count nouns.	70
<i>Jim's New Apartment</i>	Read about someone's apartment.	71

EXIT 5 • At Work

73

<i>What Do You Do?</i>	Describe occupations, using the simple present tense.	74
<i>What Do They Do?</i>	Describe occupations, using the simple present tense. Tell the occupations of members of your family.	76
<i>Can You . . . ?</i>	Tell about work skills, using <i>can</i> and <i>can't</i> . Tell about your work skills.	78
<i>What Do They Look Like?</i>	Describe people, using adjectives.	80
<i>How Am I Doing?</i>	Ask for and give feedback at work, using the present continuous tense and object pronouns. Visit a community work site.	82
<i>What Day Is It?</i>	Tell about everyday activities, using the simple present tense and days of the week.	84

<i>Keeping in Touch</i>	Tell about family dynamics, using adverbs of frequency.	86
<i>My Best Friend</i>	Read about a friendship. Tell about yourself.	87
<i>What Kind of TV Shows Do You Like?</i>	Discuss recreation, using <i>like</i> .	88

EXIT 6 • Health and Emergencies

91

<i>I Have a Headache</i>	Identify common ailments, using <i>have</i> .	92
<i>What Do You Recommend?</i>	Ask for recommendations and locate items in a drug store. Visit a local drug store. Discuss home remedies.	94
<i>Do You Want to Make an Appointment?</i>	Make a doctor's appointment, using time expressions.	96
<i>Do You Smoke?</i>	Give a medical history, using <i>to be</i> and the simple present tense.	98
<i>Touch Your Toes</i>	Follow instructions during a medical exam, using imperatives.	100
<i>You Should Go on a Diet</i>	Receive a doctor's medical advice with <i>should</i> . Give medical advice to others.	102
<i>Take One Tablet Three Times a Day</i>	Receive a pharmacist's directions for taking medication. Tell about remedies for common ailments.	104
<i>I Want to Report an Emergency!</i>	Report an emergency.	106
<i>Call 911</i>	Read about emergency calls. Reenact an emergency situation.	107
REST STOP	<i>Role-Play Review of Exits 4, 5, & 6</i>	109