



ExpressWays

Second Edition

朗文快捷英语教程

(第二版)

学生用书

2



Steven J. Molinsky
Bill Bliss



中国电力出版社



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ExpressWays

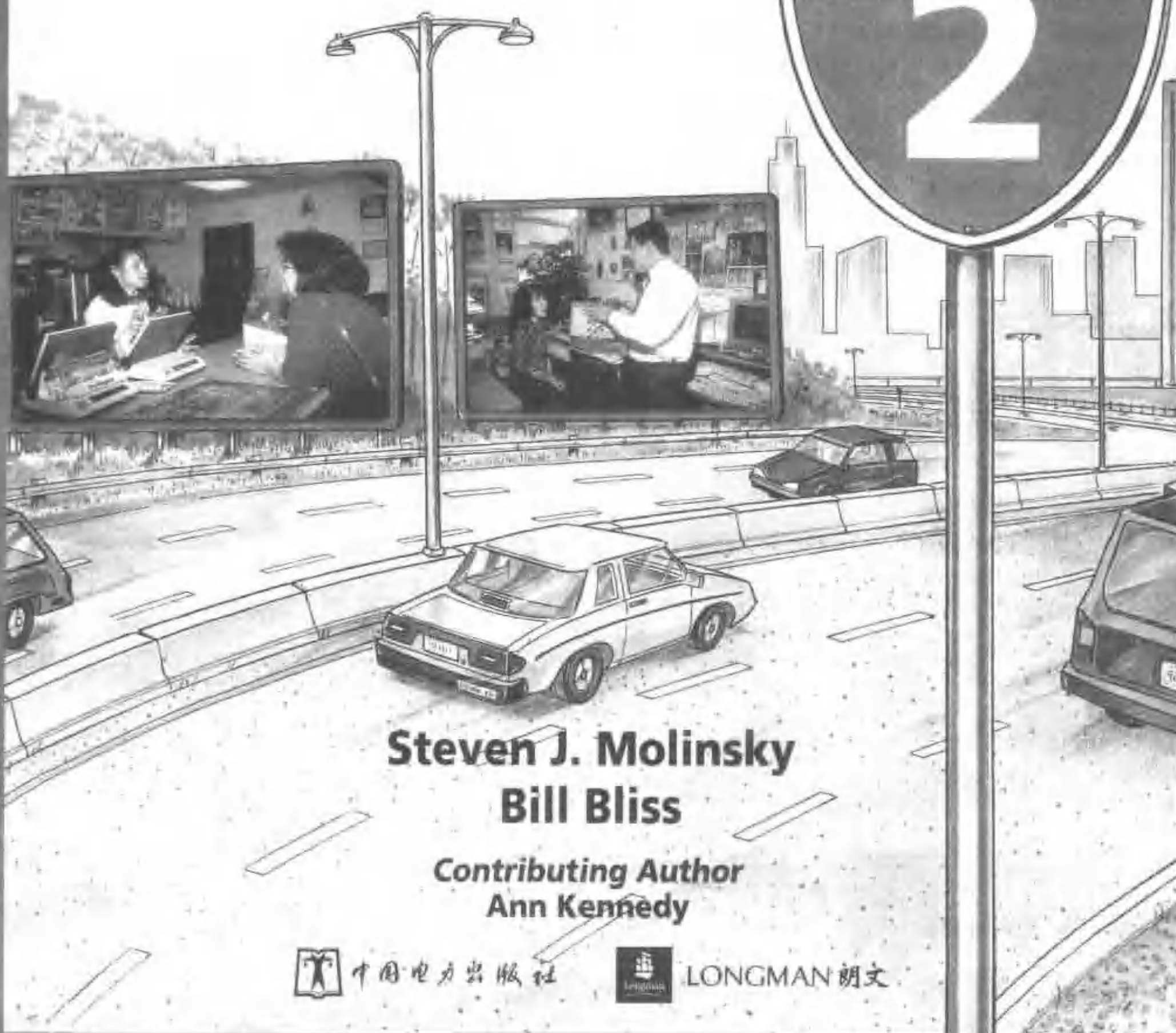
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Contributing Author
Ann Kennedy



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朗文快捷英语教程 (第二版)

学生用书 2

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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。

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!




I just got a big promotion!

¹ What's happening with you?
What's new?
What's happening?

² That's wonderful!
That's fantastic!



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!

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 2 TRAVEL GUIDE

EXIT 1 • Friends and Neighbors

1

<i>Hello. I'm Your Neighbor</i>	Greet someone and introduce yourself, using <i>wh-questions</i> .	2
<i>Is There a Laundromat in the Neighborhood?</i>	Ask information about a neighborhood, using <i>wh-questions</i> and <i>yes/no questions</i> .	4
<i>Can I Park My Car Here?</i>	Ask permission to do something, using <i>can</i> .	6
<i>Can I Help You Take Out the Garbage?</i>	Offer to help someone, using two-word verbs.	8
<i>Could You Lend Me a Hammer?</i>	Ask a favor of someone.	10
<i>I Knocked on Your Door Several Times Last Week</i>	Tell about things you did, using the past tense.	12
<i>Maybe You Should Call a Plumber</i>	Give advice to someone, using <i>should</i> .	14
<i>Do You Fix Kitchen Sinks?</i>	Call about a housing problem.	16
<i>Water Everywhere!</i>	Read about a housing problem. Tell about a home emergency you experienced.	18

EXIT 2 • Calling People Going Places

21

<i>Could You Please Tell Me How to Make a Long-Distance Call?</i>	Tell how to make different kinds of telephone calls, using <i>could</i> and imperatives.	22
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<i>I Want to Make This a Collect Call, Please</i>	Make collect and person-to-person telephone calls.	26
<i>May I Please Speak to Betty?</i>	Call people on the telephone, using <i>will</i> and time expressions.	28
<i>She Won't Be Back Until 3:00</i>	Call people on the telephone and leave messages, using <i>will</i> and time expressions.	29
<i>When Is the Next Bus to Buffalo?</i>	Purchase bus, train, and airplane tickets, using time and money expressions.	32
<i>Please Fasten Your Seat Belt!</i>	Understand transportation safety rules, using imperatives and prepositions of location.	36
<i>I Want to Report an Emergency!</i>	Report an emergency, using the past tense and time expressions.	38
<i>Franco's Vacation</i>	Read about a train trip. Tell about a vacation you took.	40

EXIT 3 • Food

43

<i>Do We Need Anything from the Supermarket?</i>	Tell the quantities of food you need to buy, using partitives.	44
<i>What Do You Want Me to Get?</i>	Tell the quantities of food you need to buy, using partitives.	45
<i>I Want a Pound of Roast Beef</i>	Purchase food, using partitives.	48
<i>Your Change Is \$2.75</i>	Pay for food items and receive change.	50
<i>I'd Like a Hamburger and an Order of French Fries</i>	Order food in a fast-food restaurant, using <i>may</i> and partitives.	52
<i>I'd Like the Chicken</i>	Order food in a "sit-down" restaurant, using <i>would</i> and partitives.	54
<i>Would You Like a Few More Meatballs?</i>	Be a guest at someone's home for dinner, using <i>would</i> , count/non-count nouns, and adjectives.	56

<i>Can You Tell Me the Recipe?</i>	Give and follow recipe instructions, using partitives and imperatives,	58
<i>Saving Time</i>	Read about supermarkets and fast-food restaurants. Tell about places where you eat and shop.	61
REST STOP	<i>Role-Play Review of Exits 1, 2, & 3</i>	63

EXIT 4 • Personal Finances

65

<i>I Don't Think We Can Afford It</i>	Evaluate the affordability of items in a store, using comparatives.	66
<i>Can You Show Me a Less Expensive One?</i>	Evaluate the affordability of items in a store, using superlatives.	70
<i>I Think We Should Stop at the Bank</i>	Budget your money, using <i>should</i> , <i>have to</i> , and <i>going to</i> .	74
<i>I'd Like to Deposit This in My Savings Account</i>	Accomplish everyday banking procedures, using imperatives.	76
<i>I'm Balancing the Checkbook</i>	Discuss balancing a checkbook.	78
<i>Why Are You Banging on the Vending Machine?</i>	Understand denominations of money, using <i>should</i> and the past tense.	80
<i>Did You Remember to Pay the Telephone Bill?</i>	Evaluate payment of household bills, using ordinal numbers.	82
<i>I Think There's a Mistake on My Electric Bill</i>	Deal effectively with errors on household bills.	84
<i>Bob Anderson and His Checkbook</i>	Read about how someone manages his living expenses.	85

EXIT 5 • At Work

87

<i>Could You Please Give This Report to Mr. Lewis?</i>	Make requests, using indirect objects.	88
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<i>Would You Like Me to Set Up the Conference Room?</i>	Offer to help someone at work, using two-word verbs.	90
<i>You're a Very Accurate Translator!</i>	Give feedback, using adjectives and adverbs.	92
<i>Am I Typing Fast Enough?</i>	Ask for and give feedback, using adverbs and comparative of adverbs.	94
<i>I Won't Be Able to Work This Weekend</i>	Apologize, using <i>able to</i> .	96
<i>I'm Sorry That I Couldn't Work Overtime Yesterday</i>	Apologize, using <i>could</i> and <i>able to</i> .	97
<i>Too Many Excuses!</i>	Read about and evaluate someone's behavior at work.	99
<i>What Happened?</i>	Report an emergency at work, using reflexive pronouns.	100
<i>Could I Possibly Leave an Hour Early Today?</i>	Ask permission to do something, using <i>could</i> .	102

EXIT 6 • Rules and Regulations

105

<i>Are You Allowed to Swim Here?</i>	Ask about what you're allowed to do, using impersonal expressions with <i>you</i> .	106
<i>You Aren't Allowed to Park Here</i>	Tell people what they aren't allowed to do, using impersonal expressions with <i>you</i> .	108
<i>"No Right Turn on Red"</i>	Understand traffic signs.	110
<i>Let Me See Your License</i>	Understand traffic violations, using the past tense and the past continuous tense.	112
<i>Rules of the Building</i>	Understand rules of an apartment building, using impersonal expressions with <i>you</i> .	114
<i>When Are You Going to Fix My Sink?</i>	Deal effectively with housing problems, using <i>going to</i> and <i>will</i> .	116

<i>You Must Always Wear Your Uniform</i>	Understand rules and regulations at work sites, using <i>must</i> .	118
<i>You Should Write to the Mayor</i>	Express opinions about issues that concern you, using <i>should</i> and <i>ought to</i> .	120
<i>There Ought to Be a Law</i>	Read about and evaluate what two people do to solve a housing problem.	122
REST STOP	<i>Role-Play Review of Exits 4, 5, & 6</i>	125

EXIT 7 • School, Family, and Friends

127

<i>How Is David Doing in Math This Year?</i>	Discuss school performance, using pronouns.	128
<i>Extracurricular Activities</i>	Read about several students' extracurricular activities. Tell about school subjects and extracurricular activities in your country's schools.	131
<i>This Is Mrs. Smith, the School Principal, Calling</i>	Discuss school-related issues, using different verb tenses.	132
<i>Whose Things Are These?</i>	Decide which items belong to family members, using possessive nouns and possessive pronouns.	134
<i>How Much Longer?</i>	Ask how long family members will be busy, using the future continuous tense.	136
<i>Good News! Bad News!</i>	Share good and bad news about friends and family members, using different verb tenses.	138
<i>Did You Hear the News?</i>	Share information about work, school, and the community, using different verb tenses.	140
<i>I Really Like Your New Laptop Computer</i>	Give compliments, using adjectives and <i>wh</i> -questions.	142
<i>What Are You Going to Do This Weekend?</i>	Discuss planned activities, using <i>might</i> and <i>will</i> .	144

<i>I'm Sorry to Interrupt</i>	Learn how to interrupt someone politely.	148
<i>What Does That Mean?</i>	Ask for and give clarification.	150
<i>I Agree</i>	Learn ways to agree with someone.	152
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