



ExpressWays

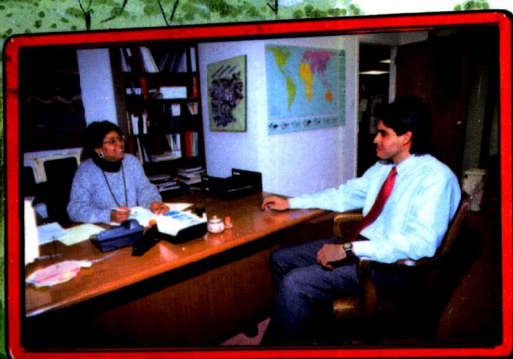
Second Edition

朗文快捷英语教程

(第二版)

教师用书

3



Pearson
Education

Steven J. Molinsky
Bill Bliss



中国电力出版社



LONGMAN 朗文



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Steven J. Molinsky
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朗文快捷英语教程(第二版)

教师用书 3

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To the Teacher

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 and by using any of the alternative functional expressions.

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 functional expressions 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 with 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. **ALTERNATIVE EXPRESSIONS:** Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, replacing the footnoted expression with its alternatives.
7. **EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
8. **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

The Molinsky & Bliss Family of English as a Second Language Textbooks

A Continuum of Language Learning
– from Competencies to Content –
– from Literacy to Academic Proficiency –

Language Proficiency Level	CASAS Score	MELT Level	Competency-Based Core Text	Competency-Based Companion Text	General Language Development Text	Content-Based Text for Academic Skills & GED Prep	Picture Dictionary/ Vocabulary Development	English for Work / English for Citizenship
Literacy	165-180	I	Access		Access		Word by Word Basic WBW Basic Literacy Workbook	
Beginning-Low	181-190	II	Foundations	Navigator Basic	Foundations		Word by Word Basic WBW Basic Beginning Workbook	
Beginning-High	191-200	III	ExpressWays 1	Navigator 1	Side by Side 1	Classmates 1	Word by Word WBW Beginning Workbook	Day by Day / Voices of Freedom
Intermediate-Low	201-208	IV	ExpressWays 2	Navigator 2	Side by Side 2	Classmates 2	Word by Word WBW Intermediate Workbook	Day by Day / Voices of Freedom
Intermediate-High	209-215	V	ExpressWays 3	Navigator 3	Side by Side 3	Classmates 3		
Advanced-Low	216-224	VI	ExpressWays 4	Navigator 4	Side by Side 4	Classmates 4		
Advanced-High	225 +	VII	Communicator 1 / Communicator 2		Communicator 1 / Communicator 2	Social Studies / Math / Science / Health Classmates		

Language Proficiency Levels are based on the California ESL Model Standards for Adult Education Programs.

CASAS (Comprehensive Adult Student Assessment System)

MELT (Mainstream English Language Training Project, U.S. Department of Health and Human Services)

Students at the Advanced-Low level are ready for Pre-GED instruction.

Students at the Advanced-High level are ready for GED preparation classes.

Language Proficiency Levels

Language Proficiency Level	CASAS Score	MELT Level	General Language Ability	Vocational and Academic Preparedness	Comprehensibility
Literacy	165-180	I	Functions minimally, if at all, in English.	Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
Beginning-Low	181-190	II	Functions in a very limited way in situations related to immediate needs.	Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
Beginning-High	191-200	III	Functions with some difficulty in situations related to immediate needs.	Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
Intermediate-Low	201-208	IV	Can satisfy basic survival needs and a few very routine social demands.	Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
Intermediate-High	209-215	V	Can satisfy basic survival needs and some limited social demands.	Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

Language Proficiency Level	CASAS Score	MELT Level	General Language Ability	Vocational and Academic Preparedness	Comprehensibility
Advanced-Low	216-224	VI	Can satisfy most survival needs and limited social demands.	Can handle jobs and job training that involve following simple oral and written instructions and diagrams. Students at this level have sufficient language proficiency for Pre-GED and Basic Skills instruction.	A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
Advanced-High	225 +	VII	Can satisfy survival needs and routine work and social demands.	Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. Students at this level have sufficient language proficiency for GED preparation classes.	A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.

Language Proficiency Levels are based on the California ESL Model Standards for Adult Education Programs.
CASAS (Comprehensive Adult Student Assessment System)
MELT (Mainstream English Language Training Project, U.S. Department of Health and Human Services)

Language Proficiency Levels and Basic English Skills Test (BEST) Scores

MELT Levels are also referred to as Student Performance Levels (SPLs). The Basic English Skills Test (BEST), developed by the Center for Applied Linguistics, assesses language skills in lifeskill contexts. Score correlations in this table indicate the relationship of the proficiency levels to the BEST literacy section and the CASAS reading test. (From the CASAS Technical Manual.)	MELT Level	BEST	CASAS
	I	0 - 2	< 165
	II	3 - 7	165 - 185
	III	8 - 21	186 - 190
	IV	22 - 35	191 - 200
	V	36 - 46	201 - 208
	VI	47 - 53	209 - 216
	VII	54 - 65	217 - 223
		> 66	224 - 231

EXIT 1

OVERVIEW

Student Text Pages 1–18

Topics

Functions

Grammar

P. 2 *Let Me Introduce Myself*

Social Communication:
Meeting People
Housing: Relations with
Neighbors

Introductions
Greeting People
Asking for and Reporting
Information

Question Formation
Tense Review
WH-Questions

P. 3 *You're New Here, Aren't You?*

Social Communication:
Meeting People

Initiating Conversations
Introductions
Greeting People
Asking for and Reporting
Information

Question Formation
Tense Review
WH-Questions

P. 8 *Nice to Meet You*

Social Communication:
Meeting People
Personal Information:
Family Members

Greeting People
Introductions

P. 10 *Passport, Please!*

Personal Information:
Nationality
Travel: Customs and
Immigration

Asking for and Reporting
Information

Question Formation

P. 12 I Have a Reservation

Travel:

Accommodations —

Checking In

Personal Information:

Name

Asking for and Reporting

Information

Correcting

Question Formation

Tense Review

P. 14 We Need Some Information

Personal Information:

Address, Age, Date of

Birth, Name,

Occupation, Social

Security Number,

Telephone Number

Health: Checking In to a

Hospital or Clinic

Asking for and Reporting

Information

Question Formation

Tense Review

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Advanced-High	225 +	VII	Can satisfy survival needs and routine work and social demands.	Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. Students at this level have sufficient language proficiency for GED preparation classes.	A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.

Language Proficiency Levels are based on the California ESL Model Standards for Adult Education Programs.

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Accommodations —

Checking In

Personal Information:

Name

Asking for and Reporting

Information

Correcting

Question Formation

Tense Review

P. 14 We Need Some Information

Personal Information:

Address, Age, Date of

Birth, Name,

Occupation, Social

Security Number,

Telephone Number

Health: Checking In to a

Hospital or Clinic

Asking for and Reporting

Information

Question Formation

Tense Review



Grammar This Exit

Simple Present Tense

Which apartment **do** you **live** in?
Where **are** you from?
I **have** a reservation.
I **don't** remember.

Present Continuous Tense

What **are** you **majoring** in?
You're **staying** 3 nights.

Past Tense

When **did** you **move** in?
I **requested** a king-size bed.
We **had** the wrong information in our computer.
I **left** my membership card at home.

Future: Will

Somebody **will see** you in a few minutes.

Question Formation

Which apartment do you live in?
Where are you from?
Do you have medical insurance?

WH-Questions

Who is your supervisor?
What are you majoring in?
When did you move in?
Where are you from?
Why are you here?
Which apartment do you live in?
Whose English class are you in?
How are you enjoying your work?

Functions This Exit

Asking for and Reporting Information

Who *is your supervisor*?
What *floor do you live on*?
When *did you move in*?
Where *are you from*?
Why *are you here*?
Which *apartment do you live in*?
How *are you enjoying your work*?
How long *do you plan to stay*?
Whose *English class are you in*?
Where in _____ are you from?
How about you?
What about you?
And you?
We need some information.
What's your *last name*?
And your *first name*?

Could you spell that, please?
Could you please spell that?

Address?

35 Winter Street in Middletown.

Telephone number?

732-4495.

What's your date of birth?

May 15th, 1975.

Occupation?

Shoe salesman.

What's your Social Security number?

Do you have *medical insurance*?

Do you know your *I.D. number*?

Introductions

Introducing Oneself

Let me introduce myself.

My name is _____.

I'm _____.

Introducing Others

I'd like to introduce you to _____.

I'd like to introduce _____.

Let me introduce you to _____.

Let me introduce _____.

I'd like you to meet _____.

[less formal]

This is _____.

Correcting

Giving Correction

No, actually not.

Not really.

Greeting People

Hello.

[less formal]

Hi.

[more formal]

How do you do?

Nice to meet you.

It's nice to meet you.

Nice meeting you.

It's nice meeting you.

How are you?

[less formal]

How are you doing?

How are things?

Fine (thanks).

Good.

All right.

Initiating Conversations

You're new here, aren't you?