

Steven J. Molinsky · Bill Bliss

# ExpressWays

ENGLISH FOR  
COMMUNICATION

## 快捷之路 交际英语

【英汉对照本】

安徽科学技术出版社

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COMMUNICATION

## 1

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第一册

舒 宁 译

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责任编辑:王才强

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[英汉对照本]

**快捷之路**

交际英语

第一册 舒宁 译

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本书有录音磁带两盒，需要的读者，可直接与安徽科学技术出版社图书服务部联系

## 译者前言

《快捷之路：交际英语》(Express Ways: English for communication) 是美国 Prentice-Hall, Inc. 新出版的一套供成年和青年英语学习者使用的功能英语教材。学生用书共分三册。

第一册是供初学水平的学习者使用的，编者在极为广泛的场景中介绍了最重要的词汇、语法以及交际必需的基础功能表达法。

第二册的场景与第一册相似，但词汇量扩大了，语法现象渐趋复杂，功能表达法也有了更多的选择余地。

第三册主要以功能为纲，但同时结合完整的、更高层次的话题和语法。

本书（[英汉对照本] 第一册）收入了 Express Ways——Book I 正文的全部内容，但略去了原书末尾的索引部分。每章的各篇课文的汉译集中安排在每一章之后，以便于读者在学完一章后参阅对照。

译文由高季贤副教授校阅。

1991年6月

## TO THE TEACHER

*ExpressWays* is a functional English program for adult and young-adult learners of English. The program consists of the following components:

- Student Course Books—offering intensive conversational practice;
- Companion Workbooks—offering grammar, reading, writing, and listening comprehension practice fully coordinated with the student course books;
- Guide Books—providing background notes and expansion activities for all lessons and step-by-step instructions for teachers;
- Audio Program—offering realistic presentation of dialogs in the texts;
- Picture Program—including Picture Cards for vocabulary development and Dialog Visual Cards that depict scenes and characters from the texts;
- Placement and Achievement Testing Program—providing tools for the evaluation of student levels and progress.

*ExpressWays—Book 1* is intended for adult and young-adult students of English at the beginning level. The text provides an introduction to basic grammar and vocabulary and the usage of English for everyday life situations. *ExpressWays—Book 1* is organized by topics, or competencies, while incorporating integrated coverage of functions and beginning-level grammar.\*

### THE DIMENSIONS OF COMMUNICATION: FUNCTION, FORM, AND CONTENT

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A number of texts present a "topical," or competency-based, syllabus by covering vocabulary items and key expressions needed for specific situations. A number of other texts present a "functional" syllabus by describing language use and listing sets of functional phrases. In both cases, texts tend to focus exclusively on the one dimension of communication that organizes the syllabus. In addition, both topical and functional texts do not usually give students intensive communicative practice using the correct grammatical forms that are required by particular key expressions or functional language choices.

\* *ExpressWays—Books 1 and 2* are organized by a spiralled curriculum. They are based on a core topical curriculum that is covered at different degrees of intensity and depth at each level. *ExpressWays—Book 1* provides 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—Book 2* covers the same full range of situations and contexts, but offers students expanded vocabulary, more complex grammar, and a wider choice of functional expressions.

*ExpressWays—Book 3* is organized by functions, while incorporating integrated coverage of higher level topics and grammar. *ExpressWays—Foundations* is a simplified edition of Book 1, for students who require more basic material and who perhaps have more limited reading and writing skills.

*ExpressWays—Book 1* aims to provide dynamic, communicative practice that involves students in lively interactions based on the content of real-life contexts and situations. The topically organized syllabus is fully integrated into a complete conversational course in which students not only learn the vocabulary and expressions needed for essential life situations, but also learn the various ways to express the functions of English and intensively practice the grammatical forms required to competently produce these expressions and functions.

Every lesson in the program offers students simultaneous practice with one or more functions, the grammatical forms needed to express those functions, 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* aims to offer students broad exposure to uses of language in a variety of relevant contexts: in community, academic, employment, home, and social settings. The characters portrayed are people of different ages, ethnic groups, and occupations, interacting in real-life situations.

While some texts make a point of giving students a range of ways of expressing a function, from extremely polite to very impolite, we have chosen to "take the middle ground" and concentrate on those expressions that would most frequently occur in normal polite conversation between people in various settings. *ExpressWays* does offer a variety of registers, from the formal language someone might use in a job interview, with a customer, or when speaking with an authority figure, to the informal language someone would use when talking with family members, co-workers, or friends.

A special feature of the program is the treatment of discourse strategies. Students actively practice initiating conversations and topics, hesitating, checking and indicating understanding, and other conversation skills.

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## AN OVERVIEW

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### *Guided Conversations*

Guided Conversations are the dialogs and exercises that are the central learning devices in the program. Each lesson begins with a model guided 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 contexts, content, or characters into the framework of the model.

### *"Now Present Your Own Conversations"*

Each lesson ends with this open-ended exercise which offers students the opportunity to create and present original conversations based on the model. Students contribute content based on their experiences, ideas, and imaginations, while staying within the framework of the model.

We should emphasize that the objective of each lesson is to provide a measure of controlled practice with a dialog and guided conversation exercises so that students can competently create their own, original conversations.

### *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.

## Scenes & Improvisations

These “free role plays” appear after every third chapter, offering review and synthesis of lessons in the three preceding chapters. Students are presented with eight scenes depicting conversations between people in various situations. They use the information in the scenes to determine who the people are and what they are talking about. Then, students improvise based on their perceptions of the scenes’ characters, contexts, and situations.

The purpose of these improvisations is to offer free recombination practice that promotes students’ absorption of the preceding chapters’ vocabulary, grammar, and functions into their repertoire of active language use.

## Support and Reference Sections

*ExpressWays* offers a number of support and reference sections:

- *Chapter Opening Pages* provide an overview of topics, grammar, and key functions and conversation strategies highlighted in each chapter.
- *End-of-Chapter Summaries* provide complete lists of topic vocabulary and grammar structures appearing in each chapter.
- A *Chapter-by-Chapter Summary of Functions and Conversation Strategies* in the Appendix provides an overview of all expressions for the functions and conversation strategies in each chapter.
- A *Topic Vocabulary Glossary* provides a listing of key vocabulary domains included in the text and indicates the pages where the words first appear.
- An *Index of Functions and Conversation Strategies*, an *Index of Topics* and an *Index of Grammatical Structures* provide a convenient reference for locating coverage of functions, topics, and grammar in the text.

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## THE TOTAL *ExpressWays* PROGRAM

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The *ExpressWays Student Course Books* are essentially designed to offer intensive communicative practice. These texts may be used independently, or in conjunction with the *ExpressWays Companion Workbooks*, which offer practice in the other skill areas of reading, writing, and listening, as well as focused practice with particular grammar structures as they occur in the program. Each exercise in the Companion Workbook indicates the specific Student Course Book page that it corresponds to.

The *ExpressWays Guide Books* provide step-by-step instructions for coverage of each lesson, background notes, sample answers to guided conversation exercises, and answer keys and listening-activity scripts for exercises in the Companion Workbooks. For teachers of multi-level classes, the Guide Books indicate for each lesson the corresponding page in *ExpressWays—Foundations* that covers the same topic at a lower level, and the corresponding page in *ExpressWays—Book 2* that covers the same topic at a higher level.

Perhaps the most important feature of the Guide Books is the expansion exercise that is recommended for each lesson. These exercises offer students free, spontaneous practice with the vocabulary, grammar, and functions that are presented in the Student Course Books. Activities include improvisations, “information gap” role plays, problem-solving, and topics for discussion and debate. We encourage teachers to use these activities or similar ones as springboards to help their students “break away” from the text and incorporate lesson content into their everyday use of English.

The *ExpressWays Audio Program* includes a set of tapes providing realistic presentation of all model dialogs and selected guided conversation exercises in the Student Course Books. The tapes are designed to be used interactively, so that the recorded voice serves as the student’s speaking partner, making conversation practice possible even



when the student is studying alone. The Audio Program also includes a set of tapes for the listening comprehension exercises in the Companion Workbooks.

The *ExpressWays Picture Program* includes Dialog Visual Cards and Picture Cards. The *ExpressWays Dialog Visual Cards* are poster-size illustrations depicting the characters and settings of all model dialogs. Their use during introduction of the model helps to assure that students are engaged in active listening and speaking practice during this important stage in the lesson. The *ExpressWays Picture Cards* illustrate key concepts and vocabulary items. They can be used for introduction of new material, for review, for enrichment exercises, and for role-playing activities.

The *ExpressWays Testing Program* includes a Placement Testing Kit for initial evaluation and leveling of students, and sets of Mid-Term and Final Examinations to measure students' achievement at each level of the program. All tests in the program include both oral and written evaluation components.

## SUGGESTED TEACHING STRATEGIES

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In using *ExpressWays*, we encourage you 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 Guide Books.)

### *Guided Conversations*

1. *Setting the Scene.* Have students look at the model illustration in the book or on the *ExpressWays Dialog Visual Card*. Set the scene: Who are the people? What is the situation?
2. *Listening to the Model.* With books closed, have students listen to the model conversation—presented by you, a pair of students, or on the audio tape.
3. *Class Practice.* With books still closed, model each line and have the whole class repeat in unison.
4. *Reading.* With books open, have students follow along as two students present the model.  
(At this point, ask students if they have any questions and check understanding of new vocabulary. You may also want to call students' attention to any related language or culture notes, which can be found in the Guide Book.)
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.  
(At this point, you may want to discuss any language or culture notes related to the exercises, as indicated in the Guide Book.)

### *"Now Present Your Own Conversations"*

In these activities that follow the guided conversations at the end of each lesson, have pairs of students create and present original conversations based on the model. Encourage students to be inventive as they create their characters and situations. (You may want to assign this exercise as homework, having students prepare their original conversations, practice them the next day with another student, and then 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.

### *Expansion*

We encourage you to use the expansion activity for each lesson suggested in the Guide Book or a similar activity that provides students with free, spontaneous practice while synthesizing the content of the lesson.

### *Interchange*

Have students practice the model using the same steps listed above for guided conversations. (You might want to eliminate the *Class Practice* step in the case of longer Interchange dialogs.) After practicing the model, 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 own 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.

### *Scenes & Improvisations*

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.)

### *Multi-Level Classes*

Teachers of multi-level classes may wish to modify some of the teaching suggestions mentioned above. For example, teachers who have their students do simultaneous pair practice can have students at lower levels practice fewer exercises while students at higher levels practice more or all exercises. During this pair practice, the teacher can offer special help to students at lower levels and perhaps tell them which particular exercise they should prepare for presentation to the class.

For multi-level classes with an exceptionally wide range of ability levels, the *Express-Ways—Book 1 Guide Books* indicate for each lesson the corresponding page in *Express-Ways—Foundations* that covers the same topic at a lower level and the corresponding page in *ExpressWays—Book 2* that covers the same topic at a higher level.

In conclusion, we have attempted to offer students a communicative, meaningful, and lively way of practicing the vocabulary, grammar, and functions of English. While conveying to you the substance of our textbook, we hope that we have also conveyed the spirit: that learning to communicate in English can be genuinely interactive . . . truly relevant to our students' lives . . . and fun!

Steven J. Molinsky  
Bill Bliss

# Components of an ExpressWays Lesson

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

Does This Bus Go to Westville?

Bus: The Number 30 bus

to Westville? to Riverside

A: Excuse me. Does this bus go to Westville?  
B: No, it doesn't. It goes to Riverside.  
A: Oh, I see. Tell me, which bus goes to Westville?  
B: The Number 30 bus.  
A: Thanks very much.

1. train: the "D" train  
to Brooklyn? to the Bronx?

2. plane: flight 64  
to San Francisco? to San Diego?

3. train: the "Capitol Express"  
to Washington? to Boston?

4. bus: Bus Number 27  
uptown? downtown?

5. ship: "The Sunshine Queen"  
to the Bahamas? to Puerto Rico?

Now present your own conversations.

In the **exercises**, students create conversations by placing new contexts, content, or characters into the model.

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

Examples:

Exercise 1:

- A. Excuse me. Does this train go to Brooklyn?  
B. No, it doesn't. It goes to the Bronx.  
A. Oh, I see. Tell me, which train goes to Brooklyn?  
B. The "D" Train.  
A. Thanks very much.

Exercise 2:

- A. Excuse me. Does this plane go to San Francisco?  
B. No, it doesn't. It goes to San Diego.  
A. Oh, I see. Tell me, which plane goes to San Francisco?  
B. Flight 64.  
A. Thanks very much.

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