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

3

Express Ways
ENGLISH FOR
COMMUNICATION

3

Steven J.Molinsky · Bill Bliss

[对照本]

走之路

际英语

第三册

宁　译

（皖）新登字02号

责任编辑：王才强
封面设计：王国亮

Express Ways: *English for communication*
1986 by Prentice-Hall, Inc.

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］第三册）收入了 Express Ways——Book 3 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。

<div style="text-align: right">1991年 6 月</div>

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;

Placement and Achievement Testing Program—providing tools for the evaluation of student levels and progress.

ExpressWays—Book 3 is intended for students who have been exposed to the essentials of intermediate-level grammar and who have already mastered the usage of English for everyday life situations. The text builds upon and reinforces this foundation and prepares students for higher level language skills required for effective interpersonal communication. *ExpressWays—Book 3* is organized functionally, while incorporating integrated coverage of grammar and topics.

THE DIMENSIONS OF COMMUNICATION: FUNCTION, FORM, AND CONTENT

A number of texts present the functional syllabus by describing language use and listing sets of functional phrases. The exercises and activities that normally accompany these descriptions and lists usually occur in isolation, rather than being totally integrated into active conversational practice. In addition, traditional functional approaches usually do not give students intensive communicative practice using the correct grammatical forms that are required by particular functional language choices.

ExpressWays, essentially, does not seek to provide students with background knowledge about language use. Rather, it provides dynamic, communicative practice that involves students in lively interactions based on the content of real-life contexts and situations. The functional syllabus is fully integrated into a complete conversational course in which students not only learn the various ways to express each function, but also intensively practice the grammatical forms required to turn functional expressions into lines of effective communication in English.

Every lesson in the program 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 "tridimensional 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. When appropriate, the text also presents students with alternative degrees of expressing a function, such as strength of disagreement and certainty or the directness of requests and advice.

A special feature of the program is the treatment of discourse strategies. Students actively practice initiating conversations and topics, interrupting, hesitating, asking for clarification, and other conversation skills.

AN OVERVIEW

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 illustrates the use of one or more functions and the structures they require, all in the context of a meaningful exchange of communication. Key functional expressions in the models are in bold-face type and are footnoted, referring students to short lists of alternative expressions for accomplishing the functions. In the exercises that follow, students create new conversations by placing new contexts, content, or characters into the framework of the model, and by using any of the alternative functional expressions.

"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 and any of the alternative expressions. 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 use functional expressions in creating their own original conversations.

Interchange

This end-of-chapter activity offers students the opportunity to create and to 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 functions and conversation strategies 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 recombination practice that promotes students' absorption of the preceding chapters' functions and strategies 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 functions and conversation strategies highlighted in each chapter.
- *End-of-Chapter Summaries* provide complete lists of expressions for the functions and conversation strategies appearing in each chapter.
- An *Inventory of Functions and Conversation Strategies* in the Appendix offers a comprehensive display of all expressions for the functions and conversation strategies in the text, and indicates the chapters in which the expressions appear.
- A *Notes and Commentary* section in the Appendix provides background information for each lesson, including notes on language usage, grammar, and culture; commentaries on the characters, contexts, and situations; and explanations of idiomatic and colloquial expressions.
- An *Index of Functions and Conversation Strategies* and an *Index of Grammatical Structures* provide a convenient reference for locating coverage of functions and grammar in the text.

THE TOTAL *ExpressWays* PROGRAM

The *ExpressWays Student Course Books* are essentially designed to offer intensive communicative practice with functional language. 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. 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 functional content that is treated in a more systematic manner in the text itself. 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 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

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. *Listening.* With books closed, have students listen to the model conversation— presented by you, a pair of students, or on the audio tape.
2. *Discussion.* Have students discuss the model conversation: Who are the people? What is the situation?

   (At this point, you may want to call students' attention to any related language or culture notes, which can be found in the Appendix to the Student Course Book and in the Guide Book.)
3. *Reading.* With books open, have students follow along as two students present the model.
4. *Practice.* In pairs, small groups, or as a class, have students practice the model conversation.
5. *Alternative Expressions.* Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, but replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")
6. *Pair Practice.* (optional) Have pairs of students simultaneously practice all the exercises, using the footnoted expressions or any of their alternatives.
7. *Presentation.* Call on pairs of students to present the exercises, using the footnoted expressions or any of their alternatives. Before students present, "set the scene" by describing the characters and the context or have the students do this themselves.

   (Discuss any language or culture notes related to the exercises, as indicated in the Student Course Book Appendix and 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 and any of the alternative expressions. 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. 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 pre-

pare 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.

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.)

Review

You will notice that most functions and conversation strategies occur at several different points in the text. We have built a system of spiraling into the design of the program, so that content is reviewed and expanded upon at regular intervals. We encourage you to provide continual review practice based on your students' needs. Students may find it especially helpful to have frequent focused reviews of many of the alternative expressions for specific functions and conversation strategies. One useful technique is to have a pair of students present a model conversation from a previous lesson while other students listen with books closed. Stop the presentation after any line that contains a footnoted expression and ask different students to present the same line, but replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")

In conclusion, we have attempted to offer students a communicative, meaningful, and lively way of practicing the functions of English, along with the grammar structures needed to express them competently. 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

A NOTE ABOUT USING THE FOOTNOTES

Here are the conventions that you will need to know in order to use the footnotes containing alternative expressions in each lesson.

1. In the model conversation, a bold-faced footnoted expression indicates that there are alternative ways of expressing this function. Sometimes this expression is an entire sentence, and sometimes it is only a portion of a sentence.

2. (   ) indicates that the word or words are optional. For example, the footnote:

    I'm (very) sorry to hear (about) that. = I'm sorry to hear that.
                                                       I'm very sorry to hear that.
                                                       I'm sorry to hear about that.
                                                       I'm very sorry to hear about that.

3. / indicates that the words on either side of the / mark are interchangeable. For example, the footnote:

    I don't/can't believe it! = I don't believe it!
                                        I can't believe it!

4. Sometimes the (   ) and / symbols appear together. For example, the footnote:

    I'm not (completely/absolutely) positive. = I'm not positive.
                                                 I'm not completely positive.
                                                 I'm not absolutely positive.

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

    How about _____ing?   How about going shopping?
    Let's _____.   =   Let's go shopping.
    What if we _____ed?   What if we went shopping?

Components of an ExpressWays Lesson

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

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

I'd Much Rather See a Movie

A. **Would you like to** stay home or see a movie?
B. I think **I'd prefer to** stay home. How about you?
A. Well, to be honest, I **really don't feel like** staying home. I'd much rather see a movie. Is that okay with you?
B. Sure. We haven't seen a movie in a long time anyway.

(1) Would you like to
Would you prefer to
Would you rather
Do you want to

(2) I'd prefer to
I'd rather
I'd like to

(3) I really don't feel like ___ing.
I'm not (really) in the mood to ___.
I'd (really) prefer not to ___.

1. eat at home or at a restaurant?
2. swim at the beach or in the pool?
3. walk home or take a taxi?
4. watch the game on TV or go to the stadium?
5. put Rover in the kennel or take him on vacation with us?

Now present your own conversations

In the **exercises,** students create conversations by placing new contexts, content, or characters into 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 model and any of the alternative expressions.

For example:

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

A. Would you like to eat at home or at a restaurant?
B. I think I'd prefer to eat at home. How about you?
A. Well, to be honest, I really don't feel like eating at home. I'd much rather eat at a restaurant. Is that okay with you?
B. Sure. We haven't eaten at a restaurant in a long time anyway.

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

A. Would you prefer to swim at the beach or in the pool?
B. I think I'd like to swim at the beach. How about you?
A. Well, to be honest, I'm not really in the mood to swim at the beach. I'd much rather swim in the pool. Is that okay with you?
B. Sure. We haven't swum in the pool in a long time anyway.

Contents

目　　录

GRAMMAR: Adjectives • Declarative Sentences with Question Intonation
• Embedded Questions • Indirect Objects • One/Ones • Passives
• Past Continuous Tense • Past Tense • Sequence of Tenses • Superlatives
• Tag Questions

FUNCTIONS: Instructing • Directions-Location
• Asking for and Reporting Information • Requests
CONVERSATION STRATEGIES: Asking for Repetition
• Checking and Indicating Understanding

GRAMMAR: Embedded Questions • Gerunds • Imperatives • Partitives
• Question Formation • Sequence of Tenses

FUNCTIONS: Satisfaction/Dissatisfaction • Likes/Dislikes
• Complimenting • Disappointment • Complaining • Advice-Suggestions

GRAMMAR: Adjectives • Comparatives • Gerunds • Infinitives • Negative
Questions • Present Continuous Tense to Express Habitual Action
• Singular/Plural • Superlatives • Too/Enough • Would

FUNCTIONS: Preference • Want-Desire • Indifference
CONVERSATION STRATEGY: Hesitating

GRAMMAR: Gerunds • Infinitives • Partitives • Present Perfect Tense
• Sequence of Tenses • Want + Object + Infinitive • Whether • WH-ever Words
• Would