

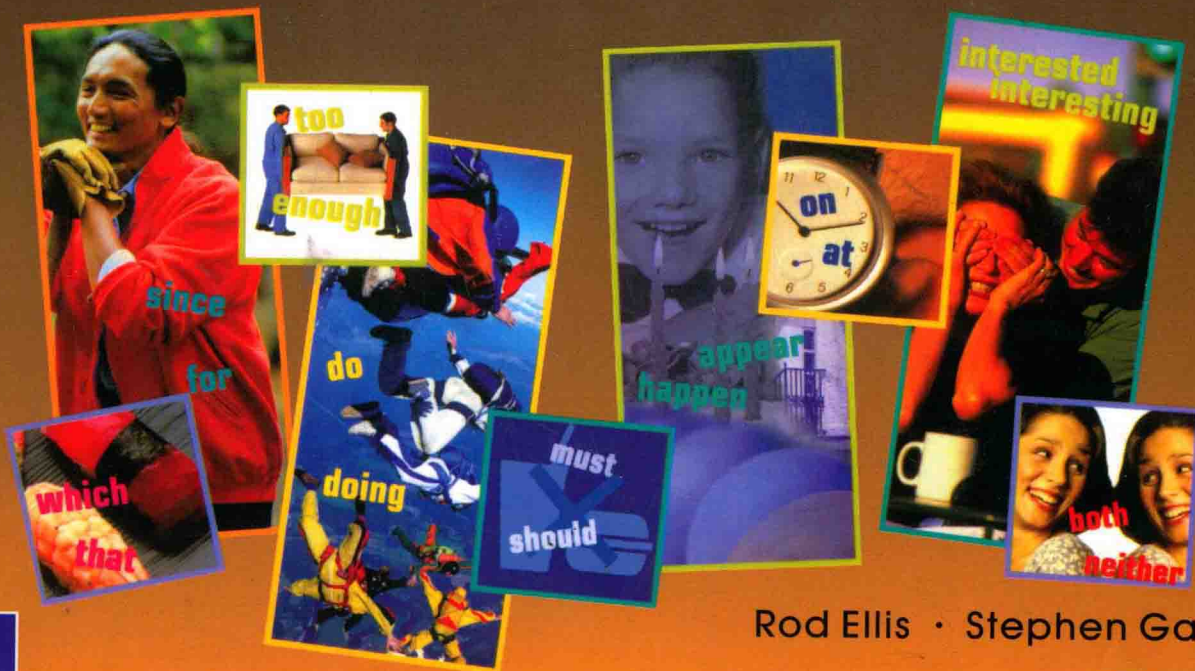
IMPACT

GRAMMAR

朗文震撼英语

听力学语法

GRAMMAR THROUGH LISTENING



Rod Ellis · Stephen Gaies



名家英语听说大讲堂系列<<

Coursebook

IMPACT

GRAMMAR

朗文震撼英语

听力学语法

总主编 杨 枫

原 著 Rod Ellis

Stephen Gaies

钱一欣 张丽鑫

吉林出版集团有限责任公司
培生教育出版集团

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捷进可一

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EXPRESS ENGLISH — IMPACT GRAMMAR

朗文震撼英语听力学语法

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总序

人类的语言首先以声音形式出现并存在,然后进化成完整的文字体系,这便决定了人类的最主要的交流形式是以声音为媒介的口头交流。“听”和“说”构成了交流最重要的两个方面,“听”就是表达,而“说”就是理解。长期以来,中国英语教育中的功利主义思想导致广大教师和学生片面地追求词汇、语法和阅读能力的提高,忽视了听说技能的培养,造就了一批又一批考试分数高但实际交流能力低的学生。就连中国学生向来引为自豪的各类考试的成绩其实也存在严重的缺陷,无论是高考、四、六级,还是托福、雅思,听力都是学生丢分较多的一项,被视为拦路虎。至于口头表达更是中国学生最薄弱的环节,许多明明手中握有各种英语考试证书的学生却难以应答一些简单的日常会话。

众所周知,听、说、读、写、译是外语学习的五项基本技能,而听和说处于首要位置,决非无意或巧合的排序,而是体现了语言自身发展的客观规律和科学的学习规律。听和说是两种不同的技能,但可以看作是同一问题的两个方面,二者相辅相成,不可分割。就交流和语言学习的过程来说,听属于信息的 **Input**,而说则是信息积累到一定程度之后的自然反馈,属于 **Output**。把握住这一原则,我们便可以寻觅到提高听说能力最科学最有效的途径。练习听力的方法主要有两种:精听和泛听,精听着重纵向的深挖,要努力听懂每一句话,甚至每一处细节;而泛听则强调横向扩展,要“不求甚解”地多听,培养语感,锻炼反应能力。这样的信息输入积累到一定程度之后,必然会体现“量变决定质变”这一规律,听力会产生质的飞跃。口语练习的一个重要途径是模仿,而模仿就要求学习者首先要有大量真实、优质的语料的输入,然后将这些外来的信息和知识内化为自身能力的一部分,长此以往坚持下去,口语表达技能的提高便指日可待了。而说的能力越强,也会很自然地再促进听力的进步。

为了给广大英语学习者提供最优质的学习材料,我们与世界著名的英语教育出版机构合作,隆重推出《捷进名家英语听说大讲堂》系列丛书,首批有《朗文震撼英语听说教程》(初、中、高阶)、《朗文震撼英语口语表达法》、《朗文震撼英语听力语法》和《朗文主题英语听说教程》。这些听说教材具有以下一些共同特色:

一、语料真实,原汁原味。学外语就要学习最地道的外语,就要使用最科学的教材。该系列中的丛书都由国际著名的 ESL 资深学者和作家编撰,把最标准、最流行的英语奉献给中国学生,使他们在学的过程当中免受误导,少走弯路。

二、科学改造,更为实用。国内英语教育专家杨枫博士联袂张连仲、龚亚夫、刘道义、程晓棠等权威教授,对所有书进行系统科学的解读和再次设计,使之更符合中国学生的学习习惯,让英语学习变得更有效更快捷。

三、主题时尚,视野广阔。随着时代的进步,英语本身也处于不断的发展变化之中,呈现出国际化的趋势。我们学习英语同样要与时俱进,和世界同步。书中充满知识性、趣味性、包容性的主题和语言会最大限度地满足学习者的需要。

听说能力的培养和提高绝非一朝一夕之功,但只要学习者有决心有毅力,配合以科学的方法,就一定能够体会到成功的喜悦。而我们提供的这些品质精良的工具无疑会使他们的学习如虎添翼。

吉林出版集团外语教育中心

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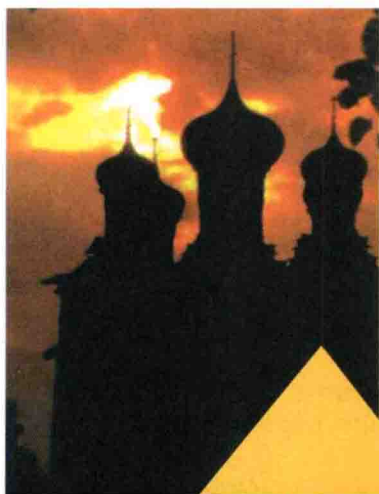
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If you are using the *Impact Coursebooks*, try these units in *Impact Grammar*.

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1	1 pronouns: <i>He, She, It</i>
2	9 Determiners with Nouns
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前言

朗文震撼英语系列共五册,每一册汇集了最令人感兴趣讨论的近 30 个话题,共分五大类主题,涉及当前西方社会生活中的多个不同侧面。每一个话题都是开放式的,带有一定的争议性,旨在使学生通过对该话题的领会,了解其中所反映出的价值观念,从而明确自己的看法,并能就此展开深入讨论,以此培养学生用英语思维表达、交流及运用语法和词组的能力。

一、听之有思,言之有物。本套书选材涉及经济、社会、文化、情感、家庭、时尚等最令年轻人感兴趣、最愿意讨论的话题,让读者在提高听说能力的同时还能加深对其它国家社会文化背景知识的了解。

二、听力先行,听说结合。听力作为双方信息交流的基础,自然应当处于较为重要的地位。每个单元都用听力练习作为开始,为学习者提供了必要而且充分的语言素材输入,同时这些素材可以直接应用到紧随其后的口语练习中去。

三、张扬个性,释放自我。口语练习摒弃了传统简单的重复式训练手段,启发学习者通过对该话题的领会,了解其中所反映出来的价值观念和文化内涵,并进行进一步的思考和探索。从而提高学生的兴趣,并增强其进一步学习的动力和信心。

《朗文震撼英语听力学语法》彻底摒弃传统枯燥乏味的语法教学方式,采用令人耳目一新的模式,以听力为切入点,来突破语法难关。

《朗文震撼英语口语表达法》突破了口语的崭新方法,精选最地道、最高频、最实用的词语和表达方式,一旦掌握,终生受益。

《朗文震撼英语听说教程》分为初阶、中阶和高阶,采用全新的英语听说教学方法,词汇难度循序渐进、科学排列,以听力突破语言难关,全方位地提高学生的听说能力和口语表达水平。

随着时代的进步,英语本身也处于不断的发展变化之中,呈现出国际化的趋势。英语同样要与时俱进,和世界同步。书中充满知识性、趣味性、包容性的主题和语言会最大限度地满足学习者的需要。

本套教程适合有一定英语基础,有志于进一步提高口语水平的读者自学使用,也可作为课堂上的英语口语培训教材。另外,本套教程还另配磁带和 CD,随书发行。

编 者

Impact GRAMMAR



INTRODUCTION

Impact Grammar is an innovative textbook for students who wish to improve their knowledge of English grammar. The book, with its accompanying audio CD, is designed to be used as a classroom text or for self-study.

Impact Grammar consists of 50 units. Each unit focuses on a particular grammatical point that is known to be problematic for second language learners. The 50 units are divided into five levels, reflecting the general difficulty of the grammar points. *Impact Grammar* provides a thorough coverage of the most problematic areas of grammar for second language learners.

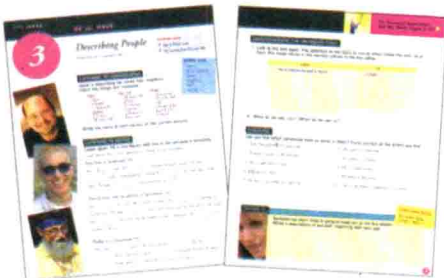
Key features:

- 1 *50 units of key grammar points, organized into five levels of difficulty*
The Table of Contents and the Index will help you identify the units you want to use.

LEVEL



- 2 *2 -page units, each containing five carefully sequenced exercises*
The exercises guide students through this sequence: Comprehending (with use of the audio CD), Noticing, Understanding the Grammar Point, Checking, and Trying out the Grammar Point. Each unit requires about 50 minutes of classroom time.



- 3 *An audio CD that contains the passages for each unit*

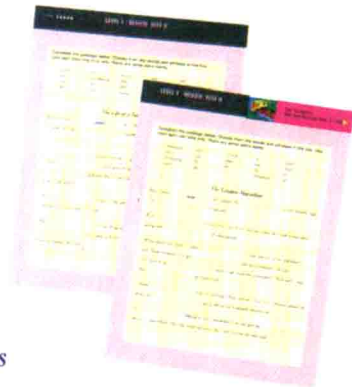


These segments, needed for the Comprehending and Noticing sections of each unit, can be cued and repeated as often as needed. (Tracks 1–50 correspond to the units in the book.)

- 4 *Grammar Explanation* (the "Yellow Pages") in the back of the book with concise grammar guides, clear examples and common errors of the grammatical point of each unit.



- 5 *Review Tests for each of the five levels*
These can be used to check students' understanding of the grammar points in context.



- 6 *A complete Answer Key which contains transcripts and answers for all exercises*



This section is perforated so that it can be removed.

Students at all levels can use *Impact Grammar* to improve their grammar, and thereby become more confident and effective at communicating in English.

BACKGROUND

Impact Grammar draws upon current research in second language acquisition:

1

The need to attend to both meaning and form when learning a second language

Impact Grammar guides students to process a passage for meaning and then to attend to how a particular grammatical form is used in that text. Thus, both learning needs are addressed. All of the units in *Impact Grammar* provide extended passages (dialogues and monologues) to illustrate the meanings of the grammatical points in context.

2

The importance of learning grammar through comprehending input

Learning grammar through listening will help learners process the grammar in real time — which is exactly what they need to do to acquire the grammar. Thus, in addition to teaching grammar, *Impact Grammar* also provides practice in listening. It is a two-in-one textbook.

3

The role of awareness in helping learners slowly and gradually acquire grammatical features

Awareness facilitates and triggers learning. *Impact Grammar* acknowledges this by leading students to an awareness of how grammatical features work in real language texts. In *Impact Grammar* learners are treated as active thinkers who can be challenged to work with evidence and formulate rules themselves.

4

The need for opportunities for personal expression

Personal expression helps to consolidate learning. Each unit in *Impact Grammar* provides opportunities for personalized output that help to make the learning of grammatical structures more meaningful and more memorable.

TO THE TEACHERS

You can work through the units systematically, or you can use the book remedially by selecting units to address particular grammar problems.

The units are designed to be easy to use, without a teacher's manual. Each unit requires about 50 minutes of classroom time with a typical class, although some sections can be assigned as homework.

Here are the basic procedures for the five main sections:

LISTENING TO COMPREHEND

Go over the warm-up questions to introduce the topic. Then elicit descriptions of the pictures to help set the context for the unit. Check the Word Box to be sure that the students are familiar with this key vocabulary. Play the audio CD or read the passage (the script is in the answer key section.) The learners are to listen to a short contextualized passage (about a minute long) and try to understand the general meaning of the text. There is a short comprehension task to help learners understand and check the meaning.

LISTENING TO NOTICE

Learners next listen to the same text again in order to focus attention on how the target grammar point of the unit works in the text. Again there is a focusing task to help learners with this noticing phase. Learners can try to fill in the blanks first and then listen to confirm their answers. You can repeat the audio as often as needed, until the learners can hear the grammatical distinction.

UNDERSTANDING THE GRAMMAR POINT

Learners now provide a short analysis of a grammar contrast in the text. Through this analysis task, learners are guided to see how the grammar point works and to formulate a grammar rule. (It is not essential that the learners can articulate the rules and principles in precise English, as long as they demonstrate an understanding of the grammar point.) Allow time for the learners to go through these questions individually or in pairs. Then go over the questions with the class. Finally, look at the Yellow Pages (Grammar Explanation) in the back of the book to introduce further examples and to review common errors.

CHECKING

Learners check their understanding of the grammar rule by completing a short exercise with a new set of sentences or short texts. Again, learners can work individually or in pairs. Answers should be checked with the whole class. (You may wish to have the learners remove the perforated Answer Key pages from the book to prevent them from looking at the answer in advance.)

TRYING IT

In this final part of the unit, learners have an opportunity to try out the grammatical rule with sentences of their own. This short communicative activity will allow you to see whether the learners can use the grammar point correctly.

TO THE STUDENT

You can use this book by yourself or in class with other students. Here are some ideas to help you when you use it by yourself:

- (1) Look in the Table of Contents to find a grammar point you want to practice.
- (2) Look at the Error Box at the beginning of each unit. Can you correct the errors? If you have trouble finding the errors, try that unit.

After you choose a unit, try each section in order.

LISTENING TO COMPREHEND

This exercise introduces you to the topic. In this section, just focus on getting the meaning. Listen to the CD. You will hear a dialogue, an announcement, a letter, a lecture, a news item or a story. Try to get the main idea. Look up the words in the "Word Box" if you need to. Listen to the CD several times, until you can do the activity.

LISTENING TO NOTICE

This exercise focuses on the grammar point of the unit. First, read the text and try to fill in the missing words. Then listen to the text on the CD again. This time, listen for the missing words. Write the correct words in the blanks. Listen again until you can hear the missing words clearly. Check your answers in the Answer Key at the back of the book.

UNDERSTANDING THE GRAMMAR POINT

This section helps you understand the grammar point and build rules about the grammar of English. Read the directions carefully. Usually, you have to look back at the Listening to Notice section to complete the exercise. Check your answers in the Answer Key at the back of the book.

CHECKING

This section helps you find out whether you have understood the grammar point. While you are working, you may check the Grammar Explanation section (the "Yellow Pages") if necessary.

TRYING IT

This section gives you a chance to practice the grammar point using your own ideas.

We hope you will enjoy using Impact Grammar! Remember: Improving your grammar will make you sound more like a native speaker and will improve your confidence and communication ability.

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2 *There is / There are*

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3 *Be vs. Have*

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Level 1 Review Tests



LEVEL TWO

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A Visit to the Doctor

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Great Musicians

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Making an Appointment

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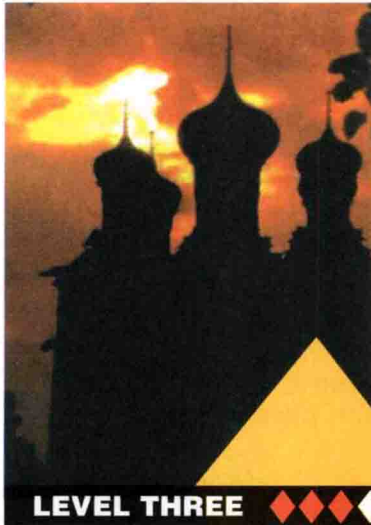
Level 2 Review Tests

If you are using the *Impact Coursebooks*, try these units in *Impact Grammar*:

Impact Intro	Impact Grammar
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2	9 Determiners with Nouns
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4	14 Prepositions of Location and Direction
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4	23 Comparative and Superlative of Forms of Adjectives
5	20 <i>Wh-</i> Questions
6	37 Participial Adjectives
7	1 Pronouns: <i>He, she, It</i>
8	8 Countable vs. Uncountable Nouns
9	3 <i>Be vs. Have</i>
10	10 <i>Be</i> in <i>Yes/No</i> Questions
11	18 Subject-Verb Agreement with Simple Present Tense
12	31 Unique Reference With and Without <i>The</i>

High Impact	Impact Grammar
1	45 Pro-forms: <i>Too, So, Either, Neither</i>
2	35 Verb Complements
3	1 Pronouns: <i>He, She, It</i>
4	4 Present Continuous and Simple Present Tenses
5	19 Present Perfect for Indefinite Past
6	41 Adjectives and Nouns Ending in <i>-y</i>
7	7 Plural Nouns
8	30 Simple Past and Past Continuous
9	35 Verb Complements
10	18 Subject-Verb Agreement with Simple Present Tense
11	37 Participial Adjectives
12	43 Passive Voice in the Simple Present Tense



LEVEL THREE

- 21 Adverb Position**
Hobbies
- 22 Few / A Few, little / A little**
Weather Forecast
- 23 Comparative and Superlative Forms of Adjectives**
Quiz Show
- 24 Like and As**
Animal Idioms
- 25 Comparative Expressions with Prepositions**
European Cities
- 26 There is vs. It is**
Following Directions
- 27 Modals of Possibility**
Alzheimer's Disease
- 28 Modals of Obligation and Necessity**
A Trip to Russia
- 29 Present Perfect with For and Since**
Letters of Reference
- 30 Simple Past and Past Continuous**
The Sad Story of Miss Leeson
- Level 3 Review Tests**

LEVEL FOUR

- 31 Unique Reference with and without The**
Famous Modern Buildings
- 32 The Indefinite Article A**
True Stories
- 33 The Definite Article The**
Fantastic Toys
- 34 Other, The Other, Another**
Brothers and Sisters
- 35 Verb Complements**
Valentine's Day Messages
- 36 Let vs. Make**
Working Relationships
- 37 Participial Adjectives**
A Personal Problem
- 38 Simple Present Tense for Future Time**
Mission in Space
- 39 Possible vs. Hypothetical Conditionals**
Summer Plans
- 40 Hypothetical vs. Unreal Conditionals**
Life Choices
- Level 4 Review Tests**



LEVEL FIVE

- 41 Adjectives and Nouns Ending in -y**
Personal Opinions
- 42 Past Perfect with By and Already**
Admirable people
- 43 Passive Voice in the Simple Present Tense**
Computer Care
- 44 Process Verbs**
Dreams
- 45 Pro-forms: Too, So, Either, Neither**
Where Should We Go?
- 46 Too vs. Enough**
Moving In
- 47 Embedded Questions**
Travel Club
- 48 Relative Clauses with Which and That**
Special Dishes
- 49 Relative Clauses with Where and When**
A Wedding in Paradise
- 50 Relative Clauses with Whose**
Book Notices
- Level 5 Review Tests**



1

At Work

*Do you have a job?
What do you do?*

ERROR BOX

- ✗ That's Mary Smith. He is my boss.
- ✗ Mary has a new office. He is located on the eighth floor.

LISTENING TO COMPREHEND



Mr. Lim is describing the people in his company. Write Ms. or Mr. before each name. What position does each person have?

Employee

Position

____ Leslie Williams
____ Sydney Mills
____ Anil Chaudari
____ Jun Kim

technical manager

WORD BOX

- * a technical manager
- * a senior programmer
- * an office secretary
- * a sales representative

LISTENING TO NOTICE



Listen again. Fill in the blanks with *he, she, or it*.

Hello. I'm the president of Soft World. It¹ 's the world's best computer software company. Let me introduce you to the great team of people who work for Soft World.

Leslie Williams is our technical manager. When there's a problem with new software, _____² finds a solution. I think _____³ 's a genius.

Sydney Mills is our senior programmer. _____⁴ 's a software wiz. _____⁵ 's from New Zealand. That's where she started designing and writing software programs. Sydney began working here last year; _____⁶ thinks _____⁷ 's the best place she has ever worked.

Anil Chaudari is our sales representative. _____⁸ joined the company two years ago. We call him "Language Man"; _____⁹ speaks five languages fluently.

Then there's **Jun Kim**. _____¹⁰ 's the office secretary. _____¹¹ 's a really important job. _____¹² knows everything; his brain is just like a computer. We're a great team.





UNDERSTANDING THE GRAMMAR POINT

1. Find the words *he*, *she*, and *it* in Mr. Lim's speech. Write the word or words that *he*, *she*, or *it* replaces.

<i>he</i> replaces:	<i>she</i> replaces:	<i>it</i> replaces:
		soft world

2. Complete the following statements about how to use *he*, *she*, and *it* :

- We use he to refer to males.
- We use she to refer to females.
- We use it to refer to things or ideas.

3. Why are these sentences incorrect?

- ✗ My sister bought a new car two weeks ago, and ^{she} ~~he~~ has already had an accident.
- ✗ I took a book out from the library last week, but I have not started reading ~~him~~.
_{it}

CHECKING

- Which of these sentences contain an error? Correct the errors.

- My brother is five years younger than me. ^{He is} ~~is~~ an engineer.
- My sister lives in Hong Kong. She is a computer programmer.
- My father is a journalist. He has done many assignments for foreign newspapers.
- My friend Carlos is a real estate agent. He owns his own agency. ^{It} ~~Is~~ located in downtown Los Angeles.
- His wife is a well-known psychologist. ^{she} ~~He~~ works mostly with children and teenagers.
- My neighbor started a catering business in 1994. ~~He~~ ^{It was} has grown a lot in the last several years.
- My grandfather came to the United States when he was eight years old. By the time he was 20, ~~she~~ ^{he} was a successful businessman.
- My daughter is a buyer for a large department store. ^{she} ~~He~~ spends a lot of time in other countries.

TRYING IT



Describe the jobs of the people you work with. OR Describe the jobs of the people in your family.

My father is a _____ . He _____ .
 My mother is a _____ . She _____ .
 My brother is a _____ . He likes his job. It _____ .

LANGUAGE NOTE
Use the pronouns *he*, *she*, *it*.

2

What's in the Room?

Do you live in a house or an apartment?
What is in your room?

ERROR BOX

- ✗ There's several books on the table.
- ✗ There a painting on the wall.

LISTENING TO COMPREHEND



Listen to Mr. Wolf, Ms. Strain, and Mr. Stone describe rooms in their homes. Check the things they mention.

Mr. Stone	Ms. Strain	Mr. Wolf
<input checked="" type="checkbox"/> some chairs	<input type="checkbox"/> a table	<input type="checkbox"/> a table
<input type="checkbox"/> a sink	<input type="checkbox"/> a computer	<input type="checkbox"/> some chairs
<input type="checkbox"/> a table	<input type="checkbox"/> a violin	<input type="checkbox"/> a pair of gloves
<input type="checkbox"/> sunglasses	<input type="checkbox"/> some dishes	<input type="checkbox"/> a cup
<input type="checkbox"/> some books	<input type="checkbox"/> some water	<input type="checkbox"/> a camera

WORD BOX

- * a mustache
- * a sink
- * hair coloring
- * a counter
- * opera glasses

Which person might be a private investigator?
a music professor? a magician?

LISTENING TO NOTICE



Listen again. Fill in the blanks with *there's (there is)* or *there are*.

Mr. Stone: There are¹ three chairs around a table. ² a black cat on the table. ³ some things on the counter to the right of the sink: a false beard and a mustache, a bottle of hair coloring, and a pair of sunglasses. ⁴ a couple of magazines on the table, and ⁵ a stuffed rabbit next to them.

Ms. Strain: ⁶ two chairs but no table. On one of the chairs ⁷ a laptop computer; on the other ⁸ a violin. ⁹ a clock over the sink, and ¹⁰ dishes piled up in the sink. Oh, and ¹¹ several books on the counter next to the refrigerator. And ¹² some water on the floor.

Mr. Wolf: In the kitchen ¹³ a large, heavy wooden table. ¹⁴ six chairs neatly arranged around the table. ¹⁵ nothing at all on the table, but ¹⁶ a lot of things on the counter on either side of the sink: a pair of women's long evening gloves, a small cassette recorder, a camera, and opera glasses. ¹⁷ a toy fire engine on the floor.

