



名家英语听说大讲堂系列<<

Coursebook + Workbook

总主编 杨 枫

High IMPACT

朗文震撼英语

听说教程 (高阶)



Longman.com

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培生教育出版集团





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朗文震撼英语

听说教程(高阶)

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一本书一个世界

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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,被视为拦路猛虎。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》、《朗文震撼英语听力学语法》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

	Unit 1	Unit 2	Unit 3	Expansion Unit
Page	page 9	page 15	page 21	page 27
Theme Warm Up	LIFESTYLES My lifestyle Sharing information about lifestyles	PERSONAL HEALTH Health ideas Making and comparing lists of health ideas	LIVING SPACE In our city Describing and comparing the best places in a city	Group activity The match game
Listening	I'm so glad to see you again Julie and Jordan meet Laura Personal news	Let's relax our minds now David Greene takes a relaxation class Instructions	It's really a problem Mrs. Chen talks to Nick about a problem Complaints	Learning check Pro-forms, imperatives, possessive adjectives
Conversation Topic	Things I do Vocabulary preview: Everyday places and activities Conversation building: Catching up with an old friend	Stress Vocabulary preview: Stressful and relaxing activities Conversation building: Sharing ideas for dealing with stress	Neighbors Vocabulary preview. Problems with neighbors Conversation building: Complaining	Review game Conversation spiral
Grammar Awareness	Two friends Jordan describes himself and his friend, Nick Proforms; sentences with and, but	Take it easy David gets advice from his doctor Imperative forms, suggestions	A messy apartment Julie and Laura look for something in Laura's apartment Possessive pronouns	Learning better Develop your conversations
Pair Interaction	About you Asking personal questions Talking about yourself	About you Completing questionnaires Giving advice	Planning a neighborhood Designing an ideal neighborhood Agreeing on a design	
Read and Respond	I'm different now Magazine article about lifestyles	Self-care ideas Advertisements for health products	There's no place like home Magazine article about a home	
	Unit 7	Unit 8	Unit 9	Expansion Unit
Page	page 53	page 59	page 65	page 71
Theme Warm Up	SHOPPING Shopping list Listing items bought at different places	MYSTERIES What happened? Providing explanations	DIFFERENT GENERATIONS Changing interests Thinking of values for different people	Group Activity Chain stories
Listening	TV commercials Nick watches TV, product commercials Appeals	I never thought I'd find it Julie finds something her mother lost years ago Narration	What are you planning to do? Lynn talks to Jordan about his future Suggestions and reasons	Learning check Past modals, past progressive, gerunds
Conversation Topic	Things to buy Vocabulary preview: Items and reasons Conversation building: Giving reasons	Unusual events Vocabulary preview: Agents Conversation building: Reporting an event	Generation gap Vocabulary preview: Generation gap issues Conversation building: Reporting disagreements	Review game You ask too many questions!
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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。

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Introduction

Impact is a two-level course to help students develop confidence and skill in using English for communication.

High Impact, the second book in the series, revolves around the lives of four people — Julie, Jordan, Laura, Nick — and their circle of friends. The development of these characters is used as a backdrop for the students to practice information-gathering skills (listening and reading) in context, and as a point of departure for expressing personal opinions about their own lives.

This Coursebook consists of 12 main units and four expansion units. A Teacher's Manual, Classroom Cassettes or CD and Workbook (*High Impact Workout*) accompany this Coursebook and are available separately.

Each of the 12 main units consists of six parts:

Warm Up

Listening

Conversation Topic

Grammar Awareness

Pair Interaction

Read and Respond

WARM UP

This is a short, easy activity that involves all students quickly, introduces them to the theme of the unit and serves as a bridge to the Listening and Conversation Topic sections.

LISTENING

This is a series of three exercises that revolves around a taped conversation. The conversation in this section introduces characters, themes and functions that are carried throughout each unit. There are three types of listening exercises in this section. The first exercise, usually entitled **Listening for key words**, guides students in identifying the key information and how it is expressed. The second exercise, typically entitled **Listening for meaning**, guides students in understanding the main information and central purpose of the conversation. The third exercise is an inference question, **What do you think?**, that encourages students to think about the relationships between the speakers. These three exercises require different but complementary ways of listening.

CONVERSATION TOPIC

This is a guided conversation exercise, based on the topic of the Listening extract. This section helps students develop colloquial vocabulary and learn new conversation patterns and strategies for talking about different personal topics. The section consists of two main stages: vocabulary activation and model conversations.

GRAMMAR AWARENESS

In this section students are required to notice a particular grammar feature in oral input. The first part of this activity is a listening exercise called **Understanding**. Students identify key information about a topic or a character. The second part of this activity, called **Noticing**, is a listening exercise utilizing the same discourse used in Understanding, but with a different focus. Here students attend to the grammatical form, completing a specific task. The third part of this activity, called **Try it**, allows the students to produce and share personal information utilizing the target form. The aim is to raise their awareness of how the form is used in actual discourse.

PAIR PRACTICE

This is a simple pair activity, with two parts. A Pair Interaction is set up first as an **opinion gap activity** so that students will ask and answer focused questions with a clear communicative goal. The second part of the activity, **Follow Up**, builds upon the opinion gap activity and involves a more personalized exchange of information or ideas.

READ AND RESPOND

This section provides reading and writing practice, using a variety of short extracts. Each reading is accompanied by a short task to help focus students' attention on the main information. After the reading activity, there is a short writing task and an opportunity for students to exchange ideas.

After each three units, there is an Expansion Unit. Each Expansion Unit consists of five activities:

CROUP ACTIVITY

This is a structured group activity or short project which extends the topics and themes of the preceding units.

GRAMMAR CHECK

This is a review of the grammar points from the preceding units, utilizing listening or reading input.

VOCABULARY EXPANSION

This is a short exercise that provides expansion of one type of vocabulary item from the previous units.

REVIEW GAME

This is a fluency-oriented activity, such as a board game, that recycles vocabulary and grammar from the preceding units.

LEARNING BETTER

This is an activity designed to raise students' awareness of different learning styles and to allow them an opportunity to think about and plan changes in their own learning styles.

	Unit 1	Unit 2	Unit 3	Expansion Unit
Page	page 9	page 15	page 21	page 27
Theme Warm Up	LIFESTYLES My lifestyle Sharing information about lifestyles	PERSONAL HEALTH Health ideas Making and comparing lists of health ideas	LIVING SPACE In our city Describing and comparing the best places in a city	Group activity The match game
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Theme Warm Up	SHOPPING Shopping list Listing items bought at different places	MYSTERIES What happened? Providing explanations	DIFFERENT GENERATIONS Changing interests Thinking of values for different people	Group Activity Chain stories
Listening	TV commercials Nick watches TV, product commercials Appeals	I never thought I'd find it Julie finds something her mother lost years ago Narration	What are you planning to do? Lynn talks to Jordan about his future Suggestions and reasons	Learning check Past modals, past progressive, gerunds
Conversation Topic	Things to buy Vocabulary preview: Items and reasons Conversation building: Giving reasons	Unusual events Vocabulary preview: Agents Conversation building: Reporting an event	Generation gap Vocabulary preview: Generation gap issues Conversation building: Reporting disagreements	Review game You ask too many questions!
Grammar Awareness	Jordan's shopping trip Jordan explains what he bought for his apartment Past modals	The missing ring A police officer interviews people to find out who stole Laura's ring Past progressive	Dad, give me a break! Laura's dad gives her some advice Gerunds	Learning better Think before using the dictionary
Pair Interaction	Speaking of shopping Describing shopping habits	Crime story Composing a crime story	Parents and children Outlining generation differences	
Read and Respond	Miracle product Product advertisement	Mysteries Back-cover blurbs of mystery stories	Dear future me... Letter to oneself in the future	

Unit 4

page 31

FAMILY HISTORY

Family relationships

Making lists of relationship words

They left all that behind

Nick talks about his family background
Narration

Family background

Vocabulary preview: Life events
Conversation building: Talking about parents

For better or for worse

Mrs. Chen compares her life in the U.S. with her former life in China
Past tense, used to

Family history tic-tac-toe

Asking and answering questions about family history

A star is born

Biography of Shakespeare

Unit 5

page 37

IMPORTANT PEOPLE

Famous people

Making lists of famous people

He had a big influence on my life

David Greene talks about some important people in his life
Explanations

Influences

Vocabulary preview: Important relationships
Conversation building: Talking about important people

My favorite musician

David Greene talks about his favorite musician
Verb tense review

VIP party

Deciding on a guest list for a party

Who's who?

Encyclopedia entries

Unit 6

page 43

PERSONALITY

My personality

Sharing preferences, describing personalities

I thought you were...

Laura and Jordan talk about their first impressions of each other
Opinions

Characteristics

Vocabulary preview: Personality characteristics
Conversation building: Describing personalities

Advice for Jordan

Jordan's language teacher gives him advice
Relative clauses

Personality types

Describing personalities

When we first met

Journal entry

Expansion Unit

page 49

Croup activity

Find someone who...

Learning check

Verb forms, relative clauses

Croup game

Talking marathon

Learning better

Think about how you learn vocabulary

Unit 10

page 75

WORKING WORLD

Jobs

Thinking of jobs in different categories

It's a great opportunity

Laura tells Jordan about a job offer
Plans

New jobs

Vocabulary preview: Advantages and disadvantages
Conversation building: Considering different jobs

Create hopes, small expectations

Julie, Jordan, Laura, and Nick talk about their future jobs
'Even though' clauses

What's my line?

Guessing game about jobs

Unit 11

page 81

INFORMATION AGE

Media

Listing sources of information

I'm not sure I agree

Nick and Jordan discuss American television
Opinions

New ideas

Vocabulary preview: Opinions
Conversation building: Expressing opinions

Watching TV

Lynn and David discuss TV 'Dummy' – it subjects

In my opinion

Expressing opinions about current programs

Unit 12

page 87

MEMORIES

Old things

Giving information about an important object

I didn't know that about you

Lynn talks about some old items in her house
Recollections

First time

Vocabulary preview: Events
Conversation building: Talking about early experiences

A new way of seeing

Lynn explains the background of the film industry
Passive (past tense)

I remember...

Memory game

Expansion Unit

page 93

Croup activity

Talking in circles

Learning check

Passives, dummy 'it' subjects
'Even though' clauses

Review game

Conversation topics

Learning better

Use English or you'll lose it!

Pair Practice B Pages
pages 97–106

Appendix-Key words
and expressions
pages 107–109

I quit!

Resignation letters

TV reviewer

Critique of a show

I still think about you a lot

Nostalgic letter

Meet the characters

Julie Greene



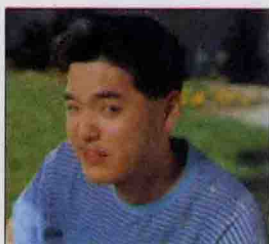
Jordan Greene



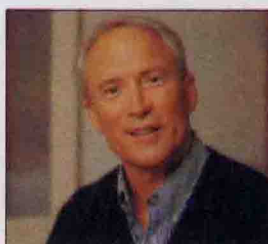
Laura Mendez



Nick Koda



David Greene



Lynn Greene



Lian Chen



- describing lifestyles
- activities, places
- joining sentences using *and* and *but*; affirmative and negative sentences

Warm Up *My lifestyle*

Look at the activities below. Circle the activities you often do.

drive a car
travel by train or bus
go shopping
save money
stay at home
get home late in the evening
work hard
meet friends exercise
go dancing

watch TV
study English
listen to music
visit friends
like peace and quiet
eat in restaurants
read
cook
buy new clothes
write one more:

Now work with a partner. Look at your partner's book.

Ask questions about three of your partner's activities.

Example

What's your favorite restaurant?

Write the information here.



Listening “I’m so glad to see you again ”



Julie and Jordan Greene are shopping in the city together. They meet an old friend.

1

Listening for key words

Listen. Check the words and phrases you hear.

- | | |
|---|---|
| ☐ five months | ☐ boyfriend |
| ☐ five years | ☐ brother |
| ☐ just got a job | ☐ buying something |
| ☐ just graduated | ☐ just looking around |
| ☐ sounds busy | ☐ spend a lot of money |
| ☐ not so busy | ☐ don't spend a lot of money |

2

Listening for meaning

Listen again. Julie has changed in the past five years. Write two things that are different.

before

now

3

What do you think?

Do you think Julie likes her new job? Why do you think so?