

NEW
GOLD
EDITION

ENGLISH

Firsthand

朗文新英语听说
(教师用书·上册)

〔美〕马克·赫尔格森

史蒂文·布朗

托马斯·曼德维尔

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ENGLISH **Firsthand**
TEACHER'S MANUAL

1



Marc Helgesen

Steven Brown

Thomas Mandeville

series editor

Michael Rost



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序

《朗文新英语听说》是朗文出版公司专门为亚洲英语学习者编写的一套听说教材。该教材出版后，迅速成为亚洲地区学习英语听说的热门教材。由于这套教材受到学习者的普遍欢迎，在广泛征求学生和教师意见的基础上，几经修订，教材更臻完善。本次引进的是这套教材的最新版（New Gold Edition）。

使用对象

本教材使用对象主要是成人学习者，尤其是那些学过一些英语而在生活或工作中还无法与外国人进行直接交流的人士。这套教材共两册，起点面向初学者，学完这套教材，英语学习者可流利地与外国人就生活或工作中的话题进行交流。

编写目标

本教材以培养学习者的英语交际能力为目标。所谓交际能力，就是根据交际场景，交际目的和交流对象灵活运用英语的能力。为此，教材编写基于这样的理念：学习者只有通过真正意义上的交流，才能学好英语；强调“在用中学”（*learn English by using English*），突出“为用而学”。

主要特色

1. 学习材料真实、自然、地道。本教材旨在教会学习者如何在社会生活、工作或休闲活动中，流利、正确地使用英语与他人交流。教材紧密围绕最基本的交际功能和话题，提供了真实、自然、鲜活、实用的口语材料。所有材料均是学习者交际过程中必然用到的真实素材，可学来即用。

2. 交际功能、话题与语言学习紧密结合。教材每个单元都包含一个或几个重点功能（如自我介绍、询问个人情况、问候、表示疑问、抱歉等），教授学生在日常生活中如何切入话题，如何展开及结束谈话，如何表示个人看法等。功能与话题紧密结合，语法及词汇学习融入其中，通过反复的听说训练，为学生参加各种交际活动打下坚实基础。

3. 听说并重，语言学习与技能培养相结合。有效的交流必须以听懂对方为前提。教材从听入手，设计了多种不同的听力任务，反复训练学习者的听力理解能力，使学习者在听懂的基础上进行交流。而有意义的交流又必须有足够的语言作为支持。本教材将语言学习与听说技能的培养融为一体，把语言学习纳入有意识的交流中，让学习者在有意义的情境中体会和领悟语言结构的表意功能，避免简单的套用和死记硬背。

4. 活动设计新颖明快，且富启发性和挑战性。本教材十分重视学习者自身的体验和经历，许多活动、任务、练习均围绕学习者自身经历展开，这些口语实践活动极富启发性和挑战性，目的是为学习者提供各种机会使用所学语言讲述自己的经历，表达自己的思想和观点，从而把所学英语转化为自己的语言，真正达到学以致用。

5. 内容丰富实用，与生活密切相关。本教材每个单元涉及一个话题，所有话题均与日常生活密切相关，内容丰富，语言地道。同时通过大量图片、表格、图画把语言材料和交流情景鲜活地呈现出来，无疑能够激发学习者的浓厚兴趣，大大增强了教材的实用性。

6. 单元组织结构合理，符合循序渐进原则。教材设计由听（Listening）到说（Conversation），双人角色扮演型的会话活动（Duet）是教材的核心，“信息差”练习穿插其中，并与个人体验活动相结合，能够提高学员兴趣及训练效果。语言复习（Language Check）模块突出重点知识及结构的训练。小组活动（Ensemble）多为趣味性任务，强调学习者之间的互动，虽有“操作”说明，但又富有挑战性，旨在培养学习者的自信心及提高语言的流利度。各单元中的个人活动（Solo）属应用型练习，听、读、写并举，既起到复习巩固作用，又突出学用结合。

课时安排

本教材每册大约需要40—60个课时。如果课时充裕，教师用书及专门为本教材开发的学习网站（www.efcafe.com）提供了很多额外的学习材料，供教师和学习者充分享用。

教学建议

教师用书为课堂教学提供了详尽的教学计划和活动安排，教师课前应仔细了解每个单元的教学步骤和教学建议。这套教材采用的是“Language Planning, Learner Autonomy”大纲，突出以学习者为中心，课堂活动以两人对话、角色扮演、小组活动为主。进行这些活动时，应注意把不同能力的学员安排在同一小组，鼓励学员互相帮助，互相学习；要经常调换小组成员，使其与不同的学员交流；鼓励学员课上尽量使用英语，不用汉语；对学员的表现要给以明确的评价和指导，但这种指导不应妨碍他们之间的相互交流。需要指出的是，供会话用的听力材料语音纯正，真切自然，要鼓励学员声情并茂地模仿，但不要求机械背诵。同时提醒学员，与同伴一起练习会话是提高口语流利度的有效方法，要积极参与小组活动，大胆讲话。衷心希望这些建议能为您的课堂活动带来真实效果，帮助学员真正有效地提高口语表达能力。

北京外国语大学中国外语教育研究中心 韩宝成教授

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Classroom language What does that mean? It means ____.
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personal opinions, rehearse arguments

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Vocabulary themes Music, opinions
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Introduction *to English Firsthand teachers*

Dear Teachers,

Welcome to *English Firsthand*! We hope you and your students enjoy using this course. And we hope your students learn a lot and become active learners.

As you know, every textbook is based on beliefs about how people learn. *English Firsthand* believes that students learn best by really communicating in English.

People learn English by using English.

For this reason, there is a lot of interaction in *English Firsthand*. There are also a lot of personalized tasks. You will find that these tasks enable the students to share their own ideas and experiences as their confidence in their English skills grows.

English Firsthand is designed to meet the needs of students from the beginner or false beginner level to a lower intermediate level. The course provides a total of 40–60 hours of classwork. Additional material is provided in the Teacher's Manual and on the *English Firsthand* website, efcafe.com.

We hope you enjoy teaching English with *English Firsthand*. We believe that your enjoyment of the course will help your students also!

Unit overview



Listening

This section helps learners develop a range of listening skills including global listening, identifying specific information, and making inferences.

- **Getting ready:** a warm-up task that prepares students by previewing and activating language and ideas.
- **Listening Tasks:** two meaning-oriented tasks based on the same input.
- **About You:** personalized questions and information exchange.



Conversation

This section is based on a short, functional dialog that learners practice with a partner.

- **Main conversation:** a short exchange showing a common conversation function.
- **Vocabulary options:** choices to build flexibility.
- **3-minute conversation task:** an extension to help learners talk about their own ideas.



Duet

These pair work tasks are the heart and soul of *English Firsthand*. They begin with information gaps and move on to include experience and opinion gaps.

- **Language Map or Pronunciation box:** Each task begins with clear models to preview essential language.

- **Plan ahead:** an important fluency step to help learners preview the task and plan what they want to say.
- **Communication task:** an information exchange, with a clear outcome, that students complete in pairs.
- **Challenge:** an extension task for students who complete the main task.



Language Check

Each unit provides a review of grammar and vocabulary. Coming in the middle of the unit, it lets learners consolidate their learning as they continue through the unit.

- **Grammar check:** a review of key grammar patterns.
- **Vocabulary check:** a review of key lexical items.
- **5-minute grammar search:** an awareness activity to encourage students to scan the entire unit.



Ensemble

This group work activity helps learners build fluency and confidence.

- **Language Map or Pronunciation box:** clear models for reference during the activity.
- **Plan ahead:** an important planning step to help learners develop more complex language.
- **Communication exchange:** simple, step-by-step instructions to focus students on communicating their ideas.
- **Finished? Choose one:** an extension step that leads toward learner autonomy.



Solo

Each unit ends with a short reading and writing activity.

- **Personal reading:** a short passage based on the life of one of the Solo characters.
- **Comprehension task:** a review of key vocabulary.
- **Personal writing:** a short task for students to present their own ideas and experiences.

Other features include:

- **Unit zero:** an orientation unit that helps learners clarify why and how they are learning English. It begins with a student icebreaker so there's communication from the start!
- **Review units:** after Units 6 and 12 to consolidate vocabulary, grammar, and language functions.
- **Unit summaries:** at the back of the book, to help learners review.
- **A free self-study CD:** Listening Task dialogs, About You questions, Conversations, and Solo readings.
- **www.efcafe.com:** the highly acclaimed course website with discussion boards, extra resources, and useful links for teachers and students.

Timing

Teaching *English Firsthand 1* takes between 40 and 60 hours, depending on how much time you allow for each task, the extent to which you use optional steps and expansions in the *Teacher's Manual*, and, of course, the speed you and your learners are comfortable with.

Most teachers prefer to teach each unit in either two or three class periods. We suggest the following sequence:

Two-lesson unit plan:

Class one:

1. (Warm-up) Optional warm-up activity from this manual or the *Follow-up* task from the previous unit's *Solo*.
2. *Listening*
3. *Conversation*
4. *Duet*

Homework: *Check yourself*

Additional homework: *Extra listening practice* (photocopiable from corresponding SS page of this manual).

Class two:

1. (Warm-up) Expansion activity from this manual.
2. In pairs, partners compare *5-minute grammar check* results from the homework.
3. *Ensemble* (optional step if time permits). Review of *Conversation*.
4. Photocopiable expansion activity from this manual.
5. Group or class discussion of *It's up to you* activities and results.

Homework: *Solo*

Three-lesson unit plan:

Class one:

1. (Warm-up) Optional warm-up activity from this manual.
2. *Listening*
3. *Conversation*
4. Group or class discussion of *It's up to you* activities and results.

Homework: *Check yourself*

Class two:

1. (Warm-up) Expansion activity from this manual.
2. (Optional step) Review of *Conversation*.
3. In pairs, partners compare *Check yourself*, including *5-minute grammar check* results from the homework.
4. *Duet*

Homework: *Solo*

Class three:

1. (Warm-up) Expansion activity from this manual.
 2. *Follow-up* task from *Solo*.
 3. *Ensemble*
(Optional) *Fluency frame* activity from *Solo* of this manual.
- Or, Review of *Listening* and/or *Conversation*.

Homework: *Extra listening practice* (photocopiable from corresponding SS page of this manual).

F.A.Q.'s (Frequently Asked Questions)

Q: What are the F.A.Q.'s?

A: These are issues that many teachers face. The answers are teaching tips, background information, and bits of advice.

Often, these are based on questions raised by teachers during author workshops or by teachers using the earlier editions of *English Firsthand*. At times, the questions are specific to the book (getting students to go on to the *Challenge!*, the purpose of the *teacher's script* in the lesson plans, etc.). Most of the time, however, they raise issues common to many classes and teaching situations (giving instructions, dealing with errors, etc.). The answers we've written are based both on the mission of the book and, especially, on our own experience as classroom teachers.

The F.A.Q.'s are scattered throughout the book, each being introduced at a point where we thought it would be helpful.

However, you might want to look through the list now. There may be some you want to look up right away. The page number is indicated for each one.

General questions

Giving instructions

Q: How do I get the students to **understand the instructions**? (Pages T8, T60, and T94)

Q: Why do the **lesson plans tell the teacher what to say**? (Page T12)

Q: Should I explain the **whole activity** or just **one step at a time**? (Page T43)

Q: Is it OK to give activity **instructions in the students' first language**? It sure is faster. (Page T40)

Keeping students in English

Q: How can I **keep students practicing in English**? (Page T9, page T34 – **stand up**, page T50 – **chip trick**, page T80 – **contracts**, and page T88 – **monitor**)

Learning strategies and practicing on their own

Q: Will students use these **"It's up to you!"** ideas on their own? Really? (Page T10)

Q: What are students supposed to **do with the CD**? (Page T20)

Q: At first, students used the CD a lot. Now many **don't listen to the CD** on their own. (Page T43)

Mistakes and correction

Q: Some students **make a lot of errors** during pair work. What can I do? (Page T50)

Q: When students make **errors**, is it effective to repeat what they say correctly? (Page T78)

Q: Is it really OK to **let student see mistakes**? Won't students learn them? (Page T63)

Other classroom management issues

Q: How do I cope with **uninterested students**? (Page T32)

Q: I teach very large classes. How do I let students know when it is **time to stop**? (Page T8)

Q: What's the purpose of the **learning coach logo** that appears on some of the *Duet and Ensemble* pages? (Page T24)

Q: How do I get students in the habit of **going on to the Challenge and Finished? Your choice** tasks on their own, without me telling them every time? (Page T31)

Q: The *Teacher's Manual* and the student book have a lot of games. Should they be done as **competitive** or **cooperative** games? (Page T57)

Q: My students know "**classroom language**" routines like "Excuse me" and "What does that mean?" How do I get them to actually use them? (Page T49)

Q: Should I have students **translate** what they learn? (Page T86)

Q: Why are the **lesson plans divided** between the

basic plan and the options? (Page T36)

Questions about the sections of *English Firsthand*

Unit 0

Q: Why does this book start with **Unit Zero** instead of **Unit One**? (Page T8)

Listening

Q: My students find **listening very difficult**? (Page T28)

Q: Why have **two listening tasks** based on the same recording? (Page T28)

Q: Should I give the students a **copy of the script**? (Page T44)

Q: How can I help my students **notice their own progress** with listening? (Page T52)

Q: Sometimes the listening includes **grammar and vocabulary my students haven't learned yet**. How can they understand it? (Page T66)

Conversation

Q: Should I have the students **memorize the conversations**? (Page T30)

Q: The lesson plan usually tells students to **stand up**? Why? (Page T38)

Q: What's this **3-minute conversation task**? (Page T54)

Q: Do you only use the conversations for oral work or can you **introduce writing tasks**? (Page T92)

Pair work

Q: My students have **never done pair work**? How do I introduce it? (Page T16)

Q: How do I **divide the class** into pairs? (Page T16)

Q: Should pair work partners be at **equal levels** or can I put strong students with weak ones? (Page T55)

Q: When I have an odd number of students, **should I join a pair**? If so, how do I **monitor** the others? (Page T40)

Q: Should learners have the **same partner** each

class? (Page T70)

Q: Is the **Challenge!** just an extra task? (Page T24)

Learning check

Q: Can students do some activities on-line? (Page T17)

Q: Why is the review in the **middle of the unit**? (Page T25)

Q: I assign the Language Check as homework. **How can I correct it** in a large class? (Page T33)

Q: Do you **give the students a copy of the correct answers**? (Page T49)

Q: What's this **5-minute grammar search**? (Page T71)

Q: I want to know more about the **5-minute grammar search**. (Page T79)

Ensemble

Q: My students take **too much time when they draw**. Can I speed them up? (Page T18)

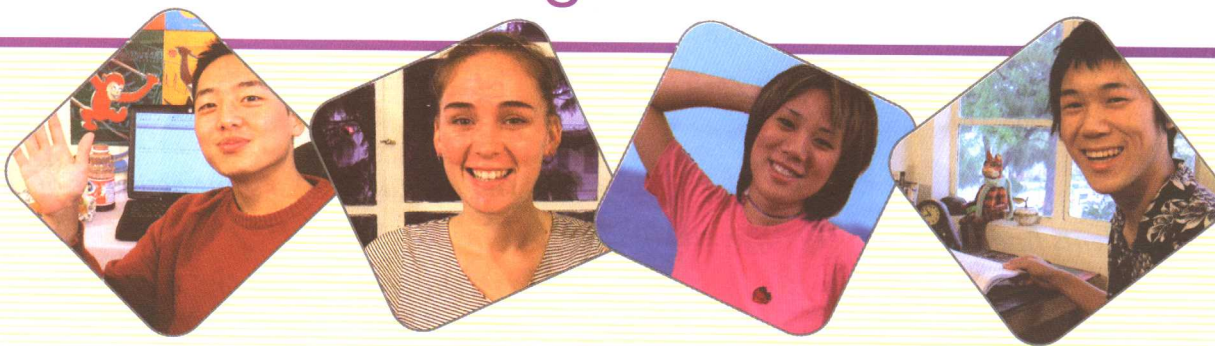
Q: How can I get students to **give longer answers**? (Page T58)

Solo

Q: My students have never had **key pals** before. How do they get started? (Page T19)

Q: Why does the Solo task have them try to **fill in the blanks before they listen**? (Page T27)

Q: Because it's on the last page of the unit, we often **don't have time for "It's up to you."** (Page T51)



Language Map

Can you _____ (speak two languages? / do 10 pushups?)

Yes, I can. / No, I can't.

Are you _____ (happy today? / shy?)

Yes, I am. / No, I'm not.

Do you _____ (like spicy food? / have a pet?)

Yes, I do. / No, I don't.

Find someone who...

Meet your classmates. Ask other students the questions.
When someone says, "yes," write the name on the line.

1. _____
is very happy today.



Are you...?

2. _____
has a pet.



Do you have ...?

3. _____
likes spicy food.



Do you ...?

4. _____
likes to cook.



Do you like ...?

5. _____
is shy.

Are you...?

6. _____
can do 20 pushups.

Can you ...?

7. _____
uses the Internet a lot.

Do you ...?

8. _____
speaks two languages.

Can you ...?

9. _____
is from a big family.

Are you from ...?

10. _____
can sing karaoke well.

Can you ...?

11. _____
is from a small town.



Are you...?

12. _____
is sleepy today.

Are you ...?

Are you ...

Can you ...

Do you ...

Were you ...

Have you ...

unit 0 Find someone who ...



In brief

This is an “icebreaker” activity. Students get to know each other by standing, circulating, and asking people questions. When they find someone who can answer a question yes, they write that person’s name. Then they change partners.

Lesson plan

Note: The teacher’s script is in *italics*.

❶ T: *Look at page 8. You are going to get to know the other students in this class.*

❷ Introduce the task. T: *Find someone who... You need to find one person who can say yes for each question.*


❸ T: *Meet your classmates. Ask other students the questions. When someone says “yes,” write the name on the line. Then ask an extra question. Use a name only one time.*

❹ Demonstrate the task. Go to any student and ask, T: *Are you very happy today?*

If the student says “no,” ask a different question. Continue until the person answers “yes.”

If the student says “yes,” ask the follow-up question indicated. Finally, ask T: *What’s your name?* Write the student’s name.

Then go to another student and ask another question.

❺  Have students do the task. As they do, circulate and help. You may want to participate by having students ask *you* questions.

❻ As students finish, have them continue to circulate and answer other people’s questions.

❼ When most people have finished, you may want to ask follow-up questions on some of the more interesting questions. For example, T: *Who likes spicy food? What kind? Who is from a big family? How big?*

General notes

Stress that it is usually rather unnatural to answer this type of *Yes/No* question without adding extra information, especially if the answer is yes. If someone asks “Do you have a pet?” the person answering would usually include information about the pet (type, name, etc.) if the answer is yes.



F.A.Q.’s (Frequently Asked Questions)

Q: *Why does this book start with Unit Zero instead of Unit One?*

A: Two reasons. Most of this unit focuses on learning strategies. At the beginning of a course, it’s very useful to have students think about why and how they are learning English. This is a very important idea

that will come back during each unit. We put it at the beginning of the course for extra emphasis. Also, we wanted to start off with *Find someone who*. It’s a great activity and a great way for learners to start to get to know each other. It’s also a symbol of how the students will learn English: *They interact with each other and share their ideas and experiences*. In short, they don’t just study about the language. They *use* English, firsthand.

Q: *How do I get the students to understand the instructions?*

A: Remember, these are activities. Demonstrating is almost always better than explaining. Tell the learners – generally – what they’re going to do. The *In brief* just above the lesson plan is good for that. Then demonstrate the task. Direct one pair through the first steps as the other students watch. Soon, everyone will understand what to do. (For another idea, see the F.A.Q. on page T60.)

Q: *I teach very large classes. How do I let students know when it is time to stop?*

A: Some teachers turn the classroom lights off and on. We know one teacher who carries around a hotel bell that he rings when it is time to stop. Our favorite way is to teach the students that we’ll raise both our hands when it’s time to stop. When they see that, they should raise their hands, too. In about 15 seconds, everyone knows it’s time to stop and we haven’t had to interrupt people. (We learned this technique from Mario Rinvolucrí.)



Expansion activity

To be copied for use anytime during this unit.

An Introduction to remember

Preparation: Make one copy of the Unit Zero Task Sheet (page TS0) for each student.

Procedure: Give one task sheet to each student. Point out that if, when they introduce themselves, they use information that is true about most people (I like movies, I like music, etc.), it is hard to remember because it isn’t unique. Have them think of something interesting about themselves and write it in the box. The suggestions in the idea box can help. Then they stand, circulate, and introduce themselves to several people. They write the information about each partner and try to remember the names.

Getting started Think about your learning.



In brief

Students identify reasons they are studying English.

Lesson plan Classroom CD1 track 1

Note: The teacher's script is in *italics*.

① T: *Look at page 9. You are going to think about reasons for studying English.*

(Try Option ♦, below.)

② Introduce the task. T: *Why are you taking this class? Check all of your reasons.*

③ ♀ Play the recording of the list of reasons or read it to the students. You may want to stop after each item and have students talk about it and add extra ideas and/or personal stories.

④ ♂♂ T: *If you have other reasons, write them. What is your most important reason? Circle it.*

Note: This symbol “♂♂” indicates steps you may want students to do in pairs. They talk about their reasons.

⑤ Follow up by reading the list and having students raise their hands to see which reasons are important. (Try Option ♣, below.)

Options and variations

♦ Before the students look at the ideas on the page, you may want them to work in pairs or small groups to brainstorm as many reasons to study English as they can. List the ideas on the board.

♣ You might want to follow up with a full class or small group discussion of why the students are learning. This may be as simple as reading the list and having students raise their hands for those that are true or as complex as having students talk about very specific goals.



Learner power

Built into *English Firsthand* is a “language planning, learner autonomy” syllabus. It aims to, in a realistic and practical way, help the students take responsibility for their learning.

This *Think about your learning* activity is an important first step to *learner power*. It helps students become aware of their goals and, perhaps, help them set goals. Even if they don't have clear, self-directed motivation (e.g., they are taking the class because it's required), they should be aware of what they need to do to succeed. (OK, the class is required. What do you need to do to get a good grade?)

F.A.Q.'s (Frequently Asked Questions)

Q: *How can I keep students practicing in English?*

A: **Keeping students in English, 5 techniques:**

Even before you ask how to keep them in English, you might want to ask, “When should they use English and when should they use their first language?” At times, you may want them to think through a task or topic in their first language. They think and talk about what they want to say. Then, you say, “**English please.**” They've already thought about the content in their first language so the English can be easier.

It's useful to give them a system to keep themselves in English. Try **Stand up**. Tell the students that, as they do the activity, there might be something they want to say that they don't know how to say in English. They can use their first language, but they have to stand up as they do. Whenever they are seated, they must be using English. Most students don't want to stand up so this gives them some pressure to stay in English. Use this technique with a spirit of fun and support. That way, the other learners will “enforce” it on each other by saying, “Hey, stand up! You're not using English.”

With some games and other exciting activities, students often “just forget” and do most of their speaking in their mother tongue. If it is an activity where they can get points – for example, they get one point for each sentence they say – try **the chip trick**. Use small objects – poker chips work well – for points. Each student starts with three points. As they go through the game, they get more points. If they hear anyone say anything that is not English, they can say, “Give me a chip.” The person who spoke the other language loses a point. The person who said, “Give me a chip.” gains one.

Monitor. Have one person in each group draw a line down the middle of a piece of paper. One side of the line is for English. The other is for their first language. The person with the paper makes a mark (H/L) each time anyone says anything. They make a mark for what was said in English and what was said in the other language. If you do this, don't collect the papers at the end. (That would be making the monitor your spy and it probably won't work the next time.). However, encourage groups to compare and compete to use the most English.

Help learners take responsibility for keeping themselves in English. Try **contracts**. Before they do the task, each person takes out a piece of paper. They write the percent they will use English and the percent they will use their first language. After the task, they write the percentages they think they used each language. Of course, the percentages won't be exact, but “contracts” can help learners challenge themselves to stay in English.