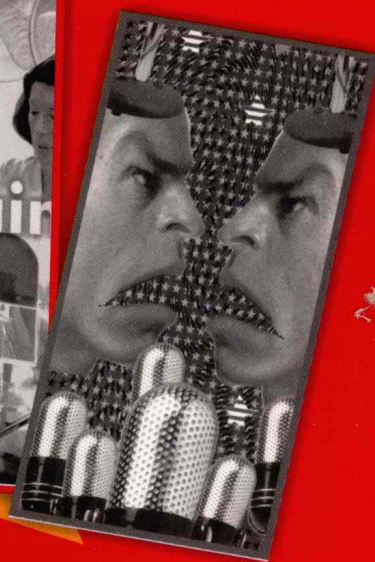
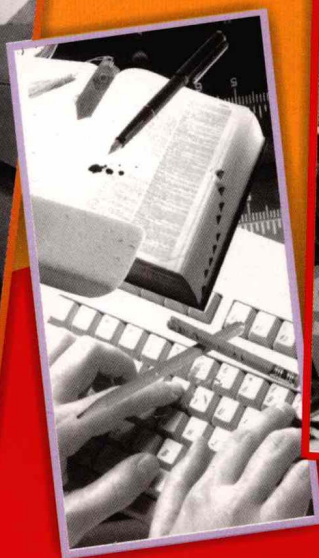
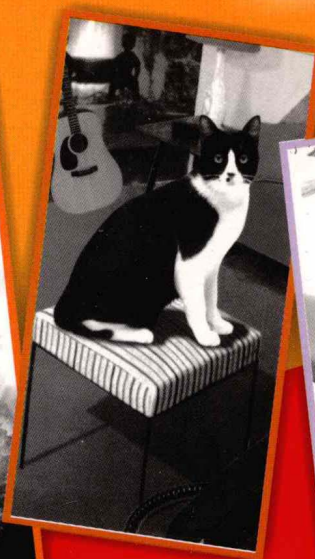
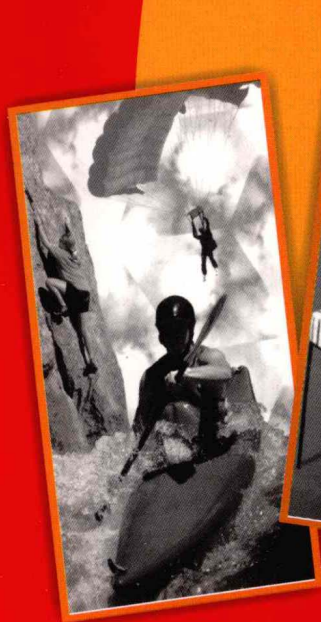


朗文

英语口语 1

Teacher's Book

# Intro *Impact*



# 朗文英语口语

(教师用书)

## INTRO IMPACT

# 1

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# Contents

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	Teacher's Manual	Student Book
	page	page
Welcome to <i>Impact</i> <b>Intro</b> .....	iv	—
Section Overviews .....	vi	—
Teaching Tips .....	ix	—
How This Teacher's Manual Works .....	xi	—
<b>Unit 1: My Family</b> .....	T9	9
<b>Unit 2: My Friend</b> .....	T15	15
<b>Unit 3: My Pastimes</b> .....	T21	21
<b>Unit 4: My Home</b> .....	T27	27
<b>Unit 5: Current Styles</b> .....	T33	33
<b>Unit 6: Modern Sounds</b> .....	T39	39
<b>Unit 7: World Foods</b> .....	T45	45
<b>Unit 8: New Products</b> .....	T51	51
<b>Unit 9: Famous People</b> .....	T57	57
<b>Unit 10: Future Hopes</b> .....	T63	63
<b>Unit 11: Perfect Partner</b> .....	T69	69
<b>Unit 12: Small World</b> .....	T75	75
<i>Impact</i> <b>Intro Review Tests</b> .....	T82	—
<b>Review Tests Unit 1–3</b> .....	T83	—
<b>Review Tests Unit 4–6</b> .....	T85	—
<b>Review Tests Unit 7–9</b> .....	T87	—
<b>Review Tests Unit 10–12</b> .....	T89	—

## **Welcome to *Impact Intro***

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*Impact Intro* is an introductory –level English coursebook designed to help students develop confidence and skill in using English for spoken communication.

*Impact Intro* is based on several general principles of language learning:

### **1. Language learning that is topic-based allows for personal expression.**

Each unit in *Impact Intro* is based on a topic, such as families, music, famous people, future hopes, travel. The topics were chosen based on surveys of students' interests and how they like to talk about these interests. Using *Impact Intro*, students should feel comfortable expressing their opinions.

### **2. Language learning that is task-based allows for transfer to communicative language use.**

Each section of each *Impact Intro* unit is structured on a task that has a clear outcome. These tasks are modeled on "real world" language use with a purpose, and not on language practice. By working through tasks in the classroom, students naturally focus on using English to communicate and not just to practice correct grammar, vocabulary and pronunciation.

### **3. Learners need guidance in speaking to develop accuracy and fluency.**

*Impact Intro* takes into account the fact that learners who use this book are beginners and require guidance in speaking. This guidance includes time to plan what to say, simple models to structure what to say, and feedback opportunities to assess how effectively the students expressed themselves.

### **4. Communication in the classroom can be achieved through the use of pair work.**

*Impact Intro* utilizes pair work in every section in order to maximize oral communication in the classroom. This consistent use of pair work allows all students to remain active and involved in every class. Students learn to be communicative in English by communicating during English class.

### **5. Vocabulary learning is the key to gaining ability in speaking and listening.**

*Impact Intro* emphasizes vocabulary rather than grammar because vocabulary is the foundation for communication. In each unit, students focus on 10–20 key words and expressions that will help them understand conversations and talk about different topics.

### **6. Communication is easily learned through language functions.**

Language functions rather than grammatical structures are the basis of the communication practice in *Impact Intro*. By learning one key language function in each unit, students build up a basic repertoire of communicative actions (not just "things to say") during the course.

---

## **7. Communication models need to be based on authentic language.**

*Impact Intro* uses authentic language models based on the way young people today speak. Authentic, colloquial language input provides students with natural, realistic ways of communicating in English.

## **8. Personal expression is the goal of communication.**

*Impact Intro* provides opportunities in each unit for students to express their own thoughts, ideas and experiences. This shift of focus from correctness to self-expression is an important one for students, most of whom have learned English only as an academic subject and not as a vehicle for sharing their ideas.

## **9. Learners need cultural sensitivity in order to learn a new language.**

Culture underlies every language. In order to learn English, students need a cultural model of how English is used. *Impact Intro* provides situations that have cultural ideas and values for the students to consider. Rather than learning bland language in acultural situations, students who use *Impact Intro* will listen to and think about communication with rich cultural content.

## **10. Learners need to develop critical thinking in order to personalize their use of the new language.**

Many language learners think of learning English (or another foreign language) as "parroting" words, structures and expressions. As a result, they never feel as if English is their own language. Critical thinking, as part of language learning, helps students to personalize their language, even at the beginning stages.

*Impact Intro* incorporates these 10 principles into the activities of each unit in order to make classroom learning active, fun and effective. The course content is based on the lives of four young people — Monica, Brad, Charlie and Emi — and their circle of friends. The development of these characters is used as a springboard for the activities.

The following sections of this Teacher's Manual explain how to utilize *Impact Intro* for maximum effect.



## Section Overviews


The *Impact Intro* coursebook consists of 12 units.  
Each unit includes the following:

### • A Warm Up page •

The purpose of this page is to activate all of the students and to preview the theme of the unit.

The Warm Up activities are visually based so that the students can start with visual input, receive some basic language input, and move to simple personal expression.

### MY FAMILY



#### Warm Up

Describe the three families.


Stephanie lives with \_\_\_\_\_

Rachel lives with \_\_\_\_\_

Adam lives with \_\_\_\_\_

mom                      husband  
dad                      son  
younger brother      wife  
older brother          daughter  
younger sister  
older sister

Who's in your family?  
I live with \_\_\_\_\_

Tell a partner. 

### • A Vocabulary page •

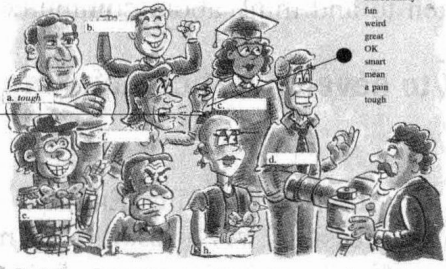
The purpose of this page is to introduce new words that the students will need for communication.

The Vocabulary page presents common words that are used in everyday conversation, and not typical "textbook" words. Students practice matching words to pictures and working with word meanings.

### Vocabulary

Describing the people in your family

Matching  
Match the words and the pictures.




Word Box  
Personality  
fun  
weird  
great  
OK  
smart  
mean  
a pain  
tough

Practice  
Which word means the same thing? Draw lines.

clever   unusual   interesting   fantastic   strong   all right   annoying   short

mean   OK   smart   great   tough   fun   a pain   weird

Talk about yourself   
What are the people in your family like?

My dad   sister   brother   grandma

### • A Conversation page •

The purpose of this page is to present short functional conversations that the students can use to talk about themselves.

The Conversation models are all colloquial so that students can gain a feeling for natural speech. Students work with a model dialog, hear variations, and use their own ideas and information to practice.

### Conversation

Asking about someone's family

Get ready  
Read the conversation.

Listen 

Complete the conversations.

1. A: Do you have any brothers and sisters?  
B: Yes, I have a \_\_\_\_\_.  
A: What's \_\_\_\_\_ like?  
B: \_\_\_\_\_

2. A: Do you have any brothers and sisters?  
B: Yes, I have a \_\_\_\_\_.  
A: What's \_\_\_\_\_ like?  
B: \_\_\_\_\_

3. A: Do you have any brothers and sisters?  
B: Yes, I have an \_\_\_\_\_.  
A: What's \_\_\_\_\_ like?  
B: \_\_\_\_\_

4. A: Do you have any brothers and sisters?  
B: Yes, I have an \_\_\_\_\_.  
A: What's \_\_\_\_\_ like?  
B: \_\_\_\_\_

Talk about yourself   
Now talk with a partner. Ask about your partner's family.

Do you have ...      Yes, I have ...      What's ...



## Listening "Your dad's so strict!"

Get ready  
Guess. What are they talking about?



Who's talking?

Listen to the tape or CD one time. Write their names.

What do they say?

Can you fill in the sentences? Then listen again and check.

- I'll g her.
- Are you OK for t night?
- He says I'm too y to go to a disco.
- He says I'm crazy even to g him.
- Your dad's so s.

Who's the problem?

Where is Monica going?

Is Emi going with her?

Why or why not?

12

## Communicate "My parents won't let me ..."

Ask your partner

What can Emi and Monica do?

Complete the table.

Activity	Emi	Monica
GO TO A DISCO	never	anytime
STAY OVERNIGHT AT A FRIEND'S HOUSE	?	?
STAR WARS	sometimes	?
GO TO A MOVIE AT NIGHT	?	yes
PIERCE HER EARS	never	?
RIDE A MOTORCYCLE	?	anytime
GO BOWLING WITH FRIENDS	?	?

Find Out  
Are Emi's parents strict?  
☐ Yes, very strict  
☐ a little strict  
☐ no, not very strict  
Are Monica's parents strict?  
☐ Yes, very strict  
☐ a little strict  
☐ no, not very strict

Talking about yourself

PLAN. What are some things you can't do?

My parents won't let me

question. Write your partner

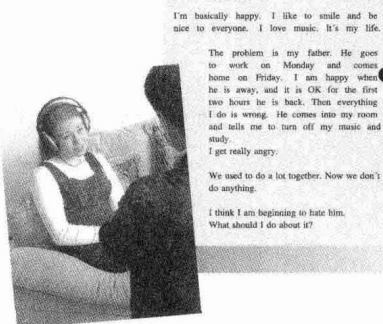
Find Out  
Are your partner's parents strict?  
☐ Yes ☐ no ☐ a little

13

## What Do You Think? Kristi's problem

Reading and respond

What is Kristi's problem? Underline the sentences that tell you.



I'm basically happy. I like to smile and be nice to everyone. I love music. It's my life.

The problem is my father. He goes to work on Monday and comes home on Friday. I am happy when he is away, and it is OK for the first two hours he is back. Then everything I do is wrong. He comes into my room and tells me to turn off my music and study.

I get really angry.

We used to do a lot together. Now we don't do anything.

I think I am beginning to hate him. What should I do about it?

Talk about it

- I think Kristi should
- I think Kristi's father should

BONUS: Tell a partner.

My father (or mother) sometimes makes me angry when

14

## A Listening page

The purpose of this page is to present colloquial language models for listening practice and for critical thinking.

The Listening section helps students focus on meaning by helping them understand the underlying ideas and motivations of the characters (the "sub-text"). The variety of activities helps make listening interesting for the students.

## A Communicate page (A and B pages)

The purpose of this page is to allow students to exchange information with a partner through both information gap activities and opinion gap activities.

The focus of the Communicate page is the opinion gap task, during which the students communicate their own ideas and listen to their partners. Students learn to make the transition from information exchange to opinion exchange.

## A What Do You Think? page

The purposes of this page are to introduce cultural issues and to provide an opportunity for critical thinking and discussion.

The students read about a problem or issue and give their own

responses. The exercises in the book guide them to make the transition from discussion in their native language to discussion in English.

## Timing

Each unit is designed for two 50-minute class periods or one 90-minute period.

### 50-minute class

#### Class 1

Warm Up-10 min.

Vocabulary-20 min.

Conversation-20 min.

#### Class 2

Listening-15 min.

Communicate-25 min.

What Do You Think?-10 min.

### 90-minute class

WarmUp-10min.

Vocabulary-10 min.

Conversation-20 min.

Listening-15 min.

Communicate-25 min.

What Do You Think?-10 min.



## • Review Tests

Four review tests are provided in the Appendix to this Teacher's Manual. These tests provide one way to assess your students' performance. A student's overall grade for the course should be based not only on test scores but also on in-class work, homework, and overall effort.

Each *Impact Intro* test reviews the main communication content, vocabulary and functions from three units student book units. There are three parts to each review test:

### Personal Questions

Ten questions are read aloud by the teacher. The students listen and write an appropriate response for each one.

### Dictation

The teacher reads a short monolog based on one of the four characters in *Impact Intro*. The students listen and fill in the missing words on the test.

### Dialogs

The students read three partial dialogs and complete the sentences.

For each test, the Teacher's Page provides test questions, dictations and dialogs, as well as sample answers. The Student's Page may be photocopied and distributed to each of the students. To help your class study for the review tests, have them review the Warm Up, Vocabulary, Conversation and Communicate pages for each of the three units covered by the test.

Teacher's page  
UNIT 1 - 2

### Impact Intro Test

▼ Personal Questions  
Listen to the questions. Please give a short answer to each question.

1. Who is in your family?
2. What are your mother and father like?
3. Are your parents very strict, a little strict, or not very strict?
4. How can't you go to a disco. What is one thing your parents won't let you do?
5. What's your nickname?
6. Who is your best friend?
7. Why do you like your best friend?
8. How do you spend your time on weekends?
9. What do you like to do on weekends?
10. Brad is a couch potato on weekends. What kind of person are you?

Sample Answers  
(Note: These answers are written in full sentences. Short answers are also acceptable.)

1. I live with my mother, father and two sisters.
2. My mother is outgoing. My father is great.
3. They're a little strict.
4. My parents won't let me smoke.
5. My friends call me Hiro.
6. My best friend is John.
7. I like him because he's wild.
8. I work and study.
9. I like to watch TV and go to parties.
10. I'm an outdoor type.

▼ Dictation  
Read the sentences. Think about the missing words. Then listen. Write the words you hear.

My name is Brad. I live with my mother and father and sister. They're OK. My mother is kind and outgoing, but my father is mean sometimes. My sister is really smart.  
I have a nickname. My friends call me "M" because I love to watch MTV.  
On weekdays, I go to college. My teachers are OK. I have a lot of friends. Charlie is my best friend. He's great. On weekends, we do a lot of things together. Sometimes we go hiking or go to a party. Charlie comes to my house a lot. We listen to CDs and watch TV.

▼ Dialogs  
Read the dialogs. Fill in the missing words.

1. A: \_\_\_\_\_ any brothers and sisters?  
B: Yes, I have an older brother.  
A: What's \_\_\_\_\_?  
B: He's smart.
2. A: Hi. I'm Michael Smith. You can call me Mike.  
B: Hi. \_\_\_\_\_  
A: Would you \_\_\_\_\_?  
B: I'd \_\_\_\_\_

T 83

Student's page  
UNIT 1 - 2

### Impact Intro Test

▼ Personal Questions  
Listen to the questions. Please give a short answer to each question.

1. \_\_\_\_\_
2. My father is \_\_\_\_\_  
My mother is \_\_\_\_\_
3. \_\_\_\_\_
4. My parents \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

▼ Dictation  
Read the sentences. Think about the missing words. Then listen. Write the words you hear.

My \_\_\_\_\_ is Brad. I live with my \_\_\_\_\_ and \_\_\_\_\_  
kind and \_\_\_\_\_ They're OK. My mother is \_\_\_\_\_  
sometimes. My sister is really \_\_\_\_\_  
I have a \_\_\_\_\_ My friends \_\_\_\_\_ me  
"M" \_\_\_\_\_ I have to watch MTV  
On weekdays, I go to college. My teachers are OK. I have a lot of \_\_\_\_\_  
Charlie is my \_\_\_\_\_  
He's \_\_\_\_\_ On \_\_\_\_\_ we do a lot of things  
together. Sometimes we \_\_\_\_\_  
hike. We \_\_\_\_\_ or \_\_\_\_\_ Charlie comes to my house a \_\_\_\_\_

▼ Dialogs  
Read the dialogs. Fill in the missing words.

1. A: \_\_\_\_\_ any brothers and sisters?  
B: Yes, I have an older brother.  
A: What's \_\_\_\_\_?  
B: He's smart.
2. A: Hi. I'm Michael Smith. You can call me Mike.  
B: Hi. \_\_\_\_\_  
3. A: Would you \_\_\_\_\_ to a movie with me tonight?  
B: I'd \_\_\_\_\_, but \_\_\_\_\_

T 84

## Teaching Tips

Throughout this Teacher's Manual, you'll find numerous Teaching Tips. These are bits of advice on how to make your class more communicative or how to manage your class more effectively. They raise common problems and concerns that most teachers have about using communicative language teaching methods, and provide some insight and advice on how to deal with problems.

Here are six teaching tips that address the general problems that all teachers have in communicative language classes.

### 1. How much English should I use in the classroom?

The more chances the students have to hear and use English, the more proficient they will become. To give your students these extra chances to listen, understand, and think about how the language works, use English whenever possible. For example, use only English to introduce activities, to give personal examples, to answer students' questions, and to check students' answers at the end of an activity.

Even if your students have not had much experience with spoken English, there are many things you can do to help them understand.

- Repeat your sentences one or two times to help students catch the main meaning
- Pause between phrases and sentences to give the students time to think and comprehend
- Rephrase your sentences to give the students a second chance to understand
- Use yes/no and tag questions to make it easy for the students to respond
- Use simple vocabulary to avoid misunderstandings
- Speak naturally to allow the students to get used to everyday English (not "classroom English").

Of course there will be times when you may want to use the students' native language during the lessons. Try to limit the use of the native language to specific purposes, such as discussing the "What do you think?" questions, or explaining grammar, or announcing homework. It's best if you do not mix the L1 and the L2 randomly or when you think the students don't understand, as this tends to encourage students to expect to hear the L1 whenever they have difficulty understanding.

### 2. How do I set up the pair work activities?

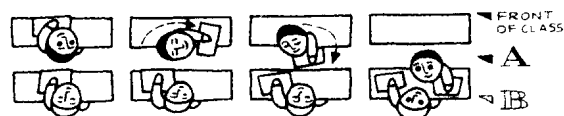
To maximize chances for the students to speak English in class, *Impact Intro* has provided many activities that can be done in pairs. You can increase student interest and motivation by frequently matching students with new partners. Here

are some techniques:

- Roll sheet match up: Call two students' names at random from the roll sheet; call the first name and the last name on the list, then the second name and the second –to –last name, etc.; call two students whose names begin with the same letter.
- Partner search: The students stand up and try to find a partner with a particular characteristic — for example, someone whose birthday is in the same month as theirs, someone who likes the same kind of music, someone who is wearing the same color clothing, someone they haven't worked with before.
- Students' choice: The students select their own partner. If you use this technique, be sure no one is left out.

Once the students have found a partner, they should quickly sit down together and begin the activity. In classes with an uneven number of students, one "pair" can consist of three students.

It's essential that students understand the purpose of the pair work activities: to practice listening to and speaking English. If the students simply look at each others' books rather than doing an activity, they are losing a chance to improve their communication abilities. To help them overcome the temptation to look, have the partners sit in front and in back of each other instead of side by side. This means their partner's book will be upside down. Students don't need to move their desks. They just turn their chairs around.



### 3. How do I help the students understand what to do?

All of the activities in *Impact Intro* are tasks with a clear goal and outcome. As such, it is almost better to demonstrate the activities than to explain them. When an activity is demonstrated, the students quickly see what to do. As they watch, they rapidly confirm or modify their understanding of the task and procedure. In order to demonstrate, you can:

- Direct two students through the first few steps of the activity while the others watch, OR
- Demonstrate with one or more students, using yourself as the model while the class watches.

#### 4. How do I deal with student mistakes?

Students who simply parrot someone else's words rarely make mistakes. It is when they are trying new things that mistakes occur. As teachers, we know that mistakes are a useful and necessary step as language ability grows and therefore do not require constant correction. Still, students often appreciate feedback so they know whether they have said something correctly.

Corrections are more effective when students, rather than the teacher, come up with the correct form. The following are other ways you can help students self-correct:

- As learners do activities, circulate. Notice the types of mistakes many students are making. After or during a break in the activity, write four or five sentences on the board. Some of the sentences should include the mistakes you heard. As a kind of quiz, have students work in pairs or as a whole class to find the mistakes and correct them.
- You might want correction to be done immediately, especially if the mistakes interfere with communication. But instead of simply giving the correct form, point to the place in the book that contains the correct form. Let the learners correct themselves.

#### 5. How do I keep the students in English?

All students want to practice their English, but when they get stuck during an activity, they are often tempted to switch to their native language. The most common (and usually the least effective) teacher response is nagging: Speak English! English only now! There are many roles for the students' native language, especially when the students are trying to understand new or difficult ideas. But, of course, English practice has to go on in English, and students need to be encouraged to challenge themselves to use English during class.

The following techniques can help students take responsibility for keeping themselves in English.

- Ask for help. At times, students may want to say something in English but not know how. Make sure they know and use phrases like, "How do you say \_\_\_\_\_ in English?"
- Stand up. If you think an activity will involve the students using their native language, tell them they can use their first language if (and only if) they stand up. While they are seated, they can use only English. Since most students don't want to be noticed standing up, this provides a little "positive pressure" to stay in English as much as possible.

- How many times? Have each student take out a piece of paper. Each time they say something in English, they make a mark. This can be done either individually or in pairs. At the end of class, it is not necessary to collect the papers. If you do, the technique probably won't work again as it becomes a test rather than a challenge. However, do encourage students to compare their results with others. This encourages competition to use English as much as possible.

#### 6. What's the best way to use the tape/CD?

The audio tape/CD is an important resource for an oral communication course. It allows the students to hear English spoken at natural speed by a variety of speakers in a variety of situations. You may wish to use the tape/CD as follows:

- Conversation page: Play the tape/CD once while the students listen to the whole conversation. Then play the tape/CD again, pausing while they fill in the blanks. You may want to play each conversation a third time while the students check their answers.
- Listening page: Play the tape/CD at least twice, once for the What's the topic? section and once for the What do they say? section. The students can usually complete the What's the problem? section without listening to the tape/CD a third time. You may, however, want to play the tape/CD a third time after the students have tried to answer the What's the problem? questions.
- What Do You Think? page: Play the tape/CD once only as the students follow along in their books.

Each section is recorded on tape/CD only once, so to replay a section, you need to REWIND the tape/CD. Be sure to use a tape/CD counter to find the starting point.

Whenever the students listen to a tape/CD, it is important for them to understand that they don't need to catch every word. Trying to understand everything can actually make students less effective listeners, since this represents only one type of listening and may hinder their ability to do the task. If the students can complete the tasks, they have been successful.

This Manual contains complete tape scripts of the recorded material on the Listening and Conversation pages. The tape scripts do not appear in the student book because using a tapescript during a lesson often encourages the students to think they need to understand every word.

# How This Teacher's Manual Works

We hope you find this Teacher's Manual helpful in making *Impact Intro* a success in your classroom. Each page in the main part of the Manual corresponds to one page in the Student Book. You can skim each Manual page completely before you teach each unit, or refer to it during class as needed. Use only those sections that help you in your teaching.

This manual includes the following features:

## Unit Summary

This gives an overview of the topic, grammar, functions, vocabulary strategies in the unit.

## Section Goal

This explains the focus of each activity.

## Lesson Plan

This gives step-by-step procedures for each section. *Italic type* provides brief instructions to say to students.

## Optional steps, activities and variations

These are additional procedures, activities or techniques to expand and enrich each section and provide variety and motivation.

## Notes

(Vocabulary Notes, Usage Notes or Cultural Notes)

These give extra information about language or culture that can be shared with students.



## Pair Practice

These are steps that can be done by students working in pairs.

Use only the sections of any unit that support you in your teaching. Good luck, have fun... and make an *Impact!*

## Impact Expansion

This is an extra activity for expanding the unit.

## Teaching Tips

These are ideas to make class activities smoother, more effective... and more fun!

## Authors' Note

This provides the authors' viewpoint on the purpose of an exercise or task or some personal background information.

## Teacher Reflection

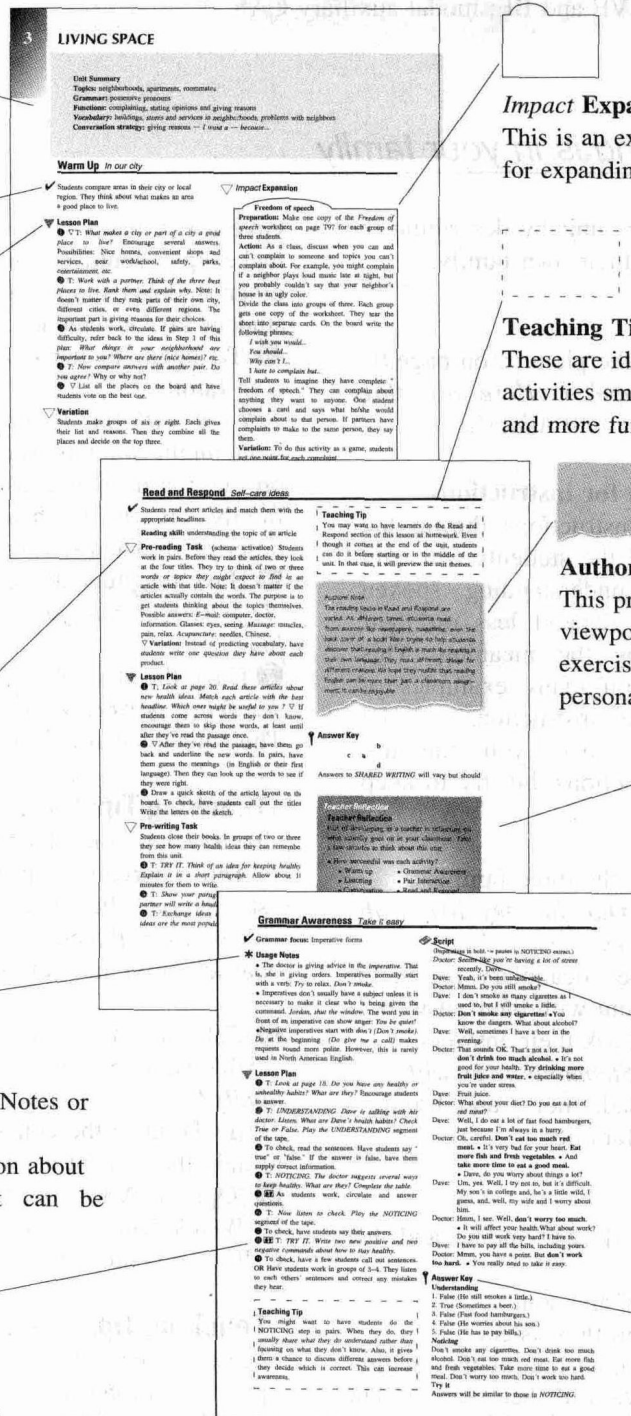
This section poses questions to help you evaluate your teaching.

## Script

This is the exact transcript of what appears on the tape. Key items are marked in boldface type.

## Answer Key

This provides the answers for the Student Book exercises.



# MY FAMILY

## Unit Summary

**Topics:** family members and personality

**Vocabulary:** adjectives and nouns of personality

**Function:** describing people

**Grammar:** main verbs HAVE and BE; modal auxiliary CAN

## Warm Up *Saying who is in your family*

- ✓ The students warm up for this unit by describing the three families on page 9 and their own family.

### ▼ Lesson Plan

- ① Have the students look at the pictures on page 9.

*T: Open your books to page 9. Here are three families: Stephanie's, Rachel's and Adam's.*

#### Teaching Tip: Use English for instructions.

Try to keep all of your instructions during the class in English. Over time, the students will gain confidence and skill in understanding spoken English and will begin to depend less on their native language for getting the meaning. This Teacher's Manual offers you many examples of short, easy ways to give instructions to the students in English. Of course, you can use alternate ways to give instructions, but try to keep them short and clear.

- ② Have the students describe the three families.

*T: Look at each person. Who do they live with? Write your answers on the lines.*

The students can refer to the vocabulary list in the middle of the page to help them with their answers.

- ③ Call on three students and ask their answers.

*T: \_\_\_\_\_ (student's name), Stephanie lives with. . . who? (Student: With her dad, mom, and brother.) Continue with the other two families.*

#### Answer Key

Stephanie lives with her dad, her mom, and her younger brother.

Rachel lives with her husband and son.

Adam lives with his father and two sisters.

- ① [Option] Say a sentence about one of the pictures (for example, "Stephanie lives with her sister"). The students must say whether it is true or false.

*T: Let's have a game. I say a sentence. You say "true" or "false" quickly. Are you ready? Here we go. Stephanie lives with her sister.*

(The students shout: False.)

Give a few more sentences. Then have three students make up a sentence about each picture in turn. The other students shout true or false immediately after a student says a sentence.

- ⑤ To begin to personalize the topic, describe your own family.

*T: I live with (my husband and two sons.)*

You might want to sketch a picture of your family on the board or, if possible, project a picture of your family on an overhead projector (OHP) as you describe it. Then write your sentence on the board.

- ⑥ Have the students describe their own family.

*T: Who's in your family? Write your sentence on the line.*

- ⑦ Have the students tell a partner.

*T: Tell a partner who is in your family.*

The students can talk to the person next to them.

#### Teaching Tip: Use a "tell your partner" step.

To develop your students' speaking ability, add a "Tell a partner" step often during each class. This step lets all the students practice and activate their ideas (even if you can't hear everyone) and builds participation and confidence.

- ⑧ Call on some volunteers to tell the class.

*T: Would someone like to tell who is in your family? \_\_\_\_\_ (name), would you like to tell the class? Point to the conversation frame on the board to help the student answer: "I live with \_\_\_\_\_."*

- ⑨ [Option] Ask about family size.

*T: Which family is bigger, yours or your partner's? Call on several students to answer.*

#### Teaching Tip: Give each activity a purpose.

Most students are used to exercises that aim to practice correct language forms. In communicative teaching, it is important to set up simple "tasks" — activities that have a purpose. In this optional step, the "purpose" is simple: to find out whose family is bigger. Having a purpose helps the students focus on meaning and not just on language practice.

## Vocabulary Describing the people in your family

✓ The students learn new words to describe personality.

### \* Vocabulary Notes

These personality words are common, colloquial expressions used to describe people. The qualifiers *kind of*, *sort of* or *a little* are often used with informal expressions (except for *great* and *OK*, which cannot take these qualifiers). The emphaser *really* is also commonly used.

**Weird** describes someone who is unusual or different. It is not considered a compliment.

**OK** here describes a neutral feeling about someone.

**A pain** describes someone who is annoying or difficult to get along with.

**Tough** indicates a person who is severe and perhaps a bit stubborn.

### Lesson Plan

#### Matching

① Warm up. Have the students look at the picture.  
*T: Look at the picture on page 10. There are eight people, and they have different personalities. Here are some words about personality: fun, weird, great, OK, smart, mean, a pain, and tough.*

② Help the students think about the meaning of the new words.

*T: Let's look at "a." What's he like? Is he "fun"? Is he "tough"? Show the students they are to write the word tough in the box. (This item is already written in the book as an example.)*

③ Have the students continue matching the words and the pictures.

*T: Which person is fun? Which person is smart? Match the words and the pictures. Write the words in the boxes. You can work alone or with a partner.*

#### Teaching Tip: Help the students learn to ask about new words.

Many students will want to translate the words they don't know. Instead of translating, try teaching some "negotiation" questions such as:

- What's (weird)?
- What's the meaning of (weird)?

Explain with a simpler English word, or use words and gestures to help them understand. It's all right if the students don't have a precise meaning. Just a general sense of a new word is enough the first time.

④ To check, have the students call out the answers or compare their answers with a partner.

#### Answer Key

a. tough b. great c. smart d. OK  
e. fun f. a pain g. mean h. weird

### Practice

① Have the students look at the two rows of words.  
*T: Here are some words you probably know. Read the words aloud slowly.*

② Have the students try to match the words with similar meanings.

*T: Can you match each word in the top list with a word below?*

Point to the line that connects *clever* and *smart*. Give the students time to continue matching. The students can work alone or with a partner.

③ To check, call out each word in the upper row and have one student (or the whole class) call out the answer. You may want to write their answers on the board so the students can check their work.

#### Answer Key

clever – smart; unusual – weird; interesting – fun; fantastic – great; strong – tough; all right – OK; annoying – a pain; strict – mean

### Talk about yourself

① Have the students look at the third activity. Read the instructions aloud. Then describe one or two people in your own family. Write your sentences on the board.

*T: My dad is great. My brother is a little weird.*

② Have the students describe the people in their families.

*T: What are the people in your family like? Choose one person in your family and write a sentence.*

Give the students time to think about one person. If they are able, have them write about other people in their families.

#### Teaching Tip: Introduce new vocabulary as needed.

Encourage the students to use the best word to describe their family members. Elicit the words they already know and help them select the most appropriate word. Introduce new words if they don't find the word on this page. New words that are introduced in the specific context of a task are usually easier to learn.

#### Vocabulary Expansion

Here are some other words for personality that the students might use: sweet, nice, generous, energetic, cheerful, creative, relaxed, short-tempered, difficult, quiet, talkative.

③ Have the students work in pairs.

*T: What are the people in your family like? Tell your partner. Go around the class and help those who are having trouble.*

④ Check the activity by having several students say sentences about people in their family.



## Conversation Asking about someone's family

- ✓ The students talk to a partner about the people in their family.

### Lesson Plan

#### Get ready

① Have the students close their books. Write the four sentences on the board in a jumbled order like this:

- A. What's he like?
- B. Yes, I have an older brother.
- C. He's smart.
- D. Do you have any brothers and sisters?

② Have the students put the sentences in order to make a conversation.

*T: This conversation isn't right. Which line is first? Which line is second? Can you put the lines in order to make a real conversation?*

The students can simply write the letters (D, B, A, C) on a piece of paper, or write the whole conversation.

③ Have the students open their books to check.

*T: Open your books to page 11. Let's check your conversation.*

#### Listen

① Have the students complete the four similar conversations.

*T: Now let's listen to four more conversations. Listen and write the words you hear.*

Play the tape/CD.

#### Teaching Tip: Replay the tape/CD as needed.

Play the tape/CD of each conversation at least two times, pausing after each line that has a blank in it so the students have time to write.

It's best not to pause the tape/CD during a speaker's line. In this way, the students become accustomed to hearing the natural rhythm of speech. Gradually, have the students listen to the whole four-line conversation without pauses and then try to fill in the blanks. This will help build up their listening ability.

② To check the answers, have volunteers write their full conversations on the board.

#### Answer Key

- 1. Yes, I have a younger sister.  
What's she like?  
She's OK.
- 2. Yes, I have a younger brother.  
What's he like?  
He's a pain.

3. Yes, I have an older brother.

What's he like?

He's great.

4. Yes, I have an older sister.

What's she like?

She's weird.

#### Talk about yourself

① Tell the students to think of a word to describe their sister or brother and write it at the bottom of the page. Note: If any student is an only child, he or she can describe a cousin or imagine a sister or brother.

#### Teaching Tip: Use a planning step.

It is important to include a "planning step" before the students are asked to speak. Nearly all beginning level students are unable to speak spontaneously. They need a planning stage that allows them to think about — and make brief notes about — what they want to say.

② Ask a pair of students to model the conversation for the whole class. Point to the drawings of the two characters to help the students, if necessary.

*T: \_\_\_\_\_ (student's name), ask the questions. \_\_\_\_\_ (student's name), tell about your brother or sister.*

③ Arrange the students into pairs. Have them talk about their own families.

*T: Now talk with your partner. Ask about your partner's family.*

Move around the class and help any students who have trouble getting started.

④ To check, have a few pairs perform their conversation without using the book.

## Listening "Your dad's so strict!"

- ✓ The students listen to two people talking on the phone about going to a disco.

### Lesson Plan

#### Get ready

- ① Pre-listening. Have the students look at the picture and guess what they are talking about.

*T: Look at the picture on page 12. They're talking on the phone. What are they talking about? Can you guess?*

Allow the students to give their ideas.

#### Teaching Tip: Include a pre-listening step.

Listening to taped conversations often makes students nervous. One way to reduce this nervousness is to build up "expectation." If you spend time with the students on predicting before listening, they will build their expectations and become more relaxed as they listen.

In *Impact Intro*, the pre-listening question (s) asks the students to think about the content and key points of the conversation before they listen. The teacher elicits ideas from the students but doesn't tell the "correct" answer. The students will find this out by listening. Before playing the tape, you can simply say, "OK, let's find out."

You don't need to go back to the pre-listening question after you play the tape/CD. Simply proceed with the next activities.

#### Who's talking?

Read the instructions. Point to the spaces in the student's book where the students can write.

*T: Who's talking? Can you write their names?*

Play the tape/CD one time. Then give the students time to write the answers.

To check, have the students compare their answers with a partner first, then check with the whole class.

**Answer Key:** Monica, Emi, Emi's father (Mr. Ito)

#### What do they say?

- ① Rewind the tape/CD. Have the students fill in the sentences. The first letter of each missing word is given.

*T: Here are some sentences from the conversation.*

*Before we listen again, try to fill in the missing words.*

Give the students time to write their guesses. They can work alone or with a partner. They are not expected to know all the words. Again, this step will help them build expectations about what they will hear.

- ② To check, play the tape/CD one or two times.

Note: The sentences are presented in the order they are spoken in the conversation, but other sentences occur between them. See the script for the complete dialog.

- ③ Call on five different students and have each one read an entire sentence.

*T: \_\_\_\_\_ (name), what's number 1?*

You may want to write the missing word on the board. Continue with 2-5.

**Answer Key:** 1. get 2. tomorrow 3. young  
4. ask 5. strict

#### What's the problem?

- ① Read the three questions out loud. Give the students time to think about the problem and write their answers. They do not need to write complete sentences.

② To check, ask the questions again. Raise your hand to show that the students should raise their hands if they know the answer. Call on one student to give the first answer. Continue with the rest.

③ [Option] Look at the What do you think? box. This provides a "critical thinking" or "application" question based on the overall meaning of the passage. Ask for the students' opinions.

*T: Monica says, "Your dad's so strict." What do you think about Emi's father? Do you think he is strict?*

Allow the students a few moments to think about their answer and compare with a partner. Then ask for volunteers to say their answer for the class.

**Answer Key:** • Monica is going to a disco. • No, Emi isn't going with her. • Her dad says she's too young.

**What do you think?** Possible answers:

- Yes, he's strict. He should allow his daughter to go to a disco. She's old enough.
- No, he's not strict. Fathers shouldn't allow their daughters to go to discos.



#### Script

Mr. Ito: Hello?

Monica: Oh, hello, Mr. Ito.

Mr. Ito: Ah, Monica.

Monica: Is Emi there?

Mr. Ito: Yes, I think so. I'll get her.

Monica: Thank you, Mr. Ito.

Mr. Ito: Emi. It's Monica.

Emi: Hi, Monica.

Monica: Hi. Well, are you OK for tomorrow night?

Emi: No. Dad won't let me go.

Monica: Why not?

Emi: He says I'm too young to go to a disco.

Monica: Too young!?

Emi: Yeah. He says I'm crazy even to ask him.

Monica: Your dad's so strict.

Emi: Yeah.

#### Notes:

- Mr. Ito sounds a bit irritated at hearing Monica's voice. He knows that Monica sometimes invites Emi to do things he doesn't approve of.
- Emi sighs when she answers Monica, indicating that she knows that she can't change her father's mind. She seems to accept this.

## Communicate "My parents won't let me..."

- ✓ The students exchange information about the activities Emi and Monica can do and find out how strict their parents are. Then they talk about activities their own parents won't let them do.

### Lesson Plan

#### Ask your partner

① Introduce the activity. First, write "go to a disco," "Emi" and "Monica" on the board.

*T: Let's find out more about Emi and Monica. What can they do?*

② Demonstrate the activity with one of the best students in the class.

*T: \_\_\_\_\_ (name), you are A. Please look at page 13. I'm B. I'll look at page 81. Ready? Can Emi go to a disco? (Student, on page 13: No, never.)*

Write "never" on the board. Then have the student ask the same question about Monica: (Student: Can Monica go to a disco?) *T: Yes, sometimes. Write "sometimes" on the board.*

③ Read the five phrases out loud to familiarize the students with the vocabulary. Answer any questions about vocabulary before they begin working in pairs.

④ Arrange the students into pairs and indicate who is A and who is B.

*T: Work with a partner. Student A, look at page 13. Student B, look at page 81. Ask questions about Emi and Monica. Write your answers.*

⑤ Go around the class and listen to the students doing the task. Be sure they write the answers in their books over the question marks in the table.

#### Teaching Tip: Explain why pair work is important.

Many students may be unfamiliar with pair work information gaps. They may think it is not a serious part of language study and may not be willing to try hard. Remind them that talking in pairs, in English, is an important part of learning to communicate. After a few times, the students will become more comfortable and willing to participate in pair work.

⑥ As the students finish the task, introduce the Find Out step.

*T: Are Emi's parents strict? Are Monica's parents strict? Check your answers.*

⑦ Give pairs a moment to choose their answers. Then check with the class.

#### Answer Key

Emi	Monica
never	sometimes
sometimes	anytime
sometimes	sometimes
no	yes
never	never
anytime	anytime

**Find Out:** Emi's parents: yes, very strict  
Monica's parents: no, not very strict

#### Teaching Tip: Focus on the goal.

Information gap activities are most effective and most interesting when there is a purpose or goal for exchanging the information. Be sure to include this Find Out step because it reminds the students of the goal of the information exchange.

#### Talk about yourself

① To introduce the Talk about yourself step, talk about your own parents. For example:

*T: When I was in high school, my parents were very strict. When I talked about going to a movie at night, they said no. They also didn't let me ride a motorcycle.*

② Let the students plan their ideas.

*T: What are some things you can't do? Write them on the lines.*

Give the students plenty of time to think of their answers. If they are having trouble, they can use some of the ideas from the table in Activity 1.

#### Vocabulary Expansion

Here are some other activities that the students might use: sleep until noon, keep my room messy, go to a game center, watch TV more than two hours a day, talk on the phone for a long time, have friends stay overnight

③ Have two good students demonstrate for the class.  
*T: \_\_\_\_\_ (name) and \_\_\_\_\_ (name). would you like to try the conversation? \_\_\_\_\_ (name 1), ask the question. \_\_\_\_\_ (name 2), answer the question.*

④ Have all the students work with a partner. Allow the students time to exchange information.

⑤ Introduce the Find Out step.

*T: Are your partner's parents strict? Check yes, no, or a little. Then show your answer to your partner.*

⑥ [Option] Call on a few students and have them report about their partner's parents. If the students are not comfortable sharing this information, omit this step.

#### Teaching Tip: Don't correct all errors.

It is best if you do not interrupt to correct grammatical errors during this exercise. This is a "fluency" exercise, aimed at developing the students' effort and ability to speak on their own. Mistakes here are OK. It is more important for the students to develop a sense of confidence and fluency in this exercise than to say everything correctly.