

ENGLISH

Firsthand

朗文新英语听说
(学生用书·上册)



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朗文新英语听说(学生用书·上册)

〔美〕赫尔格森等著

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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。

学习建议

能讲一口流利、正确、且得体的英语是每位学习者的梦想，但多数英语学习者往往“眼高手低”。教材一看挺容易，轮到自己讲则没了自信。其实，就语言本身来讲，能够看懂的东西尚属知识，能够运用才算养成了习惯。把知识化为习惯，能够活用，需要进行有意识、有意义地反复训练，更需要身心的投入。本教材配有课堂及课外训练用CD，反复听诵这些材料，不能仅以听懂为目标，而应做到所听材料能够脱口而出，这才能称得上达到了复用式掌握，语言习惯也才能逐渐养成。由于语言是思想的载体和外化，语言的表达便是思想的表达，一个人的语言习惯不能不求其好。因此，说话得体，表达准确、流利应是学习者追求的最高目标。祝大家学得愉快！

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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Introduction *to English Firsthand students*

Dear Students,

Welcome to *English Firsthand*. We hope you make a lot of progress in your English class. Here are some ideas for using this course.



- **Listening** You are going to try many different types of listening activities. Remember, you don't need to understand every word. First, think about meaning. And think about the task.



- **Conversation** You will practice different kinds of conversations. This practice will help you when you make your own conversations. Be sure to try the new vocabulary. Then add your own ideas.



- **Duet** In this course, you will often work with a partner. In this section, do the task together. Try to use English only. Use the Language maps and Pronunciation boxes for help. When you finish, go on to the Challenge task.



- **Language check** Think about the new vocabulary and grammar in every unit. It is important to review and practice at home.



- **Ensemble** Group work gives you a chance to talk about your ideas with your classmates. Use "Plan ahead" to think about what you want to say. Try to give long answers. Make sure that your partners understand your ideas.



- **Solo** This section focuses on self-expression in writing. First, think about the Solo reading. Then, write about your own life, ideas and experiences. You can use the Solo as a model.

During class, try to be active. Participate in every activity. Remember, you learn English by using English.

Class is important, but you need to work on your own, too. Here are some ways:

- Use the Internet. Visit www.efcafe.com. (It's free!)
- Use the self-study CD. Do the "On your own" tasks.

The more you practice, the more you'll improve.

- Use the "It's up to you" ideas at the end of each unit.
- Look for chances to use English.
- Decide that you will be an English user.

You can do it!

Good luck.

The authors — Marc Helgesen, Steve Brown, Tom Mandeville

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, beginning in Unit 5.



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, beginning in Unit 7.



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.

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Learner training Think about your learning

Learning strategies It's up to you!
Classroom management Get to know your teacher

Unit 1 It's nice to meet you. pages 12 – 19

Listening Meeting new people
Conversation At a party
Duet Personal information
Language check Asking questions, introductions
Ensemble Cave art
Solo About me, about you

Functions Greeting people, introducing yourself, asking for and giving personal information
Grammar Yes/no and WH-questions
Vocabulary themes Personal information
Classroom language How do you spell it?
Language planning Ask about new words, prepare personal information, reflect on important experiences

Unit 2 Who are they talking about? pages 20 – 27

Listening Describing people
Conversation Do you want to see some pictures?
Duet Bank robbers!
Language check Asking about and describing people, description words
Ensemble Tell us about your family.
Solo Families

Functions Describing people's appearance, personality, describing relationships
Grammar Descriptive adjectives
Vocabulary themes Family relationships, physical features, personality
Classroom language Excuse me?
Language planning Imagining, drawing charts, preparing questions and descriptions

Unit 3 When do you start? pages 28 – 35

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Conversation What are you doing tonight?
Duet How often?
Language check Asking about schedules, frequency adverbs
Ensemble Talking about yourself
Solo Daily routine

Functions Talking about routines and plans
Grammar Frequency and time adverbials
Vocabulary themes Daily activities
Classroom language I don't understand.
Language planning Answering personal questions, choosing topics, preparing responses

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Conversation Can you help me?
Duet What's the difference?
Language check Asking about rooms, things at home
Ensemble A special place
Solo There's no place like home.

Functions Describing locations, describing rooms and objects
Grammar Prepositions of location
Vocabulary themes Rooms and items in a home
Classroom language How do you say ___ in English? Did you say ___ or ___?
Language planning Rehearsing descriptions, imagining

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Listening Giving directions
Conversation Is there a bookstore near here?
Duet How do I get to ...?
Language check Imperatives to give directions, places in a city
Ensemble My city
Solo Directions to my place

Functions Asking for and giving directions
Grammar Prepositions of location, imperatives
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Language planning Previewing a map, planning how to give directions, recalling places

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Conversation How was your weekend?
Duet Where did you go?
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Duet review What we've learned together

Grammar check Find the mistakes.
Fluency review Let's Talk

Learning strategies It's up to you

Unit 7 I think I'd like that.

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Listening Who's talking?
Conversation What are you interested in?
Duet Who does what?
Language check Asking about jobs, abilities, and interests
Ensemble What's the job?
Solo My job

Functions Describing past events and personal experiences
Grammar Modal and auxiliary verbs
Vocabulary themes Occupations and skills
Classroom language How do you say ____ in English?
Language planning Analyzing tasks, previewing information in a chart, planning questions to ask

Unit 8 What's playing?

pages 74 – 81

Listening Getting information
Conversation Let's go to a movie.
Duet That sounds interesting, but...
Language check Invitations, entertainment
Ensemble How about a movie?
Solo Let's go!

Functions Inviting and suggesting, accepting and rejecting invitations and suggestions
Grammar Modals, Let's ____, How about ____?
Vocabulary themes Entertainment
Classroom language How do you say ____ in English?
Language planning Planning a role play, previewing information, planning a schedule

Unit 9 What are you going to do?

pages 82 – 89

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Conversation I'll probably visit my parents.
Duet Palm reading
Language check Using modals to talk about the future, plans
Ensemble Predictions
Solo Announcement

Functions Talking about plans, making predictions, reacting
Grammar Future, time adverbials
Vocabulary themes Vacation plans, future actions
Classroom language How do you spell that?
Language planning Preparing information and questions, making predictions

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Listening Let's go shopping.
Conversation May I help you?
Duet Shop 'til you drop.
Language check Using adjectives to compare things, shopping
Ensemble Shop talk
Solo My favorite store

Functions Comparing things, using shopping routines
Grammar Comparative adjectives
Vocabulary themes Shopping, clothing, accessories
Classroom language Did you say ____ or ____?
Language planning Preparing a list, rehearsing, choosing topics, planning responses

Unit 11 How do you make it?

pages 98 – 105

Listening Following instructions
Conversation How does this work?
Duet Following instructions
Language check Giving instructions, instructions
Ensemble First ...then ... and after that ...
Solo How do I do it?

Functions Giving and confirming instructions, describing a sequence
Grammar Imperatives, sequence markers
Vocabulary themes Action sequences
Classroom language What does that mean? It means ____.
Language planning Preparing a list, rehearsing, choosing topics, planning responses

Unit 12 Listen to the music.

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Listening I love that tune.
Conversation What did you think of it?
Duet My music
Language check Asking questions about music, songs
Ensemble The soundtrack of your life
Solo I love it!

Functions Asking questions and talking about personal events and personal interests
Grammar Present perfect tense, questions review
Vocabulary themes Music, opinions
Classroom language Excuse me?
Language planning Thinking of examples, choosing topics, preparing personal information, imagining events

Review Unit 2

pages 114 – 119

Vocabulary check Slap
Duet review More that we've learned together

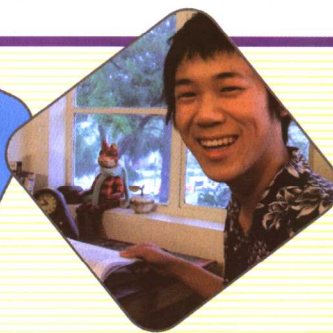
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Language Map

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?)

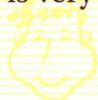
Yes, I do. / No, I don't.

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 ...



Why are you taking this class? Check (✓) all of your reasons.

- | | |
|--|--|
| <input type="checkbox"/> To take a test. | <input type="checkbox"/> Learning English is fun. |
| <input type="checkbox"/> To make friends. | <input type="checkbox"/> To travel. |
| <input type="checkbox"/> For my job (now or in the future). | <input type="checkbox"/> To get into another school, class, etc. |
| <input type="checkbox"/> I have to take this class. Someone (my parents, the school, my boss, etc.) says I should. | <input type="checkbox"/> To understand English songs, movies, etc. |
| <input type="checkbox"/> So I can understand other cultures and people. | <input type="checkbox"/> Foreign language study is part of a good education. |
| | <input type="checkbox"/> No special reason. I'm just taking it. |
| | <input type="checkbox"/> Other reasons: _____ |

What is your most important reason? Circle it.

What do you do to improve your English? Check (✓) the things you do.
Which should you do more often? Circle them.

In class



☐ Try to give long answers and extra information in class.

OK!

☐ Speak only English during class activities.

PARDON?

☐ Try to understand things in English.



☐ Other ideas _____

Out of class



☐ Do extra practice activities or homework outside of class.



☐ Read "easy English" books or magazines.



☐ Meet a friend to practice speaking English.



☐ Listen to or sing English songs and really think about the meaning.



☐ Write to a "key pal" (an Internet pen pal).



☐ Keep a diary or journal in English.

NEW WORDS!

☐ Try to use or remember new English words outside of class.



☐ "Talk to yourself" in English.



☐ Look for chances to use English.



☐ Review the lesson before the next class.



☐ Use the Internet to practice. (Try the *English Firsthand Café*. www.efcafe.com)



☐ Other ideas _____

Choose one way that you want to try. It can be an idea from this lesson or another idea.
Which one will you try before the next class?

Write it here: _____

When will you try it? _____

Get to know your teacher.

unit 0

Your teacher's name _____

Find out more about your teacher. Ask questions. Write at least 3 things.

Where are you from? What do you do in your free time?

Who ...? What ...? When ...? Where ...? Why ...?

-
-
-

About this class

Ask about these things. Write your teacher's ideas.

- homework *Will we have homework?*
- attendance *Do we have to be here every time? What should we do if we miss class?*
- using English in class *Should we speak only English?*
- using my native language in class *Is it OK to use _____ sometimes?*
(your first language)
- Other advice: _____



Something to think about

There are many things that can help you learn English.

- your teacher
- other students you talk to
- the activities you do
- this textbook

These things can help, but ... **you** are the one who is learning English.

No one can learn for you. To learn English, **use English.**

You can do it!

unit 1

It's nice to meet you.



Listening *Meeting new people*

Classroom CD 1
tracks 3-7

Getting ready

Here are some ways to ask a person's name.
Check (✓) the ones you know.

- ☐ *What's your name?*
- ☐ *I don't think we've met.*
- ☐ *Hello, I'm Chris.*

Here are some ways to ask about people.

- ☐ *What do you do?*
- ☐ *Where do you work?*
- ☐ *Are you a student?*
- ☐ *Are you from around here?*

Introduce yourself to three people.
Write their names:

Hello!
My name is

Hello!
My name is

Hi, I'm

Listening Tasks

First Listening

William is having a party. Some guests are meeting for the first time. Check (✓) the names you hear.

1. ☐ Jenny ☐ David
 ☒ Jean ☐ Daniel

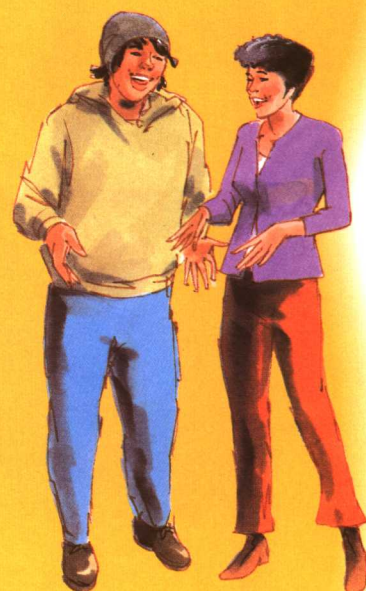
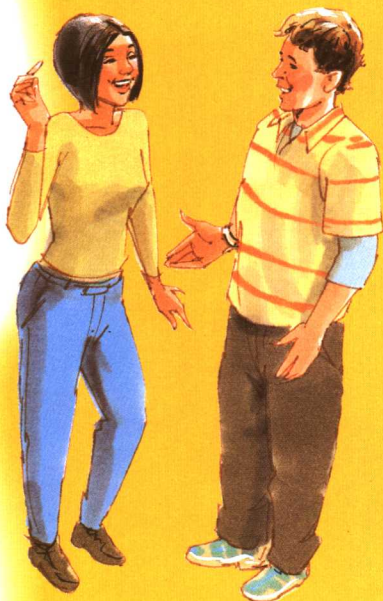
jobs:

3. ☐ James ☐ Soon Oh
 ☐ Jake ☐ Hee Soon

jobs:

2. ☐ Rick ☐ Sarah
 ☐ Ron ☐ Stephanie

jobs:



Second Listening

What do they do? Write the jobs.

student

teacher

mechanic

translator

accountant

office worker

engineer



On Your Own

Self-Study CD tracks 1-4

Listen to the conversations again. How many questions do you hear?



About You Listen.

Answer the questions about yourself.

1. I'm
2. _____
3. _____
4. _____

Now compare with a partner.
Can you remember the questions?