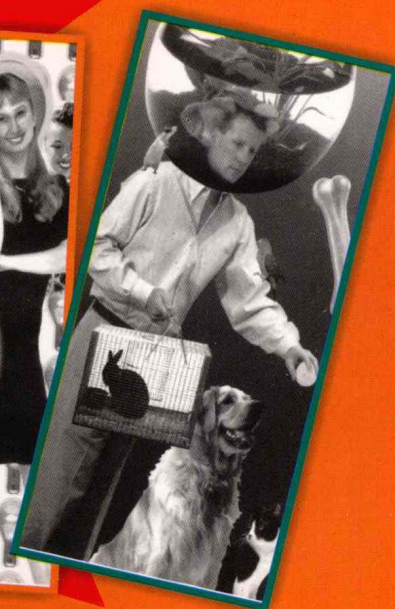
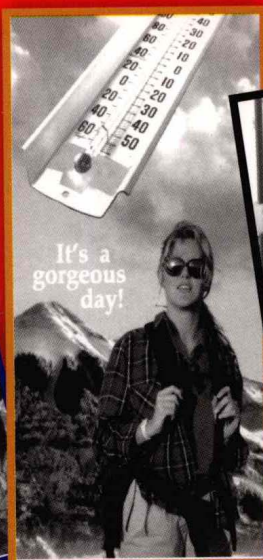
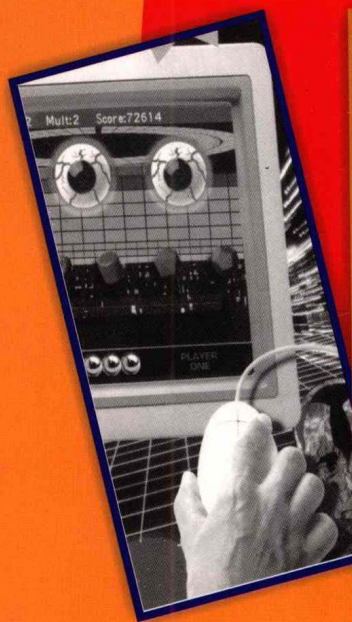


# 朗文 英语口语 2

Teacher's Book

# First Impact



# 一书一世界 捷进可一

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## 朗文英语口语

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This manual provides step-by-step lesson plans and notes for each activity in the Coursebook. Each main unit of *First Impact* contains 6 sections.

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

### Listening

This series of three exercises revolves around a taped conversation. The conversation introduces characters, themes and functions that are carried throughout each unit. The first exercise, *LISTENING FOR KEY WORDS*, guides students in identifying the key words and phrases in the conversation. The second exercise, typically called *LISTENING FOR SPECIFIC INFORMATION*, guides students in understanding the main information and central purpose of the conversation. The third exercise, *WHAT DO YOU THINK?*, is an inference question that encourages students to think about the relationships between the speakers. These three exercises require different but complementary ways of listening.

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Throughout this Teacher's Manual you will find Teaching Tips — bits of advice on how to make the activities go more smoothly in your classes. The following are a few ideas about common problems and concerns.

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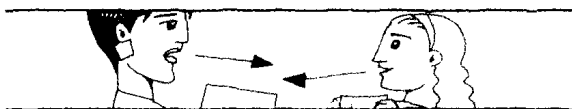
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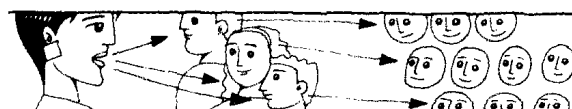
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# 朗文英语口语

(教师用书)

## FIRST IMPACT

# 2

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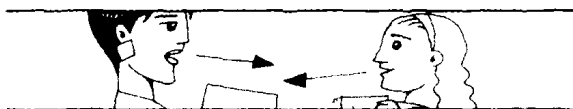
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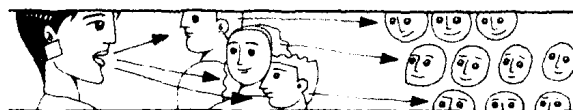
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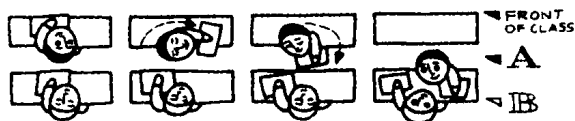
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## Making the Most of Pair Work

It is essential that students understand the purpose of the Pair Practice activities. If students look at their partner's answers, they lose a chance to improve their listening. They are in fact wasting time.



*Organize partners for effective pair work.*

To help students overcome the temptation to look, have them work with the person in front or in back of them. This means their partner's book will be upside down. Students don't need to move their desks. They just turn their chairs.

## Keeping the Students in English

Students are tempted at times to do tasks in their first language. The most common (and least effective) teacher response is nagging: Speak English! English only now! There may well be a role for the students' first language, especially when they are trying to understand new or difficult ideas. But of course English practice has to go on in English.

Because students may want to say something in English but don't always know how, make sure they learn and use phrases like *How do you say \_\_\_\_\_ in English?* These are introduced in *First Impact* by a character called Conversation Coach. You might want to have students copy the phrases onto the inside cover of their books so they always have them available. Here are some techniques that can help students take on the responsibility of staying in English:

**Technique 1: Stand up** — If an activity requires new vocabulary or phrases, tell the students that they can use their first language as long as 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. By allowing the first language in one situation, you can control it in others.

**Technique 2: How many times?** — Each time students say something in English, they make a mark on a piece of paper. This can be done either individually or in pairs. At the end, don't 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. It encourages competition to use English.

**Technique 3: Monitor** — One student monitors two pairs or one group. The monitor marks how many times English is used and how many times the first language is used. Again, don't collect the sheets. The point is to make students aware of how much English they are (or aren't) using.

**Technique 4: The chip trick** — If an activity is a game in which students can win points, use poker chips or other small object to represent points. Everyone starts with three and tries to collect more as the game progresses. If they use their first language, any other student can say, "Give me a chip!" That student gains a point and the "offender" loses one. In Pair Practice, students might be reluctant to take points away from their partners. To deal with that problem, have all of the A's constitute one team and all of the B's the other (or, in large classes, all the A's in one row are team A-1, etc.). They aren't just collecting chips (and points) for themselves; they're working for their team.

## Dealing with Mistakes

Mistakes are a useful and necessary part of language learning. Therefore it is not always necessary or appropriate to correct mistakes. Still, students appreciate feedback on their mistakes. Corrections are more effective when students themselves "discover" the mistake and the correct form. The following are ways to help them learn from their own mistakes.

**Technique 1: Note common mistakes** —

As learners do activities, notice the types of mistakes many people are making. Afterward, write 8–10 sentences on the board that include the common mistakes. Have students work in pairs or as a whole class to identify the mistakes and correct them.

**Technique 2: Encourage self-correction** —

As you're circulating, you might want to do direct correction, especially if the mistakes interfere with communication. Instead of giving the correct form, simply point to the place in the book that contains it. Let the learners correct themselves.

Different teachers want different things from a teacher's manual. New teachers often want lots of specific teaching strategies. Experienced teachers often want new or extra techniques or activities. This manual gives both new and experienced teachers

# Using the *First Impact Workbook*

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support for their classes.

*First Impact* is accompanied by a 48–page workbook called *First Impact Workout*.

*First Impact Workout* provides controlled review and expansion of grammar, vocabulary, and conversation for each Coursebook unit. Workout is particularly effective at helping students focus on the learning objectives in each unit by providing additional guided comprehension and production practice. Workout also provides additional reading and writing opportunities to supplement the Coursebook.

Workout can be used in several ways:

- as a "pre–test" or preview of the Coursebook unit
- for in–class individual work
- as additional in–class material
- as in–class review quizzes
- for homework review

Workout contains 12 units, corresponding to the main units of the Coursebook. Each of the four pages in the unit focuses on one language area or skill, and provides for approximately 90 minutes of individual work.

- **Vocabulary Workout** reviews the main vocabulary of the unit.
- **Grammar Corner** consolidates the main grammar points.
- **Conversation Building** recycles the conversation patterns and functions.
- **Writing Exchange** extends the reading content of the unit and provides for writing skill development.

The **Answer Key** for *First Impact Workout* is on pages T108–T111 of this Teacher's Manual.

The **VOCABULARY WORKOUT** section is based on the words from the Conversation Topic and Pair Practice pages in the Coursebook. Students review these words in different contexts, usually involving characters from the Coursebook. The students work on comprehension and completion exercises using the target words and expressions. This section also contains "About You" exercises in which the students write about their own ideas.

The **GRAMMAR CORNER** section, the second page of each Workout unit, reviews the key points of the Coursebook Grammar Awareness page. Additional examples are given in a box at the top of the page, followed by a variety of exercises for comprehension, manipulation, and active use of the grammar points.

The **CONVERSATION BUILDING** section builds upon the dialog from the Conversation Topic page in the Coursebook. Students see variations of the unit function and complete exercises on appropriate formation and usage of conversation patterns. The last exercise on this page is a cartoon completion exercise in which the students "interact" with a character, providing personal information.

The **WRITING EXCHANGE** section provides a short reading and a follow–up writing opportunity. The readings provide an accessible model of writing about the unit theme, followed by basic comprehension questions. Students then write an original paragraph about their personal life, in response to what they have just read.

Answers can be checked quickly in the classroom by having students write their answers on the board, or workbooks can be collected by the teacher for correction. Many teachers prefer "peer checking," in which students exchange books and correct each other's work, or simply "completion checking" to note if students have attempted and completed the workbook assignments. You may want to make photocopies of the answer key to allow students to check their own answers. Permission is granted to photocopy pages T108–T111 for this purpose.

# How This Teacher's Manual Works

Each unit in this manual includes:

## 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*!

**3 LIVING SPACE**

**Unit Summary**  
Topic: neighborhoods, apartments, roommates.  
Grammar: possessive pronouns.  
Functions: complaining, stating opinions and giving reasons.  
Vocabulary: buildings, rooms and services in neighborhoods, problems with neighbors.  
Conversation strategy: giving reasons — I want a — because.

**Warm Up** *in our city*  
Students compare notes in their city or local region. They think about what makes an area a good place to live.

**Lesson Plan**  
① T: What makes a city or part of a city a good place to live? Encourage several answers. Possibilities: Nice homes, convenient shops and services, near work/school, safety, parks, entertainment, etc.  
② T: Work with a partner. Think of the three best places to live. Rank them and explain why. Note: It doesn't matter if they rank parts of their own city, different cities, or even different regions. The important part is giving reasons for their choices.  
③ As students work, circulate. If pairs are having difficulty, refer back to the ideas in Step 1 of this plan. What things in your neighborhood are important to you? Where are there (nice homes)? etc.  
④ T: Now compare answers with another pair. Do you agree? Why or why not?  
⑤ List all the places on the board and have students vote on the best one.

**Variation**  
Students make groups of six or eight. Each gives their list and reasons. Then they combine all the places and decide on the top three.

**Impact Expansion**  
**Freedom of speech**  
Preparation: Make one copy of the Freedom of speech worksheet on page 107 for each group of three students.  
Action: As a class, discuss when you can and can't complain to someone and topics you can't complain about. For example, you might complain if a neighbor plays loud music late at night, but you probably couldn't say that your neighbor's house is an ugly color.  
Divide the class into groups of three. Each group gets one copy of the worksheet. They use the sheet to write separate cards. On the board write the following phrases:  
I wish you would...  
You should...  
Why can't I...  
I have to complain but...  
Tell students to imagine they have complete "freedom of speech." They can complain about anything they want to anyone. One student chooses a card and says what he/she would complain about to that person. If partners have complaints to make to the same person, they say them.  
Variation: To do this activity as a game, students and game cards for each complaint.

## 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 or CD.

Key items are marked in boldface type.



## Answer Key

This provides the answers for the Student Book exercises.

**Read and Respond** *self-check ideas*  
Students read short articles and match them with the appropriate headlines.

**Reading skill:** understanding the topic of an article  
**Pre-reading Task** (schema activation) Students work in pairs. Before they read the articles, they look at the four sides. They try to think of two or three words or topics they might expect to find in an article with that title. Note: It doesn't matter if the articles actually contain the words. The purpose is to get students thinking about the topics themselves.  
Possible answers: E-mail, computer, doctor, information, glasses, eyes, seeing, doctor, muscles, pain, relax, Asperger's, medicine, children.  
Variation: Instead of predicting vocabulary, have students write one question they have about each product.

**Lesson Plan**  
① T: Look at page 20. Read these articles about new health ideas. Match each article with the best headline. Which ones might be useful to you? If students come across words they don't know, encourage them to skip those words, at least until after they've read the passage once.  
② After they've read the passages, have them go back and underline the new words. In pairs, have them guess the meanings (in English or their first language). Then they can look up the words to see if they were right.  
③ Draw a quick sketch of one article layout on the board. To check, have students call out the titles. Write the letters on the sketch.

**Pre-writing Task**  
Students close their books. In groups of two or three, they see how many health ideas they can remember from this task.  
① T: TRY IT. Think of an idea for keeping healthy. Explain it in a short paragraph. Allow about 10 minutes for them to write.  
② T: Show your partner's work and write a headline.  
③ T: Exchange ideas. What are the most popular ideas?

**Grammar Awareness** *Take it easy*  
Grammar focus: Imperative forms  
**Usage Notes**  
• The doctor is giving advice in the imperative. That is, she is giving orders. Imperatives normally start with a verb. Try to relax. Don't smoke.  
• Imperatives don't usually have a subject unless it is necessary to make it clear who is being given the command. Jordan, shut the window. The word you in front of an imperative can show anger: You be quiet!  
• Negative imperatives start with don't (Don't smoke). Do at the beginning (Do give me a call) makes requests sound more polite. However, this is rarely used in North American English.

**Lesson Plan**  
① T: Look at page 18. Do you have any healthy or unhealthy habits? What are they? Encourage students to answer.  
② T: UNDERSTANDING. Dave is talking with his doctor. Listen. What are Dave's health habits? Check True or False. Play the UNDERSTANDING segment of the tape.  
③ To check, read the sentences. Have students say "true" or "false." If the answer is false, have them supply correct information.  
④ T: NOTICING. The doctor suggests several ways to keep healthy. What are they? Complete the table.  
⑤ As students work, circulate and answer questions.  
⑥ T: Now listen to check. Play the NOTICING segment of the tape.  
⑦ To check, have students say their answers.  
⑧ RE: TRY IT. Write two new positive and two negative commands about how to stay healthy.  
⑨ To check, have a few students call out sentences. OR Have students work in groups of 3-4. They listen to each others' sentences and correct any mistakes they hear.

**Teaching Tip**  
You might want to have students do the NOTICING step in pairs. When they do, they usually share what they do understand rather than focusing on what they don't know. Also, it gives them a chance to discuss different answers before they decide which is correct. This can increase awareness.

**Script**  
[Tapes are in bold — please be NOTICING voices.]  
Doctor: So, Dave, you're having a lot of stress recently, huh?  
Dave: Yeah, it's been unbearable.  
Doctor: Mmm. Do you still smoke?  
Dave: I don't smoke as many cigarettes as I used to, but I still smoke a little.  
Doctor: Don't make any cigarettes! You know the danger. What about alcohol?  
Well, sometimes I have a beer in the evening.  
Doctor: That sounds OK. That's not a lot. Just don't drink too much alcohol — it's not good for your health. Try drinking more fruit juice and water, especially when you're under stress.  
Dave: Fruit juice.  
Doctor: What about your diet? Do you eat a lot of red meat?  
Dave: Well, I do eat a lot of fast food hamburgers, just because I'm always in a hurry.  
Doctor: Oh, careful. Don't eat too much red meat. It's very bad for your heart. Eat more fish and fresh vegetables. And take more time to eat a good meal.  
• Dave, do you worry about things a lot?  
Dave: Uh, yes. Well, I try not to, but it's difficult. My son's in college and, he's a little wild. I guess, and, well, my wife and I worry about him.  
Doctor: Hmm, I see. Well, don't worry too much. It will affect your health. What about work?  
Dave: I have to pay all the bills, including yours.  
Doctor: Mmm, you have a point. But don't work too hard. • You really need to take it easy.

**Answer Key**  
Understanding  
1. False (He still smokes a little.)  
2. True (Sometimes a beer.)  
3. False (Fast food hamburgers.)  
4. False (He worries about his son.)  
5. False (He has to pay bills.)  
Noticing  
Don't smoke any cigarettes. Don't drink too much alcohol. Don't eat too much red meat. Eat more fish and fresh vegetables. Take more time to eat a good meal. Don't work too hard. Don't worry too hard.  
TRY IT  
Answers will be similar to these in NOTICING.



# NEW PEOPLE

## Unit Summary

**Topics:** friends and relationships

**Grammar:** present tense — *am, is, are*

**Functions:** introducing people, identifying relationships, describing characteristics

**Vocabulary:** relationships, characteristics

**Conversation strategy:** asking for clarification — *Pardon?*

## Warm Up *Meeting your classmates*

- ✓ Students ask and answer questions to get to know each other. ▽ **Impact Expansion**

### ▼ Lesson Plan

① ▽ Write a few pieces of information about yourself (hometown, interests, a place you like, etc.) on the board. Also write: *What's \_\_\_\_\_?*

② T (Teacher): *This is information about me. What would you like to know?* Encourage students to ask questions.

③ T: *Look at page 9. We'll all get to know each other. Write one word about yourself on each line. Here are some ideas: your hometown, your job, your friends, your interests, your favorite place. Give students five minutes to write.*

④ Model the activity with two or three students.

⑤ T: *Stand up. Walk around the class. Introduce yourself to other people. Look at their books. Ask questions about their words.*

▽ = optional activity

### About you

**Preparation:** Make a copy of the *About you* worksheet (page T98) for each student.

**Action:** Students write one piece of information about themselves in each shape. Then they stand up, hold their worksheets in front of them, and move silently around the room. They read other students' worksheets for about three minutes. (Reading silently gives them time to think about what the items mean.) After three minutes, they ask questions about the various items. (You may want to require them to ask each partner at least two questions.)

(Impact Expansion activities can be done anytime during the unit.)

## Listening "Do you want to meet him?"

- ✓ Students listen to a speaker introducing her boss, sister and co-worker to each other.

### Pre-listening Task

In groups of 3–5, students write words and phrases to use when meeting someone for the first time. (*Hello. It's nice to meet you. etc*) After about five minutes, write all the ideas on the board. Even if they don't write the phrases that appear in the listening, the activity gets students thinking about the topic.

### Lesson Plan

① T: Look at the picture on page 10. The woman on the right is Angela Stevens. Angela works for a fashion magazine. She's talking to some people at work.


② T: Look at LISTENING FOR KEY WORDS. Are there any words you don't know? ▽ Read the key words aloud.

③ T: Now listen to the conversation. Check the names and the relationship words you hear. Play the tape. You may want to stop the tape after "...Alex!" to make sure students are checking the key words (Gloria, boss, Mr. Sayers, Alex).

④ To check, read the list of words. Have students raise their hands to show which words they checked.

⑤ T: LISTENING FOR RELATIONSHIPS. Listen again. What are the relationships? Complete the sentences. Play the tape or CD. (The extract is on the tape or CD twice.)

⑥ To check, have students call out their answers.

⑦ T:  WHAT DO YOU THINK? Would you like to meet Angela? Why? Encourage students to give their ideas. You may want them to answer the questions in pairs or small groups before saying their ideas to the whole class.

### Script

(Key words in bold. // = possible places to pause the tape or CD.)

Angela: Oh, Gloria, look. There's my boss.

Gloria: Your boss?

Angela: Yeah. He's really nice. Do you want to meet him?

Gloria: Sure.

Angela: Mr. Sayers? .. Alex! //

Alex: Oh, hi, Angela. How are you?

Angela: Fine, thanks. Alex, I want you to meet my sister, Gloria Stevens.

Alex: Hello.

Gloria: Nice to meet you.

Alex: So you're Gloria. Angela talks about you a lot.

Gloria: She does? Hmm. . . //

Angela: Oh, and this is Kazuo. He works with me in the photo department.

Kazuo: Hi, glad to meet you.

Gloria: Hi, Kazuo. Angela talks about you a lot, too.

Angela: You guys want to join us for lunch?

Alex: Sure.

Kazuo: Why not?

### Answer Key

#### Listening for key words

<input type="checkbox"/> Corey	<input type="checkbox"/> Steven
<input checked="" type="checkbox"/> Gloria	<input checked="" type="checkbox"/> Stevens
<input checked="" type="checkbox"/> boss	<input type="checkbox"/> Kato
<input checked="" type="checkbox"/> Mr. Sayers	<input checked="" type="checkbox"/> Kazuo
<input checked="" type="checkbox"/> Alex	<input type="checkbox"/> works for
<input checked="" type="checkbox"/> sister	<input checked="" type="checkbox"/> works with

#### Listening for relationships

Kazuo is Angela's co-worker.

Mr. (Alex) Sayers is Angela's boss.

Gloria is Angela's sister.

#### What do you think?

Answers and reasons will vary. Possible answer:

Yes, she seems very friendly.

(There are no right or wrong answers. The purpose of this section is to get students thinking more deeply than they do when simply identifying specific information as in the first two parts of this exercise.)

#### Authors' note

The listening tasks in First Impact give students practice with different types of listening as well as exposure to a variety of voices. LISTENING FOR KEY WORDS helps them recognize words and phrases to make sense of the whole ("bottom up" listening). In LISTENING FOR RELATIONSHIPS, students listen for the gist of the conversation ("top-down" listening). WHAT DO YOU THINK? requires students to make inferences and use their own ideas.

## Conversation Topic *People in my life*

- ✓ Students practice introducing people.

### ▼ Lesson Plan

- ① T: *Look at page 11.*
- ② T: **WORD PREVIEW.** *Choose five words. Write a name next to each one. Then write one word about the person.* ▽ Do one item as an example. T: (To any student) *What's the name of one of your friends? Write it. What's he (she) like? Write it.* Do this with two or three students. Encourage them to use different words to describe each person. For additional support, write *What's the name of your...?* and *What's he (she) like?* on the board.
- ③ ▽ Have students do the task in pairs or alone. If students have difficulty thinking of words to describe people, let them look ahead to pages 12 or 13 for ideas.
- ④ ▽ Elicit a few examples by asking: *Who chose boss? Who is your boss? How do you describe your boss?* Write the description words on the board.
- ⑤ T: **CONVERSATION BUILDING.** *Listen to the conversation. Play the tape or CD.*
- ⑥ T: *Now stand up. Practice this conversation with two other students. Read the conversation out loud together. Then change roles and read the conversation again.*
- ⑦ As students practice, have them move on to the next steps, first using words from **WORD PREVIEW**, then making original dialogs. These dialogs should be about the people in their own lives. You may want to model the new conversation with a student.

### ▼ Variations

- Students walk around the room and do the conversation with at least five different pairs of people.
- Since most students have the same relationship with each other (classmate or friend), you might want to have them pretend to be someone else as they practice.
- As a class, brainstorm phrases people use when they meet. (*I'm glad to meet you. How do you do? It's nice to meet you.*) As they practice, they use those choices. (If students did the optional pre-listening task, they can use those items.)
- To get in the habit of looking at their partners as they practice (instead of at their books), students hold their books in one hand. Each time they speak, they must put the book at their side or even behind their back. They have to look at their partner each time they speak.

### \* Vocabulary Notes

- *big brother / sister* = older brother / sister. The term *elder* is rarely used in daily conversation.
- *little brother / sister* = younger brother / sister. Generally, birth order is not referred to in American culture as much as it is in many, particularly Asian, cultures.
- *boy / girlfriend* = the person you have a romantic interest in. It usually does not refer to a regular friend. An exception is when a woman refers to her *girlfriends* (friends who happen to be women). Men don't use the term *boyfriends* in this way.
- *boss* = the person you work for (informal). More formal words include *employer, director, manager*.
- *co-worker* = a person who works with you, usually not a person of higher authority over you.
- *roommate* = anyone you share a room, house or apartment with. It does not always mean you sleep in the same room, although that is often the case in college dormitories.
- *neighbor* = anyone who lives near you, not just the person in the house or apartment next to yours.

### \* Cultural Notes

- In the conversation, the speaker introduces his boss by her first name. In English-speaking countries, co-workers usually call each other by first names, even if one is in a higher position than the other. This might not be true in certain offices with a very traditional style.
- If students are unsure what to call someone, they should use the person's family name along with the title Mr. or Ms. When the person says, "Call me (first name)," they should. Not to do so seems unfriendly.

#### Authors' note

You'll notice the conversations in First Impact are quite short. That's so students can practice them and quickly add their own information and ideas. The conversations aren't designed to be memorized.