

朗文英语口语 3

英语口语 3

Student's Book

High *Impact*



朗文英语口语

HIGHT IMPACT

3

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Introduction

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

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

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

Each of the 12 main units consists of six parts:

Warm Up

Listening

Conversation Topic

Grammar Awareness

Pair Interaction

Read and Respond

WARM UP

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

LISTENING

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

CONVERSATION TOPIC

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

GRAMMAR AWARENESS

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

PAIR PRACTICE

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

READ AND RESPOND

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

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

GROUP ACTIVITY

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

GRAMMAR CHECK

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

VOCABULARY EXPANSION

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

REVIEW GAME

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

LEARNING BETTER

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

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

Unit 4

page 31

FAMILY HISTORY**Family relationships**

Making lists of relationship words

They left all that behind

Nick talks about his family background
Narration

Family background

Vocabulary preview: Life events
Conversation building: Talking about parents

For better or for worse

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

Family history tic-tac-toe

Asking and answering questions about family history

A star is born

Biography of Shakespeare

Unit 5

page 37

IMPORTANT PEOPLE**Famous people**

Making lists of famous people

He had a big influence on my life

David Greene talks about some important people in his life
Explanations

Influences

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

My favorite musician

David Greene talks about his favorite musician
Verb tense review

VIP party

Deciding on a guest list for a party

Unit 6

page 43

PERSONALITY**My personality**

Sharing preferences, describing personalities

I thought you were...

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

Characteristics

Vocabulary preview: Personality characteristics
Conversation building: Describing personalities

Advice for Jordan

Jordan's language teacher gives him advice
Relative clauses

Personality types

Describing personalities

Expansion Unit

page 49

Group activity

Find someone who...

Learning check

Verb forms, relative clauses

Group game

Talking marathon

Learning better

Think about how you learn vocabulary

Unit 10

page 75

WORKING WORLD**Jobs**

Thinking of jobs in different categories

It's a great opportunity

Laura tells Jordan about a job offer
Plans

New jobs

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

Create hopes, small expectations

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

What's my line?

Guessing game about jobs

Unit 11

page 81

INFORMATION AGE**Media**

Listing sources of information

I'm not sure I agree

Nick and Jordan discuss American television
Opinions

New ideas

Vocabulary preview: Opinions
Conversation building: Expressing opinions

Watching TV

Lynn and David discuss TV 'Dummy' – it subjects

In my opinion

Expressing opinions about current programs

Unit 12

page 87

MEMORIES**Old things**

Giving information about an important object

I didn't know that about you

Lynn talks about some old items in her house
Recollections

First time

Vocabulary preview: Events
Conversation building: Talking about early experiences

A new way of seeing

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

I remember...

Memory game

Expansion Unit

page 93

Group activity

Talking in circles

Learning check

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

Review game

Conversation topics

Learning better

Use English or you 'll lose it!

Pair Practice B Pages
pages 97–106

Appendix-Key words and expressions
pages 107–109

I quit!

Resignation letters

TV reviewer

Critique of a show

I still think about you a lot

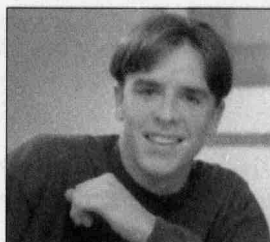
Nostalgic letter

Meet the characters

Julie Greene



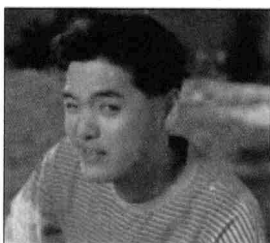
Jordan Greene



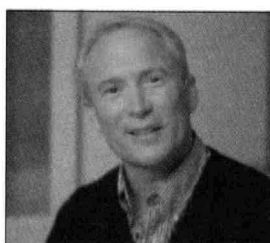
Laura Mendez



Nick Koda



David Greene



Lynn Greene

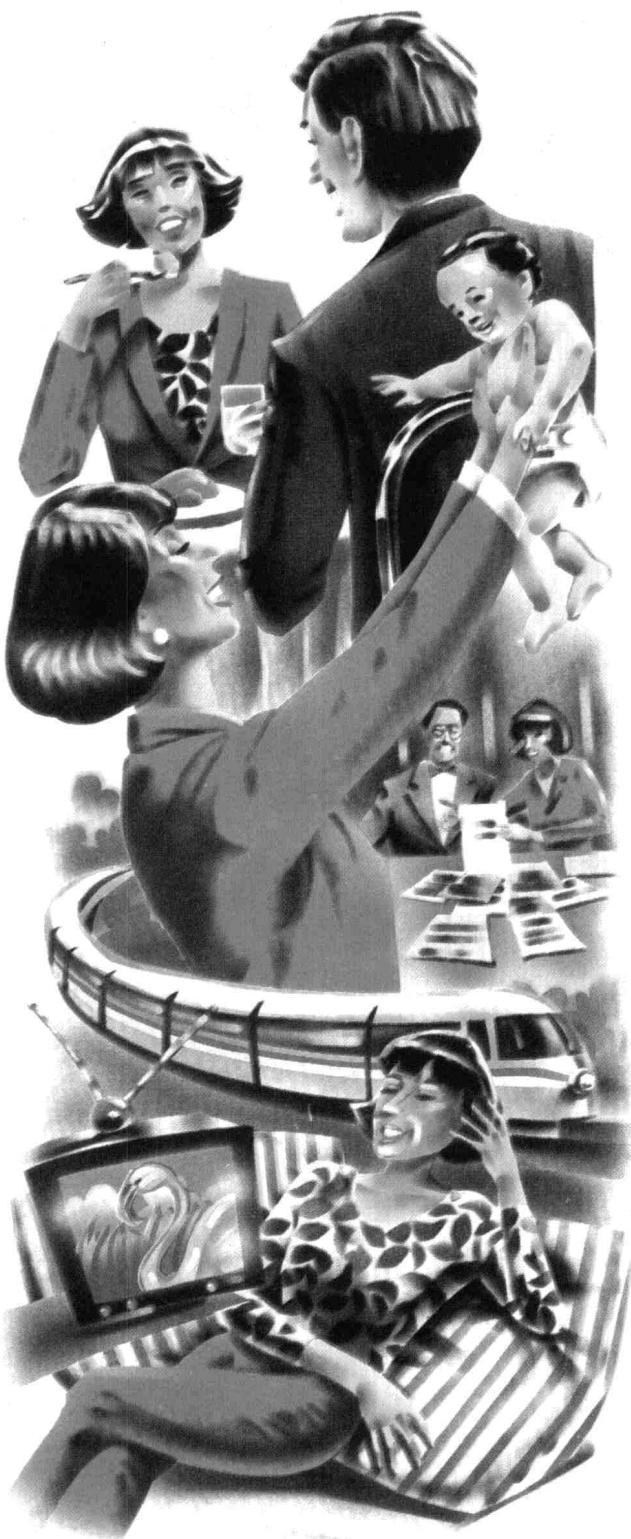


Lian Chen



1

LIFESTYLES



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

Warm Up *My lifestyle*

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

- | | |
|-------------------------------------|-----------------------------|
| <i>drive a car</i> | <i>watch TV</i> |
| <i>travel by train or bus</i> | <i>study English</i> |
| <i>go shopping</i> | <i>listen to music</i> |
| <i>save money</i> | <i>visit friends</i> |
| <i>stay at home</i> | <i>like peace and quiet</i> |
| <i>get home late in the evening</i> | <i>eat in restaurants</i> |
| <i>work hard</i> | <i>read</i> |
| <i>meet friends exercise</i> | <i>cook</i> |
| <i>go dancing</i> | <i>buy new clothes</i> |
| | <i>write one more:</i> |

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

Ask questions about three of your partner's activities.

Example

What's your favorite restaurant?

Write the information here.

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



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

1

Listening for key words

Listen. Check the words and phrases you hear.

- | | |
|---|---|
| <input type="checkbox"/> five months | <input type="checkbox"/> boyfriend |
| <input type="checkbox"/> five years | <input type="checkbox"/> brother |
| <input type="checkbox"/> just got a job | <input type="checkbox"/> buying something |
| <input type="checkbox"/> just graduated | <input type="checkbox"/> just looking around |
| <input type="checkbox"/> sounds busy | <input type="checkbox"/> spend a lot of money |
| <input type="checkbox"/> not so busy | <input type="checkbox"/> don't spend a lot of money |

2

Listening for meaning

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

before

now

3

What do you think?

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



Conversation Topic *Things I do*

1

Vocabulary preview

Look at the list of places. Where do you spend most of your time? Circle 3 places.

Look at the list of activities. Which do you often do? (Make a ✓)

Which do you never do? (Make an ✕)

Places	Activities
at the office	write a lot of reports
at school	do things with my family
at home	work long hours
at the library	do things outdoors
in the city	play on a sports team
at work	visit friends
outdoors	study a lot
	read books and magazines
	do volunteer work
your own idea	

2

Conversation building

Read the conversation out loud with a partner.

Change roles and read the conversation again.



Try the conversation again. Use new words from the Vocabulary Preview list. Now make a new conversation. Use your own ideas.

Grammar Awareness *Two friends*

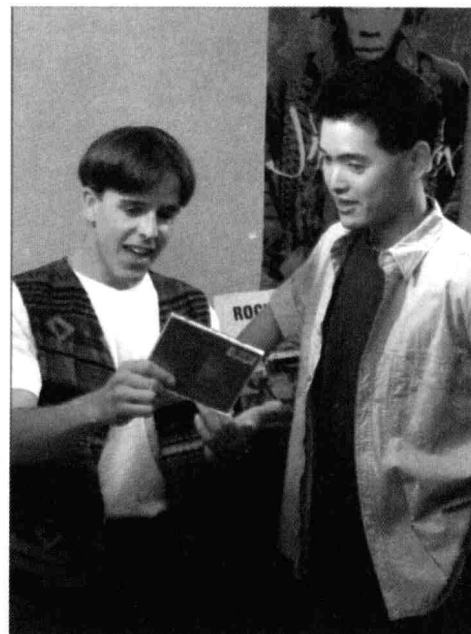
Jordan and Nick are friends. What do you think they like to do together?

1

Understanding

Read the questions. Then listen to Jordan. He's talking about himself and his friend Nick. If the answer to the question is yes, make a check (✓).

	Jordan	Nick
Does he like jazz?
Is he interested in movies?
Does he like hanging around music stores?
Does he have much money to spend?
Does he exercise every day?
Does he like studying?
Does he get along well with his family?



2

Noticing

Complete these sentences. Then listen again to check.

1. I really love jazz, and Nick does to.
2. I'm crazy about movies, and Nick
3. I love checking out the newest CDs, and Nick
4. Nick doesn't have much money to spend and I
5. I exercise every day, but Nick.
6. I like studying, but Nick
7. I get along really well with my family, but Nick

3

Try it

Write four sentences about you and your best friend.

I and does too.
 I and does too.
 I but doesn't.
 I but doesn't.

Grammar Corner

... and Nick does too.

... but Nick doesn't.

... and I don't either.

... but not Nick.



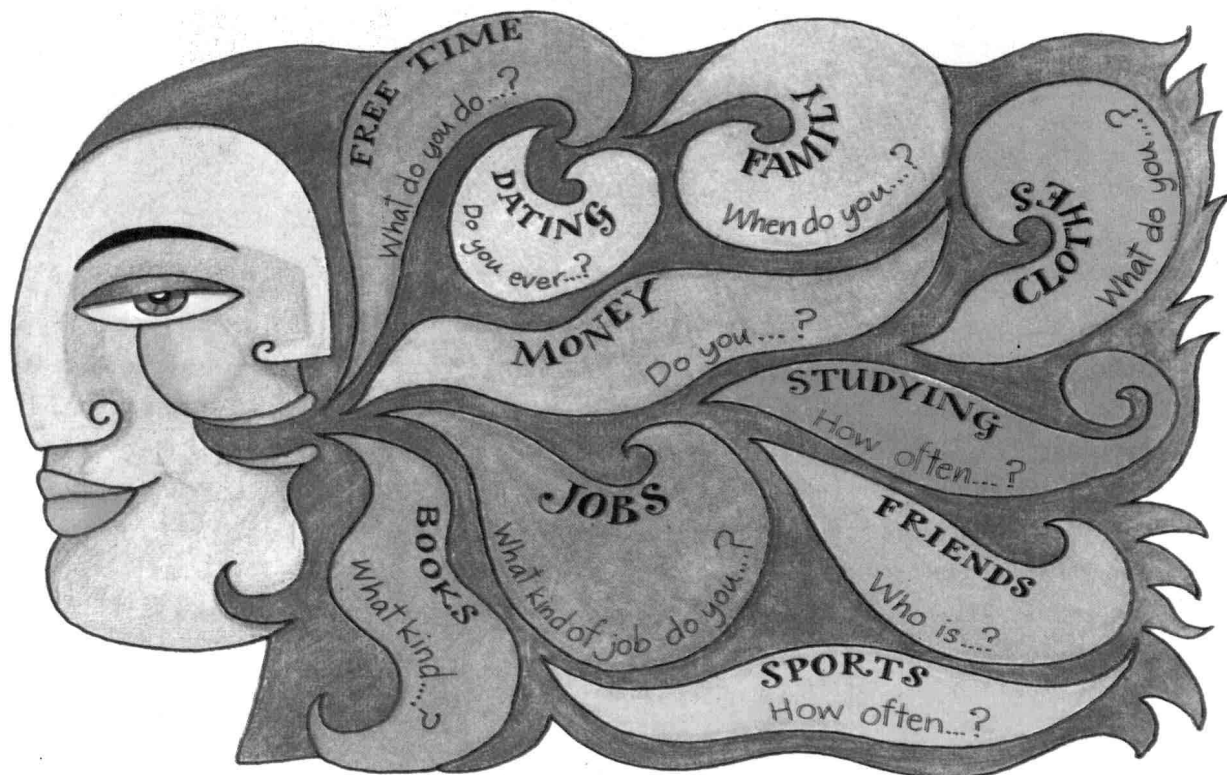
Pair Interaction *About you*

1

Choose a topic below. Ask your partner two (or more) questions about it.

Use the question starters or make your own questions.

Then switch roles. Talk about all the topics.



Now write the three most interesting points about your partner's life.

2

Follow up

What three things would you like to change about your life?



Compare lists with your partner. Ask your partner for reasons.

Keep going. Ask questions about your partner's answers.

Read And Respond *I'm different now*

1 **Reading**

Read this interview from Lifestyles magazine. Underline two things that have changed.



Interviewer: What was your life like back then? **Interviewer:** What's different about you now?

Andy: Well, five years ago, I was really into traveling — Thailand, Korea, Peru, Zambia, Greece. I just loved moving around and experiencing new things. Usually, I'd spend two or three weeks in one place and then move on. I certainly met a lot of interesting people, but my relationships were very temporary and probably a bit superficial. Thinking about it now, I realize that I never really had any close friends back then. I knew a lot of people, but I didn't know anyone very well.

Andy: The main thing is I decided to settle down, to stay in one place. I don't know why I chose Alaska, but it's perfect for me. I'm a carpenter, and I get a lot of satisfaction out of building things. It gives me a sense of accomplishment. Another change is that now I have a handful of very close friends. It feels better to have a couple of deeper relationships instead of a lot of casual ones.

2 **Try it**

Write about your life five years ago. Then on another sheet of paper, write about how your life has changed.

<p>5 years ago</p>	<p>Now</p>
--------------------	------------

3 **Shared writing**

Work in a group of four. Mix up your paragraphs in two piles. Exchange piles with another group of four. Try to match the "5 years ago" paragraphs and the "Now" paragraphs.

2

PERSONAL HEALTH

- following directions, giving advice
- healthy and unhealthy habits
- imperatives

Warm Up *Health ideas*

What products do people use to stay healthy? What activities do people do? Work with a partner. How many can you list?

Ideas

exercise, drinking juice, massage

Products

Activities

Now look at your list. Circle the most unusual products and activities. Underline the most common ones. Join another pair. Compare lists.



Listening "Let's relax our minds now"



Dave Greene has a very stressful job, so he takes a yoga class to relax.

1 Listening for key words

Listen. Check the words and phrases as you hear them.

- | | |
|---|---|
| <input type="checkbox"/> relax | <input type="checkbox"/> an orange door |
| <input type="checkbox"/> let go | <input type="checkbox"/> a large kitchen |
| <input type="checkbox"/> take a deep breath | <input type="checkbox"/> bright and warm |
| <input type="checkbox"/> close your eyes | <input type="checkbox"/> fresh bread |
| <input type="checkbox"/> open the red door | <input type="checkbox"/> take a deep breath |
| <input type="checkbox"/> a beautiful garden | <input type="checkbox"/> a bowl of fruit |
| <input type="checkbox"/> trees | <input type="checkbox"/> take a big bite |
| <input type="checkbox"/> grass | <input type="checkbox"/> bright blue |
| <input type="checkbox"/> river | <input type="checkbox"/> go through the blue door |
| <input type="checkbox"/> water | |
| <input type="checkbox"/> move your hand | |

2 Listening to imagine

Listen again with your eyes closed. When the tape or CD stops, write or draw what you imagine.

3 What do you think?

Did this exercise help you relax? How?