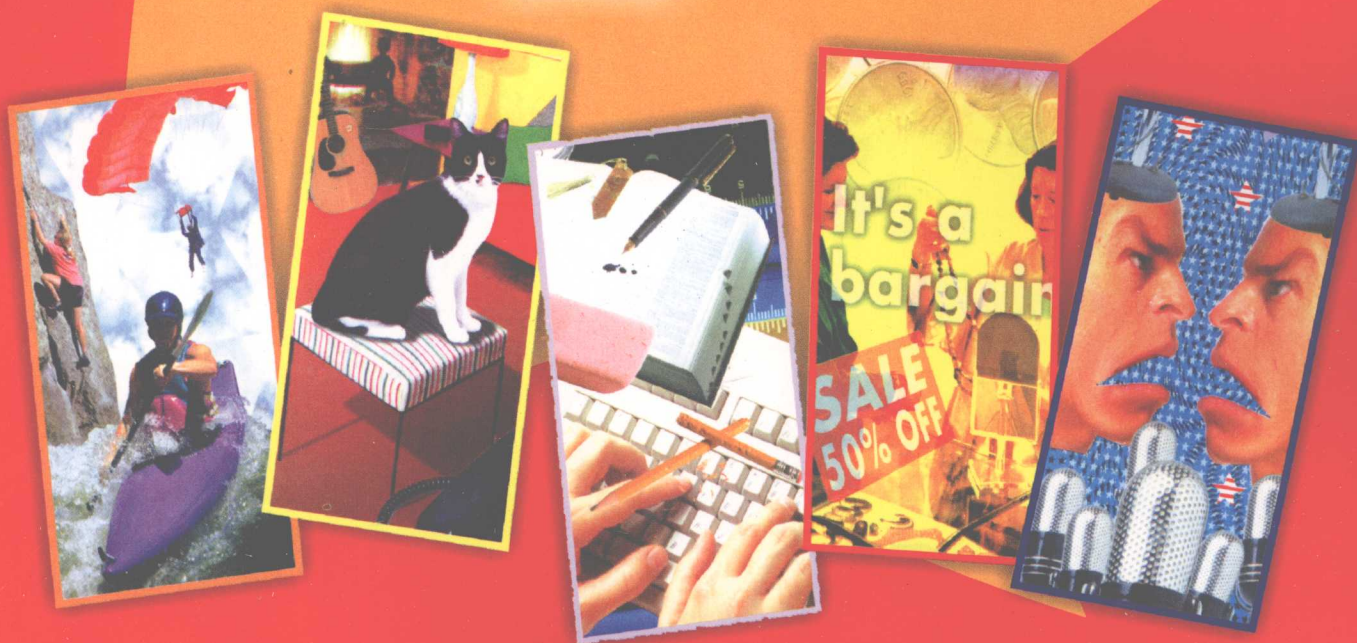


朗文 英语口语 1

Student's Book

Intro *Impact*



朗文英语口语

INTRO IMPACT

1

Rod Ellis Fujiko Sano

捷进可一编委会

主 编 刘伟荣

副主编 李丽虹

编 者 迟 韧

徐艳英

彭 昀

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段翠霞

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郝 禹


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朱 江

刘 芳

王 媛

江苏工业学院图书馆
藏书章

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(1) 主 编: 刘伟荣

责任编辑: 于 鑫

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刘龙根:吉林大学外语教学与研究中心主任、教授、博士、全国大学英语指导委员会副主任,全国大学英语四、六级考试委员会委员

刘道义:中国教育学会外语教学专业委员会顾问,人民教育出版社英语教授、统编初、高中《英语》教材主编

严 明:黑龙江大学大学外语教研部主任、教授、博士,全国大学英语四、六级考试委员会委员

杨 枫:吉林大学教授、博士,吉林出版集团外语教育中心主任

张连仲:中央教科所外语教育研究中心主任、教授,国家《英语课程标准》研制组核心成员

佟陆离:吉林出版集团外语教育中心英语编辑室主任

桑建平:培生教育出版集团中国区总经理

徐 珺:大连外国语学院英语教授、博士,《外语与外语教学》主编

崔维娜:吉林出版集团捷进可一图书经营有限公司副总经理

董正璟:南京外国语学校校长

程晓堂:北京师范大学英语教授、博士,国家《英语课程标准》研制组核心成员

龚亚夫:中国教育学会外语教学专业委员会理事长,人民教育出版社外语分社社长,国家《英语课程标准》研制组核心成员

Anne Whelan:吉林出版集团外语教育中心英语顾问

Introduction

Impact Intro has been designed for young adult students who want to develop oral communication skills. The main aims of *Impact Intro* are:

- to develop students' oral fluency through listening and speaking activities
- to encourage students to express their personal ideas in English
- to help students think critically

Impact Intro is informed by these general principles of language learning:

1. TOPIC-BASED LANGUAGE TEACHING

Each unit in *Impact Intro* is based on a particular topic (e.g., music). These topics have been chosen after investigating what topics teenagers are interested in and how they talk about them. Learners of this age are more likely to be motivated to learn English if they talk about topics in ways that really matter to them.

2. TASK-BASED LANGUAGE TEACHING

Each section of a unit involves the students in performing one or more tasks that focus their attention on meaning rather than on language form.

3. GUIDED SPEAKING

Some of the tasks carefully structure the language the students are expected to produce by providing models. However, there is always an opportunity for the students to express their own ideas.

4. COMMUNICATIVE TASKS

Other tasks provide students with opportunities to choose the language they will use. These tasks are less structured and involve opinion and information gaps. They help to develop confidence in speaking English.

5. VOCABULARY WORK

Vocabulary rather than grammar is emphasized. This is because vocabulary is more important than grammar for listening to and speaking English in real communicative situations.

6. LANGUAGE FUNCTIONS

Basic oral communication requires students to learn how to perform a number of simple language functions (e.g., asking for information, complimenting people, inviting someone). Each unit in *Impact Intro* has a focus on one or more of these functions.

7. AUTHENTIC LANGUAGE

A lot of care has been taken to include samples of colloquial language of the kind currently used by English-speaking teenagers.

8. PERSONAL EXPRESSION

For learning English to be meaningful, students have to use the language to talk about matters of personal concern to them. They have to be able to say what they like and don't like, what their problems are, what their ambitions are, etc. *Impact Intro* aims to provide opportunities for this kind of personal expression.

9. CULTURAL SENSITIVITY

Learning English involves learning about the culture of native speakers of that language. In *Impact Intro* we invite students to compare and contrast their own culture with that of Americans in a variety of social situations.

10. CRITICAL THINKING

Becoming fluent in English involves more than just using it to express language functions. It also involves using the language to think critically. In each unit there are tasks designed to develop critical awareness through English.

OVERVIEW OF A UNIT

Each unit contains six sections, which are best done in sequence.

Warm Up

This is a short speaking activity based on the unit theme. Students work in pairs to complete the activity.

Vocabulary

This section presents three short activities for building and activating basic vocabulary. Students work individually and in pairs to complete and check the activities.

Conversation

This section presents a short model dialogue, followed by guided listening practice, to help students use a simple dialogue pattern. Students work with the *Impact Intro* tape or CD, and then with a pattern to practice the conversation.

Listening

This section presents a short conversation (about 45 seconds) between two characters in the book. Students listen to the tape and complete a cycle of exercises to focus on the overall meaning, to recognize the key sentences in the conversation and to make inferences.

Communicate

This section provides an information gap activity for students to complete in pairs. One student in each pair looks only at the "A page" while the other student looks only at the "B page" (in the back of the book). The students work together to exchange information and to figure out the answer to a question.

Following this information gap exchange, the students work in pairs to communicate about themselves. This "Talking about yourself" step provides students with opportunities for authentic communication.

What do you think?

This section provides a short reading with a group discussion activity. The reading is intended to give the students a problem or an idea to think about and respond to.

Each unit typically requires 90–100 minutes of classroom time. It is possible to divide each unit into two shorter class periods:

WARM UP	10 minutes	LISTENING	15 minutes
VOCABULARY	20 minutes	COMMUNICATE	25 minutes
CONVERSATION	20 minutes	WHAT DO YOU THINK?	10 minutes

The Teacher's Manual for *Impact Intro* provides additional expansion activities for each unit. The Teacher's Manual also provides suggested teaching procedures, cultural notes, tape scripts for the *Impact Intro* cassette or CD, answer key for the exercises, and tests.

	Unit 1	Unit 2	Unit 3
Page	<i>page 9</i>	<i>page 15</i>	<i>page 21</i>
Theme Warm Up	MY FAMILY Saying who is in your family	MY FRIENDS Talking about nicknames	MY PASTIMES Saying how you spend your time
Vocabulary	Describing the people in your family	Describing your friends	Naming free time activities
Conversation	Asking about someone's family	Introducing yourself	Refusing an invitation
Listening	"Your dad's so strict!"	"So we do know each other!"	"Are you doing anything on Saturday?"
Communicate	"My parents won't let me..."	"I really like... because..."	"Last weekend I..."
What Do You Think?	Kristi's problem	Changing names: Elton John	A perfect evening

	Unit 7	Unit 8	Unit 9
Page	<i>page 45</i>	<i>page 51</i>	<i>page 57</i>
Theme Warm Up	WORLD FOODS Naming the dishes you like to order	NEW PRODUCTS Naming some everyday products	FAMOUS PEOPLE Naming some famous people
Vocabulary	Naming different kinds of food	Naming electronic products	Naming and classifying occupations
Conversation	Asking about different dishes	Making a guess	Clarifying what you mean
Listening	"I just wanted a hamburger and fries."	"Guess what it is!"	"I collect teddy bears."
Communicate	"What's your favorite restaurant?"	"Why does he want a..."	"What's his secret?"
What DO You Think?	A nice evening	Useful products	The key to success: Steve Jobs

Unit 4

page 27

MY HOME

Talking about household jobs

Naming some household jobs

Asking about the jobs someone does

"I'll give you a hand."

"Which jobs are easy / hard?"

Sharing the housework

Unit 5

page 33

CURRENT STYLES

Talking about household jobs

Naming accessories

Complimenting someone on his or her clothes

"I'd like my money back."

"What did you get for Christmas?"

Personal styles

Unit 6

page 39

MODERN SOUNDS

Talking about singers or groups you like

Naming and describing types of music

Stating a preference

"Could I borrow your new CD?"

"What do you think of...?"

Band Geek

Unit 10

page 63

FUTURE HOPES

Rating jobs

Naming different jobs

Asking someone what he or she wants to be

"I'd like a job where I can travel."

"How important is it for you...?"

Sun-Jin's dream

Unit 11

page 69

PERFECT PARTNER

Describing your dream partner

Narrating a love story

Asking about someone's personal life

"Maybe we should break up."

"What is your dream partner like?"

Jennifer's problem

Unit 12

page 75

SMALL WORLD

Naming some famous places

Describing tourist spots

Expressing where you'd like to go

Expressing where you'd like to go

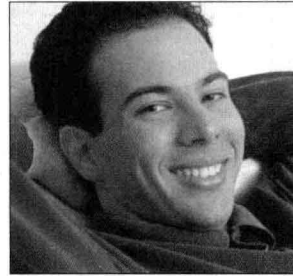
"Where do you want to go?"

Monica's letter

Meet the characters



Monica



BRAD



Charlie



Emi

MY FAMILY

Stephanie



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	

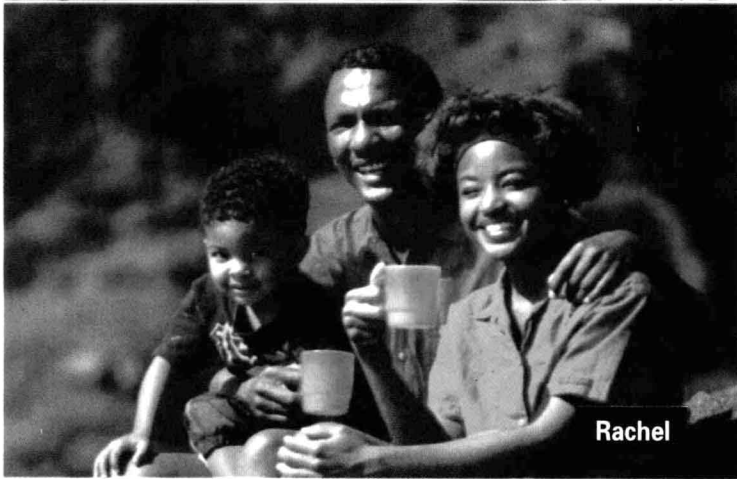
Who's in your family?

I live with

Tell a partner.



Rachel



Adam



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 strict

mean OK smart great tough fun a pain weird

Talk about yourself



What are the people in your family like? Tell a partner.

My

dad	sister	grandfather
mom	brother	grandmother

 is

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.



Listening "Your dad's so strict! "

1 Get ready

Guess. What are they talking about?



2 Who's talking?

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

.....

3 What do they say?

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

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

4 Wha's the problem?

Where is Monica going?

Is Emi going with her?

Why or why not?

What do you think?

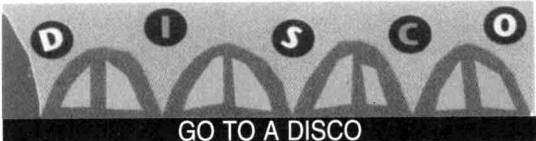





Do you think Emi's father is strict?

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

Ask your partner

What can Emi and Monica do?

Complete the table.

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



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

COMMUNICATE. Ask your partner the question. Write your partner's answers.

My partner's parents won't let my partner

Find Out

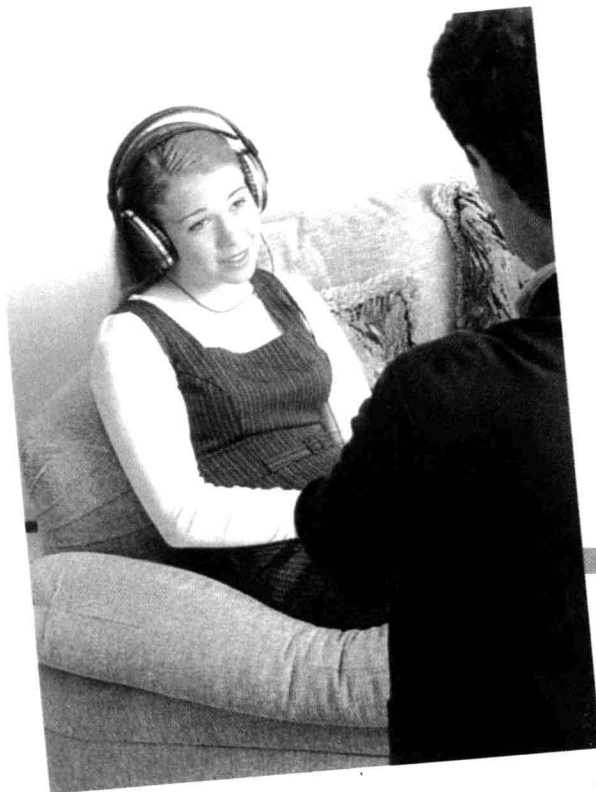
Are your partner's parents strict?

- ☐ Yes ☐ no ☐ a little

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

1. I think Kristi should
2. I think Kristi's father should

BONUS: Tell a partner.

My father (or mother) sometimes makes me angry when

MY FRIENDS



Warm Up

Choose a nickname for each person.

Surf Sunny Strings Jump

What do their nicknames mean?

Surf

Sunny

Strings

Jump



Choose a nickname for yourself.

Write it on a piece of paper.

Write the reason.

Give it to your teacher. Can anyone guess it?

Nickname

Reason

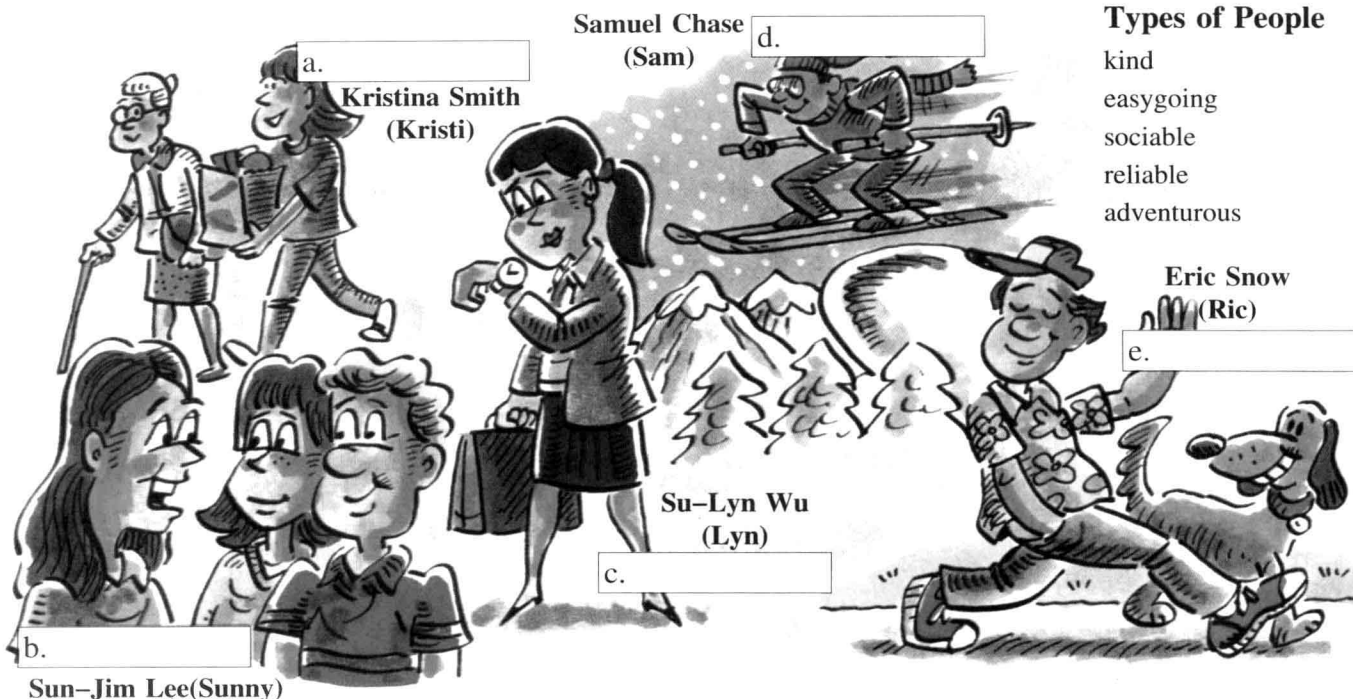
neko (cat)

I like fish.

Vocabulary *Describing your friends*

1 Matching

Match the words and the pictures.



Word Box

Types of People

kind
easygoing
sociable
reliable
adventurous

2 Practice

Which word means the same thing? Write it.

My best friend is Kristi.
She's very **kind**.

My best friend is Ric.
He's **easygoing**.

My best friend is Sam.
He's really **adventurous**.

My best friend is Sunny.
She's very **sociable**.

My best friend is Lyn.
She's **reliable**.

Word Box

Types of People

relaxed
honest
outgoing
generous
wild

3 Talk about yourself



What's your best friend like? Tell a partner.

My best friend's name is He (she) is