朗文英语有声语法

Impact

Grammar Through Listening





朗文英语有声语法

IMPACT GRAMMAR

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Impact IIII GRAMMAR

INTRODUCTION

Impact Grammar is an innovative textbook for students who wish to improve their knowledge of English grammar. The book, with its accompanying audio CD, is designed to be used as a classroom text or for self-study.

Impact Grammar consists of 50 units. Each until focuses on a particular grammatical point that is known to be problematic for second language learners. The 50 units are divided into five levels reflecting the general difficulty of the grammar points. Impact Grammar provides a thorough coverage of the most problematic areas of grammar for second language learners.

Key features:

I 50 units of key grammar points, organized into five levels of difficulty

The Table of Contents and the Index will help you identify the units you want to use.

LEVEL ♦ ♦ ♦ ♦ ♦

2 -page units, each containing five carefully sequenced exercises
The exercises guide students through this sequence: Comprehending (with use of the audio CD), Noticing, Understanding the Grammar Point, Checking, and Trying out the Grammar Point. Each unit requires about 50 minutes of classroom time.

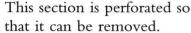


An audio CD that contains the passages for each unit

These segments, needed for the Comprehending and Noticing sections of each unit, can be cued and repeated as often as needed. (Tracks 1–50 correspond to the units in the book.)

- 4 Grammar Explanation
 (the "Yellow Pages") in the
 back of the book with concise
 grammar guides, clear examples
 and common errors of the
 grammatical point of each unit.
- Deview Tests for each of the five levels

 These can be used to check students' understanding of the grammar points in context.
- 6 A complete Answer Key which contains tapescripts and answers for all exercises





Students at all levels can use *Impact Grammar* to improve their grammar, and thereby become more confident and effective at communicating in English.





BACKGROUND

Impact Grammar draws upon current research in second language acquisition:

- The need to attend to both meaning and form when learning a second language
 Impact Grammar guides students to process a passage for meaning and then to attend to how a particular grammatical form is used in that text. Thus, both learning needs are addressed. All of the units in Impact Grammar provide extended passages (dialogues and monologues) to illustrate the meanings of the grammatical points in context.
- The importance of learning grammar through comprehending input

 Learning grammar through listening will help learners process the grammar in real time which is exactly what they need to do to acquire the grammar. Thus, in addition to teaching grammar, Impact Grammar also provides practice in listening. It is a two-in-one textbook.
- The role of awareness in helping learners slowly and gradually acquire grammatical features

 Awareness facilitates and triggers learning. Impact Grammar acknowledges this by leading students to an awareness of how grammatical features work in real language texts. In Impact Grammar learners are treated as active thinkers who can be challenged to work with evidence and formulate rules themselves.
- The need for opportunities for personal expression

 Personal expression helps to consolidate learning. Each unit in *Impact Grammar* provides opportunities for personalized output that help to make the learning of grammatical structures more meaningful and more memorable.

TO THE TEACHERS

You can work through the units systematically, or you can use the book remedially by selecting units to address particular grammar problems.

The units are designed to be easy to use, without a teacher's manual. Each unit requires about 50 minutes of classroom time with a typical class, although some sections can be assigned as homework.

Here are the basic procedures for the five main sections:

LISTENING TO COMPREHEND

Go over the warm—up questions to introduce the topic. Then elicit descriptions of the pictures to help set the context for the unit. Check the Word Box to be sure that the students are familiar with this key vocabulary. Play the audio CD or read the passage (the script is in the answer key section.) The learners are to listen to a short contextualized passage (about a minute long) and try to understand the general meaning of the text. There is a short comprehension task to help learners understand and check the meaning.

LISTENING TO NOTICE

Learners next listen to the same text again in order to focus attention on how the target grammar point of the unit works in the text. Again there is a focusing task to help learners with this noticing phase. Learners can try to fill in the blanks first and then listen to confirm their answers. You can repeat the audio as often as needed, until the learners can hear the grammatical distinction.

UNDERSTANDING THE GRAMMAR POINT

Learners now provide a short analysis of a grammar contrast in the text. Through this analysis task, learners are guided to see how the grammar point works and to formulate a grammar rule. (It is not essential that the learners can articulate the rules and principles in precise English, as long as they demonstrate an understanding of the grammar point.) Allow time for the learners to go through these questions individually or in pairs. Then go over the questions with the class. Finally, look at the Yellow Pages (Grammar Explanation) in the back of the book to introduce further examples and to review common errors.

CHECKING

Learners check their understanding of the grammar rule by completing a short exercise with a new set of sentences or short texts. Again, learners can work individually or in pairs. Answers should be checked with the whole class. (You may wish to have the learners remove the perforated Answer Key pages from the book to prevent them from looking a the answer in advance.)

TRYING IT

In this final part of the unit, learners have an opportunity to try out the grammatical rule with sentences of their own. This short communicative activity will allow you to see whether the learners can use the grammar point correctly.

TO THE STUDENT

You can use this book by yourself or in class with other students. Here are some ideas to help you when you use it by yourself:

- (1) Look in the Table of Contents to find a grammar point you want to practice.
- (2) Look at the Error Box at the beginning of each unit. Can you correct the errors? If you have trouble finding the errors, try that unit.

After you choose a unit, try each section in order.

LISTENING TO COMPREHEND

This exercise introduces you to the topic. In this section, just focus on getting the meaning. Listen to the CD. You will hear a dialogue, an announcement, a letter, a lecture, a news item or a story. Try to get the main idea. Look up the words in the "Word Box" if you need to. Listen to the CD several times, until you can do the activity.

LISTENING TO NOTICE

This exercise focuses on the grammar point of the unit. First, read the text and try to fill in the missing words. Then listen to the text on the CD again. This time, listen for the missing words. Write the correct words in the blanks. Listen again until you can hear the missing words clearly. Check your answers in the Answer Key at the back of the book.

UNDERSTANDING THE GRAMMAR POINT

This section helps you understand the grammar point and build rules about the grammar of English. Read the directions carefully. Usually, you have to look back at the Listening to Notice section to complete the exercise. Check you answers in the Answer Key at the back of the book.

CHECKING

This section helps you find out whether you have understood the grammar point. While you are working, you may check the Grammar Explanation section (the "Yellow Pages") if necessary.

TRYING IT

This section gives you a chance to practice the grammar point using your own ideas.

We hope you will enjoy using Impact Grammar! Remember: Improving your grammar will make you sound more like a native speaker and will improve your confidence and communication ability.



PRONOUNS: HE, SHE, IT



At Work

Do you have a job? What do you do?

ERROR BOX

- * That's Mary Smith. He is my boss.
- Mary has a new office. He is located on the eighth floor.



LISTENING TO COMPREHEND

Mr. Lim is describing the people in his company. Write Ms. or Mr. before each name. What position does each person have?

Employee Leslie Williams Sydney Mills Anil Chaudari Jun Kim	Position technical manager	WORD BOX * a technical manager * a senior programmer * an office secretary * a sales representative
LISTENING TO NOTIC	$\mathbf{E} \cap$	
Listen again. Fill in the blan	***	ít.
Hello. I'm the president of S software company. Let me intr for Soft World.	oft World. <u> t </u> 's to roduce you to the great	he world's best computer team of people who work
Leslie Williams is our techni	cal manager. When the	ere's a problem with new
software, finds a solu		
Sydney Mills is our senior profession of the best place she has ever wo	where she started design king here last year;	gning and writing software



Then there's **Jun Kim**. ______'s the office secretary. _______'s a really important job. ______ knows everything; his brain is just like a computer.

Anil Chaudari is our sales representative. _____ joined the company two years ago. We call him "Language Man"; _____ speaks five languages

We're a great team.

fluently.

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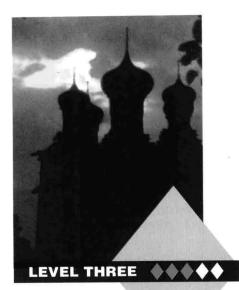
If you are using the Impact Coursebooks, try these units in Impact Grammar.

Impact Impact pronouns:He, She, It Determiners with Nouns Adverb Position 14 Perpositions of Location and Direction Present Continuous and Simple Present Tenses Plural Nouns 46 Too vs. Enough 27 Modals of Possibility 12 Simple Present 38 Simple Present Tense Countable vs. Uncountable Nouns

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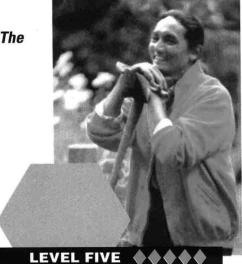
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When



1.	Find the words he, she, and it in Mr. Lim's speech. Write the word or words that he, she,	or
	it replaces.	

he replaces:	she replaces:	it replaces:
		soft world

2.	Complete 1	the following	statements about	t how to use	he,	she,	and i	t:
----	------------	---------------	------------------	--------------	-----	------	-------	----

- We use to refer to males.
- We use to refer to females.
- We use _____ to refer to things or ideas.

3. Why are these sentences incorrect?

- * My sister bought a new car two weeks ago, and he has already had an accident.
- * I took a book out from the library last week, but I have not started reading him.

CHECKING

Which of these sentences contain an error? Correct the errors.

- 1. My brother is five years younger than me. —Is an 5. His wife is a well-known psychologist. He works engineer.

 mostly with children and teenagers.
- 2. My sister lives in Hong Kong. She is a computer ⁶ programmer.
- My neighbor started a catering business in 1994.
 He has grown a lot in the last several years.
- 3. My father is a journalist. He has done many assignments for foreign newspapers.
- 7. My grandfather came to the United States when he was eight years old. By the time he was 20, she was a successful businessman.
- 4. My friend Carlos is a real estate agent. He owns his 8. My daughter is a buyer for a large department own agency. Is located in downtown Los Angeles. store. He spends a lot of time in other countries.

TRYING IT					Use the pronou	VO.
Control of the Contro	Describe the jobs of the the jobs of the people			th. OR Describe	she, it	ns]
	My father is a	×	Не	<u> </u>		
50	My mother is a	The Back	She	This experience		
1	My brother is a		He likes	his job. It		





What's in the Room?

Do you live in a house or an apartment? What is in your room?

ERROR BOX

- There's several books on the table.
- * There a painting on the wall.

WORD BOX

* a mustache * a sink

* hair coloring

opera glasses

* a counter



LISTENING TO COMPREHEND

Listen to Mr. Wolf, Ms. Strain, and Mr. Stone describe rooms in their homes. Check the things they mention.

Mr. Stone	Ms. Strain	Mr. Wolf
some chairs	a table	a table
a sink	a computer	some chairs
a table	a violin	a pair of gloves
sunglasses	some dishes	a cup
some books	some water	a camera

Which person might be a private investigator? a music professor? a magician?



LISTENING TO NOTICE

Listen again. Fill in the blanks with there's (there is) or there are.

Mr. Stone:	There are	three chairs	around a tab	ole	a bla	ack cat	on
the table.	some	things on th	ne counter to	the right	of the sir	ık: a fal	se
beard and	a mustach	e, a bottle	e of hair	coloring,	and a	pair	of
sunglasses stuffed rabbi	4	-	nagazines or	the table	, and _	5	a



Ms. Str	ain: two chairs but no table. On one of the chairs	ĺ
laptop c	omputer; on the other a violin.	
	a clock over the sink, and dishes piled up in the sink. Oh	,
and	several books on the counter next to the refrigerator.	
And	some water on the floor.	



Mr. Wolf: In the kitchen _____ a large, heavy wooden table.
____ six chairs neatly arranged around the table. ____ nothing at all on the table, but ____ a lot of things on the counter on either side of the sink: a pair of women's long evening gloves, a small cassette recorder, a camera, and opera glasses. ____ a toy fire engine on the floor.



1. Look at the descriptions again.	Circle the word or words following the	ere's <mark>and</mark> t	here are.
Write those words below.			

there's ···	there are ···	
a black cat	three chairs	

2. What kind of noun follows there 's? What kind of noun follows there are?

CHECKING

Linda is describing her bedroom. Fill in the blanks with there's or there are.

We live in a large old house. <u>There are</u> several rooms I like to spend time in, but it	my favorite room is
my bedroom. Let me describe it for you. When you walk in the room,	a dresser along the
wall on the left. Above the dresser three Chinese silk paintings of birds. St	raight ahead is my
bed lots of pillows on it, and a nightstand on either side of the bed. I antique coat tree that belonged to my grandfather always several shirts at	Nearby an
it a fireplace on the wall on the right. Ever though it doesn't work, decoration also a couple of upholstered chairs in the room.	
TRYING IT	LANGUAGE NOT
Describe a room in your home or apartment. What's in it? What's on the walls?	there are.



LEVEL

Describing People

What are your neighbors like?



X She is black hair.

* My brother has 20 years old.

LISTENING TO COMPREHEND



Janet is describing her three new neighbors. Check the things she mentions.

Max	Derrick	Phillip
bald	20 years old	an earring
a beard	glasses	50 years old
a mustache	an earring	tall
glasses	a tattoo	a beige jacket
a T-shirt	a mustache	brown eyes
30 years old	blue eyes	a beard

WORD BOX

* tattoo

* gold-rimmed

* patch

* neighbor

* bald

* earring

Write the name of each person on the correct picture.

LISTENING TO NOTICE

Listen again. Fill in the blanks with one of the phrases in brackets.

I just moved into a new apartment. These are my neighbors.

Max lives in Apartment 101.

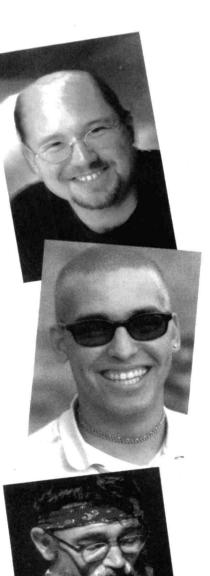
He	is •	bald. He		a mustac	he an	d a	bea	ırd. He	also	
	1 (is / has)	_	2 (is / has)						_	3 (is / has)
gold	-rimmed	glasses. I	think he		30 ye	ars	old,	maybe	older.	Perhaps
		_		4 (is / has)						-
he		a businessi	man or a la	awyer.						
	5 (is / has)									

Derrick lives with his parents in Apartment 103.

He		_ 20 y	ears o				nger. H							is left
ear.	He al	_		a	very	small	tattoo	on	7 (is / ha	left	side	of	his	neck.
Не		_ blue	eyes,	but	he us	sually v	vears si	ungl	asses	. He			a st	udent,
I'm	(is / has) SUTC.						(4	.(*)			10 (is /	has)		

Phillip is in Apartment 104.

This man	about 50 years	old. He	tall. He		short
dark hair, and he		gray beard. He	always	13 (is / has) a	beige
jacket on. I think he	s a writer or an	artist.	15 (is / has)	





1. Look at the text again. Pay attention to the word or words which follow the verb be or have. Put these words in the correct column in the box below.

have	be
has a mustache and a beard	is bald

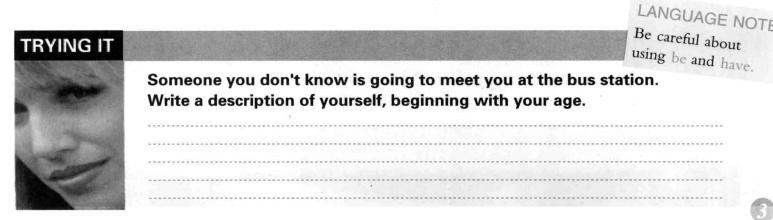
2. When do we use have? When do we use be?

CHECKING

Can you find which sentences have an error in them? Try to correct all the errors you find.

- 1. Mrs. Hayashi has 55 years old.
- 2. Roberto Garcia is tall and thin.
- 3. She is light brown hair.
- 4. Juliana very smart.
- 5. He has a scar under his right ear.

- 6. My sister 10 years old.
- 7. My father is a beard.
- 8. He's a businessman.
- 9. My sister is blue eyes.
- 10. One of my father's employees is a tattoo.





Holiday Postcards

Where do you like to go on holiday? What do you like to do?

ERROR BOX

- X Every day I am sitting by the pool.
- X At the moment I drink a glass of wine.

LISTENING TO COMPREHEND

Brad and Gloria are on holiday. Listen to them read their postcards.

- a. at a jazz festival
- b. on an island
- c. in California
- 1. Where is Brad? 2. Where is Gloria?
 - a. in Pairs
 - b. in London
 - c. by the sea

- WORD BOX
- * nightlife
- * jealous
- * rush
- seafood

LISTENING TO NOTICE

Listen again. Fill in the blanks with a form of the verb in parentheses [].

This is the life! Every morning I ____ breakfast by the pool. Then I ____ for a walk along the beach or into town. In the afternoon I usually ____ a trip somewhere on the island. In the evening I _____ the nightlife. At the moment I ____ to some from Rush Remember George London? Well, surprise, surprise, great jazz. Jealous? You should be! he ____ at the same hotel for a few days. We ____ a great time. Brad He ____ me all the best places in Paris. Well, I must rush now. We ____ out to this new seafood restaurant right now. I _____ you always. Gloria



- 1. Look at the postcards again.
- a. Circle all the verbs in the simple present tense.

Ihave

b. Underline all the verbs in the present continuous tense.

I am listening.

- 2. Find these adverbials in the postcards.
 - every morning
- in the afternoon
- at the moment
- usually

- for a few days
- in the evening
- always
- now

3. Write the adverbials in the correct column.

Simple Present

Present Continuous

every morning usually

CHECKING

Can you correct the errors in this holiday postcard? Dear Daniel,

At the moment I am sitting in a little restaurant in Copacabana. It is late and the sun just beginning to set. I am watch some teenagers. They playing volleyball on the beach. A middle-aged man is jogging past my table. Every day I am coming to the same restaurant. I am eating a light meal — just a salad or some fish — and drinking a glass of wine. Sometimes I chat with the waiter. He is telling me about his young boy and I tell him about you. Life is almost perfect, except, of course, you are not here!

Love always,



是一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个	continue and the pres
Imagine you are on holiday. Write a postcard to a friend.	continus or simple present tenses.
Tell your friend what you are doing at the moment and w	hat
you do every day. Try to make the person wish he or she	was with you!

1

Use some of the adverbials (every

morning, always, now) and the present





Married Life

Who should do the housework — husbands or wives?
What kind of housework do you do?

ERROR BOX

STEVE

- Do Jim help you with the kids?
- Does Jim helps you around the house?

LISTENING TO COMPREHEND

Jill and Beth are talking about their husbands, Jim and Steve. Listen to their conversation. Write Yes or No in the table.

JIM

··· helps with the kids. ··· washes the dishes.	Yes	No	
··· does the ironing.			WORD BOX
··· goes out with his wife for dinner.			Q MII
··· talks about things with his wife.			* get a word out of (someone) * wash the dishes * You must be joking!
LISTENING TO NOTICE (
Listen to the conversation again. F	-ill in 1	the missing	words.
Beth: What's Jim like? he	help	with the kid	s?
Jill: All the time. What about Steve?		he	with the kids?
Beth: Never. He's out with his friends	-		
Jill: What about around the house? dishes?	3	Steve sometir	mes the
Beth: Nope. What about Jim?			
Jill: Yes, on the weekendsS	teve _	any i	roning?
Jill: Yes, on the weekends S Beth: You must be joking! J	im?		
Jill: Well, no. But I don't mind. I find			
Beth: you sometimes	out	for dinner to	gether?
Jill: No, never! Jim says he likes my			
Beth: We often go out together.			
Jill: Lucky you! you	abou	t things with	Steve a lot?
you about prob	lems a	nd all that?	
Beth: Yeah, Steve's a great talker.			
Jill: I can hardly get a word out of Jim	1.		

