

朗文 英语口语 2

Student's Book

First Impact



朗文英语口语

FIRST IMPACT

2

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Introduction

Impact is an English coursebook designed to help students develop confidence and skill in using English for communication. The *Impact* course revolves around the lives of four young professional people: Angela, Gloria, Kazuo and Alex, and their circle of family and 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 springboard for the students to express personal opinions about their own lives.

This Coursebook consists of 12 main units and four short Expansion Units. Each main unit is designed for approximately three 50-minute class periods, or two 90-minute periods. Each review unit is designed for approximately two 50-minute periods, or one 90-minute period. A Teacher's Manual, Classroom Cassettes or CD, and Workbook (*First Impact Workout*) accompany the Coursebook and are available separately.

Each of the 12 main units in the Coursebook consists of six parts:

Warm Up

Listening

Conversation Topic

Grammar Awareness

Pair Practice

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 specific information, 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, conversation patterns and strategies for talking about different personal topics. The section consists of two main stages: vocabulary activation and model conversations.

The Word Preview section provides a list of 8–10 vocabulary items based on the topic of the

preceding Listening section. A short activation exercise encourages students to work with the meaning of the words.

The Conversation Building section presents a conversation pattern that the students can use as they talk about the topic of the unit. As they practice, the students substitute original information into the conversation model "slots."

GRAMMAR AWARENESS

In this section students are required to notice a particular grammar feature in a spoken extract. 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, 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, 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 pairwork activity is set up first as an information gap task so that students will ask and answer focused questions with a clear communicative goal. Students work in A/B pairs, looking at different pages in the book. (B pages are in the back of the book.) The second part of the activity, Talking about yourself, builds upon the information gap activity and involves a personal 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 their ideas.

EXPANSION UNITS

After every three units, there is a short Expansion Unit, consisting of four activities:

Group Activity

This is a structured group activity that builds on the topics and themes of the units in the preceding section, and allows students to use language creatively.

Learning Check

This is a two-part review of grammar and vocabulary. Through listening and reading tasks, students have an opportunity to assess their progress.

Review Game

This is a fluency-oriented 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

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Theme
Warm Up

NEW PEOPLE
Meeting your classmates
Sharing personal information

FIRST IMPRESSIONS
Comparing ideas
Evaluating things that are important

BUSY TIMES
Finding things in common
Comparing daily routines

Group activity
Find someone who ...

Listening

Do you want to meet him?
Angela introduces Gloria to some friends at work
Names, relationships
Meeting new people

Are you having a good time?
Alex and Karen meet for the first time
Personal information
Finding out about someone new

Could we meet after that?
Shawn makes an appointment with her teacher
Schedules
Making an appointment

Learning check

Conversation
Topic

People in my life
Word preview: relationship words
Conversation building: introducing friends

Occupations
Word preview: jobs
Conversation building: sharing personal information

Activities
Word preview: regular activities
Conversation building: making an appointment

Review Game
Conversation connections

Grammar
Awareness

Angela and Gloria
Angela describes herself and her sister
Present tense: is/are

Buying presents
Karen buys some presents at the airport
Singular and plural nouns— a, some

Shawn's day
Shawn describes her life as a college student
Simple present tense, frequency adverbs

Learning better
Take your English home

Pair Practice

Circle of friends
Target expressions: Who is ...? What's she like?
Talking about yourself
People you know

Meet the Hensons
Target expressions: What does she do? What does she like to do?
Talking about yourself
Your family

A busy life
Target expressions: Does Shawn ever ...? How often does she ...?
Talking about yourself
Your routines

Read and
Respond

Finding a friend
Personal Ads—describing yourself

Photo memories
Photo captions—describing events

Letter of introduction
Perspmal letter—describing your everyday life

UNIT 7

UNIT 8

UNIT 9

Expansion
Unit

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Theme
Warm Up

DAILY BREAD
Love it, hate it
Comparing likes and dislikes

DIFFERENT WAYS
It's a rule
Choosing good and bad rules at home, school, work

STRANGE, BUT TRUE
That's very strange
Evaluating strange experiences

Group Activity
Talking marathon

Listening

How many people are coming?
The Stevens plan a barbecue party
Quantities
Making decisions

And one more thing ...
Julie talks to her homestay mother
Customs
Giving reasons

... and I saw this strange light
Alex tells Karen about a strange experience
Mysterious events
Telling a story

Learning check

Conversation
Topic

Ethnic dishes
Word preview: nationalities, names of dishes
Conversation building: making suggestions

Rules
Word preview: regulations
Conversation building: asking for permission

Experiences
Word preview: unusual experiences, reactions
Conversation building: describing past events

Review Game
Speed game

Grammar
Awareness

A healthy diet
Virginia talks about her family's diet
Quantifiers

Julie's travel plans
Julie talks to a tour organizer about her trip
Modals

Alex's bad experience
Alex has some trouble at the airport
Past tense

Learning better
Say it a different way

Pair Practice

Food for thought
Target expressions: What's your favorite ...? What kind of ... do you like?
Talking about yourself
The best food for the situation

Exploring Asia
Target expressions: You should ... You shouldn't ...
Talking about yourself
Customs in your country

It really happened
Target expressions: Have you ever ...? When did it happen?
Talking about yourself
True experiences

Read and
Respond

It specializes in ...
Restaurant review—describing a favorite restaurant

It's taboo
Travel book excerpts—describing inappropriate actions

True stories
Story introductions—describing unusual events

UNIT 4

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HIGH TECH**Everyday machines***Listing machines used every day***I can't find it***Jordan looks for some of his things**Possessions**Describing locations***Machines***Word preview: modern machines**Conversation building: inquiring about possessions***Jordan and the monitor***Jordan talks about his classroom*
*Prepositions of location***Julie's room***Target expressions:**Does she have a ...?**Where is it?***Talking about yourself***Machines you use every day***I've got to have one!***Ads for new gadgets—**describing useful gadgets***UNIT 10**

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A GOOD EDUCATION**School subjects***Listing subjects you like and dislike***But that's what I'm interested in***Julie and her dad disagree about her education**Arguments**Giving opinions and reasons***Classes***Word preview: school subjects, opinions**Conversation building: asking for and giving information***Julie's schedule***Julie tells her father about her choices**Ways of expressing the future***The entrance exam game***Target expressions:**Who was ...? Can you name ...?***Talking about yourself***Trivia questions***Lifelong learning***Course descriptions—describing a class***UNIT 5**

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IN TOUCH**Right now***Noticing things you're doing right now***Did you get the pictures?***Gloria talks to her dad about her recent activities**Current events**Describing actions in progress***What's new?***Word preview: recent activities**Conversation building:**catching up with friends***Home for a Visit***Kazuo phones Gloria**Simple present v. present progressive***New Years holiday***Target expressions:**Where is ...?**What's he doing?***Talking about yourself***Pantomime game***Thinking of you***A postcard—describing actions in progress***UNIT 11**

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MODERN TIMES**Impressions***Describing our culture***Lots of kids go on dates***Shawn, Sue-Hee and Paulo talk about dating**Dating customs**Comparing cultures***The first time***Word preview: first**experiences, opinions**Conversation building:**comparing experiences***Through a visitor's eyes***Sue-Hee and Paulo discuss their impressions of American culture**Count and non-count nouns***The culture I know***Target expressions:**What is the most important ...**What do you think?***Talking about yourself***Culture capsule***They're everywhere!***Magazine excerpts—describing current trends***UNIT 6**

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SPECIAL PLACES**Tell me why***Giving reasons***What's on the morning tour?***Shawn and Sue-Hee visit**New York City**Tourist spots**Asking for information***Travel***Word preview: sights to see**Conversation building:**exchanging information***Philadelphia***Shawn describes her new city*
*Plural nouns***American cities***Target expressions:**What's the best time to visit?**What's a special thing you can do there?**What's good to eat there?***Talking about yourself***An interesting city you know***Special places***Poetry—describing feelings about a place***UNIT 12**

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NEXT STEPS**Thank goodness It's Friday***(TGIF)**Inquiring about weekend plans***It's Gloria's Idea ...***Kazuo tells Alex about his trip with Gloria**Holidays**Talking about plans***Vacations***Word preview: holiday activities**Conversation building:**inquiring about future plans***Taking off***Angela asks Gloria about her trip plans**Review of question forms***Crystal ball***Target expressions:**Do you think you will ...?**Why do you think so?***Talking about yourself***Future activities***An invitation***A wedding invitation—describing details***Expansion Unit**

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Group activity*Who agrees?***Learning check****Review Game***How many can you say?***Learning better***Think about how you learn vocabulary***Expansion Unit**

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Group Activity*Who wrote that?***Learning check****Review Game***Let's talk***Trivia game***The Impact story***Learning better***Use English or you'll lose it!***Pair Practice B Pages**
*pages 98–110***Appendix—Key words and expressions**
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Meet the characters in Impact

Angela Stevens



Kazuo Ito



Gloria Stevens



Alex Sayers



Karen Henson



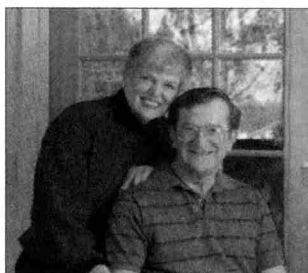
Jordan Greene



Julie Greene



Bud and Virginia Stevens



Shawn Wu



David Greene



Sue-Hee Kim



Paulo da Silva



1

NEW PEOPLE

- introducing people
- present tense
- relationships and characteristics

Warm Up *Meeting your classmates*
Write one word about yourself on each line.

Ideas

your hometown your interests
your job your favorite place
your friends

Walk around the class. Introduce yourself to other people.

Look at their books. Ask questions about their words.

Example

Hi, I'm Sondra.

Nice to meet you. I'm Paul.

What's this _____?

That's my hometown.



Listening “Do you want to meet him?”



Angela Stevens works for a fashion magazine. She's talking to some people at work.

1

Listening for key words

Listen to the conversation. Check (✓) the names and the relationship words you hear.

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

2

Listening for relationships

Listen again. What are the relationships? Complete the sentences.

Kazuo is Angela's co-worker. (They work together.)
 _____ is Angela's _____.
 _____ is Angela's _____.

3

What do you think?

Would you like to meet Angela? Why?



Conversation Topic *People in my life*

1

Word preview

Choose five words. Write a name next to each one.
Then write one word about the person.

Example

Mr. Lane *nice*

big brother	husband or
big sister	wife
little brother	boss
little sister	co-worker
friend	roommate
boyfriend	neighbor
girlfriend	

2

Conversation building

Practice this conversation with two other students.

Read the conversation out loud.

Change roles and read the conversation again.



Practice again. Use new words from the Word Preview list.

Now try once more. Use your own ideas.

Grammar Awareness *Angela and Gloria*

Here are Angela and Gloria.
Are they different? How?

1

Understanding

Listen to Angela. Which words describe her? Write A next to each one. Which words describe Gloria? Write G next to each one.

- | | |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> A quiet | <input type="checkbox"/> hardworking |
| <input type="checkbox"/> talkative | <input type="checkbox"/> punctual |
| <input type="checkbox"/> serious | (always on time) |
| <input type="checkbox"/> lots of fun | <input type="checkbox"/> always late |



2

Noticing

Read the sentences. Find the mistakes and correct them.
Then listen to check.

- Hi! I ^{/m} Angela. That my sister, Gloria.
- We twins, but Gloria very different from me.
- I quiet but she talkative.
- I a bit serious but she lots of fun.
- I work a lot. I hardworking. Gloria sleeps a lot. She kind of lazy.
- I always on time – I a punctual person.
- But Gloria, oh Gloria – she never on time, she always late.
- When people see me they always say "Hi, Gloria!"
I say, "I not Gloria. I Angela." It's a real pain!

3

Try it

Think of someone you know well — your brother, sister, friend, etc.
Write one sentence about you and this person.

I _____, but _____.

Now read your sentence
to your partner.

Grammar Corner

<i>I am – I'm</i>	<i>I am not – I'm not</i>
<i>She is – She's</i>	<i>She is not – She isn't, She's not</i>
<i>We are – We're</i>	<i>We are not – We aren't, We're not</i>



Pair Practice *Circle of friends*

Here are some important people in Angela's life.
Who are they? What are they like?

1

Ask and answer question with a partner.
Fill in the missing information.



2

Talking about yourself

Think of five people who are important to you.
Write their names in the boxes.

Exchange books with a partner.
Ask your partner about the five people.



When you don't understand, ask.

Read And Respond *Finding a friend*

1

Reading

Look at these personal ads. Which person would you like to meet? Circle the ad. Underline the words that show that you like about him or her.

411 Personal	Your Ad
I'm an active and energetic guy, I enjoy hiking, sports and motorcycle racing. I love fun and adventure! D.L. Box 216	
I'm a professional woman. I'm a bit quiet. I love pets, poetry and travel. K.H. Box 351	
I'm a college student. Reading, movies and cooking are my favorite ways to relax. I'm rather serious and caring. S.W. Box 215	
I'm hardworking, but I love to go out, talk with friends and do fun things. A.S. Box 350	

2

Try it

Now write a personal ad that describes you.

3

Shared writing

Work in a group of six. Mix up the ads. Choose one and read it. Can you find who wrote it?

Ideas

active, energetic, hardworking, serious, lots of fun, quiet

Ask questions, for example, "Are you energetic?"

Listening "Are you having a good time?"



Alex is at his friend's wedding in Hawaii.
He doesn't know many people. He's trying to meet someone new.

1

Listening for key words

Listen. Check (✓) the words and phrases you hear.

- | | |
|--|---|
| <input type="checkbox"/> Jim's friend | <input type="checkbox"/> live here |
| <input type="checkbox"/> Jim's boss | <input type="checkbox"/> came for the wedding |
| <input type="checkbox"/> are you related | <input type="checkbox"/> an art director |
| <input type="checkbox"/> we're cousins | <input type="checkbox"/> a fashion director |
| <input type="checkbox"/> very attractive | <input type="checkbox"/> make films |

2

Listening for personal information

Listen again. What do Karen and Alex find out about each other?

Complete the sentences.

- Alex lives in
- Karen lives in
- Karen and Jim
- Alex and Jim

3

What do you think?

Do you think Karen and Alex like each other? How do you know?
(by words?) (by voice?)