

朗文英语

练习册  
WORKBOOK

1

WorldView

走遍世界



# 朗文英语走遍世界

WORLD VIEW

练习册

1

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## Listening Strategies

Here are 6 ways to improve your listening.

Check (✓) the strategies that you use now. Try a new strategy each week. In the column on the right, write the date you tried it and take notes about your experience. Did the strategy help you learn?

### 1 ☐ Find new sources



What do you like to listen to or watch in English? Movies? Songs? News broadcasts? TV shows? The radio? Interviews? Conversations?

Find some new sources for listening. You can use the radio, TV, CDs, DVDs, the Internet, your computer lab, or visit some places where you can hear people speak English. Listen at least one hour a week.

**Try this now:**

What do you like to listen to in English? (songs, movies, etc.) Write two or three ideas.

What are your favorite sources for listening to English? (CDs, Internet, etc.) Write two or three sources.

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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### 2 ☐ Predict words and ideas



What do you already know? Before you listen to something, think about the topic, the ideas, and the people speaking. Can you predict some of the content? (Before you listen, say or write three words and two ideas you might hear.)

**Try this now:**

Look at the photograph on pages 2 and 3 of your *WorldView* Student Book. What are the speakers talking about? What words will they use?

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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### 3 ☐ Listen for a specific purpose



When you listen, you don't need to understand everything. Listen for a specific purpose. What information do you want to find out? Names, numbers, important events, key information, the speaker's feelings, or the main idea?

**Try this now:**

Think about some different listening situations. What listening purpose would you have in each of these?

- You're at an airport. There's an announcement.
- You're driving in your car. There's a song on the radio.
- You're at home. There's a news show on TV.

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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4 ☐ Use key words and images



When we listen, we can often understand the main idea from key words and images. "Key words" are the important words. "Key images" are actions and emotions that the speakers use. When you listen, pick out a few key words and images.

**Try this now:**

Choose a scene from a movie or video. (Most scenes are about three minutes long.) Watch the scene and write down a few key words and images. Look at your list. What is the main idea of the scene?

Date: \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 ☐ Use dictation for intensive listening



Dictation can help you focus on grammar and vocabulary when you listen. Choose a short (30-second) conversation from a video or audio. Play it one time and just listen to get the meaning. Then listen again. Press "pause" after each sentence. Write exactly what you hear.

**Try this now:**

Here are some ideas to use for dictation. Which ones do you like? Write a plus (+) sign.

- \_\_\_ write every word
- \_\_\_ write in your own words
- \_\_\_ write only the verbs (or nouns)

Date: \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 ☐ Keep a listening notebook



Write notes about your listening experiences. After you listen to a news broadcast or watch a movie, write for two minutes in your listening notebook. Write a summary or a reaction or some new vocabulary or expressions. Write in your notebook once or twice a week.

**Try this now:**

Think about some ideas for your listening notebook. Which might be helpful for you to write? Write a plus (+) sign.

- |                 |                      |
|-----------------|----------------------|
| ___ a summary   | ___ new expressions  |
| ___ questions   | ___ your impressions |
| ___ other notes |                      |

Date: \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Learning Strategies

## Vocabulary Strategies

Here are 6 ways to improve your vocabulary.

Check (✓) the strategies that you use now. Try a new strategy each week. In the column on the right, write the date you tried it and take notes about your experience. Did the strategy help you learn?

### 1 ☐ Add "shared" words to your vocabulary



What English words are similar in your language? For example *optimist* in English and *optimista* in Spanish are very similar. Think of "shared" words between English and your language. (Most languages have hundreds of shared words.)

**Try this now:**

How do you say these English words in your language? Which ones are shared words in English? Do they have the same meaning?

*color data favor information tourist*

What other shared words do you know?

Date: \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 2 ☐ Make word cards to learn new vocabulary



On a small card, write a new word or expression on one side. On the other side, draw a picture of the word, write a short definition of the word, or write a sentence with the word. For example, write *bride* on one side of the card and draw a picture on the other side. Make 3–5 new cards each day. Review these cards for a few minutes, once or twice a week.

**Try this now:**

Think about how you learn new vocabulary. How many new words or expressions can you learn well in one week?

\_\_\_\_\_ fewer than 5                      \_\_\_\_\_ between 5 and 10  
\_\_\_\_\_ between 11 and 20            \_\_\_\_\_ more than 20

Date: \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3 ☐ Make word webs



Make word webs to show how words are related. Each line is a new link for the word.

Make one word web each week in a vocabulary notebook. Save your word webs. Review them and add new words to them.

**Try this now:**

Make a word web for two of these words. Add about 5 links for each one.

*office cook department store beautiful*

Date: \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### 4 ☐ Narrate in English



Look around you or watch a video with no sound. As you look, say what you see in English. You can say the names of objects (for example, *a tree, a red car, a man with a hat, a clear blue sky*) or you can describe actions (for example, *a child is talking to her mother*). Say at least 10 things. Try this once a week for 5 minutes.

**Try this now:**

Look around you. Name at least 10 things you see, in English. Then say something about each thing. (Example: *This is my book. It's on my desk.*) Does this help you to "think in English?"

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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#### 5 ☐ Use a memory technique



Use a memory technique to help you remember new words. One method is the "key word method." It is a way of mixing sounds and images. For a new word, think of an image, using ideas from your language or from English. For example, *executive* is a *businessperson who makes decisions for the business*. The first part of the word sounds like *eggs* and the third part sounds like *cute*, so you might picture a businessman at a desk with three "cute" eggs above his head. He is trying to decide which one to choose. This mixed image may help you remember the new word.

**Try this now:**

Think about memory techniques you use. Find the meaning of these English words and try to memorize them using the "key word method" or another memory technique.

*relax      Wednesday      eclipse*

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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#### 6 ☐ Read for pleasure



Use popular books or Penguin readers (available from Longman). Find a book that is comfortable for you to read. (*Comfortable* means that you can understand about 90% of the words.) Read every day for 20 minutes or more. Don't use a dictionary. Guess the meaning of new words from the context.

**Try this now:**

Think about what you like to read. What topics are most interesting for you to read about? Put these topics in order of interest (1–9) for you: 1 = most interesting.

___ famous people	___ mystery	___ sports
___ adventure	___ romance	___ politics
___ history	___ travel	___ science fiction

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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Grammar Strategies

Here are 6 ways to improve your grammar.

Check (✓) the strategies that you use now. Try a new strategy each week. In the column on the right, write the date you tried it and take notes about your experience. Did the strategy help you learn?

1 ☐ Get feedback from a conversation partner



Find a conversation partner. Meet at least once a week for 30 minutes. Speak English only. Does your partner understand you? Does your partner correct your grammar? Make a note of any grammar mistakes that your conversation partner (or your English teacher or classmates) notices.

Try this now:

Think about how you practice English outside of class. Do you have an English conversation partner? If "yes," how often do you meet to speak in English? If you don't have a partner, can you find one? Can you and a classmate be conversation partners?

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 ☐ Say it in different words



Look at a newspaper, magazine, or book. Find three sentences with difficult grammar. Say them or write them in different words.

Try this now:

Say or write each of these sentences in other words.

- 1. I'm taking a vacation to Florida this winter. (Hint: Use *going* and *on vacation*.)
- 2. The office has a lot of furniture. (Hint: Use *there is*.)
- 3. I need your cell phone. (Hint: Use *can* and *borrow*.)

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 ☐ Imagine the conversation



Find a photograph (in a magazine or book) of two or more people talking. Imagine the conversation. What are they saying? Write down at least four lines of their conversation. A few days later, go back and double-check your grammar.

Try this now:

Look at page 91, picture E in your *WorldView Student Book*. Imagine the conversation for the picture. Write down at least four lines.

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

☐ Do a grammar search


Choose a grammar point from the *WorldView Student Book* that you want to study, such as a verb tense (like the simple present) or a structure (like *Wh-* questions).

Look through a newspaper (articles, comics, etc.), or a magazine (interviews, articles, etc.), or a book (a novel, a biography, etc.). Look for five examples of the grammar point you are studying. Circle the examples. Write the example phrases or sentences in your notebook.

**Try this now:**

Write three grammar points that you would you like to work on:

\_\_\_\_\_

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

☐ Play it back


Choose a topic to talk about in English, such as your job or a favorite movie. Plan for a few minutes: What will you say? Write notes (not sentences!) on a card. Now record your speech (look at your card). Talk for one minute. Play back your speech. Write down exactly what you said. Look at the transcript. What parts can you improve by changing the grammar?

**Try this now:**

Imagine you are giving a speech to your class. Here are some examples of topics for a short speech. Check (✓) the one you want to talk about or add another.

\_\_\_\_\_ my favorite vacation place

\_\_\_\_\_ my best friend

\_\_\_\_\_ another topic: \_\_\_\_\_

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6

☐ Keep a journal


Write freely in English for five minutes about anything you want. Let your ideas flow and don't edit what you write—just write. Write two or three times a week for five minutes each time. Choose a new topic each time.

**Try this now:**

Here are some examples of topics you can write about. Check three topics that you want to write about in English.

\_\_\_\_\_ My typical day

\_\_\_\_\_ My plans for the future

\_\_\_\_\_ A true love story

\_\_\_\_\_ My favorite TV show

\_\_\_\_\_ The person in my family I am most like

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Strategies

## Pronunciation Strategies

Here are 6 ways to improve your pronunciation.

Check (✓) the strategies that you use now. Try a new strategy each week. In the column on the right, write the date you tried it and take notes about your experience. Did the strategy help you learn?

### 1 ☐ Make a list of target phrases



Make a list of target phrases. These are the phrases that have difficult words and sounds for you. Put these on notes and post them around your home. Practice saying your target phrases every day—loudly, clearly, and confidently.

**Try this now:**

Which of these phrases contain sounds that are difficult for you to pronounce?

*a few drops of olive oil    six sticks of butter  
a chunk of cheese*

What other English sounds, names, words, or phrases are difficult for you to pronounce? Make a list.

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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### 2 ☐ Shadow what you hear



Listen to a recorded conversation, such as a conversation on your *WorldView* CD. Use the pause button on the CD player. Pause after each turn in the conversation. Repeat exactly what the speaker says (*shadow*) or repeat the last part of what the speaker says (*echo*). You can also do this with an English TV program. Don't think too much; just try to keep shadowing. Do this for just two minutes a day.

**Try this now:**

Think of three specific sources you can use for shadowing. \_\_\_\_\_

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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### 3 ☐ Say it with emotion



Practice using emotions to stretch your voice in English. Pick some simple sentences and say them in different ways—imagine that you are in different situations or in different emotional states. How is your voice different for each one?

**Try this now:**

Say these two sentences with three different emotions.

*Let's go home now.    What time is it?*

Here are some emotions:

*friendly    angry    confused    happy    worried*

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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#### 4 ☐ Mark the rhythm



Choose a line from a conversation on your *WorldView* CD or from another audio or video recording. Close your eyes. Pay attention to the rhythm. The rhythm of English is the pattern of stressed (long and clear) and unstressed (short and weak) syllables and the chunking of words into groups.

Write down the line of conversation and mark the text. Place a slash mark (/) at each pause—this is a “chunk.” Underline or draw a circle over the strongest words in each chunk—this is the stress.

**Try this now:**

Say the sentence below to yourself. Stress the words that are bold and make the other words short and weak.

*What do you do / on the weekend?*

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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#### 5 ☐ Speak in phrases



When fluent speakers speak English, they connect words, and the sounds in the words often change. There are many phrases in English that have linked sounds, such as *wanna* for *want to* and *gonna* for *going to*.

**Try this now:**

The underlined spellings here show how the phrases are pronounced. First, rewrite the phrase with its normal spelling. Then pronounce it with the linked sounds.

*Howzit* going?

*Howja* like the movie?

*Whaddaya* think?

*Whatser* name?

*C'mon*. Hurry up.

*Seeya* later.

I *hafta* go home.

I *wanna* talk to you.

I've *gotta* go.

*G'won*. I'll be there in a minute.

What other phrases with linked sounds do you know?

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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#### 6 ☐ Find your own voice



Choose a story, like a children's story or part of a novel. Record yourself on audio or video three times. Each time, set a goal to improve one specific area of your pronunciation: loudness and clarity, chunking (saying words in groups), prominence (stressing the most important word in each chunk), intonation (making your pitch rise and fall clearly), or individual sounds. Listen to your recording. Note where you have improved your pronunciation.

**Try this now:**

Think about some stories or books (or parts of them) in English that you can read aloud from. What are two you can use to make a recording?

Date: \_\_\_\_\_

Notes: \_\_\_\_\_

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# Here's my card.

## Listening

- 1 Play track 2. Listen to the conversation. Check (✓) the sentences you hear.

1. Hello. I'm Grace Lee. ☒

Hello. I am Grace Lee. \_\_\_\_\_

2. Hi. I'm Miguel Santos. \_\_\_\_\_

Hi. I am Miguel Santos. \_\_\_\_\_

3. It's nice to meet you. \_\_\_\_\_

Nice to meet you. \_\_\_\_\_

4. It's nice to meet you, too. \_\_\_\_\_

Nice to meet you, too. \_\_\_\_\_

5. Here's my business card. \_\_\_\_\_

Here is my business card. \_\_\_\_\_

6. I'm with the Valdez Group. \_\_\_\_\_

I am with the Valdez Group. \_\_\_\_\_

Thank you.

See you later.

Goodbye.

## Pronunciation

- 2 Play track 3. Notice the rhythm of the sentences. The important words are longer and stronger. Underline the strong words.

1. Here's my card.

2. I'm with Hertz.

3. Pleased to meet you.

4. Nice to meet you, too.

5. See you later.

- 3 Play track 3 again. Listen and repeat.

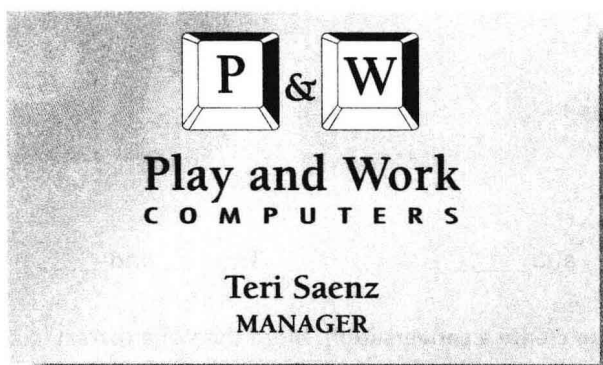


## Grammar

4 Complete each sentence with the correct form of *be*. Use contractions when possible.

1. Hi. I 'm Susan.
2. I \_\_\_\_\_ pleased to meet you.
3. It \_\_\_\_\_ nice meeting you.
4. Here \_\_\_\_\_ my card.
5. I \_\_\_\_\_ with the ABC Corporation.
6. That \_\_\_\_\_ right.

5 Complete the conversation with the correct forms of *be*. Use contractions when possible. Add pronouns when necessary.



**Teri:** Hi. I'm Teri Saenz.

**Mark:** Hello. \_\_\_\_\_ Mark Luttrell.

**Teri:** Nice to meet you.

**Mark:** Nice to meet you, too.

**Teri:** Here \_\_\_\_\_ my business card. \_\_\_\_\_ with Play and Work Computers.

**Mark:** Thank you. Here \_\_\_\_\_ my card. \_\_\_\_\_ with Lone Star Corporation.

**Teri:** Thanks. See you later.

**Mark:** Goodbye.

# Vocabulary

6 Which two phrases match each photo? Write the letters of the phrases under each photo.

a. ~~Goodbye.~~

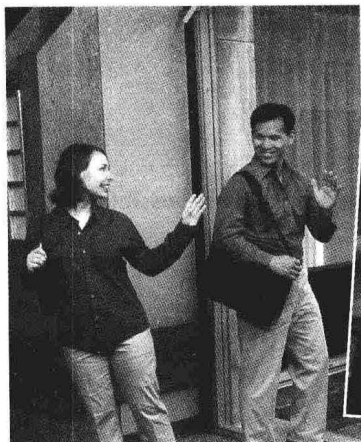
b. Here's my business card.

c. I'm with the Valdez Group.

d. Nice to meet you.

e. Pleased to meet you.

f. See you later.



1. a and \_\_\_\_\_

2. d and \_\_\_\_\_

3. \_\_\_\_\_ and \_\_\_\_\_

7 Rewrite these sentences in a different order to create a conversation. More than one correct conversation is possible.

Nice to meet you, too.

~~Hello. I'm Sheena Brown.~~

Thank you.

Hi. I'm Mike Camp.

Goodbye.

Nice to meet you.

See you later.

Here's my business card. I'm with Education Plus.

## Conversation

Hello. I'm Sheena Brown.

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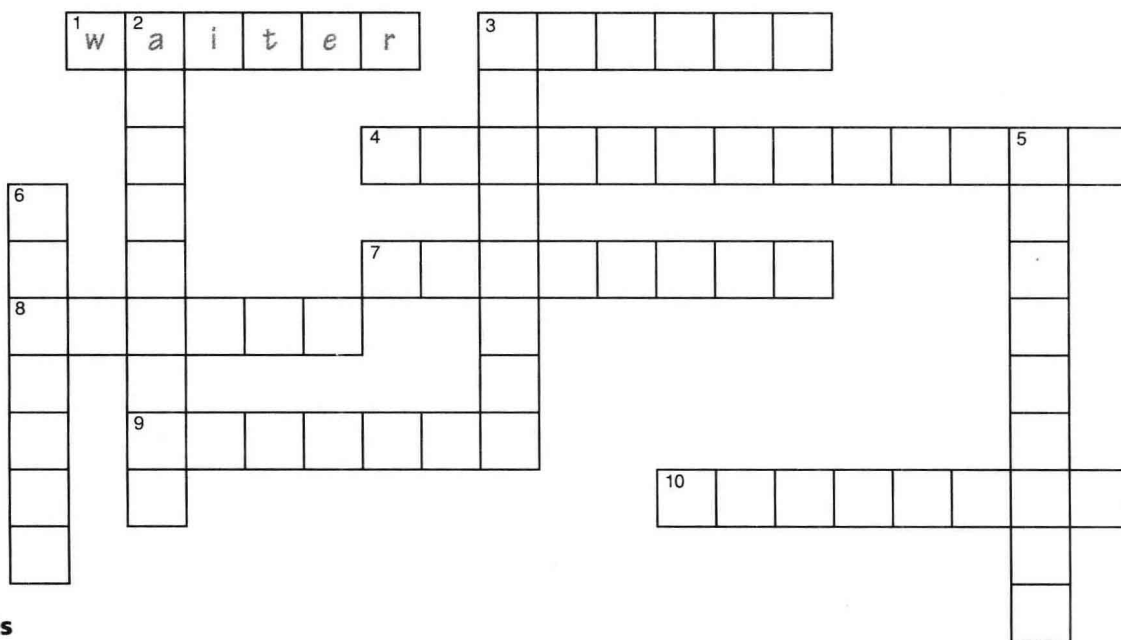


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# Meeting people

## Vocabulary

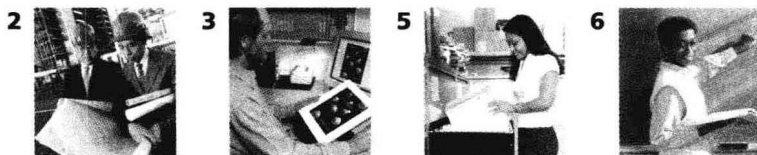
1 Complete the crossword puzzle.



### Across



### Down



2 What's the pattern? Write the next number in each series.





1. two, four, six, eight
2. six, nine, twelve, fifteen, \_\_\_\_\_
3. one, five, nine, thirteen, \_\_\_\_\_
4. eighteen, sixteen, fourteen, twelve, \_\_\_\_\_
5. one, two, four, eight, \_\_\_\_\_
6. three, five, seven, nine, \_\_\_\_\_
7. two, three, five, eight, \_\_\_\_\_

## Grammar

- 3 Complete the information about the four school friends. Use *am*, *is*, *are*, and *a* or *an*. Use contractions when possible.

WELCOME...

to the Class of 1990 Reunion!

1.  Hi! Remember me? I 'm Joe Young. I \_\_\_\_\_ in New York now. I \_\_\_\_\_ doctor at Children's City Hospital.
2.  Hi! I \_\_\_\_\_ Walter Lisboa. I \_\_\_\_\_ in Texas now. I \_\_\_\_\_ engineer with North Texas Engineering.
3.  Hello! Hi, everyone! I \_\_\_\_\_ Kathy Smith. I \_\_\_\_\_ married to Brad Johnson—remember him? We \_\_\_\_\_ both teachers.
4.  Hi. How are you? I \_\_\_\_\_ Aiko Ebisawa. Remember my old roommate Karly Bigham? She \_\_\_\_\_ not here today, but we \_\_\_\_\_ both architects for Buildings, Inc.

- 4 Read the information about each person in Exercise 3. Write two sentences using the correct form of the verb *be*. Use contractions when possible. Add a subject pronoun in sentence b.

1. a. Joe Young / New York Joe Young is in New York.  
b. doctor He's a doctor.
2. a. Walter Lisboa / Texas \_\_\_\_\_  
b. engineer \_\_\_\_\_
3. a. Kathy and Brad Johnson / married \_\_\_\_\_  
b. teachers \_\_\_\_\_
4. a. Aiko and Karly / old roommates \_\_\_\_\_  
b. architects \_\_\_\_\_
5. a. Joe, Kathy, Walter, Aiko / old classmates \_\_\_\_\_  
b. at a class reunion \_\_\_\_\_