

朗文英语

练习册
WORKBOOK

2

WorldView

走遍世界



朗文英语走遍世界

WORLD VIEW

练习册

2

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Learning Strategies

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: _____

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 picture on page 7 of your *WorldView* Student Book. What are the speakers talking about? What words will they use?

Date: _____

Notes: _____

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: _____

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 only the verbs (or nouns)
- _____ write in your own words

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
- _____ questions
- _____ new expressions
- _____ 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?

gym kiss party slim actor customer salad communicate photo album suspicious jogging

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.

Look at the example on the right.

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.

vegetables police officer play theater arrange convenience store

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. Does this help you to "think in English"?

Try this now:

Look around you. Name at least 10 things you see in English. Then say something about each thing. (Example: *The store is crowded. The clothes here are not expensive.*)

Date: _____

Notes: _____

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, an *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 meanings of these English words and try to memorize them using the "key word method" or another memory technique.

jet skiing sideburns downsize

Date: _____

Notes: _____

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: _____

Learning Strategies

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. How about going to the movies tonight?
(Hint: Use *Let's*.)
3. I prefer action movies to comedies (Hint: Use *like* / *better*.)

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 40 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 present perfect) or a structure (like questions).

Look through a newspaper (articles, comics, etc.), 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 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 favorite thing to do

_____ The person I admire

_____ My dream vacation

_____ Someone I want to meet

_____ A movie that I saw recently

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: _____

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: _____

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: _____

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: _____

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: _____

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 in English that you can read aloud from. What are two you can use to make a recording (a specific story or part of a story)?

Date: _____

Notes: _____



UNIT 1 It's the weekend!

Vocabulary

1 Match the sentences on the left with the responses on the right.

- | | |
|---|--|
| 1. Let's stay home tonight. <u>a</u> | a. Really? So what time do you get home from work? |
| 2. Do you want to go to the movies tonight? ____ | b. Just on the weekend. |
| 3. I get takeout every Friday night. ____ | c. That's a fun show! What time is it on? |
| 4. My co-workers and I always work late on Fridays. ____ | d. Like what? Pizza? Chinese food? |
| 5. When do you go to the gym? ____ | e. Do you usually meet at the same place? |
| 6. On Saturdays, I go to the beach. ____ | f. Oh? Do you go swimming there? |
| 7. I want to watch the new game show on Channel 4 tonight. ____ | g. Fine with me. I'm tired, and it's cold out. |
| 8. I often meet friends downtown after work. ____ | h. Sure. How about the new Miyazaki film? |

2 Complete the conversation with the correct verb phrases in the box.

go out for dinner	go to the gym	watch TV
go to the movies	sleep late	stay home

Justin: Do you want to do something on Saturday night?

Karen: Sure. Like what?

Justin: I don't know. Do you want to (1) go out for dinner? We can try that new Indian restaurant on Washington Street.

Karen: OK. That sounds great. What time?

Justin: How about 6:00? Then maybe we can even (2) _____ after we eat.
There are a lot of new films at the Cineplex.

Karen: Sure. And I guess we can just rent a video or (3) _____ if the theater is too crowded.

Justin: OK. I'll call you on Saturday morning. Do you (4) _____?

Karen: No. I get up early and (5) _____. I like to exercise before breakfast. I get home around 10:00.

Justin: Oh. Well, I never (6) _____ on Friday nights and I often get in late, so I don't usually get up early on Saturdays. I'll call you at around 11:00, OK?

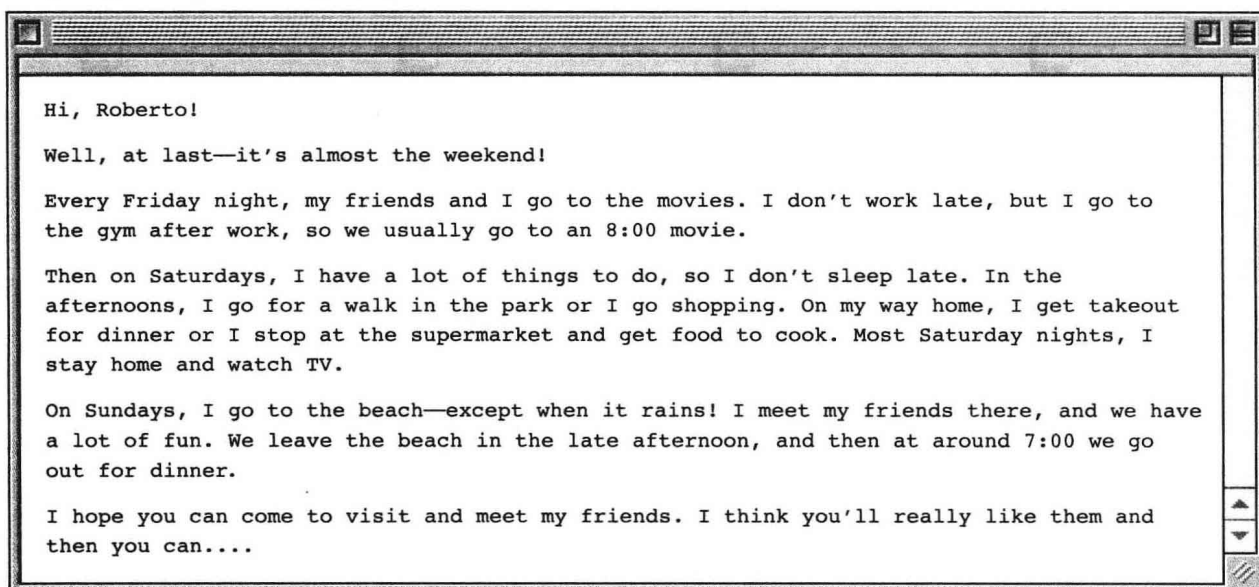
Grammar

3 Write the adverbs of frequency in parentheses in the correct place in the sentences.

always

1. Movie theaters are [^] crowded on Friday nights. (always)
2. I meet my friends at about 9:00. (usually)
3. He works late. (often)
4. I'm happy to get takeout. (always)
5. They stay home on Saturday nights. (never)
6. My family is busy on the weekend. (often)

4 Read Joanna's email to Roberto. Then use the correct form of the verb phrases and an adverb of frequency to make sentences about Joanna's weekends.



1. Joanna and her friends / go to the movies / on Friday nights

Joanne and her friends always go to the movies on Friday nights.

2. She / work late / on Friday nights

3. She / go to the gym / on Friday nights

4. She / sleep late / on Saturdays

5. She / go for a walk / on Saturdays

6. She / get takeout / on Saturdays

7. She / go to the beach / on Sundays

1

Listening

- 5 Play track 2. Listen to the interview with Yuka and Marcelo about their weekends. Check (✓) the daily planner pages that match Yuka's Friday night and Marcelo's Sunday.

Friday MAY 24	Friday MAY 24	Sunday MAY 26	Sunday MAY 26
6:00 leave work <input type="checkbox"/>	<input type="checkbox"/> 6:00 leave work	8:00 have breakfast <input type="checkbox"/>	<input type="checkbox"/> 10:00 get up
6:30 get takeout <input type="checkbox"/>	<input type="checkbox"/> 6:30 go food shopping	12:00 go to the park <input type="checkbox"/>	<input type="checkbox"/> 12:00 go to the beach
7:00 have dinner <input type="checkbox"/>	<input type="checkbox"/> 7:00 cook dinner	1:00 meet friends <input type="checkbox"/>	<input type="checkbox"/> 1:00 meet friends
7:30 meet friends <input type="checkbox"/>	<input type="checkbox"/> 7:30 eat	2:00 have a barbecue <input type="checkbox"/>	<input type="checkbox"/> 2:00 go out for lunch
8:00 go to the movies <input type="checkbox"/>	<input type="checkbox"/> 8:00 watch TV		

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- 6 Play track 2 again. Correct the mistakes with adverbs of frequency in the sentences.

- Yuka ~~always~~ ^{never} works late on Fridays.
- She sometimes cooks dinner on Friday nights.
- Yuka and her friends always go to the movies on Friday nights.
- Marcelo often sleeps late on Sunday mornings.
- Marcelo and his wife always meet friends at the beach on Sunday afternoons.
- They never go out for lunch on Sundays.
- They sometimes stay home on Sunday nights.

Pronunciation

- 7 Play track 3. Listen to the rhythm in these sentences. Notice that the important words are pronounced louder, clearer, and stronger than the other words. Underline the stressed syllables in each sentence. (The number of stressed syllables is in parentheses.)

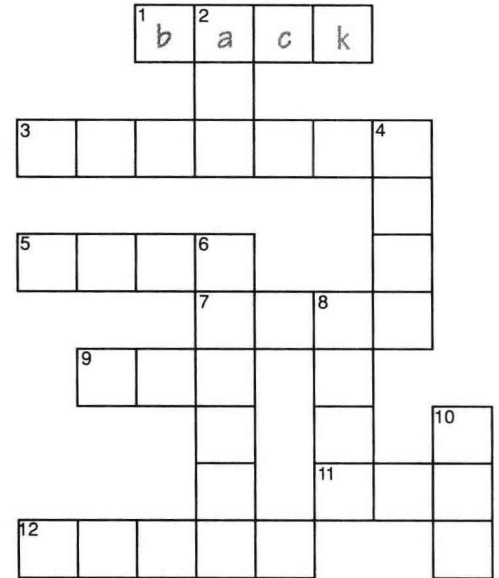
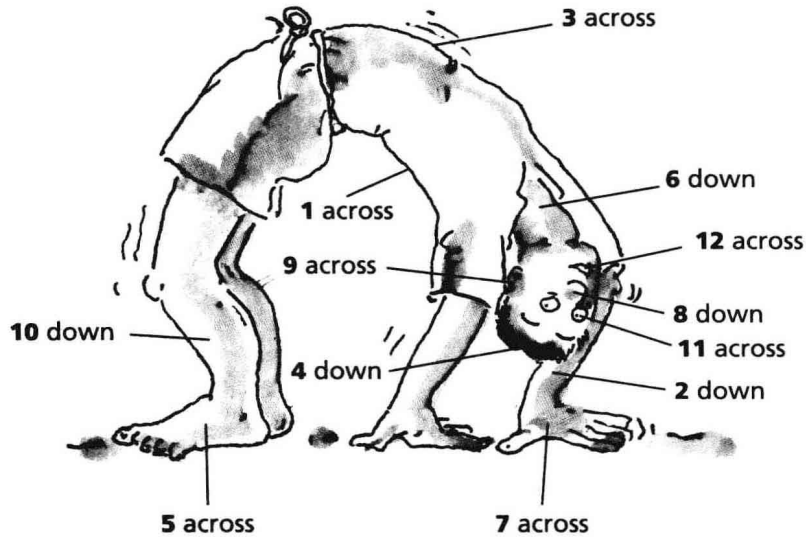
- I never work on Saturday. (3)
- I usually go to the gym. (3)
- What do you do on Sunday? (3)
- We go for a walk on the beach. (3)
- She always gets takeout on Fridays. (3)
- She goes to the movies with her friends. (3)

- 8 Play track 3 again. Listen and repeat.

Excuses, excuses

Vocabulary

1 Complete the crossword puzzle.



2 Match the words to the pictures.

1. a cold C

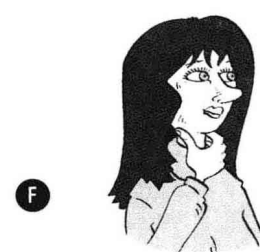
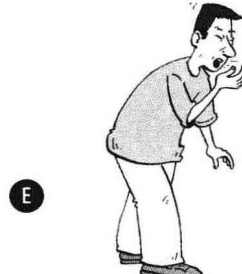
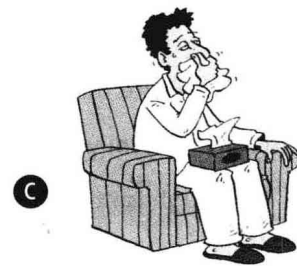
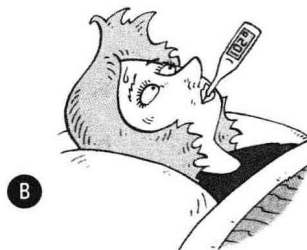
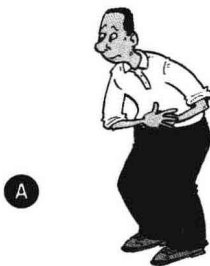
3. a fever _____

5. a sore throat _____

2. a cough _____

4. a headache _____

6. a stomachache _____



Grammar

3 Complete the sentences with *and*, *but*, or *so*.

1. Kyung An hurt her leg in the accident, and her friend hurt his back.
2. Jaime feels sick, _____ he doesn't have a fever.
3. Nelson has a terrible sore throat, _____ he can't sing for us today.
4. Marina has a bad cold, _____ she's going to work today anyway.
5. I hurt my arm, _____ I can't help you with that box.
6. Roy's head hurts, _____ he has a stomachache.
7. The children have coughs, _____ they don't have sore throats.
8. Ahmed hurt his foot, _____ he can't play soccer for a few days.
9. Sonia can't come to class today, _____ she isn't sick.
10. Taka has a fever, _____ he plans to stay in bed.



4 Match the beginnings of the sentences on the left with the endings on the right.

- | | |
|---|--|
| <p>A. 1. He has a bad cold, but <u>b</u></p> <p>2. He has a headache, and _____</p> <p>3. He hurt his foot, so _____</p> | <p>a. he can't drive today.</p> <p>b. he doesn't have a cough.</p> <p>c. he feels very tired.</p> |
| <p>B. 1. She has a stomachache, and _____</p> <p>2. Her leg is sore, but _____</p> <p>3. She hurt her hand, so _____</p> | <p>a. she can walk.</p> <p>b. she can't write very well.</p> <p>c. she doesn't feel very well.</p> |
| <p>C. 1. I have a sore throat, so _____</p> <p>2. I hurt my arm yesterday, and _____</p> <p>3. My cough isn't getting better, but _____</p> | <p>a. today I hurt my back.</p> <p>b. I can't give my report.</p> <p>c. I'm not going to the doctor.</p> |

