

朗文英语

Student's Book

3

# WorldView

## 走遍世界



# 一本书一个世界

捷进可一

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# 前言

近几年来，“与世界同步”、“与世界接轨”这样的词语日渐为人们接受并频繁使用，主要是在政治、经济和社会领域里。而语言作为社会的载体和基础，其自身也处于不断的发展变化之中。英语由于历史和现实原因，业已成为名副其实的世界性语言，全世界数以亿计的人们在学习并使用它。在中国，学习英语的热潮自从进入新世纪以来，更是不断升温。

然而，许多中国的学习者都面临着同样尴尬的情况，即英语学习的效率十分低下，投入的时间和精力与收效不成正比，乃至最终不得不放弃。很多人为此十分苦恼，却百思不得其解。这种现象究其深层原因，是因为学习者忽视了语言学习自身特有的规律和方法。他们把英语等同于其它科目，把语言当成一种知识来学，花大量时间去背单词、做语法练习、分析句子结构，以为这些做完之后就能学好英语了。其实语言学习更多的是需要理解、体会、记忆、尝试运用、反复使用，并在实际交流中加以验证后，才能逐步内化为自己的技能。由此可见语言学习要求一个人运用不同方面的能力，其中包括人的智力因素、个人心理因素和情感因素等。而情感因素对学习成果的重要影响历来被中国的学生和老师所忽视。学习动机，学习态度，学习方法，个人的自信心、自尊心，对英语和英语国家文化的兴趣、态度，以及对不肯定事物的宽容态度等等都属于可能直接影响英语学习效果的情感因素。如果让这些因素在学习过程中发挥积极的推动作用，就要求学习者具有包容的态度和宽阔的视野，跳出传统局限性思维的束缚，把目光投向外面更为广阔的天空。

正是在这样一种思路的引导下，我们与世界著名英语教育出版机构——培生教育集团共同合作，联袂推出这套《朗文 走遍世界英语教程》。该教程共分四个级别，由国外英语教学领域著名学者和

作家执笔，专门为非英语国家英语学习者编写，并经国内权威专家进行本土化改造，更符合中国学生的学习习惯。它吸收了主题教学、情景教学和交际教学等先进理念的精髓，利用现代化科技，扩展了图书、音像、网络三者结合的全新学习模式，重点培养学生的使用语言的能力和跨文化交际能力。

本教程从零起点入门级开始，呈梯度上升，循序渐进。其构成包括：学生用书、活动手册、视听手册、教师用书、教师资源手册、CD/磁带、DVD、学生自习手册、测试包等等，全部学完之后能够达到高级英语水平。其主要特色突出体现在：

**真实再现** 所有的对话均采取日常生活当中实用的交际性语言，用真实情景的照片或图片连接起来，使人产生身临其境的感觉，实现看、听、说、读、写的综合练习效果。

**世界视角** 改变传统教科书内容古板陈旧，语言枯燥、中国化严重的现象，提供最地道、最新鲜、最时尚的语言材料，展现英语国家地区乃至世界各地社会、文化的精彩场面和丰富内涵。

**方便快捷** 全书共含 28 个单元，每单元只有两页，简洁精炼的内容让学习者使用起来十分便利，轻松实现学习目标，充满成就感和继续学习的信心；内容详尽的教师用书和教师资源手册让教师对授课内容准备更加充分，更胸有成竹地走上讲台。

在新的时代里，英语作为一种世界性的语言，自然也体现出国际化多元素相互交融的特点。这就要求学习者改变视角，拓宽胸怀，以包容的心态来看待并接受英语本身和其所承载的文化，正像这套教材的名字一样，高瞻远瞩，放眼世界。

编 者

# Scope and Sequence

UNIT	TITLE	VOCABULARY	LISTENING/READING
<b>UNIT 1</b> Page 2	Nice to see you again	Parts of a conversation	Listening: Three people talking about what is happening in their lives
<b>UNIT 2</b> Page 6	Why women iron	Adjectives to describe a person's character	Reading: A review of a book about differences between men and women
<b>UNIT 3</b> Page 10	Living in luxury	Numbers; hotel facilities	Listening: A conversation about making a reservation for a hotel room
<b>UNIT 4</b> Page 14	Allergic reactions	Medical symptoms	Reading: A newspaper article about allergies
<b>Review 1</b> (Units 1–4) Page 18			
<b>World of Music 1</b> Page 20			
<b>UNIT 5</b> Page 22	A typical day	Verb and noun combinations	Listening: An interview with a man who has an unusual job
<b>UNIT 6</b> Page 26	It's absolutely true!	Adjectives and intensifiers	Listening: A conversation about Carnaval in Rio de Janeiro, Brazil
<b>UNIT 7</b> Page 30	Eating out	Adjectives to describe restaurants and food	Reading: A restaurant review
<b>UNIT 8</b> Page 34	It's a deal!	Verb and noun combinations	Reading: An article about prenuptial agreements
<b>Review 2</b> (Units 5–8) Page 38			
<b>UNIT 9</b> Page 40	The river	Phrasal verbs related to tourism	Listening: A conversation between a travel agent and tourist about a river tour
<b>UNIT 10</b> Page 44	On the other hand	Levels of difficulty	Reading: An article on some differences between left- and right-handed people Listening: Two people talking about being left-handed
<b>UNIT 11</b> Page 48	Trading spaces	Furniture	Reading: A summary of a TV program episode Listening: People on a TV program reacting to changes in their living room
<b>UNIT 12</b> Page 52	A soccer fan's website	Time expressions with <i>in</i> , <i>on</i> , <i>at</i> , or no preposition	Reading: A soccer fan's web page and travel plans Listening: A conversation about travel arrangements
<b>Review 3</b> (Units 9–12) Page 56			
<b>World of Music 2</b> Page 58			
<b>UNIT 13</b> Page 60	Green card	Immigration	Reading: An immigration officer's interview notes Listening: An immigration officer's interview
<b>UNIT 14</b> Page 64	What's that noise?	Sounds people make	Listening: A radio phone-in contest

## GRAMMAR FOCUS

## PRONUNCIATION

## SPEAKING

## WRITING

Present continuous for extended present

Stress on important words in sentences

Making small talk

Write a letter describing what is happening in your life

Comparative adjectives; as . . . as

Weak forms: *as*, *than*

Making comparisons

Compare a man and a woman (or a boy and a girl) you know well

Review: simple present statements and questions

Stress in numbers in *-teen* and *-ty*

Describing places

Write a postcard describing a luxury hotel

Adjectives ending in *-ed* and *-ing*

*-ed* adjective endings

Describing how you feel

Describe a bad cold or allergy and what you did to feel better

Subject and object questions

Locating the focus word in questions and answers

Asking questions

Write an email telling about your typical day

Review: simple past vs. past continuous

Number of syllables and stress in words

Telling stories

Write a true story about something that happened to you

*too*, *enough*

Schwa /ə/ in weak syllables, as in *polite*

Describing and giving opinions about food and restaurants

Write a note explaining what menu items to choose and avoid at a restaurant

Modals: *have to*/*don't have to*, *must*, *can't* for obligation and prohibition

*Have to* ("hafta") and *has to* ("hasta") in rapid speech

Expressing obligation, no obligation, and prohibition

Write an informal agreement about rules and obligations

Simple present and present continuous for future

Linking in phrasal verbs

Describing plans for a trip

Write an email telling a friend about plans for a tour

Modal verbs for ability

*can*/*can't* and *could*/*couldn't*

Describing abilities and challenges

Describe things you could and couldn't do with your non-dominant hand

Present perfect for indefinite past

Different pronunciations of letter *a*

Talking about changes you can see

Write a letter describing recent changes in your home or life

Modals: *may*, *might*, *could* for possibility

Weak forms: prepositions

Talking about possible future arrangements

Write an email telling a friend about possible future plans

Review: present perfect with *for* and *since*

Strong and weak forms of *have* and *has*; contracted *has*

Talking about how long you have done something

Write a report drawing conclusions from two interviews

Modals: *must be*, *might be*, *can't be* for deduction

Reduced *It* in *might be*, *can't be*, and *must be*

Making deductions

Describe what someone does at a job without naming the job

UNIT	TITLE	VOCABULARY	LISTENING/READING
<b>UNIT 15</b> Page 68	<b>Mumbai Soap</b>	Topics for TV soap operas	Reading: Summaries of three parts of a TV soap opera
<b>UNIT 16</b> Page 72	<b>The message behind the ad</b>	Adjectives used in advertisements	Reading: An article giving people's reactions to TV ads Listening: A interview with an advertising executive about creating different TV ads
<b>Review 4</b> (Units 13-16) Page 76			
<b>UNIT 17</b> Page 78	<b>Willpower</b>	Reading: A quiz to evaluate willpower	Verbs + gerund; verbs + infinitive to express opinion
<b>UNIT 18</b> Page 82	<b>Wave of the future</b>	Words related to new trends	Listening: A conversation about a woman's unusual job and how she does it
<b>UNIT 19</b> Page 86	<b>Made in the U.S.A.</b>	Materials; possessions	Listening: Tourists talking about items in a shop on Fisherman's Wharf
<b>UNIT 20</b> Page 90	<b>At the movies</b>	Types of movies	Listening: An interview with an author of a book about movie facts
<b>Review 5</b> (Units 17-20) Page 94			
<b>World of Music 3</b> Page 96			
<b>UNIT 21</b> Page 98	<b>How polite are you?</b>	Phrasal verbs with <i>turn, switch, go</i>	Reading: A quiz to evaluate responses to annoying situations
<b>UNIT 22</b> Page 102	<b>The art of crime</b>	Words related to crime	Listening: A story about the theft of a famous painting
<b>UNIT 23</b> Page 106	<b>A balanced life</b>	Expressions with <i>take</i>	Listening: Two people discussing exercise
<b>UNIT 24</b> Page 110	<b>Digital age</b>	Technical equipment	Reading: An article about digital TV
<b>Review 6</b> (Units 21-24) Page 114			
<b>UNIT 25</b> Page 116	<b>Arranged marriages</b>	Wedding party; expressions with <i>get</i>	Listening: Two friends discussing a movie about arranged marriages
<b>UNIT 26</b> Page 120	<b>Money matters</b>	Money and banks	Reading: A web page for an online banking service
<b>UNIT 27</b> Page 124	<b>Less is more</b>	<i>Waste, use, spend, save</i> + noun	Listening: An interview with an author who gives advice on how to find balance in life
<b>UNIT 28</b> Page 128	<b>Celebrate</b>	Words related to parties	Reading: An ad for a contest to celebrate a magazine's 100 <sup>th</sup> edition
<b>Review 7</b> (Units 25-28) Page 132			
<b>World of Music 4</b> Page 134			
<b>Information for pair and group work</b> Page 136			
<b>Grammar reference</b> Page 143			
<b>Vocabulary</b> Page 151			



GRAMMAR FOCUS	PRONUNCIATION	SPEAKING	WRITING
<i>will/won't</i> for future	Contractions with <i>will</i>	Predicting the future	Predict an episode of a soap opera, a news story, or the result of a sports event
Future real conditional ( <i>If</i> + simple present + <i>will</i> )	Intonation in future real conditional sentences	Talking about future possibilities	Propose ideas for an advertisement to sell a product
Verbs + gerund; verbs + infinitive	Weak forms of <i>to</i> in infinitives; blended "wanna" for <i>want to</i>	Talking about changing habits	Write a letter describing recent changes in your work or personal life
<i>used to</i> and <i>would</i>	Blended pronunciation of <i>used to</i> ("usetə")	Comparing past and present trends	Compare your lifestyle with that of your parents when they were your age
Passive (simple present)	Syllabic consonants ( <i>cotton</i> , <i>metal</i> ) with no vowel sound	Describing where things come from	Describe a special item you bought on a trip or that someone gave you
<i>so, too, neither, (not) either</i>	Number of syllables and word stress patterns	Talking about favorite movies	Describe what kinds of movies you and a friend or relative like and don't like
Modals: <i>Could you, Would you, Would you mind . . . ?</i> for polite requests	Weak forms and linking: <i>could you, would you</i>	Making or responding to requests	Describe an annoying situation and what you did about it
Passive (simple past)	Stress and rhythm in passive sentences	Describing a crime	Write a newspaper article about a real or imaginary crime
Review: verbs for likes/dislikes followed by gerund and/or infinitive	Consonant clusters ( <i>stand, play, sports</i> )	Discussing work and after-work activities	Write an email about your efforts to balance work and play
Relative clauses with <i>that, which, who, where</i>	Stress in nouns and noun phrases	Describing people, places, and things	Describe different kinds of technical equipment you would like to have
<i>It's</i> + adjective/noun + infinitive to express opinion	Different pronunciations of <i>/t/</i> linked to a following word	Talking about relationships	Write an email giving advice about a marriage problem
Verbs with two objects	Weak pronunciation of object pronouns	Talking about money	Write a letter explaining how you would spend one million dollars
Review: <i>should/shouldn't, could, ought to</i> for advice	Reduced forms of <i>should/could/ought to</i>	Giving advice	Write a letter giving advice to a friend or relative about a problem
Present unreal conditional ( <i>If</i> + simple past + <i>would</i> + verb)	Contracted and weak forms of <i>would</i> in rapid speech	Talking about imaginary situations	Write an invitation to a party

# 朗文英语走遍世界

## WORLD VIEW

学生用书

3

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# Nice to see you again

Vocabulary Parts of a conversation

Grammar Present continuous for the extended present

Speaking Making small talk

## Getting started

- 1 **PAIRS.** When we meet someone for the first time, we often make "small talk." What topics do you think are appropriate for small talk?

the other person's appearance	politics	sports
your health	your love life	your salary
		the weather

- 2 Match the sentences to the conversation functions in the box.

### Conversation functions

- a. greeting
- b. introducing
- c. complimenting
- d. making conversation (small talk)
- e. ending a conversation

1. A: I'd like you to meet my friend, Ana. b  
B: Hi. Nice to meet you.
2. A: See you soon! Say hello to your family for me! \_\_\_\_  
B: \_\_\_\_\_
3. A: Wonderful dinner! Everything was delicious. \_\_\_\_  
B: \_\_\_\_\_
4. A: Hi, how are you doing? \_\_\_\_  
B: \_\_\_\_\_
5. A: It's a beautiful day, isn't it? \_\_\_\_  
B: \_\_\_\_\_

- 3 **PAIRS.** Read the responses below. Write the best response under each sentence in Exercise 2.


Yeah! I'm so glad it stopped raining.

Great. How about you?

Hi. ~~Nice to meet you.~~

OK, thanks. Bye!

Thanks! I'm glad you enjoyed it.


- 4  Listen and check your answers.



## Listening

- 5 **PAIRS.** Look at the photo of Bernardo, Sue, and Tom. Predict which three topics they'll talk about and circle them.

a death in the family	his or her appearance	cost of his or her clothes
last night's TV programs	school	someone's health
soccer/baseball scores	their jobs	their love lives
their salaries	the weather	why they're there

- 6  Listen to Bernardo, Sue, and Tom's conversation. Which topics do they talk about? Check (✓) the topics in the box above. Were your predictions correct?

- 7  Listen again and write *T* (true) or *F* (false) after each statement.

1. Sue is surprised to see Tom. ↑
2. Bernardo and Tom know each other.
3. Tom is Canadian.
4. Sue and Tom worked together.
5. Sue is taking courses for her master's degree.
6. Tom is working in California.
7. Tom wants to see Sue again.



## Grammar focus

- 1 Look at the examples. Which ones use the present continuous? Put a check (✓) next to them.

How **are** you **doing**?  
The sun always **seems** to shine here.  
I'm **visiting** an old friend.  
I **love** the weather in San Diego.

- 2 Look at the examples again. Underline the correct words to complete the rules in the chart.

### Present continuous for the extended present

Use the present continuous to talk about **temporary** / **permanent** situations.

The present continuous is **usually** / **not usually** used with non-action verbs (for example, *be, know, like*).

 Grammar Reference page 143

- 3 Underline the correct form of the verb in each sentence.

1. I **do** / **am doing** fine, thank you. How are you?
2. We **take** / **are taking** a class together this semester.  
We **see** / **are seeing** each other every day.
3. I **study** / **am studying** English for my trip to the U.S.  
I always **have** / **am having** a lot of homework!
4. Josefa **thinks** / **is thinking** about taking an accounting class. She **likes** / **is liking** math.
5. I know I **seem** / **'m seeming** tired.  
I **don't sleep** / **'m not sleeping** much these days.
6. My brother **lives** / **is living** at home until he finds an apartment.
7. They **take** / **'re taking** web design classes at the university. They **want** / **are wanting** to change careers.
8. Kyung-hee **looks** / **is looking** for a house near her job. She **spends** / **is spending** two hours commuting each way.





## Pronunciation

- 4 Listen to the rhythm in these sentences. Notice that the important words are stressed. These words are longer and clearer than the other words.

How are you **doing**?

**Great!** What about **you**?

So, **how** do you **like** California? It's **great**. I **love** the **weather** here.

It was **good** to **see** you again. **Why** don't you **give** me a **call**?

- 5 Listen again and repeat.

## Speaking

- 6 **PAIRS.** You're at a party. You haven't seen each other in a long time. Talk about what's happening in your lives.

Student A, look at page 136. Student B, look at page 138.

A: *I haven't seen you in a long time. How are you?*

B: *I'm fine, thanks, really busy! I'm . . .*

## Writing

- 7 Write a letter to a friend. Describe what's happening in your life. For example, are you taking any new classes? Are you living in the same place or someplace new? Use the present continuous.

### CONVERSATION TO GO

A: What **are** you **doing** these days?

B: Oh, nothing. **I'm** just **hanging out**.



# Why women iron


Vocabulary Adjectives to describe a person's character  
 Grammar Comparative adjectives; as . . . as  
 Speaking Making comparisons

## Getting started

1 **PAIRS.** Use the words in the box to complete the sentences.

aggressive	cooperative	competitive	emotional
<u>hardworking</u>	messy	noisy	talkative

- Ben is very hardworking. He studies every night.
- My brother is very \_\_\_\_\_. He never cleans his room.
- Marcelo never says anything, but his sister is the opposite. She's very \_\_\_\_\_.
- Could you please help? You're not being very \_\_\_\_\_.
- Emilia is very \_\_\_\_\_. She always wants to win.
- Jack is always getting into fights. He's very \_\_\_\_\_.
- I couldn't hear the movie. The people in front of me were too \_\_\_\_\_.
- I always cry at weddings. I'm very \_\_\_\_\_.

2  Listen and check your answers.

3 **PAIRS.** Describe the people in the photos.  
 Use some adjectives from Exercise 1.



## Reading

- 4 **PAIRS.** Which adjectives from Exercise 1 do you think usually describe men? Women?

Men	Women
messy	

- 5 Read the book review. Do the authors of the book *Why Men Don't Iron* agree with you?

# Why Men Don't Iron

by Ann and Bill Moir

BOOK OF  
THE WEEK

Why do women cry more than men? Why do so many men like sports? In their book *Why Men Don't Iron* Ann and Bill Moir answer these questions—and more.

According to the Moirs, the differences between boys and girls are obvious from a very early age. At school, boys are usually messier and more competitive than girls; boys like to win! But girls are often better students. They're more hardworking than boys, and they do more homework. Girls may be more talkative than boys, but boys are noisier. Some doctors believe that baby girls are stronger than baby boys. But by school age, girls aren't as strong as boys.

Why? Does society—our family, friends, and teachers—change us?

A lot of people believe that society teaches boys and girls to behave differently. They say that as adults we can change this. The “new man” should cook, take care of the children, and be more cooperative and less aggressive. He should be neater, more emotional, and a better listener. But are these changes possible? Can men be as emotional as women, for example?

In their book, Ann and Bill Moir say “no.” They say that men are more aggressive, more competitive, and messier than women because they are *born* that way. And society can't change their behavior.

- 6 Read the book review again and answer the questions.
1. What are some differences between the behavior of boys and girls?
  2. What do many people believe about these differences? What do the Moirs believe?
  3. What do many people think modern men should do?
  4. What do you think? Are men and women born with different behaviors or do they learn them?

- 7 **PAIRS.** Compare your answers.

## Grammar focus

### 1 Study the examples of comparative adjectives and equatives ([not] as + adjective + as).

Boys are <b>stronger than</b> girls.	=	Girls aren't <b>as strong as</b> boys.
Boys are more <b>competitive than</b> girls.	=	Girls aren't <b>as competitive as</b> boys.
Boys and girls are both sensitive.	=	Boys are <b>as sensitive as</b> girls.

### 2 Look at the examples again. Match the rule in the chart with the correct information.

Comparative adjectives and equatives (as + adjective + as)	
To form comparatives of one-syllable adjectives (e.g., <i>strong</i> ), _____	a. use <i>more</i> . . . <i>than</i> .
To form comparatives of adjectives with two or more syllables (e.g., <i>tired</i> , <i>talkative</i> , <i>competitive</i> ), _____	b. use the adjective, not the comparative.
In comparative sentences with ( <i>not</i> ) <i>as</i> . . . <i>as</i> , _____	c. add <i>-er</i> ( <i>than</i> ).
<b>NOTE:</b> Irregular comparatives: good → <b>better than</b> / bad → <b>worse than</b>	

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### 3 Rewrite the sentences so that they have the same meaning.

- Women aren't as messy as men. Men are messier than women.
- Boys are faster than girls. Girls aren't \_\_\_\_\_.
- Girls aren't as noisy as boys. Boys are \_\_\_\_\_.
- Men aren't as talkative as women. Women are \_\_\_\_\_.
- Men aren't as emotional as women. Women are \_\_\_\_\_.
- Women aren't as tall as men. Men are \_\_\_\_\_.
- Both girls and boys are hardworking. Boys are \_\_\_\_\_.
- Boys are better than girls at soccer. Girls aren't \_\_\_\_\_.

## Pronunciation

4 Listen to these sentences from Exercise 1. Notice the short, weak pronunciation of *as* and *than*.

5 Listen again and repeat.

6 **PAIRS.** Say a sentence from Exercise 3. Your partner says the sentence that has the same meaning. Take turns.

A: *Women aren't as tall as men.*

B: *Men are taller than women.*