

朗文英语

练习册
WORKBOOK

3

WorldView

走遍世界



朗文英语走遍世界

WORLD VIEW

练习册

3

Michael Rost Terra Brockman

捷进可一编委会

主 编 王瑜伟

副主编 杨海丽

编 者 于 岩

田占会

苏伟丽

马永奇

崔 燕

李丽馨

韩玉环

张 冰

刘 宇

张 巍

江苏工业学院图书馆

藏书章

李明明

孙楠楠

赵咏梅

郭 勇

王书一

马 刚

张 丽

王春辉

周丽娜

姜 玲

刘凤侠

于立新

吉林出版集团有限责任公司

一书一世界 捷进可一

图书在版编目(CIP)数据

朗文英语走遍世界练习册.3/ 捷进可一编委会主编.

— 长春: 吉林出版集团有限责任公司, 2009.1

ISBN 978-7-80762-330-4

I. 朗... II. 捷... III. 英语 — 自学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 198280 号

吉·版权合同登记图字 07-2005-1484

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Inc.

English Adaptation edition published by Pearson Education Asia Ltd. and Jilin Publishing Group

Copyright © 2009

本书封面贴有由 Pearson Education Inc. 提供的防伪标签, 无标签者为盗版。本书仅限于中华人民共和国境内销售。

朗文英语走遍世界

练习册 (3) 主 编: 王瑜伟

责任编辑: 付卫艳

封面设计: 十二月工作室

出版: 吉林出版集团有限责任公司

发行: 吉林出版集团捷进可一图书经营有限公司

地址: 长春市人民大街 4646 号, 130021

地址: 长春市人民大街 4646 号, 130021

承印: 长春市博文印刷厂

开本: 889 毫米 × 1194 毫米 1/16

印张: 7

字数: 318 千字

版次: 2009 年 1 月第 1 版

定价: 18.00 元(含 1CD)

2009 年 1 月第 1 次印刷

书号: 978-7-80762-330-4

如有印刷、装订质量问题捷进可一公司负责调换。

Contents

Learning Strategies	4
Unit 1 Nice to see you again	12
Unit 2 Why women iron	15
Unit 3 Living in luxury	18
Unit 4 Allergic reactions	21
Self-Quiz for Units 1-4	24
Unit 5 A typical day	26
Unit 6 It's absolutely true!	29
Unit 7 Eating out	32
Unit 8 It's a deal!	35
Self-Quiz for Units 5-8	38
Unit 9 The river	40
Unit 10 On the other hand	43
Unit 11 Trading spaces	46
Unit 12 A soccer fan's website	49
Self-Quiz for Units 9-12	52
Unit 13 Green card	54
Unit 14 What's that noise?	57
Unit 15 Mumbai Soap	60
Unit 16 The message behind the ad	63
Self-Quiz for Units 13-16	66
Unit 17 Willpower	68
Unit 18 Wave of the future	71
Unit 19 Made in the U.S.A.	74
Unit 20 At the movies	77
Self-Quiz for Units 17-20	80
Unit 21 How polite are you?	82
Unit 22 The art of crime	85
Unit 23 A balanced life	88
Unit 24 Digital age	91
Self-Quiz for Units 21-24	94
Unit 25 Arranged marriages	96
Unit 26 Money matters	99
Unit 27 Less is more	102
Unit 28 Celebrate	105
Self-Quiz for Units 25-28	108
Self-Quizzes Answer Key	110

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 photographs on pages 30 and 31 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 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.

throw away messy backache get off awful

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: *My cell phone also works as a digital camera.*) Does this help you to "think in English"?

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 a 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.

nutritious politics can't stand

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 their 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. Boys are not as organized as girls. (Hint: Use *more organized*.)
2. We were able to speak English when we were young. (Hint: Use *could*.)
3. The cheese is made fresh every day. (Hint: Use *make*.)

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 107 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 past passive) or a structure (like *so, too, either, or not either*).

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 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 (don't 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.

_____ A typical day for me

_____ A habit I want to change

_____ My likes and dislikes

_____ An interesting person I know

_____ My first impression of (a present/a place)

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*). 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.

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: _____



Nice to see you again

Vocabulary

1 Match the sentences to the correct function.

A. Greeting

B. Introducing

C. Complimenting

D. Making conversation

E. Ending a conversation

1. The weather has been really wonderful. D
2. That's a great scarf! _____
3. I'd like you to meet my friend Nadia. _____
4. This is my husband, Martin. _____
5. Goodbye. _____
6. That was a fun party. _____
7. Hi, Doug, how's it going? _____
8. See you later. _____
9. Hello, Maria. How are you doing? _____
10. Did you watch the show about Alaska last night? _____

2 Unscramble the words to make sentences.

1. have / for / coffee? / Do / time / you
Do you have time for coffee?

2. tie. / that's / Hey, / great / a

3. you / OK, / later. / see

4. everything / fine. / I'm / but / is / busy,

5. you / are / Nelson, / Hi, / how / doing?

6. a / wife. / present / Thanks. / was / It / my / from

7. appointment. / for / late / an / Sorry, / I'm / but

8. goodbye. / OK,

3 Put the sentences from Exercise 2 in the correct order to make a conversation.

A: Hi, Nelson, how are you doing?

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Grammar

1

- 4 Look at the pictures. What do Henry and Hiroko usually do? What are they doing these days? Underline the correct form of the verb.



Henry and Hiroko are farmers. They 1. (live) / are living in Illinois. They usually 2. (work) / are working outdoors. They 3. (grow) / are growing vegetables and 4. (raise) / are raising chickens for eggs. Hiroko and Henry 5. (think) / are thinking about buying a new car because the one they have 6. (gets) / is getting old, but they 7. (wait) / are waiting for a good deal.

But these days Hiroko and Henry 8. (don't think) / are not thinking about those problems because they 9. (plan) / are planning their vacation. They 10. (think) / are thinking about going to Japan. They 11. (go) / are going there every year because they always 12. (have) / are having a great time with friends and relatives. They can't wait to leave.

- 5 Use the correct form of the verb in the simple present or present continuous to complete Elizabeth's email to her friend Julia.



To: Julia
From: Elizabeth

Hi Julia. How are you doing? I _____ much to do today, and I'm also kind of depressed because Tom called me this morning to say that he can't see me tonight. I think he _____ too hard these days. He _____ to make more money, so he usually _____ until very late. On top of that, he _____ French classes this semester because he _____ to France on business often. In case that's not enough, he _____ his apartment and he _____ his mother with some renovations in her house. The truth is, he _____ a minute for me, and I _____ to feel lonely. Anyway, if you _____ plans, maybe we can watch a movie or go out to dinner. Let me know if you are free tonight. See you,
Liz

Listening

- 6  Play track 2. Listen to the conversation. Put the topics and functions of the conversation in the correct order.

_____ talk about the weather
 _____ compliment
 _____ make plans to meet later
1 greet
 _____ end the conversation
 _____ introduce

- 7  Play track 2 again. Answer each question with a complete sentence.

1. Where does Tom live?

He lives in New York.

2. What is Tom doing in San Diego?

3. How is Sue doing?

4. What company is Tom working at now?


5. Who is Sue working with at West Coast Advertising?

6. In what area is Sue doing her master's degree?

Pronunciation

- 8  Play track 3. Notice how some syllables are more stressed. Underline the stressed syllables.

1. How are you doing?
2. Great. What about you?
3. So, how do you like California?
4. It's great. I love the weather here.
5. It was good to see you again.
6. Why don't you give me a call?

- 9  Play track 3 again. Listen and repeat.

Why women iron

UNIT

2

Vocabulary

1 Match the pictures to the adjectives in the box.

aggressive
hardworking

cooperative
messy

~~competitive~~
noisy

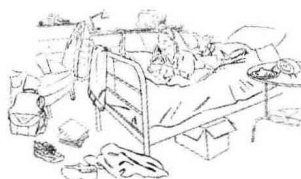
emotional
talkative



1. competitive



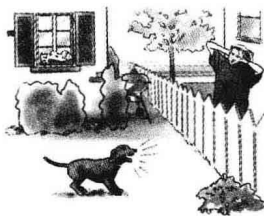
2. _____



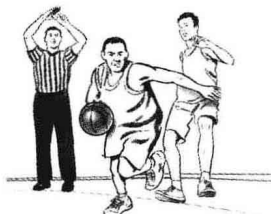
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

2 Ellen and Tim are looking at old photos. Complete their conversation with adjectives from Exercise 1.

Ellen: It's been a long time since I've seen all these pictures from when we were kids. Look! Here you are on your first day of high school. Of course, you weren't a very good student.

Tim: Yes, I was! I was very (1) hardworking. I always did my homework.

Ellen: You worked a lot more at sports than you did at school work.

Tim: That might be true. Here I am playing soccer. I was really good at that.

Ellen: Yes, you were very (2) _____ and if you didn't win, you got very upset.

Tim: Upset? What do you mean? I didn't get upset!

Ellen: Oh, come on! You got into fights all the time, especially with me. You were kind of (3) _____, you know.

Tim: No, I wasn't. I was always very calm and quiet. You were the one who started the fights. And you were also (4) _____. I couldn't sleep or read while you were in the house.

Ellen: Don't be ridiculous. I was just very friendly and (5) _____, not shy and quiet like you. And I was very organized, too.

Tim: Hey, are you saying I was (6) _____? That's not true...

Ellen: Well, what about this picture of your bedroom then? A picture is worth a thousand words!

Grammar

3

Look at the report cards for Alex and Silvia. Write sentences comparing them using the adjectives in parentheses and *more* or *-er*.

STUDENT REPORT

STUDENT NAME: Alex Jones

STUDENT #: 18302

COURSE	NUMBER	TEACHER	1	2	3	4
Language Arts-Reading	0600-12	Hales, A.	A-	B+		
Language Arts-Writing	0601-12	Hales, A.	A	A+		
Social Studies	0605-12	Hales, A.	B+	A-		
Math	0943-12	Hales, A.	B+	B+		
Art	0609-12	Franklin, R.	A-	A-		
Physical Education	0301-12	Smith, M.	A	A		

TEACHER'S NOTES

Alex is helping me in class and he works well with others. In fact, he works all the time - and he talks all the time too! However, sometimes it is not easy to know how Alex feels because he tends to keep his emotions to himself. When he plays games, he really hates to lose. He keeps everything in its place. He is really a wonderful student.

STUDENT REPORT

STUDENT NAME: Silvia Morales

STUDENT #: 29076

COURSE	NUMBER	TEACHER	1	2	3	4
Language Arts-Reading	0600-12	Hales, A.	A-	A		
Language Arts-Writing	0601-12	Hales, A.	B+	B+		
Social Studies	0605-12	Hales, A.	A	A-		
Math	0943-12	Hales, A.	A	B+		
Music	00403-12	Collins, T.	A	A		
Physical Education	0301-12	Smith, M.	A-	B+		

TEACHER'S NOTES

Silvia is a rather quiet student. She doesn't talk much, and she likes to work alone. She never offers to help other students when they are in groups. She likes sports but doesn't feel the need to win all the time. In fact, she likes to take it easy. She could work on being a little neater. She often has her papers and books scattered all over. Also, when Silvia is happy or sad, everyone in class knows it. She never hides her feelings. All in all, she is a very good student.

- Alex is more cooperative than Silvia. (cooperative)
- Alex is _____ (competitive)
- Alex is _____ (hardworking)
- Silvia is _____ (messy)
- Alex is _____ (talkative)
- Silvia is _____ (emotional)

4

Write six more sentences comparing Alex and Silvia. This time use *as . . . as* or *not as . . . as*.

- Silvia isn't as cooperative as Alex. (cooperative)
- _____ (competitive)
- _____ (hardworking)
- _____ (messy)
- _____ (talkative)
- _____ (emotional)