

朗文英语

Student's Book

1

WorldView

走遍世界



朗文英语走遍世界

学生用书

WORLD VIEW

1

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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。这种现象究其原因深层原因，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。如果想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。

Scope and Sequence

UNIT	TITLE	VOCABULARY	LISTENING/READING
UNIT 1 Page 2	Here's my card.	Greetings and leave-takings; introductions; names; the alphabet	First Listening: People greeting each other and saying goodbye Second Listening: A short conversation between two businesspeople
UNIT 2 Page 6	Meeting people	Occupations; numbers 0–19	Listening: People introducing themselves and saying what they do
UNIT 3 Page 10	Around the world	Nationalities and countries	Reading: <i>Are You International?</i> , A quiz about international people and things
UNIT 4 Page 14	Setting up a home office	Office objects; numbers 20–99	Listening: A phone conversation between a customer and a salesperson at an office supply store
Review 1	(Units 1–4) Page 18		
World of Music 1	Page 20		
UNIT 5 Page 22	Favorite things	Free-time activities	Listening: A radio interview with people about their favorite things
UNIT 6 Page 26	Interesting places	Adjectives to describe places in a city	Reading: A website featuring Portobello Road Listening: A description of Harvard Square
UNIT 7 Page 30	Office . . . or living room?	Furniture in an office or living room	Listening: A woman telling moving men where to put furniture in a room
UNIT 8 Page 34	Celebrations	Holiday celebrations	Reading: A letter to a pen pal about Thanksgiving
Review 2	(Units 5–8) Page 30		
UNIT 9 Page 40	The collectors	Objects people collect; numbers 100 – 1,000,000	Reading: <i>The Biggest Garfield Collection</i> , an article about people who have Garfield collectibles
UNIT 10 Page 44	The modern world	Words related to communication	Listening: a conversation about how Americans communicate
UNIT 11 Page 48	Traveling	Things you take on vacation; types of transportation	Reading: <i>On Vacation with Tim Lee</i> , an article about what a travel writer takes and doesn't take on vacation
UNIT 12 Page 52	Shopping	Clothes and sizes	Listening: A conversation between a customer and a clerk in a women's clothing store
Review 3	(Units 9–12) Page 56		
World of Music 2	Page 58		
UNIT 13 Page 60	How sweet it is!	Food	Listening: A radio interview in a supermarket about foods people like Reading: <i>Short and Sweet</i> , an article about the problem of eating too many sweets
UNIT 14 Page 64	Job exchange	Job duties	Reading: <i>Changing Jobs: The Career Consultants</i> , a website featuring two people who change jobs

GRAMMAR FOCUS	PRONUNCIATION	SPEAKING	WRITING
be simple present: affirmative statements, subject pronouns	Sentence rhythm	Saying <i>hello</i> and <i>goodbye</i> ; introducing yourself; spelling names	Write people's names correctly
be simple present: <i>am, is, are</i> ; subject pronouns; Indefinite articles: <i>a, an</i>	Contractions with <i>be</i>	Making introductions	Describe two friends and their occupations
be simple present: Yes/No questions, short answers and negative statements	Rising intonation for Yes/No questions	Asking about nationalities	Write an international quiz
Plurals; be simple present: <i>Wh-</i> questions	Falling intonation for <i>wh-</i> questions and statements	Asking for and giving information	Write information on order form for office supplies
Possessive adjectives and Possessive 's	Weak forms: possessive adjectives	Talking about people and favorite things	Write a paragraph about a friend's favorite things
<i>There is/There are</i>	The voiced <i>th</i> sound /ð/ in <i>there</i>	Talking about places you know	Write a review of your favorite place in a city or town
Prepositions of location	Stress in words	Telling someone where things are in a room	Describe an office or living room
Simple present: affirmative statements	3rd person -s/-es ending	Talking about holidays	Write a letter to a friend about a special day or a holiday
Simple present: Yes/No questions, short answers negative statements	Stressed and weak syllables in words	Talking about possessions	Write a paragraph collectibles or a collection in a museum
Simple present: <i>Wh-</i> questions	Weak forms: <i>do/does</i> in questions	Talking about ways of communicating	Describe how you communicate in a typical week
<i>a, an, some, any</i>	Weak forms: <i>a, an, some, any</i>	Talking about vacations	Describe your travel plans, including things to pack and how you will travel
Demonstrative adjectives: <i>this, that, these, those</i>	Focus words	Asking for information in a store	Make a shopping list of clothes you need, including items, colors, and sizes
Count and non-count nouns; <i>How much/How many</i> ; Quantifiers: <i>much, many, a lot of</i>	Vowel sounds: /o/ in <i>not</i> and /ʌ/ in <i>nut</i>	Talking about the foods you like	Write an email about foods you like and how much you eat
Modal: <i>can</i> for ability	Weak and strong forms: <i>can</i> and <i>can't</i>	Asking about job skills	Describe your job skills, including skills you want to learn

UNIT	TITLE	VOCABULARY	LISTENING/READING
UNIT 15 Page 68	Family	Family members	Reading: <i>Reader's Letter: Your TV Favorites</i> , a letter about an episode of the <i>Simpsons</i>
UNIT 16 Page 72	In a café	Food and drink	First Listening: A person asking about items on a menu Second Listening: A person phoning in a takeout order at a restaurant
Review 4	(Units 13-16) Page 74		
UNIT 17 Page 78	Hurricane	Weather; seasons; clothes	Listening: A TV news report about a dangerous hurricane
UNIT 18 Page 82	Memories	Memorable possessions, people and events	Listening: Two friends playing "The Memory Game"
UNIT 19 Page 86	A day in the life of ...?	Everyday activities	Reading: <i>A Day in the Life of a Theater Manager</i> , an article about a special day in a theater manager's life
UNIT 20 Page 90	Love at first sight	Common irregular verbs	Listening: A real-life love story
Review 5	(Units 17-20) Page 94		
World of Music 3	Page 96		
UNIT 21 Page 98	Life and times	Important life events	Reading: <i>All About ... Julia Roberts</i> , an article about the movie star
UNIT 22 Page 102	It's on the right.	Parts of a building; ordinal numbers 1 st – 10 th	First and Second Listenings: People asking for directions to different places in a hotel
UNIT 23 Page 106	Big plans	Life changes	Reading: <i>Stress-free</i> , an article about a couple who decide to change their lifestyle
UNIT 24 Page 110	A new year	Dates; months and time; ordinal numbers 11 th – 31 st	Listening: A radio interview with three people who remember the year 1999
Review 6	(Units 21-24) Page 114		
UNIT 25 Page 116	Be my guest.	Verbs related to asking and responding	Reading: <i>How Polite Are You?</i> , a quiz to find out how polite you are
UNIT 26 Page 120	North and south	Adjectives to describe a country	Listening: A radio interview with three people who describe their favorite places in New Zealand
UNIT 27 Page 124	The best food in town	Adjectives to describe restaurants	Reading: Reviews of three fascinating restaurants around the world
UNIT 28 Page 128	On the phone	Telephoning	Reading: <i>Phone Etiquette at Home</i> , an article that gives advice about phone etiquette
Review 7	(Units 25-28) Page 132		
World of Music 4	Page 134		
Information for pair and group work	Page 136		
Grammar reference	Page 142		
Vocabulary	Page 151		

GRAMMAR FOCUS

PRONUNCIATION

SPEAKING

WRITING

Present continuous

Stressed words in present continuous sentences

Talking about what people are doing at the moment

Describe what different people you know are doing now

Modals: *would like*, *will have*, and *can* for orderingVowel sounds: /i/ *tea* and /ɪ/ in *milk*

Ordering in a restaurant

Write an email explaining what food and drinks you want to order for a party

Action and non-action verbs

Consonant clusters

Comparing usual and current situations

Write an email giving helpful information to a visitor

be simple pastWeak and strong forms: *was*, *were*, *wasn't*, *weren't*

Talking about memories

Describe a memorable person or event in your life

Simple past: regular verbs (affirmative and negative)

-ed simple past ending

Talking about your day

Write a paragraph describing what you did or didn't do last week

Simple past: irregular verbs

Vowel sounds: /eɪ/ *came* and /ɛ/ *went*

Telling a story

Write a new version of a story

Simple past: questions

Weak form: *did* in questions

Asking questions

Write an "All About . . ." article about a famous person

Imperatives; directions and prepositions of movement

Word stress: compound nouns

Asking for and giving directions

Write directions to two places in your school

be going to for future*Going to*

Talking about plans

Describe the things you're going to do in the next few years

Prepositional phrases with time

The voiceless *th* sound /θ/ in *thirtieth*

Talking about memorable times

Write a summary of the important events in your life last year

Modals: *can* and *could* for permissions and requests

Intonation in polite requests

Asking for things and responding

Write two short notes: one requesting help, the other asking permission

Comparative adjectives

Stress in comparative sentences

Comparing places

Compare a city you are moving to with the city you live in now

Superlative adjectives

Stress in words

Describing restaurants

Write a review of your favorite restaurant

Present continuous for future

Linking: consonant to vowel

Taking and leaving messages

Write two phone messages

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捷进可一编委会

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副主编 王 锐

编 者 于 岩

田占会

苏伟丽

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李丽馨

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王春辉

周丽娜

魏 旻

刘凤侠

于立新

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Here's my card.

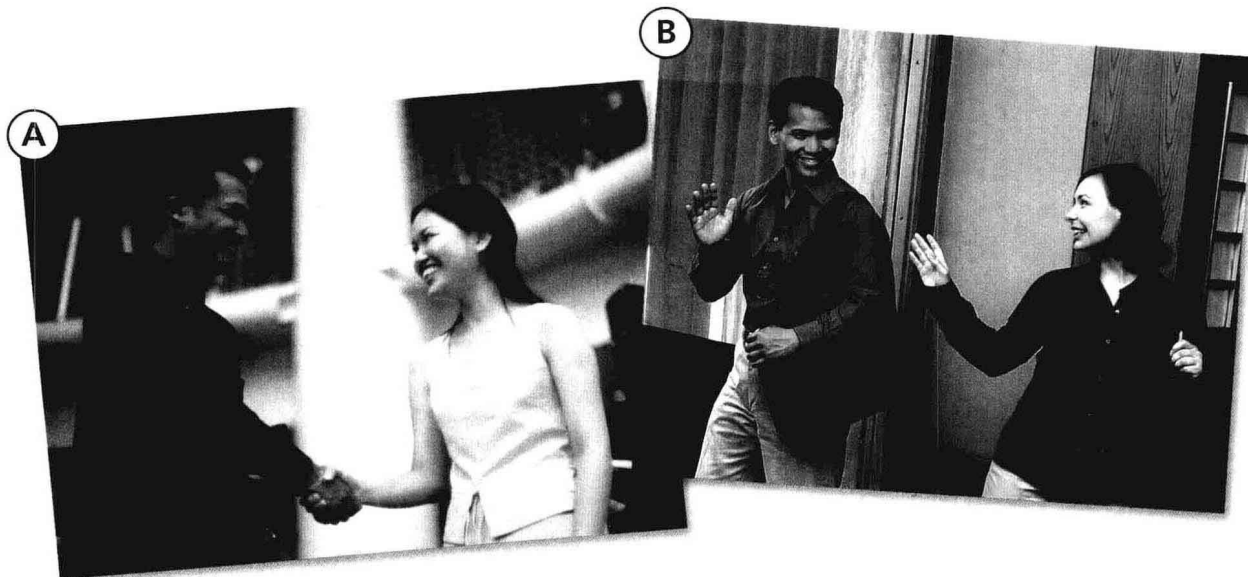
Vocabulary Greetings and leave-takings; introductions; names; the alphabet

Grammar *be* simple present: affirmative statements; subject pronouns

Speaking Saying hello and goodbye; introducing yourself; spelling names

Listening

- 1 Look at photos A–C. What are the people doing? What are they saying?



- 2 Listen to three conversations. Which conversation matches each photo?

Photo A _____ Photo B _____ Photo C _____

- 3 *PAIRS.* Compare your answers.

- 4 Listen and complete the conversation between Grace Lee and Miguel Santos.

A: _____ Grace Lee.

B: _____ Miguel Santos.

A: _____ you.

B: _____ you, too.

A: _____ my business card. _____ the Valdez Group.

B: _____.

A: _____.

B: Goodbye.

- 5 *PAIRS.* Compare your answers.

Pronunciation

- 6 Listen. Notice the rhythm of the sentences. The important words are longer and stronger.

my card
Hertz
meet you
you, too
later

Here's my card.
I'm with Hertz.
Pleased to meet you.
Nice to meet you, too.
See you later.

- 7 Listen and repeat.

C

- 8 PAIRS. Practice the conversation in Exercise 4. Use your own names.

Speaking

- 9 PAIRS. Create a new conversation. Use your own names and the phrases and sentences in the box.

Hello. / Hi!
I'm ... / My name is ...
Excuse me, what's your name again?
Pleased to meet you. / Nice to meet you.
Nice to meet you, too.
Here's my card. I'm with ...
Thanks. / Thank you.
Goodbye. / Bye! / See you. / So long!

- 10 PAIRS. Practice the new conversation.



Listening

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

- 1 Listen and repeat the letters of the alphabet.
- 2 Listen to the conversation and write the names you hear.

Name: _____ Company: Systems

- 3 **PAIRS.** Take turns spelling your first and last names. Write your partner's name.

A: Could you please spell your name?

B: Sure. My first name is . . .

Grammar focus

- 4 Study the examples of the verb **be** with singular subjects in the simple present tense.

I'm Miguel.

Here's my card.

My name is Sarah Boyd.

It's nice meeting you.

- 5 Look at the examples again. Complete the chart.

be present: singular

I 'm Laura Martin.

My name _____ Eun Jun Kim.

Here 's my business card.

It _____ nice to meet you.

That _____ right.

NOTE: In writing, use full forms with nouns: *My name is . . .*

Grammar Reference page 142

- 6 Complete the sentences with the correct form of the verb **be**. Use contractions when possible.

1. A: Hi, I 'm Diego.

B: Nice to meet you, Mr. Diego.

A: Oh! Diego _____ my first name!

2. A: Hello. My name _____ Kelly.

B: Kelly?

A: That _____ right.

3. A: Nice to meet you.

B: It _____ nice to meet you, too.

4. A: Hello, I _____ Paul Stamos.

B: Hello. My name _____ Janet Gordon.

Here _____ my card.



Writing

- 7 **PAIRS.** Student A, look at page 136. Student B, write the names you hear.
- 8 Switch roles. Student B, look at page 139. Student A, write the names you hear.
- 9 **PAIRS.** Check your answers. Look at pages 136 and 139.

Speaking

- 10 Walk around the room and talk to everyone. Use your actual business card or make one.
 - Say hello.
 - Say your name.
 - Shake hands.
 - Give out your business card.
 - Say goodbye.



CONVERSATION TO GO

A: **Hi.** I'm Walter.

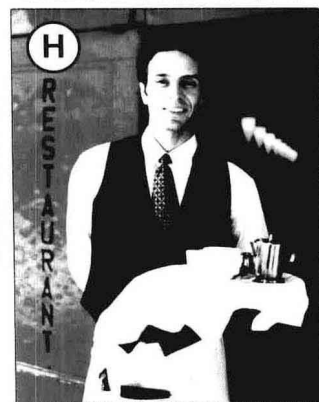
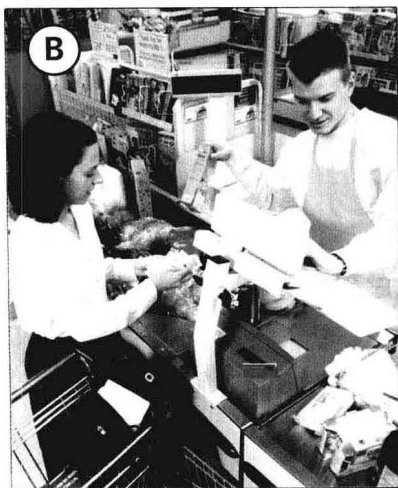
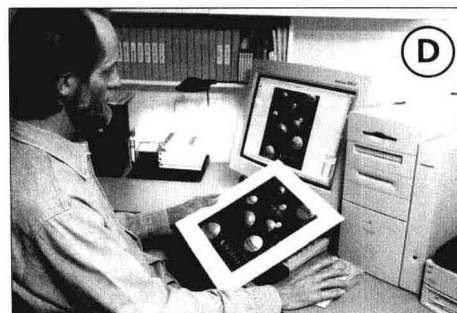
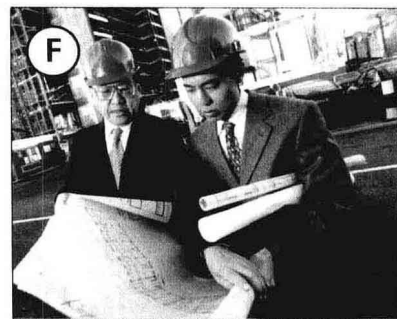
B: **Hello.** My name **is** Amanda.

Meeting people

Vocabulary Occupations; numbers 0–19

Grammar *be* simple present: *am, is, are*; subject pronouns;
indefinite articles: *a, an*

Speaking Making introductions



Getting started

1 **PAIRS.** Match the occupations with the photos.

an architect F

an artist _____

an assistant _____

a businesswoman _____

a cashier _____

a doctor _____

an engineer _____

a flight attendant _____

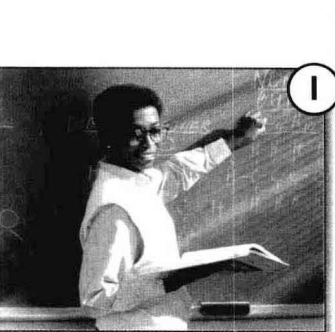
a graphic designer _____

a musician _____

a teacher _____

a waiter _____

2 Listen and check your answers. Then listen and repeat.



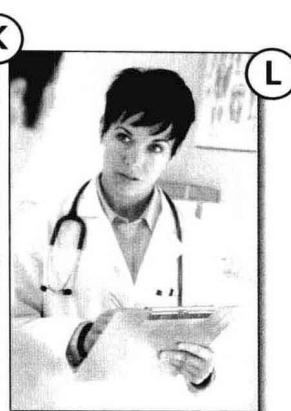
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- 3 Listen to the numbers and repeat.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19

- 4 Listen and write the telephone and extension numbers you hear.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Listening

- 5 Listen and connect the name tags that match the three introductions you hear.

Hello, I'm
Sonia Smith
Engineer

Hello, I'm
Christopher Boswell

Hello, I'm
Jiro Nakamura

Hello, I'm
Kwang-Min Kim

Hello, I'm
Michele Amado

Hello, I'm
Regina Rebello

Hello, I'm
Christine Samples

Hello, I'm
Mike Amaral

Hello, I'm
Tao Chang

- 6 Listen again. Write the occupations under the names.