

朗文英语

Student's Book

2

WorldView

走遍世界



朗文英语走遍世界

学生用书

WORLD VIEW

2

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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 所有的对话均采用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
UNIT 1 Page 2	It's the weekend!	Weekend activities	Listening: An interview on how people around the world spend their weekends
UNIT 2 Page 6	Excuses, excuses	Parts of the body; illnesses and injuries	Listening: A phone conversation between an employee who can't go to work and his boss
UNIT 3 Page 10	A life of achievement	Life events	Reading: <i>A Life of Achievement</i> , a magazine article about Oprah Winfrey
UNIT 4 Page 14	Travel with English	Countries and continents; travel	Reading: An article about a travel writer's dream vacation
Review 1	(Units 1–4) Page 18		
World of Music 1	Page 20		
UNIT 5 Page 22	Culture shock	Social etiquette	Listening: A conversation about business etiquette in the United States
UNIT 6 Page 26	Party time!	Planning parties	Listening: A conversation between a party planner and a client
UNIT 7 Page 30	First impressions	Words to describe physical appearance	Listening: A conversation between friends about two people's physical appearance
UNIT 8 Page 34	At the movies	Words related to the movies	Reading: An article about three people's opinions of memorable movies
Review 2	(Units 5–8) Page 38		
UNIT 9 Page 40	What would you like?	Words related to eating at a restaurant	Listening: A conversation between a waiter and two customers ordering food on the menu
UNIT 10 Page 44	Big issues	Global issues	Reading: <i>Brave New World</i> , Arthur Clarke's 1967 article on the web of his predictions about the year 2000
UNIT 11 Page 48	Hard work	Activities related to work	Reading: <i>Nine to Five</i> , an article describing one day in the life of a pizza delivery person
UNIT 12 Page 52	Island life	Practical activities	Reading: An application from someone who wants to be on a reality TV show
Review 3	(Units 9–12) Page 56		
World of Music 2	Page 58		
UNIT 13 Page 60	Keepsakes	Possessions; phrasal verbs related to possessions	Listening: A conversation between a father and his young daughter about a trunk of keepsakes
UNIT 14 Page 64	Tales of Nasreddin Hodja	Adjectives describing feelings and behavior	Reading: Two Turkish folktales about Nasreddin Hodja

GRAMMAR FOCUS

PRONUNCIATION

SPEAKING

WRITING

Review and expansion:
simple present and adverbs
of frequency

Sentence rhythm/stress

Talking about how
often you do things

Describe your weekend routines
and activities

Linking words: *and*,
but, *so*

Intonation in sentences

Apologizing and making
excuses

Write email messages apologizing
and giving excuses

Simple past: regular
and irregular verbs

-ed simple past ending

Talking about past events

Describe an important time or
event in your life

be going to for future

Stress in names of
countries

Talking about plans

Write a letter to a friend about
a trip you plan to take

Modals: *should* and
shouldn't for advice

Weak and strong forms:
should, *shouldn't*

Giving advice

Write an email giving advice to a friend
on what he or she should or shouldn't do
while visiting your country

Expressions for making
suggestions

Intonation: focus words

Making suggestions

Write email messages giving
suggestions and advice about parties

be and *have* with descriptions

Weak forms: *and*, *or*

Describing people

Describe the physical appearance of a
friend, family member, or famous person

say and *tell*

Consonant clusters

Talking about movies

Write a movie review

would like/like,
would prefer/prefer

Weak and strong
forms: *would*, *wouldn't*

Ordering food and drinks
in a restaurant

Write a memo describing the food
and drink items for a menu

will for predicting

Word stress

Making predictions

Creating a web page about five
predictions for the year 2100

have to/don't have to

Have to (*hafta*) and
has to (*hasta*)

Describing jobs

Describe a typical day in your ideal job

Present perfect for indefinite
past: *ever*, *never*

Linking vowel to vowel
(*have you ever*,
has she ever)

Talking about practical
experience

Write a letter explaining why you should
be on a reality TV show

Review: possessive 's,
possessive adjectives/
possessive pronouns;
belong to

Stress and linking in
phrasal verbs

Talking about special
possessions

Describe a keepsake that belongs to
you or a family member

Adverbs of manner;
comparative adverbs

Stressed syllables and
/ə/ in adverbs

Describing actions

Write a short story or folktale

UNIT	TITLE	VOCABULARY	LISTENING
UNIT 15 Page 68	Popular sports	Sports	Listening: A TV report about popular sports in Canada
UNIT 16 Page 72	Food for thought	Food	Listening: A radio show about some foods that are good or bad for you
Review 4	(Units 13-16) Page 76		
UNIT 17 Page 78	A nice place to work	Office practices	Listening: An interview about office practices in the United States
UNIT 18 Page 82	Hollywood mystery	Words related to police investigations	Reading: A police report of the victims' statements about a robbery
UNIT 19 Page 86	Bargain hunters	Stores and purchases	Listening: A game show contestant's description of her shopping trip
UNIT 20 Page 90	A long run	Words related to the theater	Reading: Articles about two successful plays, <i>The Phantom of the Opera</i> and <i>The Mousetrap</i>
Review 5	(Units 17-20) Page 94		
World of Music 3	Page 96		
UNIT 21 Page 98	Long life	Time expressions	Reading: <i>Life after 70</i> , a newspaper article about three women over 70 who are still doing work they love
UNIT 22 Page 102	Job share	Words related to tasks in an office	Listening: A conversation about job sharing at a modeling agency
UNIT 23 Page 106	Changing customs	Things you customarily do	Reading: <i>Shoes</i> , an article about interesting old customs related to shoes
UNIT 24 Page 110	Take a risk	Adventure sports	Listening: An interview about different sports two people have tried
Review 6	(Units 21-24) Page 114		
UNIT 25 Page 116	Real fighters	Sports	Reading: <i>The Greatest</i> , an article about Muhammad Ali
UNIT 26 Page 120	On the go	Travel	Listening: A conversation about preparations for a trip
UNIT 27 Page 124	Behave yourself	Verbs and their opposites	Reading: <i>How do you behave?</i> a quiz to evaluate your behavior in various situations
UNIT 28 Page 128	Just the job for you	Job descriptions	Reading: Want ads for four different jobs
Review 7	(Units 25-28) Page 132		
World of Music 4	Page 134		
Information for pair and group work	Page 136		
Grammar reference	Page 143		
Vocabulary	Page 151		

GRAMMAR FOCUS	PRONUNCIATION	SPEAKING	WRITING
Verbs for likes/dislikes + noun/verb + <i>-ing</i>	Stress to compare and contrast ideas	Talking about sports you like doing	Explain why you like or dislike a sport
Quantifiers + count/ non-count nouns	Vowel sounds: /u/ (<i>food</i>) and /ʊ/ (<i>cookies</i>)	Talking about what you eat	Explain which foods are good and bad to eat, and why
Modals: <i>have to/had to</i> to for present and past necessity	Weak and strong forms: <i>to</i>	Talking about obligations	Write to an American friend about business practices in your country
Simple past and past continuous	Weak forms: <i>was</i> and <i>were</i>	Describing activities in the past	Describe a memorable event in your life
<i>because, for, and</i> infinitives of purpose	Stress in compound words	Giving reasons	Write an article about your favorite stores or restaurants and explain why you like to go there
<i>a/an, the</i>	<i>a, an, the</i> in connected speech	Talking about the theater	Summarize the story of the musical <i>West Side Story</i>
Present perfect: <i>how long/for/since</i>	Voiced and voiceless /ð/ and /θ/	Talking about how long you have done something	Write an article that gives interesting facts about a person
Modals for requests and offers	Weak forms and blending: <i>can, could, should, would</i>	Making and responding to requests and offers	Write an email asking your job partner to do some tasks and offering to do others
<i>used to/didn't use to</i>	<i>used to / use to (usetə)</i>	Talking about past customs	Compare your life when you were a child with your life now
Present perfect vs. simple past	Word stress	Talking about experiences	Describe your experience with adventure sports to complete an application
<i>could and be good at</i> for past ability	Weak and strong forms: <i>could and couldn't</i>	Talking about abilities in the past	Describe a sport or other activity that you could do in the past
Present perfect: <i>yet, already</i>	Contracted forms of <i>have</i> and <i>has</i>	Saying what you've done so far	Describe what you have already done and what you haven't done yet to reach a goal
Present factual conditional (<i>If</i> + simple present + simple present)	Vowel sounds: /ɪ/ (<i>give</i>) and /ɛ/ (<i>empty</i>)	Talking about consequences	Describe your behavior in a situation and explain why you behave that way
<i>like</i> + verb + <i>-ing</i> ; <i>would like</i> + infinitive	The sound /ə/ (<i>work, earn</i>)	Talking about job and career preferences	Write a want ad for a job you would like to have

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It's the weekend!

Vocabulary Weekend activities

Grammar Simple present and adverbs of frequency

Speaking Talking about how often you do things

Getting started

1 Look at the photos. What are the people doing?

2 Complete the sentences with the verb phrases in the boxes.

go for a walk ~~go to the beach~~ go out for dinner

1. I love Sundays. I go to the beach on Sunday mornings. In the afternoon, I _____ in the park. Then I sometimes _____ with friends.

go to the gym stay home sleep late watch TV

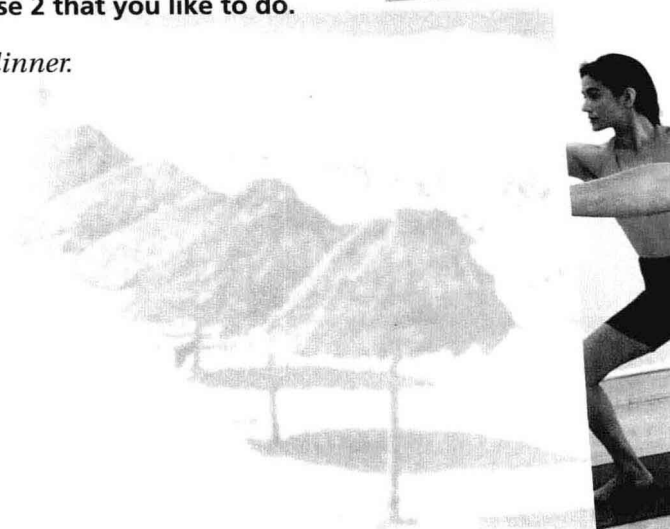
2. Saturday is my favorite day of the week. I _____ on Saturday mornings. I like to exercise, so I _____ in the afternoon. In the evenings, I _____ with my family and we _____ together.

get takeout go to the movies work late

3. It's Friday—almost the weekend! I _____ on Friday nights because I want to finish my work before the weekend. I don't like to cook, so I _____ on my way home. Then I _____ with friends.

3 **PAIRS.** Talk about the weekend activities in Exercise 2 that you like to do.

I like to sleep late, go to the movies, and go out for dinner.



Listening


- 4  Listen to the radio program about how people around the world spend their weekend. Find the photo that each speaker describes.

Speaker 1 (Yuka) ____ Speaker 2 (Marcelo) ____

- 5  Listen again and underline the correct information.

1. Yuka never **gets takeout** / **cooks** on Fridays.
2. She often **meets friends** / **stays home**.
3. She usually **goes to the movies** / **watches TV** with her friends.
4. Marcelo always goes **to the gym** / **to the beach** on Sundays.
5. He sometimes goes out for **lunch** / **dinner**.

Pronunciation

- 6  Listen to the rhythm in the sentences. Notice that the important words are pronounced longer, clearer, and stronger than the other words.

I **never work** on **Saturday**.


I **usually go** to the **gym**.

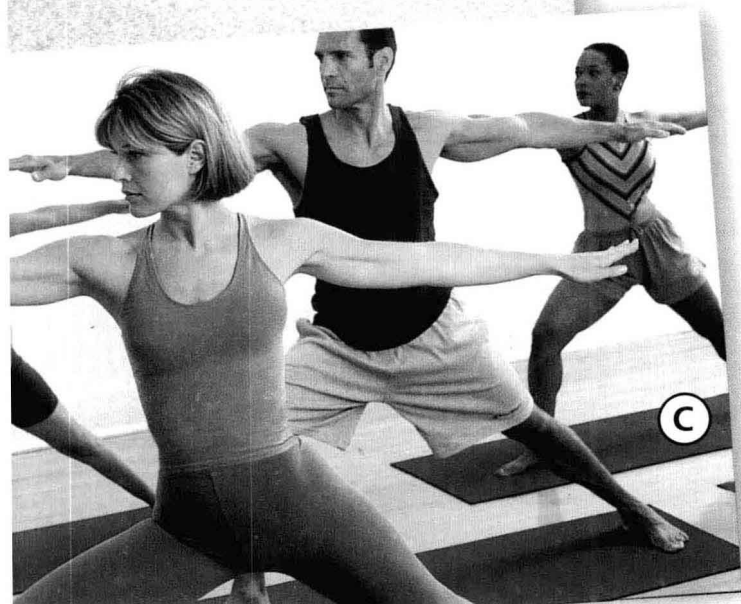
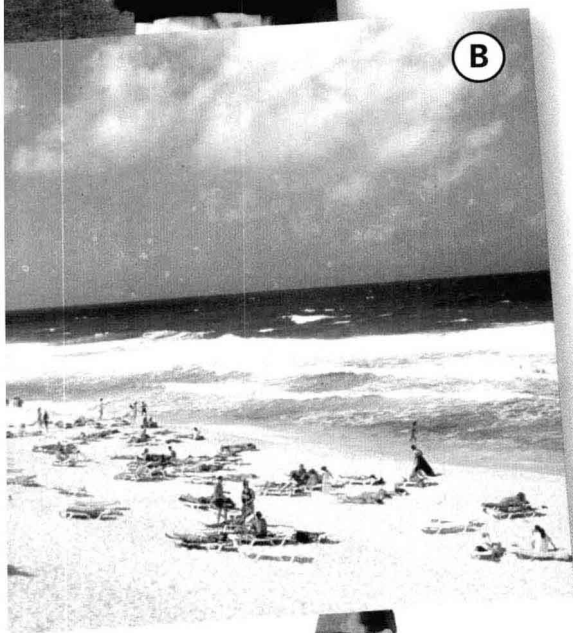
What do you **do** on **Sunday**?

We **go** for a **walk** on the **beach**.

She **always** gets **takeout** on **Fridays**.

She **goes** to the **movies** with her **friends**.

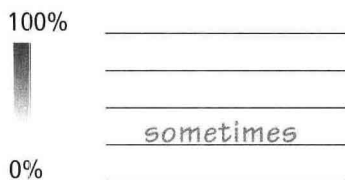
- 7  Listen again and repeat.



Grammar focus

- 1 Write the adverbs of frequency in the correct place on the scale.

always never often ~~sometimes~~ usually



- 2 Study the examples with adverbs of frequency.

I **often** work late on Friday.
 He **always** goes to the beach on the weekend.
 The beach **is usually** crowded.

- 3 Look at the examples again. Circle the correct words to complete the rules in the chart.

Simple present and adverbs of frequency

The adverb of frequency comes **before / after** the verb *be*.

The adverb of frequency comes **before / after** all other verbs.

Grammar Reference page 143

- 4 Complete the sentences with a verb and the adverb of frequency in parentheses.

- A: Her husband often works late on Fridays, doesn't he? (often)
 B: No, never. He _____ to the movies with friends. (always)
- A: What do you do on Saturday mornings?
 B: I _____ to the gym. (usually)
- A: Do you usually go out on Saturday night?
 B: No. I _____ home. (usually)
- A: How _____ do you _____ takeout for dinner? (often)
 B: I _____ takeout on Saturdays. (sometimes)
- A: I _____ home on Sunday nights. Do you? (never)
 B: Yes. I _____ a video at home. (sometimes)

- 5 **PAIRS.** Practice the conversations in Exercise 4.



Speaking

- 6 **BEFORE YOU SPEAK.** Write five sentences about your weekend. Use each of the adverbs of frequency from Exercise 1.

I never go to the gym on Sundays.

- 7 **GROUPS OF 3.** Create a survey together. Each person, add one weekend activity to the survey form.

How often do you...

Activity	always	usually	often	sometimes	never
go out for dinner?		✓			

- 8 **GROUPS OF 3.** Take turns. Tell each other about your weekend activities. Use an adverb of frequency and give additional information. Check (✓) the box in the survey for each answer.

I usually go out for dinner on the weekend. I usually have Italian food.

- 9 **GROUPS OF 3.** Compare your weekends. Who has the most relaxing weekend? Who has the busiest weekend?

Writing

- 10 Imagine that your weekends are always perfect—you do only activities that you love. Write about your perfect weekends. What do you do? What don't you do? Use adverbs of frequency.

CONVERSATION TO GO

A: How **often** do you work late?
B: **Never!**



Excuses, excuses

Vocabulary Parts of the body; illnesses and injuries

Grammar Linking words: *and, but, so*

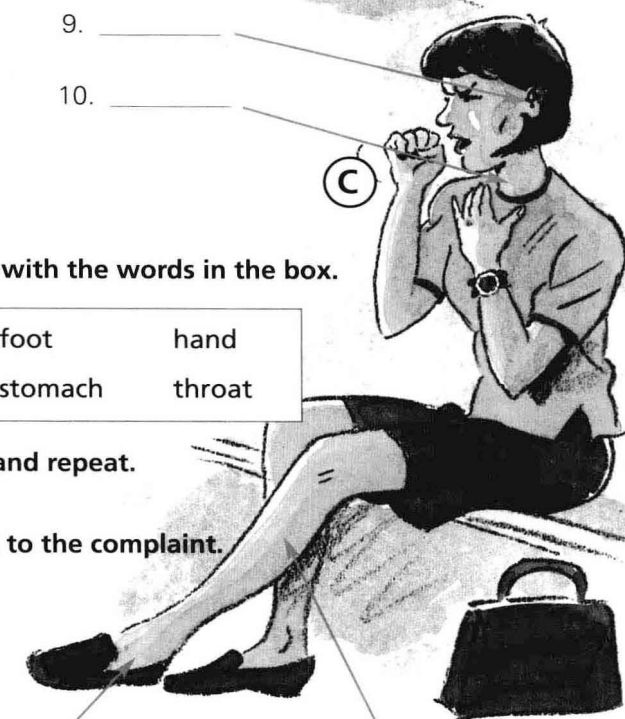
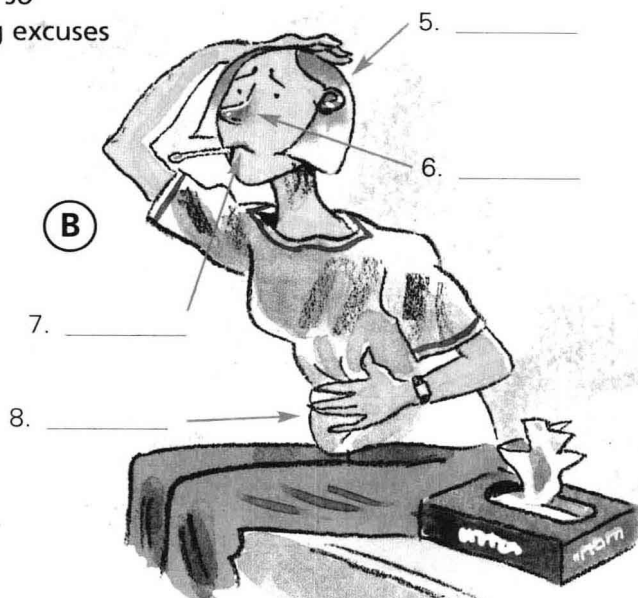
Speaking Apologizing and making excuses

1. eye

2. _____

3. _____

4. _____



Getting started

1 Look at the pictures. Label the parts of the body with the words in the box.

arm	back	ear	eye	foot	hand
head	leg	mouth	nose	stomach	throat

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

3 Write the letter of the person in the picture next to the complaint.

1. "I have a headache." B
2. "I have a sore throat." _____
3. "My back is sore." _____
4. "I have a stomachache." _____
5. "I have a fever." _____
6. "I hurt my arm." _____
7. "I have a bad cold." _____
8. "I have a cough." _____

4 **PAIRS.** Test your partner on the names of illnesses and injuries. Student A, point to a part of your body and act out the problem (for example, touch your throat). Student B, say the problem (for example: *Oh, you have a sore throat!*).

11. _____

12. _____



Listening

- 5 Listen to Tony tell his boss, Roger, why he can't come to work. Put his excuses in the correct order.

- ___ He has a cough and a sore throat.
- ___ He hurt his back.
- 1 He has a fever.
- ___ He has a stomachache.

- 6 What does Tony say to apologize? How does Roger respond? Listen again. Match Tony's apologies with Roger's responses.

Apology

Sympathetic response

- | | |
|----------------------------------|---|
| 1. ___ I'm really sorry, but ... | a. That's OK. Hope you get better soon. |
| 2. ___ I'm afraid I can't ... | b. That's too bad. |
| 3. ___ I'm sorry, but ... | c. That's OK. Don't worry. |

- 7 **PAIRS.** Take turns. Student A, use the ideas below and the complaints from Exercise 3 to apologize and make an excuse. Student B, give a sympathetic response.

A: *I'm sorry, but I can't come to work today. I have a fever.*

B: *That's OK. Hope you get better soon.*

Apology

I'm afraid ...

I'm sorry, but ...

I'm really sorry, but ...

I can't play soccer today.
I can't give my report today.
I can't go out for dinner with you.
I can't come to work today.
I can't help you lift that box.
I can't sign my name on the check.
I can't do my homework.