

朗文英语

练习册
WORKBOOK

4

WorldView

走遍世界



朗文英语走遍世界

WORLD VIEW

练习册

4

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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. Try the radio, TV, CDs, DVDs, the Internet, your computer lab, or someplace 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 ☐ 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 attitude, 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 broadcast on TV.

Date: _____

Notes: _____

3 ☐ Take notes and reconstruct ideas



Taking notes is helpful when you need to remember important ideas or facts, for example, when you listen to a lecture or watch a documentary. When you take notes, write down key words and main ideas in the order you hear them. After you have finished listening, go back to your notes right away. "Reconstruct" your notes—rebuild the ideas from the notes you have made. Say or write out complete sentences. Or if possible, go over your notes out loud with a classmate.

Try this now:

Look at notes you have taken recently while listening to a lecture or a documentary. (Or listen to a recording now and take new notes.) For each key expression in your notes, say a full sentence to express an idea.

Date: _____

Notes: _____

4

☐ Respond as you listen



Responding is an important part of interactive listening. There are different ways to respond. If you don't understand something, ask a clarification question, such as *What does _____ mean?* If you want to learn more, ask an information question, such as *Who did ...? When was...? Why will...?* To show the speaker that you're paying attention, use a feedback phrase, such as *Uh-huh* or *I see*. And to participate further, give a personal response, such as *That's great* or *I'm sorry to hear that*.

Try this now:

Here are some responses you can make when you are listening. Label each one: (CQ) clarification question, (IQ) Information question, (FP) feedback phrase, or (PR) personal response.

Oh? ____ Why did you do that? ____

What do you mean? ____ Did you say "yesterday"? ____

Ah-hah! ____ Sounds nice. ____ No way! ____

Mm-hmm. ____ Hmm? ____ That's strange! ____

Yeah. I think so, too. ____ I'm not so sure about that. ____

Date: _____

Notes: _____

5

☐ Listen and memorize



When we have interesting tapes, CDs, or sound files, we can develop our "listening memory" if we listen more than one time.

Choose a song with English lyrics. Listen to the song several times. Each time, try to memorize more of the lyrics. You can write them or repeat them in your mind. You can also do this with recorded conversations, poems, speeches, or stories.

Try this now:

Write the names of two of your favorite English language songs, poems, or stories that you want to memorize.

Date: _____

Notes: _____

6

☐ Keep a listening notebook



Keep a record of your listening experiences. After you listen to a news broadcast or watch a movie, write for three minutes in your listening notebook. Write a summary or a reaction or some new vocabulary or expressions. Write in your notebook at least 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 ____ impressions
 ____ other notes _____

Date: _____

Notes: _____

Learning Strategies

Vocabulary Strategies

Here are 6 ways to increase 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 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 the word webs 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.

clutter grow up achieve prison popular

Date: _____

Notes: _____

3 ☐ Learn word "affixes"



You can expand your vocabulary if you learn to build word families. One way to do this is by using word "affixes"—prefixes and suffixes added to a word root to change its meaning. When you learn a new word, find out about "related" words that will expand the meaning of the word.

Some common prefixes are:

- a-, ab-, il-, im-, in-, ir-, un- (meaning, *not* or *without*)
- co-, col-, com-, con-, cor- (meaning, *with* or *together*)

Some common suffixes are:

- -able, -ible (meaning, *having the quality of, capable of*)
- -ify, -ize (meaning, *give a particular quality*)

Try this now:

Look at the words below. Identify the prefix or suffix in each word. What does the word mean? Do you know any other words in each "family"?

immobile rationalize indestructible appearance

Date: _____

Notes: _____

4 ☐ Narrate in English



Look around you or watch a video with no sound, or take a walk outside. 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 15 things. Try this once a week for 5 minutes.

Try this now:

Look around you now. Name at least 15 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 "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, *executive* is a *businessperson who makes decisions for the business*. The first part 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.

morose frazzled can't stand

Date: _____

Notes: _____

6 ☐ Use your dictionary actively



Bilingual dictionaries are useful for finding a quick translation of an English word. However, if you use a *monolingual* dictionary, you can learn a lot about the words, such as the different meanings of the word, the usage of the word, and related words. This information will help you remember the word and use it more accurately. Use a good dictionary and look up at least five unfamiliar words every day.

Try this now:

Look up three of these words in a monolingual dictionary, for example, try the *Longman Dictionary of American English*. Find out as much as you can about each word.

promontory backlash relegate
staccato ambiguous effervescent

Date: _____

Notes: _____

Learning Strategies

Speaking Strategies

Here are 6 ways to improve your speaking.

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 and help each other. Make a note of any of your grammar mistakes that your conversation partner (or your English teacher or classmates) notices.

Try this now:

Find a conversation partner if you don't have one. Meet regularly to speak in English.

Date: _____

Notes: _____

2 ☐ Say it in different words



When you are in a conversation, paraphrase the main points that your partner says. Say the ideas in your own words (*You mean...?*). If you practice saying the same idea quickly in different ways, you will improve your conversation fluency.

Try this now:

Say and write a paraphrase for each sentence.

1. We're going to the beach tomorrow unless it rains. (Start with *You mean you won't...*)
2. We have to go to the store to get more food for the party. (Start with *Are you saying that we don't...*)
3. Can you give me your cell phone number in case I need to call you tonight? (Start with *Oh, so you...*)

Date: _____

Notes: _____

3 ☐ Rehearse the conversation



Choose a topic to talk about informally in English, such as your job, a movie you've just seen, or something funny that happened. Write short notes (not sentences!) on a card. Now record your speech (try not to look at your card). Picture your audience. Talk for two minutes. Then play back your speech and compare it with the transcript. What can you improve by changing the grammar or words? The next day, don't look at your transcript and record the same speech. This time, try to say your ideas in one minute.

Try this now:

Imagine you are giving a short speech to your class. Try these topics for a short speech:

- a childhood memory
- someone who has influenced me
- (another topic): _____

Date: _____

Notes: _____

4 ☐ Make a list of target phrases



Make a list of target phrases, the phrases that have difficult sounds for you. Put these on notes and post them around your home, on the refrigerator, on your mirror, etc. Practice saying your target phrases every day—loudly, clearly and confidently. If you wish, practice in front of a mirror (to watch your face muscles and lips).

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 rice and shrimp

What other English sounds, names, words, or phrases are difficult for you to pronounce? Make a list.

Date: _____

Notes: _____

5 ☐ Speak in phrases



When fluent speakers speak English, they connect words, and the sounds in the words are linked together. 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 from which you can read aloud. What are two you can use to make a recording (a specific story or part of a story)?

Date: _____

Notes: _____

Learning Strategies

Reading Strategies

Here are 6 ways to improve your reading.

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 ☐ Read for pleasure



The most effective way to improve your reading ability is by "reading for pleasure." Find a book that is comfortable for you to read. ("Comfortable" means that you can understand about 90% of the words.) Read in English about topics you are interested in. Use popular books or translations of books you've read in your native language. Read every day for 30 minutes or more.

Try this now:

What kinds of books do you like most (science fiction, romance novels, adventure stories, historical novels, etc.)?

What are some books you'd like to read in English?

Date: _____

Notes: _____

2 ☐ "Pre-read" first



You can improve your concentration when you read if you "pre-read" an article first. Skim over the article quickly. Look at the headings. Predict some ideas in the reading. Now read just the first line of each paragraph. Think about what you know about the topics in the article. After you "pre-read" the article quickly in this way, you will know the "gist"—the main idea—of the article. Then go back and read more carefully.

Try this now:

Find a long article in an English newspaper or magazine. Pre-read the article for one minute. Did pre-reading help you read the article more effectively?

Date: _____

Notes: _____

3 ☐ Read with a purpose



When you read a chapter in a textbook or a short article, it's important to focus and read with a specific purpose. Before you read, think of two or three things you want to find out and write these down. As you read, stop from time to time to think about your purpose. Don't worry about parts of the text that don't help you with your reading purpose.

Try this now:

Choose a reading passage from your *WorldView Student Book* or from a news magazine. Before you read, write three questions you want to answer as you read. Now read the passage. Did the questions help you focus as you read?

Date: _____

Notes: _____

4

☐ Guess new words from context



When you read in your second language, there will always be some unfamiliar words. In order to be a fluent reader, it is important to guess the meaning of new words from context. If you look at the surrounding sentence or paragraph, you can often think of a paraphrase of the unfamiliar word. By guessing new words from context, you will increase your reading fluency.

Try this now:

Guess the meaning of the "words" in bold below (they're not really words in English). What context clues did you use to guess the meaning?

- Mary and Alan seemed happily married, but I knew their relationship was actually **incanbivalent**.
- Max was finally promoted to **anbruster** of the art department after 20 years of being a design assistant.
- After a few minutes of **cygnactic** conversation with Iris, I realized I hadn't heard a word she was saying.

Date: _____

Notes: _____

5

☐ Read critically



When you read news or opinion articles, it is important to read critically—to evaluate the facts, the ideas, and the writer's point of view. Are the facts clear? Is anything missing that you need to know? Are the ideas logical? What is the writer's point of view? What other points of view are possible? What is your response to the writer's ideas?

Try this now:

Choose an "opinion article" from a newspaper or news magazine or news website. Read the article. As you read, answer these critical reading questions: Are the facts clear and complete? Is the writer's point of view "fair"? What other points of view are possible?

Date: _____

Notes: _____

6

☐ Apply what you read



If you want to remember what you read, do something while you are reading and after you finish reading. For example, while you read, you can take notes or make an outline. After you read, you can reflect on the reading, in a notebook or in an audio (tape) journal. Write or say a short summary. Talk about the things you are reading about.

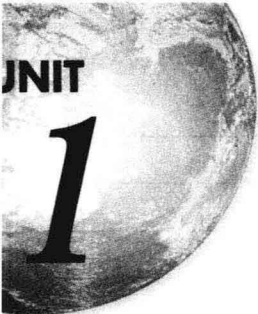
Try this now:

Which of these ideas will you use in your reading this week?

- ___ read and take notes
- ___ write a summary or report after I have finished reading
- ___ write out an inspirational passage from a book
- ___ start an audio journal
- ___ make notes of new vocabulary or concepts
- ___ talk about what I am reading
- ___ form a reading group

Date: _____

Notes: _____



Changes

Vocabulary

1 Label the situations with words from the box. You will not use all the words.

clutter	contentment	energy	good health
luck	happiness	productivity	stress
success	tension	tranquility	wealth

- Angela and Phil don't have a minute to relax. Their three children require constant attention. stress
- Alex's room is full of papers, books, newspapers, clothes, and sports equipment. I don't know how he finds anything in that mess! _____
- Martha is never sick. She hasn't missed a single day at work for the entire year. _____
- Many professional athletes receive millions of dollars a year and even more from companies whose products they advertise. _____
- Ralph applied to five schools. He expects to hear from them this week. He's really worried. _____
- Marlene gets a lot of work done every day. Every morning, she writes down her goals for the day and doesn't go home until she's crossed everything off her list. _____
- Taku won a one-week vacation in Paris on a radio contest. The prize was for the thirteenth person to call, and that was her! _____
- Karen gets up at six in the morning, exercises for an hour, and then goes to work. In the evening, she cooks dinner, does a little housework, and helps her children with their homework. She should be exhausted, but she never feels tired. _____
- The sea breeze and the sound of the waves make the remote beach at the end of the island an ideal place to relax and clear my head. _____
- Ron's first novel became an instant bestseller, and it is being translated into three languages. _____

2 Write the adjectives that describe the people or situations in Exercise 1.

- | | |
|---------------------|-----------|
| 1. <u>stressful</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

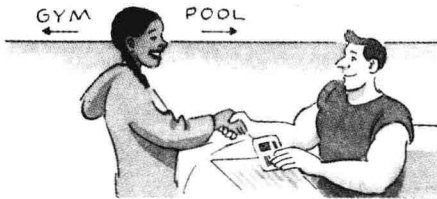
Grammar

3 Complete the conversations with *yet*, *already*, or *just*.

1. A: Has Julia cleaned her room yet?
B: Well, she's almost done. She has picked up the clutter _____, but she hasn't taken out the trash _____.
2. A: Have you tried the burgers at Scotty's _____?
B: No, and I probably won't. You obviously don't know this, but I've _____ become a vegetarian, so I've given up meat.
3. A: Have you heard the news _____? The company has laid off almost 100 employees.
B: Yes, I heard about it and I've _____ started working on my resume. We should be prepared for anything.
4. A: Do you have a minute? I've _____ made an important decision, and I'm anxious to talk about it. I haven't told anyone about it _____. I've asked Felicia to marry me, and she said yes!

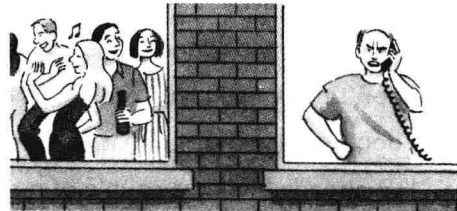
4 Write two sentences about each picture. Use the present perfect of the verbs and *yet*, *already*, or *just* in each sentence.

1. Amanda / sign up / at a gym
She / not start / exercising



Amanda has just signed up at a gym.
She hasn't started exercising yet.

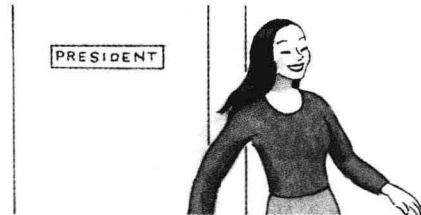
4. Matt / complain / to his neighbors many times
They / not stop / making noise



2. Phil / walk / Skippy / three times today
They / take / their evening walk



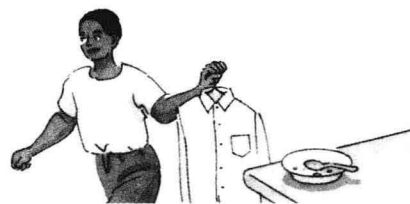
5. Kim / get / a raise
She / receive / three raises this year



3. Cesar buy / the paper
He / not read / it



6. Justin / have / breakfast
He / not get / ready for work



Listening

- 5 Play track 2. Listen to the interview with Bill Costa. Check (✓) the Feng Shui ideas he has tried.

Bill Costa has . . .

- started to exercise. ☒
started having a glass of water in the morning. ☐
recently bought goldfish. ☐
changed his eating habits. ☐
decorated his home and workplace with plants. ☐
started wearing blue clothes. ☐
started to avoid crowded streets and noisy traffic. ☐

- 6 Play track 2 again. Which sentence do you hear? Listen and circle a or b.

1. a. Bill Costa, a computer analyst from San Francisco, has agreed to try out some of the ideas behind Feng Shui.
b. ☒ Bill Costa, a computer analyst from San Francisco, agreed to try out some of the ideas behind Feng Shui.
2. a. I've already started running every morning.
b. I've just started running every morning.
3. a. I don't think Feng Shui really changed my life much.
b. I don't think Feng Shui has really changed my life much.
4. a. I've already owned a couple of goldfish.
b. I already owned a couple of goldfish.
5. a. They've never brought me much luck.
b. They never brought me much luck.
6. a. It's really helped me concentrate better.
b. It's really helping me concentrate better.

Pronunciation

- 7 Play track 3. Notice how the intonation changes on the focus word. Underline the focus word in each sentence.

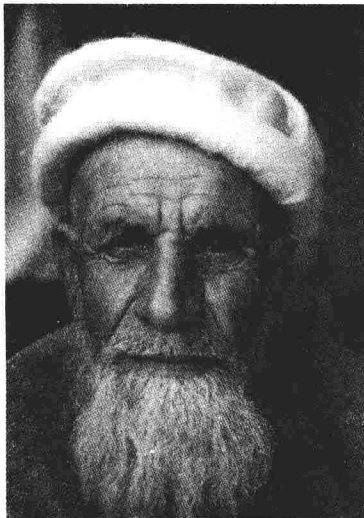
1. Has your life changed yet?
2. What changes have you made in your life?
3. Have you bought any fish yet?
4. How about straightening up your workplace?

- 8 Play track 3 again. Listen and repeat.

Reading

- 9 Read the title of the article. Which of the following do you think will be discussed?
- How some people age quickly
 - How some people get healthier as they age
 - How some people stay young
- 10 Read the article. Which statement do you think best represents the author's beliefs?
- Lifestyle is as important as diet, air, and water in aging "youthfully."
 - It is hard to know whether it is lifestyle, or diet, air, and water which is more important in the process of aging "youthfully."
 - Diet, air, and water are more important than lifestyle in the process of aging "youthfully."

GROWING old youthfully



Have you ever thought about what it means to get old? It's a time when many people develop health problems, when their hair turns gray, when their skin becomes **wrinkled**, and when they start to lose their hearing, sight, and the ability to think clearly. But what if it were possible to age chronologically while remaining healthy and youthful?

There are a few communities around the world; for example, the Vilcabambas of Ecuador, the Hunza of Pakistan, and the Abkhazians of Georgia, that seem to have succeeded in doing just that. It is not uncommon for people in these communities to live productive, active lives beyond the age of one hundred. What is the key to their **longevity**?

One important factor seems to be location. All three of these communities are situated at high **elevations** in remote places. Because of the **harsh** living conditions they have to endure, these people are expected to help one another and share with one another. Family **ties** are particularly strong, and crime is **rare**. These people seem to live relatively stress-free, tranquil lives in harmony with nature and with one another.

Of course, a stress-free life isn't the only reason they live so long; a nutritious diet, pure air, and glacial water are critical, as well. In addition, in all of these places there is a strong sense of prestige in aging. The elderly are respected, and their experience in life is valued, so they continue to contribute to the community, even in their old age.

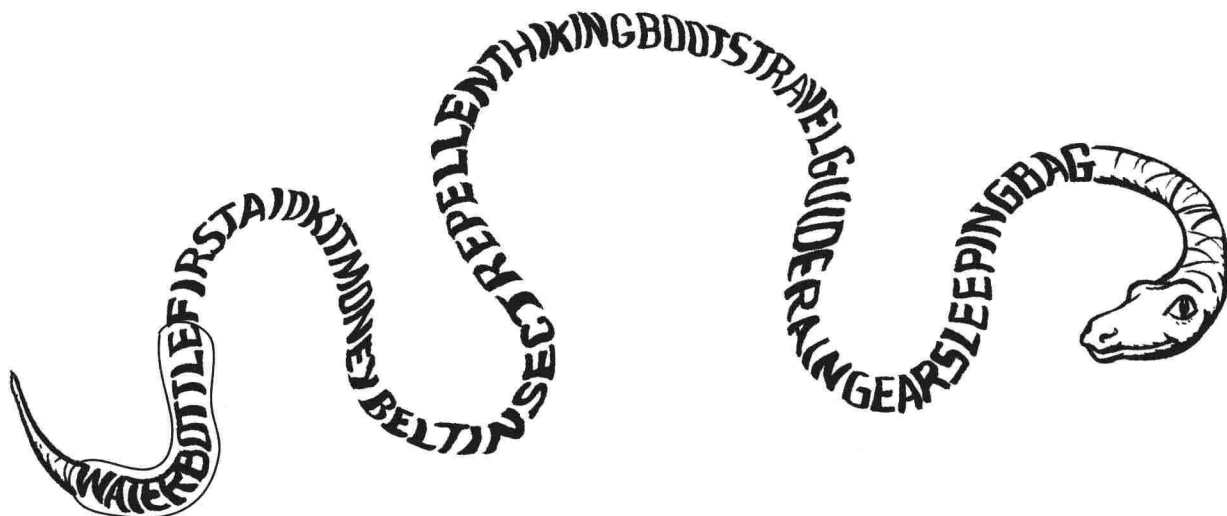
- 11 Read the article again. Underline the correct word to complete each sentence.
- The communities described in the article are **far from** / **near** other communities.
 - These communities are **near the ocean** / **in the mountains**.
 - According to the article, people from **warm** / **cold** places are more likely to live longer.
 - People in these communities take care of one another because they **love** / **need** one another.
- 12 Find the word in bold that means
- connections _____
 - not smooth _____
 - difficult _____



Australia

Vocabulary

- 1 In the “word snake” below, there are eight compound nouns for travel items. Circle the words.



- 2 Complete the sentences with the words from Exercise 1.

1. When you travel, it can be dangerous to keep your cash and credit card in your pocket. Instead, you should use a money belt.
2. You can't wear sneakers on these trails. Where are the _____ you bought last week?
3. Don't forget your _____. It's supposed to rain all weekend.
4. Look at all the mosquitoes. We'd better put on some _____, or they'll eat us alive.
5. The _____ recommends this restaurant, but I don't like the looks of it. Let's go somewhere else.
6. Lou fell and cut his finger. It doesn't look serious, but we'll need the _____ to take care of it.
7. I'm really thirsty. Have you seen my _____?
8. This _____ is almost as comfortable and warm as my bed at home.