

WorldLink

Developing English Fluency

环球英语教程

Student Book
学生用书

Susan Stempleski

James R. Morgan

Nancy Douglas



上海外语教育出版社

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(第二版)

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出版前言

World Link—Developing English Fluency (入门级、1-3级) 是全球著名教育出版集团美国圣智学习出版公司 (CENGAGE Learning) 最畅销的核心产品系列, 适合初级至中高级英语学习者使用。第一版引进时, 我们将该系列与更高难度系列World Pass—Expanding English Fluency整合在一起, 形成了《环球英语教程》(第一版)。自2006年6月出版发行后, 这套教材一直受到国内使用学校和师生一致的高度评价。尤其是World Link所配有的丰富视频——原创室内情景剧集City Living (《城市生活》) 和电视采访集锦Global Viewpoints (《全球视角》) 更受到学习者的热情赞扬。

而圣智学习出版公司也在World Link第一版产品投入市场后不久即展开了修订工作, 对第一版内容进行维护、更新和提升。他们在全世界范围通过多种渠道有效跟踪了该系列教材的使用情况, 同时也持续不断地关注在外语教学和第二语言教学领域内涌现的最新研究成果, 最终, World Link (Second Edition) (入门级、1-3级) 承载着圣智公司智者的努力和所有使用者的殷切厚望, 在2011年以全新的形象问世。

因此, 《环球英语教程》(第二版) 与第一版相比, 无论在内容还是形式上, 更新与提升的幅度都很大, 映射出编写者与出版者对英语教学过程的演变以及教材作为重要媒介的深刻思考。以World Link学生用书(第二版) 为例, 它在第一版的基础上做了大幅修订: (1) 每单元增设了一段全新的脱口秀视频—Good Morning World; (2) 拓展了词汇学习的广度, 除单词学习以外, 还系统介绍了各类使用频率较高的短语、表达和常用搭配等; (3) 调整了技能训练的重心, 把帮助学习者掌握有关听、说、读、写的种种策略和方法作为核心目标; (4) 极力丰富了配套资源: 学生用书附赠学生学习光盘, 《视听教程》学生用书附赠课堂教学光盘 (DVD-ROM), 为学生提供了更多、更自然的英语语言输入和练习机会。World Link教师用书(第二版) 更新的内容也不少:

(1) 第二版采用了将教学指导与学生用书放在一个合和页内左右一一对应的形式, 将习题答案凸显并嵌入学生用书练习中, 方便教师从容使用; (2) 增加了具体到点的教学提示、语言提示、文化提示和语法提示, 为使用World Link (第二版) 的教师提供重要信息和最新策略指导; (3) 由加拿大Queen's University

英语学院院长Dr. Andy Curtis执笔的职业发展内容，较之第一版，融入了对当代英语教学更多、更进一步的认识，旨在帮助教师全面了解自我、了解英语教师这个职业，从而培养教师具备更高的职业素养；（4）结合当代教学环境和科技进步，第二版为教师提供了更多能帮助他们简化备课和教学过程的工具：教师用书附赠的教师资源光盘为教师提供了用于课堂内外的拓展活动资料和教学工具；互动式教学资源包（DVD-ROM）集学生用书、练习册、视频、音频及其他内容于一体，可用于互动白板或数据投影仪，辅助教师课堂教学。

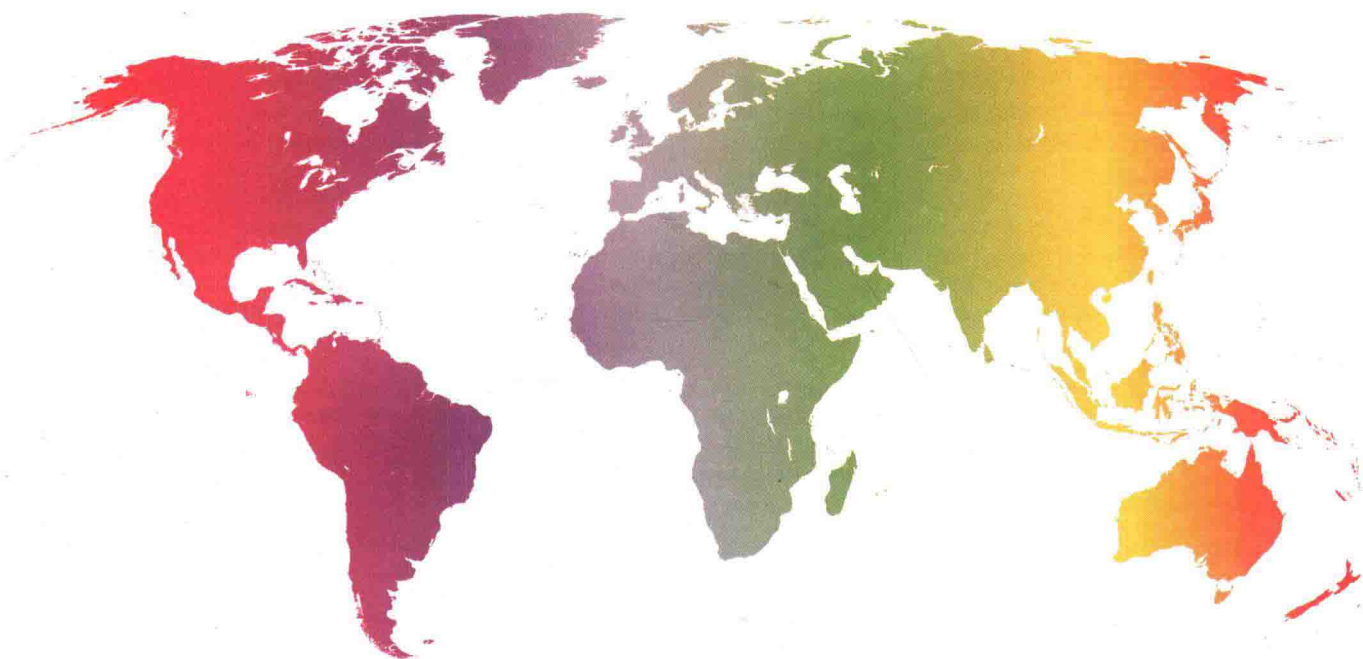
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上海外语教育出版社

Second Edition

World Link

Developing English Fluency



Susan Stempleski

James R. Morgan

Nancy Douglas

1



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Scope & Sequence

| Unit / Lesson | Vocabulary Link | Listening | Language Link |
|--|---|---|--|
| Unit 1: New Friends, New Faces | | | |
| Lesson A Meeting new people p. 2 | * A web friend p. 2 <i>city, e-mail address, hometown, last name</i> | * Where is he from? p. 3 Make predictions Listen for details | * Review of the simple present p. 5 |
| Lesson B What does he look like? p. 7 | * He's in his fifties. p. 7 <i>young, tall, thin, blue eyes, long hair</i> | * What does he look like? p. 8 Use background knowledge Listen for gist and details | * Describing people: Be + adjective / prepositional phrase; Have + (adjective) + noun p. 10 |
| Unit 2: Express Yourself! | | | |
| Lesson A What are you doing? p. 12 | * A street scene p. 12 <i>look (at), point (at), sit (on)</i> | * Don't be nervous p. 13 Listen for the speaker's attitude Listen for gist and details | * Review of the present continuous p. 15 |
| Lesson B Body language and gestures p. 17 | * How do you feel? p. 17 <i>excited, angry, confident</i> | * What are they doing? p. 18 Infer information | * Object pronouns p. 20 |
| Unit 3: What Do We Need? | | | |
| Lesson A At the supermarket p. 22 | * What's in your refrigerator? p. 22 <i>chicken, fish, eggs</i> | * Shopping list p. 23 Use background knowledge Listen for details | * Count / Noncount nouns with some and any p. 25 |
| Lesson B Let's go shopping! p. 27 | * Shop or shopping? p. 27 <i>shopping bag, shop online, go shopping</i> | * Going to the market p. 28 Infer interview questions | * Some / any, much / many, a lot of p. 30 |
| Review Units 1-3 p. 32 | | | |
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| Lesson A How's the weather? p. 36 | * Weather words p. 36 <i>rain, rainy, raining</i> | * A weather forecast p. 37 Listen for gist and details | * Connecting sentences with but, or, so p. 39 |
| Lesson B On vacation p. 41 | * When you travel p. 41 <i>get a passport, go sightseeing</i> | * On vacation p. 42 Listen for context Dictation | * Whose; possessive pronouns; belong to p. 44 |
| Unit 5: Heroes | | | |
| Lesson A Risk-takers p. 46 | * Two people changing their world p. 46 <i>traveler, researcher, explorer</i> | * A dangerous job p. 47 Use a visual cue Listen for details | * The past tense of be: statements and yes / no questions p. 49 |
| Lesson B Personal heroes p. 51 | * Who is your personal hero? p. 51 <i>admire, look up to, work for</i> | * The night shift p. 52 Listen for gist and details | * The simple past: regular verbs and wh- questions with be p. 54 |
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| Lesson A Try to remember! p. 56 | * Can you remember? p. 56 <i>forget to do, good at remembering</i> | * There are things you can do. p. 57 Listen for gist and details | * The simple past: irregular verbs p. 59 |
| Lesson B Go back to sleep! p. 61 | * Sleepwalking p. 61 <i>during the day, at night, go to bed, get up</i> | * A nighttime story p. 62 Listen for context Listen to sequence events | * The simple past: question forms p. 64 |
| Review Units 4-6 p. 66 | | | |

| Pronunciation | Speaking & Speaking Strategy | Reading | Writing | Communication |
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| Question intonation review p. 3 | Nice to meet you. p. 4 Introducing yourself Asking about occupations | Celebrity doubles p. 8 Use background information and visual cues Scan for information | Guess who? p. 10 Describe a classmate | <p>* Find someone who . . . p. 6 Ask questions to find classmates with various interests</p> <p>* I'm thinking of a person. p. 11 Ask questions to guess a mystery person</p> |
| Listening for contractions p. 13 | How's it going? p. 14 Greeting people and asking how they are | World greetings p. 18 Make predictions from titles and photos Scan for information | Instant messaging p. 21 Rewrite a text message | <p>* A place I know p. 16 Draw a place your partner describes</p> <p>* Act it out! p. 21 Play a charade-style guessing game about actions</p> |
| Weak vowel sounds p. 23 | We need potatoes. p. 24 Talking about things you need | Garage sale bargains p. 28 Make predictions from titles and photos Identify main ideas Find synonyms | My favorite place to shop online p. 31 Write about a good place to shop online | <p>* Island survivor! p. 26 Choose items to take on an island survival trip</p> <p>* Shopping spree p. 31 Make a list of home furnishings for a "room makeover"</p> |
| Stress in compound nouns p. 37 | You should take a sweater. p. 38 Giving advice | A newspaper article p. 42 Skim to choose a title Read and match numbers Read for accuracy | Newspaper ad p. 45 Write a want ad for a lost item | <p>* Where should I go? p. 40 Choose a vacation destination for a classmate</p> <p>* Are we compatible? p. 45 Take a travel partner compatibility survey</p> |
| Showing surprise p. 47 | You must really like it. p. 48 Agreeing or disagreeing with an opinion | Making a difference p. 52 Scan for specific information Read for details | My hero p. 55 Write about a personal hero | <p>* Who are we going to invite? p. 50 List famous people you want to meet and explain why</p> <p>* Hero of the Year p. 55 Choose a person to be named "Hero of the year"</p> |
| The past tense -ed ending p. 57 | Maybe. I'm not sure. p. 58 Expressing degrees of certainty | Sleep patterns p. 62 Use background information Identify the main point Sequence events | Staying up late p. 65 Write about the last time you stayed up late | <p>* Early memories p. 60 Recall and share early childhood memories</p> <p>* Draw and guess! p. 65 Play a Pictionary-style game to guess about events</p> |

Scope & Sequence

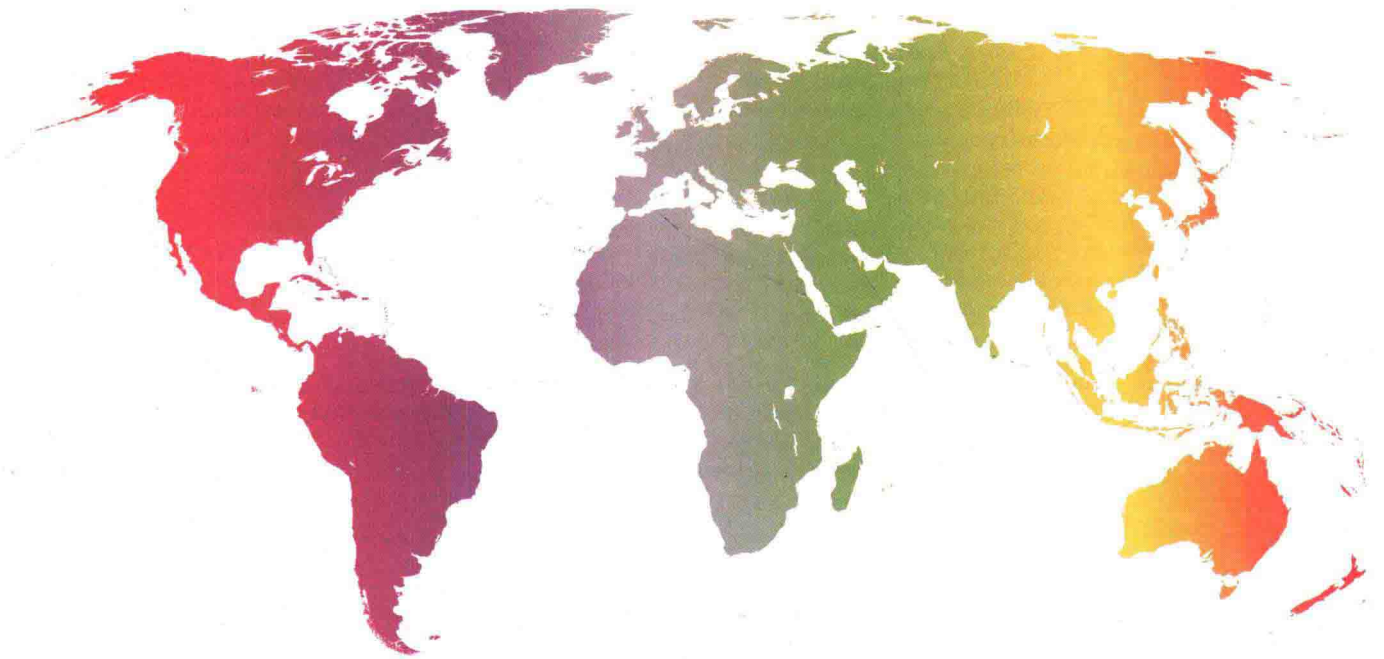
| Unit / Lesson | Vocabulary Link | Listening | Language Link |
|--|--|---|--|
| Unit 7: In the City | | | |
| Lesson A Places in my neighborhood p. 70 | * Adam's day p. 70 <i>train station, coffee shop</i> | * Is this your neighborhood? p. 71 Listen for accuracy Dictation | * Prepositions of place p. 73 |
| Lesson B Cities around the world p. 75 | * What's your city like? p. 75 <i>heavy traffic, a lot of pollution</i> | * Visit Vermont! p. 76 Use background knowledge Listen for context | * Questions and answers with How much / How many p. 78 |
| Unit 8: All About You | | | |
| Lesson A Fun activities p. 80 | * Sports and activities p. 80 <i>(play) baseball, (do) yoga, (go) camping</i> | * A different family p. 81 Make predictions from text and photos | * Verb + noun; verb + infinitive p. 83 |
| Lesson B What are you like? p. 85 | * Terrific twins p. 85 <i>organized, messy, talkative, reserved</i> | * Type A personality p. 86 Use background information Listen for context | * How often...?; frequency expressions p. 88 |
| Unit 9: Change | | | |
| Lesson A I need a change p. 90 | * Martin's new look p. 90 <i>lose/find a job; be in good/bad shape</i> | * Another year is over p. 91 Listen for gist and details | * Like to vs. would like to p. 93 |
| Lesson B Plans and dreams p.95 | * After I graduate p. 95 <i>apply for a job, take it easy</i> | * A hot new singer p. 96 Listen for key details Listen to infer information | * The future with be going to p. 98 |
| Review Units 7-9 p. 100 | | | |
| Unit 10: Your Health | | | |
| Lesson A The body p. 104 | * Our bodies p. 104 <i>arm, back, shoulder, head</i> | * There's a stranger in my house! p. 105 Make predictions from a picture Listen for gist and details | * Imperatives p. 107 |
| Lesson B Energy and stress p. 109 | * I'm stressed. p. 109 <i>full of energy, reduce stress, stressful</i> | * Now I'm full of energy! p. 110 Identify facts and opinions Listen for opposites | * When clauses p. 112 |
| Unit 11: That's Amazing! | | | |
| Lesson A Terrific talents p. 114 | * Never give up! p. 114 <i>talented, good at, lack the ability</i> | * Good luck on your audition! p. 115 Listen for context Listen to sequence events | * Talking about talents with can and know how to p. 117 |
| Lesson B A sense of achievement p. 119 | * Are you a risk-taker? p. 119 <i>adventurous, risky, have a chance, reach your goal</i> | * What a show! p. 120 Listen for gist and details | * Because and so p. 122 |
| Unit 12: At the Movies | | | |
| Lesson A Now showing at a theater near you p. 124 | * I'm a big fan of action films. p. 124 <i>action (movie), musical, scary</i> | * The movie is in 3-D. p. 125 Listen for gist and details Infer information | * -ing / -ed adjectives p. 127 |
| Lesson B On the set p. 129 | * Be an extra! p. 129 <i>be in/shoot a movie, director, hit</i> | * I'm in this movie. p. 130 Use background knowledge | * The present continuous as future p.132 |
| Review Units 10-12 p. 134 | | | |

| Pronunciation | Speaking & Speaking Strategy | Reading | Writing | Communication |
|--|---|--|---|---|
| Stress in three-syllable words p. 71 | Is there a gas station near here? p. 72 Asking for and giving directions | The best cities p. 76 Make predictions from titles Categorize information | Creating a brochure p. 79 Write an ad to promote a city | * A death at 50 Dean Street p. 74 Use logic to solve a crime * Which brochure is best? p. 79 Create and present a brochure to the class |
| Reduced to p. 81 | Do you want to play tennis? p. 82 Inviting and offering with <i>Do you want...?</i> | I'm a dreamer p. 86 Use background knowledge Scan for information | What are you like? p. 88 Describe your personality | * Who said that? p. 84 Guess a classmate's identity from survey answers * Learn about yourself p. 89 Take a personality quiz |
| Contrastive stress p. 91 | Can I borrow \$20? p. 92 Making and responding to requests | A lifetime dream p. 96 Scan for information Find sentences to support your answers | My dream p. 99 Write about a future dream | * Bad habits p. 94 Give advice about a bad habit * Plans for the future p. 99 Ask and answer questions about future plans |
| Vowel shifts in plural forms p. 105 | I don't feel well. p. 106 Talking about health problems | Exam prep p. 110 Identify the purpose for writing Choose topic sentences Infer information | A remedy for stress p. 113 Write about how to relieve stress | * Health posters p. 108 Make and present a poster to increase health awareness * Stress survey p. 113 Take a survey to determine your stress level |
| Can / can't p. 115 | You can paint really well. p. 116 Offering compliments about things and abilities | Two amazing achievements p. 120 Make predictions from titles and photos Find synonyms Scan for information | An amazing experience p. 123 Write about an unusual personal experience | * Talent search! p. 118 Discover your classmates' hidden talents * Ten things to do p. 123 Discuss fun things to do in your lifetime |
| Word stress to convey meaning p. 125 | Can I take a message? p. 126 Telephoning | A remake p. 130 Skim for information Categorize information | My favorite movie p. 133 Write about a movie you like | * Movie reviews p. 128 Interview a classmate about a movie * Better the second time? p. 133 Choose a movie to remake and decide how to do it |
| <div> Language Summaries p. 138 Grammar Notes p. 144 Answer Key p. 154 </div> | | | | |

Second Edition

World Link

Developing English Fluency



Susan Stempleski

James R. Morgan

Nancy Douglas

1




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1 New Friends, New Faces

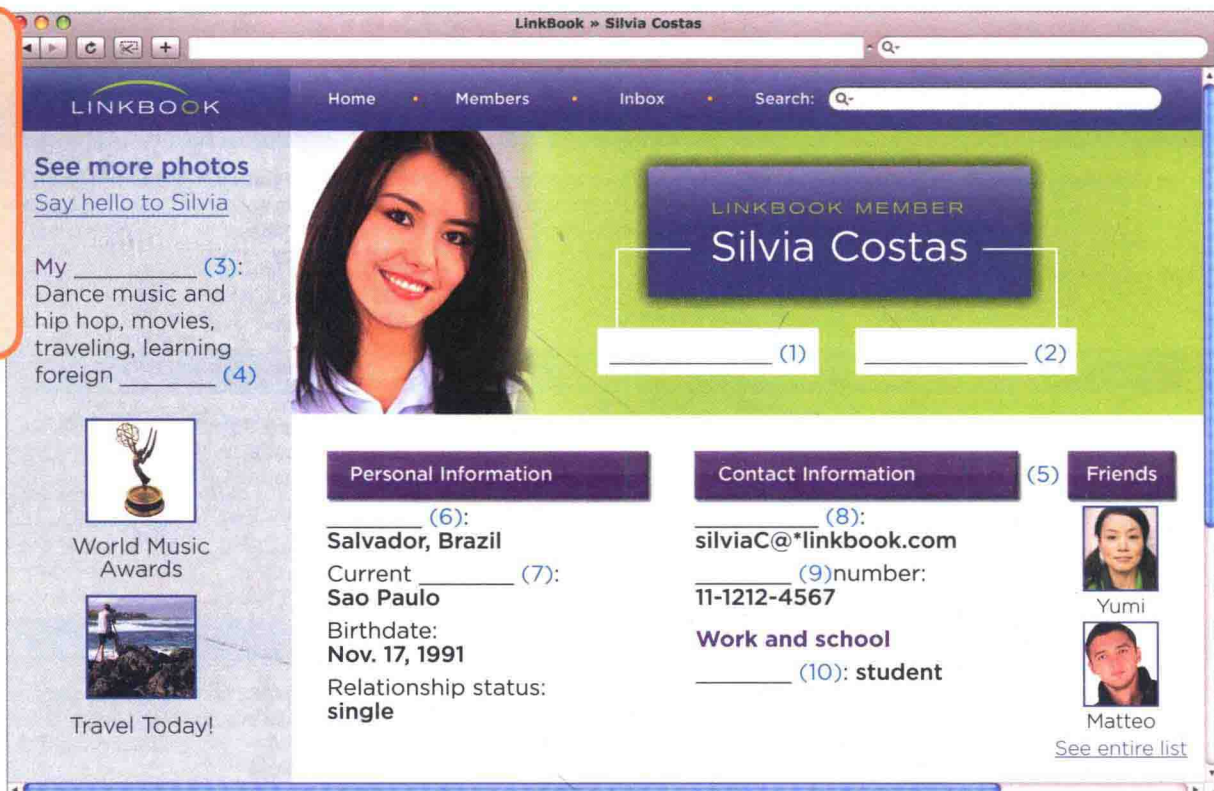
Lesson A Meeting new people

1 Vocabulary Link A web friend

 last name = family name

A Look at Silvia's LinkBook page. Complete the website with the words in the box.


city
e-mail address
first name
friends
hometown
interests
last name
cell
languages
occupation



B Look at Silvia's web page. Complete the questions and answers. Then practice saying them with a partner.

 **Saying e-mail addresses**
silviaC@*linkbook.com.br =
silvia C (at) linkbook (dot) com (dot) b-r

- | | |
|---------------------------------|--|
| 1. _____ your name? | Silvia Costas. |
| 2. _____ you speak English? | Yes, and I also _____ Portuguese. |
| 3. Where are you _____ ? | I'm from Salvador. |
| 4. _____ do you live now? | I live _____ Sao Paulo. |
| 5. What do you _____ for fun? | I _____ to music, go to _____, and travel. |
| 6. _____ old are you? | I'm _____. |
| 7. What's _____ e-mail address? | It's silviaC@*linkbook.com.br. |
| 8. What _____ you _____ ? | I'm a student. |

 In some countries, it's not polite to ask a person's age.

C Use the questions in **B** to interview each other.

2 Listening Where is he from?



- A** Look at the photo of Silvia's friend from LinkBook. Ask and answer the questions with a partner.

Where is he from?

What does he do?

What are his interests?



Audio 1
Track 2

- B** Silvia and her friend are on her computer. Listen. Circle the best answers.

- | | | | |
|---|----------------|----------------|------------|
| 1. His name is _____. | a. Lawrence | b. Larry | c. Lars |
| 2. He's from _____. | a. Switzerland | b. England | c. Sweden |
| 3. He speaks _____ languages. | a. two | b. three | c. four |
| 4. He lives in _____. | a. Stockholm | b. Visby | c. London |
| 5. His hometown is _____. | a. Stockholm | b. Visby | c. Bern |
| 6. He's a _____ student. | a. business | b. mathematics | c. science |
| 7. His interests are traveling and _____. | a. music | b. languages | c. movies |



- C** Complete sentences 1–7 in **B** about your best friend. Tell a partner about this person.

3 Pronunciation Question intonation review



Audio 1
Track 3

- A** Listen to the questions. Is the intonation rising (↗) or falling (↘)? Write arrows. Then listen again and check your answers.

- | | | |
|---------------------------|-----------------------------|---|
| 1. Where is she from? () | 3. What do they do? () | 5. How many languages do they speak? () |
| 2. Is she from Seoul? () | 4. Do they live in Rio? () | 6. Do you speak more than one language? () |



Audio 1
Track 4

- B** Listen to these conversations and repeat.

- | | | |
|--|---|--|
| 1. A: Where is she from? B: She's from Korea. | 2. A: What do they do? B: They're artists. | 3. A: Do you speak more than one language? B: Yes, I do. |
| A: Is she from Seoul? B: No, she isn't. | A: Do they live in Rio? B: Yes, they do. | A: How many languages do you speak? B: Two—English and Spanish. |



- C** Practice the conversations in **B** with a partner. Use your own information.

Do you speak more than one language?

Yes, I do.

How many languages do you speak?

Two—English and Chinese.

ASK ANSWER

Do you like movies? soccer? comic books? What other interests do you have?

4 Speaking Nice to meet you.



A Mariana and Danny live in the same apartment building. Are they meeting for the first time? Listen to their conversation.

Mariana: Hi. My name is Mariana.
I'm in apartment 201.

Danny: Hi, Mariana. I'm Danny. I'm in
302. It's nice to meet you.

Mariana: Nice to meet you, too.

Danny: So, are you a student, Mariana?

Mariana: Yeah, I study music at NYU.

Danny: That's interesting.

Mariana: What do you do, Danny?

Danny: I'm a student at Hunter College. I also work
in an art gallery.



B Practice the conversation. Then practice with *your* information.

5 Speaking Strategy



A Introduce yourself to four classmates. Then ask about their names and occupations. Complete the chart with their information. Use the Useful Expressions to help you.

Useful Expressions

Introducing yourself

A: My name is Mariana. *or*
I'm Mariana.

B: (It's) Nice to meet you.

A: (It's) Nice to meet you, too.

Asking about occupations

A: What do you do?

B: I'm a music student.

| Name | Occupation(s) |
|---------|-------------------------|
| Mariana | student (studies music) |
| 1. | |
| 2. | |
| 3. | |
| 4. | |



B Tell a new partner about the classmates you talked to in **A**.

Mariana is a student. She studies music.

6 Language Link Review of the simple present



I/you/we/they

he/she

speak
study
teach
have
do

speaks
studies
teaches
has
does

- A** Steffi is writing about herself and her classmate.
Read the sentences. Write the correct form of each verb.

Monika and Me

Monika (1. **be**) is my classmate. We (2. **be**) _____ different in many ways. I (3. **be**) _____ an only child. Monika (4. **have**) _____ two brothers and a sister. I (5. **live**) _____ with my family. Monika (6. **live**) _____ in her own apartment. We both go to Western University, but I (7. **study**) _____ English Literature. Monika (8. **study**) _____ business. I (9. **not have**) _____ a job, but Monika (10. **work**) _____ part-time at a cafe. I (11. **love**) _____ dance music, but Monika (12. **not like**) _____ it. She (13. **listen to**) _____ rap. Monika and I (14. **watch**) _____ TV together on the weekends.



- B** Study the chart. Then answer the yes/no questions below with a partner. Use short answers.

| | Yes/No Questions | Yes Answers | No Answers |
|------------------|-------------------------|----------------|------------------|
| With <i>be</i> | Are you in this class? | Yes, I am. | No, I'm not. |
| With other verbs | Do you speak English? | Yes, I do. | No, I don't. |
| With <i>be</i> | Is she in this class? | Yes, she is. | No, she isn't. |
| With other verbs | Does she speak English? | Yes, she does. | No, she doesn't. |

- Are Steffi and Monika different? Yes, they are.
- Is Steffi an only child? _____
- Does Steffi study business? _____
- Do Monika and Steffi go to the same university? _____
- Does Monika have a job? _____



- C** Read the answers below. Write the questions and then add one question of your own. Take turns asking and answering the questions with a partner.

- What does Steffi study? (Steffi studies) English literature.
- Where _____ At a café.
- Who _____ Her family.
- Where _____ In her own apartment.
- _____ Rap (music).
- _____

- D** Think of two yes/no questions to ask your partner. You can ask about school, family, hobbies, job, and favorites. For each yes/no question, think of a *wh*-question to ask.



- E** Interview your partner.

Are you a student? Where do you go to school?