

Lesson Planner
教师用书

Second Edition (第二版)

World Link

Developing English Fluency

环球英语教程

Susan Stempleski
Nancy Douglas
James R. Morgan

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Andy Curtis



W 上海外语教育出版社
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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。他们在全球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即做了大幅修订:(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 and 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，利用互动白板或数据投影仪，辅助教师课堂教学。

上海外语教育出版社坚持以“服务外语教育、传播先进文化、推广学术成果、促进人才培养”为我们的努力方向和使命追求，我们继续选择并引进这套由美国圣智学习出版公司潜心打造的教育产品系列的第二版，正是出于以上信念和对国内英语教学现状的把握。我们深信该系列产品一定会如我们所愿，为国内英语教学界带去一股春风，不但激起英语学习者的学习热情，也会鼓舞英语教学者的热情，使得国内英语教学形成良好的互动，在教学效果上更上一层楼。

《环球英语教程》（第一版）中，我们很荣幸地邀请到杨惠中教授和刘骏教授为本套教材撰写了前言，他们从不同的角度出发全面分析了这套教材的特色和使用方法，在World Link（第二版）教师用书中，我们仍将两位名教授远见卓识的文章刊出，以方便教师们进一步了解这套教材的发展和完善过程，继而在教学实践中能更好地使用它。

上海外语教育出版社

前言

我国大学英语教学,从20世纪80年代初开始教学改革以来已经取得了举世瞩目的长足进步,与改革初期相比,我国大学生的英语能力有了显著提高,这一点已经成为人们的共识。自1984年教育部颁布第一部《大学英语教学大纲》,我国已经编写出版了多套适用于不同层次的大学英语教材,在教材编写方面也取得了丰富的经验。在这样的背景下,上海外语教育出版社决定引进 Thomson/Heinle 的 World Link 和 World Pass 系列教材,整合成《环球英语教程》出版,我想一定有引“他山之玉”的意思,这不但因为我国的英语学习者人数众多,层次不同、要求不同,多一种教材就多一种选择,而且这样做有利于借鉴和吸收国外的教学理论和方法,为我所用,有利于我国英语教学界博采众长,编写出更能适合我国国情、更有利于培养学生实际运用英语能力的教材。

英语教学的任务是培养学生实际运用语言的能力,这关键在于搞好课堂教学,而课堂教学是围绕着教材进行的,因此一套好的教材又是提高教学质量的关键。

我认为一套好的教材既要便于组织课堂教学,又要有利于学生进行课堂外的自主学习。这样的教材至少应具备以下特点:

- 1.教材要为学生提供具有丰富内涵和现实意义的语言文本和语言环境,激发他们的学习动力和潜力,强化英语运用能力。因此教材最好围绕一定的题材来编写、来组织教学。题材的选择要注意知识性、新颖性、趣味性、信息性和真实性,使学生感到所学的语言贴近自己的学习和生活,有现实感和现代感,能满足当前的和未来的交际需要。题材和体裁要多样化,使学生有机会接触不同样式的规范英语,甚至录音材料最好也能包括不同的口音。

- 2.大学生有强烈的交际愿望,他们的思维已经高度发展,天文地理、人文历史,具体的、抽象的,什么都想谈,但是缺乏必要的语言手段。英语课程的任务就是围绕某一题材组织语言教学,让学生掌握相关的表达手段。语言的使用受题材的制约,编写教材时要围绕题材精心选择语言材料,不但要注意词语的常用性,还要注意词语的搭配,注意预构成语块的用法,以便帮助学生在语境中学习词语,学到地道的英语。

- 3.正确处理“输入”和“输出”的关系。英语教学不但要培养领会能力,使学生能够以英语为工具获取专业所需的信息,还要培养综合的英语表达能力,使学生能够适应日益频繁的国际交往的需要,这已成为当前和今后一个时期英语教学重点和发展方向,教材应能体现这一方向。

- 4.培养语言产出能力要由浅入深、循序渐进。可以先学习样本对话和范文,

然后进行仿说、仿写，再逐步过渡到运用已经掌握的语言表达手段作个性化的表达，所谓个性化是指能够举一反三，运用学到的语言手段表达自己的看法和感情，谈论自己周围的生活环境及与自己有关的事情等，在运用语言的过程中使所掌握的语言内化。

5.语言的本质特征之一是交互性，要达到有效交际的目的，教材不但要帮助学生掌握词语的意义和用法，还要教学生会话策略，让学生掌握语言的交际功能，学会得体地使用英语；此外，教材应设计多种形式的、生动的练习方式，通过两人对话、小组讨论、角色扮演等在学生之间进行交流，将学与用结合起来。

6.英语是可以学好的，英语又不是轻易可以学好的，因此教材要注意语言现象的复现率，使学生能在多次循环的过程中学习语言、发展语言能力。

7.注意课内与课外的结合。语言学习重点是培养技能，包括听说读写各个方面的技能，这就需要操练、需要反复练习。在课堂教学中要充分体现“教师指导”的作用，但是课堂里的时间有限，何况目前一般班级都比较大，学生很难得到全面操练的机会，因此教材还要做到有利于学生课外的“自主学习”，为此，教材应配有现代化的多媒体材料，为学生提供包括磁带、录像、网络等丰富的学习资源，提供真实的语言环境，让学生在课外也有机会接触和使用英语；当然，最好还能配备自测手段，为学生提供诊断性的反馈信息，帮助学生了解自己学习中的长处和短处，改进学习方法。

8.教材是课堂教学的核心，课堂教学是通过教师来组织的，一套好的教材应当配有好的教师用书。教师用书除了讨论教材的编写原则、教学法指导思想外，最好能起到“教案”的作用，让教师不但知道“教什么”，而且知道“怎么教”，以便教师能根据班级的具体情况用好教材，帮助学生学到地道的英语。

总之，一套好的教材要便于教师组织教学，还要能激发学生学习的积极性，逐步建立起学好英语的信心并掌握正确的学习英语的方法。

《环球英语教程》跨度比较大，从初学者到中、高级英语学习者，使用者应当根据学生的具体情况选择使用，这一点应当注意。

从初步分析来看，《环球英语教程》在以上几个方面做得是比较好的，但是否真正适合我国国情、适合我国大学生学习英语的特点，还需要经过我国外语教学实践的检验。

杨惠中

2006年3月

前言

我在大学教英语至今已有二十几个年头了。先是在国内教了十几年，之后去国外深造又在美国大学教了八年，最近又回国从事英语教学改革。反反复复，接触并使用了許多英语教材，但总感到每一套教材都有遗憾之处。就引进教材而言，由于编者针对的对象并非中国学生，因此不论是从题材的选择、文化的比较，还是从课堂活动的种类及合理性上，都或多或少地带有不足。

最近，将由上海外语教育出版社从Thomson/Heinle引进出版的《环球英语教程》系列教材（该系列教材整合World Link与World Pass两套教材而成）引起了我的兴趣。尽管从编写的体系、内容的选择、配套练习还有版面的设计上，该系列教材与国内流行的其他教材有相似之处，但这套教材的四大特色使之与众不同。

首先，这套教材不仅在强调英语综合能力训练的基础上将学习英语的四会能力（听、说、读、写）很好结合起来，更重要的是它还同时将语法与词汇的学习贯穿始终，并不失时机地配以有声发音训练。像这种在掌握知识中培养能力，在提高能力中巩固知识的特点正是目前市面上大多数英语教材想做却没有做到家的。

其次，《环球英语教程》系列教材的篇章结构新颖合理。本套书的每个单元都由A、B两课组成。其中A课主要是介绍每一单元的主题和所涉及的基本语言点；而B课则是对A课的加深。两相对比，A课主要针对听、说技能进行训练；B课则更多针对读、写技能。这种布局不仅脉络清晰，使每次课的教学重点更突出，而且将学习英语的四会技能融会贯通，面面俱到，从而使学习者在单项和综合能力上面都得到提高，将英语的学与用真正地结合起来，达到最佳的学习效果。

第三，衡量一套教材的好坏，从很大程度上取决于该教材是否给教师带来方便并留有空间和余地。《环球英语教程》系列教材的一个很显而易见的特点就是采用了测评题库Exam View Pro®的设计软件。该软件可以帮助教师更快捷地选择合理的试题，并由软件迅速完成批改任务，同时提供即时评估。这种方式极大地方便了教师，而且增加了测试的信度和效度。不仅如此，为了使教师们可以更深入地理解各单元的教学内容，《环球英语教程》还增加了“教学辅导”视频，其中的教学示范为教师们提供了可供参考和仿效的模拟课堂教学。

第四，《环球英语教程》的前四册World Link系列的主要服务对象是从初级到中高级的成人英语学习者，因此比较适用于各类专科学校，如：高职高专、二类院校专外、成人教育、语言学校和各种外国语学校等。本套教材除了为英语

学习者创造了深入理解本国文化的机会以外，更为英语学习者们提供了许多了解世界各地文化风情的机会。尽管本套教材的课程设计是建立在以美国文化为背景的基础之上，但通过课本和录像，学员们同样可以和世界各个角落的人用英语交流、沟通。这一出发点体现了英语是全球性语言的特色。作为World Link的延伸教材，两册的World Pass适合于重点大学使用，它在保留了World Link的几大特色的基础上更着重强调对学生在实际生活中的语言应用能力的培养。为了提高学习者的英语流利程度，World Pass精心打造了动态的词汇学习方法及练习，实用的语法训练，生动有趣的听、说题目，以及写作活动。在完成本套教程的学习后，相信学习者在英语基本功和运用能力上都会得到很大的提高。

总而言之，《环球英语教程》是一套生动、有效的英语系列教材，它提供了真实的语言环境、丰富的学习资源（包括磁带、录像和网络）、生动的词汇、精炼的语法、全球化的观点和人性化的练习，因而它无疑是教师及英语学习者们的又一选择。当然，学好英语绝非一日之功，要真正地使一套教材发挥其作用，先进的教学设备、优良的师资条件、合理的课程设置、浓厚的英语学习氛围以及学生本身对英语的热忱等，都是确保学好英语的关键因素。在此，我祝愿所有的英语学习者都能学有所成！

刘 骏

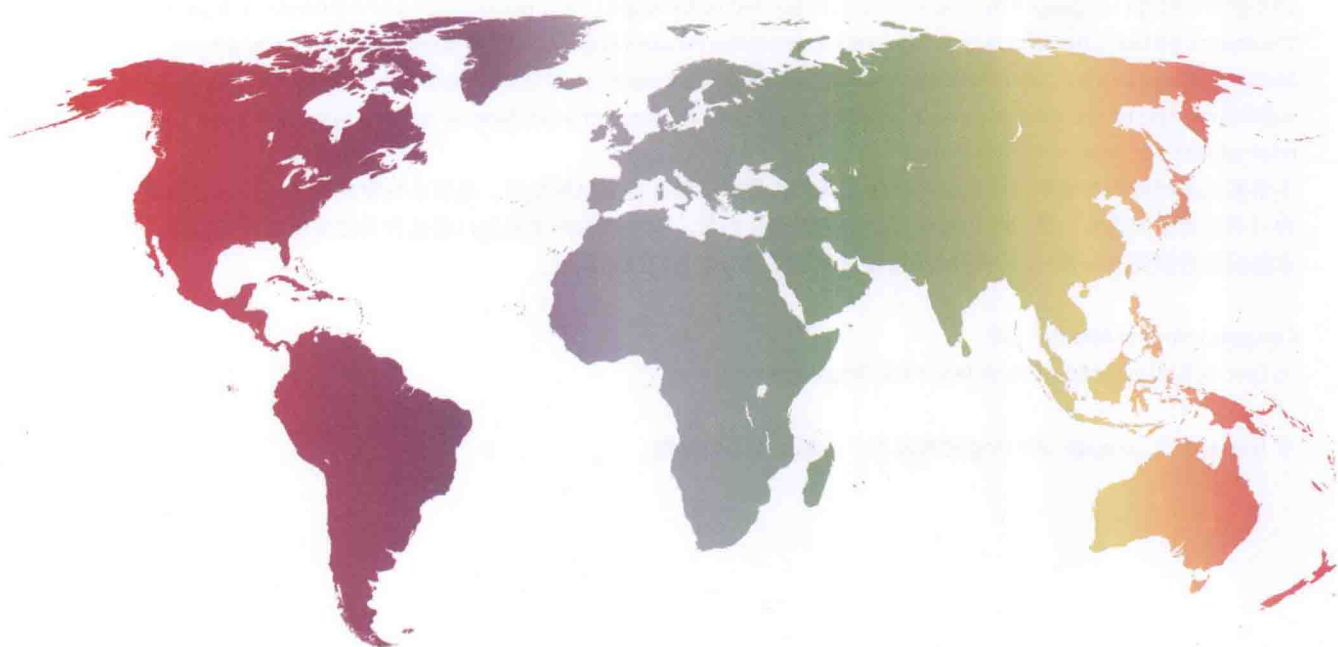
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**World Link Lesson Planner 2:
Developing English Fluency
2nd Edition**

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Lesson Planner Features

This *World Link, Second Edition* Lesson Planner is designed to make your preparation as simple as possible, allowing you to maximize actual classroom teaching time.

Culture Tips give insight into different world cultures.

What's new?

- Resource Integration Guide
- Teacher's Resources CD-ROM
- Interactive Presentation Tool DVD-ROM
- Interleaved Lesson Planner pages
- Point-of-use:
 - Teaching Tips
 - Language Tips
 - Grammar Tips
 - Culture Tips
- Writing Prompts
- Teaching Options
- Extra! expansion activities
- Large Class Options

The people in my life
Unit 1, Lesson A

1 Vocabulary Link
How do you know each other?

Warm Up
10-15 min
Write the words *friend* and *acquaintance* on the board. Explain that an *acquaintance* is someone who is familiar, while a *friend* is a person one knows well. Write the names of a few types of acquaintances, including coworker and classmate. Call on volunteers to name others, such as neighbors, classmates, and teammates. Finally, discuss places where students see acquaintances, such as outside of class, on the bus, or in their neighborhood.

A Mario is talking about four people in his life. How does he know each person? Tell a partner.
10-15 min
Point to the photograph of Mario, and read his name aloud. Explain that the other photographs are people Mario knows, and the speech bubbles tell how he knows them. Point out each blue word, and confirm the meaning using a synonym or phrase. After students read the descriptions to themselves, pair students. Instruct one student to say where Mario met each person, and instruct the other student to say how well Mario knows the person.

B In A, find a word or phrase in *blue* that has a similar meaning to each underlined word or phrase in the sentences in the chart. Write the word or phrase on the line. Compare your answers with a partner.
5-10 min
Read the first sentence and ask, *What blue word or phrase in A means the same thing as cited?* Confirm that the answer is *went out*. Students should complete the exercise individually, then compare answers with a partner. To check answers, call on volunteers to read each sentence and response.

Language Tip: Coworker and co-worker
Coworker and co-worker are both acceptable spellings.

Culture Tip: Friends and acquaintances
Explain to students that the concepts of *friend* and *acquaintance* can differ even between cultures of different English-speaking countries. Point out that depending on the culture, friendly behavior can be a sign of a genuine new friendship or a cultural expectation based on the situation, like kindness to guests in one's home. Add that a person who seems like a mere acquaintance in one culture may be considered a friend in another culture.

C Make a list of three people you know and then show your list to a partner. Tell your partner two facts about each person on your list.
15-20 min
Call on two students to read the speech bubbles. Then, label two columns *Name* and *Facts*. Under the first, write the name from the first speech bubble. Under the second column, write good *friend* from high school. Then model one more example by telling the name of one of your own acquaintances. Record the name under *Name*. Next, share two facts about the person, noting each under *Facts*. Pair students to do the activity, and when pairs have finished, students can share the information about their partner's acquaintances with the class.

Word Bank: More words for people we know
colleague, co-worker, client, customer, associate, contact, partner, classmate, fellow student, teammate, roommate, ex-boyfriend, ex-girlfriend, fiancé, fiancée, neighbor, family, relative, relation (close relation, distant relation), in-law

EXTRA! Writing prompt
20-30 min
Tell students to take a sheet of paper and write a paragraph to give more details about the acquaintances they named in C. Students should describe specifically when and how often they see these acquaintances. Tell students to use three to four of the blue or underlined vocabulary words on the page. Then students can share their paragraphs in small groups.

LESSON PLANNER • Unit 1, Lesson A 2a

Teaching Options provide alternative activities that could be done instead of or in addition to the book activity.

Extra! expansion activities offer additional reading practice and additional communication activities.

7 Communication
Veronica's Restaurant

Warm Up
10-15 min
Call on a few students to name their favorite restaurant. Follow up with questions on the food served there, plus details about the setting, like whether it is crowded, expensive, small, large, fancy, or casual. Write adjectives students use in their responses on the board. Then, divide the class into small groups. Assign one student in each group to label a sheet of paper with two columns, *Popular Restaurants* and *Unpopular Restaurants*, and record the groups' responses. Tell groups they have 3 minutes to brainstorm as many adjectives as possible about both popular and unpopular restaurants. After time is up, review and discuss the responses. Were groups' responses similar or different? Did any adjectives appear in both columns?

A Look at the pictures of Veronica's Restaurant. Talk about the changes you see. Use the adjectives in the box to help you.
10-15 min
Read the list of adjectives in the box, and ask volunteers to explain them in synonyms, brief definitions, or examples. Then, explain that students will use them to compare the pictures. Read the example comparison in the speech bubble while students look carefully at the pictures. Tell students to work in pairs, taking turns making comparisons between the old and new restaurants, and then ask each pair to share one comparison with the class.

EXTRA! Write a review
15-20 min
After students complete the exercise, ask them to write a short review of the new Veronica's. Tell them to write at least two comparisons that describe the changes she made to her restaurant. Ask students to read the review aloud to a partner.

B With a partner, make a fifteen-second radio advertisement for the new Veronica's using your ideas from A. Write your ideas below. Then practice the announcement aloud.
15-20 min
Talk about TV and radio advertisements for restaurants, naming details that interest audiences, such as a new menu or dishes, friendly service, or prices. Read the example sentences in the speech bubble. Explain that a successful ad should be attention-grabbing, descriptive of a restaurant's best features, and enticing. Then assign students to small groups to work on their ads.

Teaching Option: Writing
Students can write a print or television advertisement instead of a radio ad.

Teaching Tip: Evaluating a presentation
Explain that students' presentations will be evaluated by these criteria: interesting, loud enough, and clear. Make an evaluation form with four columns, listing each of the criteria and a final column labeled *Notes*. You may ask the other students to copy the columns along the top of their own sheets of paper, and to write the names of presenters along the left margin. After each presentation, ask the class to mark the first three columns with a check mark if the presentation was interesting, loud enough, and clear, and to write any extra notes in the last column. Having students take notes on other presenters keeps them listening actively.

Teaching Tip: Model presentations
Before students speak in front of the class, provide guidance on public speaking. Tell students to speak clearly and look in the direction of their listeners. Help them understand the importance of these tips by modeling an ideal presentation, as well as showing what a presentation looks and sounds like when the presenter does not speak clearly and looks away from viewers.

Large Class Option
Pairs can present in small groups rather than in front of the whole class. When each pair in the group is finished, you can regroup students to see additional presentations. Each student can still record the information in a brief evaluation. After that, instruct students to write one detail they liked about each presentation, as well as one way to improve it. Collect the notes and scan over them. Select the ones that seem most helpful, and read them anonymously to the class.

EXTRA! Practice phrases
10-15 min
Practice using phrases a little and much with companions. Give examples of a companion, such as *Apples are better than oranges*. Explain how phrases change it: *Apples are a little better than oranges*. *Apples are much better than oranges*. Have students work with a new partner to revise their radio ads using the phrases a little and much. Share a few with the class.

LESSON PLANNER • Unit 2, Lesson A 16a

Large Class Options offer suggestions on how to do the activity in a class of 50 or more students.

Point-of-use Teaching Tips, Language Tips, and Grammar Tips give teachers important information and strategies for teaching with *World Link*.

Interleaved Lesson Planner

pages with answers on the Student Book pages make navigation easy for teachers.

Foods we like

Unit 2, Lesson A

1 Vocabulary Link Street foods

Warm Up

Ask for a volunteer to explain street food. Then discuss the topic by asking students to name some local street foods. As students name foods, list them.

A Read about these street foods. Which one(s) would you like to try? Why?

Point to each of the pictures and read the name of the food and country. Ask for a volunteer to identify each country on a map if available. With the class, read the descriptions and explain the words in blue, pointing to words that correspond with pictures shown, such as stick and bread. Finally, point to the first photograph and ask, *Would you try this food? Why?* Model answering the question with your own opinion using the new vocabulary: *I would try the Maeng da because I like potato chips. Then assign students to pairs to ask and answer this question about each of the foods.*

B Answer the questions below with a partner.

Tell students they will name adjectives that describe foods and drinks. Read the adjectives in the i-box, and model the activity. Write ice, then write icy. Point out that icy means has ice. Students can work in pairs to list additional adjectives that end in -y. Pairs should list four adjectives and use each one to describe a food. Give an example, such as icy describes ice cream.

Teaching Tip: Connect oral language to visuals

When possible, point to visuals that match words in the text you read or words you say as you explain. Seeing an image helps students remember a word and connect it to its meaning.

C What's your favorite street food? Tell your partner. Describe the food's taste.

Ask the question aloud, and read the sample response in the speech bubble. Then read the sentences in the orange box. In pairs, students should use these words to describe how their favorite street food tastes. Then pairs can share their partners' responses in small groups.

Teaching Tip: Scaffold activities

For learners who have lower levels of language proficiency, provide a word bank to help them complete sentence frames. In random order, list the words that students will need. Students may be able to choose the correct words, even if they cannot produce the words or spellings themselves after listening.

Language Tip: Chips and fries

Explain to students that English speakers from different countries sometimes name the same food in different ways. For example, *chips* in England refers to soft potatoes in a rectangular shape. In the United States, this food is called *French fries*, and the word *chips* is used to describe thin, crunchy potato slices.

Culture Tip: Eating on the run

Fast food is food that can be purchased and eaten quickly. In some cultures, it is completely acceptable to eat and walk at the same time. In other cultures, eating and walking is considered rude. Touching your food with your hands is another example. In some cultures it is acceptable, and in other cultures it is rude—touching food with your left hand is especially rude in some cultures. Ask students what food tastes they have in their culture and who they see doing these things.

EXTRA! Advertising foods

Bring in advertisements for food products in English from newspapers, magazines, or online sources. With students, identify and explain the words and phrases used to make food sound appetizing, such as *creamy*, *rich*, *spicy*, *crunchy*, etc. Point out any high-frequency collocations that come up, such as *fresh salads*, *rich chocolate*, *smooth yogurt*, *creamy ice cream*, etc. Write the examples on the board for students to refer to as they work in pairs to describe at least four foods they eat regularly. Students should write down their partner's four items (both noun and adjective) to share with the class.

Word Bank: Describing how food is cooked

fried
baked
boiled
grilled

sautéed
roasted
steamed

LESSON PLANNER • Unit 2, Lesson A 12a

Word Banks provide additional related vocabulary.

6 Language Link The simple present vs. the present continuous

A Look at the pictures and read about Diane. Then use the words in the box to complete sentences 1, 2, and 3 below.

fact right now routine temporary continuous



Diane is talking on the telephone. She is also typing a report.

They need help in the finance department. Diane is working there this week only.

We don't know very well? When students have completed the activity, briefly discuss how students felt when they read the signatures. Discuss whether this is a worthwhile tradition and why.

Teaching Tip: Interactive writing

Help students to connect with a topic through interactive writing with teachers and peers. Dialog journals are a great way to encourage discussion about a topic. The student writes an entry about a topic and follows it with questions for the reader. The reader responds in writing, creating a dialog that can go back and forth. Other interactive writing examples include letters, email messages, or lesson-specific messages, such as yearbook signatures.

EXTRA! Discussion questions

- In some cultures, schools do not have extracurricular activities.
 - Is this true in your culture?
 - What extracurricular activities were, or would be, the most popular at your school? Why?
- Do you, or would you, like to have your photograph displayed where people can see it for many years to come? Why or why not?
- Do you like to look at photographs of people you know? Why?

EXTRA! Writing prompt

- Write about your fondest memory of high school.
- Write a paragraph describing yourself. Include a photo.

EXTRA! Additional reading

For additional practice scanning for facts, see Heinle's Footprint Reading Library *The Art of Making Silk*. For additional practice making predictions, see Heinle's Footprint Reading Library *Flying Pumpkins!*

Instructor's Notes

Writing Prompts help students prepare for standardized exams, including the TOEFL® exam.

Extra Features of This Lesson Planner

In addition to the step-by-step teaching instructions for every page of the Student Book, you will find the following extra features:

- Professional development pages** by Dr. Andy Curtis include theory and reflective ideas on improving your own teaching. (pages T11-T21)
- Post-reading notes** contain suggestions for a number of follow-up activities, giving opportunities for your students to work with the readings in a variety of ways.
- Discussion questions** encourage students to communicate with each other using the unit theme and language.
- Additional reading suggestions** include Heinle's Footprint Reading Library and Foundations Reading Library.

Additional Resources Included in the World Link Lesson Planner

- Workbook Answer Keys
- Audio Scripts
- Resource Integration Guide
- Teacher's Resources CD-ROM
- Interactive Presentation Tool DVD-ROM

Teacher's Resources CD-ROM

Included in the Lesson Planner, the Teacher's Resources CD-ROM features photocopiable:

- Communicative activities
- Graphic organizers

Resource Integration Guide

This time-saving tool allows you to easily coordinate the wide variety of components and support offered in the *World Link* series.

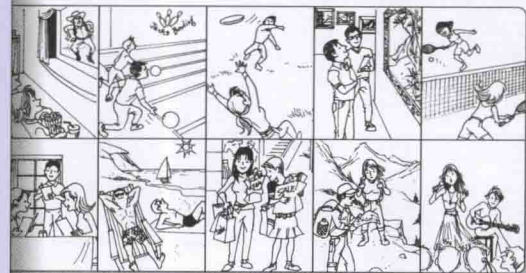
Worksheet

7A: That sounds like fun!

Invite your classmates to do things with you. You can invite your classmates to the things in the pictures or you can use your own ideas. Write your plans in the Week Planner. For every day you must have a different plan with a different classmate.

World Link 2 Resource Integration Guide			
Resources for World Link 2			
Unit 1	Teaching Tips	Print Supplements	Media Supplements
Lesson A	Scaffold with sentence frames, p. 3a Articulating when teaching pronunciation, p. 3a Question types, p. 4a Include comparative examples, p. 5a When to correct, p. 6a	*Workbook, Unit 1, Lesson A, pp. 2-4	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 1: 1A
Lesson B	Checking answers, p. 7a Wait time, p. 8a Interactive writing, p. 9a Recycle and review, p. 10a Discussing prompts, p. 11a	*Workbook, Unit 1, Lesson B, pp. 5-7 *Video Worksheets (on Video Course Teacher's Guide pp. 47-49) *Video Course Workbook, Unit 1	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Classroom DVD-ROM, Unit 1 *Student CD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 1: 1B
Unit 2	Teaching Tips	Print Supplements	Media Supplements
Lesson A	Connect oral language to visuals, p. 12a Scaffold activities, p. 12a Preview vocabulary, p. 13a Word stress, p. 13a Evaluating a presentation, p. 16a Model presentations, p. 16a	*Workbook, Unit 2, Lesson A, pp. 8-10	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2A
Lesson B	Focus on ideas, p. 18a Scanning, p. 19a Provide different types of questions, p. 19a Quick comprehension checks, p. 20a	*Workbook, Unit 2, Lesson B, pp. 11-13 *Video Worksheets (on Video Course Teacher's Guide pp. 50-52) *Video Course Workbook, Unit 2	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Classroom DVD-ROM, Unit 2 *Student CD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2B
Unit 3	Teaching Tips	Print Supplements	Media Supplements
Lesson A	Unfamiliar words, p. 22a Helping groups finish at the same time, p. 24a Pairing students, p. 26a	*Workbook, Unit 3, Lesson A, pp. 14-16	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 3: 3A

Week Planner	
Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	Notes



World Link 2 Unit 7 Lesson A

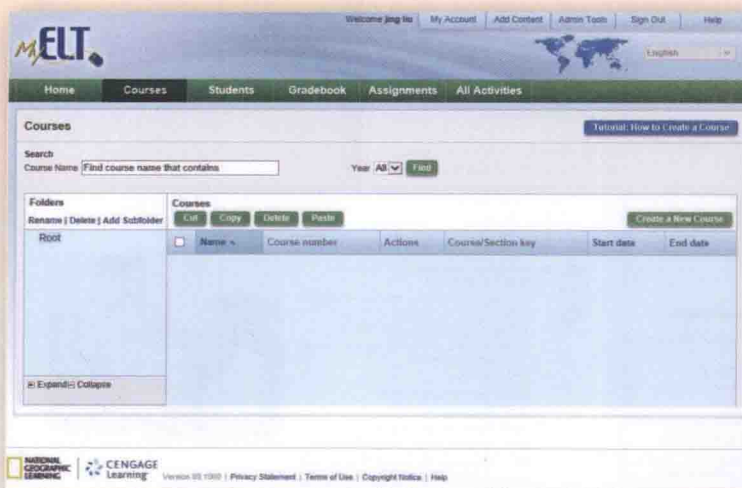
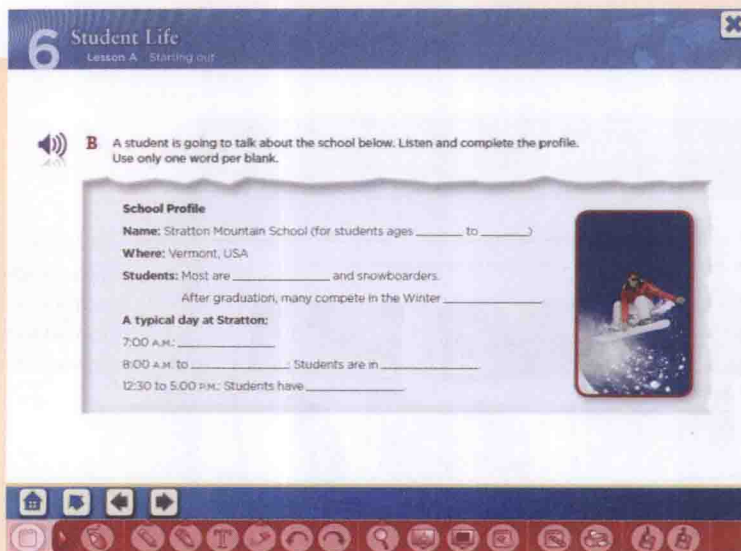


Interactive Presentation Tool DVD-ROM

Delivered on a DVD-ROM, the Interactive Presentation Tool combines Student Book, Workbook, video, audio, and other resources for use in the classroom with an interactive whiteboard or data projector with computer.

More Teacher Resources

The *World Link* series offers additional Teacher Resources including:



Online Lesson Planner (<https://myelt.heinle.com>)

Perfect for the busy teacher, the Online Lesson Planner is a web-based tool that allows *World Link* users to create and customize lesson plans for their classes. Then save and share them in a range of formats.



Assessment CD-ROM with ExamView®

The Assessment CD-ROM with ExamView® is a test-generating software with a data-bank of ready-made questions designed to allow teachers to carry out assessment quickly and conveniently.

Includes
Placement
Test!

Student Book Features

7 Let's Celebrate

Lesson A Party time!

1 Vocabulary Link Different kinds of parties

A Look at the photos of the different parties. Then take the quiz below. Circle the correct words.

American Party Quiz

- When you turn 21, your friends may have a party for you. It's usually outdoors or in a large building. It's often pretty rowdy.
- A rave is an all-night party. Lots of people get together to dance. It's often outdoors or in a large building. It's often pretty rowdy.
- When people get a new house or apartment, sometimes they have a party to celebrate. It's often outdoors or in a large building. It's often pretty rowdy.
- Before the wedding, a man's/woman's friends may plan a party. It's often a rowdy celebration of the person's last "free" day.
- Every February, two American football teams compete in a game. Many people get together at friends' houses to eat, drink, and watch the game.
- You have a baby shower for a pregnant woman before she has the baby. Many people get together at friends' houses to eat, drink, and watch the game.

B With a partner, check your answers on page 154. Then discuss these questions.

- In your country, are there parties like the ones in the United States? How are they similar to or different from the American ones?
- When was the last time you went to a party?
 - What kind of party was it?
 - How many people were invited?
 - Who did you go with?
 - Did you have fun?

Pronunciation exercises give students item-specific practice with reductions, stress, rhythm, intonation, and troublesome minimal pairs.

2 Listening An important day

A Two speakers are going to talk about an important celebration in their countries. Read sentences 1 and 2. Then listen and complete them.

1. Both speakers are talking about a type of _____ celebration.
a. birthday b. graduation c. pre-wedding

2. In both countries, this celebration is important because it's when a person _____.
a. becomes an adult b. is officially an adult

B Read sentences a-i below. Then listen and match a celebration with the correct answers. Some answers are true for both celebrations.

The Rose Party: _____
a. You are 20.
b. You are 15.
c. It happens in Japan.
d. It happens in El Salvador.
e. It's only for young women.
f. You wear special clothes.

Coming of Age Day: _____
g. Everyone celebrates together on a day in January.
h. There's a ceremony at City Hall first.
i. There's a religious ceremony first.
j. You get gifts.
k. Many people come to your home to eat and dance.
l. You go with friends to different clubs and parties.

C Choose one celebration from above. Use your answers in A and B and describe it to a partner.

3 Pronunciation Reduced want to

A Listen and notice the pronunciation of want to in the sentences and questions.

- Do you want to have coffee after class?
- We want to have a party on Saturday.

B Listen and complete the dialog. Then practice it with a partner.

A: What do you want to do this weekend?
B: I'm not sure. Oh, wait... I know. I want to go to the beach. Do you want to come with me?
A: I don't really want to. I want to see that movie.
B: OK. What do you want to do?

Speaking and Speaking Strategy sections give students guided support while leading them to produce the language fluently.

Vocabulary Link dynamically introduces the vocabulary through the use of word families and useful expressions.

4 Speaking Do you want to go with me?

A Listen to the conversation. Then answer the questions with a partner.

1. Omar is going to a party. What kind of party is it?
How does Omar invite Lane? (Omar is going to a costume party. Omar invites Lane by saying, "Do you want to go with me?")

2. Does Lane accept? What does she say?
Omar: Hey, Lane. My classmate Sayuri is having a party this weekend.
Lane: Really?
Omar: Yeah, it's a costume party.
Lane: Sounds like fun.
Omar: Do you want to go with me?
Lane: Are you sure? I don't really know Sayuri.
Omar: No problem. She said I could invite a friend.
Lane: OK, then. I'd love to go. When exactly is it?
Omar: On Saturday night.
Lane: Wow, that's the day after tomorrow! I need to get a costume.
Omar: Me, too. There's a good place near here that rents them. Let's go there after school.
Lane: Sounds good!

B Practice the conversation with a partner.

5 Speaking Strategy

A Use the Useful Expressions and the words in the box below to form invitations.

Useful Expressions

Inviting someone to do something		Accepting or refusing an invitation	
Do you want to go with me?	to go with me?	Sure, I'd love to. That sounds great.	I'm sorry, but I can't. I have plans. Unfortunately, I can't. I have to work. I'd love to, but I'm busy.

B Take turns inviting your partner to the events in A. Refuse two of your partner's invitations. Give an excuse (a reason for saying "no").

Useful Expressions

study for our English test	see a movie	after class	tomorrow
come to my birthday party	your idea	this weekend	tonight

1. How do you like to study for your English test or class?
2. _____
3. _____
4. _____

B Take turns inviting your partner to the events in A. Refuse two of your partner's invitations. Give an excuse (a reason for saying "no").

Useful Expressions

We have an English test this Friday. How'd you like to study for it after class?	I'd love to but...
--	--------------------

