

Student Book

BOOK 3

# World Link

Developing  
English  
Fluency

## 环球英语教程 3

学生用书



Susan Stempleski

James R. Morgan • Nancy Douglas



THOMSON



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

Student Book

BOOK 3

# World Link

Developing  
English  
Fluency

## 环球英语教程 3

学生用书

Susan Stempleski  
James R. Morgan • Nancy Douglas

江苏工业学院图书馆  
藏书章



外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

## 图书在版编目 (CIP) 数据

环球英语教程 (3) 学生用书 / (美) 斯特姆斯基 (Stempleski, S.) 等编.

—上海: 上海外语教育出版社, 2006

ISBN 7-81095-994-8

I. 环… II. 斯… III. 英语—教材

IV. H31

中国版本图书馆CIP数据核字 (2006) 第016877号

图字: 01-2005-390号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

**电 话:** 021-85425300 (总机)

**电子邮箱:** bookinfo@sflep.com.cn

**网 址:** <http://www.sflep.com.cn> <http://www.sflep.com>

**责任编辑:** 刘 蕊

---

**印 刷:** 常熟市华顺印刷有限公司

**经 销:** 新华书店上海发行所

**开 本:** 850×1168 1/16 印张 10.75 字数 352千字

**版 次:** 2006年6月第1版 2006年6月第1次印刷

**印 数:** 10 000 册

---

**书 号:** ISBN 7-81095-994-8 / G · 513

**定 价:** 35.00 元

本版图书如有印装质量问题, 可向本社调换

**World Link 3, Student Book**

*Susan Stempleski*

*James R. Morgan • Nancy Douglas*

**Publisher:** Christopher Wenger  
**Director of Marketing:** Amy Mabley  
**Director of Product Development:** Anita Raducanu  
**Acquisitions Editor:** Mary Sutton-Paul  
**Sr. Marketing Manager:** Eric Bredenberg  
**Developmental Editor:** Paul MacIntyre  
**Production Manager:** Sally Cogliano  
**Production Editor:** Tan Jin Hock

**Sr. Print Buyer:** Mary Beth Hennebury  
**Compositor:** Christopher Hanzie, Ronn Lee, TYA Inc.  
**Project Manager:** Christopher Hanzie  
**Photo Researcher:** Christopher Hanzie, Ronn Lee  
**Illustrator:** Raketshop Design Studio (Philippines)  
**Cover/Text Designer:** Christopher Hanzie, TYA Inc.  
**Cover Image:** TYA Inc. PhotoDisc, Inc.  
**ISBN:** 0-8384-0668-8

Copyright © 2005 by Thomson ELT, a division of Thomson Learning.

Original edition published by Thomson Learning.  
All Rights reserved.

本书原版由汤姆森学习出版集团出版。  
版权所有，盗印必究。

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution or information storage and retrieval systems—without the written permission of the publisher.

For more information contact Thomson Heinle  
25 Thomson Place, Boston, MA 02210 USA, or you  
can visit our Internet site at <http://www.thomson.com>

For permission to use material from this text or product,  
submit a request online at <http://www.thomsonrights.com>  
Any additional questions about permissions can be submitted  
by email to [thomsonrights@thomson.com](mailto:thomsonrights@thomson.com)

Thomson Learning (A division of Thomson Asia Pte Ltd)  
5 Shenton Way, # 01-01 UIC Building Singapore 068808

**Photo Credits**

Unless otherwise stated, all photos are from PhotoDisc, Inc. Digital Imagery © copyright 2005 PhotoDisc, Inc. and TYA Inc. Photos from other sources: page 6 (left) Yuriko Nakao/Reuters/Landov, (middle) Axel Seidemann/Bloomberg News/Landov, (right) Reuters/CORBIS; page 9: (top left) MPI/Getty Images, (bottom left) Directphoto/Alamy; page 11: (bottom left) Charles & Josette Lenars/CORBIS, (bottom right) Randy Faris/CORBIS; page 12: (far right) DAJ/Digital Images; page 18: (left) Peter Turnley/CORBIS, (right) Akio Suga/EPA/Landov; page 21: (left) Gustau Nacarino/Reuters/Landov; page 23: (left) Gregory Pace/CORBIS, (right) Reuters/Landov; page 31: Wenn/Landov; page 36: (D. Beckham) Kieran Doherty/Reuters/CORBIS, (J. Simpson) Fred Prouser/Reuters/Landov, (Madonna) Fred Prouser/Reuters/Landov, (S. Austin) Azzara Steve/CORBIS SYGMA, (L. Liu) Reuters/CORBIS; page 37: Reuters/Landov; page 42: (bottom) MAPS.com/CORBIS; page 47: (top) David Muench/CORBIS; page 50: (left) Russell Underwood/CORBIS, (right) Anders Ryman/CORBIS; page 59: (top) Jens Kalaene/dpa/Landov, (bottom) Ed Kashi/CORBIS; page 62: (top all) C. Hanzie/T.Y.A. TOO, (bottom) CORBIS; page 69: (bottom left) C. Hanzie/T.Y.A. TOO; page 72: (bottom left) C. Hanzie/T.Y.A. TOO; page 73: (top) Roy Morsch/CORBIS, (bottom) Ronnie Kaufman/Corbis; page 74: (left) Brian Mitchell/Photofusion Picture Library/Alamy, (middle) Janine Wiedel/Alamy, (right) Ron Chapple/Alamy; page 79: Image State Royalty Free/Alamy; page 81: (left) Wally McNamee/CORBIS, (center right) Pete Saloutos/CORBIS, (far right) Arthur Beck/CORBIS; page 82: (center left) Robert van der Hilst/CORBIS, (center right) Nik Wheeler/CORBIS; page 85: (top right) Marcelo Rudini /Alamy, (center) David Madison/NewSport/CORBIS, (bottom right) Tim Keatley/Alamy; page 87: (top) Jon Adams/UPI/Landov, (bottom) Al Fuchs/NewSport/CORBIS; page 88: Bloomberg News/Landov; page 89: (top) Duomo/CORBIS, (center) Dimitri Lundt/TempSport/CORBIS, (bottom) Reuters/CORBIS; page 90: (top right) Joel Stettenheim/CORBIS, (top far right) Vittoriano Rastelli/CORBIS, (bottom far left) Kim Kulish/CORBIS, (bottom left) Ralf-Finn Hestoft/CORBIS, (bottom right) Bob Krist/CORBIS, (bottom far right) Jack Hollingsworth/CORBIS; page 92: (bottom center) Chamnan Phadeesuk; page 95: (center left) Gideon Mendel/CORBIS, (bottom right) Kimio Ida/EPA/Landov; page 96: Reuters/CORBIS; page 99: (top) Alison Wright/CORBIS, (center) Richard Hamilton Smith/CORBIS, (bottom) Scott T. Smith/CORBIS; page 104: (bottom left) Royalty-Free/CORBIS, (bottom right) MacDuff Everton/CORBIS; page 105: (left) Massimo Listri/CORBIS, (center) Bohemian Nomad Picturemakers/CORBIS, (right) Ludovic Maisant/CORBIS; page 106: Travel-Shots/Alamy; page 109: (top) Francis Specker/Landov, (center) Francis Specker/Landov, (bottom) Ethan Miller/Reuters/Landov; page 110: (left) Roger De La Harpe/Gallo Images/CORBIS, (right) ReligiousStockOne/Alamy; page 112: Tom Stewart/CORBIS; page 113: Paul Hardy/CORBIS; page 116: C. Hanzie/T.Y.A. TOO; page 121: LWA-JDC/CORBIS; page 124: (bottom left) Bob Krist/CORBIS, (center) Anne-Marie Weber/CORBIS; page 125: C. Hanzie/T.Y.A. TOO; page 129: (top) Honshu-Shikoku Bridge Authority, (center) Bettman/CORBIS, (bottom) Reuters/CORBIS; page 130: (left) Galen Rowell/CORBIS, (right) Bettman/CORBIS; page 131: C. Hanzie/T.Y.A. TOO

Every effort has been made to trace all sources of illustrations/photos/information in this book, but if any have been inadvertently overlooked, the publisher will be pleased to make the necessary arrangements at the first opportunity.

Shanghai Foreign Language Education Press is authorized by Thomson Learning to publish and distribute exclusively this English language reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书英文影印版由汤姆森学习出版集团授权上海外语教育出版社独家出版发行。  
此版本仅限在中华人民共和国境内（不包括中国香港、澳门特别行政区及中国台湾）销售。  
未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可，不得以任何方式复制或发行本书的任何部分。

## 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的重点和发展方向,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它教材有相似之处，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到的基本语言点；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<sup>®</sup> 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

二零零五年冬于汕头

# World Link

## Introduction to the Series

### **Objectives and Approach**

*World Link* is a core series for young adult/adult learners of English in beginning through intermediate levels. Combined with *World Pass*, *World Link* provides a complete, comprehensive, and integrated six-level course for students from beginning through advanced levels. The course is based on an integrated syllabus that includes work in all four major skill areas: listening, speaking, reading and writing, together with a strong grammar syllabus, systematic vocabulary development, and pronunciation work.

*World Link* also provides EFL learners with a unique opportunity to interact with information about other cultures around the globe, and relate the information to their awareness of their own culture. The course is based on models of American English, though learners have ample opportunities to interact with the language of other types of English speakers from all corners of the globe, both in the textbook and in the *World Link Video*.

The series approach is based on the key *Links to Fluency*, which are woven into every unit.

**Dynamic Vocabulary:** students acquire and expand lexis through word families and useful expressions.

**Essential Grammar:** students learn grammar through either inductive or deductive techniques, depending on which are more effective and practical for that grammar item.

**Universal Topics:** students relate to world themes that provide the necessary context for learning about the English language and global cultures.

**Confident Communication:** frequent and fun exercises motivate students to produce language on their own.

Through a number of individual, pair, and group work activities, along with abundant resources for additional work in key areas of language development, *World Link* provides both students and teachers with all the materials needed for both flexibility and focus in a variety of teaching situations.

### **Course Length**

The *World Link* series has been designed to cater to a number of teaching situations for courses ranging from 60 to 120 hours of instruction per level. The *Lesson Planning Guides* in each unit of the teacher's editions (described below) and *Pacing Guides* (available on request) allow teachers and program coordinators to easily tailor the course for their own number of classroom hours and teaching objectives.

### **Resources for Students**

The *World Link* series approaches the issue of English language instruction by catering to the needs of both students and teachers. For students, *World Link* provides the following materials.

**Student Book:** The student book contains twelve core units, each of which is divided into *Lesson A* and *Lesson B*. Lesson A introduces the general language for the universal topic covered in the unit. Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing practice for the unit. Review Units appear after every third unit, and actively engage students in utilizing the language learned.

**Workbook:** The workbook provides additional practice through a variety of activity types, consolidating language work in several skill areas.

**Audio Program:** The audio program contains all of the listening, speaking and pronunciation activities from each unit.

**Video on DVD:** The *World Link* video is divided into two parts. The first part, *City Living*, features a short, sitcom-style episode with a cast of international characters. The clip expands on the structural and functional

language practiced in the lesson, providing an opportunity to see the language used in varied settings and situations. The second part of each video, *Global Viewpoints*, features interviews with a range of students and professional people from around the world, discussing issues related to the topic of each unit.

**Video Workbook:** The *World Link* video workbook includes eight pages of activities per unit that enhance the video viewing experience and allow for as much language practice as possible. The video workbook can also be used for self-study.

**Student Web Site:** The *World Link* web site offers vocabulary, grammar and reading practice to students, in addition to internet-based content that links students' learning to the outside world.

### **Resources for Teachers**

The *World Link* series also offers unprecedented support to teachers for lesson planning, implementation, and assessment.

**Teacher's Edition:** In addition to page-by-page teacher's notes, answer keys, and audio scripts, the teacher's editions provide the following additional features:

- photocopiable *Lesson Planning Guides*, which allow teachers to easily plan, implement and monitor the materials they use for each unit
- *Professional Development Pages* by Dr. Andy Curtis, a world-renowned leader in the field of professional development in ELT, which provide exercises for teachers to reflect on and expand their own teaching abilities
- *Key Points* language summaries
- *Watch Out* sections highlighting common errors
- Supplemental vocabulary *Word Banks*
- *Extra!* directions for optional activities for additional fluency practice
- *Culture Links* provide EFL teachers with support in explaining various aspects of topics presented in the student books
- *Teacher Tips* contain a brief description of new teaching ideas
- additional follow-up activities for the *Ask & Answer*, *Reading* and *Communication* sections
- photocopiable *Video Worksheets* and *Video Scripts*
- Each teacher's edition includes a *Presentation Tool CD-ROM* with art work from key sections of each student book unit and review unit, in Microsoft PowerPoint® format, for teachers to use in classroom presentation and practice

**Teacher's Resource Book:** The photocopiable activities in the Teacher's Resource Books expand and exploit the language learned in the student book, and include information gap activities, group activities, games, puzzles, interview worksheets, and so on.

**Video Teacher's Guide:** This valuable teacher resource includes step-by-step teaching notes, video scripts, pacing suggestions, answer keys, quizzes, and an introduction to teaching with video.

**ExamView Pro® Assessment Program:** Create five tests in five minutes with this powerful software. The *World Link* assessment program allows teachers to create, customize, and correct quizzes quickly and easily. Teachers can easily create online or intranet-based tests which allow teachers to view students' results at a glance. A paper-based *Placement Test* allows teachers to easily place students in the appropriate level of *World Link*.

**Teacher Web Site:** The *World Link* web site provides additional resources for the teachers which help them link their students' learning to the outside world. User ID and password are available on request.

### **Unit Format**

Each unit consists of two lessons: Lesson A introduces the topic and contains the most essential language for each unit; Lesson B expands on the language introduced in Lesson A. Though both lessons contain practice in some

of the same skills, Lesson A has a greater focus on listening and speaking; reading and writing appears only in Lesson B. Review units appear after every third unit of the book.

### *Lesson A*

The **Vocabulary Link** section dynamically introduces the vocabulary through the use of word families and useful expressions. Vocabulary introduced in *World Link* is frequently recycled throughout the lesson and in the accompanying components.

**Listening** sections teach strategies for use in real-life situations. Every situation is contextualized, and students are set a specific task before they listen. Students work at least twice with every passage, the first time to find general information, the second time for more specific details. Listening tasks are accompanied by open-ended **Ask & Answer** discussion and critical thinking opportunities.

A **Pronunciation** section focuses on language that features within the context of the topic and the language of the unit. The goal of pronunciation activities is not to make students sound like native speakers, but to make their pronunciation sound natural and comprehensible to a wide international audience. Pronunciation exercises give students item-specific practice with reduction, stress, rhythm, intonation, and troublesome minimal pairs.

**Speaking** sections give students guided support while leading them to produce the language fluently. A model conversation incorporates vocabulary and structures from the unit in a natural dialog about the unit theme. Students learn the language they need to carry out functions in social interaction, and have opportunities to practice it in pair work, group work, and role plays. The **Useful Expressions** that appear within the Speaking section expands students' fluency with frequently used phrases and sentences. An additional **Speaking Strategy** is included in levels 2 and 3 to encourage intermediate students to expand their fluency.

**Language Link** introduces the essential grammar either inductively or deductively, with the purpose of assuring accuracy and appropriateness of language. Some language points are presented through guided-discovery methods that challenge students to employ critical thinking at the presentation stage of the exercise. For other language points, the traditional approach of presenting a rule and then practicing it is more appropriate.

A **Communication** section, at the end of Lesson A, pulls together the essential vocabulary, grammar and speaking skills in a communicative activity. This provides a natural review of the material covered, while challenging students to extend its use in new situations.

### *Lesson B*

Lesson B largely expands on the more core language students have already learned in Lesson A. An additional **Vocabulary Link** section starts the lesson by expanding the language related to the unit topic. Also included in Lesson B are an additional **Listening** activity and a second **Language Link** section that expands on the grammatical point presented in Lesson A. A second **Communication** section ends each unit with a motivational fluency-based task that consolidates all of the language in the unit.

The sections that are specific to Lesson B are:

The **Reading** section, which takes the form of high interest topics in a variety of genres, and includes pre-, during, and post-reading activities. Readings are set in a real-world context, and have a variety of formats such as articles and web pages. They build in length over the course and reach approximately 350 words in length by the end of Level 3. Through a variety of activities, the Reading strand develops various reading skills, including skimming, scanning, predicting, summarizing, and critical thinking.

The **Writing** section, which reinforces the structures, vocabulary, and expressions students have practiced and is based on a number of easy-to-follow writing models. A variety of writing genres are included. Students write a group of sentences about a topic that personalizes the theme of the unit, relating it to their own life and experiences.

## *Review Unit*

**Review Units** appear after every third unit of the book. These have different formats throughout the book, to add variety and consolidate material from the preceding units. They contain the following sections:

**Storyboard** sections feature illustrated conversations which review language from previous units in new contexts.

**See it and say it** sections provide additional opportunities for freer fluency practice through open-ended pair work.

Other review activities of varying types that reinforce the key structures from the units. Written work is followed by communicative practice in pairs. Detailed teaching directions for these sections are given in the teacher's pages for each review unit.

## **Message from the Authors**

It has been our pleasure to create the materials for the *World Link* series. We hope that this course will provide a wealth of teaching and learning opportunities for both teachers and students of English. We wish you the best of luck in your experience using English, both inside and outside of the classroom.

Susan Stempleski  
Nancy Douglas  
James R. Morgan  
Dr. Andy Curtis

## Acknowledgments

We would firstly like to thank the educators who provided invaluable feedback throughout the development of the *World Link* series:

Byung-kyoo Ahn, Chonnam National University; Elisabeth Blom, Casa Thomas Jefferson; Grazyna Anna Bonomi; Vera Burlamaqui Bradford, Instituto Brasil-Estados Unidos; Araceli Cabanillas Carrasco, Universidad Autónoma de Sinaloa; Silvania Capua Carvalho, State University of Feira de Santana; Tânia Branco Cavaignac, Casa Branca Idiomas; Kyung-whan Cha, Chung-Ang University; Chwun-li Chen, Shih Chien University; María Teresa Fátima Encinas, Universidad Iberoamericana-Puebla and Universidad Autónoma de Puebla; Sandra Gaviria, Universidad EAFIT; Marina González, Instituto de Lenguas Modernas; Frank Graziani, Tokai University; Chi-ying Fione Huang, Ming Chuan University; Shu-fen Huang (Jessie), Chung Hua University; Tsai, Shwu Hui (Ellen), Chung Kuo Institute of Technology and Commerce; Connie R. Johnson, Universidad de las Américas-Puebla; Diana Jones, Instituto Angloamericano; Annette Kaye, Kyoritsu Women's University; Lee, Kil-ryoung, Yeungnam University; David Kluge, Kinjo Gakuin University; Nancy H. Lake; Hyunoo Lee, Inha University; Amy Peijung Lee, Hsuan Chuang College; Hsiu-Yun Liao, Chinese Culture University; Yuh-Huey Gladys Lin, Chung Hua University; Eleanor Occeña, Universitaria de Idiomas, Universidad Autónoma del Estado de Hidalgo; Laura Pérez Palacio, Tecnológico de Monterrey; Doraci Perez Mak, União Cultural Brasil-Estados Unidos; Mae-Ran Park, Pukyong National University; Joo-Kyung Park, Honam University; Bill Pellowe, Kinki University; Margareth Perucci, Sociedade Brasileira de Cultura Inglesa; Nevitt Reagan, Kansai Gaidai University; Lesley D. Riley, Kanazawa Institute of Technology; Ramiro Luna Rivera, Tecnológico de Monterrey, Prepa; Marie Adele Ryan, Associação Alumni; Michael Shawback, Ritsumeikan University; Kathryn Singh, ITESM; Grant Trew, Nova Group; Michael Wu, Chung Hua University

---

A great many people participated in the making of the *World Link* series. In particular I would like to thank the authors, Nancy Douglas and James Morgan, for all their hard work, creativity, and good humor. I would also like to give special thanks to the developmental editor Paul MacIntyre, whose good judgment and careful attention to detail were invaluable. Thanks, too, to publisher Chris Wenger, and all the other wonderful people at Thomson/Heinle who have worked on this project. I am also very grateful to the many reviewers around the world, whose insightful comments on early drafts of the *World Link* materials were much appreciated.

*Susan Stempleski*

We'd like to extend a very special thank you to two individuals at Thomson/Heinle: Chris Wenger for spearheading the project and providing leadership, support and guidance throughout the development of the series, and Paul MacIntyre for his detailed and insightful editing, and his tireless commitment to this project. We also offer our sincere thanks to Susan Stempleski, whose extensive experience and invaluable feedback helped to shape the material in this book.

Thanks also go to those on the editorial, production, and support teams who helped to make this book happen: Anita Raducanu, Sally Cogliano, David Bohlke, Christine Galvin-Combet, Lisa Geraghty, Carmen Corral-Reid, Jean Pender, Rebecca Klevberg, Mary Sutton-Paul, and their colleagues in Asia and Latin America.

I would also like to thank my parents, Alexander and Patricia, for their love and encouragement. And to my husband Jorge and daughter Jasmine—thank you for your patience and faith in me. I couldn't have done this without you!

*Nancy Douglas*

I would also like to thank my mother, Frances P. Morgan, for her unflagging support and my father, Lee Morgan Jr., for instilling the love of language and learning in me.

*James R. Morgan*

| Vocabulary Link                           |                                                                         | Listening                                                                       | Speaking & Pronunciation                                                            |
|-------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Unit 1 Indoors and Outdoors</b>        |                                                                         |                                                                                 |                                                                                     |
| Lesson A 2<br>At home                     | Around the house<br><i>air conditioner, barbecue grill...</i>           | "A vacation home":<br>Listening for differences in two vacation homes           | "I need a place for my tools."<br><b>Strategy</b> —Saying what you want             |
| Lesson B 7<br>Public spaces               | Public places and things<br><i>bus station, campus, park...</i>         | "By car or by subway?":<br>Listening for transportation details                 | Plural endings /s/, /z/, and /ɪz/                                                   |
| <b>Unit 2 Life Is All About Change</b>    |                                                                         |                                                                                 |                                                                                     |
| Lesson A 12<br>The times of your life     | The stages of life<br><i>adulthood, childhood, infancy, teenager...</i> | "The terrible twos":<br>Listening for gist and details about a two-year-old boy | "I'm planning to rent a car."<br><b>Strategy</b> —Expressing intentions             |
| Lesson B 17<br>Milestones                 | Important events<br><i>fall in love, get promoted...</i>                | "An accomplished woman":<br>Listening for details of a life                     | Emphasis patterns                                                                   |
| <b>Unit 3 Newspapers and the News</b>     |                                                                         |                                                                                 |                                                                                     |
| Lesson A 22<br>The people behind the news | Newsmakers<br><i>photographer, publisher, journalist...</i>             | "A dangerous job":<br>Listening for distinctions and details                    | "Do you know him?":<br><b>Strategy</b> —Asking about identity                       |
| Lesson B 27<br>In the news                | My favorite newspaper<br><i>comics, daily, headlines, scan...</i>       | "Do you like <i>The Daily News</i> ?":<br>Listening for opinions                | Hearing unclear vowels                                                              |
| <b>Review: Units 1–3 32</b>               |                                                                         |                                                                                 |                                                                                     |
| <b>Unit 4 Men and Women</b>               |                                                                         |                                                                                 |                                                                                     |
| Lesson A 36<br>How do I look?             | Describing men and women<br><i>well built, pretty...</i>                | "On the red carpet":<br>Listening for sincerity and sarcasm                     | "I'm getting a tattoo!":<br><b>Strategy</b> —Giving more than one reason            |
| Lesson B 41<br>Dating                     | Friends first<br><i>romantic, attracted to, intelligence...</i>         | "Just talk to him!":<br>Listening for relationship details                      | Listing items in a series                                                           |
| <b>Unit 5 Being Different</b>             |                                                                         |                                                                                 |                                                                                     |
| Lesson A 46<br>How to behave              | Table manners<br><i>disrespectful, typical, impolite...</i>             | "Cave tour":<br>Listening for rules and adjectives                              | "I'll explain everything."<br><b>Strategy</b> —Asking about rules                   |
| Lesson B 51<br>Adjusting to a new place   | It's different here.<br><i>customs, barrier, environment...</i>         | "The first day":<br>Listening for gist, details, and attitudes                  | Linking consonant to consonant                                                      |
| <b>Unit 6 Big Business</b>                |                                                                         |                                                                                 |                                                                                     |
| Lesson A 56<br>Success stories            | International companies<br><i>employ, manage, develop...</i>            | "First-class businessman":<br>Listening for identity and details                | "Tell me about your company."<br><b>Strategy</b> —Talking about approximate amounts |
| Lesson B 61<br>The ABCs of advertising    | Popular products<br><i>billboard, bumper sticker, junk mail...</i>      | "Strange objects":<br>Listening to descriptions for identification of objects   | Stress on nouns and verbs with the same spelling                                    |
| <b>Review: Units 4–6 66</b>               |                                                                         |                                                                                 |                                                                                     |

## Reading & Writing

## Language Link

## Communication

### Unit 1

|                                                                                                 |                                                                                     |                                                                                                            |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| "The father of American landscape architecture": Reading an article about Frederick Law Olmsted | Describing use: <i>be used</i> + infinitive;<br><i>be used for</i> + gerund or noun | "Home improvement": Creating a useful invention for the home                                               |
| "Classroom rules": Making a list of dos and don'ts for the classroom                            | Expressing prohibition                                                              | "Which place would you protect?": Discussing the protection of natural and historical sites for the future |

### Unit 2

|                                                                  |                              |                                                                 |
|------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------|
| "Life's stressors": Reading about how to cope with stress        | Future forms                 | "The Magic Answer Bag": Playing a game of predicting the future |
| "My future": Writing about events that will or may happen to you | Modals of future possibility | "What will you do?": Taking a quiz about your future life       |

### Unit 3

|                                                                  |                                                              |                                                                                         |
|------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| "Nutty news": Reading two crazy news stories                     | Describing people with prepositional and participial phrases | "Jobs in journalism": Deciding which job in journalism is suitable for you              |
| "An unusual news story": Writing a story about some unusual news | Review of the present perfect                                | "Conducting an interview": Role-playing an interview between a celebrity and a reporter |

### Review: Units 1–3 32

### Unit 4

|                                                               |                                                                                                      |                                                                       |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| "Dating styles": Reading about different approaches to dating | The present perfect with <i>already</i> , <i>just</i> , <i>never</i> , <i>still</i> , and <i>yet</i> | "Act like a man": Discussing ideas about gender differences           |
| "A personal ad": Writing a personal ad                        | Introduction to phrasal verbs                                                                        | "Dating survey": Taking and discussing the results of a dating survey |

### Unit 5

|                                                                     |                                                                                                            |                                                                          |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| "Journal of a world traveler": Reading a traveler's journal entries | <i>It + be + adjective + infinitive</i> ;<br>gerund as subject                                             | "Culture capsule": Discussing the possible contents of a culture capsule |
| "A language barrier": Writing about overcoming a language barrier   | Future time clauses with <i>before</i> , <i>after</i> , <i>as soon as</i> , <i>when</i> , and <i>while</i> | "Help for the homesick": Giving advice to homesick people                |

### Unit 6

|                                                                    |                                                                |                                                                                                      |
|--------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| "Is advertising necessary?": Reading about alternative advertising | Passive voice: the simple present and the simple past          | "What is made in your country?": Creating a list of interesting facts about the place where you live |
| "Consumer advice": Writing a product review                        | Connecting words: <i>because</i> , <i>so</i> , <i>although</i> | "Rate the advertisement.": Reviewing advertisements                                                  |

### Review: Units 4–6 66

|                                    | Vocabulary Link                                                           | Listening                                                                     | Speaking & Pronunciation                                                           |
|------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Unit 7 Health</b>               |                                                                           |                                                                               |                                                                                    |
| Lesson A 70<br>How do you feel?    | It gave me indigestion.<br><i>cough, faint, scratch, sweat, shiver...</i> | "Mystery illness": Listening for gist and order of events                     | "A visit to the doctor":<br><b>Strategy</b> —Checking how someone feels            |
| Lesson B 75<br>Getting better      | A personal health history<br><i>aspirin, mouthwash, nasal spray...</i>    | "Last-minute checklist": Listening for gist and health and hygiene items      | Dropping the <i>h</i>                                                              |
| <b>Unit 8 Sports and Hobbies</b>   |                                                                           |                                                                               |                                                                                    |
| Lesson A 80<br>In my free time     | Fun things to do<br><i>board games, card games, drawing...</i>            | "Is it worth anything?": Listening for identification of objects              | "I've got cricket practice":<br><b>Strategy</b> —Asking if someone knows something |
| Lesson B 85<br>The active life     | Athletes<br><i>climber, diver, driver, player...</i>                      | "A trip to Vista View Resort": Listening for gist and true/false statements   | Compound nouns                                                                     |
| <b>Unit 9 Social Issues</b>        |                                                                           |                                                                               |                                                                                    |
| Lesson A 90<br>In my community     | Community issues<br><i>rush hour, noise pollution...</i>                  | "That's one of our projects.": Listening for gist and project details         | "It looks terrible.":<br><b>Strategy</b> —Making a complaint/Asking for help       |
| Lesson B 95<br>On a global scale   | World problems<br><i>endangered species, urban sprawl...</i>              | "City or suburb?": Listening for gist, details, and attitudes                 | Emphatic stress                                                                    |
| Review: Units 7–9 100              |                                                                           |                                                                               |                                                                                    |
| <b>Unit 10 Wealth</b>              |                                                                           |                                                                               |                                                                                    |
| Lesson A 104<br>Having it all      | The life of luxury<br><i>private jet, summer house...</i>                 | "A luxury suite": Listening for main idea and hotel details                   | "I gave him the winning ticket.": <b>Strategy</b> —Expressing sympathy             |
| Lesson B 109<br>Striking it rich   | From rags to riches<br><i>penniless, prosperous, short of money...</i>    | "Look at them now!": Listening for gist and details about a TV show           | Linking the same consonant sound                                                   |
| <b>Unit 11 Honestly Speaking</b>   |                                                                           |                                                                               |                                                                                    |
| Lesson A 114<br>To tell the truth  | Is lying ever OK?<br><i>against the law, morals, white lie...</i>         | "I think people lie sometimes.": Listening for opinions and attitudes         | "It's not cooked right.":<br><b>Strategy</b> —Giving direct advice                 |
| Lesson B 119<br>Who do you trust?  | I have confidence in ...<br><i>count on, deceitful, trustworthy...</i>    | "Where do you get your news?": Listening for opinions and details             | Repeating with rising intonation to show surprise                                  |
| <b>Unit 12 Our Earth</b>           |                                                                           |                                                                               |                                                                                    |
| Lesson A 124<br>The natural world  | Natural wonders<br><i>cave, desert, coastline...</i>                      | "A report about Greenland": Listening for main idea and true/false statements | "A summer job overseas":<br><b>Strategy</b> —Offering another opinion              |
| Lesson B 129<br>The man-made world | Engineering feats<br><i>engineer, feat, severe obstacles...</i>           | "A flying disaster": Listening for gist and key words                         | Similar stress patterns                                                            |
| Review: Units 10–12 134            |                                                                           |                                                                               |                                                                                    |
| Language Summaries 138             |                                                                           |                                                                               |                                                                                    |
| Grammar Notes 144                  |                                                                           |                                                                               |                                                                                    |

**Reading & Writing**
**Language Link**
**Communication**
**Unit 7**

|                                                                         |                                                           |                                                                                             |
|-------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------|
| "Surprising syndromes": Reading about syndromes of modern life          | Expressions for describing symptoms                       | "Have you tried hypnotism?": Role-playing having a health problem and getting advice for it |
| "Syndromes and treatments": Writing about remedies for modern illnesses | Reported speech: commands with <i>say</i> and <i>tell</i> | "A healthy and happy life": Making a list of tips leading to a healthy, happy life          |

**Unit 8**

|                                                                  |                                                        |                                                                                      |
|------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|
| "A star in the X Games": Reading about a champion of the X Games | The present perfect continuous                         | "Who is telling the truth?": Playing a game of finding out who is telling the truth  |
| "Go, team, go!": Writing about a team sport experience           | The present perfect continuous vs. the present perfect | "Sports Hall of Fame": Choosing an athlete for the International Sports Hall of Fame |

**Unit 9**

|                                                                               |                              |                                                                                                  |
|-------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------|
| "Successful population control?": Reading about population control issues     | <i>Too</i> and <i>enough</i> | "How safe is your neighborhood?": Taking a neighborhood safety survey and discussing the results |
| "What will happen if . . . ?": Writing about different future world scenarios | Future factual conditionals  | "You're in charge!": Preparing an election speech including campaign promises                    |

**Review: Units 7–9**
**100**
**Unit 10**

|                                                                              |                             |                                                                 |
|------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------|
| "The San people and the monks": Reading about poor groups who strike it rich | <i>Wish</i> -statements     | "My wish list": Talking about unrealistic and realistic wishes  |
| "An experience with money": Writing about an experience with money           | Expressions with <i>get</i> | "Potential millionaires": Taking a potential millionaire survey |

**Unit 11**

|                                                                      |                             |                                                                        |
|----------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------|
| "The Kindness of Strangers": Reading a story about meeting strangers | Present unreal conditionals | "Would you ever do this?": Discussing the ethics of various situations |
| "I said that I was sick.": Writing about a time you made an excuse   | Reported statements         | "My little white lie": Role-playing a situation involving a white lie  |

**Unit 12**

|                                                                     |                                 |                                                                                        |
|---------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------|
| "Building down": Reading about a new trend in building construction | Expressions with <i>like</i>    | "What in the world?": Taking a quiz about geographical wonders                         |
| "A famous landmark": Writing about a famous architectural landmark  | The passive with various tenses | "What is best for our city?": Deciding on which urban renovation projects to undertake |

**Review: Units 10–12**
**134**
**Language Summaries**
**138**
**Grammar Notes**
**144**