

Lesson Planner  
教师用书

Second Edition (第二版)

# World Link

Developing English Fluency

环球英语教程

Susan Stempleski  
James R. Morgan  
Nancy Douglas

Andy Curtis



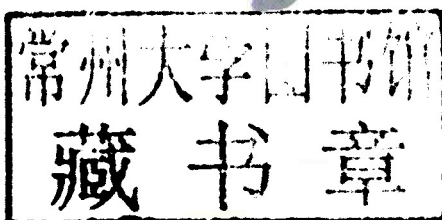
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## 出版前言

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、更进一步的认知,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

二零零五年冬于汕头

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.

### 6 Language Link

Review of the simple present

**Warm Up**  
Ask students to tell you one activity they do every day, and compile a list of activities on the board (such as study, go to work, watch TV, etc.). Then call on students to say three sentences about things they do every day (I eat lunch). Ask if they remember what verb tense is in these sentences, and explain as necessary.

**A** Staff is writing about herself and her classmate. Read the sentences. Write the correct form of each verb.  
Before students complete the sentences, explain the information in the note and review the spelling changes (y → ies, ch → ches) and the irregular forms has and does. After students write their answers, have them compare with a partner. Then check answers as a class by writing them on the board.  
Draw students' attention to the title, Monika and Me. Explain that while I is the grammatically correct pronoun in this phrase, English speakers tend to use me in casual conversation.

**Culture Tip: I'm an only child.**  
In English-speaking countries, it is much more common for couples to have two or three children than just one child. Some people believe that an only child is lonely. More than three children is considered a large family.

**B** Study the chart. Then answer the yes/no questions below with a partner. Use short answers.  
Go through the chart with the class. Call on students to form new questions with verbs that you supply (such as study English, go to school, have a job). Then ask them questions and have them respond to you with short answers. Divide the class into pairs to write the responses. Call on pairs to read a question and answer to the class.

**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.  
If necessary, review the meanings of the wh-question words before students work individually.

To complete the questions, go over the answers with the class. Then assign students to a partner for oral practice. Call on pairs to say their question and answer for number 6 for the class.

**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.  
With the class, generate examples of pairs of yes/no and wh-questions that are suitable to ask a partner. For example: Do you like movies? Who's your favorite actor? Allow time for students to plan their questions.

**E** Interview your partner.  
After pairs have finished, call on students to tell the class something interesting they learned about their partner.

**Teaching Tip: More grammar practice**  
For a quick "filler" grammar activity, choose several sentences from the unit containing the target structure (or write new sentences). Write the sentences on the board with the word order scrambled. Have students work with a partner to write the sentences correctly. Compare answers as a class.

**EXTRA! Writing prompt**  
Tell students to write a group of sentences about their partner, including the information from the interview and any other facts they know.

**Grammar Tip: Simple present and present continuous**  
To talk about present time, English uses the simple present and present continuous tenses. The simple present is used for general truths and facts (Most Americans speak English.), routines and habitual events (I get up at 6:00.), and with stative verbs—verbs that describe mental processes (That soup smells good!). Other uses of the simple present include summarizing a book or a movie (The police catch the killer in the end.) and talking about scheduled events in the future (Our plane leaves tonight at 10).

5a LESSON PLANNER Unit 1, Lesson A

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

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

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

### 2 Listening shopping list

**Skills: Use background knowledge; Listen for details**

**Warm Up**  
Ask students to give names of different places to buy food. Ask students to say what kinds of food each place sells and write lists on the board. Help with vocabulary as needed (market, supermarket, convenience store).

**A** Look at the two pictures below. What's in each bag? Make two lists.  
Ask students to look at the bag on the left and name an item in the bag. Write it on the board. Allow students time to write a list for each bag and then compare with a partner.  
With the class, write the two lists on the board.

**B** Listen. Which shopping bag is Allison's? Circle it.  
Introduce the situation: Allison and her mom are talking before Allison goes to the store.  
Play the audio. Students should circle the correct bag individually then compare their answers with a partner.

**C** Listen. Allison's mom changes one item on the list. Put an X on the item in the shopping bag. Write the name of the new item.  
Before playing the audio again, ask the class to guess which item on the list Allison's mom is going to change. Tell students to listen for the change. Play the recording. Tell students to write the new item in their books. If necessary, play the recording again. Check the answer.

**D** How do Allison and her mom talk about the foods they need? Do you remember? Complete the sentences with the words in the box. Then listen and check your answers.  
Read the words in the box aloud. Allow students time to complete the sentences, then compare with a partner. Play the recording again so students can check their answers. Ask volunteers to read each sentence aloud.

**D Teaching Option: Speaking**  
Say carrots and students say a bunch of carrots. Repeat for the other items. Do this with the whole class and then call on individuals.  
In pairs, students should do the same. Student A says bread and Student B says a loaf of bread. Have students practice with all four items and then change roles. Ask different pairs to say each example aloud to the class.

**3 Pronunciation**  
**Weak vowel sounds**  
**A** Listen to the words. Notice the stressed syllables in BLUE and the unstressed vowels (i/e/).  
Tell students to listen carefully for the syllable in blue. Play the audio. Students should repeat, stressing the correct syllable. Point out the purple into blue about schwa. Explain that schwa is the name of the symbol /ə/ for unstressed vowel sounds.  
**B** Listen and say the words. Put a line [ ] through the unstressed, reduced vowels.  
Write the words on the board. Play the recording. Students should draw a line through the reduced vowels in their books. Play the recording again. Complete the exercise on the board. Tell students to call out answers. Students can check their answers. Tell students to practice repeating the words.

**Teaching Tip: Reduced vowels**  
No matter how they are spelled, short vowels in unstressed syllables of English words are usually pronounced as a schwa sound. Errors of pronouncing the full sound will still be comprehensible, but will sound unnatural and give the speaker a "foreign accent."

**Instructor's Notes**

**Large Group Option**  
Doing short drilling exercises like the Teaching Option activity in pairs gives students more opportunities to practice speaking. Students should change partners after the first round. If the exercises are short, students are more likely to stay focused.

23a LESSON PLANNER Unit 1, Lesson A

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

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



## Interleaved Lesson Planner

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

## 6 Language Link Review of the simple present

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

Monika (1. be) ... my classmate. We (2. be) ... different in many ways. (3. be) ... an only child. Monika (4. have) ... two brothers and a sister. (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. (11. love) ... dance music. But Monika (12. not like) ... rap. She (13. listen to) ... rap. Monika and I (14. watch) ...

Personal heroes  
Unit 5, Lesson B

## 1 Vocabulary Link

Who is your personal hero?

## Warm Up

5 min  
Talk about different guests that groups chose to invite to their party in the previous communication exercise. Are any of them heroes? Why?

5-10 min  
Find the word hero in your dictionary. Then answer this question: What kinds of things does a hero do? Make a list.

If students have different dictionaries, compare the different definitions they get, and talk about what they have in common. With the class, compile a list on the board of things that heroes do.

10-15 min  
A Read the question and Alice's and Jenny's answers. Then circle the correct words to complete the definitions.

Explain that a personal hero doesn't have to be someone famous—it could also be a friend or someone in your family. With the class, read through the two answers. Then say the phrases in blue again for the class to repeat. Ask students to complete the definitions individually by rereading and thinking about the sentences in Alice's and Jenny's answers.

## Grammar Tip: Reflexive pronouns

He works for himself. It contains a reflexive pronoun, used in actions where the subject and object are the same person. The other reflexive pronouns are myself, yourself, herself, itself, ourselves, and themselves.

## Culture Tip: Jane Goodall

Jane Goodall is a British animal researcher and environmental activist. For more than 20 years, she lived with chimpanzees in Tanzania and made numerous scientific discoveries about them. In the 1980s, Goodall became very concerned about the disappearing rainforest. She founded the Jane Goodall Institute, which has programs to help the people of the rainforest and preserve the environment of rainforest animals.

51a LESSON PLANNER • Unit 5, Lesson B

about the word stress of the underlined words? Practice saying these sentences with a partner.

After playing the audio, talk about the stress pattern with the class—these words are stressed on the first syllable. While students practice with their partner, walk around the room listening for correct stress.

## Teaching Tip: Word stress

Unlike many other languages, English does not have simple, predictable rules for which syllable receives the main stress in a word. Tell students they should learn the stress in each new word along with its spelling and meaning. Dictionaries indicate the stress in a word along with its pronunciation. It's useful to show students a monolingual English dictionary such as the *Cambridge Illustrated Basic Dictionary of American English* and how to read pronunciation, even at this beginner level. Dictionary skills need to begin at the early stages of language learning to enforce good learning and reading habits.



B Describe your dream job. What kind of work do you do? Complete the chart. Then share your answers with a partner.

10-15 min  
Talk about the idea of a dream job—the best job in the world for you. (Point out that this doesn't have to be practical or possible—your dream job could be Olympic skiing coach or president of your country.) Students may need help with vocabulary after they've chosen their dream job. When students talk to their partner, emphasize using the new expressions. Call on students to tell the class about their dream jobs. Whose job is unusual, interesting, difficult, possible?

10-15 min  
C Complete the sentences with information about your personal hero.

Work through an example with the class. Choose a person who is currently in the news and write sentences on the board.

## Language Tip: Phrasal verbs

The expressions in this section with look are phrasal verbs (verbs made up of two or more words used together, usually a verb + preposition). Phrasal verbs are common in English and are used more often in informal speech. The verb can be in any tense. The meaning of a phrasal verb can't be derived from looking at its parts—the whole combination must be learned. Students do not need to know this grammatical background at this stage—they simply need to read the whole phrase as a unit. In contrast, the expressions with work in this section are not phrasal verbs—the meaning is derived from the two words.

## Word Bank: More phrasal verbs with look

look after  
look into  
look out for  
look up  
look down on

care for  
investigate  
be careful of  
find in a dictionary  
think something is inferior

## EXTRA! My hero

10-15 min  
For homework, assign students to find three facts about their personal hero and write sentences about them, like the ones in Alice's and Jenny's answers. These can be shared with a small group, or posted on the classroom walls for students to read and enjoy.

answer the yes/no questions below with a partner. Use short answers.

Yes/No Questions	Yes Answers	No Answers
Are you in this class?	Yes, I am.	No, I'm not.
Do you speak English?	Yes, I do.	No, I don't.
Is she in this class?	Yes, she is.	No, she isn't.
Does she speak English?	Yes, she does.	No, she doesn't.

10-15 min  
Aka different? ...  
10-15 min  
B ...  
10-15 min  
C ...  
10-15 min  
D ...

10-15 min  
E Write the questions and then add one question of your own. Answering the questions with a partner.

10-15 min  
F (Steffi studies) English literature.  
10-15 min  
G At a cafe.  
10-15 min  
H Her family.  
10-15 min  
I In her own apartment.  
10-15 min  
J Rap (music).  
10-15 min  
K Answers will vary.

10-15 min  
L questions to ask your partner. You can ask about school, family, hobbies, job, and a job question, think of a wh-question to ask. Answers will vary.

10-15 min  
M Answers will vary.

10-15 min  
N Are you a student? Where do you go to school?

UNIT 1 • New Friends, New Faces 5

Word Banks provide additional related vocabulary.

## 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** from Dr. Andy Curtis include theory and reflective ideas on improving your own teaching.
- **After 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** including Heinle's *Footprint Reading Library* and *Page Turners*.

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



# 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















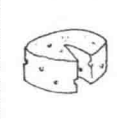

This time-saving tool allows you to easily coordinate the wide variety of components and support offered in the World Link series.

World Link 1 Resource Integration Guide

Resources for World Link 1			
Unit 1	Teaching Tips	Print Supplements	Media Supplements
<b>Lesson A</b>	Assigning partners, p. 2a Listening skills, p. 3a Making listening activities easier, p. 3a Intonation, p. 3a More grammar practice, p. 5a	*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
<b>Lesson B</b>	Listening skills, p. 8a Reading skills, p. 8a Encouraging use of English, p. 9a End-of-class review, 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
<b>Lesson A</b>	Customizing content, p. 12a Listening for gist, p. 13a Volunteering vs. calling on students, p. 14a Overcorrecting, 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
<b>Lesson B</b>	Inference, p. 18a Scanning, p. 19a	*Workbook, Unit 2, Lesson B, pp. 11-13 *Video Worksheets (on Video Course Teacher's Guide pp. 50-52)	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM, Unit 2 *Video Course Workbook, Unit 2 *Student CD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2B
Unit 3	Teaching Tips	Print Supplements	Media Supplements
<b>Lesson A</b>	Schema building, p. 22a Reduced vowels, p. 23a Predicting, p. 24a Writing answers on the board, p. 25a	*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

WORLD LINK 1 RESOURCE INTEGRATION GUIDE T22

Worksheet 3A: Do you have an egg?

 an egg	 some eggs	 some fruit	 an orange
 cup of coffee	 some milk	 a slice of bread	 some bread
 some lettuce	 some yogurt	 some sugar	 some rice
 glass of milk	 some carrots	 some cheese	 some pasta

Link Book 1 Unit 3 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

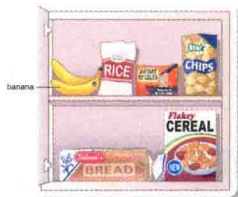
# 3 What Do We Need?

## Lesson A At the supermarket

## 1 Vocabulary Link

What's in your refrigerator?

describing food  
fast  
fresh  
frozen  
junk  
organic  
prepared



A Study the picture for 20 seconds. Then close your book. Say

B Which foods and drinks in the photo are good for you? Which aren't? Complete the chart. Compare answers with a

good for you	not good for you
chicken, shrimp, fish, ground beef, tofu, salad, yogurt, an apple, grapes, carrots, a tomato, lettuce, eggs, milk, orange juice, bananas, rice, bread, cereal	ice cream, French fries, noodle cake, biscuits, macaroni, chips

C Ask and answer the questions with a partner. Answers will vary.

- Which things in A do you eat or drink often? Sometimes?
- Do you eat a lot of fast food or junk food (chips, candy, etc.)?
- Do you usually eat fresh food or prepared food?

## Vocabulary Link

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

## 2 Listening Shopping list

Where do you usually buy your food? What do you buy there?



A Look at the two pictures below. What's in each bag? Make two lists.

The bag on the left: chicken, bread, lettuce, cheese, tomatoes

The bag on the right: chicken, bread, lettuce, potatoes, ice cream



B Listen. Which shopping bag is Allison's? Circle it.

Audio 1 Track 13



C Listen. Allison's mom changes one item on the list. Put Write the name of the new item.



D How do Allison and her mom talk about the foods they Complete the sentences with the words in the box. The

Audio 1 Track 15

bunch carton head loaf

- I need a loaf of bread.
- and a head of lettuce

## 3 Pronunciation Weak vowel sounds



A Listen to the words. Notice the stressed syllables in B and the unstressed vowels (/ə/).

Audio 1 Track 16

baNana = banana CARrot = carrot KETCHup = ketchup



B Listen and say the words. Put a line ( / ) through the unstressed, reduced vowels.

Audio 1 Track 17

chicken /vɪtəmin/ vitamin  
soda /pɪtəto/ potato  
orange /bændɪʒ/ bandage  
pizza /pɪzzə/ pizza

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

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

## 4 Speaking We need potatoes.



A Read the conversation and listen. Underline the foods Ken and Rachel have. Circle the foods they need.

Ken: Rachel, I'm making a shopping list for our barbecue. We have chicken. What else do we need?Rachel: Let's see... we need some potatoes.

Ken: Okay, got it.

Rachel: We also need lettuce and tomatoes for the salad.

Ken: And what about drinks? Do we need any?

Rachel: Let's see... We have soda.Ken: Okay, I'll buy some juice then. See you!

B Practice the conversation with a partner. Then make your own conversation. Use your own ideas for the words in blue. Possible answers:

chicken → fish potatoes → tomatoes soda → water juice → soda



## 5 Speaking Strategy



A Imagine you are having a class party. Everyone in class must bring something to the party. Think of an idea and write it on the board.



B Look at the checklist below. These are things you need for the party. Look at the items on the board. Use the Useful Expressions to talk about the things you have and the things you need for your party.

## Class party checklist

food  
drinks  
dessert  
napkins, cups, plates  
forks, spoons, knives, chopsticks, etc.  
chairs  
other (add your ideas)

## Useful Expressions

Talking about things you need

## Do we need any drinks?

Yes, we need soda and bottled water.  
Yes, we do. We need...  
No, we don't. We (already) have drinks.

## What else do we need?

We still need...  
Nothing. I think we're all set.

## Anything else?

Yes, we need...  
No, that's it. We have everything.



C Share your ideas in B with another pair.



## 2 Listening Going to the market

Look at the three photos below. Tell your partner the things you see in the photos. What do they sell at the different markets?

**A** Jonathan works in a market. Which one is it? Listen. Circle your answer.

Audio 1  
Track 19



**B** Listen again. You will only hear Jonathan's responses. Match each response with the question Jonathan was asked.

Audio 1  
Track 19

- |                |                             |
|----------------|-----------------------------|
| 1. response #1 | a. What do you sell?        |
| 2. response #2 | b. What's special about it? |
| 3. response #3 | c. Is it busy?              |
| 4. response #4 | d. Do you like your work?   |

**C** Listen again. Circle the correct answers. (In some cases, two answers are possible.)

Audio 1  
Track 19

- |  |   |
|--|---|
| 1. The market is busy before 5 a.m. / <u>6 a.m.</u>        | 3. The market is busy on the weekend. / <u>on the weekend</u> |
| 2. You can buy items from <u>Thailand</u> / <u>Holland</u> | 4. You can buy items from <u>Thailand</u> / <u>Holland</u>    |

## 3 Reading Garage sale bargains

Look at the title of the reading and the photo on the next page. What do you think a garage sale is?

**A** Answer the question. Explain your answer to your partner. What do you do with your old clothes, furniture, books, bikes, etc.?

- |   |   |
|---|---|
| <input type="checkbox"/> I sell them.                       | <input type="checkbox"/> I put them in the trash. |
| <input type="checkbox"/> I give them to friends and family. | <input type="checkbox"/> I keep them.             |

28 LESSON 8 • Let's go shopping!

### SHOP HERE NOW

1. **What is a garage sale?**  
Do you need a sofa or an interesting piece of art? Try a garage sale! In a garage sale, people sell items that are "like new" or "gently used." Usually they happen in a person's garage or yard on the weekend, when the weather is nice. "I get up early on Saturday morning and drive around to all the garage sales," says Patricia Evans, from Austin, Texas.

2. **Things at a garage sale**  
Garage sales, also called yard sales, have many items for sale. You can often find old clothing, used books and toys, and even furniture. There's a lot of junk at these sales, too.

3. **I want to have a garage sale because...**  
There are many reasons to have a garage sale. The Thomas family wants to clean out their house. Her husband, Wendy Thomas, wants to clean out her house. Her husband, Wendy Thomas, wants to clean out her house. Her husband, Wendy Thomas, wants to clean out her house.

4. **No more garage sales**  
Tony Lazarri goes to garage sales all the time. "They're like all the shopping in one place and spend very little money."

**B** Skim this article about garage sales. Then write the missing words.

He loves garage sales.  
I want to have a garage sale because...  
Things at a garage sale...  
What is a garage sale?

Listening sections use listening tasks to focus students' attention, and are accompanied by open-ended Ask & Answer discussion and critical thinking opportunities.

Language Link introduces the essential grammar either inductively or deductively with the purpose of assuring accuracy and appropriateness of language.

## 4 Language Link Some / any, much / many, a lot of

**A** With a partner, look at the picture below and complete the sentences in the chart. Use the words in the box.

shoes clothing furniture toys hats

	Noncount nouns	Count nouns
Positive	There's a lot of <u>clothing</u> . some <u>jewelry</u> .	There are a lot of <u>shoes</u> . some <u>hats</u> .
Negative	There isn't much <u>furniture</u> . any <u>software</u> .	There aren't many <u>books</u> . any <u>toys</u> .

Readings feature high interest topics in a variety of genres.

Writing sections reinforce the structures, vocabulary, and expressions learned.

Communication sections include fun tasks and engaging activities to provide learners with opportunities for realistic, meaningful communication using target language.

## 5 Writing My favorite place to shop online

**A** Read about this person's favorite place to shop online. Then write about your favorite place.

- What's the name of the website?
- What can you buy there?
- Why do you like it?

**B** Exchange your writing with a partner. Ask your partner one question about his or her favorite place.



I like to shop online at Moby's Music. They sell all kinds of music—pop, rock, hip-hop, and my favorite, world music. You can find a lot of music at a great price! I download songs and then burn CDs for my friends. My friends love their gift!

## 6 Communication Shopping spree

**A** Read about Jessie. Then describe her apartment with a partner.

Jessie is a 22-year-old university exchange student. She's living in your country for one year. She lives in a small apartment near her school. This is her apartment.

There isn't much furniture in the apartment.



**B** Jessie's parents live in the United States. They want to visit her. Help Jessie prepare for her parents' visit.

- What does her apartment have?
- What does her apartment need? Make a list.
- Where can she buy the things? Put your ideas on the list.

Things Jessie needs	Place to shop
<u>chairs</u>	<u>Dailey's Department Store</u>

She needs some chairs in the kitchen. She can buy them at Dailey's Department Store.

**C** Compare your list with another pair's list.

Check out the World Link video.

Practice your English online at <http://elt.heine.com/worldlink>

## Review: Units 1–3

## 1 Storyboard

**A** Lisa and Eva are roommates. Look at the pictures and work with a partner to complete the conversations. More than one answer is possible for most blanks.

Storyboard comic strip showing Lisa and Eva's conversation:

- Panel 1: Lisa asks, "Hey Lisa, where are you going?" Eva replies, "I'm going to the supermarket."
- Panel 2: Lisa asks, "Can I go with you? I need some (any supermarket item)." Eva replies, "Sure! Let's go."
- Panel 3: Lisa asks, "Near the supermarket..." Eva replies, "Let's go into that (stationary, store, shop) (any stationary item)." Lisa says, "OK."
- Panel 4: Lisa asks, "Later, at the market..." Eva replies, "Do we need any coffee?" Lisa replies, "No, we have some at home."
- Panel 5: Lisa asks, "Do we need any tea?" Eva replies, "Yeah, let's get some."
- Panel 6: Lisa says, "Thank you for shopping!" Eva replies, "I think we have everything. Let's go home."

**B** Practice t

32 REVIEW • Units

## 5 Listening: The Perfect Diet?

**A** Tino and Mary are talking about Tino's diet. Listen and circle your answers.

Audio 1  
Track 20

- Which sentence is true?
  - Mary thinks Tino eats too much.
  - Tino is worried about his health.
  - Mary thinks Tino's diet is too unhealthy.
  - Tino is worried about Mary's health.
- What is Tino NOT eating?
  - protein
  - vegetables
  - fruit

**B** Listen again. Which foods can he eat? Check the boxes.

Audio 1  
Track 20



**C** Discuss this question with a partner and explain your opinion: Is Tino's diet healthy?

## 6 Talk About ...



Get into a group of three people and do this activity.

- One person chooses a topic from the list and says it to the group.
- Each person in the group asks the first person a question about the topic. That person answers each question.
- Take turns and repeat steps 1 and 2 for each topic.
  - your hobbies
  - why you are learning English
  - your favorite music
  - a country you want to visit
  - your favorite TV show
  - your favorite food
  - your best friend
  - something you don't like

**Review** sections appear every three units and actively engage students in utilizing the language learned with the intention of mastering fluency.

## 2 See It and Say It



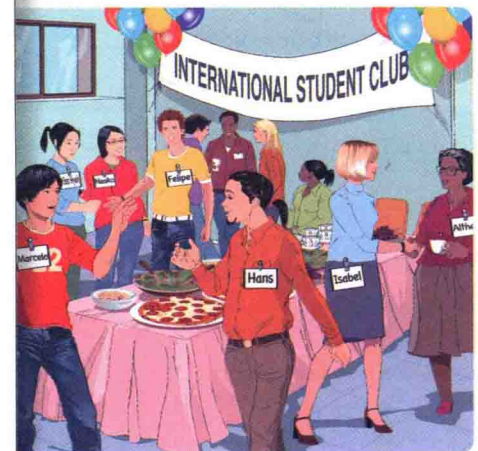
**A** Describe a person in the picture below to your partner. Don't say the person's name. Your partner guesses the person.



**B** Talk about the picture.

- Where are these people?
- What are they doing?
- Which people are meeting for the first time? How do you know?

This person is tall. The person has long hair and ...



pair or group of people. With a partner, role play a conversation of five to six sentences about the picture.

Hi, I'm Felipe ...

Hi, Felipe. Nice to meet you. My name is ...

REVIEW • Units 1–3 33

REVIEW • Units 1–3 35

## World Link Workbook

## 3 Language Workout

A What's on the table? Write the count and noncount items in the correct list.

Count: three apples

\_\_\_\_\_

\_\_\_\_\_

Noncount: some grapes

\_\_\_\_\_

\_\_\_\_\_



B Fill in some or any.

- I want to buy \_\_\_\_\_ new books.
- Do you have \_\_\_\_\_ brothers or sisters?
- Jose is reading \_\_\_\_\_ interesting books.
- My city has \_\_\_\_\_ very old buildings.
- Do you want \_\_\_\_\_ ice cream?
- There aren't \_\_\_\_\_ mountains in my country.
- Please get \_\_\_\_\_ soap at the drugstore.
- Does Mrs. Yoon have \_\_\_\_\_ children?
- I can't make a cake. There aren't \_\_\_\_\_ eggs.
- Can I have \_\_\_\_\_ milk, please?

C Rewrite the sentences. Correct one mistake in each sentence.

- I'm sorry. I don't have some money with me today.  
\_\_\_\_\_
- We have some tomatoes and some lettuces for the salad.  
\_\_\_\_\_
- I'll go to the store and buy any soda.  
\_\_\_\_\_
- Do we have some soap in the bathroom?  
\_\_\_\_\_
- Are there any potato on the table?  
\_\_\_\_\_

Workbook options reinforce vocabulary, skills, and structures taught in the core materials.

## 2 Conversation Workout

A Unscramble the sentences.

- right / straight / go / and / turn  
\_\_\_\_\_
- Main / on / left / Street / turn  
\_\_\_\_\_
- on / it's / First Avenue / the / of / corner / Court Street / and  
\_\_\_\_\_
- block / of / it's / in / middle / the / the  
\_\_\_\_\_
- left / go / one / and / block / turn  
\_\_\_\_\_

B Look at the map and complete the conversations.

Lin Chul and Jan  
use station  
Bridge Theater  
Carla's Cafe  
Barry  
let's Hair Salon  
grocery store  
Jimmy's Gym  
bookstore



- Example: A: Is there a coffee shop around here?  
B: Yes. There's a cafe on the corner of Court Street and 2nd Avenue.
- A: Excuse me. Where's the grocery store?  
B: It's on the \_\_\_\_\_.
- A: Where's Jimmy's Gym?  
B: It's on \_\_\_\_\_ It's in the middle \_\_\_\_\_.
- A: Is there a movie theater near here?  
B: Yes. The Bridge Theater is on \_\_\_\_\_ It's \_\_\_\_\_ the bus stop.
- A: What is that building on Court Street across from Jimmy's Gym?  
B: That's the \_\_\_\_\_.

C Write conversations about your neighborhood.

- Part Excuse me. Is there a coffee shop near here?  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- Part And is there a bank or an ATM?  
A: \_\_\_\_\_  
B: \_\_\_\_\_

Lesson A • Places in my neighborhood 39

## Lesson B On vacation

## 1 Vocabulary and Language Workout

A Complete the sentences. Use a word from the box.

buy	check	get	go
pack	rent	show	take

- We need to \_\_\_\_\_ a car.
- You can \_\_\_\_\_ a passport at the post office.
- They plan to \_\_\_\_\_ sightseeing in New York City.
- I have to \_\_\_\_\_ my suitcase.
- I \_\_\_\_\_ photos of my vacation to all my friends.
- We can \_\_\_\_\_ into the hotel at 3:00.
- Where can I \_\_\_\_\_ a plane ticket?
- I always \_\_\_\_\_ photos of famous places I visit.

B Circle the correct answer.

- This plane ticket is (my / mine).
- Is this (him / his) car?
- Please show this photo to (their / them).
- This suitcase belongs to (her / hers).
- These shopping bags are (our / ours).
- Is this book (your / yours)?

C Complete the sentences with the correct pronoun form.

- Example: These are their clothes. These clothes are theirs.
- Is that my seat? Is that \_\_\_\_\_?
  - Give her your passport. Give your passport to \_\_\_\_\_.
  - These keys belong to him. These are \_\_\_\_\_ keys.
  - Do these keys belong to you? Are they \_\_\_\_\_ keys?
  - I talk to my parents a lot. I talk to \_\_\_\_\_ every week.



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