

Lesson Planner
教师用书

Second Edition (第二版)

World Link

Developing English Fluency

环球英语教程



Susan Stempleski
Nancy Douglas
James R. Morgan

入门级

Andy Curtis



W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com



(第二版)

World Link

Developing English Fluency

环球英语教程



常州大学图书馆
藏书章

Susan Stempleski
Nancy Douglas
James R. Morgan

入门级
Lesson Planner
教师用书

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目 (CIP) 数据

环球英语教程 (入门级) 教师用书 / (美) 斯特姆斯基 (Stempleski, S.) 等编. - 2版.

—上海: 上海外语教育出版社, 2013

ISBN 978-7-5446-3412-0

I. ①环… II. ①斯… III. ①英语—教学参考资料

IV. ①H31

中国版本图书馆CIP数据核字 (2013) 第139668号

图字: 09-2013-41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: 021-65425300 (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: 施 茵

印 刷: 上海市崇明县裕安印刷厂

开 本: 850×1168 1/16 印张 22.5 字数 726千字

版 次: 2014年2月第1版 2014年2月第1次印刷

印 数: 2 100 册

书 号: ISBN 978-7-5446-3412-0 / G · 1041

定 价: 75.00 元

本版图书如有印装质量问题, 可向本社调换

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

Susan Stempleski
Nancy Douglas
James R. Morgan

Copyright © 2011, 2005 by Heinle, a part of Cengage Learning
Original edition published by Cengage Learning. All rights reserved.
本书原版由圣智学习出版公司出版。版权所有，盗印必究。

Shanghai Foreign Language Education Press is authorized by Cengage Learning to publish and distribute exclusively this 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.

本书英文影印版由圣智学习出版公司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。

Cengage Learning Asia Pte. Ltd.
151 Lorong Chuan, #020-08 New Tech Park, Singapore 556741

本书封面贴有 Cengage Learning 防伪标签，无标签者不得销售。

出版前言

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

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

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

(1)第二版采用了将教学指导与学生用书放在一个合和页内左右一一对应的形式,将习题答案凸显并嵌入学生用书练习中,方便教师从容使用;(2)增加了具体到点的教学提示、语言提示、文化提示和语法提示,为使用World Link(第二版)的教师提供重要信息和最新策略指导;(3)由加拿大Queen's University英语学院院长Dr. Andy Curtis执笔的职业发展内容,较之第一版,融入了对当代英语教学更多、更进一步的认识,旨在帮助教师全面了解自我、了解英语教师这个职业,从而培养教师具备更高的职业素养;(4)结合当代教学环境和科技进步,第二版为教师提供了更多能帮助他们简化备课和教学过程的工具:教师

用书附赠的教师资源光盘为教师提供了用于课堂内外的拓展活动资料 and 教学工具；互动式教学资源包（DVD-ROM）集学生用书、练习册、视频、音频及其他内容于一体，利用互动白板或数据投影仪，辅助教师课堂教学。

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

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

上海外语教育出版社

前言

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

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

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

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

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

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

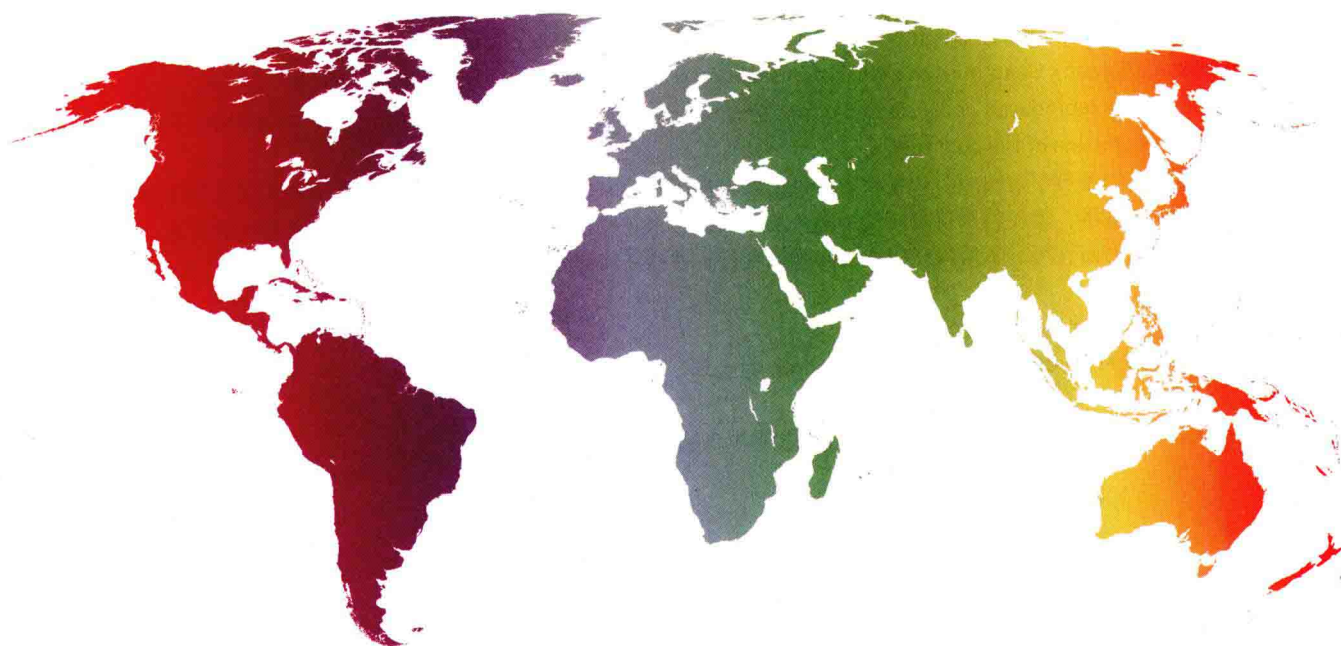
二零零五年冬于汕头

Second Edition

Lesson Planner

World Link

Developing English Fluency



Susan Stempleski
Nancy Douglas
James R. Morgan

Intro

Contents

World Link Intro Program Walk-Through	T1
Professional Development Pages by Dr. Andy Curtis	T11
Resource Integration Guide	T22
Lesson Plans and Student Book pages with Answer Keys are found on facing pages (2a and 2)	
Unit 1	2a, 2
Unit 2	12a, 12
Unit 3	22a, 22
Review Units 1-3	32a, 32
Unit 4	36a, 36
Unit 5	46a, 46
Unit 6	56a, 56
Review Units 4-6	66a, 66
Unit 7	70a, 70
Unit 8	80a, 80
Unit 9	90a, 90
Review Unit 7-9	100a, 100
Unit 10	104a, 104
Unit 11	114a, 114
Unit 12	124a, 124
Review Unit 10-12	134a, 134
Language Summaries	138
Grammar Notes	144
Skills Index	T155
World Link Intro Audio Scripts	T156
World Link Intro Workbook Answer Key	T171

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.

2 Listening Where in the world?
Skills: Make predictions; Listen for details

Warm Up
Tell students that in this activity, they are going to listen to part of a TV game show. Ask students about game shows that they are familiar with. What are the questions about? Are they easy or difficult? What do people win?

A Write the countries below on the world map. Check your answers with a partner.
If possible, bring a large world map to class and hang it on the board. Pronounce the countries on the map in the Student Book for the class to repeat, and point them out on the large map. Then tell students to fill in the names of the countries. If they don't know all of them, they should guess. When all students are finished, assign them to a partner to compare answers, and then check with the class.

B Where in the World? is a TV game show. Listen to each clue. Write a country from A in 1-3 below. Two countries in A are extra.
Explain to the class that they are going to hear about FIVE of the countries in A. They will hear information about the country, but they will not hear the name—they must find the answer, like on the game show. Play the audio several times.

B Teaching Option: Support/challenge
With weaker classes, allow students to compare answers with a partner after listening once. To challenge stronger classes, play the audio only once.

C Listen. Check your answers in B. How many did you get right?
Play the audio again, pausing after each statement to discuss the correct answer. Have students tell a partner how many correct answers they had.

EXTRA! Where in the world?
For further practice, divide the class into teams of three to four and have each team write five statements about different countries, similar to the ones they heard in the listening. As they work, circulate around the class, helping with vocabulary. Then have pairs of teams play the game together, keeping track of the number of questions they answer correctly. Which team in the class had the highest score?

ASK ANSWER
See how many of the statements the students can name. Practice the ones that are new to them: Argentinean/Argentine, Canadian, French, Peruvian, British (English, Scottish, Irish, Welsh), and American.

Culture Tip: UK and U.S.
The full name of the UK is the United Kingdom of Great Britain and Northern Ireland, and the nationality of a UK citizen is British. The country consists of four parts: England, Wales, Scotland, and Northern Ireland. English correctly refers only to a person from England, and this is a sensitive issue with Welsh, Irish and Scottish people.
There isn't an English word for people from the U.S. other than American. In English, it is understood that American means "from the United States." However, in North, Central and South American countries, "Americano" in Spanish, refers to people from all American continents.

3 Pronunciation Stressed syllables

A Listen and say the countries. Notice the stressed syllable.
This section introduces the idea of word stress—syllables that sound "louder" or "stronger" within a word. Play the audio for students to repeat chorally. Clap your hands for each syllable, with a louder clap representing the stressed syllable.

Teaching Tip: Dictionary use
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 Collins COBUILD Basic Dictionary of American English and how to read pronunciation.

B Listen and circle the stressed syllable in each country's name and nationality. Then practice saying the countries and nationalities with a partner.
Tell students they must find the stressed syllable in each word. Play the recording several times. When checking the answers, demonstrate the stress again by clapping your hands. Pronounce the words again for students to repeat, then divide the class into pairs for further practice.

13a LESSON PLANNER • Unit 2, Lesson A

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

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

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

5 Writing Interview questions: Studying English

Warm Up
With the class, look back at the interview in the Reading section, and talk about reasons why people do interviews. Ask students if they have ever done an interview (for example, a job interview, or an interview with a classmate). What did they talk about?

B Using your notes in A, tell a new partner about the person you interviewed. Try not to just read your notes.
Model this for the class. Write examples of notes on the board, and model expanding them in speaking (question 3: great-listening. He's doing great in class. His listening is improving a lot. After all pairs have finished, have a whole-class discussion about how students are doing, and which English skills they feel are improving (or not improving). This is a great opportunity to take stock of how the class is going, and which areas students would like to give more attention to.

EXTRA! Writing prompt
After students complete B, ask them to use their notes to write a group of sentences about their partner. Post their writing on the classroom walls for students to enjoy and learn about their classmates.

Teaching Tip: Paragraph vs. group of sentences
In English a paragraph is not just any group of sentences about the same subject. A paragraph has a set structure, with a topic sentence, supporting ideas, and a conclusion. Formal paragraph writing is not taught in this level of World Link. This is why directions for activities refer to a group of sentences rather than a paragraph.

World Link Video and World Link website
Remind students of the value of further practice outside the classroom. Ask students who have watched the video or done online practice to share their experiences.

6 Communication A student interview

Warm Up
With the class, talk about reasons why people study English. How many reasons can they add to the ones listed in the writing activity? Make a list on the board.

A Use the questions in the Writing activity to interview a partner. Write your partner's answers below.
With the class, talk about the questions they will need to get the first two answers. (What's your name? What's the name of your English class? What English class are you in?) Tell students that notes are short, and contain only the important words and ideas. They don't need to write complete sentences. (Writing only phrases will give them oral practice producing sentences in the next activity.) Then circulate around the class as students do their interviews, helping with vocabulary as needed.

Teaching Option: Speaking
Read through the questions with the class. Assign students to pairs and have each pair work together to make up similar questions about another class, or another activity the students are doing. Then tell them to change partners and take turns interviewing each other. When all pairs have finished, ask each student to tell the class about one answer their partner gave.

45a LESSON PLANNER • Unit 4, Lesson B

Writing Prompts

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

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

Interleaved Lesson Planner

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

Food and eating habits

Unit 5, Lesson A

1 Vocabulary Link

What's on the menu?

Warm Up

Introduce the topic of restaurants and their menus. Ask students to tell you the name of a restaurant they like to eat at, and one dish that's on the menu there. Write lists on the board.

Study the menu. Imagine you are at the airport now. What will you have to eat and drink? Tell a partner.

Ask if students are familiar with airport restaurants. Have them guess the kinds of foods that will be served there (simple food that people can eat quickly). Read the items on the menu, pronouncing them for students to repeat several times. If necessary, explain that sushi is small rice cakes with raw or cooked fish (from Japan), and a taco is a piece of crisp corn bread with meat or beans inside (from Mexico). Introduce the expression in the speech bubble (I'll have the sushi is used in restaurants—the definite article refers to "the sushi on the menu"). Then divide the class into pairs and have them talk about the foods they want. Call on a number of students to tell the class what they want, and compile a list on the board. Which dishes are the most popular?

Language Tip: Meals

Introduce the vocabulary in blue. Then ask students, "What's your favorite meal?" (breakfast, lunch, or dinner) and make a list on the board.

Culture Tip: Meals

In the U.S., people normally eat a small breakfast before work or class, such as a bowl of cereal or toast and coffee. A typical breakfast time is 7:00. People eat lunch at their school or workplace (or in a nearby restaurant) usually around 12:00. Many people just bring a sandwich or cold food from home. Dinner is the biggest meal of the day, eaten after work or school. Typical dinner times are 6:00–7:00 p.m. In Europe people usually eat later in the evening.

After students have discussed similarities and differences with their partner, tell them to mark any corrections on their partner's letter (you can suggest things to look for such as spelling or capital letters). Finish with a whole-class discussion of similarities and differences.

Teaching Option Process writing

After writing their e-mail, students should re-read it and make corrections. Remember that one draft is not enough. A student should write, have someone look at it for errors, and re-write.

Large Class Option

Combine pairs to form groups of four, and have them tell the other pair about the similarities and differences in their families.

LESSON PLANNER • Unit 5, Lesson B 64a

4 Language Link Have got

Warm Up

Talk about large families the students know. How many children are in the family? Would students like to be a member of such a family?

Read the information in the chart. Then complete the sentences below with *have got* or *has got*. Explain to the class that *have* and *have got* are two ways to talk about things you have or own. Give examples: *I have two sisters. / I've got two sisters.* Ask students to tell you about their brothers and sisters using both structures. Review the chart, pointing out the contractions, before students fill in the verbs.

Read the sentences in the box as a class. Point out the rule: we do not use *have got* with these types of sentences. Tell students to remember this rule for these types of sentences.

Grammar Tip: Have got

The form *have got* for possession is much more common in British English than in American English. In one corner of spoken English, it is used twice as frequently in British English. The meanings of *have* and *have got* for possession are the same. To a speaker of American English, *have got* sounds slightly less formal. The question and negative forms of *have got* are used much less frequently, so they aren't presented in this section. They are:

Negative: Subject + *have + not + got + object*
 have not got a car
Question: *have + subject + got + object*
 Have you got a cell phone?

Look at the list of things below. Circle the things you've got. Then compare your answers with a partner.

Review the list with the class, making sure they understand all the items. After students have circled their answers, read through the model conversation with them. Then assign students to a partner to discuss their answers. Remind them to use *have got* and encourage them to expand their answers and ask more questions.

Which things do you and your partner both have? Tell a new partner.
Teach the word both: *James has a bicycle. / I have a bicycle. Both James and I have bicycles.* Tell students to switch partners and report the things

4 Language Link Have got

Read the information in the chart. Then complete the sentences below with *have got* or *has got*.

In English, it's common to use *have* or *have got* in sentences to talk about things you have or own.

I have (got) a big family. / I've got a big family.

She has (got) a good job. / She's got a good job.

They have (got) two children. / They've got two children.

- Martin isn't single. He has got a girlfriend.
- I have got an older sister and a younger brother.
- Mom isn't home now. She has got a doctor's appointment today.
- My wife and I drive to work. We have got a car.
- Akemi's parents live in Japan. They have got a beautiful house there.
- Your school schedule is really busy this term! You have got eight classes.

Look at the list of things below. Circle the things you've got. Then compare your answers with a partner.

a boyfriend or girlfriend a brother or sister an MP3 player a car a big family
a cell phone a pet a son or daughter a job a bicycle

- Which things do you have?
- I've got a younger brother. What about you?
- Yeah, I also have a younger brother. He's 15. How old is your brother?
- He's 16.

Which things do you and your partner both have? Tell a new partner.

Both Mei and I have got a younger brother. Her brother is 15. My brother is 16.

5 Writing About my family

Write a letter to a pen pal from another country. Tell your pen pal about yourself and your family.

Dear Keiko,

Hello! My name is Paolo Gubari, and I'm from Italy. I'm a university student, and I'm majoring in business. I'm twenty and I'm single. I live with my parents in Milan. I've also got a sister. She's married and she has a daughter named Celia. So now I'm an uncle! How about you? Where do you live? What do you do? And how big is your family? Write back soon.
Paolo

What do you do?
I'm a student.
I'm an actor.

Exchange letters with a partner. Are your families similar or different? Tell the class.

64 LESSON B • Family relationships

Word Bank: More foods

Here are some common foods eaten both at home and in restaurants:
Breakfast: donut, oatmeal, pancakes, bacon, omelet, cheese, ham, sausage, fruit
Lunch: egg salad, tuna, ham sandwich, salad, hot dogs, chips, pickle
Dinner: beef, pork, fish, steak, chicken, potatoes, rice, spaghetti, vegetables (beans, carrots, peas)
Drinks: soda, lemonade, wine, beer, orange juice
Desserts: fruit salad, pie, pudding

Word Banks provide additional related vocabulary.

LESSON PLANNER • Unit 5, Lesson A 46a

Extra Features of This Lesson Planner

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

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

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

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

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.

Resources for World Link Intro			
Unit 1	Teaching Tips	Print Supplements	Media Supplements
Lesson A	Writing answers on the board, p. 2a Reviewing the alphabet, p. 3a Making listening activities easier, p. 3a Correction in speaking activities, p. 4a Read, look up and speak, 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
Lesson B	Listening for gist only, p. 8a Making and checking predictions, p. 8a Using photos to help understanding, p. 9a Process writing, p. 11a	*Workbook, Unit 1, Lesson B, pp. 5-7 *Video Worksheets (on Video Course Teacher's Guide pp. 47-49) *Video Course Workbook, Unit 1	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Classroom DVD-ROM, Unit 1 *Student CD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 1: 1B
Unit 2	Teaching Tips	Print Supplements	Media Supplements
Lesson A	Customizing content, p. 12a Dictionary use, p. 13a Acting a dialog, p. 14a	*Workbook, Unit 2, Lesson A, pp. 8-10	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2A
Lesson B	Making predictions, p. 18a Activating schemata, p. 18a Reconstruct the passage, p. 19a Peer correction, p. 20a Starting and ending pair, group, and class activities, p. 21a	*Workbook, Unit 2, Lesson B, pp. 11-13 *Video Worksheets (on Video Course Teacher's Guide pp. 50-52) *Video Course Workbook, Unit 2	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Classroom DVD-ROM, Unit 2 *Student CD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2B
Unit 3	Teaching Tips	Print Supplements	Media Supplements
Lesson A	Pronunciation: suprasegmentals, p. 23a Following a listening, p. 24a Drilling, p. 25a Checking understanding, p. 26a	*Workbook, Unit 3, Lesson A, pp. 14-16	*Classroom Audios Audio 1 *Interactive Presentation Tool DVD-ROM *Teacher's Resources CD-ROM, Unit Activities, Unit 3: 3A

Teacher's Resources CD-ROM

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

- Communicative activities
- Graphic organizers

Worksheet

5A: What do you like?

Look at the four places. Check the things you like at each place. Then ask your classmates what they like. Find classmates who like the same things as you.

SHAW FOOD CENTER

French Restaurant

Japanese Food

Fast Food

Italian Food

Santon Country Club

THE GLOBE THEATER

East Coast Community Club



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:

1 Greetings and Intros
Lesson A Getting to know you
Language Link
Subject: greetings and personal objectives with

6 A Match each sentence with a picture.

- a He is a soccer player.
- b You are a student.
- c It is a book.
- d I am a student.
- e She is a student.

The interface shows four small images: a woman, a man, a woman, and a man with a soccer ball. A larger image of the 'World Link Intro' DVD cover is also visible. At the bottom is a navigation bar with various icons.

MyELT
Welcome jing liu My Account Add Content Admin Tools Sign Out Help
English

Home Courses Students Gradebook Assignments All Activities

Courses Tutorial: How to Create a Course

Search
Course Name Find course name that contains Year All Find

Folders
Rename | Delete | Add Subfolder

Root

Expand Collapse

Course number Actions Course/Section key Start date End date

Create a New Course

NATIONAL GEOGRAPHIC LEARNING CENGAGE Learning Version 09.1000 Privacy Statement Terms of Use Copyright Notice Help

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

5 Food

Lesson A Food and eating habits

1 Vocabulary Link What's on the menu?



For the Light Eater

- cereal
- toast and butter
- two eggs
- soup and salad
- yogurt
- a sandwich
- fruit
- French fries

Main Dishes

- chicken and vegetables
- sushi
- spaghetti with meat sauce
- a hamburger
- fried rice bowl
- two chicken

Drinks

- coffee
- milk
- tea
- orange juice
- bottled water

A Study the menu. Imagine you are at the airport now. What would you eat and drink? Tell a partner.

B Answer the questions with a partner.

- On most days, what do you have for breakfast? lunch? dinner?
- Do you eat desserts often?
- What is your favorite food?

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

2 Listening What can I get you?

A Look at the photos below. Where are Leo and Mia? Listen. Circle the correct picture.




B Listen again. Circle the items that Mia and Leo order. Then answer the questions.

Which person eats in the restaurant? ("for here")? Mia

Which person eats out of the restaurant? ("to go")? Leo

C Order your lunch from the items in B. Use the language in the box to help you.

Ordering food

Server: What can I get you? / Anything to drink?

You: I'd like a soup and salad, please. Orange juice, please.

3 Pronunciation And, or

A Listen to the sentences. Notice how *and* and *or* are used.

Written:

I'd like coffee with milk and sugar.

Your meal comes with soup or salad.

B Practice saying the sentences with a partner. Then list.

- A ham and cheese sandwich, please.
- Where's the salt and pepper?
- Leo and I like Japanese food.

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 Do you like Indian food?

A Listen to the conversation. Then answer the questions.

- Does Jason like Indian food? Jason likes Indian food.
- What food does he dislike? He doesn't like curry.

Jason: Hey Marnie, it's lunchtime and I'm hungry.

Marnie: Me too. Do you like Indian food?

Jason: Yeah, it's okay.

Marnie: There's an Indian place near here—Little Delhi. Their curry dishes are great.

Jason: Actually, I don't really like curry.

Marnie: Well, they have soups and salads, and rice dishes too.

Jason: OK... sounds good. Let's go!

B Practice the conversation with a partner.

Restaurant name: Little Delhi
Kind of food: Indian
Food on the menu: soup, salads, curry, chicken and rice dishes

ASK ANSWER

Hey Pablo, I'm hungry. Let's eat dinner.

Okay. Do you like Chinese food?

What is your favorite restaurant or place to eat? What foods from other countries do you know?