

Second Edition (第二版)

# World Link

Developing English Fluency

## 环球英语教程

Student Book  
学生用书

Susan Stempleski  
James R. Morgan  
Nancy Douglas

# 3



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**Susan Stempleski**  
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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，可用于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。

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# Scope & Sequence

Unit/Lesson	Vocabulary Link	Listening	Language Link
<b>Unit 1: Indoors and Outdoors</b>			
<b>Lesson A</b> At home p. 2 <b>Lesson B</b> Public spaces p. 7	* <b>Home improvement</b> p. 2 <i>rearrange, repairs, options</i>  * <b>Public figures or private citizens?</b> p. 7 <i>privacy, rights, general public</i>	* <b>Colorful combinations</b> p. 3 Use background knowledge Make predictions from notes  * <b>That's none of your business!</b> p. 8 Infer information Choose an appropriate response	* <b>Participles used as adjectives</b> p. 5  * <b>Expressing prohibition</b> p. 10
<b>Unit 2: Life's Changes</b>			
<b>Lesson A</b> The times of your life p. 12 <b>Lesson B</b> Milestones p. 17	* <b>Parent or friend?</b> p. 12 <i>grown-up, childhood, teenagers</i>  * <b>A cross-cultural ambassador</b> p. 17 <i>got married, went to school, left home</i>	* <b>A very special day</b> p. 13 Listen for context Guess the meaning of words  * <b>Good times ahead</b> p. 18 Listen to infer information Listen for gist and detail	* <b>Review of future forms</b> p. 15  * <b>Modals of future possibility</b> p. 20
<b>Unit 3: Getting Information</b>			
<b>Lesson A</b> How we communicate p. 22 <b>Lesson B</b> In the news p. 27	* <b>We talk about everything.</b> p. 22 <i>gossip, chat, discuss, argue, share</i>  * <b>Have you heard the news?</b> p. 27 <i>local news, word of mouth, in the news</i>	* <b>Ask all your friends!</b> p. 23 Inference Listen for details  * <b>Your source for the news</b> p. 28 Listen for gist and detail	* <b>Participial and prepositional phrases</b> p. 25  * <b>Review of the present perfect</b> p. 30
<b>Review Units 1–3</b> p. 32			
<b>Unit 4: Men and Women</b>			
<b>Lesson A</b> How do I look? p. 36 <b>Lesson B</b> Dating p. 41	* <b>I like to wear bright colors.</b> p. 36 <i>wear makeup, get a tattoo</i>  * <b>A love story?</b> p. 41 <i>ask out, turn down, break up</i>	* <b>Say “cheese”!</b> p. 37 Use background knowledge Dictation  * <b>I want to go out with him.</b> p. 42 Understand character relationships Listen for details	* <b>The present perfect with <i>already, just, never, still, and yet</i></b> p. 39  * <b>Phrasal verbs</b> p. 44
<b>Unit 5: Being Different</b>			
<b>Lesson A</b> Mind your manners p. 46 <b>Lesson B</b> Adjusting to a new place p. 51	* <b>Good or bad behavior</b> p. 46 <i>appropriate, inconsiderate, polite</i>  * <b>Cross-cultural communication</b> p. 51 <i>jet lag, body language, personal space</i>	* <b>Here are the rules.</b> p. 47 Listen for context Make predictions Listen to paraphrases  * <b>We've been talking about . . .</b> p. 52 Listen for main topic Note-taking Make inferences	* <b><i>It + be + adjective + infinitive; gerund as subject</i></b> p. 49  * <b>Future time clauses</b> p. 54
<b>Unit 6: Big Business</b>			
<b>Lesson A</b> Success stories p. 56 <b>Lesson B</b> The ABCs of advertising p. 61	* <b>Talking about business</b> p. 56 <i>advertise, consume, purchase</i>  * <b>Up and down</b> p. 61 <i>recover, in a slump, increase</i>	* <b>An article about email</b> p. 57 Choose the best answer  * <b>Commercials</b> p. 62 Inference Listen for specific information	* <b>The passive: simple present and simple past</b> p. 59  * <b>Connecting words: <i>because, so, although / even though</i></b> p. 64
<b>Review Units 4–6</b> p. 66			



Pronunciation	Speaking & Speaking Strategy	Reading	Writing	Communication
<b>Saying a series of items</b> p. 3	<b>Why don't you fix it yourself?</b> p. 4 Making informal suggestions	<b>The father of American landscape architecture</b> p. 8 Make predictions from photos Find sentences to support your answers Find related words	<b>Classroom rules</b> p. 10 Make a list of dos and don'ts for the classroom	<ul style="list-style-type: none"> <li>* <b>An improvement project</b> p. 6 Making improvements to a room</li> <li>* <b>Which place would you protect?</b> p. 11 Discussing the protection of natural and historical sites</li> </ul>
<b>Emphasis patterns</b> p. 13	<b>I need a new license.</b> p. 14 Talking about plans and needs	<b>Life's stressors</b> p. 18 Use background knowledge Scan (timed)	<b>My future</b> p. 21 Write about possible events in the future	<ul style="list-style-type: none"> <li>* <b>The Magic Answer Bag</b> p. 16 Playing a game of predicting the future</li> <li>* <b>What will you do?</b> p. 21 Taking a quiz about your future</li> </ul>
<b>Stress: verb + preposition</b> p. 23	<b>Could I interrupt for a second?</b> p. 24 Interrupting someone politely	<b>Nutty news</b> p. 28 Use visual cues Scan for specific language or examples Sequence events	<b>An unusual news story</b> p. 31 Write a story about an unusual event	<ul style="list-style-type: none"> <li>* <b>Your future job</b> p. 26 Interviewing a person to find their future job</li> <li>* <b>Blogging</b> p. 31 Finding someone's future self</li> </ul>
<b>Different ways to say ch</b> p. 37	<b>I'm getting a tattoo!</b> p. 38 Disagreeing politely	<b>Ways to meet people</b> p. 42 Use background information Read for details Make inferences	<b>A personal ad</b> p. 45 Write a personal ad	<ul style="list-style-type: none"> <li>* <b>Act like a man</b> p. 40 Discussing ideas about gender</li> <li>* <b>Dating survey</b> p. 45 Taking and discussing the results of a dating survey</li> </ul>
<b>Linking the same sounds</b> p. 47	<b>Mmm. It's delicious.</b> p. 48 Asking about customs	<b>JT's travel blog</b> p. 52 Scan for details Identify writer's tone Make predictions about what will happen next	<b>A language barrier</b> p. 55 Write about overcoming a language barrier	<ul style="list-style-type: none"> <li>* <b>Subway rules</b> p. 50 Talking about what is polite and rude</li> <li>* <b>Help for the homesick</b> p. 55 Giving advice to homesick people</li> </ul>
<b>Stress on nouns and verbs with the same spelling</b> p. 57	<b>People first!</b> p. 58 Emphasizing important points	<b>Is advertising necessary?</b> p. 62 Recognize opinions Scan for words	<b>Consumer advice</b> p. 65 Write a product review	<ul style="list-style-type: none"> <li>* <b>What is made in your country?</b> p. 60 Creating a list of interesting facts about a place</li> <li>* <b>Rate the advertisement</b> p. 65 Reviewing advertisements</li> </ul>



# Scope & Sequence

Unit/Lesson	Vocabulary Link	Listening	Language Link
<b>Unit 7: Health</b>			
<b>Lesson A</b> How do you feel? p. 70	* <b>Adventure on a mountain</b> p. 70 <i>drowsy, dizzy, shiver</i>	* <b>A cold or the flu?</b> p. 71 Listen for specific information	* <b>Verb + noun / adjective / verb(-ing); noun + hurt(s)</b> p. 73
<b>Lesson B</b> Getting better p. 75	* <b>I'm sick of it!</b> p. 75 <i>homesick, worried sick, call in sick</i>	* <b>How's school?</b> p. 76 Listen for details Identify people	* <b>Reported speech: requests and commands</b> p. 78
<b>Unit 8: Sports and Hobbies</b>			
<b>Lesson A</b> In my free time p. 80	* <b>A great way to stay active</b> p. 80 <i>active member, where the action is, leisure time activity</i>	* <b>It's time to renew it.</b> p. 81 Listen to infer information Listen for context	* <b>The present perfect vs. the present perfect continuous</b> p. 83
<b>Lesson B</b> The active life p. 85	* <b>Around the world by car</b> p. 85 <i>pay for, run on, know about</i>	* <b>Choose the best response</b> p. 86 Listen to a statement and choose the best response	* <b>The simple past tense vs. the perfect tenses</b> p. 88
<b>Unit 9: Social Issues</b>			
<b>Lesson A</b> In my community p. 90	* <b>Are you old enough to vote?</b> p. 90 <i>make progress, vote for, taxes</i>	* <b>Together we can do it.</b> p. 91 Listen for speaker's attitude Listen for specific meaning Infer main points	* <b>Too and enough</b> p. 93
<b>Lesson B</b> People, people, everywhere! p. 95	* <b>The problem of sprawl</b> p. 95 <i>develop, development, force</i>	* <b>Urban or suburban?</b> p. 96 Use background information Inference	* <b>Future real conditionals</b> p. 98
<b>Review Units 7-9</b> p. 100			
<b>Unit 10: Having It All</b>			
<b>Lesson A</b> Money issues p. 104	* <b>Money quiz</b> p. 104 <i>get by, owe, short on money</i>	* <b>Rich and poor</b> p. 105 Listen for gist Inference	* <b>Wish-statements</b> p. 107
<b>Lesson B</b> Striking it rich p. 109	* <b>You're a winner!</b> p. 109 <i>accept, claim, donate</i>	* <b>Saving money, saving lives</b> p. 110 Listen for cause and effect Take notes	* <b>Negative modals</b> p. 112
<b>Unit 11: Honestly Speaking</b>			
<b>Lesson A</b> To tell the truth p. 114	* <b>Tell me the truth.</b> p. 114 <i>against the law, depends on the circumstances, an exception</i>	* <b>An empty desk</b> p. 115 Use background information Dictation	* <b>Present unreal conditionals</b> p. 117
<b>Lesson B</b> Who do you trust? p. 119	* <b>I have confidence in . . .</b> p. 119 <i>count on, trustworthy</i>	* <b>I completely agree.</b> p. 120 Determine the correct response to a statement	* <b>Reported statements</b> p. 122
<b>Unit 12: Our Earth</b>			
<b>Lesson A</b> The natural world p. 124	* <b>Endangered animals</b> p. 124 <i>extinct, illegal, mascot</i>	* <b>Rainforest animals</b> p. 125 Listen for gist Define unfamiliar vocabulary	* <b>Like as a preposition and a verb</b> p. 127
<b>Lesson B</b> The man-made world p. 129	* <b>Great structures</b> p. 129 <i>construction, withstand, links</i>	* <b>An engineer's job</b> p. 130 Identify correct photos for listening Listen for details	* <b>The passive with various tenses</b> p. 132
<b>Review Units 10-12</b> p. 134			



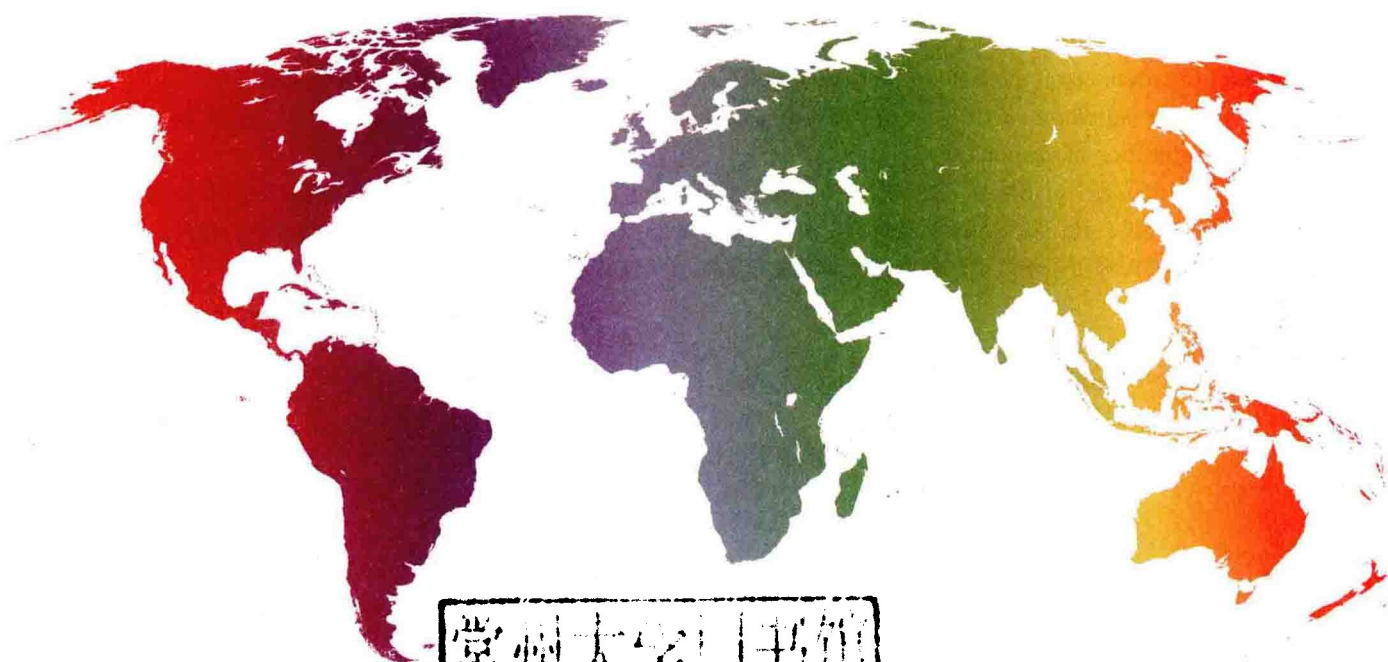
Pronunciation	Speaking & Speaking Strategy	Reading	Writing	Communication
<b>Dropping the h</b> p. 71	<b>I could never do that.</b> p. 72 Giving, accepting, and refusing advice	<b>Modern life challenges</b> p. 76 Scan for specific information Guess definitions from context	<b>Syndromes and solutions</b> p. 79 Write about a syndrome and a cure	<b>* Have you tried hypnotism?</b> p. 74 Role playing having a health problem and getting advice  <b>* A healthy and happy life</b> p. 79 Making a list of tips to have a happy life
<b>Compound nouns</b> p. 81	<b>It's played with a bat and a ball.</b> p. 82 Talking about a game	<b>A star in the X Games</b> p. 86 Use a title and photos to build background information Scan	<b>Go, team, go!</b> p. 89 Write about a team sport experience	<b>* Who is telling the truth?</b> p. 84 Playing a game to find out who is telling the truth  <b>* I'm known for . . .</b> p. 89 Asking questions to guess the identity of a famous person
<b>Sentence level stress</b> p. 91	<b>I'd like to talk to you about . . .</b> p. 92 Language for presentations	<b>Shrinking population</b> p. 96 Read and understand statistics Read for cause and effect	<b>What will happen if . . . ?</b> p. 99 Write about different future scenarios	<b>* Did you sleep enough last night?</b> p. 94 Completing a survey and interviewing a classmate  <b>* You're in charge!</b> p. 99 Preparing an election speech with campaign promises
<b>Linking the same consonant sound</b> p. 105	<b>Where's my soda?</b> p. 106 Apologizing for small and serious mistakes Accepting an apology	<b>The San people and the monks</b> p. 110 Make a prediction from titles and photos Recognize true statements	<b>An experience with money</b> p. 113 Write about a time you lost or found money	<b>* My wish list</b> p. 108 Talking about realistic and unrealistic wishes  <b>* A potential millionaire</b> p. 113 Taking a potential millionaire survey
<b>Repeating with rising intonation to show surprise</b> p. 115	<b>It's not cooked right.</b> p. 116 Insisting	<b>The kindness of strangers</b> p. 120 Make predictions Guess the meaning of words from context Sequence a story	<b>I said that I was sick.</b> p. 123 Write about a time you lied	<b>* Would you ever do this?</b> p. 118 Discussing the ethics of various situations  <b>* My little white lie</b> p. 123 Role playing a situation involving a white lie
<b>Practice with pauses</b> p. 125	<b>A summer job overseas</b> p. 126 Offering another opinion	<b>Building down</b> p. 130 Use content to ask questions Understand an author's opinion	<b>A famous landmark</b> p. 132 Write about a famous place you know	<b>* What in the world?</b> p. 128 Taking a quiz about geographical wonders  <b>* What is best for our city?</b> p. 133 Deciding which urban renovation project to undertake



Second Edition

# World Link

Developing English Fluency



Susan Stempleski  
James R. Morgan  
Nancy Douglas

常州大学图书馆  
藏书章

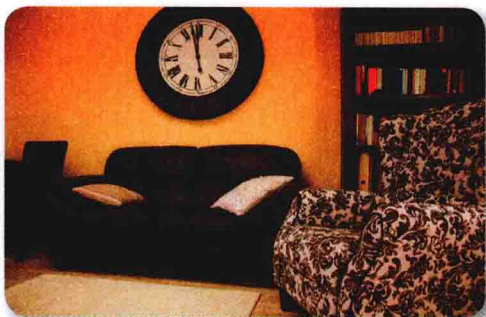
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# 1 Indoors and Outdoors

## Lesson A At home

### 1 Vocabulary Link Home improvement

**A** Look at the room below. Do you like it? Why or why not? What is one thing you would do to improve it?



**B** Now read this article. Think of a room you know. Which tip is the most helpful? Discuss with a partner.



rearrange = change position  
verb      object  
rearrange furniture

What do these re- verbs mean?  
retell    rewrite    reorganize

What objects follow them?

## TIPS ON WORKING WITH A SMALL SPACE

No space? No money? No problem! When it comes to **home improvement** ideas, we turn to our home furnishings expert, Eudora West. Here are her simple tips:

### COLOR

- Dark colors can make a small room look even smaller.
- Some colors, like orange and purple, can be **overwhelming** when used alone. **Combine** them with **neutral** colors, like beige and gray.

### ASK ANSWER

Who repairs things in your home?  
What works well in your bedroom right now?  
What doesn't work well? How could you reorganize your room?

### FURNITURE

- Large furniture doesn't **work well** in a small space.
- There are many space-saving **options** on the market. If you don't want to do anything new, you can **rearrange** the furniture you have.

### MIRRORS

- One easy way to make a small space look bigger: use mirrors. Your room will immediately appear larger.

### SIMPLE FIXES

- You can make a room look better quickly by fixing things that are broken. Can't **do the repairs** by yourself? Hire an expert to help you.



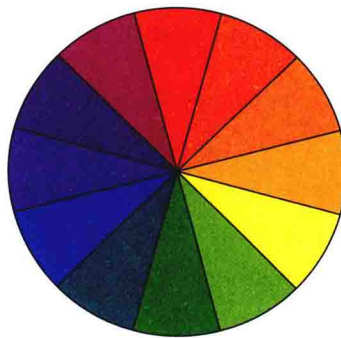
**C** With a partner, choose one of the **blue** words or phrases in **B**. Look it up in your dictionary. Be prepared to explain it to the class.



## 2 Listening Colorful combinations

**A** Look at the picture of a color wheel.  
Answer these questions.

1. When do you use a color wheel?
2. Which colors do you think are warm?  
Which ones are cool?



Audio 1  
Track 2

**B** Read the chart and predict the answers. Then listen and complete the notes.

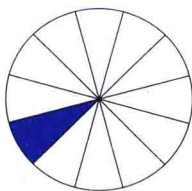
What the color wheel does	Shows us how to (1) _____ colors in an attractive way.
People who use the color wheel	painters, decorators, and (2) _____ designers
Primary colors	red, (3) _____, and (4) _____
Use of these colors	can (5) _____ them together to create (6) _____
Warm colors	yellow and (7) _____
Their effect	They have a lot of (8) _____. They come (9) _____ the viewer.
Cool colors	blue and (10) _____
Their effect	They are quiet and (11) _____. They move (12) _____ from the viewer.



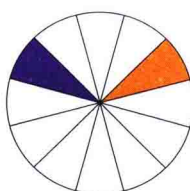
Audio 1  
Track 3

**C** Listen to the information about combining colors. Circle the correct picture.

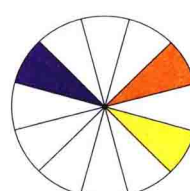
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ASK ANSWER

Look back at your answers in **B** and **C**.  
Explain the lecture in your own words.

What is your favorite color combination? Why?

## 3 Pronunciation Saying a series of items



Audio 1  
Track 4

**A** Listen to these sentences. Notice how the final item in a series has a falling intonation.  
Practice saying the sentences.

1. The three primary colors on the color wheel are red, yellow, and blue.
2. White, black, and gray are neutral colors.
3. Our living room has a sofa, table, and two chairs.
4. You can enlarge a space by using mirrors, light colors, and small furniture.



**B** Complete the chart below. Read and explain your answers to a partner.

My three favorite colors	
My hardest subjects in school	
My three favorite singers/actors	

I really like red, white, and green. They're my favorites because...

## 4 Speaking Why don't you fix it yourself?



Audio 1  
Track 5

**A** Emilia has just moved into a new apartment. Read the conversation and answer the questions.

- How does Emilia like the apartment? What's the problem?
- How does Felipe make suggestions to solve the problem? Underline the sentences.
- How does Emilia accept and refuse the advice? Circle the sentences.

**Emilia:** Thanks for your help, Felipe.

**Felipe:** No problem. How do you like your new apartment?

**Emilia:** It's great. I love it. There's just one thing . . .

**Felipe:** Yeah?

**Emilia:** I found a small crack in the wall.

**Felipe:** The wall is cracked? Really?

**Emilia:** Yeah. It's not too big, but it's in the living room and everyone can see it.

**Felipe:** Why don't you fix it yourself?

**Emilia:** Um . . . I don't think so. I'm not good at repairing things.

**Felipe:** I know! Try calling my friend, Sam. He can help you. He's a nice guy and he's very capable.

**Emilia:** That sounds like a great idea. Do you have his phone number?

**Felipe:** Sure. Hold on a second while I get it . . .



**B** Can you think of another way to solve Emilia's problem? What would you do? Tell your partner.

## 5 Speaking Strategy

### Useful Expressions: Making informal suggestions

With base form

With verb + -ing

Why don't you fix it yourself?

Have you thought about fixing it yourself?

I know what you should do. Call my friend.

Try calling my friend.

Read these two situations. Choose one and role play it. Then switch roles and role play the other situation.

**Student A:** Tell your friend about your problem.

Practice accepting and refusing suggestions.

**Student B:** Use the expressions in the chart to make suggestions.

**Problem:** It's 2:00 a.m. You return home and can't find the key to your house. You're locked out! Your parents are sleeping and they will be angry if you wake them.

**Problem:** You have just moved into a new apartment. It has very few windows and is dark. You don't have a lot of money to spend on home decorating.



### Responding

Good idea!  
That's a great idea.  
Maybe I'll do that.  
Sounds good to me.  
I guess it's worth a try.  
I don't think so.  
No, I don't like that idea.



## 6 Language Link Participles used as adjectives

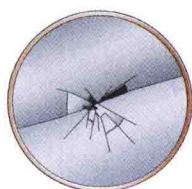
**A** Study the chart. Then complete the verb chart below. Look up any verbs you don't know.

Subject	Verb			Subject	Be	Past Participle
I	broke	the window.	→	The window	is	broken.
Water	froze	in the pipes.	→	The pipes	are	frozen.

• Past participle adjectives describe a state.

Present	Past	Past Participle	Present	Past	Past Participle
bend				cracked	
	burned		flood		
clog			jam		

**B** Use the verbs in **A** + *be* to describe the pictures below.



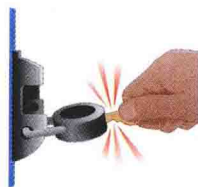
1. The mirror is cracked.



2. The light bulbs \_\_\_\_\_ out.



3. The basement \_\_\_\_\_.



4. The lock \_\_\_\_\_.



5. The drain \_\_\_\_\_.



6. The keys \_\_\_\_\_.

**C** Complete the sentences with the correct form of the word in parentheses.

- This room needs a lot of work. The walls \_\_\_\_\_ (crack) and the floor \_\_\_\_\_ (stain).
- It rained a lot and now the house is \_\_\_\_\_ (flood).
- Don't \_\_\_\_\_ (jam) the key into the lock. You don't want to \_\_\_\_\_ (break) it.
- Someone \_\_\_\_\_ (break) the window last week. I can't believe it \_\_\_\_\_ still \_\_\_\_\_ (break).
- The little boy \_\_\_\_\_ (throw) something into the sink. Now the drain \_\_\_\_\_ (clog).



**D** Is there anything in your home that is broken or not working properly? How can you fix it? Tell a partner.

One of the cabinet doors is broken. It doesn't close properly.

Why don't you...?

## 7 Communication An improvement project



**A** Look at this picture of a local hospital waiting room. Answer the questions with a partner.



1. Would you like to visit this hospital? Why or why not?
2. What are some of the problems with this waiting room?
3. What can you do to fix some of these problems?

**B** Read about a contest.

- A local company wants to improve the room in **A**. They are sponsoring a design contest.
- You are going to enter the design contest. Using the picture in **A**, come up with at least five ideas for improving the room.
- Your goals are to make the room more welcoming and comfortable.
- The winning design team will receive \$25,000!



**C** Working with two partners, come up with some ideas for the design contest. Write them here.

OUR IDEAS TO MAKE THE ROOM MORE . . .	
welcoming	comfortable



**D** Present your ideas. Take turns speaking and introducing yourself to the class.

Language for presentations	
Starting out	Introducing yourself
Hello, everyone. I'd like to thank you for coming. Let me tell you a little about myself.	My name is . . . I'm (name) from (school / company).



# Indoors and Outdoors

## Lesson B Public spaces

### 1 Vocabulary Link Public figures or private citizens?

**A** Look at the photo on the right and read the information.  
Who are the paparazzi and what do they do? Why do they do it?



**B** Read the opinions below. Can you guess who said each one? Match a picture to each statement. Explain your choices to a partner.

a. My **private life** is my own.  
What I do in my free time  
is **none of your business**.

b. Singers and actors are **public figures**. The  
**general public** is interested in them. It's  
natural to have paparazzi following them.  
I work with the paparazzi all the time.

c. I'm a fan and I like to read about famous  
people. But I feel sorry for them. When they  
go out **in public**, the paparazzi follow them.  
Celebrities never **have** any **privacy**. That's hard.

d. Movie stars, like all people, have certain  
**rights**. For example, you can't **disturb**  
(= bother) them in their own homes.



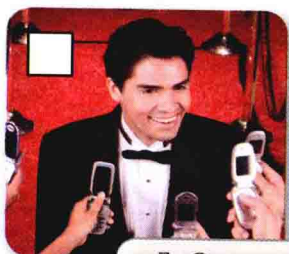
The paparazzi are photographers who follow famous people and take pictures of them. They then sell the photos to websites and magazines.



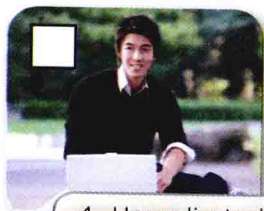
1. Clark, *Take a Look*  
magazine owner



2. Desiree, lawyer



3. Cesar, actor



4. Hong-li, student



#### Word Partnerships

These expressions go together with some form of the words *private* and *public*. Which one partners with only one of them?

~ life ~ owned business  
~ school ~ conversations  
open to the ~



**C** Complete the chart below with **blue** words from **A**. Then tell a partner: How are the *public* and *private* phrases different?

Public	Private / Individual
1. a _____	1. a <b>private citizen</b>
2. the _____	2. one person
3. (do something) _____	3. (do something) <b>in private</b>
4. your public life	4. your _____

A public figure is someone famous, like a movie star.  
But a private citizen...



**D** Which opinion(s) in **B** do you agree with? Why?