

Second Edition (第二版)

# World Link

Developing English Fluency

环球英语教程

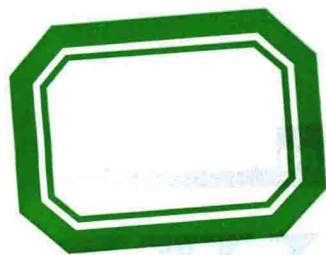
Student Book  
学生用书

Susan Stempleski  
Nancy Douglas  
James R. Morgan

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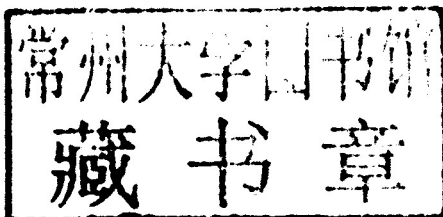


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## 环球英语教程



Susan Stempleski  
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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和教学工具；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。

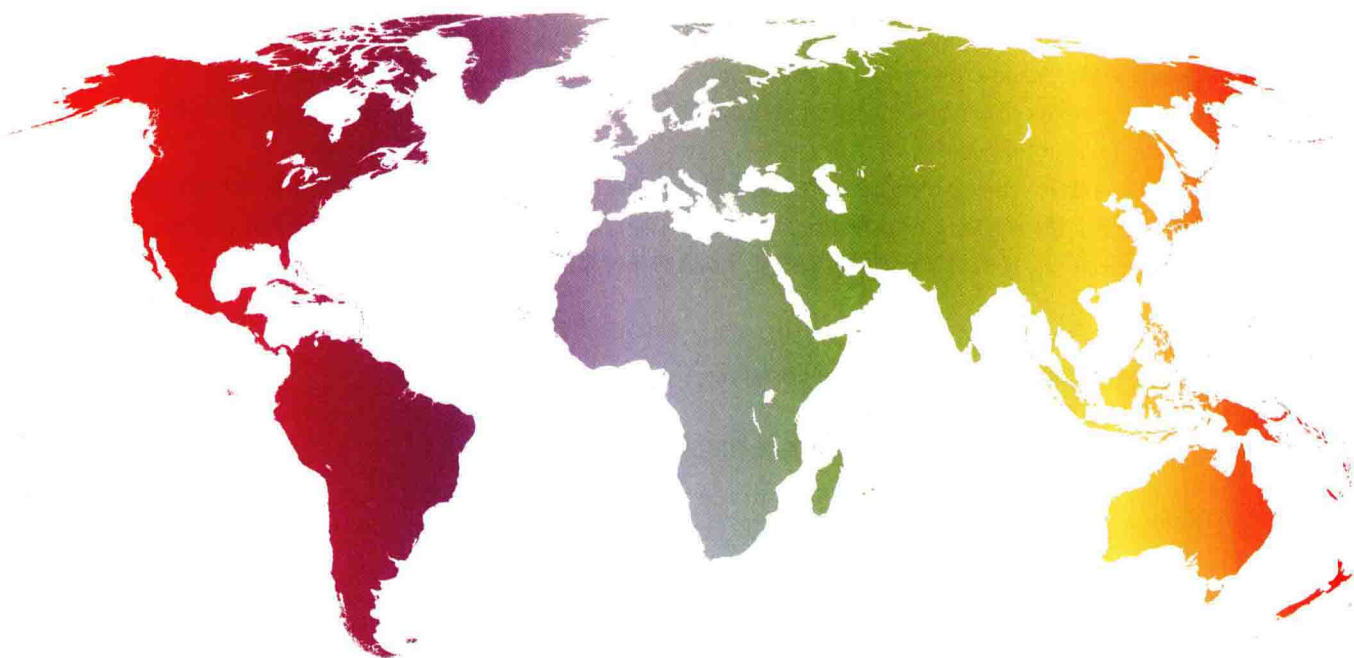
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Pronunciation	Speaking & Speaking Strategy	Reading	Writing	Communication
<b>Reduction of present continuous -ing ending</b> p. 3	<b>I'd like you to meet . . .</b> p. 4 Introducing a person Responding to introductions	<b>A book of memories</b> p. 8 Skim for the main idea Summarize a text	<b>The first day of class</b> p. 11 Write about a time you attended a class for the first time	* <b>Is it you?</b> p. 6 Guessing classmates' identities based on their habits * <b>Class awards</b> p. 11 Selecting classmates to receive different awards
<b>Sentence stress and rhythm</b> p. 13	<b>How about Thai food?</b> p. 14 Making and responding to suggestions	<b>The healthiest people in the world</b> p. 18 Use the title and photo to make predictions Scan to find information and complete a chart	<b>Restaurant review</b> p. 21 Write a review of a restaurant you know	* <b>Veronica's Restaurant</b> p. 16 Creating a radio advertisement for an improved restaurant * <b>Comparing foods</b> p. 21 Creating a menu for a new restaurant
<b>Past tense vowel shifts</b> p. 23	<b>I bet she's good at math.</b> p. 24 Talking about possibility	<b>Mysterious artwork</b> p. 28 Use photos to make predictions Identify main ideas in paragraphs	<b>A strange event</b> p. 30 Write your own ending to a story	* <b>Strange but true stories</b> p. 26 Retelling a story and discussing possibilities * <b>What's your theory?</b> p. 31 Discussing theories of unsolved world mysteries
<b>Unstressed of in rapid speech</b> p. 37	<b>I know what you're saying, but . . .</b> p. 38 Disagreeing	<b>Trendspotting</b> p. 42 Make predictions Understand text organization Draw conclusions	<b>What's your advice?</b> p. 45 Write a letter requesting advice	* <b>What should they do?</b> p. 40 Giving an opinion about what a person should do * <b>Do you need a makeover?</b> p. 45 Using a survey to determine your partner's trendiness
<b>Reduced forms of could you and would you</b> p. 47	<b>I'd like to make an appointment.</b> p. 48 Making appointments	<b>Surprising neighborhoods</b> p. 52 Use photos to make predictions Categorize information	<b>Come to my neighborhood</b> p. 54 Write about your neighborhood	* <b>My benriya service</b> p. 50 Creating an errand/chore service * <b>Improving your community</b> p. 55 Proposing a plan to make your community a better place
<b>Reduced pronunciation of going to</b> p. 57	<b>Look on the bright side.</b> p. 58 Offering another point of view	<b>An opportunity of a lifetime</b> p. 62 Make and check predictions Guess the meaning of words from context	<b>My life now and in the future</b> p. 65 Write predictions about your future	* <b>Find someone who . . .</b> p. 60 Talking to people about their plans for the future * <b>Predicting the future</b> p. 65 Using a profile to make predictions about someone's future



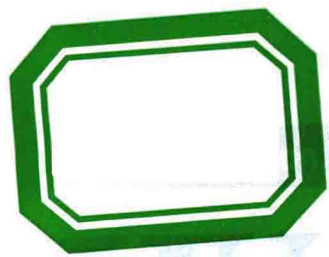
# Scope & Sequence

Unit/Lesson	Vocabulary Link	Listening	Language Link
<b>Unit 7: Let's Celebrate</b>			
<b>Lesson A</b> Party time! p. 70	* <b>Different kinds of parties</b> p. 70 <i>get together, have a good time, throw a party</i>	* <b>An important day</b> p. 71 Listen for main idea Categorize information	* <b>Similarity and agreement with so, too, either, neither</b> p. 73
<b>Lesson B</b> Festivals and holidays p. 75	* <b>International festivals</b> p. 75 <i>take place, first prize, perform</i>	* <b>The Race of Hope</b> p. 76 Listen for main idea and key details Draw conclusions	* <b>Time clauses with before, after, and when</b> p. 78
<b>Unit 8: Storytelling</b>			
<b>Lesson A</b> What's the story? p. 80	* <b>I love that show!</b> p. 80 <i>the same old story, a happy ending, predictable</i>	* <b>One sentence at a time</b> p. 81 Listen for details Listen to sequence events	* <b>Past continuous vs. simple past</b> p. 83
<b>Lesson B</b> Happily ever after p. 85	* <b>Modern fairy tales</b> p. 85 <i>struggle, survive, incredible</i>	* <b>The moral of the story is . . .</b> p. 86 Identify key details in a story Draw conclusions	* <b>Adverbs of manner</b> p. 88
<b>Unit 9: The World of Work</b>			
<b>Lesson A</b> Work history p. 90	* <b>Job qualities</b> p. 90 <i>knowledgeable, punctual, pleasant</i>	* <b>It's hard work.</b> p. 91 Infer information Make and check predictions Determine a speaker's attitude	* <b>The present perfect; for and since</b> p. 93
<b>Lesson B</b> Dream jobs p. 95	* <b>Not your typical job</b> p. 95 <i>demanding, hazardous, rewarding</i>	* <b>It's worth it.</b> p. 96 Listen for the gist and details Infer information	* <b>Verb + infinitive</b> p. 98
Review Units 7–9 p. 100			
<b>Unit 10: Telecommunications</b>			
<b>Lesson A</b> Telephoning p. 104	* <b>Give me a call.</b> p. 104 <i>on the phone, hang up, wrong number</i>	* <b>On the phone</b> p. 105 Choose an appropriate response	* <b>Permission with may, can, could, would / do you mind if . . .</b> p. 107
<b>Lesson B</b> Cell-phone society p. 109	* <b>How polite are you?</b> p. 109 <i>rude, raise your voice, banned</i>	* <b>Do you mind?</b> p. 110 Listen for gist Draw conclusions	* <b>Verb + gerund vs. verb + infinitive</b> p. 112
<b>Unit 11: Technology Today</b>			
<b>Lesson A</b> Then and now p. 114	* <b>They make life easier.</b> p. 114 <i>portable, durable, convenient</i>	* <b>Predicting the future</b> p. 115 Answer factual detail questions	* <b>Used to</b> p. 117
<b>Lesson B</b> Making life better p. 119	* <b>Too much plastic</b> p. 119 <i>reduce, prevent, restore</i>	* <b>Now you see it.</b> p. 120 Listen for main ideas and details Listen to sequence events	* <b>As . . . as</b> p. 122
<b>Unit 12: Let's Go Somewhere!</b>			
<b>Lesson A</b> Before you go p. 124	* <b>Tasks before a trip</b> p. 124 <i>empty the trash, exchange money, water the plants</i>	* <b>While we're away, could you . . . ?</b> p. 125 Listen for details Identify speakers	* <b>Modal verbs of necessity</b> p. 127
<b>Lesson B</b> Adventures in traveling p. 129	* <b>Airline travel</b> p. 129 <i>boarding pass, carry-on, check in</i>	* <b>A long weekend</b> p. 130 Listen for facts	* <b>The present perfect for indefinite time</b> p. 132
Review Units 10–12 p. 134			



Pronunciation	Speaking & Speaking Strategy	Reading	Writing	Communication
<b>Reduced want to</b> p. 71	<b>Do you want to go with me?</b> p. 72 Inviting someone to do something Accepting or refusing an invitation	<b>Get ready to get dirty</b> p. 76 Categorize information Guess the meaning of words from context	<b>In my country</b> p. 79 Write a description of a festival	* <b>Party planning</b> p. 74 Planning parties and deciding which one to attend  * <b>An unusual holiday</b> p. 79 Inventing a new and unusual holiday
<b>Was vs. wasn't; were vs. weren't</b> p. 81	<b>So then what happened?</b> p. 82 Telling a story	<b>The Cinderella story</b> p. 86 Identify main ideas in paragraphs Scan for details	<b>A fairy-tale diary</b> p. 89 Tell a story from another person's point of view	* <b>Who's telling the truth?</b> p. 84 Listening to two stories and determining who is telling the truth  * <b>Guess who I am</b> p. 89 Acting in English and seeing if others can guess who you are
<b>Reduced for in time expressions</b> p. 91	<b>Tell me a little about yourself.</b> p. 92 Interviewing for a job	<b>I love my job.</b> p. 96 Skim for the gist Summarize a text	<b>Writing about jobs</b> p. 98 Write about a job or a job interview	* <b>I really want this job!</b> p. 94 Role playing a real job interview  * <b>Guess my job!</b> p. 99 Playing a guessing game to discover classmates' jobs
<b>Repeating to clarify information</b> p. 105	<b>May I speak to Lisa, please?</b> p. 106 Using the telephone	<b>Phone free in the car?</b> p. 110 Understand main ideas and supporting details Understand referents	<b>Opinions about cell phones</b> p. 112 Write your opinion about cell phones	* <b>Good news!</b> p. 108 Role playing a telephone call that brings good news  * <b>How young is too young?</b> p. 113 Role playing a discussion about children and cell phones
<b>Pronunciation of s in used to and use / used</b> p. 115	<b>The fact is . . .</b> p. 116 Stating facts	<b>Rescue robots</b> p. 120 Understand a sequence of events Guess the meaning of words from context	<b>Comparing two products</b> p. 122 Write about two brands of the same item	* <b>Things have changed.</b> p. 118 Talking about how your life has changed in the last five years  * <b>Design your own robot.</b> p. 123 Presenting your ideas for a new robot
<b>Reduced have to and has to</b> p. 125	<b>I can't remember where it is.</b> p. 126 Saying you've forgotten something	<b>Traveling alone</b> p. 130 Make predictions from titles and photos Find examples to support answers	<b>Travel experiences</b> p. 132 Write about a place you've visited	* <b>What should we take?</b> p. 128 Deciding what items to take on a camping trip  * <b>Find someone who has . . .</b> p. 133 Surveying the class about their travel experiences





(第二版)

# World Link

Developing English Fluency

## 环球英语教程



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Nancy Douglas

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Student Book **2**  
学生用书

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

### 1 Vocabulary Link How do you know each other?



**A** Mario is talking about four people in his life. How does he know each person? Tell a partner.

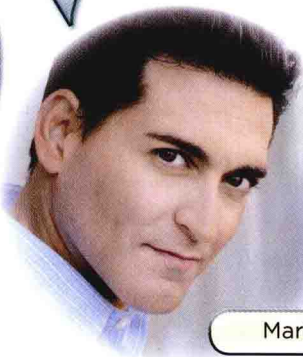
Cintra and I went out in the past, but she's not my girlfriend anymore. We're just friends now.

I met Tomas and Silvia in college. We attended the same school. They both live in different cities now, but we're still close friends.



Cintra

Adrian and I work together. He's a nice guy, but to be honest, he's just an acquaintance. I don't know him very well.

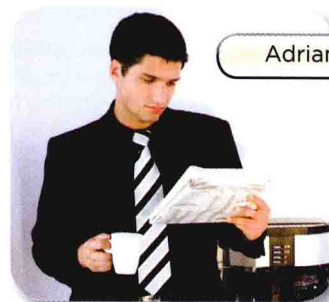


Mario



Tomas

Silvia



Adrian



**B** In **A**, find a word or phrase in blue that has a similar meaning to each underlined word or phrase in the sentences in the chart. Write the word or phrase on the line. Compare your answers with a partner.

Words used to talk about ...		
friends	workmates	classmates
1. Cintra and I <u>dated</u> in the past. <u>went out</u>	5. We're <u>coworkers</u> . _____	6. We <u>went to</u> the same school. _____
2. He's <u>someone I know, but not very well</u> . _____		
3. We're <u>not dating</u> now. _____		
4. We're still <u>good friends</u> . _____		



**C** Make a list of three people you know and then show your list to a partner. Tell your partner two facts about each person on your list.

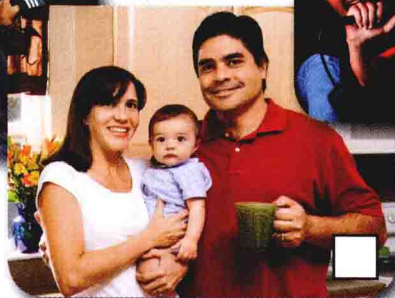
So, who is Yoon?

He's a good friend. We went to high school together.

## 2 Listening **How do you know Michael?**



- A** Look at the pictures below. How do you think the people in each picture know each other? Tell a partner.



Audio 1  
Track 2

- B** Listen to the conversations and number the pictures in **A** in the order (1, 2, 3) you hear them. One picture is extra.



Audio 1  
Track 2

- C** Look at your answers (1, 2, 3) in **B** and listen again. Which sentence is true about the people in each photo? Circle the correct answer.

- |                                     |                           |                           |
|-------------------------------------|---------------------------|---------------------------|
| 1. a. They're dating.               | b. They're acquaintances. | c. They're just friends.  |
| 2. a. They went to the same school. | b. They're just friends.  | c. They're coworkers.     |
| 3. a. They're in the same class.    | b. They're acquaintances. | c. They're close friends. |



- D** Look again at the pictures in **A**. Who are the people? How do they know each other? Tell a partner.

## 3 Pronunciation **Reduction of present continuous -ing ending**



Audio 1  
Track 3

- A** Listen to the conversations. Notice how the underlined verbs are pronounced. Then practice with a partner.

- |  |  |
|--|--|
| 1. <b>Clara:</b> Now I remember you.<br>How are you <u>doing</u> ? | 2. <b>Lisa:</b> Hey, Josh. Are you busy?                               |
| <b>Rakesh:</b> Fine. How about you?                                | <b>Josh:</b> Yeah. I'm <u>writing</u> a paper<br>for my English class. |
|  | <b>Lisa:</b> OK. Talk to you later.                                    |



- B** Practice reading the sentences below with a partner. Use the reduced pronunciation of *-ing*.

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. I'm trying to finish my homework. | 3. She's working in her garden. |
| 2. I'm fixing my car.                | 4. We're going to the movies.   |



Audio 1  
Track 4

- C** Now listen and check your pronunciation.



## 4 Speaking I'd like you to meet . . .



Audio 1  
Track 5

**A** Listen to the conversations. Who is meeting for the first time?

### Conversation 1

**Maria:** Hi, Junko.  
**Junko:** Hi, Maria. It's good to see you again! How are you?  
**Maria:** Fine. How about you?  
**Junko:** Pretty good.  
**Maria:** Oh, and this is my friend Ricardo. We both go to City University.  
**Junko:** Hey, Ricardo. Nice to meet you.  
**Ricardo:** Yeah, you too.

### Conversation 2

**Mr. Otani:** Morning, Miriam.  
**Miriam:** Good morning, Mr. Otani. . . . Oh, Mr. Otani, I'd like you to meet Andres Garcia. He started working here yesterday. Andres, Mr. Otani is our V.P. of Sales.  
**Mr. Otani:** Nice to meet you, Andres.  
**Andres:** It's very nice to meet you, too, Mr. Otani.



**B** Practice both conversations with two partners.

### ASK ANSWER

What does Maria say to introduce Ricardo?  
 What does Miriam say to introduce Andres?

## 5 Speaking Strategy



**A** Work in groups of three: Student A, Student B, and Student C.

1. Student A: Choose a famous person to be. Write down your identity on a piece of paper and give it to Student B.
2. Student B: Read the identity of Student A. Then introduce Student A to Student C formally.
3. Change roles and follow steps 1 and 2 again.



**B** Now introduce the "famous friends" you met in **A** to your other classmates. Use a formal or informal style.

Ana, I'd like you to meet  
 \_\_\_\_\_  
 (name)

It's nice to meet you,  
 \_\_\_\_\_  
 (name)

It's nice to meet you too, Ana.

### Useful Expressions

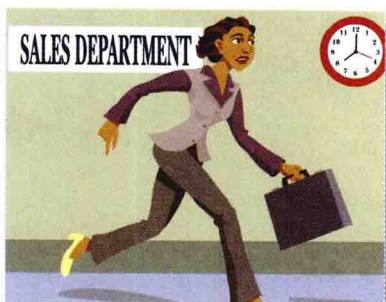
	Introducing a person to someone else	Responding to introductions
formal	Mr. Otani, I'd like to introduce you to Andres.	It's (very) nice to meet you. (It's) nice / good to meet you, too.
	Mr. Otani, I'd like you to meet Andres.	
	Junko, this is Ricardo.	Nice / Good to meet you. You, too.
	Junko, meet Ricardo.	
informal	Junko, Ricardo.	



## 6 Language Link The simple present vs. the present continuous

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

fact right now routine temporary



Diane **works** in the sales department. She always **arrives** at work at 8:00 a.m.



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



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

- Sentence 1 states a general \_\_\_\_\_. Sentence 2 talks about a habit or \_\_\_\_\_. Use the simple present.
- These events are happening \_\_\_\_\_. Use the present continuous.
- This is a \_\_\_\_\_ situation. Use the present continuous.

- B** Veronique Lesarg is a doctor. Use the simple present or present continuous to complete her profile.

My name (1) \_\_\_\_\_ (be) Veronique Lesarg. I (2) \_\_\_\_\_ (live) in Montreal. I (3) \_\_\_\_\_ (be) a pediatrician, a doctor for children. I usually (4) \_\_\_\_\_ (work) in a hospital, but these days, I (5) \_\_\_\_\_ (volunteer) for an organization called *Doctors Without Borders*. They (6) \_\_\_\_\_ (send) staff to other countries. This year, I (7) \_\_\_\_\_ (work) in Africa. At the moment, I (8) \_\_\_\_\_ (write) to you from a small village. There's no hospital here, so right now we (9) \_\_\_\_\_ (build) one.

### Time expressions and the present continuous

Find and circle the three other time expressions used with the present continuous in the profile.

- C** Complete these sentences to make questions in the simple present or the present continuous. Use the verbs in the box.

do eat have study take talk

- A:** Why are you studying English?  
**B:** I need it for my work.
- A:** \_\_\_\_\_ any other classes this term?  
**B:** Yes, I am—two business classes.
- A:** When \_\_\_\_\_ breakfast?  
**B:** About 7:00, usually.
- A:** How many brothers and sisters \_\_\_\_\_?  
**B:** Four brothers and one sister.
- A:** What \_\_\_\_\_ on the weekends?  
**B:** Play golf. And relax.
- A:** Who \_\_\_\_\_ to right now?  
**B:** Alex.



- D** Now take turns asking and answering the questions in **C** with a partner.



## 7 Communication Is it you?

**A** Take a sheet of paper and cut it into five strips.  
On strips 1-3, write the following:

1. a routine you never change
2. an unusual habit
3. a general fact about yourself

Continue your list.

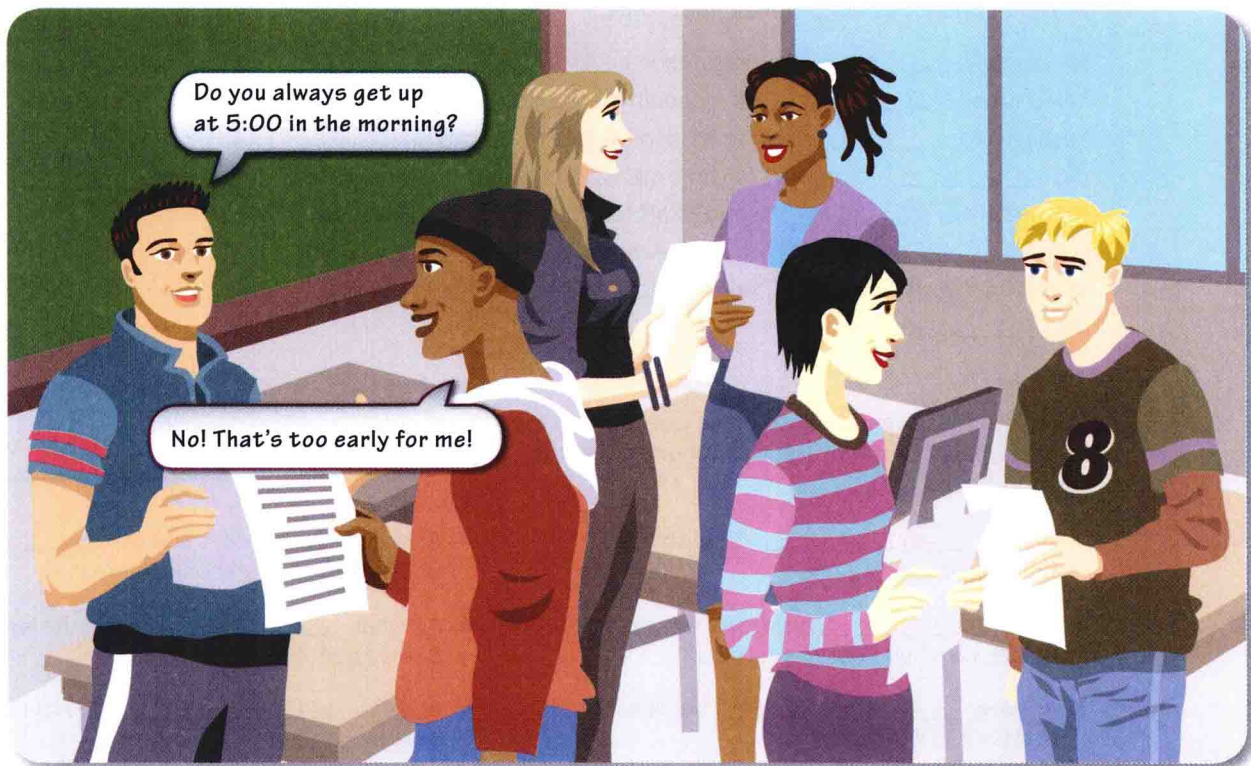
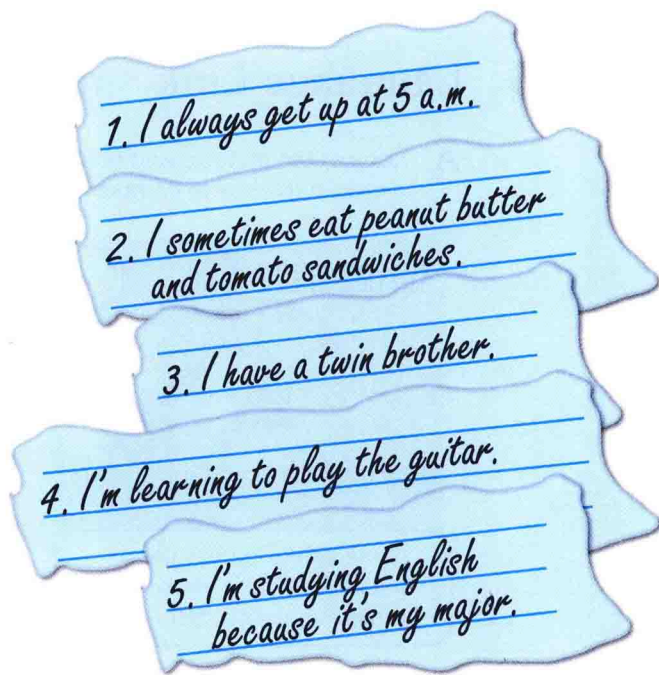
On strips 4 and 5, write the following:

4. an activity you are doing these days
5. why you are studying English

**B** Give your papers to the teacher. Your teacher  
will mix up the papers and give you five new sentences.



**C** Talk to your classmates.  
Ask questions to find out who wrote each sentence.



**D** Tell the class an interesting fact you learned about one of your classmates.