

Lesson Planner  
教师用书

Second Edition (第二版)

# World Link

Developing English Fluency

## 环球英语教程

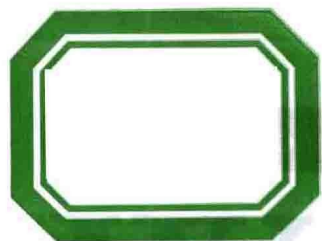
Susan Stempleski  
James R. Morgan  
Nancy Douglas

3

Andy Curtis



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

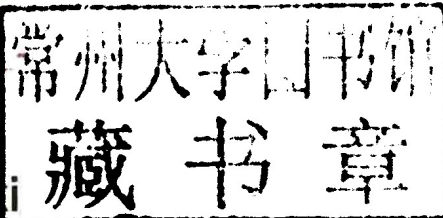


(第二版)

# World Link

Developing English Fluency

## 环球英语教程



Susan Stempleski  
James R. Morgan  
Nancy Douglas

Lesson Planner  
教师用书 **3**

**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 (3) 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 978-7-5446-2989-8

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 (2012) 第295613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: 刘 璟

印 刷: 常熟市华顺印刷有限公司

开 本: 850×1168 1/16 印张 22.5 字数 726千字

版 次: 2014年1月第1版 2014年1月第1次印刷

印 数: 2 100 册

书 号: ISBN 978-7-5446-2989-8 / G · 0981

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 3:  
Developing English Fluency  
2nd Edition**

**Susan Stempleski  
James R. Morgan  
Nancy Douglas**

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。他们在全世界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方式,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，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

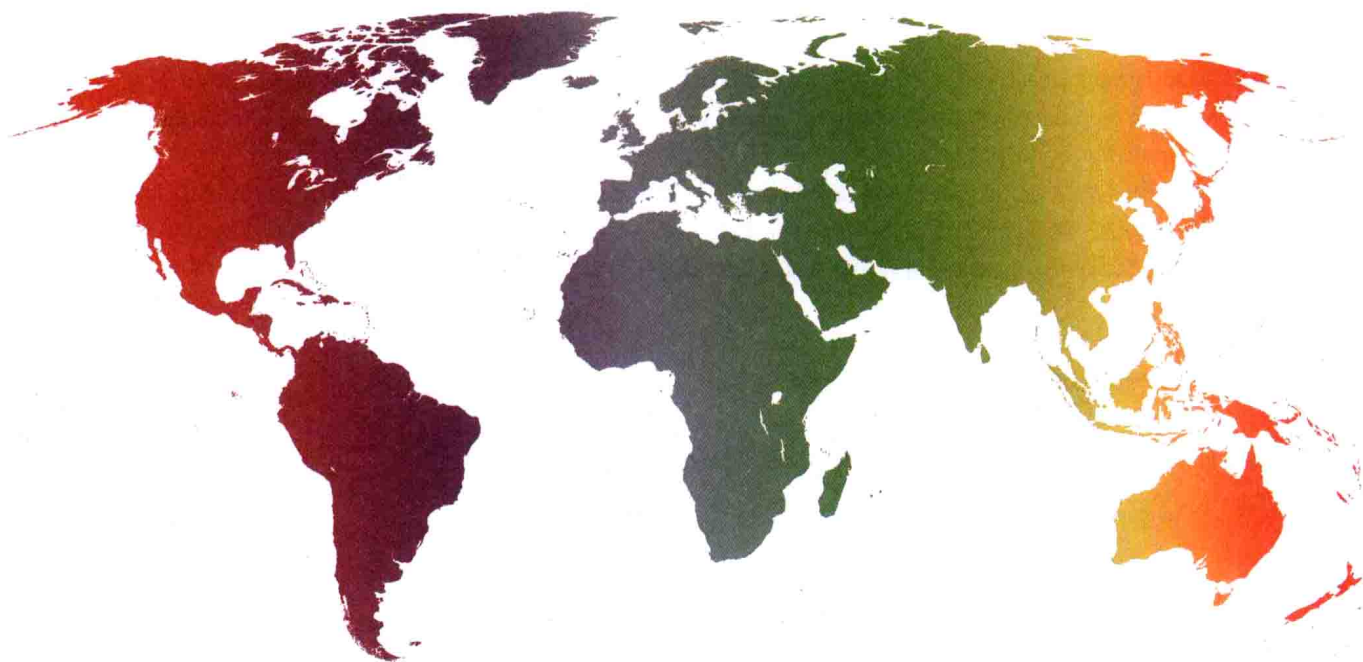
二零零五年冬于汕头

Second Edition

Lesson Planner

# World Link

Developing English Fluency



**Susan Stempleski**

James R. Morgan

Nancy Douglas

**3**



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

- 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

# The times of your life

## Unit 2, Lesson A

### 1 Vocabulary Link Parent or friend?

#### Warm Up

Draw a Venn diagram (two large overlapping circles side by side) on the board. Label one circle *parent* and the other *friend*. What words do students think of for each role? Write the words in the appropriate circle. Are there any words they think about with both *parents* and *friends*? Write those in the space where the circles overlap. Ask students if they think that their parents want to be their friends.

#### Teaching Tip: Venn diagrams

A Venn diagram is a graphic organizer that shows two overlapping circles. It is a simple way to present and understand the similarities and differences in two things. Similarities are in the intersection, while differences are on the two sides. There is a Venn diagram in the Teacher's Resource CD-ROM found in the back of this Lesson Planner.

#### A How would you describe your relationship with your parents? Check (✓) the box. Explain your answer to a partner.

3-5 min

Help students understand the vocabulary, including relationship and strict. Then read the sentences with the class, and explain any other vocabulary as necessary. Pair students to answer the question and discuss their answers.

#### Teaching Tip: Keeping students on task

When students are asked to work together with a partner or in a small group, some students may become distracted. Help students stay on task by giving very clear directions about what you want them to do. Then, while they are working, walk around the classroom from group to group. Often your presence alone is enough to help students get back on task. At other times, you may need to talk to students to make sure they are on task.

#### B Read the article. What is it about?

10-15 min

Give students 5 minutes to read the article. Tell students to look up new vocabulary words in their dictionaries. Ask students what new words they learned and write them on the board. Ask students to explain the meanings to the class.

Write "be + adjective" and the examples in the box on the board. See if students can come up with the possible answers. Note: the answers are opposite in meaning to the words given. Answer: the young, the old, the married. Ask students to think of additional examples. Note that these adjectives behave like nouns when used in this grammatical pattern.

#### B Teaching Option Support/challenge

Students can brainstorm more word combinations using the + adjective, and then write sentences using those word combinations. Remind them to use a variety of sentence structures.

10 min

C Which blue words in B describe grown-ups and what they do? Which ones describe children and teenagers? Write the words in the box. Which words are more informal than others?

The terms *adult* and *teen* are more informal than others. If time permits, ask some students to use these words in a sentence.

#### ASK ANSWER

Students can answer these questions with a partner. Then call on pairs to share their ideas and write them on the board. If you find that most students are thinking the same way, ask some to consider the opposite point of view.

10 min

#### EXTRA! Dictation

Dictate these sentences to students and tell them to write an age after each one.

She's too young to get married. / He's too old to ride a bicycle. / Her's too old to change jobs. / Her's too young to get married. / He's too old to learn a new language. / She's too young to drive a car. / He's too old to work. / She's too young to travel alone.

#### Word Bank: Adjectives that describe the quality of an age

babylish, newborn, infantile  
boyish, girlish, childish, childlike  
young, youthful, juvenile  
full-grown, grown  
mature, immature  
elderly, old, senior

LESSON PLANNER • Unit 2, Lesson A 129

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

**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.

## 6 Language Link Participle 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 <b>is</b> broken. |
| Water   | froze | in the pipes. | →  | The pipes <b>are</b> frozen. |

• Past participle adjectives describe a state.

| Present | Past   | Past Participle | Present | Past    | Past Participle |
|---------|--------|-----------------|---------|---------|-----------------|
| bend    | lent   | lent            | crack   | cracked | cracked         |
| burn    | burned | burned          | flood   | flooded | flooded         |
| clog    | choked | choked          | jam     | jammed  | jammed          |

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



2. The light bulbs **are broken** out.



5. The drain **is clogged**.



3. The basement **is flooded**.



6. The keys **are lost**.

• correct form of the word in parentheses.

The walls **are cracked** (crack) and the floor **is stained** (stain).

The key into the lock. You don't want to **break** (break) it.

break the window last week. I can't believe it **is** still **broken** (break).

(throw) something into the sink. Now the drain **is clogged** (clog).

What is broken or not working properly? How can you fix it? Tell a partner.

The doors **are closed properly**.

Why don't you...?

UNIT 1 • Indoors and Outdoors 5

## 4 Language Link

Review of the present perfect

## Warm Up

Arrange students in groups of six to eight. Give each group a soft ball or crumpled piece of paper. A student should ask a question using the form: Have you ever...? The student then tosses the ball to another student in the group. That student answers the question, then poses a new question and tosses the ball to another student. Continue until all students have had a chance to answer and ask a question using the present perfect.

A Study the chart. Then complete the news story below with the verbs in parentheses. Use the present perfect or the simple past.

Read the chart and the i-box with the class. Remind students that some of the sentences will use the present perfect but that others will use the simple past. Check the answers with the class.

## Grammar Tip: Present perfect with ever

Students often mistakenly use the term ever by putting it in positive statements such as:

\* I have ever been to Spain.

This construction is correct as a question or in the negative.

Have you ever been to Spain?

I have never been to Spain.

But it is incorrect when used in a positive statement. Ever should be used only for questions. Never is used only in negative statements. Ever means at any time, even once: Have you ever been sky diving? Students sometimes confuse ever with always, which means all the time. I have always enjoyed music. Not: I have ever enjoyed music.

Point out other examples to students of the difference between uses of the simple past and the present perfect. If the event has calculated, then the simple past is correct. Even if the sentence is describing a time period, if the event is still ongoing, then use the present perfect. I have lived in Tokyo for 5 years means that I still live there. I lived in Tokyo for 5 years means that I don't live there anymore.

B Unscramble the words to make sentences. Change the verbs in blue into the present perfect.

Do the first sentence together with the class. If students have difficulty with this activity, tell them to first identify the subject of the sentence, then put the verb in blue into the present perfect. They should be able to construct the rest of the sentence on their own. Check the answers with the class.

## 4 Speaking I need a new license.

## Warm Up

Ask if any students in the class have driver's licenses. How long have they had them? What did they need to do to get their licenses?

A Read the conversation between Yuri and Max. Then read the three false statements about Max. Correct them and make them true.

Tell students to look at the picture, and then talk about what is happening in it. Read the false statements about Max. Explain that students must use information from the conversation to infer information. Play the audio while the students listen. Check answers with the class. Note that the expressions driving test, driver's test, and driving exam all mean the same thing. Before explaining other vocabulary students don't know, ask if anyone can figure it out from the context.

## Teaching Tip: Inference

To understand what another person is saying, we often need to make inferences—to think about information beyond the person's actual words. For example: Janie: Do you like that book that you're reading? Rachel: It's very long. We can make the inference that Rachel doesn't like the book, even though she hasn't said it directly. Students do this automatically in their native languages, but they need to practice it explicitly in English. Draw their awareness to this strategy.

## B Practice the conversation with a partner.

For further practice, you can play the audio or read the conversation out loud for the class to repeat for accuracy of pronunciation. Then assign students to work in pairs to practice the conversation, and then switch roles. Remind students to look at their partner while speaking.

## EXTRA! Writing prompt

Students can write a paragraph about their experiences learning to drive. Who taught them? Did they take driver education classes? What was the road test like? Students who don't drive could write about a story they've heard from family or friends.

## 5 Speaking Strategy

A What do you think are these people's plans or intentions? What do they need to do? Share your ideas with a partner. Use the expressions in the Useful Expressions box.

Direct students' attention to the Useful Expressions box. Read each expression with students repeating after you. Ask students to suggest other expressions that could follow the verbs. For example, I'm planning to do an internship this summer. I'm going to apply for a scholarship. I'm thinking about buying a gift. Then point out the three pictures. Tell students that to use the Useful Expressions in A they need to change the content of the sentences after the verb. As students share their ideas with a partner, walk around the room listening and offering corrections if needed.

B Check (✓) the items you plan to do in the future. Add one more item to the list.

The purpose of B is to provide students with material to discuss in C. Tell students to complete this activity individually. There is no need to check the answers for this activity.

C Tell your partner what you plan to do and when. What do you need to do to make it happen?

Remind students to use the expressions from the Useful Expressions box when speaking about their plans. Explain that the second question What do you need to do to make it happen? requires them to think of first steps in order to accomplish their goals. For instance, if they want to vote in an election, first they need to register to vote. Remind students to include the additional items that they added themselves.

## Large Class Option

Before doing the Speaking Strategy, brainstorm with students possible suggestions for what could be done in the case of each item in A. Write these suggestions on the board. Be sure that students clearly understand the assignment. Have one or two students model C in the front of the class. Then form small groups of two to five students. Students should repeat their plans for others in the group.

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

LESSON PLANNER • Unit 2, Lesson A 14a

## 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.

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

# 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.

| Unit 1   | Teaching Tips  | Print Supplements   | Media Supplements  |
|----------|--|---|--|
| Lesson A | Working with a partner, p. 2a<br>Using a dictionary, p. 2a<br>Making listenings easier, p. 3a<br>Intonation patterns, p. 3a<br>Using role play effectively, p. 4a<br>Starting and ending pair, group, and class activities, 6a | *Workbook, Unit 1, Lesson A, pp. 2-4  | *Classroom Audios Audio 1<br>*Interactive Presentation Tool DVD-ROM<br>*Teacher's Resources CD-ROM, Unit Activities, Unit 1: 1A  |
| Lesson B | Supporting answers, p. 9a<br>Encouraging fluency and participation, p. 11a   | *Workbook, Unit 1, Lesson B, pp. 5-7<br>*Video Worksheets (on Video Course Teacher's Guide pp. 47-49)<br>*Video Course Workbook, Unit 1   | *Classroom Audios Audio 1<br>*Interactive Presentation Tool DVD-ROM<br>*Classroom DVD-ROM, Unit 1<br>*Student CD-ROM<br>*Teacher's Resources CD-ROM, Unit Activities, Unit 1: 1B |
| Unit 2   | Teaching Tips  | Print Supplements   | Media Supplements  |
| Lesson A | Venn diagrams, p. 12a<br>Keeping students on task, p. 12a<br>TOEFL, p. 13a<br>Inference, p. 14a  | *Workbook, Unit 2, Lesson A, pp. 8-10   | *Classroom Audios Audio 1<br>*Interactive Presentation Tool DVD-ROM<br>*Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2A  |
| Lesson B | Speaking activities, p. 17a<br>Organizing group work, p. 18a   | *Workbook, Unit 2, Lesson B, pp. 11-13<br>*Video Worksheets (on Video Course Teacher's Guide pp. 50-52)<br>*Video Course Workbook, Unit 2 | *Classroom Audios Audio 1<br>*Interactive Presentation Tool DVD-ROM<br>*Classroom DVD-ROM, Unit 2<br>*Student CD-ROM<br>*Teacher's Resources CD-ROM, Unit Activities, Unit 2: 2B |
| Unit 3   | Teaching Tips  | Print Supplements   | Media Supplements  |
| Lesson A | Dictionary use, p. 22a<br>Starting and ending group work, p. 26a   | *Workbook, Unit 3, Lesson A, pp. 14-16  | *Classroom Audios Audio 1<br>*Interactive Presentation Tool DVD-ROM<br>*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

9A: Too many problems

A. Write two sentences about problems for each category. Use some of the expressions from the box below with your own ideas.

There is too much (noise).  
There isn't enough (space).  
There is too little (fresh air).  
I have too much (paperwork).  
We need less/more (homework).

There are too many (trucks).  
There aren't enough (parks).  
There are too few (windows).  
I don't have enough (friends).  
We need fewer/more (teachers).

my life:

☐  
☐

our classroom:

☐  
☐

our school:

☐  
☐

my house or apartment:

☐  
☐

my neighborhood:

☐  
☐

my city:

☐  
☐

my country:

☐  
☐

the world:

☐  
☐

Now ask other people in the class about what they wrote. Put a check next to any of your sentences that were similar to what someone else wrote.

World Link 3 Unit 9 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

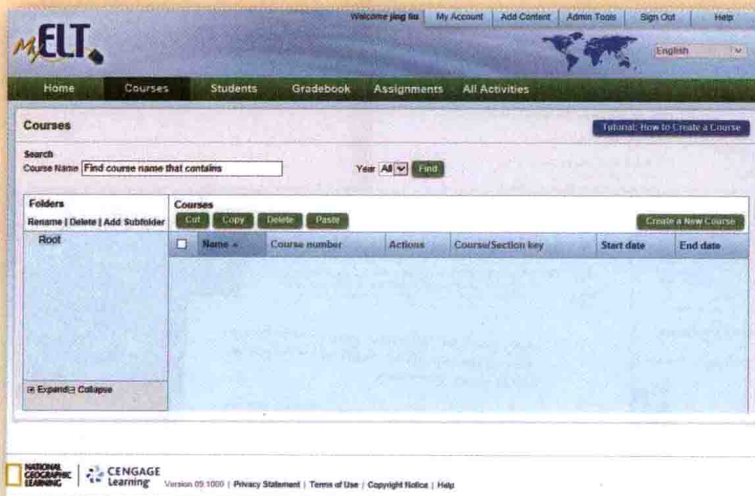
The *World Link* series offers additional Teacher Resources including:

**3** Getting Information  
Lesson A How we communicate
Vocabulary Link  
*We talk about our life.*

**1 C** Complete the sentences with the noun form of the words in the chart. In some cases, more than one word is possible. Use your dictionary for help.

- ☒ 1. We had a long \_\_\_\_\_ about the situation at work.
- ☒ 2. They got into a big \_\_\_\_\_ and started shouting.
- ☒ 3. She's giving a \_\_\_\_\_ on the new proposal later today.
- ☒ 4. It's impossible to carry on a \_\_\_\_\_ here. It's too noisy.
- ☒ 5. I hadn't seen her in a long time.  
We had a very nice \_\_\_\_\_.

| verbs    | nouns        |
|----------|--------------|
| argue    | argument     |
| chat     | chat         |
| converse | conversation |
| discuss  | discussion   |
| talk     | talk         |



### 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.

**ExamView®**  
Assessment Suite

### 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

## 9 Social Issues

### Lesson A In my community

#### 1 Vocabulary Link Are you old enough to vote?

**A** Doris Chavez and Amelia Smith are running for mayor. Read their ads. Then answer the questions by checking the correct box(es) with a partner.

##### DORIS CHAVEZ for mayor!

"We're making progress in many areas why change now?" **Doris Chavez**

In her first year as Mayor Chavez, I've started a new school lunch program for elementary school students. I've also worked with large companies to raise extra money for the city. I've managed to improve life for everyone—crime is down 30%.

There is no better choice than **Doris Chavez** for mayor!

##### AMELIA SMITH for mayor!

"No more public safety issues! It's time for change to use city funds!" **Amelia Smith**

As mayor, I will: expand the school lunch program to include older students; cut taxes on corporations & individuals; & increase the number of citizens in the city council to represent city residents better.

**Amelia Smith is the clear choice for mayor!**

1. Who is currently the mayor?

2. Who doesn't want to increase taxes?

3. Who is interested in the school lunch program?

4. Who mentions crime and safety?

**B** Look at the information in A. Find the word(s) in blue to complete the sentences.

- doing (something) the same way exactly
- eagerly, with great energy enthusiastically
- a fixed period of time term
- increase in size expand
- large companies corporations
- started launched
- promises plans
- moving forward making progress
- obvious clear
- a person who is competing for a position candidate
- members of a city or country citizens
- made someone pay money to the government taxed

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

#### 2 Listening Together we can do it.

**A** Read the sentences below. What does the word in blue mean? *campaign = a planned series of (political) activities with a particular goal in mind (in this case, to win the mayoral election)*

When do election campaigns typically happen?

There are two candidates running for mayor. The election campaign will run from February 1 to March 15.

**B** Listen to the beginning of speeches given by Doris and Amelia. Choose the best answer to complete each sentence. (There is one extra.)

- Doris is giving her speech because a. she is going to run for mayor.
- Amelia is giving her speech because b. she has been elected mayor.
- c. she has lost the race for mayor.

**C** Listen again. Choose the best answers.

- When Doris says *never in my wildest dreams* she means... a. she was pretty sure.
- When Amelia says *I gave it my best shot* she means... a. she was very disappointed.
- When Doris says *running neck and neck* she means... a. they had almost the same number of votes.
- When Amelia says *a record turnout* she means... a. a large number of people voted.

**D** Now listen to the rest of Amelia's speech. Check the top. What key words in the listening helped you choose your answer?

☒ the economy ☐ public transportation ☒ crime

*(the economy: rebuild downtown, corporations, companies, job business; crime: streets safer, police, emergency; education: build more schools, students, teachers, textbooks)*

#### 3 Pronunciation Sentence level stress

**A** Read these sentences from Amelia's speech aloud. Underline stressed (content) words.

- We need to rebuild downtown.
- We need to make our streets safer.
- We should build more schools.
- Let's prepare our children for the future.
- Together we can do it!

**B** Listen and check your answers.

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

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

#### 4 Speaking I'd like to talk to you about...

**A** Listen to the brief speech below. What is the problem? What is one thing causing it? Can you think of other causes?

*The problem is rush hour traffic. It is caused by too many cars on the road.*

Today I'd like to talk to you about rush hour traffic. I'll begin by telling you about the problem. Then I'll list the three things I think are causing this problem.

So, let's start by talking about rush hour traffic in this city. We've all experienced it, and in recent years it's gotten worse. Ten years ago, it used to take about 45 minutes to drive across town. Now it takes two hours. One of the main causes of this problem is too many cars on the road. More cars means more traffic and, of course, more traffic accidents. Another cause of rush hour traffic is...

#### 5 Speaking Strategy

**A** Match each word on the left with one on the right to make a list of common city problems. Can you add to the list?

|              |       |         |              |
|--------------|-------|---------|--------------|
| unaffordable | high  | streets | unemployment |
| dirty        | noise | housing | pollution    |

*unaffordable housing, high unemployment, dirty streets, noise pollution*

**B** Choose one of the community problems in A or one of your own. Work with a partner and complete the information below. *Answers will vary.*

Problem: \_\_\_\_\_

Causes of the problem:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C** Join another pair and follow the instructions. *Answers will vary.*

**Presenters:** Use the language for presentations to explain your problem in B clearly. One person should introduce the talk. The second person should explain the causes of the problem.

**Listeners:** Take notes. After the presentation, give suggestions for how to solve the problem.

##### Useful Expressions: Language for presentations

**Stating the purpose**

Today, I'd like to talk to you about...  
I'll begin by (talking about the issue).  
I'll provide an overview of (the issue).  
Then I'll list the (two / three / four)...

**Stating important points**

Let's talk first about...  
One of the main causes (of rush hour traffic) is...  
Another / A second cause of... is...  
And finally...



## 2 Listening Urban or suburban?

**A** Do you prefer to live in an urban or suburban area? Why? Explain your reasons to a partner. *Answers will vary.*



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

**B** Listen to each person talk about urban and suburban life. Follow the directions.

1. Match each speaker to her photo. Write A, B, or C in the photo.  
2. Where do they live now? Where do they want to live in the future? Write "U" for urban and "S" for suburban. Write "NM" if the information is "not mentioned."

A. Bella  
B. Anne  
C. Mercedes



now B  
future U

**C** Read the three sentences. What do you think the underlined you think would probably say each sentence? Listen and write.

1. I hope I can move—I have to wait and see. I guess.  
2. Now that I've put down roots, I probably won't move.  
3. I needed a change of scenery and I got it!

## 3 Reading Shrinking population

**A** Look at the title on page 97. What is the reading mainly about?

- a. the world's overpopulation problem  
b. the decreasing birthrate in some places  
c. the role of family in two countries

**B** These numbers are missing from the first paragraph of the text. Can you write them in? Guess with a partner.

6 12 111 1960 3,500

96 LESSON B • People, people, everywhere

Readings feature high interest topics in a variety of styles.

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.

## THE SHRINKING FAMILY

In some countries, has population control gone too far?

Did you know that

- It took only 18 years—from 1987 to 1999—for the population of the world to increase by one billion people. The world's population now stands at over 6 billion people.
- There were 1.12 billion people with more than one million people in 1982. By 1995 there were 280.
- Every 20 minutes, 8,500 new lives are added to the world's population.

In many countries, the population continues to grow and create a lot of new problems. Interestingly, however, family size is not increasing everywhere in the world. As men and women get married later in life and have more economic worries, they are being forced to make difficult decisions. As a result, some women are having fewer babies.

Experts believe that the education of women is important for successful population control. When women and young girls are educated, they participate more in family decisions. They have a voice in improving their own lives.

In both Mexico and Italy, family planning programs and new job opportunities for women have changed everything.

Elisa Sanchez is a mother in Monterrey, Mexico. She and her husband are both high school teachers in their thirties. They have two children. They don't plan to have any more.

"I was one of six children," says Elisa, "my husband comes from a family of seven. People used to have more children and those of supported their parents in old age. But now it's different."



Elisa's husband thinks smaller population, there be more job opportunities.

Gina Moretti works as a mother thinks it's a question. When are you? But actually, I can prove.

Gina is 32 and her mother and raise a family in 1958, one million baby number. The average (After 30, experts note), children. The population to support these seniors too successful!

**C** Read the article. Complete the sentences with correct.

Couples are having fewer children because they're

## 4 Language Link Future real conditionals

**A** Study the chart. Circle the correct answer to complete each sentence.

| If clause                                      | Result clause |
|--|---------------|
| If it rains, I'm going to cancel the picnic.   |               |
| If we don't win the game, we'll be eliminated. |               |

**B** You can also put the result clause first with no change in meaning. I'm going to cancel the picnic if it rains.

1. Future real conditionals describe future situations that are possible impossible.  
2. The verb in the if clause is in the simple present future.  
3. In the result clause, a present /future form is used.

**B** Look at the verbs in the box. Use the simple present or future tense to complete the sentences. (You will use one verb twice.)

be get invite make not pass not say not study

## 5 Writing What will happen if...?

**A** Look back at page 98, Exercise C. Write an explanation of your response to one of the questions. Describe both the positive and negative effects.

**B** Exchange papers with a partner. Tell your partner one thing you learned from reading his or her paper.

## 6 Communication You're in charge!

**A** Read each problem. Work with a partner and suggest answers for each problem.

*Answers will vary. Possible answers:*

Problem: Our schools don't have enough money for new technology.

Suggestions:

1. Raise taxes to pay for better computers.

2. Ask people to donate their old computers to schools.

Problem: Young people are leaving rural areas and moving to big cities.

Suggestions:

1. Use people's money to provide jobs for them in their hometowns.

2. Ask companies to provide more jobs in rural areas.

Problem: New development is getting out of control in the suburbs.

Suggestions:

1. Limit the number of new houses being built each month.

2. Support laws to stop development in the suburbs.

**B** Imagine you are running for political office. Prepare a short speech. Include suggestions to the problems in **A** in your speech.

**C** Present your speech to a partner. What does your partner think of your ideas?

*Our schools don't have enough money for new technology. The classrooms need new computers and better technology. If I get elected, I'll raise taxes....*

## What Will Happen If There's No More Oil?

*If there's no more oil, there will be a lot of problems. Corporations need oil for energy. We need it for transportation and to heat our homes. I think the world economy will...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

*It's not all bad, however. Without oil, we will have to develop...*

Check out the World Link video.

Practice your English online at <http://www.ertongbook.com/worldlink>