

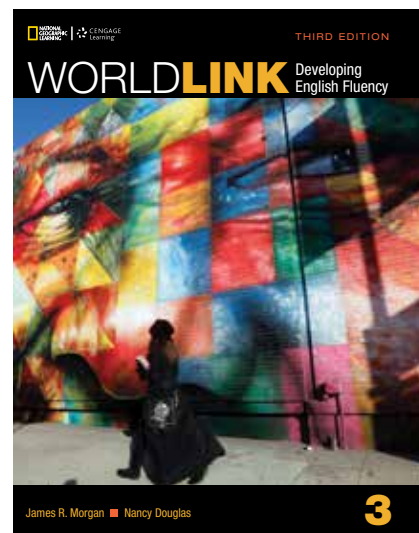
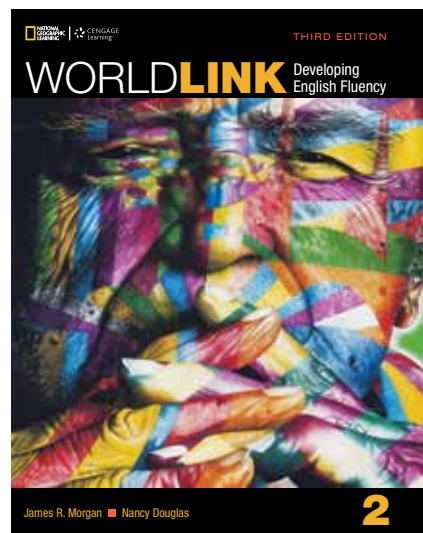
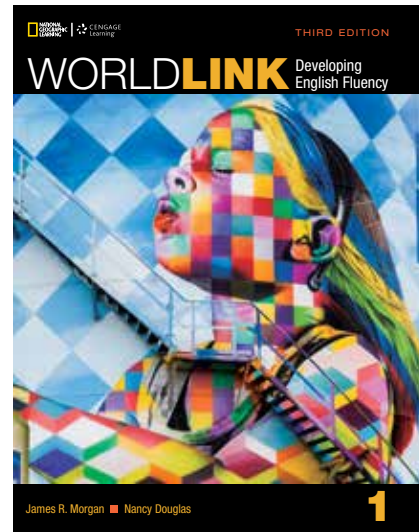
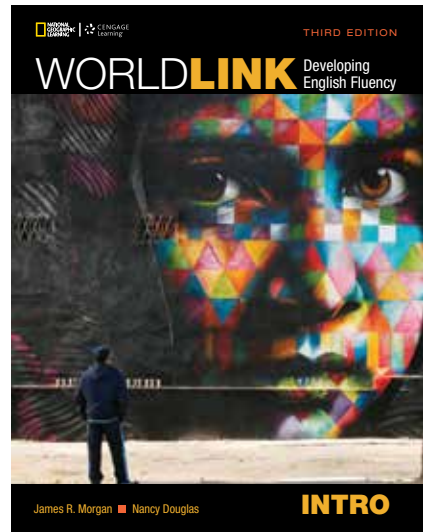


Introducing *World Link*, Third Edition

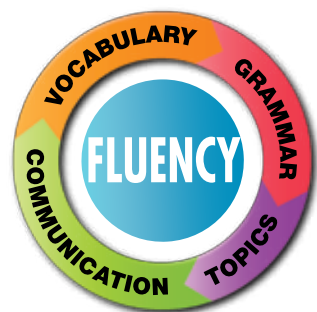
From National Geographic Learning

*Includes a
complete unit!*

Presenting *World Link*, Third Edition



low-beginning to high-intermediate



Now in a new edition, *World Link* helps adult learners communicate fluently and confidently in English through the use of:

- essential grammar.
- engaging topics and fascinating images.
- meaningful communication.
- dynamic vocabulary.

Explore the new edition:



My World Link Online is a completely new personalized resource for learners and teachers.

.....Page 2



Grammar Tutorials on My World Link Online and the Classroom Presentation Tool reinforce the updated grammar presentation in the student books.

.....Pages 3 and 5



A **Warm-Up video** from authentic sources like National Geographic and YouTube now starts each unit.

.....Page 4



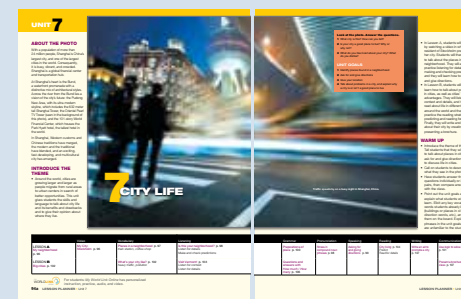
The new **Classroom Presentation Tool** for each level promotes classroom communication.

.....Page 5



A **complete unit** featuring updated, engaging topics like social media, urban art, and international lifestyles.

.....Page 6



The updated **Lesson Planner** makes increasing classroom communication easy!

.....Page 20

My World Link Online is the one-stop location for all learning and teaching resources!

My World Link Online offers **personalized** instruction and **practice** that **prepares** learners for meaningful classroom communication!

With My World Link Online, learners can access:

- Their personalized learning path
- An interactive eBook
- Grammar tutorials
- Speech recognition technology
- All video and audio resources

Each learner is given a core set of instruction and practice activities in reading, writing, listening, speaking, grammar, and vocabulary. Then, their **personalized learning path** adapts to meet individual needs! Here is how it works:



1. The learner takes a one-time diagnostic test.



2. Based on the results of the diagnostic test, the learning path adjusts to add the instruction and practice needed for fluency. Learners will receive additional **re-teaching** as needed in grammar and vocabulary, and **level-specific practice!**



3. The learning path **continues** to adjust based on results in the activities and unit tests!



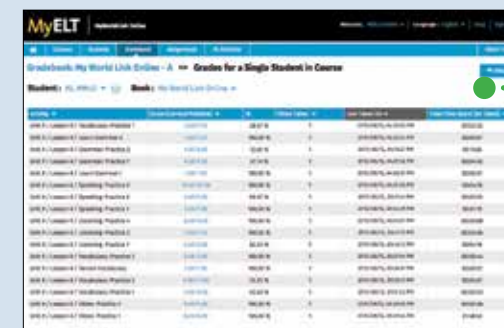
Within the learning path, My World Link Online provides cutting-edge support for real-world communication using speech recognition technology. Learners can practice their **speaking and listening skills independently** in meaningful contexts!

New **Grammar Tutorials** integrated into the personalized learning path in My World Link Online make independent practice more accessible, preparing learners for effective classroom participation!

For contextualized listening practice, the new **Warm-Up videos** from authentic sources like National Geographic and YouTube are integrated into the learning path along with related activities.

Perfect for traditional, flipped, blended, and online classrooms, **My World Link Online** is the flexible, one-stop solution for all instructional needs!

With My World Link Online, instructors can...



Track individual learner and class progress through the gradebook.

Create assignments and monitor learner progress.



Access all of the audio, video, and instructional support materials needed for classroom preparation.

World Link, Third Edition offers the most comprehensive video program!



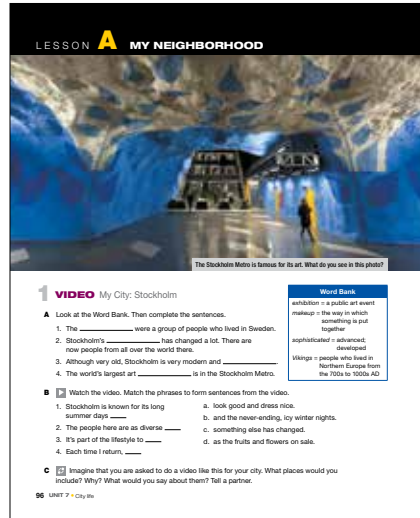
A new **Warm-Up video** for each unit from authentic sources like National Geographic and YouTube can be used to introduce the unit topic and provide examples of real language.



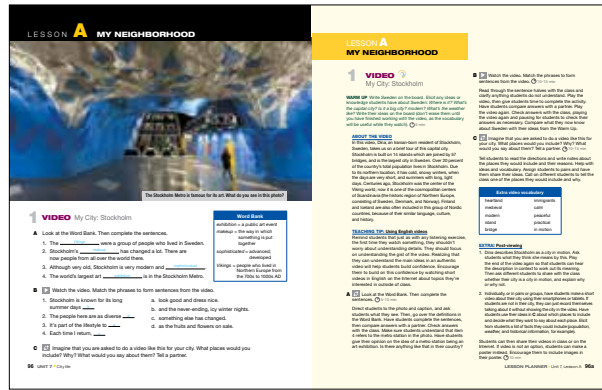
Bring the classroom to life with all-new activities for the **Warm-Up videos** on the Classroom Presentation Tools.

The complete *World Link* video program now offers four videos per unit:

- The Warm-Up video (new!)
- Good Morning World
- City Living
- Global Viewpoints



Student activities tied to the **Warm-Up videos** are now located on the first page of every unit.



The updated **Lesson Planner** offers instructional support for each **Warm-Up video** at the before, while, and after viewing stages.

The **Classroom Presentation Tool** promotes classroom communication!



Interactive student pages offer instructional flexibility! Instructors can lead communicative activities right from the student book knowing that they have their class's full and focused attention.



All-new interactive games apply key grammar and vocabulary in communicative classroom activities.



New **Grammar Tutorials** offer alternate demonstrations of all grammar points taught in the student book.



Teachers have point-of-use access to all audio and video.



Look at the photo. Answer the questions.

- 1** What city is this? How can you tell?
- 2** Is your city a good place to live? Why or why not?
- 3** What do you like most about your city? What do you dislike?

UNIT GOALS

- 1** Identify places found in a neighborhood
- 2** Ask for and give directions
- 3** Give your location
- 4** Talk about problems in a city, and explain why a city is or isn't a good place to live

7 CITY LIFE

Traffic speeds by on a busy night in Shanghai, China.

LESSON **A** MY NEIGHBORHOOD



The Stockholm Metro is famous for its art. What do you see in this photo?

1 VIDEO My City: Stockholm

A Look at the Word Bank. Then complete the sentences.

- The _____ were a group of people who lived in Sweden.
- Stockholm's _____ has changed a lot. There are now people from all over the world there.
- Although very old, Stockholm is very modern and _____.
- The world's largest art _____ is in the Stockholm Metro.

B Watch the video. Match the phrases to form sentences from the video.

- | | |
|--|---|
| 1. Stockholm is known for its long summer days _____ | a. look good and dress nice. |
| 2. The people here are as diverse _____ | b. and the never-ending, icy winter nights. |
| 3. It's part of the lifestyle to _____ | c. something else has changed. |
| 4. Each time I return, _____ | d. as the fruits and flowers on sale. |

C Imagine that you are asked to do a video like this for your city. What places would you include? Why? What would you say about them? Tell a partner.

Word Bank

exhibition = a public art event
makeup = the way in which something is put together
sophisticated = advanced; developed
Vikings = people who lived in Northern Europe from the 700s to 1000s AD

2 VOCABULARY

A Look at this list of places found in a **neighborhood** (the area around your home). Which words do you know? Do you know any other words that end in *club*, *salon*, *shop*, *stand*, *station*, or *store*?

health club coffee shop train station
 hair salon newsstand grocery store

Word Bank

health club = gym
 coffee shop = cafe
 newsstand = kiosk
 grocery store = supermarket
 ATM = cash machine

B Complete the location names below by using the words in the box. Then look at the photos and label the places. Compare your answers with a partner.



- | | | |
|---------------|---------------------|-----------------|
| 1. ATM | 5. department _____ | 9. police _____ |
| 2. book _____ | 6. gas _____ | 10. taxi _____ |
| 3. bus _____ | 7. nail _____ | |
| 4. copy _____ | 8. night _____ | |

club station
 stand shop
 salon store

C What do you do at the places in **A** and **B**? Which places do you visit often? Discuss with a partner.

I go to the train station every day. I take the train to work.



The train station in Lubeck, Germany

3 LISTENING

A **Pronunciation: Stress in compound noun phrases.** Listen and repeat. What do you notice about the stress pattern of these nouns? **CD 2 Track 2**

1. health club
2. coffee shop
3. train station
4. taxi stand
5. copy shop
6. nail salon

B **Listen for details.** Listen to Pablo and Yuki's conversation. Then fill in the blanks with the correct words from the list. **CD 2 Track 3**

1. The neighborhood has _____ and _____.
2. The bookstore has _____.
3. Yuki has _____.
4. Pablo has _____.

a bookstore
to buy something
a cafe
homework
a library

C **Make and check predictions.** Look at the chart. Can you guess the answers? Listen again and complete the chart with other ways of saying these ideas. **CD 2 Track 3**

Original idea	What you hear
How are you?	_____ going?
Is this your neighborhood?	_____ you _____ around here?
Where are you going?	Where are you _____?
drink coffee	_____ a cup of coffee

D Where is the most popular place to hang out in your neighborhood? Describe it to a partner.

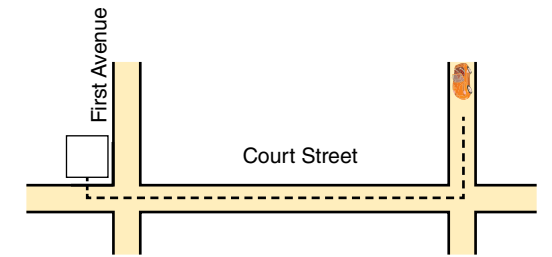


Do you live near a train line or bus route? When does the first and last train or bus run? How many stations or stops are there? Gather some facts and report back to the class.



4 SPEAKING

A Min Chul and Jan are driving to the movies. Look at the map and listen to their conversation. What are they looking for? Where is it? **CD 2 Track 4**



MIN CHUL: Uh-oh. I think we're running out of gas.

JAN: OK... Where's the nearest gas station?

MIN CHUL: I don't know. Let's ask someone.

JAN: Excuse me.

MAN: Yes?

JAN: Is there a gas station near here?

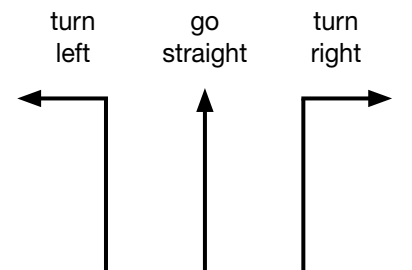
MAN: Yes. Go straight and turn right on Court Street. Go one block. It's on the corner of Court Street and First Avenue.

JAN: Thanks!

B Practice the conversation in groups of three.

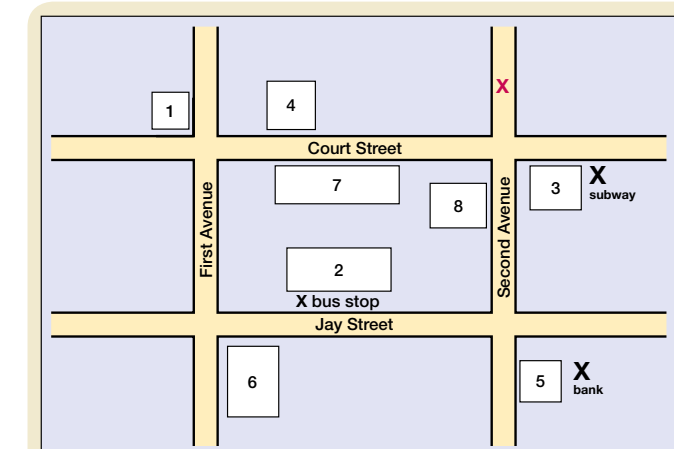
SPEAKING STRATEGY

Useful Expressions	
Asking for and giving directions	
Asking about a place in general	Excuse me. Is there a gas station near here? Yes. Go one block. There's one on the corner of Court Street and First Avenue.
Asking about a specific place	Excuse me. Where's the Bridge Theater? It's on Jay Street. Go straight and turn right on Jay Street. It's in the middle of the block.
Speaking tip	
To start asking for directions, you can ask, <i>Are you familiar with this neighborhood / area?</i>	



C Take turns asking a partner for directions to different places. Start at the **X**. Use the Useful Expressions to help you.

D Choose one place on the map and make a short conversation. Use the conversation at the top of the page as a model. Perform it for the class.



- X** Min Chul and Jan
1. gas station
 2. Bridge Theater
 3. Carl's Cafe
 4. library
 5. Pat's Hair Salon
 6. grocery store
 7. Jimmy's Gym
 8. bookstore

5 GRAMMAR

A Turn to page 207. Complete the exercise. Then do **B–D** below.

B Carla is a new student at Greenville College. Read the email to Carla. As you read, notice the words in blue.

- Underline the places mentioned in the email.
- Work with a partner. Use the map on page 99 to find the places mentioned in the email.

Hi, Carla! Welcome to Greenville College! Greenville is a small city. It's kind of boring, but it's very convenient. Here are some important places you should know about:
 The library is **across from** Jimmy's Gym.
 The subway is **next to** Carl's Cafe.
 The bus stop is **in front of** the Bridge Theater.
 The bank is **behind** Pat's Hair Salon.
 The bookstore is on Second Avenue, **between** Court Street and Jay Street.

C Look at the street scene below and answer the questions.



- What's in front of the Mexican restaurant?

- What's across from the theater?

- What's behind the cafe?

- What's next to the theater?

- What's in front of the gym?

- What's between the gym and the bank?

D Practice the conversation with a partner. Then make a plan to meet at one of the places in **C** (or choose your own place). Create a new conversation. Use the conversation below as a model.

- A:** Where are you now?
B: I'm going to the supermarket. Why don't you join me? We can shop together.
A: OK. Where's the supermarket exactly?
B: It's at 226 Spear Street.
A: Oh, I remember. It's next to the department store, right?
B: That's right. Let's meet at 2:00.
A: OK. See you then.

i at 2:00
 on Spear Street
 at 226 Spear Street
 on the second floor

6 COMMUNICATION

A Read the information. Then answer the questions with a partner.

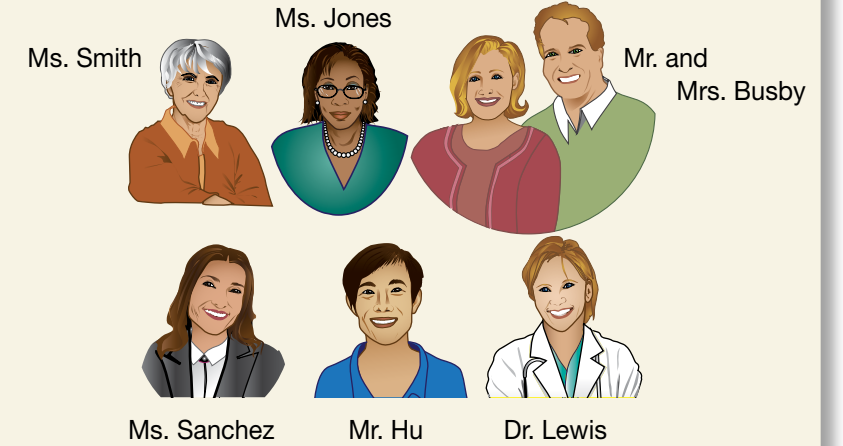
Ms. Smith and Ms. Jones live in the same apartment building at 50 Dean Street. They have tea together every Thursday afternoon at 4:00.

On this Thursday, Ms. Smith doesn't answer the doorbell. Ms. Jones calls Mr. Busby, the apartment manager. He has a key to Ms. Smith's apartment. He opens the door and sees Ms. Smith on the floor. She is dead!

Later, the police find an apartment key under Ms. Smith's sofa. The number on the key is 300. The key belongs to the killer.

- Who are Ms. Smith and Ms. Jones?
- Who is Mr. Busby?
- What does Mr. Busby see?
- What do the police find? Why is it important?

The neighbors at 50 Dean Street

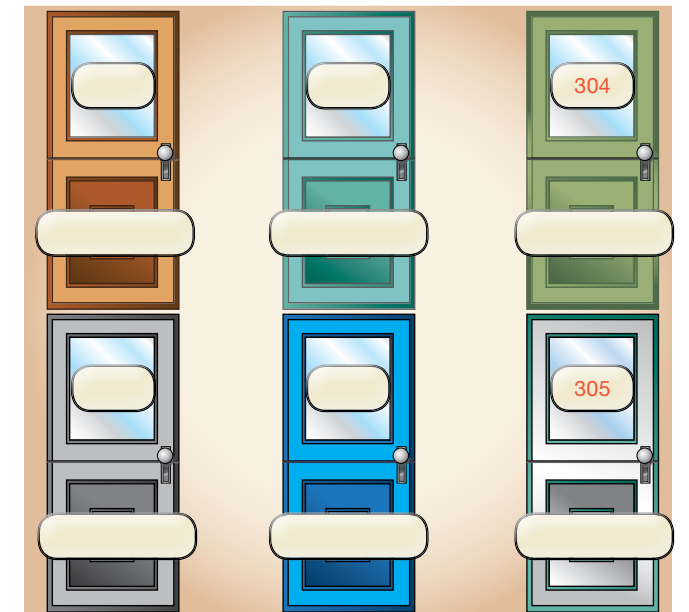


B Work with your partner to find the killer. Try to be the first in the class.

Partner A: Read the sentences to your partner.

Partner B: Write the names and room numbers on the doors.

- Ms. Smith lives in apartment 305.
 Mr. and Mrs. Busby live across from Ms. Smith.
 Ms. Sanchez lives between Dr. Lewis and Mr. and Mrs. Busby.
 Mr. Hu lives across from Ms. Sanchez.
 The apartment next to Ms. Smith's is 303.
 Mr. Hu lives next to Miss Jones.
 Ms. Jones lives across from apartment 300.



Let's see. Ms. Smith lives in apartment 305.

Ms. Smith... 305... OK, got it.



Cities with the world's worst traffic:

1. _____
2. Istanbul, Turkey
3. Mexico City, Mexico

Traffic in Istanbul, Turkey

1 VOCABULARY

A Guess: Which city has the worst traffic? Check your answer at the bottom-right of the page.

B Read the information. Then answer the questions below with a partner.

The problem with traffic	What can cities do?
<ul style="list-style-type: none"> During rush hour (the busy times in the morning and evening), people are often stuck in traffic. Their cars don't move. In heavy traffic, a 30-minute trip is often an hour. Having a lot of cars on the road causes a lot of air pollution. Worldwide, air pollution kills over three million people every year.* 	<ul style="list-style-type: none"> At the moment, Jakarta, Istanbul, and Mexico City all have large populations of eight million people or more. But these cities don't have enough public transportation (buses, subways, and trains). Each city is trying to build more.

*Source: The World Health Organization

1. When are people stuck in traffic in these cities?
2. In heavy traffic, how long is a 30-minute trip?
3. What causes air pollution?
4. What are the cities trying to do about the traffic?
5. In your city, how is...

the traffic during rush hour?	heavy	so-so	light
the air?	very polluted	so-so	not very polluted
public transportation?	terrible	so-so	excellent

The traffic during rush hour is very heavy in São Paulo.

Word Bank
Opposites
a lot of ↔ a little (pollution) (n.)
very ↔ not very (polluted) (adj.)
heavy ↔ light (traffic)

A. 1. Jakarta, Indonesia

from *World Link* Level 1

2 LISTENING

A Answer the questions with a partner.

1. Look at the map. In what country is the state of Vermont?
2. Look at the photos. What things do you see?

B Listen for context. Listen. Circle the correct answer to complete the sentence.
CD 2 Track 5

You are listening to _____.

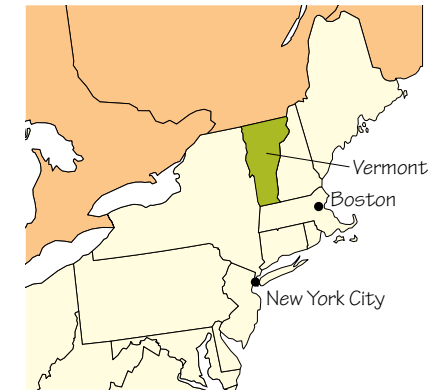
- | | |
|---------------------|--------------------|
| a. a news report | c. an interview |
| b. an advertisement | d. a class lecture |

C Listen for details. Read the sentences. Then listen again and circle the correct words. CD 2 Track 5

1. The state of Vermont is **very polluted** / **not polluted at all**.
2. Its capital city has a **small** / **large** population.
3. During rush hour in the capital city, most people **are** / **aren't** stuck in traffic.
4. Vermont is famous for its sweet **maple syrup** / **ice cream**.
5. Outside the capital city, there are a lot of things to do **outdoors** / **indoors**.

D Answer the questions with a partner.

1. Do you want to visit Vermont? Why or why not?
2. Is there an area in your country like Vermont? What is its population? What is it famous for? Do you like this place?



3 READING

A **Predict.** Look at the title, introduction, and photos. What do you think are some of the pros (good things) and cons (bad things) of living in these cities? Tell your partner.

B **Read for details.**

Student A: Read about Lima.

Student B: Read about Hong Kong.

What does the reading say about your city? Complete the chart. Write *NG* if the information is not given.

	Lima, Peru	Hong Kong
weather		
public transportation		
traffic		
food		
neighborhoods		
pollution		
housing		
things to do outside the city		

C Tell your partner about your city in **B**. Your partner listens and take notes.

D Choose a fact that is not given (*NG*) in the chart in **B**. Go online and find information about the topic. Add it to the chart.

E Answer the questions. Use information in the chart to explain.

1. Do you like Lima or Hong Kong more? Why?
2. Compare your city to Lima or Hong Kong in three ways. How is your city the same or different?



Lima, Peru

Hong Kong

CITY LIVING

What are the pros and cons of living in different cities around the world? Today we focus on Lima, Peru and Hong Kong.

When people think of Peru, they imagine rain forests, mountains, and Machu Picchu. These things are not in Lima, but this city is still a nice place to live and visit for several reasons. For one thing, many other cities in Latin America have hot, humid weather in the summers. But Lima doesn't. It has pleasant¹ weather all year (15° C / 59° F to 27° C / 81° F). Many of the city's older neighborhoods are beautiful and have small hotels, museums, clubs, and cafes. The Historic Center has some of the world's best colonial architecture and there are even Incan ruins.

If you want to spend some time outside of the city, beaches, rain forests, and mountains can be visited easily from Lima. The city also has a lot of public transportation, but there's heavy traffic in the city center, especially during rush hour. Be careful walking or driving there!

¹If the weather is *pleasant*, it is comfortable, not too hot or too cold.

Hong Kong—once a small fishing village—is an international business center and an interesting mix of East and West, old and new. Modern buildings are next to small temples. Popular nightclubs are close to traditional teahouses. Busy crowds fill the streets at all hours of the day, but outside the city, there are parks for walking or relaxing. Hong Kong is also famous for its delicious street food and its many excellent restaurants with food from all over Asia, Europe, and the Americas.

There are many great things about Hong Kong, but there are some problems, too. Housing isn't cheap. With a population of over 7 million, it is one of the world's most expensive cities to live in. Also, the pollution in Hong Kong is not bad, but in the summer and winter, the air is sometimes polluted.

4 GRAMMAR

Questions and Answers with <i>How much / How many</i>		
	Count Nouns	Noncount Nouns
	How many parks are there in your city?	How much pollution is there?
Affirmative	(There are) a lot. / many. some. / a few. two.	(There's) a lot. some. / a little.
Negative	There aren't many. / Not many. There aren't any. / None.	There isn't much. / Not much. There isn't any. / None.

A Turn to page 208. Complete the exercises. Then do **B–D** below.

B Complete the questions with *much* or *many*. Then think about your answers.

In your city...

- how _____ people are there?
- how _____ smog is there in the air today?
- how _____ parks are there?
- how _____ taxis are there?
- how _____ noise is there?
- how _____ crime is there?
- how _____ fun things to do at night are there?
- how _____ very cold days are there?
- how _____ hot days are there?
- how _____ traffic is there?

Word Bank

crime = illegal action
smog = air pollution

C Ask and answer the questions in **B** with a partner. Use the words in **bold** in the chart in your answer.

How many parks are there in your city?

Not many. Maybe two.

D In your opinion, is your city a good place to live? Why or why not? Use your answers in **C** to explain.

There aren't many parks in this city.
We need more parks so people can
relax and exercise.



Lumpini Park, Bangkok, Thailand

from *World Link* Level 1

5 WRITING

A Read the brochure. This city wants to host the 2032 Summer Olympics. In your opinion, is it a good city?

B Imagine that your city wants to host the 2032 Summer Olympics. Make your own brochure with a partner.

1. Include this information about your city in your brochure:

- the weather
- public transportation
- hotels and restaurants
- airports and train stations
- traffic
- the amount of pollution
- nightlife (clubs, theaters, concerts)
- our idea: _____


2. Think about how to organize the brochure.

- How will you present the information?
- What pictures will you use?

Remember to be positive! The class will choose the best brochure to represent your city.

PLEASANT VALLEY

wants to host the 2032 Summer Olympics!



Pleasant Valley has over 300 days of sun a year!
There are many great neighborhoods in **Pleasant Valley**.

The Downtown Area is the center of business and nightlife. Public transportation is excellent. There is a subway system. It connects to an international airport. There are also a lot of buses and cabs. It's easy to go everywhere.

The Northern District is famous for its hotels and restaurants.

South Beach has 20 kilometers of unpolluted beaches and a new sports stadium.

6 COMMUNICATION

A Present your brochures.

• **The presenters:** With your partner, present your brochure to the class. Each person should explain a part of the brochure.

• **The listeners:** For each presentation, complete these sentences on a piece of paper:

I liked _____ about this brochure.

I wanted to know more about _____.

I wanted to know more about the weather in summer. That's important for visitors.

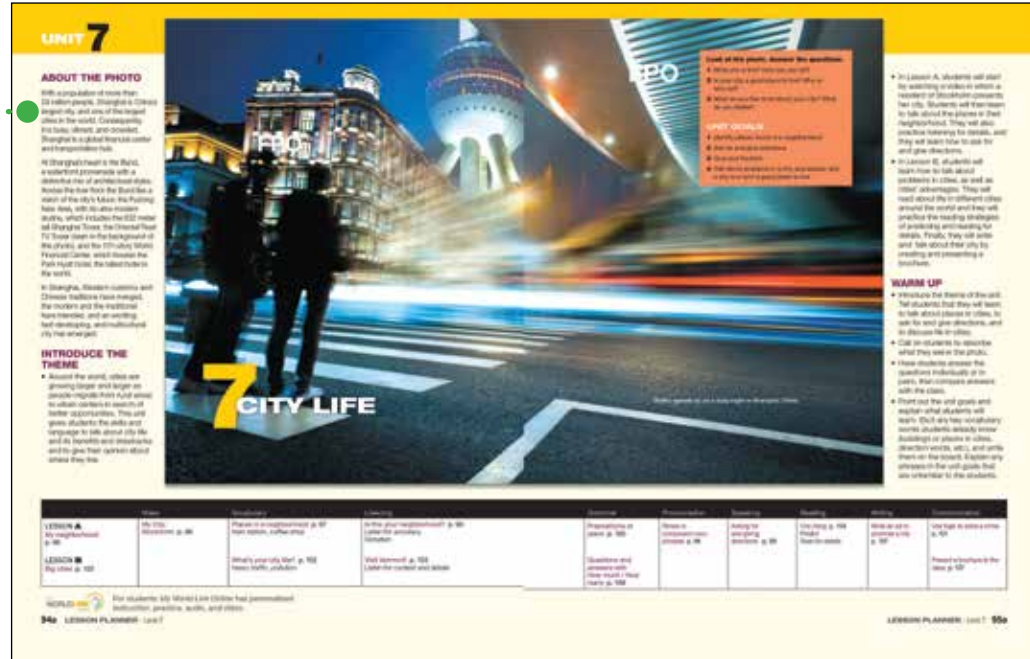
B Look at your notes in **A**. Which brochure and presentation was the best? Why? Tell a partner.

C As a class, choose the best brochure.

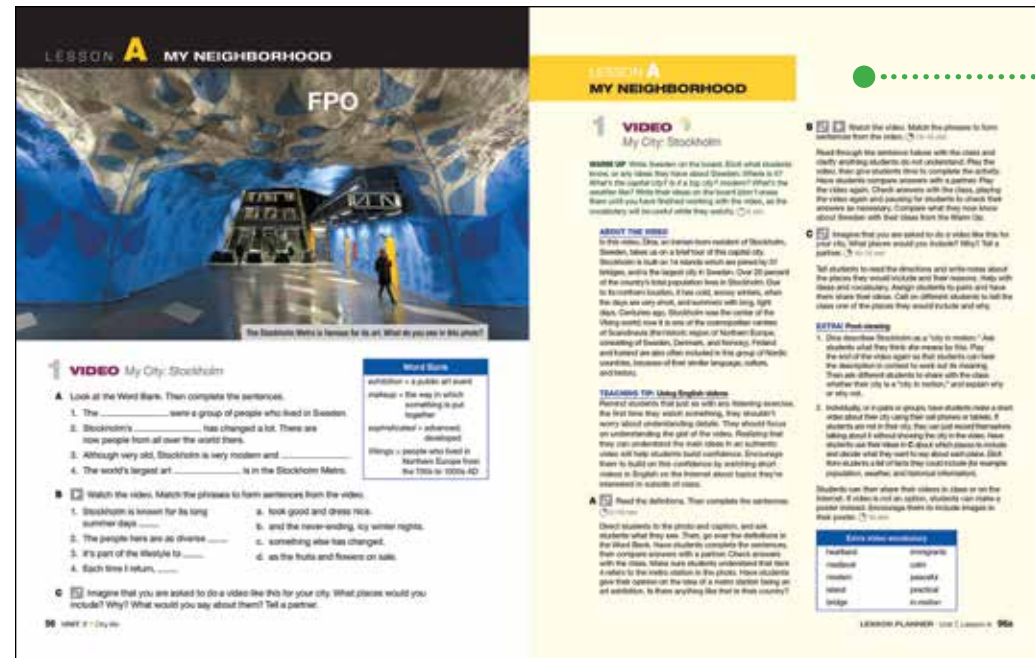
The updated *World Link Lesson Planners!*

The *World Link* Lesson Planner for each level makes preparation simple and effective through updated page-by-page teaching tips, new teaching options, expanded skill-building instruction, new video-viewing support, pacing guides, expansion activities, and all of the answers for the student book and workbook.

About the Photo sections provide fascinating background information on the photo so instructors can lead dynamic and informed classroom discussions.



Lesson Planner Level 1, Unit 7



Lesson Planner Level 1, Unit 7

The new **Warm-Up videos** are easy to integrate into any curriculum with video-viewing techniques, background information, and related vocabulary!

2 LISTENING

STRATEGIES: Listen for context; Listen for details

WARM UP Ask students about places or areas in their country that tourists like to visit. Provide an example from your country, write it on the board, and say why people visit the place (the weather; the scenery—mountains, lakes, rivers, beaches; the sites). Have students tell a partner about somewhere tourists like to visit in their country. Call on students to tell the class about some of the places they talked about. ⌚ 5 min

A Answer the questions with a partner. ⌚ 5–10 min

Assign students to pairs to discuss the questions. Call on different students to share their answers and write vocabulary to describe the photos on the board. Ask, *What activities can you do in these places? What is the weather like?*

B Listen for context. Listen. Circle the correct answer to complete the sentence. CD 2 Track 5 ⌚ 10–15 min

Go over the options with the class and make sure students understand each one. For each option, ask *How do you recognize a (news report)? How do you know it is a (news report)? What words do you hear?* Play the audio. Have students compare their answer with a partner. Play the audio again and check the answer. Have students explain how they knew it was an advertisement.

Listen for context. Point out to students that if they can understand the context of what they are listening to it will help them understand the content more easily. They will have an idea of the purpose of the conversation, lecture, or program, and so will be able to predict the content and therefore guess the meaning of unknown words. For example, if they can infer that what they are listening to is an advertisement, they can predict that they will hear ideas and words to try to convince or persuade them to do something. The context can usually be inferred from who is speaking, how he or she is speaking, or what the speaker says.

2 VOCABULARY

WARM UP Introduce the idea of a *neighborhood*—one area of a city that has a name. Ask, *What neighborhood is our school in? What neighborhood do you live in? Do you like your neighborhood? Why or why not?* ⌚ 5 min

A Look at this list of places found in a **neighborhood** (the area around your home). Which words do you know? Do you know any other words that end in *club, salon, shop, stand, station, or store*? ⌚ 5–10 min

Read the places and have students repeat. Call on different students to explain the ones they know. Use the synonyms in the box to help students understand the meanings. Elicit any other places students know with these endings and write them on the board. Encourage students think about words they learned in previous units: *mall, hotel, etc.*

The point-of-use **My World Link Online** symbol reminds instructors where they can integrate additional instruction and practice tied to the student book lessons.

New **Strategy** sections explain the meaning of explicit skills while providing classroom implementation techniques.

TEACHING OPTION: The flipped classroom

To open up time for in-class communicative tasks, assign page 212 in the Grammar Notes as homework. Have students watch the tutorial and complete the activities on the page and on *My World Link Online* as well.

The next time class meets:

1. Review *Wh-* questions and usage in the Grammar Notes.
2. Go through the exercises students did for homework; present new examples and reinforce points as needed. Take questions from students.
3. Turn back to page 134 and do the communicative activity there, starting with **B**.

4 GRAMMAR

A Turn to page 211. Complete the exercises. Then do **B** and **C** below.

Review: Simple Present <i>Wh-</i> Questions				
Question Word	do / does	Subject	Verb	Answers
What	do	you	do on the weekend?	(I / We) hang out with friends.
Where	do	they	go on dates?	(They usually go to) the movies.

B Work in a group of three. Do the following:

1. Cover Ms. Right's dating profile.
2. Each person then takes one man's profile (Mr. X, Y, or Z). Give your man a name. Then complete his profile with your own ideas.

The revised grammar presentation in the **student book** promotes meaningful classroom communication. For more traditional grammar instruction and practice, learners can turn to the **Grammar Notes** section in the appendix. This design leaves room for additional communicative application of the grammar.

New **Teaching Option** sections in the Lesson Planner maximize the updated student book design and *My World Link Online* by helping teachers to implement varied teaching approaches, like the flipped classroom model.

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