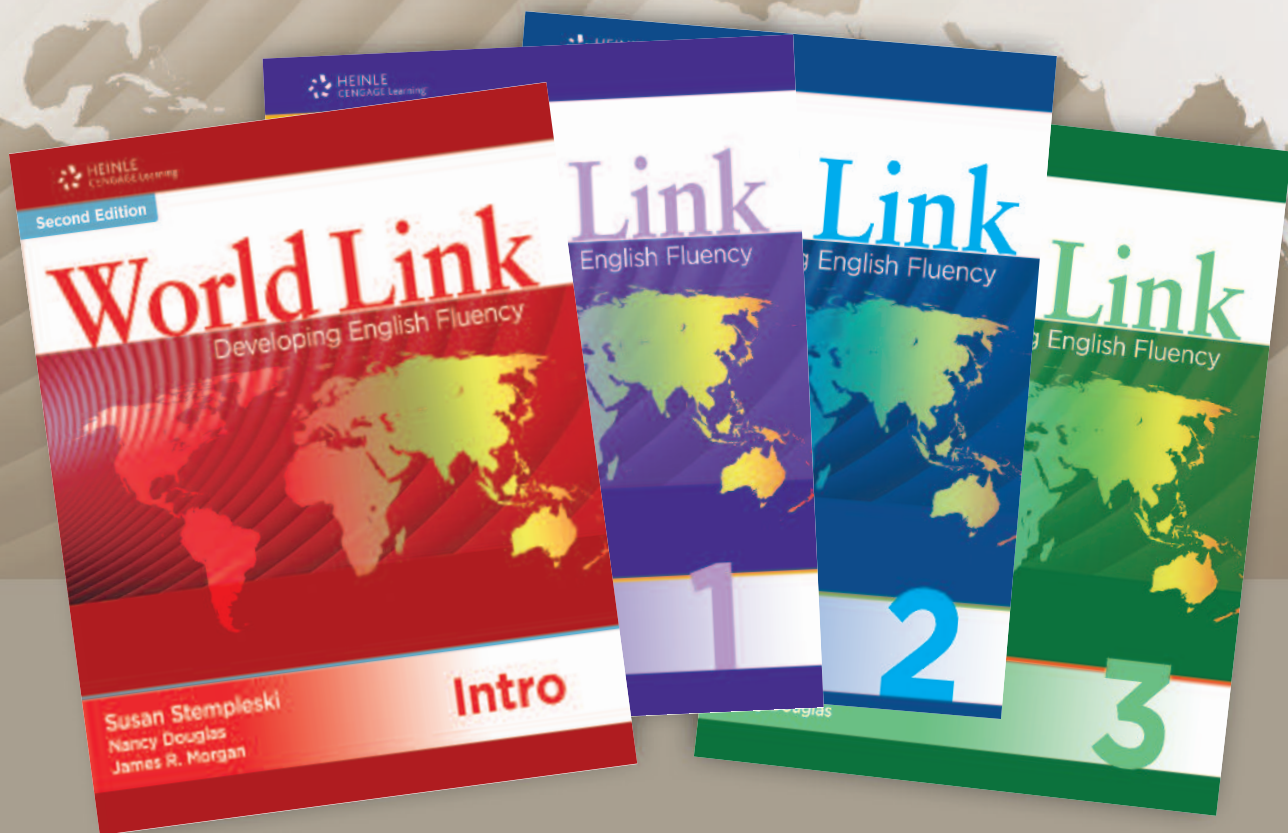


Discover how the NEW edition of *World Link* helps learners communicate confidently and fluently.



World Link

NEW Second Edition

“World Link has everything students need to be in touch with the global English language.”

Marcela, Teacher, CCBEU, Brazil

NGL.Cengage.com/worldlink



Understanding the way the world learns English

World Link

Developing English Fluency

NEW Second Edition

World Link is National Geographic Learning's best-selling core series for young adult/adult learners of English from the false beginner to high intermediate level. The second edition has been completely updated and enhanced to reflect modern teaching methods and user feedback.

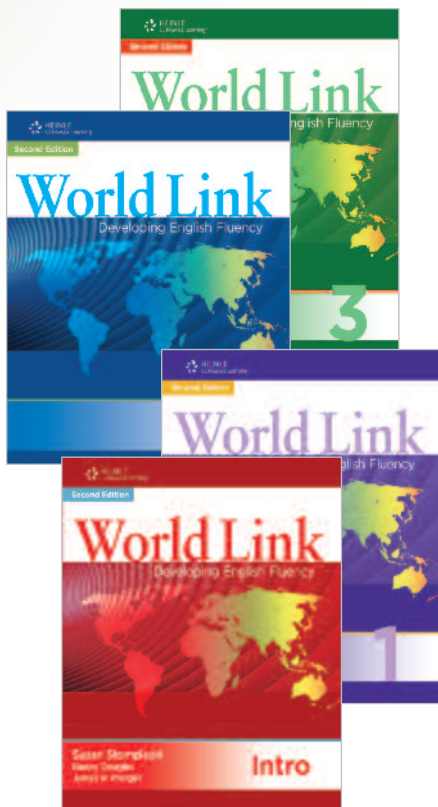
Combining dynamic vocabulary with essential grammar and universal topics, **World Link**, Second Edition, helps learners to communicate confidently and fluently.

"World Link helps me feel confident walking into the classroom. Imagine having a language toolkit and the support needed to provide your students the tune-up their English skills deserve."

Jenay Seymour, Instructor,
Hong-ik University, Jochiwon Campus, South Korea

"A two-in-one course, World Link helps students to become fluent in English and, at the same time, helps teachers to develop their teaching skills."

Paula Jeruchimson, Teacher Training Department,
Tronwell, Chile



What makes *World Link* different?

Unique Fluency Focus (see pages 4-11)

Links to Fluency

Dynamic Vocabulary: learners study and practice useful, high-frequency vocabulary, collocations, phrases, and expressions systematically.

Essential Grammar: learners practice grammar through both inductive and deductive presentations, and learn how to use it to communicate in the real world.

Universal Topics: students learn English through themes and topics that provide the necessary context for learning about the English language and global cultures.

Confident Communication: fun tasks and activities provide learners with opportunities for realistic, meaningful communication using target language.



Special Video Program (see pages 12-13)

NEW! Video segment—“Good Morning World”—for each unit

4-level Video Program is included on the:

- Classroom DVD
- Student CD-ROM
- Online Video Workbook
- Interactive Presentation Tool



Extensive Teacher Support (see pages 14-15)



- Lesson Planner with Teacher's Resources CD-ROM
- Interactive Presentation Tool
- Online Lesson Planner
- Online Workbook and Online Video Workbook
- Classroom DVD
- Classroom Audio CDs
- Assessment CD-ROM with ExamView®
- Teacher Web Site



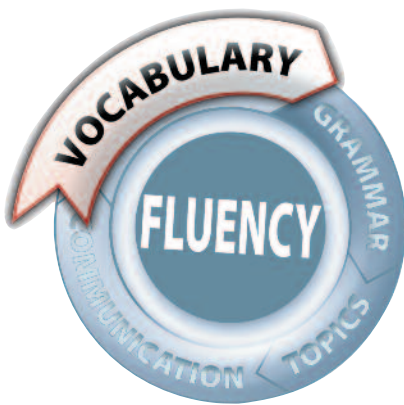
What makes World Link different? Unique Fluency Focus

“...the overall performance of this excellent publication makes for a mutually rewarding language learning experience for both students and teachers alike.”

Thurman Matthews, Teacher,
Instituto Cultural Dominicó Americano,
Dominican Republic

Fluency Link #1: Dynamic Vocabulary

Learners study and practice useful, high-frequency vocabulary, collocations, phrases, and expressions systematically.



3 What Do We Need?

Lesson A At the supermarket

1 Vocabulary Link What's in your refrigerator?

describing food
 fast junk
 fresh organic
 frozen prepared

A Study the picture for 20 seconds. Then close your book. Say the food and drinks you remember.

B Which foods and drinks in the photo are good for you? Which aren't? Complete the chart. Compare answers with a partner.

good for you	not good for you

Fish is good for you. But frozen French fries aren't! They're junk food.

C Ask and answer the questions with a partner.

- Which things in **A** do you eat or drink often? sometimes? never?
- Do you eat a lot of fast food or junk food (chips, candy, soda)?
- Do you usually eat fresh food or prepared food?

LESSON A • At the supermarket

5 Speaking Strategy

Role play. Choose a situation below and create a short role play. Do steps 1 and 2. Then switch roles.

1. Student A: Give advice to your partner in two different ways.

2. Student B: Refuse the advice the first time. Then accept it.

- Your partner is going to a party. It's snowing hard and the roads aren't safe. Your partner wants to drive to the party anyway.
- Your partner wants to have a picnic on Saturday. The weather forecast is for rain all day.
- You and your partner are at the beach. It's very hot and sunny. Your partner sunburns easily and he/she wants to go swimming immediately.
- Your partner wants to go jogging on a chilly day. He's / She's wearing shorts and a T-shirt.

Example: A: It's snowing outside. I don't think you should drive.
 B: Really? I think I'll be OK. I'm a good driver.
 A: But the roads aren't safe. You should probably take the subway.
 B: Hmm... OK, I will. Thanks.

NEW! USEFUL EXPRESSIONS develops learners' ability to express themselves clearly and naturally using high-frequency words, phrases, and expressions.

5

Food

Lesson A Food and eating habits

1 Vocabulary Link What's on the menu?

THE AIRPORT MENU

For the Light Eater

cereal toast and butter two eggs soup and salad



yogurt a sandwich fruit French fries



Drinks

coffee milk



tea orange juice



bottled water



Main Dishes

chicken and vegetables sushi spaghetti with tomato sauce



a hamburger fried rice bowl two chicken tacos



Desserts

cake cookies



ice cream



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

B Answer the questions with a partner.

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

I'll have the sushi and...

Talking about meals
Many people eat three **meals** a day: **breakfast**, **lunch**, and **dinner**.
I have cereal and tea **for breakfast**.

Unit 2 Express Yourself!

Lesson A

Vocabulary Link

barking at
looking at
pointing at
shouting at
sitting on
smiling at
talking to
waving to

Additional Vocabulary

happy
sad
relaxed
nervous

Speaking Strategy

Greeting people and asking how they are

A: Hi, _____. How's it going? / Hi, _____. How're you doing?

B: Fine / OK / All right / Pretty good / Not bad. How about you?

A: I'm fine.

A: Hi, _____. How's it going? / Hi, _____. How're you doing?

B: So-so / Not so good.

A: Really? What's wrong?

B: I have a big test tomorrow. I'm (a little) stressed / I'm (kind of) tired.

Lesson B

Vocabulary Link

angry
bored
cold
confident
confused

Additional Vocabulary

call (someone)
cross one's fingers
point to something
shrug one's shoulders
shake hands

All About You

Lesson B What are you like?

1 Vocabulary Link Terrific twins

A Penny and Pearl are twins. Read about their personalities. Notice the words in **blue**. Which ones are opposites?

Penny and Pearl are friendly. They are also **bright** (intelligent). However, their friends say they are very different.

Penny is very **organized**. She knows where everything is in her apartment.

Penny is **neat**. Someday, she'll be the CEO of a company.

Penny is **careful**. In fact, she's a bit **selfish**—she doesn't like to share.

Penny is **reserved**. She has two or three friends and doesn't go out a lot.



Pearl's apartment is kind of **messy**; there are dirty dishes in the sink and magazines all over the floor.

Pearl enjoys her job and she has a very **laid back** (relaxed) attitude about life and work.

Sometimes Pearl is **careless** with money—she forgets to pay her bills on time.

She's very **generous**, though. She will share anything with you.

Pearl is **talkative**. She makes friends easily and is comfortable at parties.

pictures.

Which picture belongs to Pearl? to Penny?

How do you know? Write their names.



1. _____

2. _____

3. _____

4. _____

Use words from a dictionary. Which ones do you think describe Pearl? Describe Penny. Explain your answers to a partner.

Penny wants to be more successful than other people.

Penny does things suddenly without thinking carefully.

Penny has a lot of new ideas, especially in the arts (music).

A **private** person doesn't like others to know how he or she feels.

Notice! You can use these words to weaken some personality adjectives:

a little (bit) selfish somewhat reserved kind of messy

ASK ANSWER

Is your personality more like Pearl's or Penny's? How? There are several words on this page that end in -ive. What are they? Can you think of any more words?

"A wide variety of tasks and activities (...) has made the learning experience much more engaging and less predictable for our students."

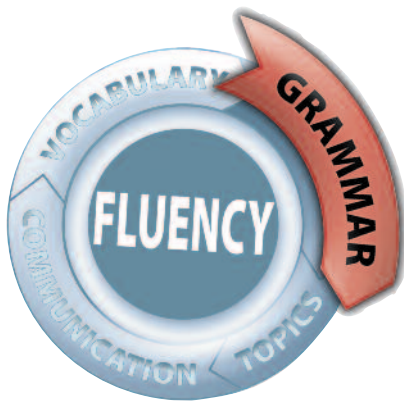
Leonardo Mercado, Academic Director, ICPNA, Peru

NEW! VOCABULARY—including common collocations, phrases, and expressions—is presented in context, and practiced through a series of controlled exercises.

What makes World Link different? Unique Fluency Focus

Fluency Link #2: Essential Grammar

Learners practice grammar through both inductive and deductive presentations, and learn how to use it to communicate in the real world.



NEW! LANGUAGE LINK sections provide enhanced presentation and practice of target grammatical structures, helping learners to see how structures convey meaning in different contexts.

“The content is well thought out from a student perspective... we are very happy with World Link.”

A.J., Academic Director,
Guangzhou Language School, China

6 Language Link Prepositions of place

A Carla is a new student at Greenville College. Read part of Sidney's e-mail to Carla. Circle all the different places she describes. Then follow the instructions.

- As you read the letter, notice the words in blue.
- Work with a partner. Use the map on page 72 to find the places Sidney mentions.

Welcome - Message (Plain Text)

To: carla@home.com

Cc:

Subject: Welcome

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.

B Look at the map 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?

C Make a plan to meet at one of the places in **B**. Describe the location of the place.

A: Let's work out together at the gym.
B: Sounds good. When do you want to meet?
A: How about on Saturday at 2:00?
B: OK. Where's the gym exactly?
A: It's at ...

Remember!

on Saturday on May 17th at 2:00

Where's the gym?
 It's on Spear Street.
 It's at 226 Spear Street, across from ...

UNIT 7 • In the City 73

“The series combines inductive and deductive grammar instruction, which is in line with current research findings in terms of what works best with students.”

Leonardo Mercado, Academic Director, ICPNA, Peru

NEW! LANGUAGE LINK sections are fully updated to reflect current teaching techniques and user feedback.

6 Language Link Imperatives

A Tom was stressed and didn't feel well. He went to see his doctor for advice.

- Read the sentences in the box.
- Choose the correct words to complete the doctor's advice.

- Take / Don't take
- Work / Don't work
- Take / Don't take
- drive / don't drive

Use the imperative to give orders, instructions, and warnings. Add *please* to make a request.

- You're tired. _____ time to relax.
- _____ so hard.
- You need this medicine. _____ three pills twice a day.
- Please _____ when you take this medicine.



Unit Nouns:
Use *a piece / a bit / a cup / a glass + of* to make noncount nouns countable.

It's OK to have **a piece of cake** once in a while. Just don't eat too much.

I always have **a cup of coffee** with breakfast.

drink eat give go sleep take wash

Health tips: The someone said

To stay healthy:

- _____ vitamins.
- _____ a lot of junk food.
- _____ for 8-9 hours a night.
- _____ your hands often.
- _____ a cup of green tea daily.

If you have a cold:

- _____ to school or work.
- _____ too many cans of soda. Water is better.
- _____ an aspirin for pain and fever.
- _____ aspirin to children under 12! It's dangerous.
- _____ a bowl of chicken soup.

C Take turns with your partner. Imagine that you have one of these health problems. Add one more to the list. Ask your partner for some advice.

- I can't sleep at night.
- I have a stomachache.
- When I go running, my legs hurt.
- _____

I can't sleep at night.

Don't drink coffee in the evening!

UNIT 10 • Your Health 107

6 Language Link The simple present

A Study the chart. Notice the verbs.

I	like	Indian food.	He	likes	Indian food.
We	like		She	likes	
They					

don't = do not
doesn't = does not

B Complete the sentences. Use the simple present.

- Maria (live) _____ in Mexico City, but her parents (live) _____ in a small town.
- You (speak) _____ French, but I (do/not) _____.
- Sarah (not/eat) _____ meat. She's a vegetarian.
- Duncan (study) _____ in the library after school.
- We (not/use) _____ a fork and knife to eat our meals. We (eat) _____ with chopsticks and a spoon.



C Complete Tomiko's schedule with an irregular verb. Then complete your schedule.

does do goes go has have

Tomiko's schedule	My schedule
She _____ eggs for breakfast.	I _____ for breakfast.
She _____ to school at 7:30.*	I _____ to school at _____.
She _____ her homework after class.	I _____ my homework _____.

*7:30 = seven thirty

D Now write sentences using *don't* or *doesn't*. Use the verbs in **C**.

Tomiko's schedule	My schedule
She _____ cereal for breakfast.	I _____ for breakfast.
She _____ to school at 8:30.	I _____ to school at _____.
She _____ her homework in the library.	I _____ my homework _____.

E Tell a partner about your schedule in **C** and **D**.

UNIT 5 • Food 49

Grammar Notes

Unit 1 New Friends, New Faces

Lesson A

Language Link: Review of the simple present

Yes/No questions with <i>be</i>	Affirmative responses	Negative responses
Are you a student?	Yes, I am.	No, I'm not.
Are they students?	Yes, they are.	No, they're not. No, they aren't.*
Is he a student?	Yes, he is.	No, he's not. No, he isn't.*

* In spoken English, this negative form is more common.

Yes/No questions with other verbs	Affirmative responses	Negative responses
Do you speak English?	Yes, I do.	No, I don't.
Does he speak Italian?	Yes, he does.	No, he doesn't.

Wh- questions

Wh- word	Do/Does	Subject	Verb
Who	do	he	is
What	does	she	likes
Where	do	they	live
When	do	you	go
Why	do	we	eat
How	do	you	study

What makes *World Link* different? Unique Fluency Focus

“...the series focuses on cultural subjects from different countries, all over the world, helping students to better understand their world.”

Heloisa Mendes, Teacher
ICBEU, Brazil

Fluency Link #3: Universal Topics

Students learn English through themes and topics that provide the necessary context for learning about the English language and global cultures.



NEW! THEMES and TOPICS are all updated to reflect the needs and interests of learners, enhanced by an extensive visual make-over.

3 Personal Items
Lesson A Gift giving

1 Vocabulary Link Graduation gifts

giftlink.com

home shopping cart customer service search

Gift Ideas >> Graduation Gifts for Students >> Most Popular

In stock now!	In stock now!	In stock now!
In stock now!	In stock now!	In stock now!
In stock now!	In stock now!	In stock now!
In stock now!	In stock now!	In stock now!

A Match each item (1-9) below with a photo on the website.

1. a laptop (computer)	6. a watch
2. a (cell) phone	7. a pair of earrings
3. a digital camera	8. a gift card
4. an MP3 player with a pair of headphones	9. a gift basket
5. a photo album	

B Point to each photo. With a partner, ask and answer this question: "What's this called in English?"

What's this called in English?
It's a laptop. They're headphones.

C Answer the questions with a partner.

1. Which items in A are your favorites?	2. Which items do you have?
--	-----------------------------

22 LESSON A • Gift giving

7 In the City

Lesson A Places in my neighborhood

1 Vocabulary Link Adam's day

A Look at the pictures and read about Adam's day. Circle the places he visits in his neighborhood.

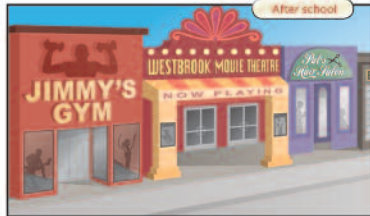
neighborhood = the area around your home



Before school

This morning I was running late. I **skipped** breakfast, bought a cup of coffee and a newspaper, and got on the train for school.

After school, I **worked out** at the gym and bought a book. My friends went to the movies, but I didn't go with them. I went home to study!



After school

B Read about Adam's day again. Look at the words and pictures in **A**. Find words that have the same meaning.

Find another word for _____.

Word Partners
coffee shop / coffee store / gas train station / post hair salon / nail newspaper / ...

NEW! READING sections are updated to introduce the most common text types, and to help learners develop a wide range of useful reading skills.

B Read the article. What is the main point of the article? Circle the best sentence.

1. Today people have healthier sleep patterns.
2. Waking up at night can make you sick.
3. It's normal not to sleep through the night.
4. Sleep research has a lot of problems.



A STUDY OF SLEEP

It's 3:30 in the morning. Tomorrow is a busy day. You went to bed at 10:00. You need to get up at 6:00 in the morning. But you woke up in the middle of the night and you can't fall back asleep! You're frustrated. Why can't you sleep properly?

There may be a surprising answer. Dr. Thomas Wehr did some research on sleep. During the winter, he put people in a room with no artificial light (there was no light from lamps, TVs, or computers). Then he studied the people's sleep patterns.

What happened? The people went to bed, but they didn't fall asleep right away. Most were awake for two hours. Next, the people slept for four to five hours. Then they woke up and they stayed awake and were active for one to three hours. Finally, the people slept again for four to five hours.

Dr. Wehr discovered a new sleep pattern. But maybe it's not new. In the past, before electric light, perhaps people slept this way. Nowadays, we sleep in a different way.

So, the next time you wake up in the middle of the night and can't sleep, relax! Your sleep patterns may be normal after all!

C Read about Thomas Wehr's research. Then complete the table below about sleep patterns.

SLEEP PATTERNS	
People are in bed but are awake.	2 hours
People sleep.	
	1-3 hours
	4-5 hours

ASK ANSWER

What do you think of the sleep pattern described in this article? Is it healthy? Why or why not?

UNIT 6 • The Mind 63

"Students get the chance to see English through a universal perspective."

Luiz, Teacher, CCBEU, Brazil

Burning Man - Linkpedia, Learning Online
http://en.linkpedia.org/wiki/burning_man

Burning Man

From Linkpedia

Every year, 40,000 to 50,000 people from all over the world attend the Burning Man festival in the Black Rock Desert (in the state of Nevada) in the U.S. The eight-day event starts on the last Monday in August and ends on the first Monday in September, which is Labor Day in the U.S.

Every year, Burning Man has a different theme. Some past themes are Time, Good and Bad, The Body, and Hope and Fear. People make art, play music, and wear clothes related to the theme. There are also many activities for people to do—all related to the theme.

A person at Burning Man

The Burning Man festival is very large so many people bring a bicycle to ride around. (You cannot bring a car.) Also, many people bring their own food and drinks because you cannot buy or sell anything at the festival. You can only trade or share things with people.

At the end of the festival, a large statue of a man is set on fire. It marks the end of summer and another Burning Man event.

the Burning Man Statue lit up

ASK ANSWER
Do you think Burning Man is an interesting festival? Why or why not?

PRINT | EMAIL PAGE | RELATED

*If two people trade items, Person A gives Person B his item, Person B gives Person A his item.

UNIT 8 • Special Occasions 87

What makes *World Link* different? Unique Fluency Focus

“World Link is fun to teach—making the class lively—and the activities are fun and interesting.”

Pranut Suksri, Instructor,
Chiang Mai University, Thailand

Fluency Link #4: Confident Communication

Fun tasks and engaging activities provide learners with opportunities for realistic, meaningful communication using target language.

NEW! LISTENING sections help learners develop a wide range of listening skills, and model functional language for learners to practice.



NEW! SPEAKING STRATEGY sections added to all units teach learners language and strategies to use in real life, with opportunities for practice.

4 Speaking Maybe, I'm not sure.



A Listen to Mia and Justin's conversation. Where do you think they're going? What is Justin looking for?

Mia: I'm so excited! Are you ready to go in?
Justin: Um, . . . just a minute. I can't find the tickets.
Mia: You're kidding!
Justin: No, I'm not. I put them in my front pocket. See? They're not there.
Mia: Well, are they in your backpack?
Justin: I don't think so.
Mia: Maybe you dropped them somewhere.
Justin: Maybe. I'm not sure.
Mia: Oh, Justin. What are we going to do?
Justin: Wait . . . hold on. I found them. They were in my back pocket.
Mia: Great! Let's go!



B Practice the conversation with a partner.

5 Speaking Strategy



Take turns asking and answering the questions with a partner. Use the Useful Expressions in your answers.

your teacher	your partner
Is your teacher married? Does your teacher like vegetables? your question: _____	Does your partner live near you? Does your partner like rap music? your question: _____
your school	public schools in the U.S.
Are there a lot of restaurants near your school? Is there a bus stop near your school? your question: _____	Do students wear uniforms? Does the school year start in the fall? your question: _____

Useful Expressions

Expressing degrees of certainty

Are they in your backpack?
 Yes, they are. / No, they aren't.
 (very certain)

I think so. / I don't think so.
 (less certain)

Maybe. I'm not sure.
 (not very certain)

I have no idea.
 (= I don't know.)

What makes *World Link* different? Special Video Program

“I love working with the video sessions! They have been appropriately designed to review the content covered in each unit and help learners with their linguistic competence.”

Erica Clark, Teacher,
ARICANA, Argentina

NEW! Video segment—“Good Morning World”—for each unit

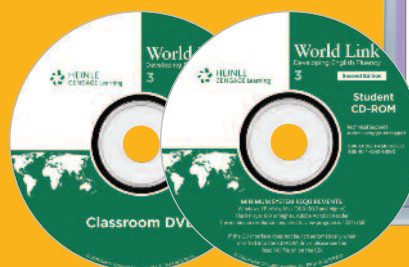
The *World Link* Video Program is a 4-level video program from false beginner to high intermediate that was created specifically for English language learners.

- Three clips per unit:
 - a TV talk show (“Good Morning World”)
 - an engaging sitcom (“City Living”)
 - and an interview (“Global Viewpoints”)
- Lesson Planner for teachers includes:
 - Photocopiable Video Worksheets and Videoscripts
 - Video Teacher’s Guide
- Can be used as a stand-alone program for the lab, in the classroom, or for self-study



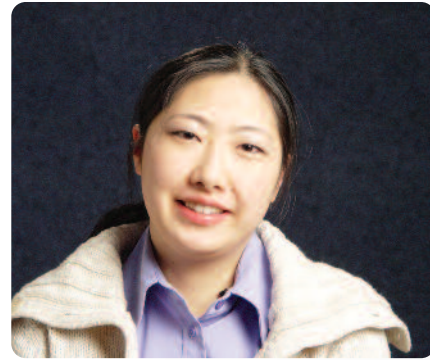
NEW! “Good Morning World” features interviews, discussions, and performances in the style of TV talk shows. The hosts, Jay and Kim, welcome different guests and discuss various topics related to the themes and recycle the language used in *World Link*.

Available on Classroom DVD and Student CD-ROM, through the Online Video Workbook, and on the Interactive Presentation Tool





The sitcom style of “City Living” expands on the language practiced in the lesson, providing an opportunity to see it used in natural settings and situations.



GOOD MORNING WORLD

“Global Viewpoints” features interviews with students and professional people from around the world, sharing their opinions on issues related to the topic of each unit.



“...the video helps me expand the diversity of class activities with its real English-speaking situations in which students learn to use English in the real world.”

Lai Ying-Chun, Teacher,
Chung Shan Medical University, Taiwan

What makes *World Link* different? Extensive Teacher Support

Lesson Planner with Teacher's Resources CD-ROM

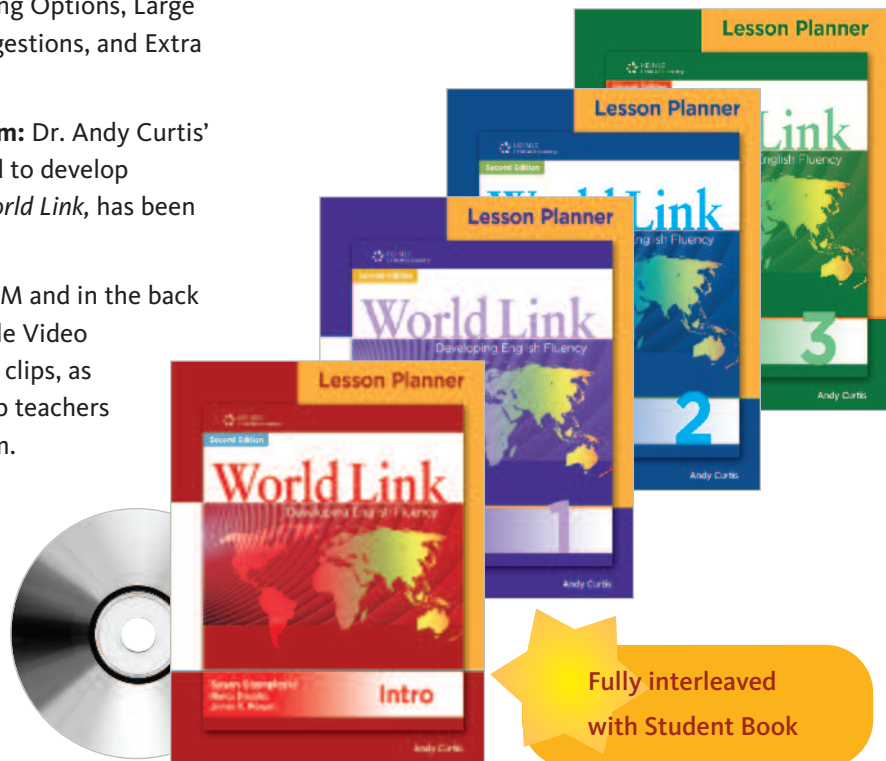
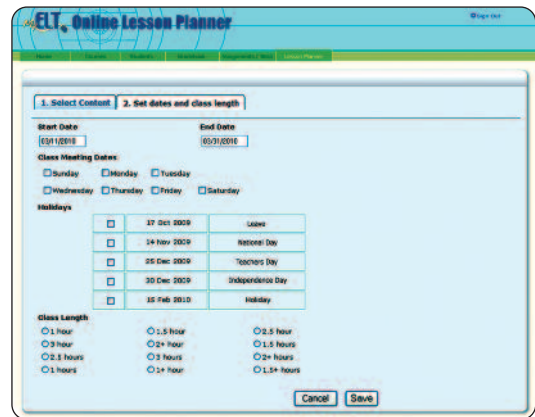
World Link's interleaved Lesson Planners include everything a teacher needs to prepare and teach successfully. Bundled with each Lesson Planner, the CD-ROM is full of printable and photocopiable materials for use in and out of the classroom.

- **Helpful point-of-use features:** page-by-page lesson notes include Teaching Tips, Teaching Options, Large Class Options, Process Writing suggestions, and Extra Writing prompts.
- **Professional Development Program:** Dr. Andy Curtis' reflective teaching course, designed to develop teachers' knowledge as they use *World Link*, has been updated.
- **Video support:** available on CD-ROM and in the back of the Lesson Planner, photocopiable Video Worksheets and Videoscripts for all clips, as well as a Video Teacher's Guide help teachers make the most of the video program.

Online Lesson Planner

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.

Powered by MyELT



Interactive Presentation Tool

Delivered on a CD-ROM, the Interactive Presentation Tool combines the Student Book, Workbook, video, audio, and other resources, for use in the classroom with an interactive whiteboard or data projector with computer.



Assessment CD-ROM with



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.



"The ExamView® software has been our definitive source for testing our students, saving time on deciding what to test and when to test it."

Raúl Arana, Teacher,
Universidad Valle del Grijalva Campus Tapachula,
Mexico

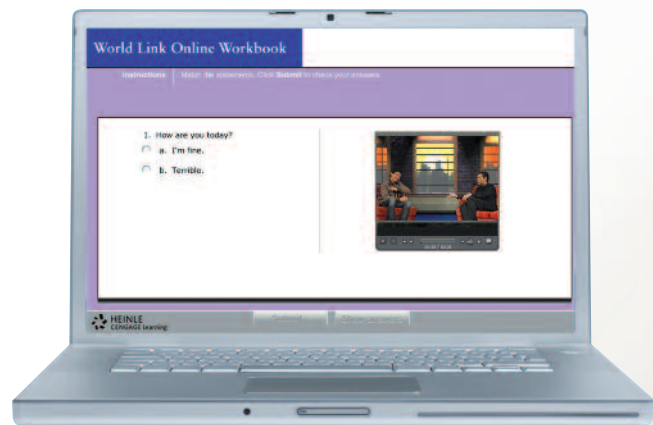
Online Workbook

Online Video Workbook

With both teacher-led and self-study options, these are Web-based resources for English language courses for both teachers and students.

The Online Workbooks and Online Video Workbooks:

- Give learners personalized access to a range of automatically-graded exercises.
- Reinforce what's been taught in the core materials.
- Allow teachers to schedule assignments, monitor student and class progress, and create reports.



"The online version of World Link through MyELT is very good. I really like to be able to see what students do when they are practicing: their work, their mistakes, their progress!"

Gilda Battagliese, Teacher,
Alianza Uruguay EEUU, Uruguay

World Link

Developing English Fluency

By Susan Stempleski, Nancy Douglas, James R. Morgan with Andy Curtis

NEW Second Edition



- New video segment—"Good Morning World"—for each unit
- Enhanced vocabulary covers collocations, phrases, expressions, and patterns
- Even more balanced development of listening, speaking, reading, and writing strategies
- Technology resources for students include Student CD-ROMs, Online Workbooks, and Online Video Workbooks
- Lesson Planner includes Teacher's Resources CD-ROM, packed with additional photocopiable materials
- Interactive Presentation Tool for use with an interactive whiteboard or computer and projector
- Online Lesson Planners allow teachers to create, customize, and share lesson plans

A four-level core series for young adult/adult learners

World Link series

- Intro: Beginner • CEF: A1
- Level 1: High Beginner • CEF: A1-A2
- Level 2: Low Intermediate • CEF: B1
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