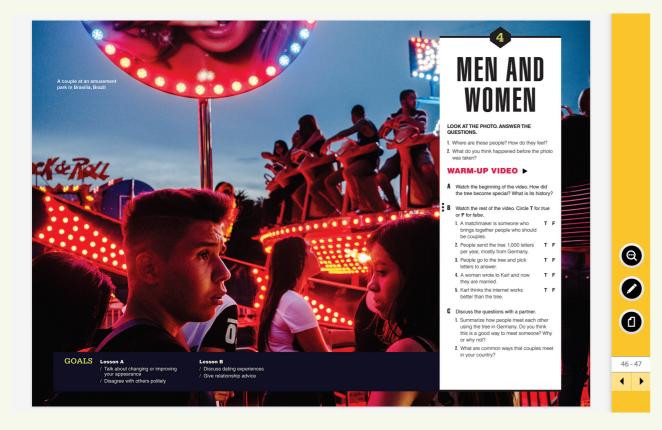
The Fourth Edition of *World Link* offers all the flexibility a teacher needs to successfully instruct classes in person, online, and in blended classrooms. For online and blended classes, utilization of the Classroom Presentation Tool (CPT) and My World Link Online Practice and Student's eBook allows a teacher to successfully deliver all of *World Link*'s contents and assets digitally. These tools give instructors the flexibility to design a class that works most effectively for them and their students.

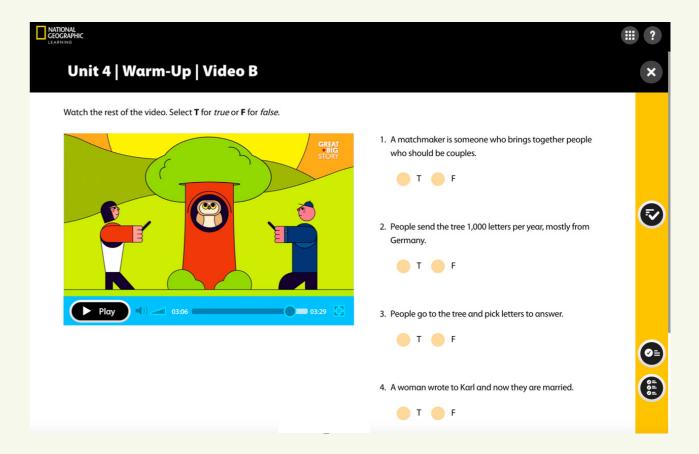
Before class, teachers can utilize the Teacher's Book to plan both digital and in-person classes, as well as download scripts, answer keys, extra worksheets, and more supplements from the companion site to make sure that the content and focus of the class is the one that best serves the needs of their students and school. This gives teachers the flexibility and confidence to teach effective and fun lessons using the CPT, online resources, print resources, or a combination of all three.

On the Unit Opener spread, teachers can use the CPT to present the photo, as well as introduce the themes and goals of the unit. The Teacher's Book provides additional notes and information that can help guide the conversation, as well as warm-up exercises to activate prior knowledge.



For the Warm-Up Video exercises, teachers can play the video directly from the CPT and complete the Student Book gradable exercises. Teachers also have the flexibility to assign the video exercises in the Online Practice as additional practice, or as a way to practice viewing skills outside of class if there is not time to cover the video in class.

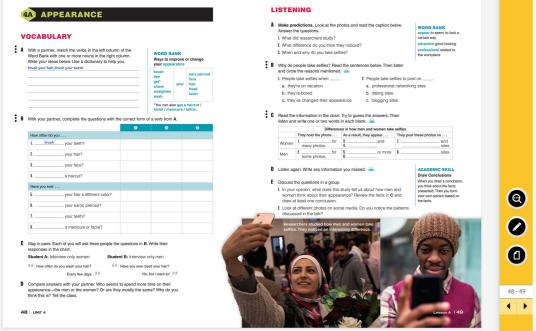
This blended approach allows teachers to further test students' viewing skills and comprehension, as well as have more open-ended discussions about the video and how it relates to the unit's theme. The Teacher's Book also has instruction tips and extension exercises related to the Warm-Up Videos.

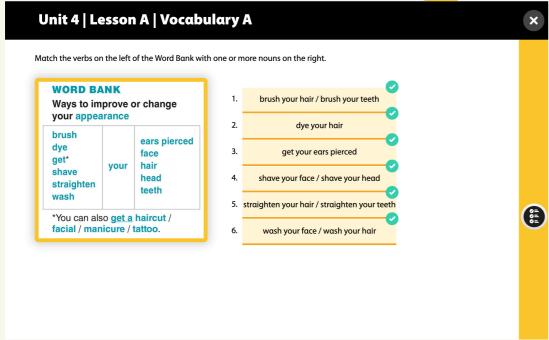


LESSON A

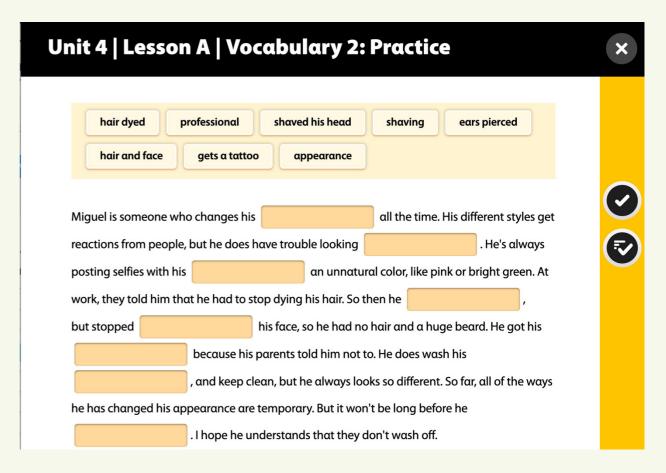
In the Vocabulary section, teachers can use the CPT zoom tool to focus on the vocabulary on the page. The CPT also allows teachers to display an interactive version of many of the activities on the Student's Book page. This allows teachers to present gradable versions of exercises for students to complete in class and reveal the answers one at a time to review as a class. In examples like Exercise A on this page, cues like the Word Bank are also included in the exercise.

For communicative activities like B–D, pair or group students in breakout rooms to complete the tasks, setting a time limit before calling the class back together to review answers.

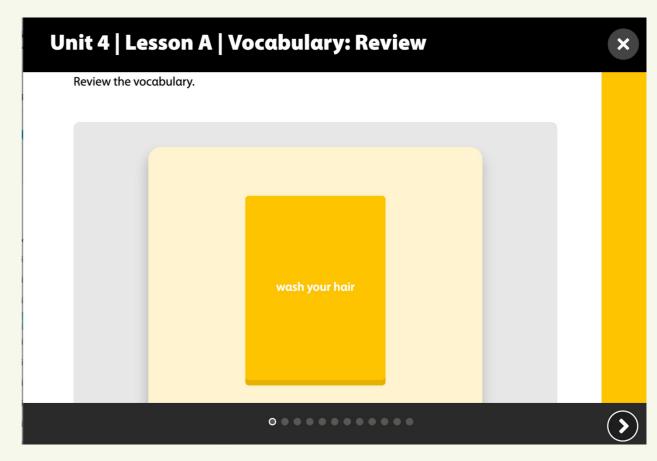




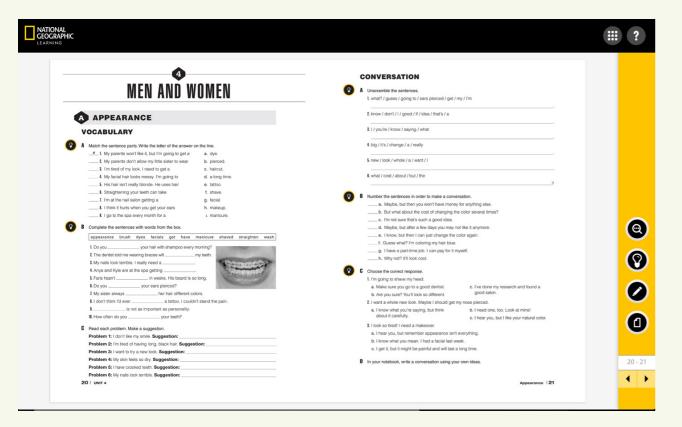
Using the CPT tools, teachers can also set a timer for students to complete exercises before reviewing answers as a class, as well as zoom in on and highlight more communicative exercises and models to guide class discussion, even digitally.



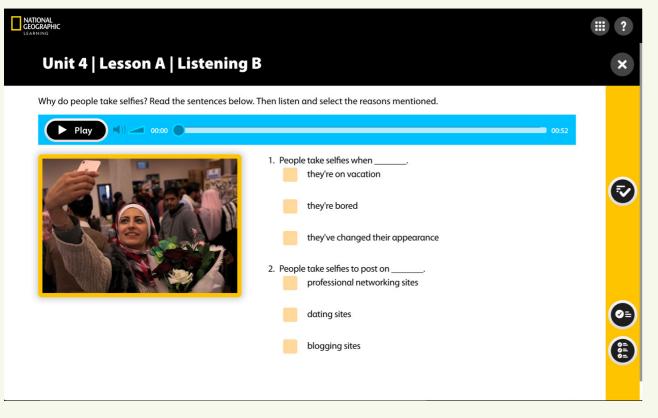
Using the Online Practice, teachers also have the option to assign additional practice. Using the adaptive functionality of the Online Practice, students will be assigned a set of activities as well as review in the form of flash cards and extra practice, where necessary.



Teachers can also use the CPT to toggle to the print Workbook pages to go over the exercises and review the answers.



In the Listening section, teachers can click on the audio and play it directly from the CPT. The audio tracks are also embedded in the interactive exercises themselves. If assigning the listening section out of class, students have access to the audio on the companion site and within the resources of the Online Practice.

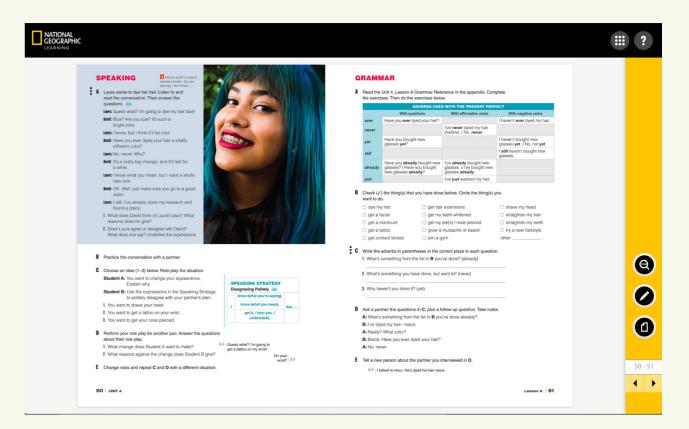


The Teacher's Book includes expansion activities, tips for completing each of the Student Book exercises, and explanations of the Listening strategies and skills being used.

For further practice, or for review or homework, you can also assign the Listening activities in the Online Practice.

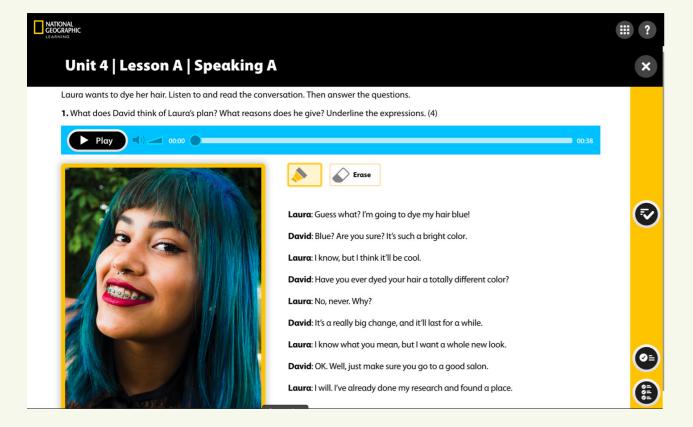
Using the Classroom Presentation Tool, teachers have the option to zoom in on information and Academic Skills boxes in order to highlight the important content. The Teacher's Book also provides additional information and presentation ideas for the Academic Skills.

In the Speaking section, teachers can play the audio directly from the page as students follow along in their books, or they can choose to click to open the exercise and then play the audio.



5

If teachers choose to click to open the exercise and play the audio, the presentation of the conversation is also larger so that students can follow along on screen. After presenting the conversation, teachers can click to the next screen and complete the activity. The audio is also available on the interactive activity screen to play again, if needed.

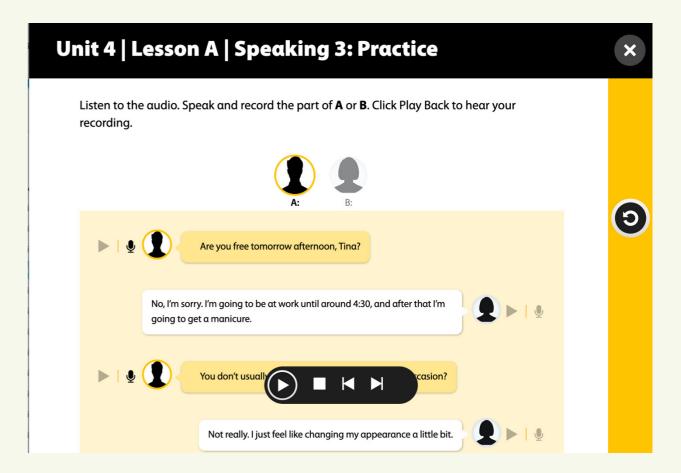


For the Speaking Strategy, use the CPT's zoom tool to make the chart larger and play the audio for students.



Teachers can play the audio several times, as well as pause the audio and have students repeat. Teachers can also zoom in on the communicative exercises and models. For classes that are able to utilize breakout rooms, teachers can have students work in pairs here or assign it to them to work on outside of class as homework. Students can also complete these communicative exercises in class.

Classrooms that utilize the Online Practice also have the ability to engage in speech recognition exercises, in which students can use and respond to the expressions presented in each of the Speaking Strategies, as well as practice the language using interactive role-play exercises. These are useful for extra practice and also allow students to use the expressions in an interactive environment if the digital classroom options for natural communication are limited.



7 8

In the Grammar section, the CPT makes it easy to present the grammar chart in the Student's Book, as well as quickly toggle to the Grammar Reference in the appendix. Here you can find additional exercises for students, as well as an expanded chart with additional information about the lesson's Grammar. Teachers can focus on the full chart to go over it as a class, as well as zoom in further to focus on specific points, as needed. The Grammar Reference activities can be assigned as homework to allow for more communicative practice in class and then reviewed in class using the CPT interactive capabilities.



LESSON A

ADVERBS USED WITH THE PRESENT PERFECT			
	With questions	With affirmative verbs	With negative verbs
ever	Have you ever dyed your hair?		I haven't ever dyed my hair.
never		I've never dyed my hair (before).	
yet	Have you bought new glasses yet ?		I haven't bought new glasses yet .
still			I still haven't bought new glasses.
already	Have you already bought new glasses? Have you bought new glasses already ?	I've already bought new glasses. I've bought new glasses already.	
just		I've just washed my hair.	

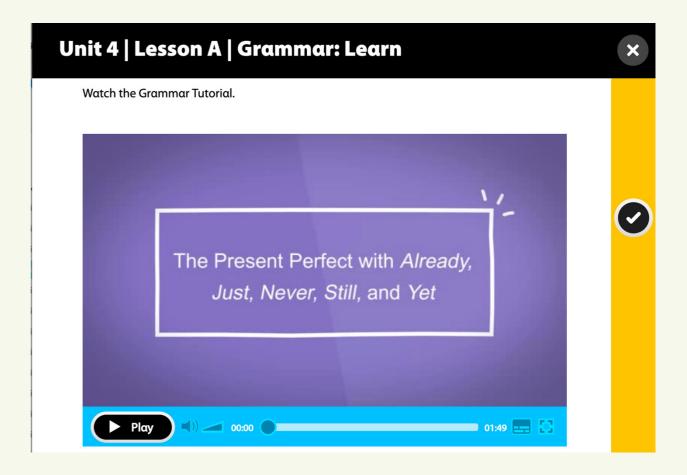
- Ever means "at any time." Note: I haven't ever = I've never
- Never means "not at any time." In a statement with never, you can add before at the end for emphasis.
 Note: You can reply to a Have you ever question with a short answer:
 Have you ever dyed your hair? No, never.
- Yet means "up to now." We use yet to talk about something we expect to happen, but hasn't.
 <u>Note</u>: You can reply to a Have you ever question with a short answer:
 Have you bought new glasses yet? (No,) not yet.
- Still has a similar meaning to yet. It is used to talk about an ongoing situation.
- · Already means something happened and is done. Already can appear in different places in a sentence.
- Just means "very recently": I've just washed my hair. (I did it five minutes ago.)
- A Add the adverbs in parentheses to the correct place in each sentence. Then circle the sentence (a or b) that best follows the first sentence.
 - 1. (never) He's worn bright colors.
 - a. He's very fashionable.
 - b. He's not very adventurous.
 - (just) I've started a new job.
 - a. It's my first week.
 - b. I've been here for a year.
 - 3. (already) I've done my homework.
 - a. But I'm not finished.
 - b. I'm going to watch TV.

- 4. (yet) I haven't washed my hair.
- a. I'm going to do it now.
- b. I did it this morning.
- 5. (still) I haven't brushed my teeth.
- a. Where's the toothpaste?
- b. My teeth feel so clean.
- 6. (just) She's gotten a haircut.
- a. She cut it two weeks ago.
- b. It looks great!

Back on the Student's Book page, teachers can have students complete the rest of the activities and review them in class, either by clicking on the activities and calling on students to answer or by zooming in on the activities. For in-class discussion, teachers can utilize the CPT to zoom in on the communicative exercises and models. Teachers can also zoom in on the abridged Grammar chart on the page to review the major points of the presentation, as needed.

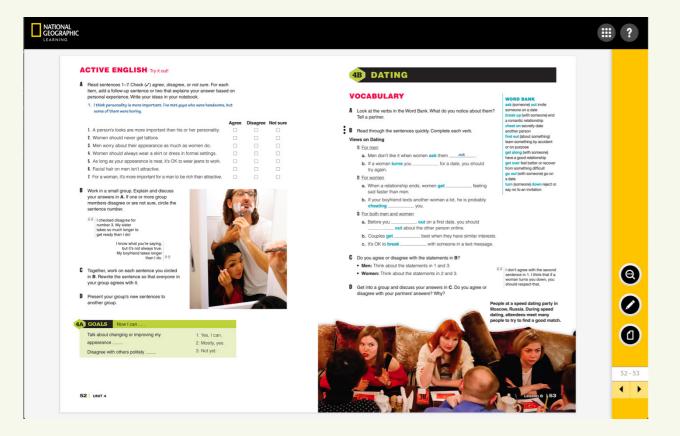
The Teacher's Book also includes more information about the grammar, as well as suggestions for instruction and tips for the implementation of flipped and blended classrooms.

The Online Practice also has additional Grammar Tutorials to help students' comprehension of both the form and usage of each grammar presentation, as well as extra practice to make sure that students can use the grammar confidently. These activities can be assigned before class as homework so that students come to class ready to use the language or used as review to solidify students' command of the language.



In the Active English section, there are multiple options for successful communication in digital classrooms. For example, on this page, teachers can have students complete the individual activity in Exercise A, then have them do the group work in Exercises B and C in break-out rooms before coming back together to share their work in Exercise D. Or teachers can have students work in their own groups and complete Exercises B and C as homework and present their new sentences at the beginning of the next class.

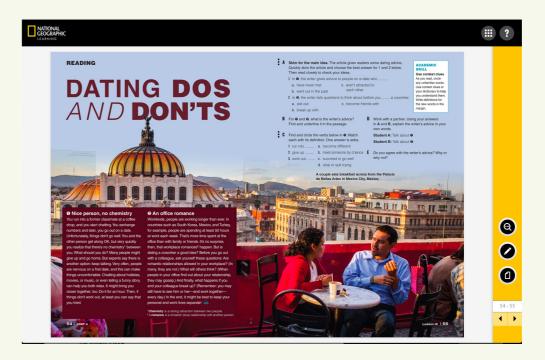
In many cases, the group work on the Active English page can also be completed with your classroom being one big group! Have students complete Exercise A individually and type their answers in the chat, then explain and discuss the answers in Exercise B together before rewriting the sentences in Exercise C so that the whole class agrees.



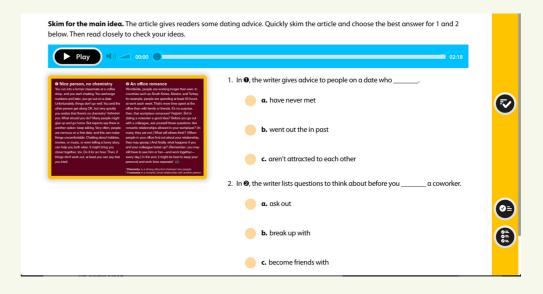
LESSON B

In the Vocabulary section, as in Lesson A, teachers can utilize the CPT to present the Word Bank and Student's Book activities, as well as complete interactive versions of the gradable activities with the class. Using the Online Practice, teachers also have the option to assign additional practice. Students will also be assigned a set of exercises as well as flash cards and extra practice where appropriate.

In the Reading section, teachers can play audio directly from the CPT and have students follow along on the screen or in their books at home.

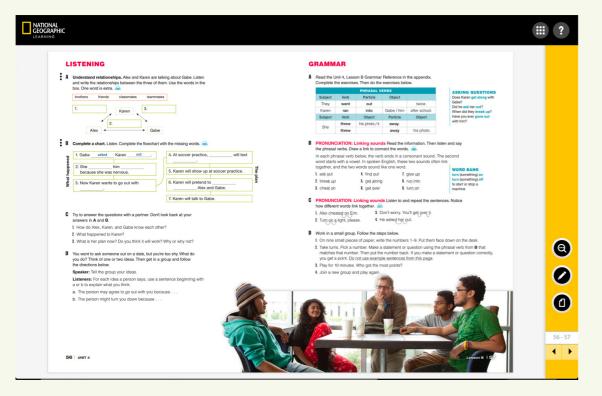


All gradable activities in the CPT also have the audio as well as a facsimile of the two-page Reading spread for students to reference as they complete the activities. The Teacher's Book provides tips for utilizing the Reading Strategies and Academic Skills in the Student's Book, as well as extra information on the content of the Reading and additional activities.

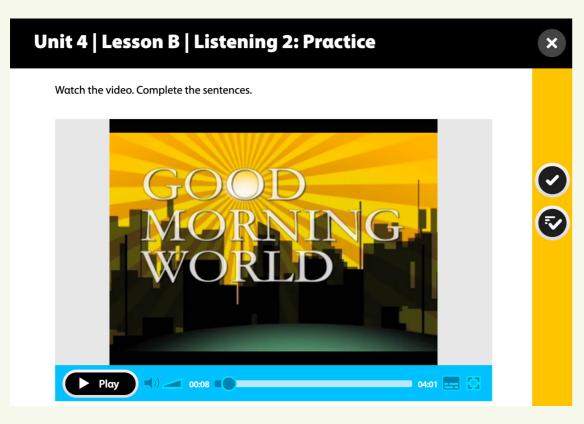


The Online Practice has an additional text based on the Unit's theme, as well as additional exercises to enhance reading comprehension and the skills and strategies taught in the Student's Book.

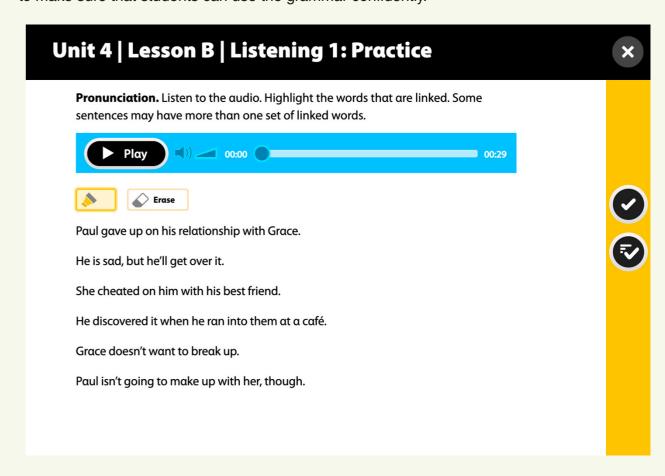
As in the Lesson A Listening section, teachers can click on the audio and play it directly from the CPT in Lesson B. The audio tracks are also embedded in the interactive exercises themselves. The Teacher's Book includes expansion activities, tips for completing each of the Student's Book exercises, and explanations of the listening strategies and skills being used.



For further practice, or for review or homework, you can also assign the Listening exercises in the Online Practice or the print Workbook. In the Online Practice, the Listening exercises also include the *Good Morning World* video segments, a scripted video series using the themes and language from the unit in the context of a humorous morning news program.

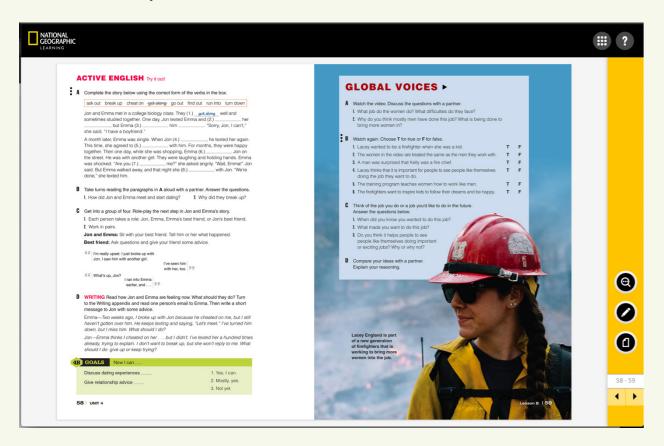


In the Grammar section, the CPT again makes it easy to present the grammar chart and exercises in the Student's Book, as well as quickly toggle to the Grammar Reference in the appendix. The Online Practice also has additional Grammar Tutorials to help students' comprehension of both the form and usage of each grammar presentation, as well as practice to make sure that students can use the grammar confidently.

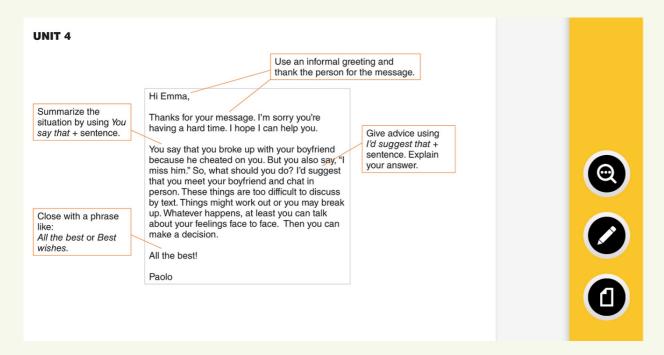


For the Pronunciation activities, students will receive extra practice in both recognizing and usage of the skills being taught in the Online Practice.

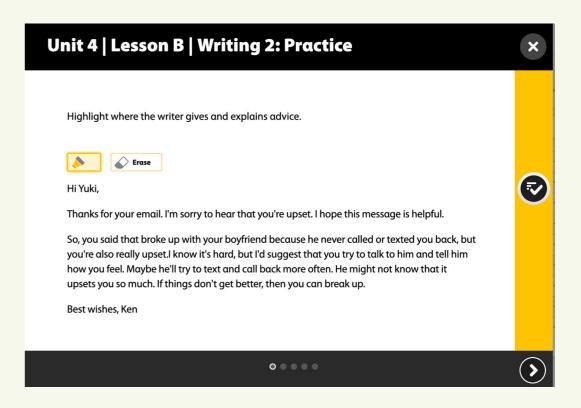
The CPT again offers teachers the flexibility to complete the Active English in the way that best fits the needs and style of their classroom.



For the Writing exercises, teachers can navigate to the Writing Models in the appendix to review a writing sample and review the skills and techniques that students will need in order to successfully complete the unit's writing task.

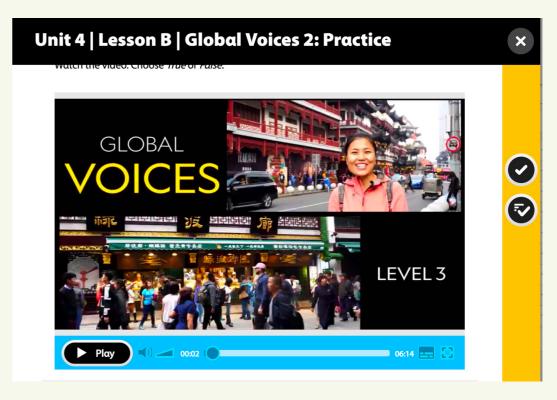


The Online Practice also contains exercises to strengthen students' writing skills, such as categorizing, sorting information, and labeling parts of a text. These exercises will provide students with the foundation they need to become successful writers in English.



The Global Voices video program presents the ideas and language from the unit in a real-world context. The video can be played on its own and is also embedded within all interactive activities in the CPT. Students can also play the video and complete extra activities related to the Global Voices videos in the Online Practice. This allows teachers the flexibility to go over the video in class, assign it outside of class, or where time is short, not cover the video.

Most Global Voices pages end with activities where students take the ideas of the video and apply them to the world around them. For these activities, teachers can give students time to brainstorm on their own and present their ideas to the class, or give pairs and groups time to work in breakout rooms or outside of class and present their ideas in the next class session.



WORLD LINK FOR ALL CLASSROOMS

Following each lesson or unit, teachers have access to a variety of assessment options, including tests in the Online Practice and customizable quizzes and tests using ExamView® banks which are located for download on the companion site.

BEST PRACTICES FOR USING THE CPT IN A DIGITAL CLASS

Set classroom expectations. Students should attend class in a quiet space with a fully charged device and their display name correct. They should have their printed book with them. We recommend students keep their video on as much as possible to foster a classroom community and keep themselves muted unless speaking to minimize background noise.

Call on volunteers. Advise students if they should raise a hand on camera or let you know in the chat box that they would like to answer.

Use the chat box. Digital learning actually provides an additional participation window for all students, and one that can really transform the level of participation of more introverted students: the chat box! Encourage all students to use the chat box to answer questions and call on volunteers to share answers or read out some examples. You might be surprised how some students blossom when this new medium is encouraged.

Collect written work. Handwritten work is still the norm in many classes, and that doesn't have to change in a digital environment. If handwritten work is assigned, have students take a picture and email it to you to submit.

For discrete items: Display answers one by one for review.

For pair and group activities: Assign breakout rooms with timers.

For video: Show in class or assign as homework.