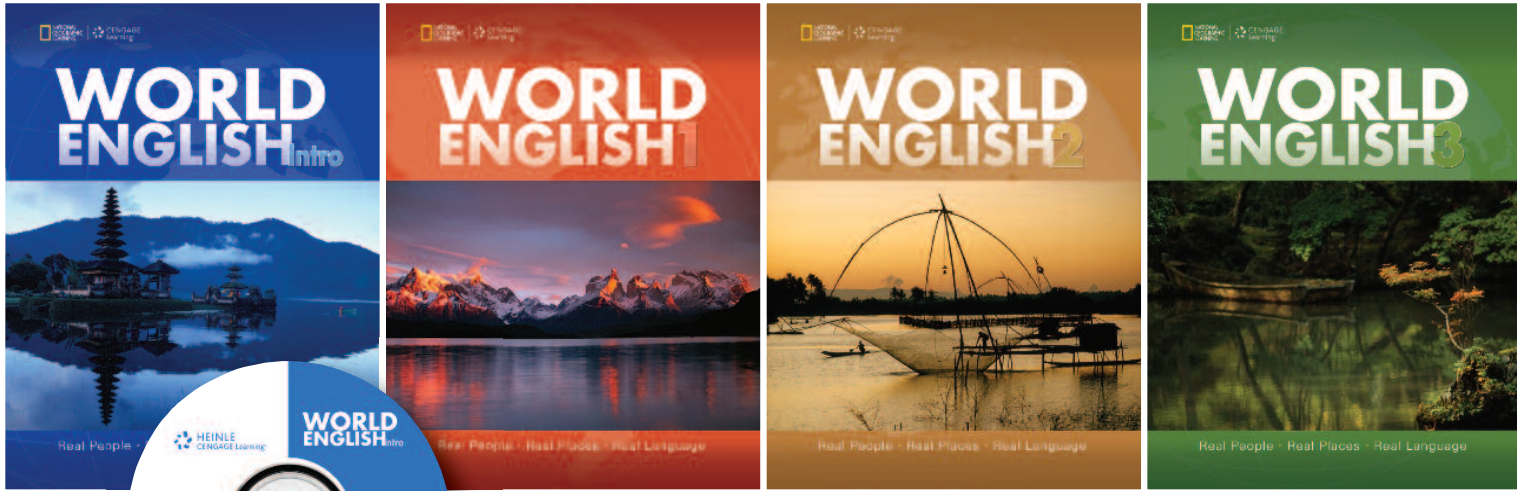


Real People • Real Places • Real Language



Every level available  
with video from  
National Geographic!

# WORLD ENGLISH

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# WORLD ENGLISH

Real People • Real Places • Real Language

Martin Milner, Kristin L. Johannsen, and Rebecca Tarver Chase

*World English* is an exciting new **four-skills general English series** which uses National Geographic content, images, and video to teach the language that learners need to **succeed in their daily lives**. The series is built upon clear and practical learning goals that are presented and practiced through appropriate themes and topics. A **competency-based series**, *World English* uses real people, real places, and real language to connect learners of English to the world.

## Real People

*World English* brings learning to life by sharing the lives, experiences and opinions of people from different cultures and backgrounds.

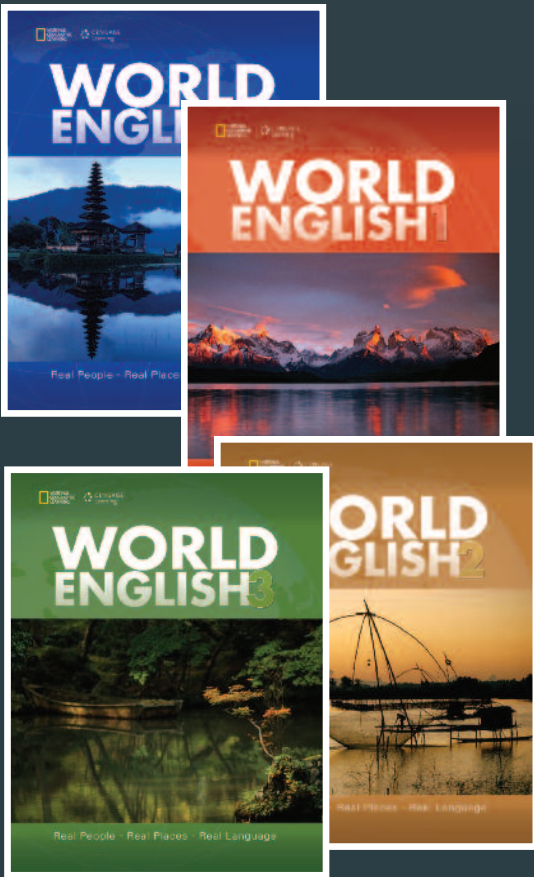
## Real Places

*World English* explores the four corners of our world, bringing countries and cities to life in ways meaningful and useful to learners.

## Real Language

*World English* introduces natural and useful idiomatic expressions, phrases, and language to make learners more comfortable in the real world.





## Why is *World English* the right choice?

### Practical Competency-based Syllabus

(see pages 4-7)

- ▶ Four competency-based **“Goals”** per unit give learners the chance to practice new language and skills in a communicative task and evaluate their own ability.
- ▶ **“Language Expansion”** sections focus on specific areas, such as conversation starters and phrasal verbs, to help learners build language strategies.
- ▶ **“Real Language”** and **“Word Focus”** sections introduce words, phrases, idiomatic language, and common collocations which help learners to find their way and to become more comfortable in the real world.



## Classroom DVD, Student CD-ROM, and Online Video Workbook

(see pages 8-9)

National Geographic video content is available for students and teachers on a Classroom DVD, Student CD-ROM, and Online Video Workbook for each level.

## Extensive Teacher Support

(see pages 10-11)

Online Lesson Planner

Teacher’s Edition, with additional photocopiable materials

Classroom DVD

Classroom Audio CD

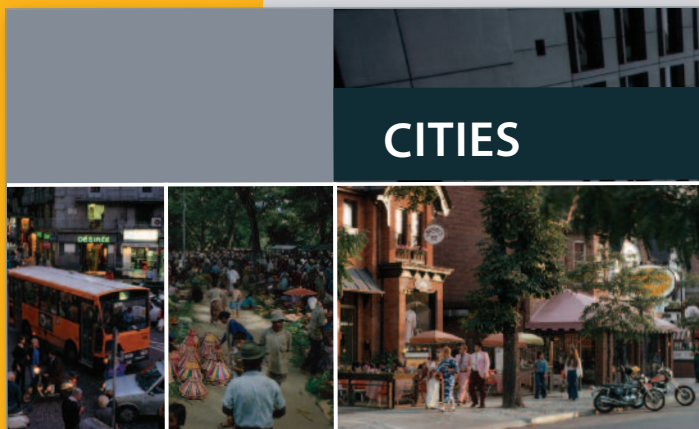
Assessment CD-ROM with ExamView®

Teacher Web site



# Why is World English the right choice?

Clear and practical goals prepare learners for the real world.



## CITIES

- What word best describes each picture?
  - skyscraper
  - neighborhood
  - market
  - downtown
- What is your city famous for?

### UNIT GOALS

Describe your city or town  
 Explain what makes a good neighborhood  
 Discuss an action plan  
 Make predictions about cities in the future

Clearly defined “Goals” provide a roadmap of learning for the student and are reinforced throughout the unit.

A clear and practical “Goal” is introduced, practiced, and mastered every two pages in each unit.

A **GOAL 1** DESCRIBE YOUR CITY OR TOWN

### Vocabulary

**A.** Read the opinions. Which one do you agree with? Give more reasons.

“Urban” life is great! There is good **public transportation**, like trains and buses. And we also have **freeways** where cars can go fast. People can find good jobs in a **factory** or a shopping center. And after work, there is great **nightlife** in restaurants and dance clubs. Cities get bigger every year because they are the best place to live.”

“City life is terrible! Cities are so **crowded**, with too many people in a small area, and the **population** grows every year. There is too much **traffic**, because people want to drive their cars everywhere. It’s always **noisy** and never quiet. A lot of people want to live in a **rural** area, but there aren’t many jobs in the country. It’s better to live in a **suburb** outside of the city, and **commute** to a job downtown by car.”

**B.** Match the words in blue in exercise A to the correct meaning.

1. in the city <u>   </u>	7. the number of people who live in a place <u>   </u>
2. a town outside of a city <u>   </u>	8. things to do in the evening <u>   </u>
3. a road where cars go fast <u>   </u>	9. cars moving on a street <u>   </u>
4. travel to your job <u>   </u>	10. too full <u>   </u>
5. trains, buses, and subways <u>   </u>	11. too loud <u>   </u>
6. a place where workers make things <u>   </u>	12. in the country <u>   </u>

### Grammar: Future with will

**A.** What do you think? Circle **Y** for yes or **N** for no. Compare your answers with a partner’s answers.

In the year 2030 . . .


1. My city will be bigger than it is now.	Y	N
2. People will drive cars in the city.	Y	N
3. Houses will be smaller than they are now.	Y	N
4. The city will have many parks and green spaces.	Y	N

Statement	The city <b>will be</b> cleaner.
Negative	People <b>won’t drive</b> cars.
Yes/no questions	<b>Will</b> houses be smaller?
Wh- questions	Where <b>will</b> people live?

\*Use will to make predictions about things you are sure about in the future.  
 \*In speaking, use contractions with will: I’ll, you’ll, he’ll, she’ll, we’ll, they’ll.

Each unit includes activities and exercises for grammar, vocabulary, listening, speaking, reading, writing, and pronunciation.

**B GOAL 2 EXPLAIN WHAT MAKES A GOOD NEIGHBORHOOD**



**Listening** ▲ Jardin Nomade in Paris

**A.** Discuss these questions with a partner.

- How often do you go to a park?
- What do you do there?
- What do you think about the parks in your city or town?

**B.** Listen to a radio program about a park in Paris called the Jardin Nomade. Circle the correct letter.

Track 1-12

- The Jardin Nomade is in \_\_\_ area.  
a. a rural    b. an urban    c. a suburban
- The Jardin Nomade is amazing because it's so \_\_\_\_\_.  
a. big    b. small    c. old
- In the Jardin Nomade, people \_\_\_\_\_.  
a. grow food    b. go swimming    c. enjoy art

**Conversation**

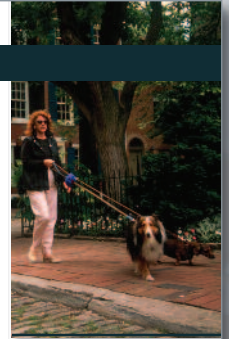


**A.** Close your book and listen to the conversation. What is the problem in Sarah's neighborhood?

**Ben:** How do you like living in your neighborhood?  
**Sarah:** Well, it has a lot of beautiful old buildings, but there are some problems.

**Ben:** Like what?  
**Sarah:** It doesn't have many different stores. There's only one supermarket, so food is very expensive.

**Ben:** That sounds like a pretty big problem.  
**Sarah:** It is, but the city is building a new shopping center now. Next year, we'll have more stores.



**B.** Practice the conversation with a partner. Switch roles and practice again.

**C.** Write these words or phrases in the correct column. Add two more ideas to each column.

beautiful buildings	crime	a lot of noise	heavy traffic
public transportation	pollution	trees and green space	many different stores

Good things in a neighborhood	Bad things in a neighborhood

**D.** Make two new conversations. Use your ideas from exercise C.

**E.** Join another pair of students. What are the four most important things for a good neighborhood? Talk about your ideas in exercise C and make a new list together. Give reasons.

Most important things for a good neighborhood	Reason
1.	
2.	
3.	
4.	

**✓ Goal 2 Explain what makes a good neighborhood**

Explain your group's list to the class.

Lesson B 31

**B.** Complete the sentences with *will* and a verb from the box.

rain    have    not go    take    be    live    not read

- The TV weather report says it \_\_\_\_\_ tonight.
- In 2030, only a few people \_\_\_\_\_ in rural areas.
- People \_\_\_\_\_ newspapers in the future.
- I think we \_\_\_\_\_ a test next week.
- In the future, students \_\_\_\_\_ to school. They \_\_\_\_\_ classes online.
- Leila \_\_\_\_\_ nineteen on her next birthday.

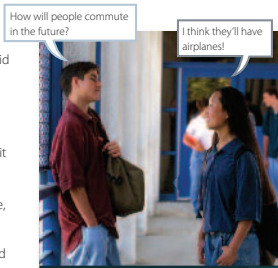
**C.** Ask a partner three questions about city life in the future. Use *will* in each question.

**Conversation**



**A.** Close your book and listen to the conversation. Where did Mimi live when she was a child?

**Mark:** So, where are you from, Mimi?  
**Mimi:** I live in New York now, but I grew up in Seoul.  
**Mark:** Really? I've never been to Seoul. What's it like?  
**Mimi:** Well, some people think it's too crowded, but it has great restaurants.  
**Mark:** I've heard that it's very polluted.  
**Mimi:** That's true, but it's changing now. In the future, it will be much cleaner.



**B.** Practice the conversation with a partner. Switch roles and practice it again.

**C.** Check the things that are true about your city. Add two more ideas of your own.

Bad things about a city	Good things about a city
It's _____. <input type="checkbox"/> noisy <input type="checkbox"/> boring <input type="checkbox"/> dangerous <input type="checkbox"/> crowded <input type="checkbox"/> expensive <input type="checkbox"/> polluted	It has great _____. <input type="checkbox"/> restaurants <input type="checkbox"/> beaches <input type="checkbox"/> parks <input type="checkbox"/> museums <input type="checkbox"/> neighborhoods <input type="checkbox"/> nightlife

**Real Language**

To ask about a person's hometown or home country, we say **Where are you from?**

**✓ Goal 1 Describe your city or town**

Make a new conversation about your city. Then make new conversations about two other cities you know.

Lesson A 29

Learners practice and consolidate the lesson's "Goal" through a communicative task at the end of each two-page lesson.

# Why is World English the right choice?

A communicative four-skills syllabus focuses on the language that learners need in the real world.

Magazine-style readings are a springboard for opinion sharing and personalization, and provide opportunities for learners to use grammar and vocabulary presented earlier in each unit.

“Language Expansion” sections focus on specific areas that help learners build language strategies and become more competent users of English.

## C GOAL 3 DISCUSS AN ACTION PLAN

### Language Expansion: Using maps

A. Study the map. Write the word from the box in the correct space on the map.



B. Take turns asking and answering the questions.

- In which parts of the city are the libraries?
- Where are the public sports centers?
- Where will the new road be?
- How many shopping centers does the city have now? How many will it have in 2020?
- What do you think this city needs?

Where's the train station?

It's in the north of the city.

### Grammar: Will + time clauses

A. Study the sentences and circle the correct letter.

**I will finish my homework before I go to bed.**

- What will you do first?
  - Finish my homework.
  - Go to bed.
- The word *before* is with the action that happens \_\_\_\_\_.
  - first
  - second

**I will wash the dishes after I eat dinner.**

- What will you do first?
  - Wash the dishes.
  - Eat dinner.
- The word *after* is with the action that happens \_\_\_\_\_.
  - first
  - second

### Time clauses

I'll look at the neighborhood carefully **before** I choose a new apartment.  
**Before** I choose a new apartment, I'll look at the neighborhood carefully.  
 I'll meet my neighbors **after** I move into my new apartment.  
**After** I move into my new apartment, I'll meet my neighbors.

- \* A time clause tells when something happens. Use *before* and *after* at the beginning of a time clause.
- \* In a sentence with *will*, use the present tense in the time clause.
- \* The time clause can come first or second in the sentence. If the time clause is first, it is followed by a comma.

B. Use the information in the note with time clauses to tell your partner their plans.

- find a place for the meeting/make an invitation (after)
- make a list of things to talk about/give invitations to all the neighbors (before)
- make a list of things to talk about/have the meeting (before)
- have the meeting/ask the city government for a sports center (after)
- talk to newspaper reporters/ask the city government for a sports center (after)

*We need a sports center in our neighborhood!*

*May 2 find a place for the meeting*  
*May 3 make an invitation*  
*May 5-12 give invitations to all the neighbors*  
*May 13 make a list of things to talk about*  
*May 20 have the meeting*  
*May 26 ask the city government for a sports center*  
*May 27 talk to newspaper reporters*

### Conversation

A. Practice the conversation. What does Jennie want for her neighborhood?

**Jennie:** This neighborhood really needs a library.  
**Dan:** You're absolutely right. But how can we get one?  
**Jennie:** I think we should have a neighborhood meeting to talk about it.  
**Dan:** That's a good idea. And after we have the meeting, we'll write a letter to the newspaper.  
**Jennie:** Great! I'll help you.

B. Make new conversations to talk about these neighborhood places.



▲ bicycle paths



▲ a playground

## ✓ Goal 3 Discuss an action plan

What does your city or neighborhood need? How can you get it?

“Conversation” sections include model dialogues that highlight key vocabulary and grammar for the lesson, and can be used by learners to create their own conversations with partners.

For freer, less controlled speaking practice, “Communication” sections offer learners the chance to practice and expand upon language and skills introduced in that unit.

**slum**

**D GOAL 4 MAKE PREDICTIONS ABOUT CITIES IN THE FUTURE**

**Reading**

**A.** Guess the answers. Then read the article to check your guesses.

- The first cities started \_\_\_ years ago.  
a. 1,000    b. 5,000    c. 10,000
- Every week, \_\_\_ people in the world move from rural areas to cities.  
a. 400,000    b. 800,000    c. 1 million
- The world's largest city is \_\_\_\_\_.  
a. Tokyo    b. Mexico City    c. New York

**B.** Find the information in the article. All of the answers are numbers.

- The percentage of people living in cities in 2030 \_\_\_\_\_
- The number of megacities in 1995 \_\_\_\_\_
- The number of megacities in 2015 \_\_\_\_\_
- The population of São Paulo \_\_\_\_\_
- The number of people traveling by car in São Paulo \_\_\_\_\_
- When Ilson da Silva came to São Paulo \_\_\_\_\_
- The number of rooms his house had then \_\_\_\_\_
- The number of rooms his house has now \_\_\_\_\_

34 Cities

**Megacities!**

São Paulo, Brazil

apartments are very expensive there. So people live in cheaper places far away from their jobs and spend many hours. And many new residents can't find homes for their families, so they live in slums. These are places where people find empty land and build small huts.

Ilson da Silva is one man who has done this. When he was to the city six years ago, he didn't have a job. He built a one-room hut next to a garbage dump. Now he works as a janitor, and his house has three rooms and a flower garden. The government has brought in running water and electricity, and the slum is becoming a real neighborhood. For Ilson, and for millions of other people, megacities mean hope for a better future.

Some people love cities, and other people hate them. But more people than ever are choosing to live in one. The first cities started about 5000 years ago. Since then, cities have always been the centers of everything important. The government, businesses, and the university were always in the city. Around the world more than 1 million people every week move from rural areas to cities. In the year 2030, 60 percent of the world's people will live in cities. These cities will be bigger than ever. A megacity is a city with a population of over 10 million people. In 1995, the world had 14 megacities. In 2015, there will be 21 megacities. And the ranking will continue to change. Today, the world's five largest cities are 1. Tokyo, 2. Mexico City, 3. São Paulo, 4. New York, and 5. Mumbai (Bombay). In 2015, they will probably be 1. Tokyo, 2. Dhaka, 3. Mumbai, 4. São Paulo, and 5. Delhi.

Megacities around the world face the same problems: traffic and housing. São Paulo, Brazil, is a good example. "There are 30 million daily trips in São Paulo," says Jorge Wilhelm, a city official. "One-third is public transport, one-third is private cars, and one-third is walking. Sixty to seventy percent should be on public transportation." The city is building a new freeway and adding to the subway system, but it's slow work. Every day, millions of people are sitting in traffic jams.

Housing is also a serious problem for the 18 million people in São Paulo. Most of the jobs are downtown, and houses and

**BURGONING BIG CITIES**  
Country with at least one city of 10 million or more residents  
City with a city of 10 million or more residents  
City with a city of 10 million or more residents  
City with a city of 10 million or more residents  
City with a city of 10 million or more residents

**C.** Discuss these questions with your partner.

- Why do people move from rural areas to cities?
- What is better about city life? What is better about rural life?

**Communication**

**How will your city be different in 2030?**  
Work with a partner and complete the chart with your ideas.

	Now	2030
population		
housing		
transportation		
the environment		
other things		

**Writing**

What will your city be like in 2030? Write a paragraph using your ideas from the chart.

**Goal 4 Make predictions about cities in the future**

Read your paragraph to the class.

Lesson D 35

“Writing” sections focus on sentence and paragraph level writing, and emphasize helping learners put their own ideas into writing.

“Video Journal” lesson closes each unit, and can be used with the Classroom DVD in the classroom and the Student CD-ROM out of the classroom.

Sample pages and information for the Video Journal are on pages 8-9.

# Why is *World English* the right choice?

National Geographic brings the sights and sounds of the world into the classroom.



**E VIDEO JOURNAL FES**

**Before You Watch**  
Read about the video and check the meanings of the words in **bold**.

The Bouananiya Medersa in Fes, Morocco, is a **masterpiece** of art. It's in very bad condition now, but people are working to **restore** its walls and **fountains**. Some old buildings in Fes are in danger because **wealthy** people buy and take away pieces of them. Now, **private** organizations are trying to **preserve** these buildings for the future. They hope all people can enjoy Morocco's **heritage**.

**While You Watch**

**A.** Watch the video, *Restoring Fes*. Circle the correct answer.

- The medina is the (oldest/newest) part of Fes.
- (Rich/poor) people live in the medina.

**B.** Watch the video again. Circle **T** for true or **F** for false.

- In the past, the Bouananiya Medersa was a palace. T F
- Restorers are taking old paint off the walls of the Medersa. T F
- The government isn't interested in restoring historic buildings in Fes. T F
- There is a problem because wealthy people want to live in the old houses in Fes. T F
- The people in Fes don't want to lose their heritage. T F

36 Cities

The final lesson in each unit is a two-page "Video Journal," which uses carefully graded National Geographic video clips.



## Classroom DVD

A Classroom DVD for each level of *World English* contains National Geographic video content for use in the classroom.

- ▶ Each Classroom DVD is 60 minutes long and has been carefully graded for learners of English at the appropriate level.
- ▶ A “**Video Journal**” closes each unit and is ideal for classroom use or self-study, with two pages of exercises and a consolidating “**Communication**” activity.
- ▶ The Teacher’s Edition includes teaching notes, answer keys, “**Video Vocabulary Glossary**,” and “**For Your Information**” boxes to provide background and cultural information linked to the topic.

Sample pages taken from *World English Student Book 2, Unit 3*



**C.** Watch the video again. Circle the correct answer.

1. The city of Fes was founded in the (ninth/eleventh) century.
2. By the 1300s, Fes was a center for (art/science) and learning.
3. (One or two/five or six) families live in each house in the medina.
4. In the 18th-century palace, the first part that people bought was a (wall/fountain).
5. In the future, the Medersa will be a (museum/school).

**After You Watch**

 What are some important buildings and places in your city’s heritage? Make a list and then share the information with your partner.

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**Communication**

 Write a guide for foreign visitors to a historic place in your city. Answer these questions in your guide.

1. Why should visitors go there?
2. What happened there?
3. What can visitors see and do there?
4. How much does it cost to visit? What hours is it open? How can visitors get there?

 ▲ a group of tourists visit the Pyramids at Giza

Video Journal 37

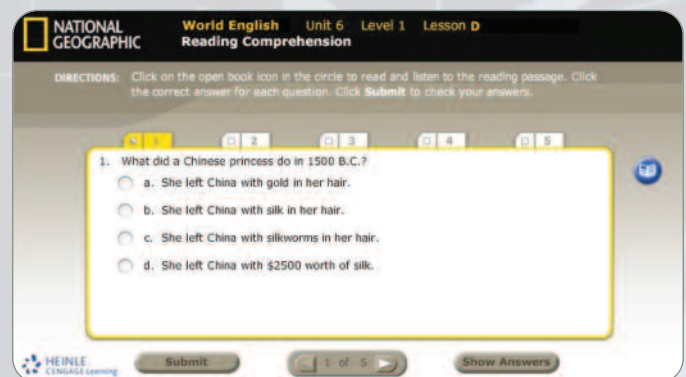
## Student CD-ROM and Online Video Workbook

Each Student Book comes with a choice of a Student CD-ROM or an Online Video Workbook, both of which contain:

- ▶ 12 National Geographic video clips with activities to consolidate and reinforce language introduced in the Student Book
- ▶ Additional and automatically graded comprehension exercises—giving students instant feedback—and saving teachers and instructors valuable time
- ▶ Audio clips from the Student Book, including model dialogues, listening activities, and pronunciation

The Online Video Workbook, which allows for teacher-led and self-study options, is powered by *MyELT*, an online resource for English language courses for both teachers and students.

POWERED BY 



NATIONAL GEOGRAPHIC World English Unit 6 Level 1 Lesson D  
Reading Comprehension

DIRECTIONS: Click on the open book icon in the circle to read and listen to the reading passage. Click the correct answer for each question. Click **Submit** to check your answers.

1. What did a Chinese princess do in 1500 B.C.?

a. She left China with gold in her hair.

b. She left China with silk in her hair.

c. She left China with silkworms in her hair.

d. She left China with \$2500 worth of silk.

Submit 1 of 5 Show Answers



# Why is *World English* the right choice?

Teachers get the most out of the *World English* series.

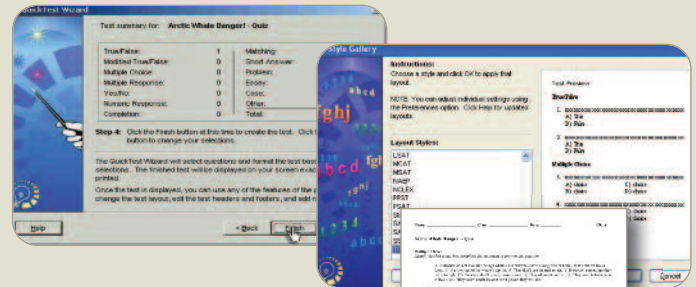
## Online Lesson Planner

Perfect for the busy teacher, the Online Lesson Planner is a web-based tool that allows *World English* teachers to create and customize lesson plans for their classes, then save and share them in a range of formats. Convenient and simple to use, the Online Lesson Planner takes the pain out of making your textbook fit your unique teaching schedule.



## Teacher Web site

The *World English* Teacher Web site provides additional resources for the teacher, including a Classroom Presentation Tool, Online Lesson Planner, placement test, and other downloadable, photocopiable materials.



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## Classroom DVD

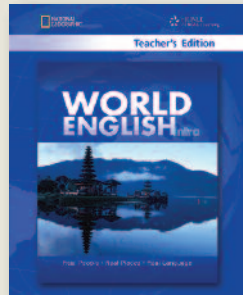
Designed for use with the "Video Journal" sections in the Student Book, or on its own, a Classroom DVD for each level includes 12 carefully-graded National Geographic video clips.



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A four-color Teacher's Edition is available for each level in an easy-to-use wrap-around design. It includes:

- ▶ Teaching notes and tips for each page of the Student Book
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- ▶ Photocopiable "Writing Program"
- ▶ "Grammar Practice" extension activities and suggestions
- ▶ "Expansion Activities" for additional speaking practice
- ▶ Cross-cultural and other useful background information
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- ▶ 24 photocopiable activities with lesson notes and answers
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This fantastic new eight-level series of non-fiction graded readers introduces the sights and sounds of the world to English language learners. It is the only series of readers that comes with a Lesson Planner, Audio Program and DVD for each level.

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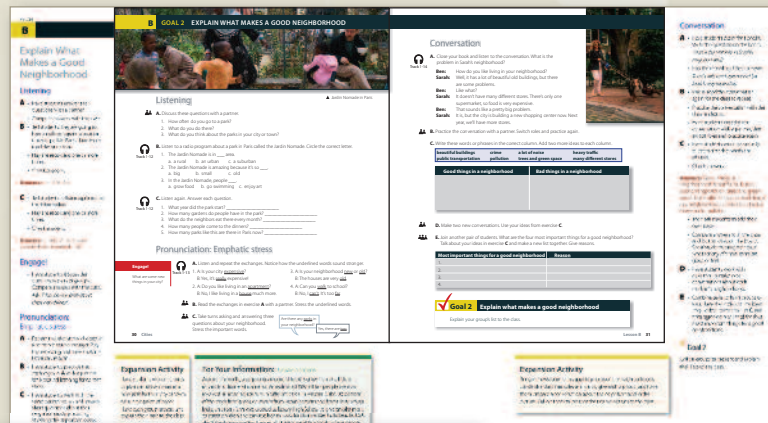


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### Explain What Makes a Good Neighborhood

#### Listening

- A.** Have students answer the questions with a partner.
  - Compare answers with the class.
- B.** Tell students they are going to hear a radio program about an unusual park in Paris. Have them read the questions.
  - Play the recording one or more times.
  - Check answers.

Answers: 1. b 2. b 3. a

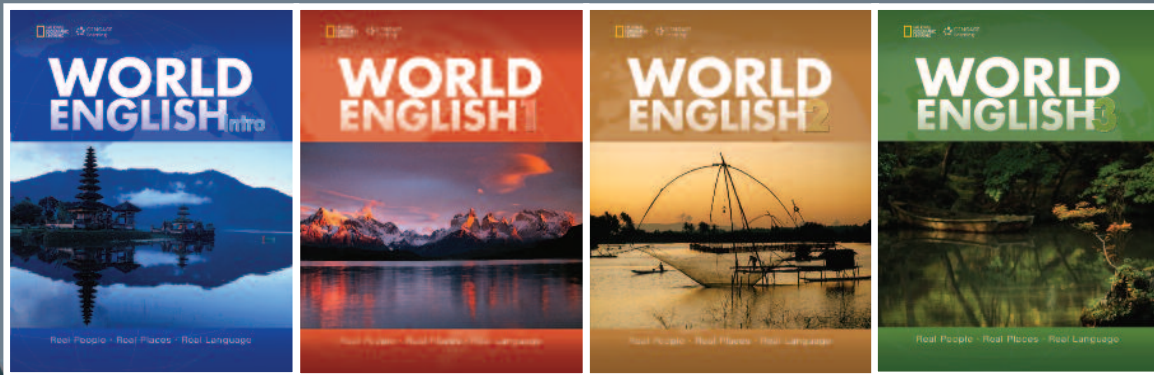
### Expansion Activity

Have students work in groups to plan and draw a map of a new park for their city or town, on a large piece of paper.

Have each student explain...

### For Your Information: Urban gardens

Around the world, a surprising amount of food is grown on small plots of land in urban environments. An estimated 800 million people are now involved in urban agriculture in different cities. In Havana, Cuba, 90 percent of the city's fresh produce comes from urban gardens and farms. In Mumbai, India, an urban farm was created at Rosary High School to give employment to street children and provide healthy food for slum residents. In Seattle, USA, the P-Patch program has land in 70 different neighborhoods where people can have their own small gardens for a very small fee. "Allotment gardens" like the ones in Seattle are popular in many countries, including Germany, Sweden, the UK, and Holland.



# WORLD ENGLISH

Real People, Real Places,  
Real Language

Martin Milner  
Kristin L. Johannsen  
Rebecca Tarver Chase

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your local representative,  
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