

What's new in **WORLD ENGLISH** THIRD EDITION

 **NATIONAL
GEOGRAPHIC**
LEARNING

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The World English Program

For the Learner

Student's Book

Student's Book + My World English Online

My World English Online

Print Workbook

Combo Splits

For the Instructor

Teacher's Book

Student's Book Audio

Classroom Presentation Tool

ExamView Assessment Suite

Online Placement Test

What's new with the...

- Goals?
- Grammar?
- Writing?
- Video?

With time for Q & A at the end

What's new with the 'goals'?

Types of Clothing

Look at the photo and answer the questions.

1 What kinds of clothes do you see?

2 Which clothes do you like? Why?

Fashion models wear winter clothing at Milan Fashion Week in Milan, Italy.

UNIT 9 GOALS

- A. Compare Clothes
- B. Buy Clothes
- C. Decide What to Wear
- D. Discuss Fashion
- E. Describe Clothes

GOAL Buy Clothes

Listening

A 48 Listen to a conversation in a clothing store. What is the man buying? What color does he choose?

B 48 Listen again and answer the questions.

- Does he want formal or casual shoes?
- How many pairs of shoes does the man try on?
- What size shoes does the man usually wear?
- What size does he choose?
- How much are the brown shoes?
- How much are the white shoes?
- Does he pay with cash or by card?

PRONUNCIATION: Stressed and Weak Syllables

In spoken English, some syllables are stressed and some are weak. Weak syllables usually do not sound as loud as stressed ones. The vowels are also usually longer in stressed syllables.

C 49 Listen and underline the stressed syllables in these sentences.

- The skirt is cheaper than the shirt.
- The blue tie is nicer than the black one.
- Do you have a bigger size?
- These ones are smaller than those.
- This store is better.
- The white shoes are more expensive than the brown ones.

D 49 Listen again and repeat the sentences in C.

Casual shoes for everyday wear or sports are often called *sneakers*.



Communication

E Who said the questions and statements below? Write S (salesperson) or C (customer).

- | | |
|--|--|
| 1. Can I help you? <u>S</u> | 7. Are they better? ____ |
| 2. I'd like to buy some blue shoes. <u>C</u> | 8. How much are they? ____ |
| 3. Do you have anything less formal? ____ | 9. Do you have anything less expensive? ____ |
| 4. Can I try them on? ____ | 10. What about these brown ones? ____ |
| 5. What size are you? ____ | 11. I'll take the blue ones. ____ |
| 6. Do you have a bigger size? ____ | 12. Are you paying with cash or card? ____ |

F 48 Listen again and check your answers.

SPEAKING STRATEGY

Shopping

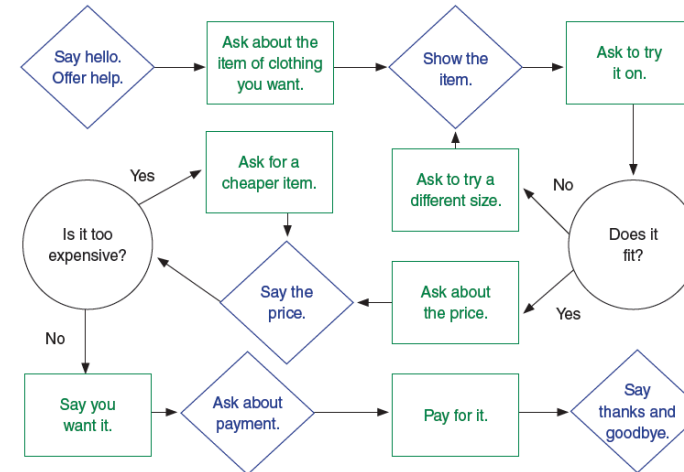
May / Can I help you?
May / Can I try ...?
What about ...?
I'll take ...



GOAL CHECK Buy Clothes

- Look at the flowchart. You're going to make a new conversation. Decide:
 - what the salesperson should say for each situation in a blue diamond.
 - what the customer should say for each situation in a green square.

Follow the steps below and use phrases from E or your own ideas.



- Practice the conversation using the flowchart. Take turns being the salesperson and the customer. Repeat the conversation with different items of clothing.

Hello. May I help you?

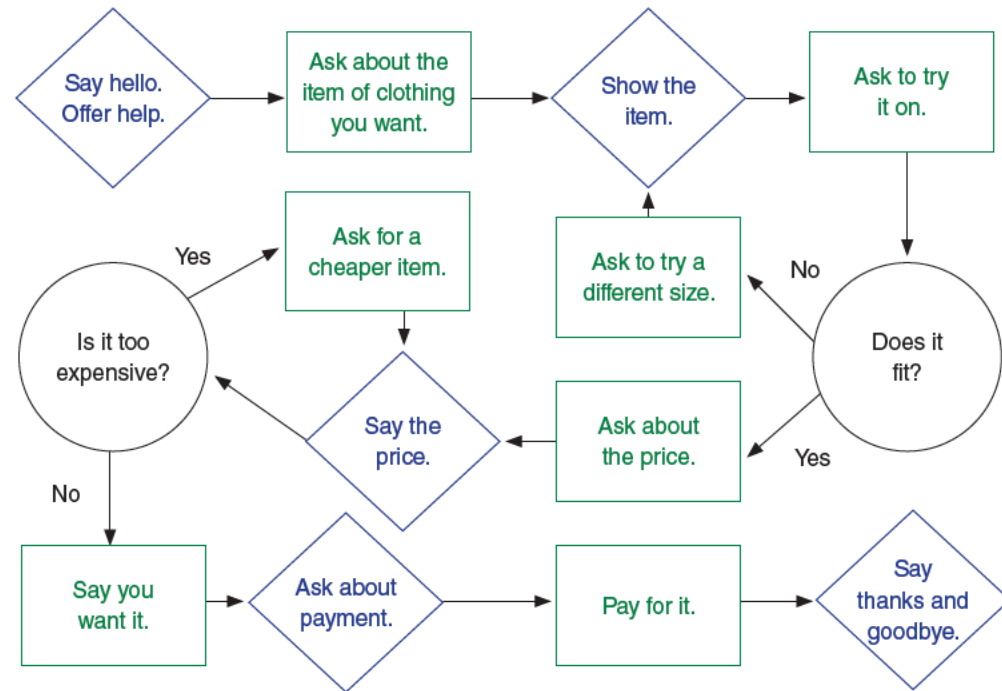
Yes, I'd like to buy a shirt.



GOAL CHECK Buy Clothes

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Follow the steps below and use phrases from **E** or your own ideas.



2. Practice the conversation using the flowchart. Take turns being the salesperson and the customer. Repeat the conversation with different items of clothing.

Hello. May I help you?

Yes, I'd like to buy a shirt.

Preparation

Practice

“Every lesson states a clear objective and then it is checked in the very same lesson.”

Jorge Cuevas, Universidad Santo Tomás

“The goal check is really nice because students can check their improvements.”

Cristina Kobashi, Cultivar Escola de Idiomas

B GOAL Plan a Project



Listening

A Look at the photo. Answer the questions.

1. What do you think Molly Ferrill does?
2. What subject do you think she specializes in?

B 42 Listen to an interview with Molly. Check your answers in A.

C 42 Listen to the interview again. Complete the notes about Molly's next project. Use words from the interview.

What is the project?	When?	Are there other people?	Is there special equipment?
A _____ series about _____ wildlife protection officers and the species of _____ they protect.	Start: She's going to leave in _____. Finish: It's going to take _____.	She's going to work with other _____.	1. _____ 2. lenses 3. microphones 4. _____

D 42 In pairs, compare your answers in C. Then listen again and check.

WORD FOCUS

wildlife protection officers people who keep animals safe
species types of animals
protect keep safe from danger
video series more than one video about the same subject

PRONUNCIATION: Reduced Form of *going to*

43 In natural speech, *going to* is often reduced to sound like *gonna*. The words are combined and the vowels also change. Listen to and repeat the sample sentences.
I'm going to buy a new computer.
Are you going to come?

E 44 Listen to the sentences and check (✓) the correct box.

	Full Form	Reduced Form
1. I'm going to make a video.		✓
2. Are you going to work with anyone else?	✓	
3. When are you going to leave?		
4. We're going to leave in two months.		
5. What special equipment are you going to need for the trip?		
6. We're going to pack different types of clothing.		
7. When are you going to finish the project?		

F In pairs, take turns reading the sentences in E with either the full form or the reduced form. Your partner has to say which form you used.

G In groups, plan one of these projects for your school:

- Create a website with information and news about your school and neighborhood.
- Make a short video called "A day in the life of a student."
- Plan an event to celebrate the end of the year.

✓ GOAL CHECK Plan a Project

1. In your groups, discuss each part of the project and write down information in the table.

What is the project?	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

2. Present your plans for the project to the class or another group. Use *going to* in your presentation.

We are going to ...

We are going to need ...

D GOAL Compare Types of Communication

Reading

A Does each type of human communication use the sense of sight, hearing, touch, or more than one?

shaking hands	smiling	waving
writing	kissing	shaking your head
nodding your head	laughing	yelling

B Match these sentences to actions in **A**.

- | | |
|----------------------------|------------------------|
| 1. "I disagree with you." | 4. "That's so funny!" |
| 2. "I agree with you." | 5. "Nice to meet you." |
| 3. "I'm happy to see you." | 6. "Goodbye." |

C MY WORLD Do any of the examples of body language in **B** have a different meaning in your country? What are some examples of body language used in your country?

D Read the article. Match the words to the definitions.

- | | |
|---------------------------|--------------------------------|
| <u>a</u> 1. body language | a. communication with the body |
| ___ 2. greet | b. feelings |
| ___ 3. emotions | c. do in a similar way |
| ___ 5. sense of humor | d. meet and say "hello" |
| ___ 6. copy | e. ability to have fun |

E Are these actions done by humans, elephants, or both? Underline the supporting information in the article.

- | | |
|--|---------------|
| 1. Speak with words and language | <u>humans</u> |
| 2. Spread ears to show anger or aggression | _____ |
| 3. Shake their head to disagree | _____ |
| 4. Shake their head to show they are happy | _____ |
| 5. Touch each other to show their feelings | _____ |
| 6. Laugh | _____ |
| 7. Have a sense of humor | _____ |
| 8. Copy sounds they hear | _____ |

✓ GOAL CHECK

In groups, describe at least one similarity and one difference between the different types of communication in each pair.

- | | |
|-----------------------------|-----------------------|
| • Human / Animal | • Speaking / Writing |
| • Face-to-face / Electronic | • Social media / Text |



C MY WORLD Do any of the examples of body language in **B** have a different meaning in your country? What are some examples of body language used in your country?

Animals don't communicate in as many ways as humans—for example, they don't have language like we do—but many animals do also use the senses of sight, touch, and hearing. A good example of this is elephant communication.

holds her baby, a mother elephant regularly touches her young **calf** with her trunk. Elephants also show they are friendly when they touch other elephants. And when they want to have fun, they hold each other by the trunk and pull. Even if they can't laugh like a human, elephants have a great sense of humor.

It's probably trying to tell you something very important!

Glossary

calf young elephant
pet an animal in your house

What's new with the 'goals'?

- Show students what success looks like to make the goals visible
- Use of backward planning
- Greater scaffolding of final task
- Added authenticity and personalization

What's new with the 'grammar'?

Presentation

Grammar: *Should* for advice

Should				
Subject	Should	Adverb of frequency	Verb	Complement
You	should	(always)	make	a copy of your passport.
You	shouldn't		wear	expensive jewelry.
*We use <i>should/shouldn't</i> to give advice.				

Questions with <i>should</i>			
Should	Subject	Verb	Complement
Should	I	take	a taxi from the airport?
*We use questions with <i>should</i> to ask for advice.			

Practice

- A** Ask for advice. Read the responses and write the questions.
- Q:** Should I take the shuttle bus to the airport?
A: Yes, you should. The shuttle bus is quick and cheap.
 - Q:** _____
A: No, you shouldn't. It is hot at the beach. You don't need a sweater.
 - Q:** _____
A: Yes, you should. Credit cards are accepted in a lot of shops.
 - Q:** _____
A: No, you shouldn't. It's dangerous to carry cash.
- B** Ask the questions in exercise **A** and give different advice. Take turns with a partner.

Conversation

- A** Listen to the conversation. What does Claudia want from the United States?
- Ayumi:** Hi, Claudia. You know the USA. Can you give me some advice? I'm going to New York in January.
- Claudia:** Lucky you! How can I help?
- Ayumi:** First: Should I buy travel insurance?
- Claudia:** Yes, you should. Hospitals and doctors are very expensive in the U.S.
- Ayumi:** OK. That's another \$200. What about clothes? What should I take?
- Claudia:** You should take a warm sweater and some gloves and a scarf.
- Ayumi:** Hmm, that's another \$100.
- Claudia:** Oh, just one more thing! Don't forget to buy me a nice present, like a new watch.
- Ayumi:** Oh no! That's another \$500! Traveling is expensive!
- B** Practice the conversation with a partner. Switch roles and practice it again.
- C** Change the underlined words and make a new conversation.
- D** **GOAL CHECK** Give travel advice

- Discuss travel tips for visitors to your country. Think about the following topics.
- transportation
 - how to carry money
 - Can you drink the water?



▲ Washington Square Park, New York City

Context and Goal Check

Language Expansion: Describing Places

A Underline the correct adjective in each sentence.

- There's a *cheap* / *delicious* hotel near the train station.
- The weather is hot in the summer and *warm* / *crowded* in the winter.
- In the afternoon, lots of people go to the beach, so it's *crowded* / *quiet*.
- In Patagonia, the views are *beautiful* / *warm*.
- Don't walk around after midnight because it's a *dangerous* / *cheap* part of town.
- That restaurant is famous for its *delicious* / *safe* seafood.
- England is often very *cold* / *hot* in the winter.
- Shopping is very *expensive* / *ugly* at the airport.

Grammar

Should for Advice

Should				Questions with <i>should</i>			
You	should shouldn't	take	a camera.	Should	I	take	a camera?
Use <i>should</i> / <i>shouldn't</i> to give advice.				Use questions with <i>should</i> to ask for advice.			

B In pairs, use the words and phrases in the table to give advice for the sentences in A.

Example: There's a cheap hotel near the train station. *You should stay there.*

You	should	buy clothes there. eat there. go early in the morning. pack sunblock. stay there.
	shouldn't	take your camera. walk there late at night. wear a warm coat.

C Ask for advice. Read the responses and write questions.

- Q: *Should I take the shuttle bus to the airport?*
A: Yes, you should. The shuttle bus is quick and cheap.
- Q: _____
A: No, you shouldn't. It is hot at the beach. You don't need a sweater.
- Q: _____
A: Yes, you should. It's expensive to exchange it at the airport.
- Q: _____
A: No, you shouldn't. It's dangerous to carry cash.

D In pairs, take turns asking the questions in C. Give different advice.

Conversation

E 16 Listen to the conversation between two friends about a vacation in Japan.

Check (✓) the topics they discuss:

- ☐ Food ☐ Places to stay ☐ Transportation
☐ Language ☐ Shopping ☐ When to go

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

Claudia: I want to visit Japan next year. Can you give me some advice?

Ayumi: Sure, it's an interesting country.

Claudia: Do you think I should go in the summer?

Ayumi: You can, but it's very hot. I think you should go in the spring. It's a beautiful time of year, and the Japanese gardens are famous.

Claudia: OK. And do I need to rent a car?

Ayumi: No, you don't need to. It's a good idea to take trains because they're fast between the big cities.

Claudia: Right. I fly into Tokyo. Is Tokyo expensive?

Ayumi: Very! And it's so crowded. Why don't you stay in Fujiyoshida? It's not too far from Tokyo. It's a small city near Mount Fuji and the hotels are nice.

SPEAKING STRATEGY

Asking for and Giving Advice

Can / Could you give me some advice?
Do I need to...?
Do you think I should...?
Is it a good idea to...?
Should I...?
I think you should...
It's a good idea to...
Why don't you...?
You need to...



GOAL CHECK Ask for and Give Advice

1. Think about travel advice for your country. Make notes about some of these topics:

Clothing Hotels Places to visit Shopping
 Food Money Transportation When to go

2. In pairs, take turns asking for and giving advice.

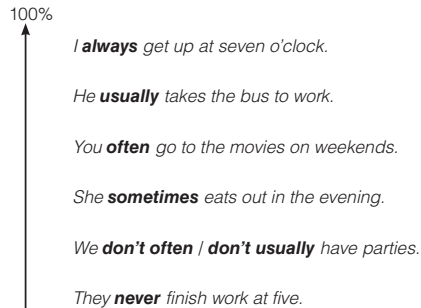
The view of Mount Fuji from Fujiyoshida, Japan



Lesson C

Adverb of Frequency + Verb

We use adverbs of frequency to say how often we do something:



Word Order			
Subject	Adverb of Frequency	Verb	
We	always	give	presents at Christmas.
We	never	dance	in the streets at Christmas.
Subject	Be	Adverb of Frequency	
Christmas	is	always	in December.
Carnival	is	usually	in March.
Most adverbs of frequency come before the verb, unless the verb is <i>be</i> .			

D Look at the table and write sentences with the adverbs of frequency.

	Movies	Park
Sam	sometimes	never
Jane	always	often
Carlo and Donna	not often	sometimes

- Sam / movies Sam sometimes goes to the movies.
- Carlo and Donna / the park _____
- Jane / movies _____
- Carlo and Donna / movies _____
- Jane / park _____
- Sam / park _____

E Check (✓) the sentences with the correct word order. Rewrite the other sentences.

- We always celebrate Thanksgiving in November. ✓
- I go never to the park. ✗ I never go to the park.
- They don't start often work at nine.
- He sometimes finishes early.
- Kim and Mai often speak English together.
- I watch TV always in the evening.
- Sue doesn't often catch the bus to work.
- My brother remembers never my birthday.

UNIT 3

Lesson A

Possession			
's	Adjective		
	my		me.
	your	yours	you.
It's Tim's passport.	his	his	him.
It's my sister's bag.	her	hers	her.
	our	ours	us.
It's my parents' bag.	their	theirs	them.
*A possessive adjective has one form for singular and plural: <i>his ticket, his tickets</i>			

A Underline the correct word.

- It's my / mine / me passport.
- These keys are you / your / yours.
- This car belongs to me / my / mine.
- Is this he / his / him?
- These bags are their / theirs / them.
- Does this camera belong to she / her / hers?
- These books are our / ours / us.
- This watch belongs to me / my / mine.
- They belong to us / our / ours.
- Is this you / your / yours luggage?

B Write the missing words in these conversations.

- A:** Whose passport is this?
B: I think it's Joe _____, but look at the photo.
A: No, it isn't _____ because it's a woman's face.

- A:** I like your bag.
B: It's my sister _____ bag.
A: Does the camera belong to _____, too?
B: No, it belongs to me. It's _____.
- A:** Excuse me, I think you're in _____ seat.
B: Are you sure? I think it's _____.
A: I'm in seat 30 C.
B: This is seat 29 C. _____ is behind me.

Lesson C

Should for Advice				
You	should	buy	this coat.	
	shouldn't			
Use <i>should</i> for strong advice. <i>Should</i> is a modal verb: Do not use third person -s: <i>You should buy it. / You shouldn't buy it.</i> Do not use <i>do</i> in negatives: <i>You shouldn't buy it. / You don't should buy it.</i>				
Yes / No Questions and Short Answers				
Should	I	take	a taxi?	Yes, you should . No, you shouldn't .
Wh- Questions				
What	should	I	do?	

C Write *should* or *shouldn't*.

- You _____ take sunblock to the beach.
- You _____ eat healthy food.
- You _____ smoke cigarettes.
- A:** I'm tired.
B: You _____ get more sleep.
- A:** Should I take a taxi?
B: No, you _____. It's expensive.

D Give advice. Use *should* / *shouldn't* buy and it or them.

- This coat is beautiful. You should buy it.
- This camera is very expensive. _____
- These shoes are nice. _____
- These shirts are ugly! _____
- This phone is fantastic! _____
- This laptop is slow. _____

E Match the questions to the answers.

- Should I go to the gym? _____
- Should we go now? _____
- I'm sick. What should I do? _____
a. No, the movie starts later.
b. You should see a doctor.
c. Yes, you should. Exercise is good for you.

UNIT 4

Lesson A

Count and Non-Count Nouns

There are two types of nouns:

- Count nouns (you can count them): *1 apple, 2 apples, 3 apples ...*
- Non-count nouns (you cannot count them): *bread, juice, cheese ...*

	Singular	Plural
Count nouns	This is a banana.	These are bananas.
Non-count nouns	This is water.	These are waters.

For regular count nouns, add -s or -es to form the plural. Non-count nouns do not have a plural form.

a / an, some, and any

	Count nouns		Non-count nouns
	Singular	Plural	
Statement	It's a lemon.	There are some eggs in the fridge.	There is some cheese in the fridge.
Negative	I don't have an egg.	There aren't any eggs in the fridge.	I don't have any milk.
Question	Do you have an orange?	Are there any apples?	Do you have any orange juice?

a / an

Use *a* / *an* with singular count nouns: *a lemon, an egg*.

Use *a* before a noun with a consonant sound: *a potato, a banana*.

Use *an* before a noun with a vowel sound: *an orange, an apple*.

some

Use *some* in affirmative statements with plural count nouns and non-count nouns:

I have some eggs. / You have some cheese.

You can also use *some* for questions with *could*: *Could I have some milk?*

Language Expansion: Describing Places

A Underline the correct adjective in each sentence.

1. There's a *cheap* / *delicious* hotel near the train station.
2. The weather is hot in the summer and *warm* / *crowded* in the winter.
3. In the afternoon, lots of people go to the beach, so it's *crowded* / *quiet*.
4. In Patagonia, the views are *beautiful* / *warm*.
5. Don't walk around after midnight because it's a *dangerous* / *cheap* part of town.
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Context and
Goal Check

Grammar

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C Ask for advice. Read the responses and write questions.

1. Q: *Should I take the shuttle bus to the airport?*
A: Yes, you should. The shuttle bus is quick and cheap.
2. Q: _____
A: No, you shouldn't. It is hot at the beach. You don't need a sweater.
3. Q: _____
A: Yes, you should. It's expensive to exchange it at the airport.
4. Q: _____
A: No, you shouldn't. It's dangerous to carry cash.

D In pairs, take turns asking the questions in C. Give different advice.

Conversation

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Check (✓) the topics they discuss:

- | | | |
|-----------------------------------|---|---|
| <input type="checkbox"/> Food | <input type="checkbox"/> Places to stay | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Language | <input type="checkbox"/> Shopping | <input type="checkbox"/> When to go |

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

Claudia: I want to visit Japan next year. Can you give me some advice?

Ayumi: Sure, it's an interesting country.

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Claudia: Right. I fly into Tokyo. Is Tokyo expensive?

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SPEAKING STRATEGY

Asking for and
Giving Advice

Can / Could you give
me some advice?
Do I need to...?
Do you think I
should...?
Is it a good idea to...?
Should I...?
I think you should...
It's a good idea to...
Why don't you...?
You need to...



GOAL CHECK Ask for and Give Advice

1. Think about travel advice for your country. Make notes about some of these topics:

Clothing	Hotels	Places to visit	Shopping
Food	Money	Transportation	When to go

2. In pairs, take turns asking for and giving advice.

The view of Mount Fuji from
Fujiyoshida, Japan

Presentation

Communicative
activities

What's new with the 'grammar'?

- Expanded charts and basic activities in the back of the book
- More communicative focus in main unit, allowing for students to encounter grammar in different ways and personalize

What's new with the 'writing'?



A lake created by a melted glacier in the Himalayas

fishing climbing
swimming jogging

"We all got down onto the ice, and I then got into my swimming costume and I dived into the sea. I have never in my life felt anything like that moment. I could barely breathe. I was gasping for air."

Communication

A Match the equipment to the activity. Write the correct number.

- | | |
|-------------------|-------------------------|
| 1. a ball | _____ playing soccer |
| 2. boots | _____ ice hockey |
| 3. a bathing suit | _____ hiking |
| 4. a backpack | _____ swimming |
| 5. skates | _____ mountain climbing |

B Complete the sentences with the correct verbs. Use the words in the box.

1. We love the water. We are going _____ tomorrow.
2. Ahmed wants to catch and eat some shrimp. He is going _____.
3. They like the mountains. They are going _____ this weekend.
4. Jill would like to exercise in the park. She is going _____ today.

C Lewis Pugh swims in dangerous conditions. What other sports can be dangerous? How are they dangerous? Have you ever played a dangerous sport? Which one? Discuss with a partner.

Writing

A Read Lewis Pugh's quote. Then write an e-mail to a friend about a dangerous sport that you'd like to try.

B **GOAL CHECK** Discuss adventures

Share your e-mail with a partner. How are they the same? How are they different?

Communication

A Do you ever go to a gym or health club? Why?

B Read the questionnaire. Answer the two questions.

1. Why do they want information from their customers?
2. What type of information do they want?

We want to offer you the best services at our health club. Please spend 5 minutes answering the questions. Thank you for your time.

1. Which services do you use?

- ☐ The gym ☐ Fitness classes ☐ Swimming pool
☐ Basketball court ☐ Sauna and massage

2. How often do you use the gym and health club?

- ☐ More than three times a week ☐ Three times a week
☐ Twice a week ☐ Once a week ☐ Less than once a week

3. When do you usually visit the gym and health club?

- ☐ In the morning ☐ Around noon ☐ In the afternoon
☐ In the evening

4. Why do you visit the gym and health club?

- ☐ To stay in shape ☐ To lose weight ☐ To have fun and meet people
☐ Other? _____

5. How happy are you with the following?

- | | | | |
|---------------------|-------------------------------------|--------------------------------|------------------------------------|
| The equipment | <input type="checkbox"/> Very happy | <input type="checkbox"/> Happy | <input type="checkbox"/> Not happy |
| The fitness classes | <input type="checkbox"/> Very happy | <input type="checkbox"/> Happy | <input type="checkbox"/> Not happy |
| The staff | <input type="checkbox"/> Very happy | <input type="checkbox"/> Happy | <input type="checkbox"/> Not happy |
| The price | <input type="checkbox"/> Very happy | <input type="checkbox"/> Happy | <input type="checkbox"/> Not happy |
| The cafe | <input type="checkbox"/> Very happy | <input type="checkbox"/> Happy | <input type="checkbox"/> Not happy |

6. Would you recommend our gym and health club to a friend? Yes / No

Please give reasons for your answer: _____

C Work in pairs.

Student A: You work for the gym. Ask Student B the questions and complete the questionnaire.

Student B: You are a customer at the gym. Answer the questions.



Writing

WRITING SKILL: Types of Questions

Closed (Yes / No) questions

Do you (use / like / visit)...?
 Is / Are there...?
 Would you (recommend / use / play)...?
 Can you...?

Open (Wh- / How) questions

What do you...?
 Which services do you...?
 When / Where / Why do you...?
 How often do you...?
 How happy are you with...?

D Look at the questions in the health club questionnaire and categorize them as closed or open. Which type of question is used the most? Why?

E Complete the questions for a questionnaire about a cafe.

1. _____ do you normally order at our cafe?
2. _____ do you normally visit?
3. _____ do you choose our cafe?
4. _____ do you come here?
5. _____ are you with our customer service?
6. _____ you _____ our cafe to your friends?



GOAL CHECK Write and Complete a Questionnaire

1. In groups, choose which group you will write a questionnaire for.
 - visitors to a restaurant
 - employees at a company
 - students at a school
 - travelers with an airline
2. Write a questionnaire with 6–7 questions. Then exchange your questionnaire with another group and answer the questions.

Exercise equipment in a gym. Would you like to use this gym? Why?

Developing writing skill leading to Goal Check

Communication

A Read the instructions for *The Food Game*. Then play the game in small groups.

First, go to the START square. Next, take turns flipping a coin. Move 1 square for heads or 2 squares for tails. Then, follow the instructions on the square. Finally, the first person to reach FINISH is the winner.



Writing

WRITING SKILL: Sequencing Information

Use sequencing words to give instructions:

First,...

Next,...

Then,...

After (that),...

Meanwhile,... (= at the same time)

Finally, / Last of all,...

Note: We normally use a comma after a sequencing word: *First, you need to...*

B Read the instructions for the game again. Underline the sequencing words.

C Put these instructions in the correct order for a recipe for *spaghetti Bolognese*.

- _____ After that, take the pasta out of the water.
- _____ Finally, it's ready to eat!
- _____ Meanwhile, heat the Bolognese sauce in a pan.
- _____ First, heat some water in a pot.
- _____ Then, put the pasta and the sauce on the plates.
- _____ Next, put the pasta in the pot for ten minutes.



D Complete the sequencing words in these instructions.

Hi! Would you like to have dinner at my house? It's easy to get here.

- (1) F_____, take the train to the main station. (2) T_____, take bus number 36 to the movie theater. (It takes about 5 minutes.) (3) A_____ t_____, walk down Decatur Avenue. (4) F_____, turn left on Port Street. My house is number 15.



GOAL CHECK Follow and Give Instructions

1. Choose one of these:
 - Instructions for a recipe
 - Instructions for a game
 - Instructions to get to your house
2. Write your instructions using sequencing words.
3. Exchange instructions with a partner. Can you understand each other's instructions?

“The communication exercises seem more natural and plentiful than in second edition.”

Steven Bretherick, Tohoku Fukushi University, Japan

What's new with the 'writing'?

- 2 pages instead of 1 making it a complete lesson
- Clearer link between the communication and writing
- Defined writing text type and writing skill
- Visible and scaffolded goal check

What's new with the 'video'?

FREE SOLOING WITH ALEX HONNOLD

A What is Alex Honnold doing in the photo?

B Answer the questions with the adjectives in the box and your own words.

dangerous	difficult	easy	enjoyable
exciting	frightening	fun	individual
interesting	physical	safe	

1. How do you think Alex describes his sport?
2. How would you describe this sport?

C Watch the video about Alex. Number these actions in the order you see them.

- ☐ Alex is driving to Yosemite Park.
- ☐ He's eating breakfast.
- ☐ He's at the top.
- ☐ He's putting on his shoes.
- ☐ He's standing in front of his camper.
- ☐ He's standing on the ledge of Half Dome.

D Underline the correct answer. Then watch again and check your answers.

1. Free soloing is climbing *with* / *without* ropes.
2. Alex likes free soloing because *it's safer* / *you can move more quickly*.
3. With free soloing, you die if you make one *wrong move* / *correct move*.

4. One side of Half Dome in Yosemite Park is like a *wall* / *stairs*.

5. At one moment, Alex asks, "*Why am I doing this?*" / "*What am I doing?*"

6. Alex spends many months *working with other people* / *planning and training*.

E Work in pairs. Watch the video without sound. Describe what Alex is doing. How many present continuous sentences can you make? You can use some of the verbs below.

climb	do	drive	eat
move	put on	stand	

F Imagine you are a journalist. Write five questions for Alex Honnold.

G Work in pairs to complete the interview. Then switch roles and repeat the exercise.

Student A: You are a journalist. Ask your five questions.

Student B: You are Alex Honnold. Answer the questions.

Alex Honnold on Half Dome in Yosemite National Park, California, US

VIDEO JOURNAL

CATCHING A HUMMINGBIRD

A Do you ever take photos? Do you photograph animals such as birds?

B Read about hummingbirds and answer these questions.

1. How big are they?
2. Why are they intelligent?
3. Why is it difficult to see them?
4. How can scientists study hummingbirds?

C Watch the first part of the video and answer the questions.

1. Who is Anand Varma?
2. What would he like to do for this project?
3. Does he need a special camera for this project?

D Underline the correct word. Then watch again to check your answers.

1. Anand often works with *other photographers / scientists*.
2. Taking photographs of animals is *easy / difficult*.
3. Anand *needs to / doesn't need to* plan each photograph.
4. First, he's going to prepare his *studio / office*.
5. Nowadays, cameras are much better than in the *past / present*.
6. The *rain / fog* machine shows how a hummingbird moves.
7. The hummingbird is in a *plastic / metal* box with rain.

E Watch the second part of the video. Number the actions in the order you see them.

- ☐ The hummingbird is flying through fog.
- ☐ The hummingbird is using its forked tongue.
- ☐ Rain is falling on the hummingbird.
- ☐ The hummingbird is shaking the water off itself.

F What adjectives describe hummingbirds? Make a list. Compare your ideas in pairs.

Hummingbirds are very small. Most are about 3–5 inches long. They are intelligent because their brain is big for their size. And they are very fast, so it's difficult to see them. But now, using special cameras, scientists can study how hummingbirds move.

G In pairs, think of an animal or natural place in your country. Make a plan to photograph and video the animal or place.

- Why do you want to photograph this animal or place?
- What are you going to take with you? Make a list of items.
- When are you going to do this?

H Join another pair and tell them about your plans in **G**.



VIDEO JOURNAL

LIVING PAST 100

A Look at the photo of Bama County. Circle the adjectives that you think describe this region.

crowded exciting healthy interesting
noisy polluted quiet stress-free

B Do you think Bama County is a good place for a vacation? Why?

C In the video about Bama County, you will see four different types of people. Complete the sentences with the correct person.

centenarian health tourist researcher villager

1. A _____ studies a subject and looks for evidence and information.
2. A _____ lives in the countryside without a lot of other people.
3. A _____ lives to be 100 years old.
4. A _____ goes on vacation to improve their physical and mental health.

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

1. Bama County is in China. **T** **F**
2. It's famous because all the villagers are centenarians. **T** **F**
3. Every day, Huang Zhongkang goes swimming. **T** **F**
4. Four years ago, Yao Xuchu had a stroke. **T** **F**
5. Sometimes tourists leave garbage. **T** **F**
6. The village is going to build a new eco-resort. **T** **F**

E Discuss the questions in pairs.

1. Do you want to live to be 100 years old?
2. What do you think you should do to live to be 100?
3. Do you know anyone who is 100 years old? What is their lifestyle?

F Watch the video again and make notes about the questions in the table.

What are some reasons for long life in Bama County?	
Why do tourists come to the county? What do they do?	
What are the advantages of tourism for the region?	

G In groups, imagine that a company wants to build a new resort for tourists near you. Brainstorm the advantages and disadvantages of more tourists. Use the chart and your notebook.

Advantages	Disadvantages
income for local people	more garbage

H Join another group and compare your lists. Then discuss the questions:

1. Are there more advantages or disadvantages?
2. Should you let the company build the resort?

Cliffs and a river in Bama County, Guangxi, China

VIDEO JOURNAL

WHERE I AM A LOCAL

A Answer the questions.

1. Where are you from?
2. Where do you live now?
3. Where do you feel at home?

B Watch the interviews. Where are the people from?

1.
2.
3.
4.

C Where do the people feel at home? Complete the quotes from the video.

1. I live in .
2. I speak a little bit, Russian, Portuguese, and .
3. I would say right now is my home.
4. I identify myself as from , not from a single city.

D Watch the rest of the video. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|----------|----------|
| 1. Taiye says that "Where are you from?" is a difficult question. | T | F |
| 2. Taiye's parents live in Ghana. | T | F |
| 3. Taiye lived in the UK for a long time. | T | F |
| 4. Taiye lives in the US. | T | F |
| 5. The question "Where are you a local?" is about people, not places. | T | F |
| 6. Taiye is a local in Lisbon. | T | F |
| 7. A place is local if people you love are there. | T | F |
| 8. You can only be a local in one country. | T | F |

E MY WORLD Think about the question *Where are you a local?* Is it an easy or difficult question for you to answer? Why?

F Prepare a two-minute presentation about yourself called *Where I am a local*. Present your talk to the class or make a video to share with the class. You can use your notes from **A** and some of these phrases:

Hello. My name is...

My presentation is about the question "Where are you from?"

For me, it's an easy / difficult question.

I'm... years old and I'm a...

I was born in...

My parents are from...

I live in... I study...

So the question "Where are you a local?" is an easy / difficult question for me.

Taiye Selasi, Author



What's new with the 'video'?

- New scripted videos with TED speakers at lower levels
- Updated National Geographic content from around the world
- 2 pages instead of 1, making it a complete (but optional) lesson

“The video is intense even though the language used is simple.”

Silvia Teles Barbosa, Colégio Cândido Portinari, Brazil

“The video content is a lot easier to understand than some previous World English videos I’ve seen.”

Tom David, Japan College of Foreign Languages, Japan

What's new?

- Goal Checks for greater motivation
- Grammar support for more flexibility
- Writing with communication reflecting 21st century writing
- Video with authentic models of English

World English provides students with the motivation to talk about what's most important to them.

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