

# WORLD ENGLISH

## THIRD EDITION

### New to this Edition

The following new and updated features of *World English*, Third Edition are based on research and consultation with instructors and learners from around the world:

- New and updated content and ideas from sources like **National Geographic** and **TED** feature real people and places to provide meaningful and fascinating springboards for language learning and communication.
- New “**My World**” exercises guide learners to personalize and share their opinions about real-world topics.
- **Extended Writing and Communication** lessons feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output.
- An extended, optional **Video Journal** section at the end of each unit features amazing video from either National Geographic or TED.
- A new **Grammar Reference** section in the appendix provides additional grammar support and practice while offering flexible instructional opportunities.
- Updated technology includes **My World English Online** for independent practice and the **Classroom Presentation Tool** for in-class support.

UNIT  
7

Communication

Look at the photo and answer the questions. 1 What are these people doing? How are they communicating? 2 In what ways do you communicate with your family and friends?

The New Zealand rugby team does a haka, a traditional dance and chant, before its games.

UNIT 7 GOALS

- A. Talk about Personal Communication
- B. Exchange Contact Information
- C. Describe Characteristics and Qualities
- D. Compare Types of Communication
- E. Compare Formal and Informal Communication

- New and updated content and ideas from sources like **National Geographic** and **TED**.

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- Consistent **Goal Check** exercises at the end of each two-page lesson informally and communicatively assess achievement of the language goal

## C GOAL Describe Characteristics and Qualities

### Language Expansion: The Senses

A Look at the photos from different countries. Match the comments to the photos.



1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- a. "That smells terrible!"  
b. "He looks very old."  
c. "They sound fantastic!"  
d. "It tastes delicious!"  
e. "This feels soft."

### Grammar: Sensory Verbs

B Complete the table with these words.

ears feels looks nose smells taste touch

The Five Senses	Parts of the Body	Sensory Verbs
sight	eyes	5. _____
hearing	3. _____	sounds
1. _____	mouth and tongue	tastes
smell	4. _____	6. _____
2. _____	hands and fingers	7. _____

We use sensory verbs to describe the characteristics and qualities of people, animals, and things.

C Underline the five sensory verbs in A. Then answer these questions.

1. What verb form do you normally use with sensory verbs? \_\_\_\_\_
2. What type of word usually follows a sensory verb? \_\_\_\_\_

D Write the sensory verbs in these sentences.

1. When I see people rock climbing, I think it \_\_\_\_\_ very dangerous!
2. Turn that music off! It \_\_\_\_\_ terrible!
3. I like your perfume. It \_\_\_\_\_ nice.
4. These french fries \_\_\_\_\_ too salty.
5. I prefer these shoes. They \_\_\_\_\_ more comfortable.

E In groups, say which sensory verb(s) can be used with each adjective. There may be more than one answer. Then say a new sentence with each adjective and a sensory verb.

beautiful expensive loud polluted sweet  
cold hard noisy smooth tired

### Conversation

F Listen to the conversation. Which headphones does Susan prefer? Why?

- Bill:** What do you think of these headphones?  
**Susan:** The black ones? They look OK.  
**Bill:** Do they fit your head? Try them on.  
**Susan:** I think they feel too big.  
**Bill:** Yes, I agree. They look huge! What about those blue ones?  
**Susan:** They look very expensive. But they feel more comfortable.  
**Bill:** How do they sound? Listen to some music with them.  
**Susan:** Wow! They sound amazing!

G Practice the conversation in pairs. Switch roles and practice it again.

H Change the underlined words and make a new conversation.

### GOAL CHECK

#### Describe Characteristics and Qualities

In pairs, take turns talking about the characteristics of four of the following. Then give your opinion about your partner's choices.

- Your favorite piece of technology
- Your favorite dish
- Your favorite type of music
- Your favorite perfume / aftershave
- Your favorite place for a vacation
- Your favorite celebrity

### SPEAKING STRATEGY

**Give Your Opinion**  
I think it looks / feels / sounds / tastes / smells...  
What do you think about...?  
I don't think it...  
I agree. / I disagree.

My favorite dish is tacos. I think they taste amazing!



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• New **Speaking Strategy** sections provide relevant ways to enhance learner output in the "Conversation" exercises.

- Each Grammar section is enhanced by flexible and additional support and practice in the new **Grammar Reference** section in the Appendix of the Student Book.

- New **My World** exercises guide learners to personalize and share their opinions about real-world topics.

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

C **MY WORLD** Do any of the examples of body language in A 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.

1. body language
2. greet
3. emotions
4. sense of humor
5. copy
- a. communication with the body
- b. feelings
- c. do in a similar way
- d. meet and say "hello"
- 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 \_\_\_\_\_ humans
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
- Face-to-face / Electronic
- Speaking / Writing
- Social media / Text

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## Do you speak "elephant"?

As humans, we communicate using the senses of sight, touch, and hearing. We send messages with body language, we greet friends with touch, and we speak using words to show our emotions and ideas. 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.

Like humans, elephants understand each other by looking at each other's body language. To send a message, they use their whole body, or individually their heads, eyes, mouth, ears, trunk, tail, or feet. For example, elephants spread their ears to show anger. And while humans shake their heads to disagree, elephants do this to show they are happy.

As with humans, touch is also very important between elephants. Just like a human mother 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, like in this photo. Even if they can't laugh like a human, elephants have a great sense of humor.

Elephants have very large ears, which means they can hear other elephants from as far as 2.5 miles away. Like humans, they can also copy sounds and make their own sounds that seem to communicate basic human words and phrases like, "Hello," "I love you," and "Let's go."

So while it's true that humans are amazing at communication, elephants also communicate in ways that we can't, and that's probably true for other animals, too. The next time you pet dog or cat looks at you, touches you, or makes a noise, it's probably trying to tell you something very important!

**call** young elephant  
**pet** an animal in your house

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- Extended **Writing and Communication** lessons feature writing models and explicit skill instruction.

**E**
**GOAL** Compare Formal and Informal Communication

**Communication**

**A** How often do you use each of the following? Every day, sometimes, or never?

email      letter      phone call      social media      text message

**B** Which types of communication in **A** would you use in each situation? Fill in the **Me** column.

You want to...	Me	My partner
1. send a photo to your grandparents.		
2. apply for a new job.		
3. keep in touch with friends from Brazil.		
4. send an assignment to your teacher.		
5. invite a friend out tonight.		

**C** Compare your answers in pairs. Fill in the information for your partner. Give reasons for your answers.

**Writing**

**D** Read the information below. Then discuss in pairs if you would use formal or informal writing for each situation in **B**.

**WRITING SKILL: Formal and Informal Writing**

With **formal writing** (often to people we don't know), we use full sentences and special expressions:  
*Dear Mr. Smith: I am writing to apply for the job of... Please see my attached resume.*

With **informal writing** (often to people we know well), we use shorter sentences and contracted forms. Sometimes we also leave words out.  
*Hi! I'm having a party. Want to come?*

A family enjoys a ride at a theme park in Texas, US.

**E** In pairs, look at the three messages and number them from 1 to 3 (1 = most formal, 3 = least formal). Underline words and phrases that help you decide.

Hi Chen,  
I'm having a party. It's my 18th birthday and my family and friends are meeting at a theme park. It'd be great to see you. The invitation is attached with the time, date, and address. Hope you can come!  
Best,  
Paula

Dear Miss Jones:  
I am writing to request information about art courses at your college. I am a student in Argentina and I would like to study art in your country. Also, could you please send me information about accommodation and prices.  
Best regards,  
Paula Fratelli

Hi! I'm at the theme park. Where r u?

**F** Match the formal and informal expressions with similar meanings.

1. Dear Miss Jones: _____	a. I want
2. I would like... _____	b. I'm writing to tell you...
3. I'd like to request... _____	c. See you soon.
4. Please see the attached photos. _____	d. Thanks for the invite!
5. I am writing to inform you... _____	e. Can I have... ?
6. I look forward to seeing you. _____	f. Hi Jill!
7. Thank you for inviting me. _____	g. Here are the photos.
8. Best regards, _____	h. Bye for now!

**GOAL CHECK**  
Compare Formal and Informal Communication

1. Write two emails.

- Write a short formal email (60–70 words) to a travel company. You want information about their vacations next summer. Ask for information about their hotels and prices.
- Write a short informal email (40–50 words) to a friend. You plan to have a party with family and friends for your parents' wedding anniversary. Invite him or her to the party.

2. Exchange emails with a partner. How well does your partner use formal and informal language? Give feedback.

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- An extended, optional two-page **Video Journal** section at the end of each unit features fascinating video from either National Geographic or TED.

**VIDEO JOURNAL**

**A NEW VIEW OF THE MOON**

Filmmaker Wylie Overstreet stands next to his telescope and looks at the moon.

**A** People often have similar feelings about these things. How do you feel when you...

- see the sun rise or set?
- smell bread in the oven?
- sit in a traffic jam for an hour?
- find a spider in your house?
- see the moon and stars at night?

**B** In groups, compare your answers in **A**. Did you all have the same feelings? Why?

**C** Watch the video. Number the things in the order you see them.

- ☐ There is a view of Los Angeles.
- ☐ The man asks people if they want to look.
- ☐ The man takes his telescope outside.
- ☐ A woman says, "You can see the craters!"
- ☐ The man takes his telescope away.
- ☐ A man takes a photo of the moon.
- ☐ A boy tells his brother to look.

**D** These phrases show surprise. Check (✓) the phrases you hear in the video. Then watch again and check. As you watch, listen to the intonation.

- No way!
- Isn't that awesome?
- That is so cool!
- What?
- Fantastic!
- I've never seen this before!
- Really?
- Isn't that amazing?
- That is incredible!
- Wow!

**E** Listen and repeat. Say the expressions in **D** with surprise and interest.

**F** Write down three pieces of surprising news to tell a partner. They can be true or untrue. Take turns saying your news and responding with phrases from **D**.

**G** Read the quote from the video. Do you agree? Why?

*"It makes you realize that we are all on a small little planet and we all have the same reaction to the universe we live in. I think there's something special about that. Something unifying. It's a great reminder that we should look up more often."*

**reaction** something you do in a situation  
**unifying** bringing people together  
**reminder** something that helps you remember

# Teaching a Unit of World English

## Overview

The third edition of **World English** includes new and updated content and ideas from sources like National Geographic and TED, which feature real people and places to provide meaningful and fascinating springboards for language learning and communication.

In this edition, new My World activities guide learners to personalize and share their opinions about real-world topics. Also, a new Grammar Reference in the appendix provides additional grammar support and practice while offering flexible instructional opportunities.

Each unit is divided into five two-page lessons, including newly extended Writing and Communication lessons that feature writing models and explicit skill instruction to provide increased opportunities for meaningful learner output. In addition, an extended, optional Video Journal lesson at the end of each unit features amazing video from either National Geographic or TED.

At the beginning of every lesson, a concrete objective focuses students' attention on what they will be learning. At the end of the lesson, a communicative Goal Check gives students an opportunity to apply what they've learned and lets both teachers and students check student progress.

## Unit Opener

Each unit opens with a two-page spread featuring a striking photo. These photos have been chosen both to illustrate the unit theme and to provide material for discussion. Before beginning the unit, students can describe the photo, name things they see in it, and guess when and where the photo was taken. The two discussion questions then lead students into the topic, introducing key concepts and vocabulary.

In this Teacher's Book, an introduction to the unit theme and an overview of the unit are provided to orient the teacher to the scope of the unit and to give additional information that may be useful in discussing the unit theme. Throughout the lesson, Teaching Tips and Listening / Reading / Speaking / Writing Strategy boxes explain the purpose of activities and provide useful information to benefit instruction beyond the textbook. Furthermore, For Your Information boxes contain additional facts about the topics under discussion.

## Vocabulary

Lessons A and C both begin with a short exercise presenting lexical items related to the unit theme. In Lesson A, the vocabulary section introduces the core words that students will need to discuss and learn about the unit topic. These are presented in context, with text or pictures to aid students in understanding. After completing the exercises in this section, students have a written record of the meanings of the words, which they can refer to later. The lesson notes in this Teacher's Book contain a Word Bank of supplementary vocabulary that can be used in exercises or taught as enrichment.

## Grammar

**World English** features an explicit grammar syllabus, with individual grammar points tied to the unit theme. Grammar points are taught in Lessons A and C of each unit. They are used together with the vocabulary items in the opening presentation of each lesson, and then explicitly presented in a box with examples, rules, and usage notes.

Controlled practice with each grammar structure is followed by freer production. A variety of exercise types engages students and allows them to develop grammar knowledge in multiple skill areas.

The lesson notes in this Teacher's Book contain a brief summary of each grammar point for teacher reference, as well as an additional Grammar Practice exercise.

In addition, there are grammar worksheets in the back of this Teacher's Book. Each unit has two worksheets, one for each of the grammar points in Lessons A and C.

## Listening

Lesson B focuses on building students' listening skills. Students listen to content from a variety of sources, including conversations, radio programs, interviews, lectures, and podcasts, and complete a series of tasks of graded difficulty. Some tasks require them to listen for the gist or main idea, while others ask them to find numbers, details, or further information. Post-listening tasks help students explore and personalize what they've heard.

Audio scripts for all listening activities, including video scripts, can be found in the back of this Teacher's Book.

## Pronunciation

The pronunciation component of **World English** emphasizes stress, intonation, reductions, and other features to make learners' English more natural and comprehensible to a wide international audience. Students first learn to recognize a feature of English pronunciation and then to produce it. Examples are presented in the audio recording in the context of the unit theme. Students begin by listening; then, they repeat with the audio recording and practice freer production of the features while interacting with their peers.

## Language Expansion

The first part of Lesson C is a Language Expansion activity meant to broaden students' vocabulary around the unit theme by introducing a closely related group of lexical items. These are presented in context and are used immediately in writing and then speaking, giving students more options when doing the Grammar and Conversation activities that follow in Lesson C.

## Conversation

Each unit contains example conversations that highlight the vocabulary and grammar of the lesson in a contextualized way while serving as models of natural communication for students. Speaking Strategy boxes accompany conversations to provide relevant ways to enhance learner output.

## Reading

Lesson D is centered around a reading passage, which complements the topic of the unit. A wide variety of reading exercises helps increase students' comprehension and build critical thinking skills. The newly added Goal Check in this lesson provides students with an explicit focus for their reading and discussion.

The lesson notes in this Teacher's Book include Reading Strategies that can help students more effectively engage with and understand the passages.

## Writing and Communication

In this edition, the extended Writing and Communication lessons provide students with explicit skill instruction and give them opportunities to generate and convey ideas related to the unit theme.

Newly expanded writing exercises provide a fully scaffolded progression from controlled practice to authentic production, using explicit skill explanations and models to guide students.

In contrast to the controlled speaking practice in the Conversation sections, the Communication exercises give freer speaking practice with the structures and vocabulary that students have learned. These carefully designed exercises provide opportunities for personal expression within a controlled field of language so that all students can feel confident of success.

The lesson notes in this Teacher's Book often include expansion activities for further practice related to the lesson goal. For classes where even more practice of free communication is desired, this book also contains 12 Communication Activity Worksheets, which may be photocopied, one for each unit. The activities reinforce the vocabulary and structures from the unit while giving students another opportunity to express their own ideas in English.

This Teacher's Book also contains 12 additional writing worksheets, which may be photocopied. These optional exercises provide students with scaffolded practice that allows them to refine their writing skills.

## Video Journal

Each unit of **World English** concludes with an authentic National Geographic video, TED Talk, or Foundations video featuring stories from people and places around the world. Before You Watch exercises present new words that students will hear and give some background information about the video. Students watch the video several times while completing exercises that ask them to identify general themes as well as specific information. They give their responses to the video in After You Watch exercises.

An updated video program features information about each video and on-screen activities for students to complete as they watch.

## Additional Student Support Features

**Real Language** This feature highlights high-frequency expressions from everyday conversations.

**Word Focus** This feature presents and explains additional vocabulary used in exercises, as well as commonly used collocations.

National Geographic Learning