

# WORLD ENGLISH 1

THIRD EDITION



John Hughes is an award-winning ELT author and teacher-trainer. Most recently, John is a co-author on the new third edition of *World English* and has co-authored the professional development title, *Critical Thinking in ELT*, with Paul Dummett.

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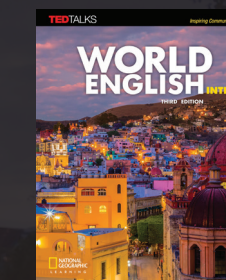
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REAL PEOPLE • REAL PLACES • REAL LANGUAGE  
**NEW TO THE THIRD EDITION**

- 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” activities 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.



**World English, Third Edition Components**

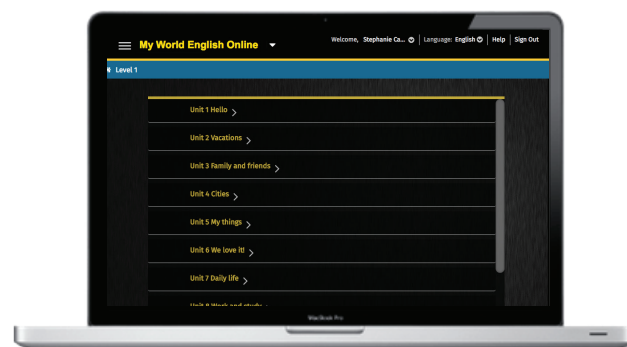
**For the Learner**

- Student Book
- Student Book with My World English Online
- Workbook
- Combo Splits

**For the Teacher**

- Teacher’s Edition
- Classroom Presentation Tool
- DVD
- MP3 Audio CD
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## WORLD ENGLISH TECHNOLOGY



**For the Classroom**  
The Classroom Presentation Tool increases classroom communication while making teaching easier.



**For Independent Learner Practice**  
My World English Online, powered by MyELT, is an independent practice tool designed to help learners come to class ready to communicate.

**Motivating Video for Each Unit**  
Each unit features fascinating video from either National Geographic or TED that motivates learners to understand and use language from the previous lessons.

**For the Teacher**  
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## WORLD ENGLISH REAL PEOPLE • REAL PLACES • REAL LANGUAGE

With *World English*, learners experience the world through content and ideas from National Geographic and TED, providing the motivation to talk about what's most important to them.

**D GOAL Plan a Vacation**

**Reading**

**A** When you go on vacation, which activities do you like to do? Tell the class.

Dance in the evening  Go sightseeing  Meet local people  Eat local food  Play sports  Sunbathe on the beach  Go camping  Stay in a hotel  Go to museums  Go to beaches  Visit museums  Go shopping

**B** Read the article. Which activities in A are in the article?

**C** Read the article again. Does the author agree or disagree with the advice? Circle A for agree or D for disagree.

- You should plan everything before your vacation.  A  D
- Visit new places out of the city center.  A  D
- Always buy food from supermarkets.  A  D
- Get all your information from guidebooks and the internet.  A  D
- Talk to local people for advice and suggestions.  A  D

**D MY WORLD** Do you agree with the writer's advice? Why?

**GOAL CHECK**  
Plan a Vacation  
In small groups, plan an interesting vacation for friends visiting your country.

- Your friends have three days in your country. Write down what they can do on each day.
 

Day one	Day two	Day three
- Present your plan to another group. Do you think the other group has an interesting vacation?

38 Unit 3



Aziz Abu Sarah is a cultural educator, National Geographic Explorer, and TED Fellow. He co-founded a travel company designed to redefine tourism and build peaceful connections among different cultures.

Stories from **real people** inspire learners to make connections to their own lives.

**TED TALKS**

**VIDEO JOURNAL**  
**TED TALKS**

**WHY ART THRIVES AT BURNING MAN**

**NORA ATKINSON**  
Craft Curator

**A** Discuss the question in pairs. What kind of art do you like?

drawing graffiti painting photography sculpture

**B** Match the words and expressions to their meanings. Write the letter.

- Prove  a. people will want to buy it
- Show your back to something  b. it won't match or look good in your home
- Motivator  c. be very successful
- It doesn't go with the sofa  d. try really hard to do something

**C** Watch the first part of the video. Circle T for true and F for false.

- Nora is describing a large piece of art that was created in the desert. T F
- A group of people pushed ropes to stop the wheel from moving. T F
- Peter Hudson is an artist. T F
- Nora thinks people will want to buy the work of art. T F

**D** Watch the rest of the video and match the numbers with what they describe.

1	The number of art installations on the paper of Burning Man	\$110 million
2	The number of people who spent a weekend looking at a work of art in a museum	30
3	The price of a painting by da Vinci	80
4	The number of months that the piece of art in a museum was on display	300

**E** Discuss the questions in pairs.

- Do they sell the art created at Burning Man?
- What does Nora think is more important, the price of a work of art and who created it, or how it makes you feel?
- What do you think is more important?

Burning Man is an annual, week-long art festival celebrated on an empty lake bed in Nevada's Black Rock Desert.

Journeys to **real places** allow learners to experience the world.

### GOAL CHECK Explain an Idea Using Details

In pairs, follow the steps.

- Tell your partner about your paragraph. Which topic did you choose, and why?
- Talk about your main idea and the details you included.

### GOAL CHECK Talk about Organizing a Trip

Look at the destinations in the box. Add one of your own. Then choose a destination and complete the chart in your notebook. Finally, talk to a partner about preparing for your trip.

Peru New Zealand Italy Thailand Canada \_\_\_\_\_

Where are you going?	Do you have a passport?	Do you need a visa? (embassy or online)	Tickets (plane, train, bus)	Hotel reservation	Tour	Other

Are you ready for your trip?

Well, I booked my flight to ... but I still have to ...

How about you? Where are you going on vacation?

Relevant, competency-based language goals are communicatively assessed at the end of each two-page lesson.

Real language helps learners communicate confidently.

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

**Vocabulary**

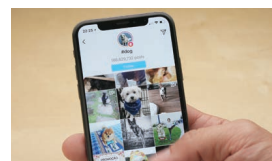
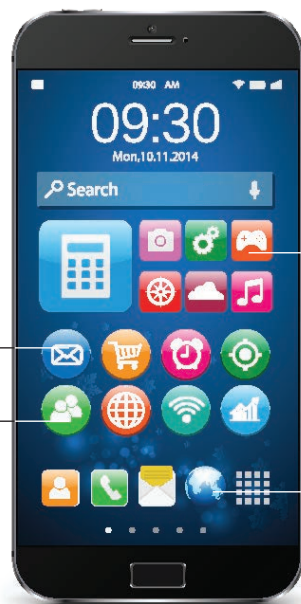
**A** In groups, read the information about teenagers in the US. Which facts do you think are surprising? Not surprising?



**How Teenagers Use Technology in the US**

- 72%** look at their **smartphone** as soon as they wake up.
- 85%** **share photos** on **social media**.
- 100%** who have a smartphone write **text messages**, making it the most popular feature.
- 78%** use **internet** search engines to help with school work.
- 41%** send their teachers **emails**.
- 45%** use the internet almost all the time.
- 90%** play **video games** on a computer or a **game console**.
- 61%** watch TV shows on the internet, not on a traditional **TV**.

**B** Match the words in blue to the photos.



**C** Delete the one verb that cannot be used with the noun.

- |  |                                       |
|--|---------------------------------------|
| 1. share / take / <del>write</del> a photo | 4. search / find / use the internet   |
| 2. watch / text / turn on the TV           | 5. play / download / read video games |
| 3. watch / send / check text messages      | 6. buy / log on to / use social media |

**D** In pairs, write four sentences using the words in **C**.

*I often share photos of my friends on social media.*

**E** Work with another pair. Read each of your sentences in **D**, but do not say the verb. Can the other pair guess the missing verb?

I often... photos of my friends on social media.

Is it share?

Yes, it is. Correct!

**Grammar**

**Verbs with Direct and Indirect Objects**

Subject	Verb	Indirect Object	Direct Object
I	sent	<b>Mike</b>	<b>a photo.</b>
Her parents	bought	<b>her</b>	<b>a smartphone.</b>
I'll	give	<b>you</b>	<b>a call.</b>

**F** Read the sentences and match the structure (a or b).

- a. Subject + verb + direct object
  - b. Subject + verb + indirect object + direct object
- |                                    |          |   |       |
|------------------------------------|----------|---|-------|
| 1. We use the internet.            | <u>a</u> | 4. My sister plays video games.           | _____ |
| 2. I left you a voicemail.         | _____    | 5. I didn't buy him a smartphone.         | _____ |
| 3. They send their friends photos. | _____    | 6. My grandmother still mails me letters! | _____ |

**G** Unscramble the words to write sentences. Underline the direct objects.

- sent / a / I / text message / Marco  
\_\_\_\_\_
- gave / My / brother / a / me / video game  
\_\_\_\_\_
- address / me / his / Find / email  
\_\_\_\_\_
- new / Jim / a / smartphone / I / bought  
\_\_\_\_\_
- a / your / mom / Give / call  
\_\_\_\_\_

**GOAL CHECK**

**Talk about Personal Communication**

- Look at the facts in **A** again. Which sentences are true for you? Rewrite the untrue sentences so they are true for you.
- In pairs, use your answers in item 1 to tell your partner about how you communicate. Comment on your partner's answers.

I never send my parents text messages. They use email.

Mine, too. And I usually communicate with friends by social media.

**Listening**

**A** 36 Listen and number a–c in the order you hear them.  
 a. a radio show \_\_\_\_\_    b. a conversation \_\_\_\_\_    c. a voicemail \_\_\_\_\_

**B** 36 Listen again and complete the missing information.

**Conversation 1:**  
 Joel’s address: \_\_\_\_\_

**Conversation 2:**  
 Telephone number: \_\_\_\_\_  
 Text: \_\_\_\_\_  
 Social media handle: \_\_\_\_\_

**Conversation 3:**  
 Email: \_\_\_\_\_  
 Website: \_\_\_\_\_

**C** Below is the contact information of some famous places. Take turns reading them aloud in pairs, using the correct pronunciation.

1. Avenida Presidente Castelo Branco, Rio de Janeiro, 20271-130, Brazil. Tel. +55 800 062 7222 www.maracana.br email: info@maracana.br
2. 1600 Pennsylvania Ave. NW, Washington DC, 20500, USA. Tel. 1 202 456 1111 www.whitehouse.gov email: comments@whitehouse.gov
3. 5 Avenue Anatole France, 75007, Paris, France. Tel. 33 08 92 70 12 39 www.tour-eiffel.fr

**PRONUNCIATION: Sentence Stress for Clarification**

Clarify numbers and spelling by stressing words or letters like this:  
 That was 13 *not* 30. *One three.*  
 Is that P *as in* Paris or B *as in* Beijing?

**D** 37 Listen to these sentences and underline the stressed words or letters.

1. That’s fiften, not fifty.
2. It’s A as in apple.
3. It ends dot org, not dot com.
4. Was that zero zero one or zero zero two?
5. Can you spell your last name?

**E** 37 Listen again and repeat. Stress the correct words.

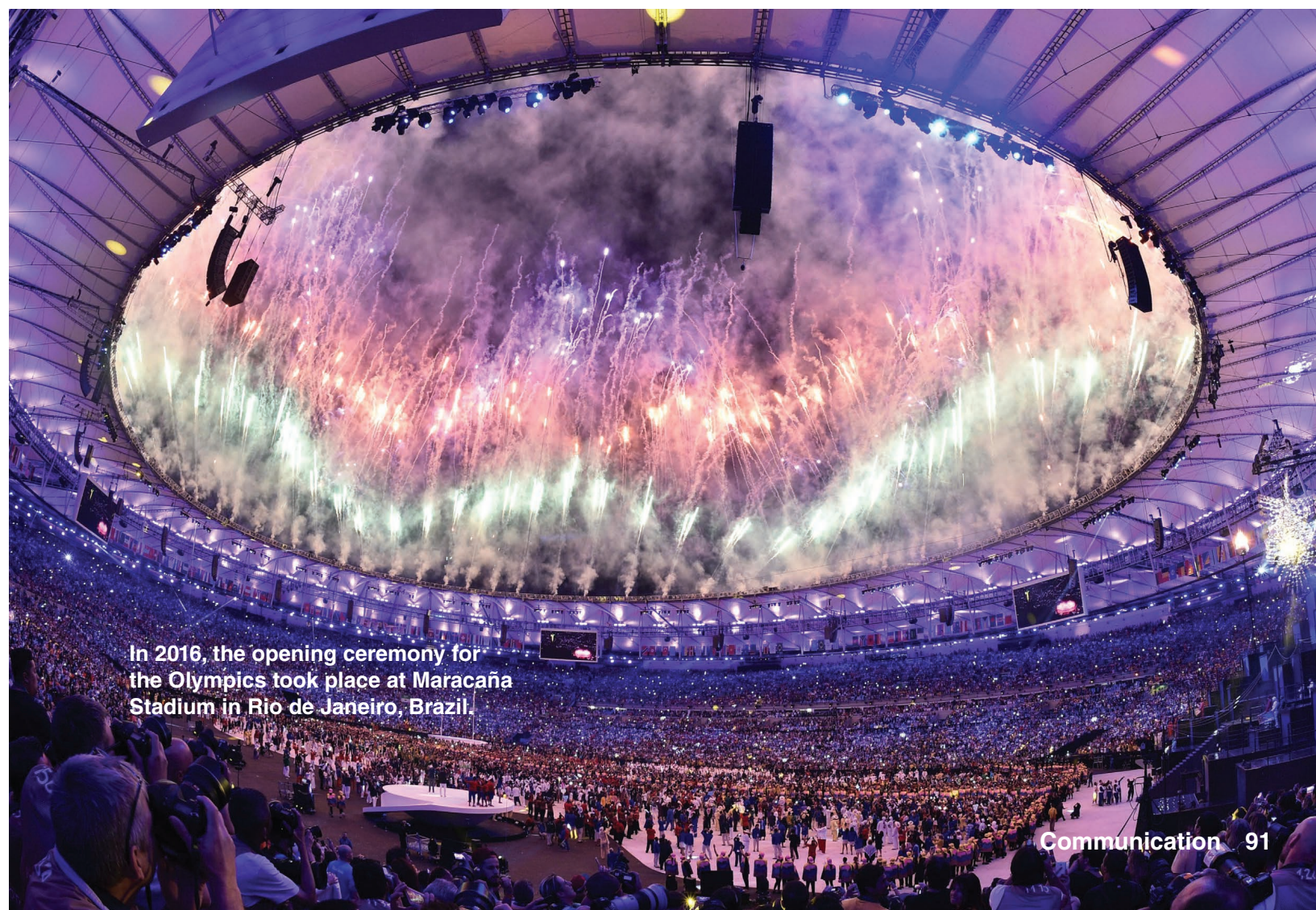
**F** Write your (or made up) contact information in the first column of the chart.

	Me	Classmate 1	Classmate 2	Classmate 3
Name				
Phone number				
Email address				
Mailing address				
Social media handle				

**GOAL CHECK** Exchange Contact Information

Ask three of your classmates for their contact information. Complete the chart.

What’s your email address?
My email address is...



In 2016, the opening ceremony for the Olympics took place at Maracana Stadium in Rio de Janeiro, Brazil.

**Language Expansion: The Senses**

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



2. \_\_\_\_\_

4. \_\_\_\_\_



1. \_\_\_\_\_

3. \_\_\_\_\_

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. _____	hand 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.

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

**D** Write the sensory verbs in these sentences.

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

**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.

**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

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



**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 above **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         |
| ___ 4. sense of humor         | d. meet and say "hello"        |
| ___ 5. 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 |



# 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 your **pet** dog or cat looks at you, touches you, or makes a noise, it's probably trying to tell you something very important!

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

# 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 SKILLS: 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: <u>f</u>             | 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

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



## 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.

- 1 We see 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.

1. No way!
2. Isn't that awesome?
3. That is so cool!
4. What?
5. Fantastic!
6. I've never seen this before!
7. Really?
8. Isn't that amazing?
9. That is incredible!
10. Wow!

**E**  40 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** brings people together

**reminder** something that helps you remember

UNIT 7

Lesson A

Verbs with Direct and Indirect Objects			
Subject	Verb	Indirect Object	Direct Object
Rose	sent	Jim	an email.
They	bought	me	a smartphone.
I	am writing	Helen	a text message.
	Find	me	his number, please.
My boss	didn't email	her	the report.
	Give	me	a call.

**A** Write the missing words in this conversation.

sent me money you didn't send email

**Ken:** Hey, Chris. I (1) \_\_\_\_\_ you an (2) \_\_\_\_\_ yesterday and you didn't answer.

**Chris:** Email? What email? You didn't send (3) \_\_\_\_\_ an e-mail.

**Ken:** Then I sent (4) \_\_\_\_\_ a text message.

**Chris:** Text message? What text message? You (5) \_\_\_\_\_ me a text message, either. Honest!

**Ken:** OK, well have no excuses now. Where's the (6) \_\_\_\_\_ you owe me?

**Chris:** Money? What money?

**B** Match the two halves of the sentences.

- |                                |                          |
|--------------------------------|--------------------------|
| 1. I emailed _____             | a. text me the plans.    |
| 2. They didn't _____           | b. me your phone number. |
| 3. Please send _____           | c. the address.          |
| 4. I'm sending her _____       | d. you my number         |
| 5. Her friend didn't buy _____ | e. her a present.        |

Lesson C

Sensory Verbs

Subject	Verb	Adjective
The food	smells	delicious.
It	feels	soft.
You	look	cold.
It	tastes	salty.
He	sounds	tired.

Sensory verbs are stative verbs (see page 65). They are not used in the present continuous tense:

*The food smells delicious. T he food is-smelling delicious.*

They are usually followed by an adjective:

*The food smells **delicious**. / It feels **soft**.*

**C** Complete the sentences about the photos with the words in the box.

green awful sweet salty wet loud dirty soft

- Those taste sweet. Try one!
- That sounds too \_\_\_\_\_. Turn it down!
- This feels \_\_\_\_\_.
- Those look \_\_\_\_\_ but some are darker than others.
- They look \_\_\_\_\_.
- That smells \_\_\_\_\_. I don't like it.
- Pretzels taste \_\_\_\_\_.
- After all the rain today, I feel \_\_\_\_\_!

1



2



3



4



5



6



7



8



**D** Complete the sentences with sensory verbs.

- I don't \_\_\_\_\_ well today. I need a doctor.
- How does that singer \_\_\_\_\_ so young? He's 75 years old!
- Add some chili so it \_\_\_\_\_ hotter.
- Your new aftershave \_\_\_\_\_ wonderful.
- Thanks for the massage. My back \_\_\_\_\_ great now.
- A:** Does it \_\_\_\_\_ ok?  
**B:** Delicious, thanks. Did you cook it?

The new "Grammar Reference" section in the Appendix of each Student Book provides additional charts and exercises for all of the grammar points taught in the unit. This allows for additional learner support and flexible instructional options.