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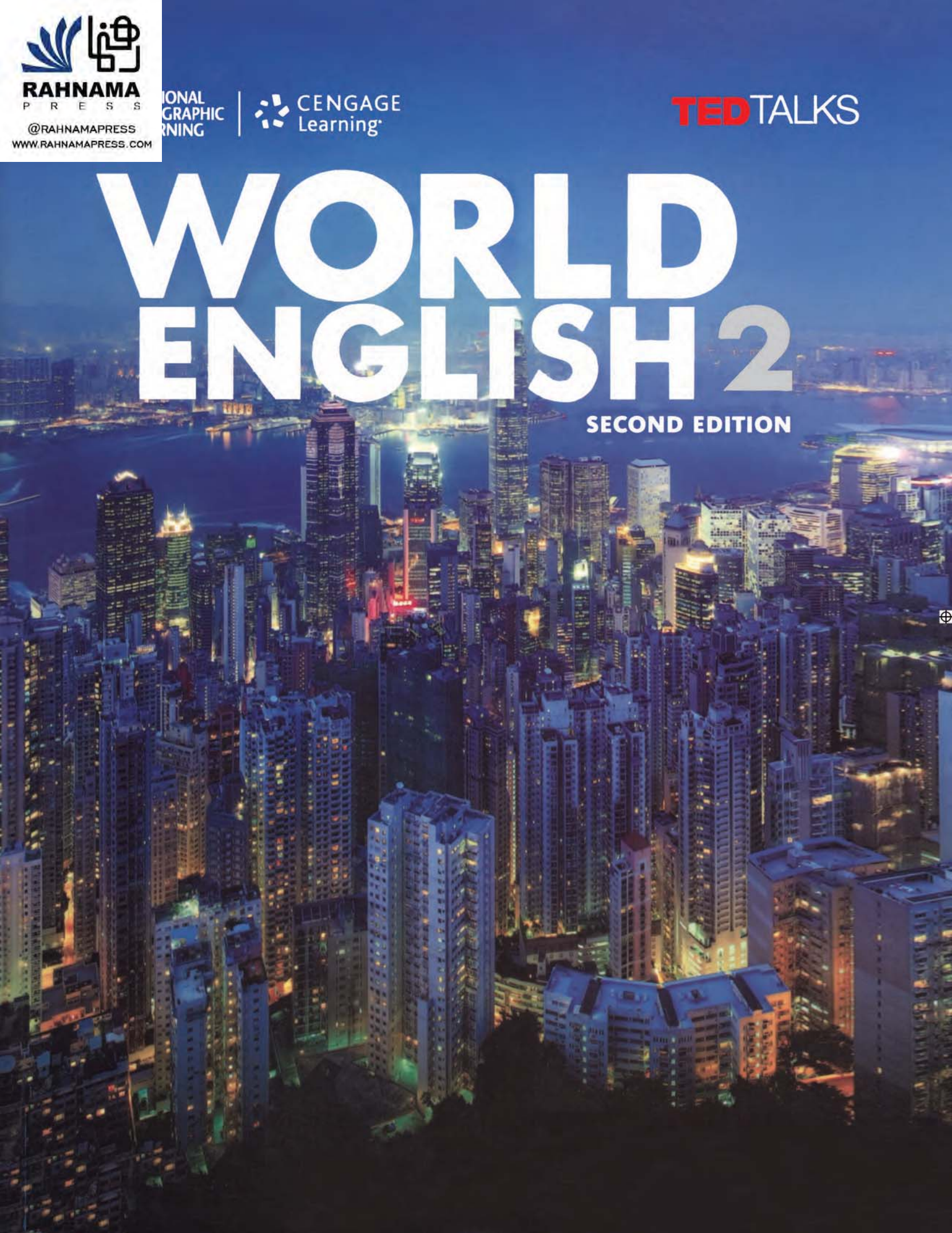


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**TED**TALKS

# WORLD ENGLISH 2

SECOND EDITION



|                                                                                                                                       | Unit Goals                                                                                                                                                                                                                                                     | Grammar                                                                                                                                                                                                                                                                                                                           | Vocabulary                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>UNIT 1</b><br><b>from the Earth</b> Page 2<br>    | <ul style="list-style-type: none"> <li>• Contrast general and current actions</li> <li>• Describe geography, climate, and food</li> <li>• Describe favorite dishes</li> <li>• Describe a favorite food</li> </ul>                                              | <p>Verb tense review:</p> <p>Simple present tense vs. present continuous tense</p> <p><i>I <b>eat</b> rice every day.</i></p> <p><i>She's <b>cooking</b> fish now.</i></p> <p>Simple past tense (regular and irregular)</p> <p><i>We <b>learned</b> how to make pizza yesterday.</i></p>                                          | <p>Geographical regions</p> <p>Climate</p> <p>Food staples</p>        |
| <b>UNIT 2</b><br><b>Express Yourself</b> Page 14<br> | <ul style="list-style-type: none"> <li>• Talk about personal experiences</li> <li>• Make small talk with new people</li> <li>• Use small talk to <i>break the ice</i></li> <li>• Learn to overcome a language barrier</li> </ul>                               | <p>Present perfect tense</p> <p><i>He <b>has traveled</b> to many countries.</i></p> <p><i>Already, ever, never and yet + the present perfect tense</i></p> <p><i><b>Have</b> you <b>ever seen</b> a giraffe?</i></p>                                                                                                             | <p>Culture, communication, and gestures</p> <p>Small talk</p>         |
| <b>UNIT 3</b><br><b>Cities</b> Page 26<br>          | <ul style="list-style-type: none"> <li>• Describe your city or town</li> <li>• Explain what makes a good neighborhood</li> <li>• Discuss an action plan</li> <li>• Make predictions about cities in the future</li> </ul>                                      | <p>Future with <i>will</i></p> <p><i>The city <b>will be</b> cleaner.</i></p> <p><i>Will + time clauses</i></p> <p><i>I'll check out the neighborhood <b>before</b> I rent an apartment.</i></p>                                                                                                                                  | <p>City life</p> <p>Maps</p>                                          |
| <b>TED TALKS</b> Video Page 38 <b>Charlie Todd: The Shared Experience of Absurdity</b>                                                |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                   |                                                                       |
| <b>UNIT 4</b><br><b>The Body</b> Page 42<br>       | <ul style="list-style-type: none"> <li>• Discuss ways to stay healthy</li> <li>• Talk about lifestyles</li> <li>• Suggest helpful natural remedies</li> <li>• Explain cause and effect</li> </ul>                                                              | <p>The comparatives, superlatives, and equatives</p> <p><i>Henry is <b>healthier than</b> his father.</i></p> <p>Infinitive of purpose</p> <p><i>You can drink tea with honey <b>to help</b> a sore throat.</i></p>                                                                                                               | <p>Human organs</p> <p>Parts of the body</p> <p>Everyday ailments</p> |
| <b>UNIT 5</b><br><b>Challenges</b> Page 54<br>     | <ul style="list-style-type: none"> <li>• Talk about facing challenges</li> <li>• Discuss past accomplishments</li> <li>• Use <i>too</i> and <i>enough</i> to talk about abilities</li> <li>• Describe a personal challenge</li> </ul>                          | <p>Past continuous vs. the simple past</p> <p><i>I saw him yesterday. He <b>was riding</b> a bike.</i></p> <p>Past continuous with the simple past</p> <p><i>We <b>were eating</b> dinner <b>when you called</b>.</i></p> <p><i>Enough, not enough, too + adjective</i></p> <p><i>He was <b>old enough</b> to sail alone.</i></p> | <p>Physical and mental challenges</p> <p>Phrasal verbs</p>            |
| <b>UNIT 6</b><br><b>Transitions</b> Page 66<br>    | <ul style="list-style-type: none"> <li>• Talk about milestones in your life</li> <li>• Talk about the best age to do something</li> <li>• Use <i>how</i> questions to get more information</li> <li>• Describe an important transition in your life</li> </ul> | <p>Using the present perfect tense</p> <p><i>I've <b>lived</b> alone for five years now.</i></p> <p><i>How + adjective or adverb</i></p> <p><i><b>How tall</b> is he?</i></p>                                                                                                                                                     | <p>Stages of life</p> <p>Adjectives for age</p>                       |
| <b>TED TALKS</b> Video Page 78 <b>Hans Rosling: The Magic Washing Machine</b>                                                         |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                   |                                                                       |



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An interview:  
Rice farming

### Speaking and Pronunciation

### Reading

### Writing

### Video Journal

Comparing different regions:  
discussing their climate  
and their food

Linking sounds:  
final consonant followed  
by a vowel

**National Geographic:**  
"A Slice of History"

Responding to  
an e-mail

**National Geographic:**  
"Forbidden Fruit"

General listening  
Conversations:  
Small talk

Talking about what you have  
or haven't done  
Making small talk  
*Have* or *has* vs. contractions

**National Geographic:**  
"Taking Pictures of the World"

Writing opinions

**National Geographic:**  
"Orangutan Language"

General and focused  
listening  
A radio interview:  
Jardin Nomade in Paris

Discussing good and bad  
elements in a neighborhood  
Predicting the future of cities  
Emphatic stress

**TEDTALKS**  
"How Food Shapes  
Our Cities"

Writing a paragraph  
with predictions about  
cities in the future

**National Geographic:**  
"Fes"

Focused listening  
Discussions:  
Different lifestyles

Talking about food and  
exercise that are good for  
you  
Suggesting easy remedies  
Linking with comparatives  
and superlatives

**National Geographic:**  
"Tiny Invaders"

Writing an excuse for a  
sick child

**National Geographic:**  
"The Human Body"

General listening  
An interview:  
Jenny Daltry, herpetologist

Discussing challenges  
Talking about abilities  
Words that end in *-ed*

**National Geographic:**  
"Arctic Dreams and  
Nightmares"

Writing a paragraph  
about a challenging  
experience

**National Geographic:**  
"Searching for the Snow  
Leopard"

General and focused  
listening  
A radio program:  
Healthy tips from an  
Okinawan centenarian

Talking about something  
you did  
Discussing the best age for  
life transitions  
The schwa sound /ə/ in  
unstressed syllables

**TEDTALKS**  
"Living Beyond Limits"

Writing a paragraph  
to describe a life  
transition

**National Geographic:**  
"Nubian Wedding"

|                                                                                                                                         | Unit Goals                                                                                                                                                                                                              | Grammar                                                                                                                                                                                | Vocabulary                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>UNIT 7</b><br><b>Jewelry</b> Page 82<br>            | <ul style="list-style-type: none"> <li>Explain how we get luxury items</li> <li>Talk about needs and wants</li> <li>Discuss what makes people's lives better</li> <li>Evaluate the effect of advertising</li> </ul>     | Passive voice (present tense)<br><i>Jewelry <b>is given</b> as a gift.</i><br>Passive voice with <i>by</i><br><i>This blouse <b>was made by</b> well-paid workers.</i>                 | Luxury items<br>Import/export items<br>Past participles of irregular verbs |
| <b>UNIT 8</b><br><b>Nature</b> Page 94<br>             | <ul style="list-style-type: none"> <li>Use conditionals to talk about real situations</li> <li>Talk about possible future situations</li> <li>Describe what animals do</li> <li>Discuss a problem in nature</li> </ul>  | Real conditionals in the future<br><i>If I <b>have</b> time tomorrow, I'll <b>call</b> you.</i><br>Review of quantifiers<br><i>Raccoons eat <b>many</b> different kinds of food.</i>   | Nouns and adjectives to describe animals<br>Adverbs of manner              |
| <b>UNIT 9</b><br><b>Life in the Past</b> Page 106<br> | <ul style="list-style-type: none"> <li>Discuss life in the past</li> <li>Contrast different ways of life</li> <li>Compare today with the past</li> <li>Talk about historical wonder</li> </ul>                          | <i>Used to</i><br><i>Native Americans <b>used to</b> make their shoes out of deerskin.</i><br>Passive voice in the past<br><i>Igloos <b>were built</b> with blocks of ice.</i>         | Life in the past<br>Separable phrasal verbs                                |
| <b>TED TALKS</b> Video Page 118 <b>Beverly and Dereck Joubert: Life Lessons from Big Cats</b>                                           |                                                                                                                                                                                                                         |                                                                                                                                                                                        |                                                                            |
| <b>UNIT 10</b><br><b>Travel</b> Page 122<br>         | <ul style="list-style-type: none"> <li>Talk about preparations for a trip</li> <li>Talk about different kinds of vacations</li> <li>Use English at the airport</li> <li>Discuss the pros and cons of tourism</li> </ul> | Expressing necessity<br><i>I <b>must</b> make a reservation.</i><br>Expressing prohibition<br><i>You <b>must not</b> take pictures here.</i>                                           | Travel preparations<br>At the airport                                      |
| <b>UNIT 11</b><br><b>Careers</b> Page 134<br>        | <ul style="list-style-type: none"> <li>Discuss career choices</li> <li>Ask and answer job-related questions</li> <li>Talk about career planning</li> <li>Talk about innovative jobs</li> </ul>                          | Modals for giving advice<br><i>You <b>should</b> choose a career that fits your personality.</i><br>Indefinite pronouns<br><i><b>Everyone</b> in the audience <b>was</b> laughing.</i> | Careers and jobs<br>Participial adjectives                                 |
| <b>UNIT 12</b><br><b>Celebrations</b> Page 146<br>   | <ul style="list-style-type: none"> <li>Describe a festival</li> <li>Compare holidays in different countries</li> <li>Talk about celebrations</li> <li>Share opinions about holidays</li> </ul>                          | Comparisons with <i>as...as</i><br><i>New Year's is <b>as</b> exciting <b>as</b> National Day.</i><br><i>Would rather</i><br><i>I'd <b>rather</b> have a big party.</i>                | Festivals and holidays<br>Expressions for celebrations                     |
| <b>TED TALKS</b> Video Page 158 <b>Sylvia Earle: My Wish—Protect Our Oceans</b>                                                         |                                                                                                                                                                                                                         |                                                                                                                                                                                        |                                                                            |



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|                                                                                              | Speaking and Pronunciation                                                                                                                             | Reading                                                                   | Writing                                                                   | Video Journal                                                           |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <p>Focused listening</p> <p>Discussions:<br/>The world flower market</p>                     | <p>Discussing luxuries and necessities</p> <p>Talking about improving your life</p> <p>Sentence stress—content words vs. function words</p>            | <p><b>National Geographic:</b><br/>"Perfume: The Essence of Illusion"</p> | <p>Writing a print ad</p>                                                 | <p><b>National Geographic:</b><br/>"Cooper Pedy Opals"</p>              |
| <p>General and focused listening</p> <p>A radio program:<br/>The bluefin tuna</p>            | <p>Talk about issues that affect nature</p> <p>Role-playing to promote environmental action to make oceans sustainable</p> <p>Phrases in sentences</p> | <p><b>TED TALKS</b><br/>"How Poachers Became Caretakers"</p>              | <p>Writing a paragraph to give an opinion</p>                             | <p><b>National Geographic:</b><br/>"Happy Elephants"</p>                |
| <p>General and focused listening</p> <p>A lecture:<br/>The Sami people</p>                   | <p>Talking about how technology has changed our lives</p> <p>Discussing daily life in the past</p> <p>Reduction of <i>used to</i></p>                  | <p><b>National Geographic:</b><br/>"Lord of the Mongols"</p>              | <p>Writing a paragraph on one of the New 7 Wonders of the World</p>       | <p><b>National Geographic:</b><br/>"Searching for Genghis Khan"</p>     |
| <p>General and focused listening</p> <p>Conversations:<br/>Vacations</p>                     | <p>Planning a dream vacation</p> <p>Making your way through the airport</p> <p>Reduction of <i>have to</i>, <i>has to</i>, <i>got to</i></p>           | <p><b>National Geographic:</b><br/>"Tourists or Trees?"</p>               | <p>Writing a paragraph about how tourists can help a place they visit</p> | <p><b>National Geographic:</b><br/>"Adventure Capital of the World"</p> |
| <p>General and focused listening</p> <p>An interview:<br/>A restaurant owner in Thailand</p> | <p>Discussing career choices</p> <p>Intonation in questions</p>                                                                                        | <p><b>TED TALKS</b><br/>"Making Filthy Water Drinkable"</p>               | <p>Writing a letter giving advice</p>                                     | <p><b>National Geographic:</b><br/>"Trinidad Bird Man"</p>              |
| <p>General and focused listening</p> <p>Discussions:<br/>Local celebrations or holidays</p>  | <p>Comparing different international celebrations</p> <p>Talking about personal celebrations</p> <p>Question intonation with lists</p>                 | <p><b>National Geographic:</b><br/>"Starting a New Tradition"</p>         | <p>Writing a substantiated opinion</p>                                    | <p><b>National Geographic:</b><br/>"Young Riders of Mongolia"</p>       |



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# Food from the Earth



Heirloom carrots sold in a farmer's market



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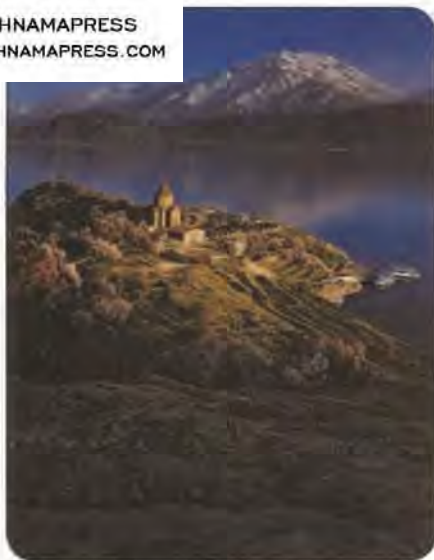
the photo,  
the questions:

- 1** What do you see in the picture? **2** Do you like this kind of food?

### UNIT 1 GOALS

1. Contrast general and current actions
2. Describe geography, climate, and food
3. Describe favorite dishes
4. Describe a favorite food

## Unit 1: Contrast General and Current Actions



▲ Armenian church on Akdamar island, Turkey

### Vocabulary

**A** Read part of a travel blog.

This is my first visit to Turkey. It's a wonderful place! The people are friendly and the **meals** are delicious. **Farmers** here grow many different **crops**, including many kinds of fruit. They also grow a lot of wheat, and the bread in Turkey is really good. Of course, the **geography** and **climate** in different parts of Turkey affect the kind of food farmers can produce in each **region**. In Central Anatolia, the land is almost **flat**, and the weather is usually warm and dry. It's a good place to grow crops and to raise animals such as cattle and sheep. High up in the **mountains** of eastern Turkey, farmers also keep animals since they can't grow crops. Today I'm visiting the **coast** of the Mediterranean Sea in southern Turkey. The weather here is hot and **humid**, but the fish and seafood are excellent!

**B** Write the words in **blue** next to the correct meaning.

1. \_\_\_\_\_ people who produce food
2. \_\_\_\_\_ an area of a country or of the world
3. \_\_\_\_\_ plants grown for food
4. \_\_\_\_\_ very high parts of the land
5. \_\_\_\_\_ describes air with a lot of water in it
6. \_\_\_\_\_ land near the ocean
7. \_\_\_\_\_ describes land without mountains
8. \_\_\_\_\_ features of a place, such as rivers
9. \_\_\_\_\_ breakfast, lunch, and dinner
10. \_\_\_\_\_ normal weather in a certain place

### Grammar: Simple present vs. present continuous tense

| Simple present tense                                                                                       |               | Present continuous tense                                                                                                       |      |
|------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|------|
| I <b>eat</b> rice<br>She <b>cooks</b> fish<br>They <b>bake</b> bread<br>We <b>have</b> fruit for breakfast | every<br>day. | I'm <b>eating</b> rice<br>She's <b>cooking</b> fish<br>They're <b>baking</b> bread<br>We're <b>having</b> mangos for breakfast | now. |
| *Use the simple present tense to talk about habits and things that are generally true.                     |               |                                                                                                                                |      |
| *Use the present continuous tense to talk about actions and events that are happening now.                 |               |                                                                                                                                |      |

Write each sentence with the simple present or present continuous form of the verb in parentheses.

1. My mother and I \_\_\_\_\_ a meal together every afternoon. (cook)
2. In Mexico, most people \_\_\_\_\_ a big meal in the afternoon. (eat)
3. Right now, my mother and I \_\_\_\_\_ a dish called *enchiladas*. (make)
4. I really like enchiladas. Sometimes I \_\_\_\_\_ them for breakfast! (have)
5. Now my mother \_\_\_\_\_ the whole family to come to the table. (tell)
6. We \_\_\_\_\_ at least one meal together every day. (enjoy)

**B** Take turns with a partner doing the following.

1. Tell your partner what you usually eat for breakfast and lunch. (Use the simple present tense.)
2. Tell your partner three things people you know are doing right now. (Use the present continuous tense.)

## Conversation

**A** Close your book and listen to the conversation. What do Julie's cousins usually eat?

**Tom:** What are you doing?

**Julie:** I'm looking at pictures from my vacation.

**Tom:** Oh, can I see? Where did you go?

**Julie:** I visited my cousins in the south. It's very flat there—no mountains or hills, and it's pretty dry for most of the year.

**Tom:** What about food? What do your cousins usually eat?

**Julie:** Meals are very simple there. It's basically meat and potatoes and a lot of vegetables. But they grow wheat everywhere, so pasta is becoming popular.

**Tom:** That sounds good.

**Julie:** Yes, I really like the food there.



▲ Enchiladas with rice

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

**C** How is the geography and food in your part of the world similar to or different from the place Julie describes? Work in small groups and share your answers to the question.

**D** **GOAL CHECK** Contrast general and current actions

Complete this sentence three times. Two of the sentences should be true, but one should be untrue: *I usually \_\_\_\_\_, but today I'm \_\_\_\_\_.*

Read your sentences to your partner in any order. Your partner will guess which sentence is false.

I usually wear glasses, but today I'm wearing contact lenses.

And I usually carry my phone to class, but today I'm letting my sister use my phone.

## Unit 2: Describe Geography, Climate, and Food



▲ People working in a rice paddy.

### Word Focus

Farmers **raise crops** or **grow crops**.

## Listening

**A**  Look at the picture. Discuss these questions with a partner.

1. What are important foods that everyone in your country eats?
2. Where in the world do farmers grow rice?
3. Why do they grow it there?

**B**  Listen to the interview. Circle the correct letter.

1. Who is the interviewer talking to?  
a. a restaurant owner      b. a rice farmer      c. a news reporter
2. What is happening in the rice paddy today? People are . . .  
a. planting rice plants.      b. planting seeds.      c. letting water into the paddy.
3. What kind of climate does rice need?  
a. hot and dry      b. warm and wet      c. cool and humid

**C**  Listen again and answer the questions.

1. Why doesn't the rice farmer plant seeds like other farmers?  
\_\_\_\_\_
2. How is the rainfall this year? \_\_\_\_\_
3. What happens to the water in the rice paddy after the rice plants grow?  
\_\_\_\_\_
4. What happens to the rice plants after they're dry? \_\_\_\_\_

## Communication

**A**  Talk with a partner about two different regions in your country. Describe the land, the climate, and the food.

|              | Region #1 | Region #2 |
|--------------|-----------|-----------|
| land         |           |           |
| climate      |           |           |
| staple foods |           |           |

**B**  Get together with another pair of students. Describe your two regions and have the other students guess the names of the regions.

### Engage!

Do you think farmers and scientists need to find ways to increase food production? Why?



A Welsh fisherman rakes the sand to harvest small shellfish.

## Pronunciation: Linking words together

When a word ends in a consonant sound, and the next word starts with a vowel sound, the words are linked together.

**We cut the rice plants and clean them.**

**We grow a lot of rice.**

**A**  4 Listen to the sentences. Notice the pronunciation of the linked words. Listen again and repeat the sentences.

1. I usually like a tomato with breakfast.
2. Staple foods are the most important foods.
3. We're eating dinner now.
4. Paul and I don't like fish very much.
5. Farmers work on weekends and holidays.
6. Rain falls in all regions of the world.

**B**  Underline the sounds that link together. Then read the sentences to a partner.

1. Hal enjoys pizza.
2. Wheat bread is very popular.
3. Corn grows well in Mexico.
4. A meat and cheese sandwich is my favorite lunch.
5. My friend is eating sushi.
6. Dry grasslands are good places to raise animals.

**C**  **GOAL CHECK**  **Describe geography, climate, and food**

Tell a partner about your ideal place. It can be a real or imagined place. Describe the geography and climate there as well as the food people usually eat.



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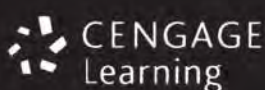
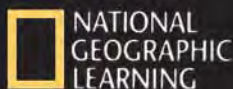
Featuring content from National Geographic and TED, the new edition of the four-level *World English* series brings the most amazing stories about our planet and compelling ideas from around the world to the integrated-skills classroom. Riveting images, fascinating topics, and high-quality video from remarkable thinkers and doers will inspire students to engage with ideas and each other.

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Rebecca Tarver Chase and Kristin Johannsen, Authors

Rob Jenkins, Series Editor

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