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# WORLD ENGLISH 1

THIRD EDITION

 **NATIONAL  
GEOGRAPHIC**  
LEARNING



Unit	Unit Goals	Grammar	
<b>1</b> <b>People</b> Page 2 	<ul style="list-style-type: none"> <li>• Meet People</li> <li>• Ask for Personal Information</li> <li>• Describe People and Occupations</li> <li>• Compare People's Jobs</li> <li>• Write a Personal Description</li> </ul>	Review of Simple Present <i>Be</i> <i>Wh-</i> Questions with <i>Be</i> <i>Be</i> + Adjective (+ Noun)	Countries Nationalities Descriptive Adjectives
<b>2</b> <b>A Day in the Life</b> Page 16 	<ul style="list-style-type: none"> <li>• Talk about a Typical Day</li> <li>• Talk about Free Time</li> <li>• Describe a Special Day</li> <li>• Talk about Hobbies and Interests</li> <li>• Plan a Party</li> </ul>	Review of Simple Present Prepositions of Time Adverbs of Frequency	Daily Activities Party Words Celebrations and Festivals
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<b>4</b> <b>Food</b> Page 44 	<ul style="list-style-type: none"> <li>• Describe a Recipe</li> <li>• Order a Meal</li> <li>• Talk about Diets</li> <li>• Plan a Farm or Garden</li> <li>• Follow and Give Instructions</li> </ul>	Count and Non-count Nouns: <i>a / an, some, and any</i> <i>How much</i> and <i>How many</i> with quantifiers: <i>lots of / a lot of, a few, a little, not many, not much</i>	Food Food Groups Diets
<b>5</b> <b>Sports</b> Page 58 	<ul style="list-style-type: none"> <li>• Describe Activities Happening Now</li> <li>• Compare Everyday and Present-Time Activities</li> <li>• Talk about Your Favorite Sports</li> <li>• Compare Sports and Activities</li> <li>• Write and Complete a Questionnaire</li> </ul>	Present Continuous Simple Present and Present Continuous Stative Verbs	Doing Sports Present-Time Activities Team and Individual Sports
<b>6</b> <b>Destinations</b> Page 72 	<ul style="list-style-type: none"> <li>• Describe Past Vacations</li> <li>• Ask about a Trip</li> <li>• Talk about Your Weekend</li> <li>• Describe an Ancient Place</li> <li>• Find and Share Information Online</li> </ul>	Simple Past of Regular and Irregular Verbs Simple Past of <i>be</i>	Travel Activities Emphatic Adjectives



Listening	Speaking and Pronunciation	Reading	Writing	Video Jour
Focused Listening: An Interview, Personal Introductions	Asking For and Giving Personal Information Starting a Conversation Contractions of <i>be</i> Word Stress	The Best Job in the World	Writing Descriptions of People Using Conjunctions	<b>Where I'm a Local</b> In this video from National Geographic Learning, author Taiye Selasi talks about who she is, the places she comes from, and what it means to be a local somewhere.
Focused Listening: A Radio Show about an Astronaut's Daily Life	Talking about Daily Schedules and Free Time Showing Interest Verbs that end in -s	When Your Hobby is Also Your Job	Writing an Email to Make Plans Parts of an Email	<b>Ruben's Elevator</b> This film, from the National Geographic Short Film Showcase, gives a glimpse into the life of Ruben Pardo, the oldest manual elevator operator in Los Angeles, California.
General Listening: Conversations During Stages of Travel	Identifying Possession of Items Giving Personal Information for Travel Forms Asking for and Giving Advice Rising and Falling Intonation	Make Your Vacation More Interesting	Writing a Description of a Place Conjunctions: <i>because, so</i>	<b>The UK in 100 Seconds</b> In this film, National Geographic Explorer Daniel Raven-Ellison gives a look at the landscapes that make up the UK, and offers suggestions for how the use of land can be improved.
General and Focused Listening: Ordering a Meal in a Restaurant	Role-play: Ordering a Meal Talking about Quantities Reduced Forms: <i>Do you have...</i> and <i>Would you like...</i>	Urban Farming	Giving Instructions Sequencing Information	<b>A Guerrilla Gardener in South Central LA</b> In this TED Talk, Ron Finley talks about LA Green Grounds, an organization he founded to show people in his neighborhood how to live a healthy and sustainable life that gives back to the community.
General and Focused Listening: Phone Calls about Everyday Activities and Today's Activities	Talking about What People are Doing Now Discussing Favorite Sports Talking about Likes and Dislikes Reduced Form: <i>What are you ...</i>	eSports Go Global	Writing and Completing a Questionnaire Closed and Open Questions	<b>Free Soloing with Alex Honnold</b> In this video from National Geographic, climber and National Geographic Explorer Alex Honnold takes you up the massive Half Dome rock formation in Yosemite National Park in California ... without a rope!
General Listening: Conversations about Vacations and Weekend Trips	Describing and Comparing Vacations Asking about Your Weekend Discuss Where You Find Information Sounds of -ed Endings	The Cradle of the Inca Empire	Writing an Online Post Using Time References	<b>Vietnam's Green Jewels</b> This video from National Geographic gives information about the history and background of one of the world's most beautiful places: Vietnam's Ha Long Bay.



Unit	Unit Goals	Grammar
<b>7</b> <b>Communication</b> Page 86 	<ul style="list-style-type: none"> <li>• Talk about Personal Communication</li> <li>• Exchange Contact Information</li> <li>• Describe Characteristics and Qualities</li> <li>• Compare Types of Communication</li> <li>• Compare Formal and Informal Communication</li> </ul>	Verbs with Direct and Indirect Objects Sensory Verbs
<b>8</b> <b>Making Plans</b> Page 100 	<ul style="list-style-type: none"> <li>• Talk about Plans</li> <li>• Plan a Project</li> <li>• Make Predictions</li> <li>• Solve a Problem</li> <li>• Describe Future Trends</li> </ul>	Future: <i>Be going to</i> Future: <i>Will</i>
<b>9</b> <b>Types of Clothing</b> Page 114 	<ul style="list-style-type: none"> <li>• Compare Clothes</li> <li>• Buy Clothes</li> <li>• Decide What to Wear</li> <li>• Discuss Fashion</li> <li>• Describe Clothes</li> </ul>	Comparatives Superlatives
<b>10</b> <b>Lifestyles</b> Page 128 	<ul style="list-style-type: none"> <li>• Give Advice on Healthy Habits</li> <li>• Compare Lifestyles</li> <li>• Ask about Happiness</li> <li>• Discuss the Importance of Sleep</li> <li>• Explain Healthy Activities</li> </ul>	Modals ( <i>could, should, must</i> ); <i>have to</i> Questions with <i>How</i>
<b>11</b> <b>Achievements</b> Page 142 	<ul style="list-style-type: none"> <li>• Talk about Responsibilities</li> <li>• Interview for a Job</li> <li>• Talk about Personal Achievements</li> <li>• Plan for Success</li> <li>• Write a Resume</li> </ul>	Present Perfect Present Perfect vs. Simple Past <i>Have you ever</i> Questions
<b>12</b> <b>Decisions</b> Page 156 	<ul style="list-style-type: none"> <li>• Give Advice about Money</li> <li>• Choose What to Use</li> <li>• Make Decisions about Money</li> <li>• Plan How to Raise Money</li> <li>• Compare and Contrast Options</li> </ul>	Real Conditionals: The Zero Conditional Real Conditionals: The First Conditional



Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
Focused Listening: Exchanging Contact Information via a Voicemail, a Radio Call-In Show, and a Conversation	Asking for Contact Information Describing Sights, Sounds, and Other Sensations Giving Your Opinion Sentence Stress for Clarification	Do You Speak "Elephant"?	Writing Emails Asking for Information and Making Plans Formal and Informal Writing	<b>A New View of the Moon</b> In this video from National Geographic's Short Film Showcase, filmmaker Wylie Overstreet takes a telescope to the city streets and asks people to look up and see the moon in a new way.
General and Focused Listening: An Interview with National Geographic Explorer Molly Ferrill about Her Latest Project	Talking about Short- and Long-Term Plans Making Predictions and Giving Opinions about the Future Discussing a Personality Quiz Reduced form of <i>going to</i>	Electricity from the Sun	Analyzing Graphs to Describe Trends Describing Trends	<b>A Virtual Choir 2,000 Voices Strong</b> In this TED Talk, composer Eric Whitacre talks about the virtual choir, a group of singers from around the world who come together online to make music and share their stories.
Focused Listening: A Conversation between a Shopper and Assistant in a Shoe Store	Talking about Clothes Role-Play Different Shopping Experiences Stressed and Weak Syllables	Pride through Fashion	Writing an Ad that Describes Clothes Describing Objects Adjective Order Punctuation	<b>How Your T-Shirt Can Make a Difference</b> In this video from National Geographic, the goods and resources that are used to make a T-shirt are shown, and a question is asked: How can your shopping and clothing care decisions make a difference?
General Listening: Personal Descriptions of Lifestyles and Habits	Discussing Healthy and Unhealthy Habits Asking and Telling about Lifestyles Approximation <i>Have to</i>	The Need for Sleep	Writing a Paragraph about a Healthy Hobby or Activity Paragraph Structure	<b>Living Past 100</b> In this video from National Geographic, the region of Bama, China, is profiled. It is one of the healthiest and most beautiful parts of the country.
Listening for General Understanding and Specific Details: Job Interviews for a Tour Guide Position	Interviewing for a Job Catching Up with a Friend Using Present Perfect and Simple Past in Conversations Reduced Forms of <i>have</i>	Being the First in Less than Two Hours	Writing a Resume Checking for Mistakes in Writing	<b>Wasfia's Journey</b> In this video from National Geographic's Short Film Showcase, mountain climber, activist, and National Geographic Explorer Wasfia Nazreen talks about climbing the tallest mountain on each of the seven continents, and what her journey means to the people of her country.
Listening for Specific Details and Key Information: A Podcast about a Trip that Didn't Waste Plastic	Discuss How to Save Money Talking about Choices Conditional Intonation	Crowdfunding for a Better World	Write an Email about a Major Decision Compare and Contrast	<b>How to Buy Happiness</b> In this video from National Geographic Learning, social scientist Michael Norton talks about the ways that money can, and can't, affect our well-being and that of those around us.



UNIT

1

# People



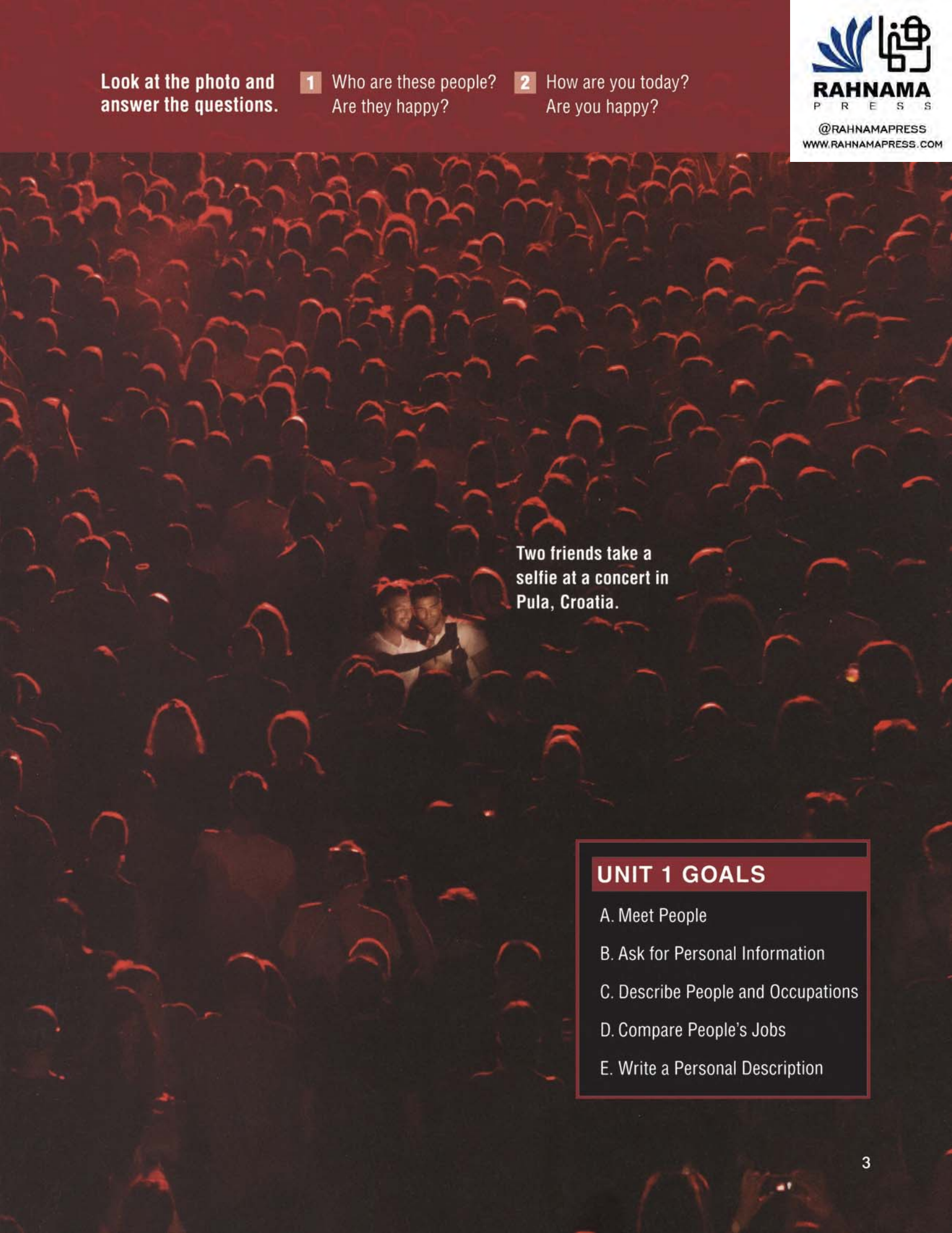
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**Look at the photo and  
answer the questions.**

- 1** Who are these people?  
Are they happy?
- 2** How are you today?  
Are you happy?



Two friends take a  
selfie at a concert in  
Pula, Croatia.

## UNIT 1 GOALS

- A. Meet People
- B. Ask for Personal Information
- C. Describe People and Occupations
- D. Compare People's Jobs
- E. Write a Personal Description





## Vocabulary

A Fill in the blanks. Use the map and the words in the box.

chef	dancer	journalist	musician	photographer
pilot	police officer	student	teacher	travel agent

- This is Norma. She's from Mexico and she's a dancer.
- This is Gabriela. She's from \_\_\_\_\_ and she's a \_\_\_\_\_.
- This is Frank. He's from \_\_\_\_\_ and he's a \_\_\_\_\_.
- This is Marie. She's from \_\_\_\_\_ and she's a \_\_\_\_\_.
- This is Yaseen. He's from \_\_\_\_\_ and he's a \_\_\_\_\_.
- This is Luis. He's from \_\_\_\_\_ and he's a \_\_\_\_\_.
- This is Kaya. She's from \_\_\_\_\_ and she's a \_\_\_\_\_.
- This is Cho. He's from \_\_\_\_\_ and he's a \_\_\_\_\_.
- This is Nanako. She's from \_\_\_\_\_ and she's a \_\_\_\_\_.
- This is Nicolas. He's from \_\_\_\_\_ and he's a \_\_\_\_\_.

B In pairs, talk about the people in the photos.

Where is Norma from?

Norma is from Mexico.

What does she do?

She's a dancer.

## REAL LANGUAGE

We say **What does she / he do?** to ask about a person's occupation or job.



## Grammar: Be

Affirmative			Negative		
I	<b>am / 'm</b>	a student.	I	<b>am not / 'm not</b>	a student.
You / We / They	<b>are / 're</b>	from Mexico.	You / We / They	<b>are not / aren't</b>	from Mexico.
He / She / It	<b>is / 's</b>	a dancer.	He / She / It	<b>is not / isn't</b>	a dancer.

### C Match the question to the answer.

- Are you a doctor? \_\_\_\_\_
- Is she from China? \_\_\_\_\_
- Is Ben from London? \_\_\_\_\_
- Are Mario and Teresa students? \_\_\_\_\_
  - Yes, he is.
  - No, she isn't.

Yes / No Questions		Short Answers
<b>Are</b>	you / they	Yes, I <b>am</b> . / No, I'm not.
<b>Is</b>	he / she / it	Yes, they <b>are</b> . / No, they <b>aren't</b> .
	Mexican?	Yes, he <b>is</b> . / No, he <b>isn't</b> .

- Yes, they are.
- No, I'm not. I'm a nurse.

### D 2 Complete the conversation with the correct form of *be*. Listen and check.

- Sean:** Hi, my name's Sean.
- Claudia:** Nice to meet you, Sean. I (1) am Claudia, from Chile.
- Sean:** (2) \_\_\_\_\_ you from Santiago?
- Claudia:** Yes, I (3) \_\_\_\_\_. And you? Where are you from?
- Sean:** I'm from Toronto, in Canada, but I (4) \_\_\_\_\_ a student here.
- Claudia:** I'm in New York for two weeks. My brother (5) \_\_\_\_\_ a student at NYU.
- Sean:** (6) \_\_\_\_\_ he here?
- Claudia:** No, he (7) \_\_\_\_\_. Are you here with friends?
- Sean:** Yes, I am. We (8) \_\_\_\_\_ at that table. Come and meet them!  
This is Claudia. She (9) \_\_\_\_\_ from Chile. This is Maria and Nico.  
They (10) \_\_\_\_\_ also students at NYU.

#### REAL LANGUAGE

Say **Nice to meet you** when you meet someone for the first time.

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

#### Pronunciation: Contractions of *Be*

### F 3 Listen. Circle the full form or the contraction. Listen again and repeat.

- I am* / *I'm* Claudia.
- He is* / *He's* from New York.
- She is not* / *She isn't* a teacher.
- They are* / *They're* students.
- We are not* / *We aren't* from the US.
- You are* / *You're* from Santiago.



## GOAL CHECK Meet People

- Choose a new name, country, and occupation for yourself. Then introduce yourself to another student.
- Introduce your partner to another pair.

Hello. My name is Jason.  
I'm from China.



## Listening

**A** Look at the photos. Guess the missing information with a partner.

**B**  4 Listen to four interviews. Complete the profiles.



1. **Name:** Kyoko Hashimoto  
**Nationality:** \_\_\_\_\_  
**City:** Tokyo  
**Country:** Japan  
**Occupation:** \_\_\_\_\_



3. **Name:** Jim Waters  
**Nationality:** \_\_\_\_\_  
**City:** Stratford  
**Country:** \_\_\_\_\_  
**Occupation:** Farmer



2. **Name:** Luis Gomez  
**Nationality:** \_\_\_\_\_  
**City:** Lima  
**Country:** \_\_\_\_\_  
**Occupation:** \_\_\_\_\_



4. **Name:** Bianca da Silva  
**Nationality:** \_\_\_\_\_  
**City:** Rio de Janeiro  
**Country:** \_\_\_\_\_  
**Occupation:** Musician

## WORD FOCUS

Sometimes we add suffixes to words to make occupations and nationalities:


journal → **journalist**  
 music → **musician**  
 science → **scientist**  
 teach → **teacher**  
 Australia → **Australian**  
 Chile → **Chilean**  
 China → **Chinese**  
 England → **English**  
 Ireland → **Irish**  
 Japan → **Japanese**  
 Mexico → **Mexican**

## Vocabulary

**C** Write the countries and nationalities to complete the chart.

Countries	Nationalities
Canada	1. <u>Canadian</u>
2. _____	Chinese
3. _____	Australian
Mexico	4. _____
5. _____	Japanese
Ireland	6. _____

## Pronunciation: Word Stress

**D**  5 Listen to the countries and nationalities in the chart. Underline the stressed syllables. Then listen again and repeat.

**E** In pairs, look back at the people in the map on page 4. Say new sentences about each person's nationality.

Norma is Mexican.

**F MY WORLD** How many nationalities are in your family? Is everyone from the same country, or from different countries?



## Grammar

Wh- Questions with Be		
Wh- word	be	
What Where Who How old	is are	your name? / his nationality? / their occupation? you from? / she from? / they from? your teacher? / your friends? you? / she? / they?

**G** Make *Wh-* questions for these answers.

- I'm from South Korea. Where are you from?
- My English teachers are Mr. Samuel and Mrs. Gomez. \_\_\_\_\_
- Her name is Karina Lopez. \_\_\_\_\_
- She's 32 years old. \_\_\_\_\_
- They're Canadian. \_\_\_\_\_

**H** In pairs, ask for personal information. Ask and answer five *Wh-* questions.

What's your name?

**I** Work in pairs. Student A chooses a card below. Student B asks *Yes / No* and *Wh-* questions to find out which card Student A has.

How old are you?

- B:** How old are you?                      **A:** 28 years old.  
**B:** Are you a pilot?                        **A:** No, I'm not.  
**B:** What's your nationality?              **A:** Argentinian.  
**B:** Is your name Pablo?                  **A:** Yes, it is!

Name: Andrew  
Nationality: American  
Age: 28  
Job: Pilot

Name: Mi Hi  
Nationality: Korean  
Age: 23  
Job: Architect

Name: Kwan  
Nationality: Korean  
Age: 30  
Job: Architect

Name: Pablo  
Nationality: Argentinian  
Age: 28  
Job: Doctor

Name: Helen  
Nationality: American  
Age: 30  
Job: Doctor

Name: Ana  
Nationality: Argentinian  
Age: 23  
Job: Teacher



### GOAL CHECK

#### Ask for Personal Information

Play "Who am I?" in small groups. One student chooses a famous person. The others ask for personal information. You can ask 10 *Yes / No* or *Wh-* questions. Try to guess the person without asking for the name!

What's your nationality?

Are you a man?

How old are you?

Are you a musician?



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### CEFR correlation

A1	A2	B1	B2

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