Every level available with video from National Geographic!
World English is an exciting new four-skills general English series which uses National Geographic content, images, and video to teach the language that learners need to succeed in their daily lives. The series is built upon clear and practical learning goals that are presented and practiced through appropriate themes and topics. A competency-based series, World English uses real people, real places, and real language to connect learners of English to the world.

Real People

World English brings learning to life by sharing the lives, experiences and opinions of people from different cultures and backgrounds.

Real Places

World English explores the four corners of our world, bringing countries and cities to life in ways meaningful and useful to learners.

Real Language

World English introduces natural and useful idiomatic expressions, phrases, and language to make learners more comfortable in the real world.
Why is *World English* the right choice?

**Practical Competency-based Syllabus**
(see pages 4-7)

- Four competency-based “Goals” per unit give learners the chance to practice new language and skills in a communicative task and evaluate their own ability.
- “Language Expansion” sections focus on specific areas, such as conversation starters and phrasal verbs, to help learners build language strategies.
- “Real Language” and “Word Focus” sections introduce words, phrases, idiomatic language, and common collocations which help learners to find their way and to become more comfortable in the real world.

**National Geographic video content** is available for students and teachers on a Classroom DVD, Student CD-ROM, and Online Video Workbook for each level.

**Classroom DVD, Student CD-ROM, and Online Video Workbook**
(see pages 8-9)

National Geographic video content is available for students and teachers on a Classroom DVD, Student CD-ROM, and Online Video Workbook for each level.

**Extensive Teacher Support**
(see pages 10-11)

Online Lesson Planner  
Teacher’s Edition, with additional photocopiable materials  
Classroom DVD  
Classroom Audio CD  
Assessment CD-ROM with ExamView®  
Teacher Web site
Why is World English the right choice?

Clear and practical goals prepare learners for the real world.

A clear and practical “Goal” is introduced, practiced, and mastered every two pages in each unit.

UNIT GOALS
Describe your city or town
Explain what makes a good neighborhood
Discuss an action plan
Make predictions about cities in the future

UNIT GOALS
Clearly defined “Goals” provide a roadmap of learning for the student and are reinforced throughout the unit.

CITIES
1. What word best describes each picture?
   a. skyscraper
   b. neighborhood
   c. market
   d. downtown

2. What is your city famous for?

UNIT GOALS
Describe your city or town
Explain what makes a good neighborhood
Discuss an action plan
Make predictions about cities in the future

Vocabulary
A. Read the options. Which one do you agree with? Give more reasons.

   "Urban Life is great! There is good public transportation, like trains and buses. And we also have freeways where cars can go fast. People can find good jobs in factories or a shopping center. And after work, there is great nightlife in restaurants and dance clubs. Cities get bigger every year because they are the best place to live."

   "City life is terrible! Cities are so crowded, with too many people in a small area, and the population grows every year. There is too much traffic because people want to drive their cars everywhere. It's always noisy and never quiet. A lot of people want to live in a rural area, but there aren't many jobs in the country. It's better to live in a suburb outside of the city, and commute to a job downtown by car."

B. Match the words in blue in exercise A to the correct meaning.

   Word Focus
   traffic jam = so many cars in the street that they can't move
   population growth = more people living in a place

Grammar: Future with will
A. What do you think? Circle Y for yes or N for no. Compare your answers with a partner’s answers.

   In the year 2030:
   1. My city will be bigger than it is now. Y N
   2. People will drive cars in the city. Y N
   3. Houses will be smaller than they are now. Y N
   4. The city will have many parks and green spaces. Y N

   Statement
   Negative Inverted questions
   Will houses be smaller? No, they won't.
   The city will be cleaner. Yes, it will.

   "He will be here by 7 p.m."
   "She won't stay long."

   Use will to make predictions about things you are sure about in the future.
   Use will to make predictions about things you are sure about in the future.
   "He will be here by 7 p.m."
   "She won't stay long."

Sample pages taken from World English Student Book 2, Unit 3
Goal 1: Describe your city or town

Make a new conversation about your city. Then make new conversations about two other cities you know.

Goal 2: Explain what makes a good neighborhood

A: Listen and listen to the conversation. What is the problem in Sarah’s neighborhood?

Mark: Well, it’s a very crowded area.

Sarah: Yeah, it has a lot of beautiful old buildings, but there are some problems.

Mark: Why?

Sarah: It doesn’t have many different stores. There’s only one supermarket, so food is very expensive.

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

C: Write three or four points in the correct columns. Add two more ideas to each column.

D: Make two new conversations. Use your ideas from exercise C.

E: Join another pair of students. What are the four most important things for a good neighborhood? Talk about your ideas in exercise C and make a new list together. Give reasons.

Goal 2: Explain what makes a good neighborhood

A: Think they’ll have 30 Cities in your city? What are some new things in your city?

B: Check the things that are true about your city. Add two more ideas of your own.

C: Complete the sentences with will, have, and be from the box.

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

E: Join another pair of students. What are the four most important things for a good neighborhood? Talk about your ideas in exercise C and make a new list together. Give reasons.

Listening

A: Concentrate! Do you agree? Turn to page 32 and check your answers.

B: Listen to a radio program about a park in Paris called the Jardin Nomade. Circle the correct letter.

C: Write these words or phrases in the correct column. Add two more ideas to each column.

D: Ask a partner three questions about city life in the future. Use will in each question.

Conversation

A: Close your book and listen to the conversation. Where did Mimi live when she was a child?

Sarah: I live in New York now, but I grew up in Seoul.

Sarah: I’ve heard that it’s very polluted.

Mark: Really? I’ve never been to Seoul. What’s it like?

Sarah: Well, it has a lot of beautiful old buildings, but there are some problems.

Mark: Like what?

Sarah: It doesn’t have many different stores. There’s only one supermarket, so food is very expensive.

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

C: Check the things that are true about your city. Add two more ideas of your own.

Real Language

To ask about a person’s hometown or home country, we say Where are you from?
Why is World English the right choice?

A communicative four-skills syllabus focuses on the language that learners need in the real world.

“Language Expansion” sections focus on specific areas that help learners build language strategies and become more competent users of English.

“Conversation” sections include model dialogues that highlight key vocabulary and grammar for the lesson, and can be used by learners to create their own conversations with partners.
Lesson D 35

**GOAL 4 MAKE PREDICTIONS ABOUT CITIES IN THE FUTURE**

### Reading

#### A. Guess the answers. Then read the article to check your answers.

1. The first cities started ___ years ago.
   - a. 1,000
   - b. 5,000
   - c. 10,000

2. Every week, ___ people in the world move from rural areas to cities.
   - a. 400,000
   - b. 800,000
   - c. 1 million

3. The world’s largest city is ___.
   - a. Tokyo
   - b. Mexico City
   - c. New York

#### B. Find the information in the article.

1. The percentage of people living in cities in 2030
2. The number of megacities in 1995
3. The number of megacities in 2015
4. The population of São Paulo
5. The number of people traveling by car in São Paulo
6. When Ilson da Silva came to São Paulo
7. The number of rooms his house had then
8. The number of rooms his house has now

### Writing

What will your city be like in 2030? Write a paragraph using your ideas from the chart.

### Communication

- **Write these questions with your partner.**
  1. Why do people move from rural areas to cities?
  2. What is better about city life? What is better about rural life?

### GOAL 4 Make predictions about cities in the future

Read your paragraph to the class.

### Megacities!

Some people love cities, and other people hate them. But more people than ever are choosing to live in one. The first cities started about 5,000 years ago. Since then, cities have always been the centers of everything important. The government, businesses, and the university were always in the city. Around the world more than 1 million people every week move from rural areas to cities. In the year 2030, 60 percent of the world’s people will live in cities. These cities will be bigger than ever. A megacity is a city with a population of over 10 million people. In 1995, the world had 14 megacities. In 2015, there will be 21 megacities. And the ranking will continue to change. Today, the world’s five largest cities are 1. Tokyo, 2. Mexico City, 3. São Paulo, 4. New York, and 5. Mumbai (Bombay). In 2015, they will probably be 1. Tokyo, 2. Dhaka, 3. Mumbai, 4. São Paulo, and 5. Delhi.

Megacities around the world face the same problems—traffic and housing. São Paulo, Brazil, is a good example. “There are 30 million daily trips in São Paulo,” says Jorge Wilheim, a city official. “One-third is public transport, one-third is private cars, and one-third is walking. Twenty to seventy percent should be on public transportation.” The city is building a new freeway and adding to the subway system, but it’s slow work. Every day, millions of people are sitting in traffic jams.

Housing is also a serious problem for the 10 million people in São Paulo. Most of the jobs are downtown, and houses and apartments are very expensive there. So cheaper places far away from their jobs are more popular. And many new residents look for their families, another stay in slums. These are poor people who build simple and small shacks. Ilson da Silva is one man who has done this. When he came to the city ten years ago, he didn’t have a job. He built a one-room hut next to a garbage dump. Now he works as a janitor, and his house has three rooms and a flower garden. The government has brought in running water and electricity, and the slum is becoming a real neighborhood. For Ilson, and for millions of other people, megacities offer hope for a better future.

“Video Journal” lesson closes each unit, and can be used with the Classroom DVD in the classroom and the Student CD-ROM out of the classroom.

Sample pages and information for the Video Journal are on pages 8-9.
National Geographic brings the sights and sounds of the world into the classroom.

36 Cities

Read about the video and check the meanings of the words in bold.

The Bouananiya Medersa in Fes, Morocco, is a masterpiece of art. It's in very bad condition now, but people are working to restore its walls and fountains. Some old buildings in Fes are in danger because wealthy people buy and take away pieces of them. Now, private organizations are trying to preserve these buildings for the future. They hope all people can enjoy Morocco's heritage.

Before You Watch

A. Watch the video, Restoring Fes. Circle the correct answer.
1. The medina is the (oldest/newest) part of Fes.
2. (Rich/poor) people live in the medina.

B. Watch the video again. Circle T for true or F for false.
1. In the past, the Bouananiya Medersa was a palace. T F
2. Restorers are taking old paint off the walls of the Medersa. T F
3. The government isn't interested in restoring historic buildings in Fes. T F
4. There is a problem because wealthy people want to live in the old houses in Fes. T F
5. The people in Fes don't want to lose their heritage. T F

The final lesson in each unit is a two-page “Video Journal,” which uses carefully graded National Geographic video clips.
Classroom DVD

A Classroom DVD for each level of World English contains National Geographic video content for use in the classroom.

▶ Each Classroom DVD is 60 minutes long and has been carefully graded for learners of English at the appropriate level.

▶ A “Video Journal” closes each unit and is ideal for classroom use or self-study, with two pages of exercises and a consolidating “Communication” activity.

▶ The Teacher’s Edition includes teaching notes, answer keys, “Video Vocabulary Glossary,” and “For Your Information” boxes to provide background and cultural information linked to the topic.

Student CD-ROM and Online Video Workbook

Each Student Book comes with a choice of a Student CD-ROM or an Online Video Workbook, both of which contain:

▶ 12 National Geographic video clips with activities to consolidate and reinforce language introduced in the Student Book

▶ Additional and automatically graded comprehension exercises—giving students instant feedback—and saving teachers and instructors valuable time

▶ Audio clips from the Student Book, including model dialogues, listening activities, and pronunciation

The Online Video Workbook, which allows for teacher-led and self-study options, is powered by MyELT, an online resource for English language courses for both teachers and students.

C. Watch the video again. Circle the correct answer.
1. The city of Fes was founded in the (ninth/eleventh) century.
2. By the 1300s, Fes was a center for (art/science) and learning.
3. (One or two/five or six) families live in each house in the medina.
4. In the 18th-century palace, the first part that people bought was a (wall/fountain).
5. In the future, the Medersa will be a (museum/school).

After You Watch

What are some important buildings and places in your city’s heritage?
Make a list and then share the information with your partner.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Communication

Write a guide for foreign visitors to a historic place in your city. Answer these questions in your guide.

1. Why should visitors go there?
2. What happened there?
3. What can visitors see and do there?
4. How much does it cost to visit? What hours is it open? How can visitors get there?

A group of tourists visit the pyramids of Giza.
Why is World English the right choice?

Teachers get the most out of the World English series.

Online Lesson Planner
Perfect for the busy teacher, the Online Lesson Planner is a web-based tool that allows World English teachers to create and customize lesson plans for their classes, then save and share them in a range of formats. Convenient and simple to use, the Online Lesson Planner takes the pain out of making your textbook fit your unique teaching schedule.

Assessment CD-ROM with ExamView®
Assessment CD-ROM with ExamView® is a test-generating software with a data bank of ready-made questions designed to allow teachers to carry out assessment quickly and conveniently.

Classroom DVD
Designed for use with the “Video Journal” sections in the Student Book, or on its own, a Classroom DVD for each level includes 12 carefully-graded National Geographic video clips.

Teacher Web site
The World English Teacher Web site provides additional resources for the teacher, including a Classroom Presentation Tool, Online Lesson Planner, placement test, and other downloadable, photocopiable materials.
Expansion Activity

Have students work in groups to plan and draw a map of a new park for their city/town, on a large piece of paper.

For Your Information: Urban gardens

Around the world, a surprising amount of food is grown on small plots of land in urban environments. An estimated 800 million people are now involved in urban agriculture in different cities. In Havana, Cuba, 90 percent of the city’s fresh produce comes from urban gardens and farms. In Mumbai, India, an urban farm was created at Roshni High School to give employment to street children and provide healthy food for slum residents. In Seattle, USA, the City’s community gardens can be found in 75 different neighborhoods, where people can have their own small gardens for a very small fee. "Identity gardens" like these are in the UK, Sweden, the Netherlands, and the United States.
World English
Real People, Real Places, Real Language
Martin Milner
Kristin L. Johannsen
Rebecca Tarver Chase

To learn more, and to locate your local representative, visit us at NGL.Cengage.com

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Student Web site includes quizzes and lots of extra language practice for World English