

Teacher's Book

# WORLD ENGLISH<sup>1</sup>

THIRD EDITION

Real People • Real Places • Real Language



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## Grammar

Possession				
Possessive 's	Possessive Adjective	Possessive Pronoun	Belong to	
<b>X</b>	<b>my</b>	<b>mine</b>	It <b>belongs to</b> They <b>belong to</b>	me.
<b>X</b>	<b>your</b>	<b>yours</b>		you.
Tim's passport	<b>his</b>	<b>his</b>		him.
My sister's bag	<b>her</b>	<b>hers</b>		her.
<b>X</b>	<b>our</b>	<b>ours</b>		us.
My parents' bag	<b>their</b>	<b>theirs</b>		them.

**D** Complete the conversations. Use a word or phrase for possession.

- A:** Excuse me, is this your bag? **B:** No, it's not mine.
- A:** Is this Anna's bag? **B:** No, hers is green.
- A:** Whose ticket is this? **B:** I think it belongs to Shawn.

### REAL LANGUAGE

To ask about possession, we can ask, *Whose... is this?*

**E** Answer the questions using *belong to* and a possessive pronoun.

- Whose passport is this? (Ali) It belongs to Ali. It's his.
- Whose keys are these? (my) They belong to me. They're mine.
- Whose camera is this? (my sister) It belongs to my sister. It's hers.
- Whose bags are these? (John and Lucy) They belong to John and Lucy. They're theirs.
- Whose tickets are these? (Logan and you) They belong to Logan and you. They're yours.

## Conversation

**F** 13 Listen to the conversation. Who do the items in the box belong to?

- Anna:** OK, do we have everything? I have my passport. Whose ticket is this?  
**Bill:** It's mine! And those are my sunglasses. Can you pass them to me?  
**Jim:** Sure, here you go. And is this sunblock yours?  
**Bill:** No, it's not mine.  
**Anna:** It's mine. Whose camera is this?  
**Jim:** It's mine. Well, it belongs to my brother, but I need it for our trip.

camera Jim / Jim's brother  
 passport Anna  
 sunblock Anna  
 sunglasses Bill  
 ticket Bill

**G** Practice the conversation in a group. Switch roles and practice it again. Then, change the underlined words and make a new conversation.

## GOAL CHECK Talk about Your Possessions

Give a personal item (like your pen or watch) to your teacher. Your teacher will then give you someone else's personal item. Try to find the owner.

Is this your watch?

Does this watch belong to you?

Going Places 33

### Grammar: Possession

English shows possession in a number of ways. There are possessive nouns, which are formed with *-s* (*Mark's house*). If a possessive noun is plural, an apostrophe is added at the end. (*That's the Johnsons's house.*)

Possessive adjectives modify a noun (*my / his / your bag*). Possessive pronouns take the place of a noun (*mine / his / yours*). *Belong to* + object pronoun is a verb showing possession. (*The dog belongs to them.*)

### Grammar Practice: Possession

Gather pictures of many different items that people might own. Put students into groups of ten and give each student a picture of a different possession. In their groups, one by one, students show their picture and state their possession: *This hat is mine. / This car belongs to me*. Then, all the pictures are placed on the desk and jumbled. One student in the group has to pick up all the pictures and say who owns each item (e.g., *This hat belongs to Kai. / The car is Pia's.*) If the student gets stuck, another student starts again until all possessions are listed correctly.

## Grammar

Present possessive adjectives. Hold up your book and say, *Here's my book*. Pick up a student's book, hand it back, and say, *Here's your book*.

Present possessive pronouns. Hold up your book, and say, *It's mine*.

Introduce *belong to*. Hold up various items and say, *It belongs to you/her*. Point out the Real Language box. Then, hold up items and say, *Whose \_\_\_ is this?* to elicit, *It belongs to him*, etc. Direct students to the Grammar Reference in the back of the student's book for additional review and practice.

- D** • Have students work individually to complete the conversations, then check answers.
- E** • Have students write sentences individually. Check answers as a class.

## Conversation

- F** • Remind students to pay attention to each speaker's name as they do the exercise. Write the five items on the board.
  - Play the audio. Check answers, writing the names next to the respective items on the board.
  - Make sure students understand that Jim has borrowed his brother's camera.
- G** • In groups of three, have students role-play the conversation, switching roles.
  - Have students rework the conversation, replacing the underlined words with different possessions belonging to different people.
  - Invite groups to perform for the class.

## GOAL CHECK

- Have students give you a personal possession. Redistribute each item and have students locate its owner.
- Have students say who the item belongs to. For example, *That pen belongs to her. / It's Ana's.*



## THE BEST JOB IN THE WORLD

What is a good job? Is it a job with a good salary? Not always. For some people, their salary is good, but their job is boring. And for other people, their salary isn't good, but the job is easy. And some people are happy because their jobs are interesting. Let's meet some people with great jobs.

Maritza Morales Casanova is Mexican and she's from Merida. She's a teacher, but there are no tables or chairs in her classroom because it's a park. The children learn about nature in the park. She says, "Empower children with information... and they will change the world."

Jeff Kerby is a National Geographic photographer. Animals are difficult to photograph, so the job isn't easy. Sometimes, the job is very difficult, but when you have a bad day, you look at the beautiful views and, Jeff says, "life isn't so bad, in fact, it's really interesting."

Ross Donihue and Marty Schnure are mapmakers. For their job, they travel and they make digital maps of different parts of the world. One of their favorite places is Patagonia, in Argentina. Ross says, "I love Patagonia because no two days are the same. Every day is different."

## Unit 2



**Omar:** So, Mia, what time do you start work?

**Mia:** I start work at nine o'clock.

**Omar:** Do you finish work at five, then?

**Mia:** No, I don't. I finish at six.

**Omar:** That's a long day! What time do you eat dinner?

**Mia:** My family eats dinner at eight. Then we go to bed at ten.



**Narrator:** Welcome to "A day in the life." Today we look at the typical day of an astronaut in space. Drew Feustal is an astronaut on the International Space Station. Drew and the other astronauts always get up at seven o'clock in the morning. Of course, in space, there is no morning, afternoon, or evening, so for the astronauts that's seven o'clock in the morning in London.

Breakfast is at around eight, and then Drew starts work. The astronauts always take a break in the morning for exercise. In space, physical exercise is very important, so they run on the treadmill or use an exercise bike.

Lunch is at one, and then the astronauts finish work at about seven in the evening. At dinner, they talk about the day and have some fun. After dinner, they have some free time. At night, Drew often takes photographs of space and the Earth out of the window.

Astronauts also work on Saturday mornings, but then they have free time on Saturday afternoon and on Sunday. They read books or send emails to their families. There is also a guitar and a piano on the International Space Station, and Drew plays the guitar.



1. starts
2. comes
3. catches
4. watches
5. gets
6. eats
7. goes

**Claudia:** OK. And do I need to rent a car?

**Ayumi:** No, you don't need to. It's a good idea to take trains because they're fast between the big cities.

**Claudia:** Right. I fly into Tokyo. Is Tokyo expensive?

**Ayumi:** Very! And it's so crowded. Why don't you stay in Fujiyoshida. It's not too far from Tokyo. It's a small city near Mount Fuji and the hotels are nice.



## MAKE YOUR VACATION MORE INTERESTING

Aziz Abu Sarah has a travel company and often gives advice to tourists. Here he answers the question: "How can a vacation be more interesting?"

### DON'T PLAN EVERYTHING

Tourists often study maps and plan everything before they go on vacation. It's fun to go sightseeing, but sometimes it's interesting to leave the map at the hotel. For example, you can leave the city center and visit new places. When I was in Tokyo for the first time, I traveled to the suburbs. Two hours later, I was singing karaoke and dancing with local people.

### TRY THE LOCAL FOOD

Eating local food always makes a vacation more interesting. Go to food markets where local people sell fresh food that they grew or cooked. In these places, you learn more about their food and culture. It's much more interesting than going to a supermarket—and the food is better!

### FIND OUT WHERE LOCAL PEOPLE GO

When you arrive in a new place, find out about festivals and events. Local magazines and posters have information about art galleries and live music. If you like sports, find out where people play. A few years ago, I was in Tunisia and I played soccer on the beach with a group of local men.

### ASK FOR ADVICE AND SUGGESTIONS

All around the world, people are always happy to give advice. Don't always use the guidebook or the internet. Ask local people for suggestions on where to go or where to eat. Once, in Curitiba, Brazil, I asked a local group where I should have dinner in the city. They invited me for dinner and I am still friends with them!

## Unit 4



**Lee:** I'm hungry. What's in the fridge?

**Diana:** There are some eggs.

**Lee:** Do you have any vegetables?

**Diana:** Yes, I have an onion and a red pepper.

**Lee:** Great! Let's make a Spanish omelet. Do you have any olive oil?

**Diana:** No, but I have some corn oil. That should be okay.

**Lee:** Sure. And we need some potatoes.

**Diana:** I don't have any potatoes, but I can go to the store.

**Lee:** OK, I'll start cooking.

## Unit 9

### How Your T-Shirt Can Make a Difference

Cotton is everywhere: in your furniture, in your food, in your wallet, in your closet. Cotton has a major impact on the planet. Take your favorite cotton T-shirt: It takes 2,700 liters of water to make one T-shirt, enough for one person to drink for 900 days. It also takes a lot of energy: to grow, manufacture, and transport. Mostly, it needs energy to take care of it. One load of drying uses five times more energy than washing. One load of washing uses 40 gallons of water. Now, think how often you wash and dry your T-shirt. Don't we have plenty of resources? Plenty of water? Yes, but . . . 97% is salty, nearly 2% is locked in snow or ice. That leaves less than 1% that we can access and 70% of that grows our crops. Cotton is a very thirsty crop. Now, think how many T-shirts are in your closet/city/country/on the planet. How many T-shirts do you need? How often do you need to wash and dry them? There is a solution. We can use less water and less energy. Skip the drying and ironing and save 1/3 of your T-shirt's carbon footprint. Choices make a difference. Make each choice count.

## Unit 10

### Living Past 100

**Narrator:** Bama County is in the Guangxi Zhuang Autonomous Region of China. It's a beautiful region with trees, rivers, and mountains. And Bama County is also famous for its people. That's because the number of people over the age of 100 is nearly seven times that of the rest of China.

**Pan Qifang:** There's the hereditary factor, the cultural factor, but most important, it's the environment here that makes people generally live longer.

**Narrator:** Because of these centenarians, more and more tourists are visiting Bama County.

They want to learn about the lifestyle that helps the local people live so long.

**Huang Zhongkang:** For more than 30 years, I have gone fishing every day. This lifestyle is carefree. My son works in Nanning City. He asked me to go and live with him. But I'd rather live in the village than in the urban area.

**Narrator:** Tourists arrive every day to meet people over one hundred years old. They want to know the secret.

**Huang Yingchan:** The secret to our longevity is very simple. We eat what we plant. The meat, too, comes from what we raise ourselves.

**Narrator:** This man is 118 years old. His 87-year-old son explains the reason why.

**Huang Zhongshun:** My father eats corn, peas—all sorts of vegetables every day. He doesn't eat much meat.

**Narrator:** It's because of the long life of people like this man that a new type of tourist is visiting Bama county. They are health tourists. This man, Yao Xuchu, had a stroke four years ago.

**Yao Xuchu:** Every day I come here to sing very beautiful songs. Every day I come here to sing very beautiful songs. Four years ago, I can't say something but here, I can sing. I can sing aloud.

**Narrator:** Most local people are happy about the tourism, but not everyone is sure about the future of Bama County.

**Huang Zhongkang:** Some young people come here to take wedding photos, which is fine, because this village is very scenic. But there are tourists who come here to swim, or come here for picnics, leaving garbage behind. That's what we're afraid of.

Tourism will bring us more income and make our lives better. In that regard, it keeps us healthy. The village was so poor, and there wasn't even a proper road. The road was muddy and bumpy. People didn't have opportunities to go out to work. As long as tourists don't litter here, we welcome the development. If we have more income, we'll have better health.

**Narrator:** Next, this village is going to build a new eco-resort for tourists.

**Huang Zhongkang:** I just hope I live long enough to see the resort completed.

**Narrator:** In Bama County, that could be a very long time!

## Unit 11

### Wasfia's Journey

**Wasfia Nazreen:** Even as a child I had this really strong feeling that I need to set myself free. And that no one else could do it for me but myself.

### Lesson C

- A.** 1. was 2. was 3. were 4. were 5. was  
**B.** 1. Yes, it was 2. it was 3. they weren't 4. it wasn't 5. they weren't  
**C.** 1. b 2. e 3. a 4. c 5. d  
**D.** 1. How was your vacation? 2. How was the food? 3. Was the flight tiring? 4. Was the city clean? 5. How were the ruins?  
**E. Ted:** were; weren't **Juana:** was **Ted:** was **Juana:** was; was **Ted:** Was **Juana:** was; was

## UNIT 7 COMMUNICATION

### Lesson A

- A.** 1. Nicole bought (van) a coffee. 2. Her parents gave (her) a smartphone. 3. He sent (me) a text message yesterday. 4. Claire sent (her sister) an email. 5. My grandmother sent (me) a letter.  
**B.** 1. Yvonne sent a fax to the bank. 2. I sent my teacher an email. 3. Bruce gave his brother a birthday present. or His brother gave Bruce a birthday present. 4. Her friend sent her a long email. 5. Send her a text message  
**C.** 1. e 2. c 3. d 4. a 5. b  
**D.** 1. Please make (me) a sandwich. 2. Give (your sister) a call. 3. Send (your teacher) an email. 4. Write (your aunt) a letter. 5. Buy (your parents) a TV.  
**E.** 1. Give me your phone number. 2. Buy her a sweater. 3. Please send me the assignment. 4. Send me the photo. 5. Please fax me the contract.

### Lesson C

- A.** 1. sounds 2. tastes 3. smells 4. feels 5. looks  
**B.** 1. feels 2. smells 3. look 4. taste 5. sounds  
**C.** 1. b 2. e 3. a 4. c 5. d  
**D.** 1. looks, sounds 2. smells, looks, tastes

## UNIT 8 MAKING PLANS

### Lesson A

- A.** 1. are you going to 2. are they going to 3. Chad is going to 4. I am going to 5. You are going to  
**B.** 1. c 2. a 3. e 4. b 5. d  
**C.** 1. Ahmed is not going to arrive tonight. 2. The students are not going to study in the library. 3. Jana is not going to buy a smartphone. 4. My cousin is not going to visit next year. 5. Kris is not going to cook fish for dinner.  
**D. A:** are you going to **B:** I'm going to **A:** are you going to **B:** I'm going to; I'm going to; I'm going to  
**E.** 1. Are you going to visit 2. is Hiro going to clean 3. are you going to study 4. is he going to get 5. are they going to wait

### Lesson C

- A.** 1. It will be cold tonight. 2. It will rain in the afternoon. 3. Marta will arrive soon. 4. Dinner will be ready in a few minutes. 5. There will be snow tonight.  
**B.** 1. won't 2. won't 3. won't 4. won't 5. won't  
**C.** 1. It will be sunny in Spain. 2. It will be cloudy in Bogota. 3. It will be cold in Moscow in winter. 4. It will be hot in Sao Paolo in summer. 5. It will be windy in Boston in March.  
**D.** 1. Is it going to be sunny at the beach? 2. Is it going to be windy on the boat? 3. Is it going to be warm on the plane? 4. Is the test going to be difficult? 5. Are you going to call me when you get home?  
**E.** 1. Will it be cold this winter? / it will 2. Will the test be difficult? / it won't 3. Will I like this movie? / you will 4. Will you do well on this test? / I will 5. Will it rain tomorrow? / it won't

## UNIT 9 TYPES OF CLOTHING

### Lesson A

- A.** 1. more expensive 2. cheaper 3. nicer 4. better 5. more beautiful  
**B.** 1. nicer than 2. cheaper than 3. taller than 4. more expensive than 5. easier than  
**C.** 1. newer than 2. warmer than 3. prettier than 4. better than 5. older than  
**D.** 1. A belt is cheaper than boots. 2. A suit is more expensive than sneakers. 3. A sweater is warmer than a shirt. 4. Handmade clothes are better than machine-made clothes. 5. Jeans are less formal than a skirt.

### Lesson C

**A.**

Adjective	Comparative Form	Superlative Form
bad	worse	worst
beautiful	more beautiful	most beautiful
cheap	cheaper	cheapest
expensive	more expensive	most expensive
good	better	best
heavy	heavier	heaviest
light	lighter	lightest
nice	nicer	nicest
pretty	prettier	prettiest
warm	warmer	warmest

- B.** 1. more 2. worse 3. most 4. cheapest 5. lightest  
**C.** 1. The cheapest; the best 2. the nicest 3. the lightest 4. The longest; the warmest 5. The prettiest; the most expensive  
**D. 1. A:** the best **B:** better than; the best **A:** the cheapest  
**2. B:** more expensive than **A:** most expensive

## UNIT 10 LIFESTYLES

### Lesson A

- A.** 1. obligation 2. advice 3. suggestion 4. obligation 5. advice  
**B.** 1. must / have to 2. could 3. ought to / should 4. could 5. ought to / should  
**C.** 1. You must stop at the red light. 2. You ought to / should study more often. 3. You should / ought to eat a balanced diet. 4. You could try cycling with me. 5. You have to pay the bills this month.  
**D. Trainer:** must / have to; must / have to; must / have to  
**Van:** ought to / should  
**Trainer:** ought to / should; Must / Have to  
**Trainer:** must / have to; could  
**Trainer:** ought to / should

### Lesson C

- A.** 1. How many 2. How much 3. How many 4. How many 5. How much  
**B.** 1. c 2. e 3. a 4. b 5. d  
**C.** 1. How much 2. How often 3. How old 4. How long 5. How many  
**D.** 1. How many hours does Fatima work? 2. How old is your brother? 3. How many sisters do you have? 4. How long is the semester? 5. How often does the teacher give homework?