

# WORLD ENGLISH **INTRO**

THIRD EDITION

# WORLD ENGLISH **Intro**

THIRD EDITION

Real People • Real Places • Real Language

John Hughes, Author

Martin Milner, Author



Unit	Unit Goals	Grammar	Vocabulary
<p><b>1 Friends and Family</b> Page 2</p> 	<ul style="list-style-type: none"> <li>• Meet and Introduce People</li> <li>• Spell Names and Words</li> <li>• Describe People</li> <li>• Present Your Family</li> <li>• Give Personal Information</li> </ul>	<p>Present Tense of <i>be</i>  <i>I'm Kim. / They're Maria and Lola.</i>  <i>Be + Adjective</i>  <i>They're young. Is John single?</i>                      Questions with <i>be</i> and Short Answers  <b>Are you married?</b>  <i>Yes, I am / No, I'm not.</i></p>	<p>Greetings and Introductions                      Names and Spelling                      Adjectives to Describe People                      Family Members</p>
<p><b>2 Jobs around the World</b> Page 16</p> 	<ul style="list-style-type: none"> <li>• Identify Jobs</li> <li>• Ask about Jobs</li> <li>• Talk about Cities and Countries</li> <li>• Compare Jobs</li> <li>• Interview People</li> </ul>	<p>Negative Present of <i>be</i>;                      Indefinite Articles  <i>He isn't a doctor. Pat's an artist.</i>  <i>Be + Adjective + Noun</i>  <i>Russia is a big country.</i></p>	<p>Jobs                      Numbers                      Cities, Countries, and Continents</p>
<p><b>3 Houses and Apartments</b> Page 30</p> 	<ul style="list-style-type: none"> <li>• Talk about Rooms</li> <li>• Compare Houses</li> <li>• Say Where Objects Are</li> <li>• Give Your Opinion</li> <li>• Describe Your Home</li> </ul>	<p><i>There is / There are</i>; Singular and Plural Nouns  <b>There are</b> three bedrooms.  <b>Is there</b> a garage?                      Prepositions of Place:  <i>in, on, under, next to, between</i>  <i>Your magazine is under your bag.</i></p>	<p>Places in a Home                      Furniture and Household Objects</p>
<p><b>4 Possessions</b> Page 44</p> 	<ul style="list-style-type: none"> <li>• Ask about Possessions</li> <li>• Present a Special Object</li> <li>• Talk about What You Have</li> <li>• Identify Similarities and Differences</li> <li>• Thank Someone for a Present</li> </ul>	<p>Demonstratives  <i>Are these your books? That is not your bag.</i>                      Possession  <i>It's Jim's bag.</i>  <i>Have, Has</i>  <i>She has a phone.</i></p>	<p>Personal Possessions                      Opinion Adjectives</p>
<p><b>5 Daily Activities</b> Page 58</p> 	<ul style="list-style-type: none"> <li>• Tell Time</li> <li>• Compare People's Daily Routines</li> <li>• Talk about Activities at Work and School</li> <li>• Present a Report</li> <li>• Give Advice and Instructions</li> </ul>	<p>Simple Present  <i>They get up at 7 o'clock.</i>                      Simple Present Questions and Answers  <b>Do you go to class every day? Yes, I do.</b>                      Adverbs of Frequency: <i>always, sometimes, never</i>  <i>I never answer the phone.</i>                      Imperatives</p>	<p>Daily Activities                      Telling Time                      Work and School Activities                      Time Expressions</p>
<p><b>6 Getting Around</b> Page 72</p> 	<ul style="list-style-type: none"> <li>• Ask For and Give Directions</li> <li>• Create a Tour</li> <li>• Compare Types of Transportation</li> <li>• Plan a Bicycle Day</li> <li>• Give Advice to Travelers</li> </ul>	<p>Prepositions of Place and Movement  <b>Turn left and walk for two blocks.</b>  <i>The hotel is across from the park.</i>  <i>Go up the stairs.</i>  <i>Have to</i>  <i>She has to change buses.</i></p>	<p>Places Around a Town or City                      Directions                      Ground Transportation</p>

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
Listening for General Understanding and Specific Information: Conversations around School	Meeting People and Introducing Yourself Asking and Answering Questions about Personal Information The Alphabet	A Family of Explorers	Filling Out Personal Information Capital Letters	<b>My Name</b> In this video from National Geographic Learning, author Taiye Selasi talks about her name, what means, and how it came to be.
Focused Listening and Listening for Specific Information: A Conversation about the Jobs of Two National Geographic Explorers	Asking about Jobs Asking For and Giving Personal Information Interviewing a Classmate Describing Places Around the World Numbers	Women at Work	Writing and Performing an Interview Punctuation Marks	<b>A Contact Job</b> In this video from National Geographic, contact juggler Okotanpe shows off his skills in Tokyo, Japan.
Listening for General Understanding and Specific Details: People Talking about Their Homes	Describing Your Home Saying Where Things Are Syllables and Stressed Syllables	Home Sweet Home?	Writing a Description of Your Home <i>and</i>	<b>A Day in the Life of a Lighthouse Keeper</b> This video from the National Geographic Short Film Showcase follows a day in the life of a lighthouse keeper in Uruguay.
Listening for Specific Information: A Conversation about a Surprising Art Project	Talking about Personal Possessions Talking about Giving Gifts Talking about a Special Object <i>/i/ and /ɪ/ Sounds</i>	My Room	Short Emails and Messages	<b>Tyler Bikes Across America</b> This video shows bicyclist and photographer Tyler Metcalfe's journey across the United States—on his bike.
Listening for General Understanding and Specific Details: A Podcast about the Day of a "Super Commuter"	Asking and Answering Questions about Work or School Activities and Daily Routines Discussing and Giving Advice Falling Intonation on Statements and Information Questions	Screen Time	Writing a To-Do List Lists and Notes	<b>Around the World in 24 Hours</b> This video from National Geographic Learning goes on a journey to see what people are doing around the world at different times of day.
Listening for Specific Information: A Walking Tour of Paraty, Brazil	Asking For and Giving Directions Quizzing Classmates about Your City or Country <i>Yes / No Questions and Short Answers</i>	A City that Bans Cars on Sundays	Writing a Reply to a Message Describing What to Do in Your City Connectors ( <i>and, but, because</i> )	<b>Star Wars on the Subway</b> This video features Improv Everywhere—a group of performers who try to make people laugh and have fun in public places—performing the movie <i>Star Wars</i> ... on the subway.

Unit	Unit Goals	Grammar	Vocabulary
<p><b>7 Free Time</b> Page 86</p> 	<ul style="list-style-type: none"> <li>Identify Activities Happening Now</li> <li>Make a Phone Call</li> <li>Talk about Abilities</li> <li>Explain How to Play Something</li> <li>Interview People</li> </ul>	<p>Present Continuous</p> <p><i>I'm not watching TV. I'm reading.</i></p> <p>Can for Ability</p> <p>He <b>can't</b> play the guitar. He <b>can</b> sing.</p>	<p>Pastimes</p> <p>Sports</p>
<p><b>8 Clothes</b> Page 100</p> 	<ul style="list-style-type: none"> <li>Ask about Clothes</li> <li>Buy Clothes</li> <li>Express Likes and Dislikes</li> <li>Talk about Personal Qualities</li> <li>Describe Your Favorites</li> </ul>	<p>Can / Could for Polite Requests</p> <p><b>Can</b> I try on these shoes?</p> <p>Object Pronouns</p> <p>I love <b>them!</b> / She hates <b>it</b>.</p>	<p>Colors</p> <p>Clothes</p> <p>Likes and Dislikes</p>
<p><b>9 Food</b> Page 114</p> 	<ul style="list-style-type: none"> <li>Order a Meal</li> <li>Plan a Party</li> <li>Describe Your Diet</li> <li>Solve a Problem</li> <li>Explain How To Do Something</li> </ul>	<p>Some and Any</p> <p>There's <b>some</b> ice cream in the fridge.</p> <p>Count and Non-count Nouns;</p> <p>How much / How many</p> <p><b>How many</b> oranges do we need?</p> <p><b>How much</b> chocolate do we have?</p>	<p>Food</p> <p>Meals</p> <p>Containers</p> <p>Quantities</p> <p>Food Groups</p>
<p><b>10 Health</b> Page 128</p> 	<ul style="list-style-type: none"> <li>Identify Parts of the Body and Say How You Feel</li> <li>Ask about Health Problems</li> <li>Give Advice on Health Remedies</li> <li>Explain a Process</li> <li>Describe Healthy Living</li> </ul>	<p>Review of Simple Present</p> <p><i>My back hurts.</i></p> <p>Feel, Look + Adjective</p> <p>John <b>looks</b> terrible. I <b>feel</b> sick.</p> <p>Should (for advice)</p> <p>You <b>should</b> take an aspirin.</p>	<p>Parts of the Body</p> <p>Common Illnesses and Health Problems</p> <p>Remedies</p>
<p><b>11 Making Plans</b> Page 142</p> 	<ul style="list-style-type: none"> <li>Plan Special Days</li> <li>Describe a National Holiday</li> <li>Make Life Plans</li> <li>Compare Festivals</li> <li>Invite People</li> </ul>	<p>Be going to</p> <p>What <b>are</b> you <b>going to</b> do?</p> <p>We <b>are going to</b> have a party.</p> <p>Would like to for Wishes</p> <p>I <b>would like to</b> be a doctor.</p>	<p>Special Days and Plans</p> <p>Months of the Year</p> <p>Holidays</p> <p>Professions</p>
<p><b>12 On the Move</b> Page 156</p> 	<ul style="list-style-type: none"> <li>Talk about Your Past</li> <li>Ask about the Past</li> <li>Describe a Vacation</li> <li>Compare the Past and Present</li> <li>Give Biographical Information</li> </ul>	<p>Simple Past</p> <p>We <b>went</b> to the mountains.</p> <p>He <b>moved</b> from San Francisco to New York.</p> <p>Simple Past Questions</p> <p><b>Was</b> he born in 2001?</p> <p>Where <b>did</b> you live?</p>	<p>Verbs + Prepositions of Movement</p> <p>Going on Vacation</p>

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
Listening for Specific Information: Telephone Conversations in Different Contexts	Having a Phone Conversation Asking and Answering Questions to Fill Out an Application Form and Do a Job Interview Connected Speech	Hybrid Sports	Writing a Job Application Form Question Forms (simple present, present continuous, questions with <i>can</i> )	<b>Danny's Challenge</b> This video from National Geographic shows stunt cyclist Danny MacAskill as he does tricks on the streets of Edinburgh, Scotland.
Listening for Specific Details: Listening to People Shopping for Clothes	Describing Clothes Shopping Describing Likes and Dislikes Playing a Game about Your Favorite Things <i>Could you</i>	What Does the Color of Your Clothes Say about You?	Writing about Favorites Paragraphs	<b>A Dress with a Story</b> This video from National Geographic's Short Film Showcase shows a group of women in Sardinia, Italy, who wear and work on one dress for their entire lives.
Listening for Specific Details: Conversation to Confirm a Shopping List for a Party	Planning a Party Talking about Your Diet Discussing a "How To" List <i>And</i>	Food Waste	Writing a "How To" List Giving Examples	<b>Berry Road Trip</b> This video from National Geographic shows the journey that strawberries take from farm to customer, and the resources that this journey requires.
Listening for General Understanding and Specific Details: Describing Symptoms to a Doctor	Describing Symptoms and Illnesses Giving Advice Talking about How to Live a Long and Healthy Life Sound and Spelling	A Life-Saving Delivery	Writing a Paragraph about Mental Health Sequencing and Adding Information	<b>What Makes You Happy?</b> This video from National Geographic shows what makes people happy around the world and spotlights three of the happiest countries: Costa Rica, Denmark, and Singapore.
Listening for General Understanding and Specific Details: Holiday Traditions	Talking about Celebrating Holidays Talking about Life Plans Inviting People to Events <i>Be going to</i> (Reduced Form)	Spring Festivals	Writing an Invitation More Formal and Less Formal Writing	<b>Catching a Hummingbird</b> This video from National Geographic follows photographer Anand Varma as he plans a project to film a hummingbird, and then shows the beautiful result.
Listening for General Understanding and Specific Details: An Interview with Archaeologist Chris Thornton	Describing a Vacation Giving Biographical Information <i>-ed</i> Endings	Humans and Animals on the Move	Writing a Biography Time Expressions and Linking Words	<b>Leaving Antarctica</b> In this video from National Geographic, a man who was born in Antarctica talks about how much it has changed and discusses his reasons for leaving.

# Friends and Family

Around the world, people have friends and family. They are young and old, and they come from different places.



Look at the photos and answer the questions.

[www.papyruspub.com](http://www.papyruspub.com)

- 1** Are these people young or old? **2** Who is young in your family? Who is old?



### UNIT 1 GOALS

- A. Meet and Introduce People
- B. Spell Names and Words
- C. Describe People
- D. Present Your Family
- E. Give Personal Information

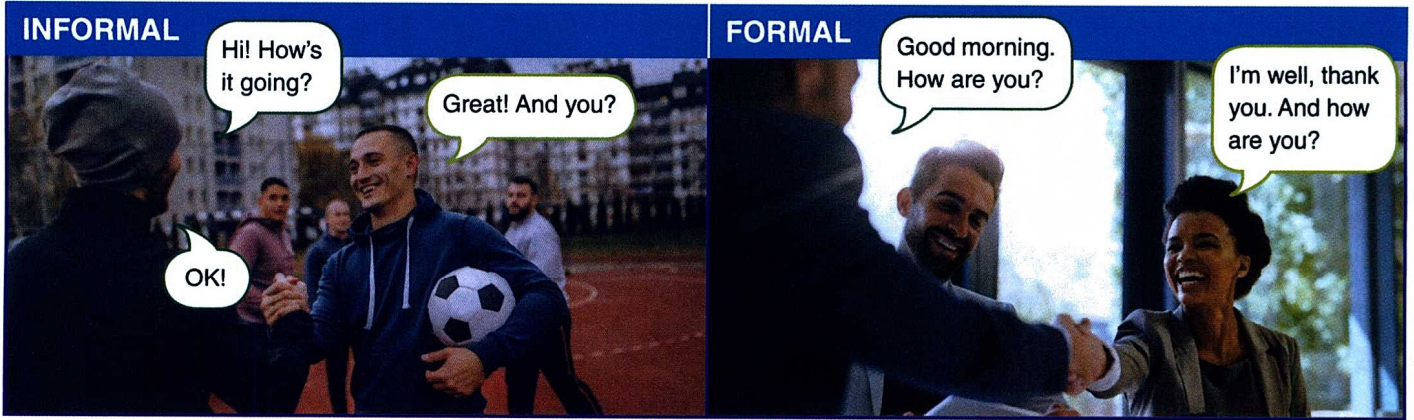
[www.papyruspub.com](http://www.papyruspub.com)



**Vocabulary**

**A** 2 Listen and repeat.

**Greetings**

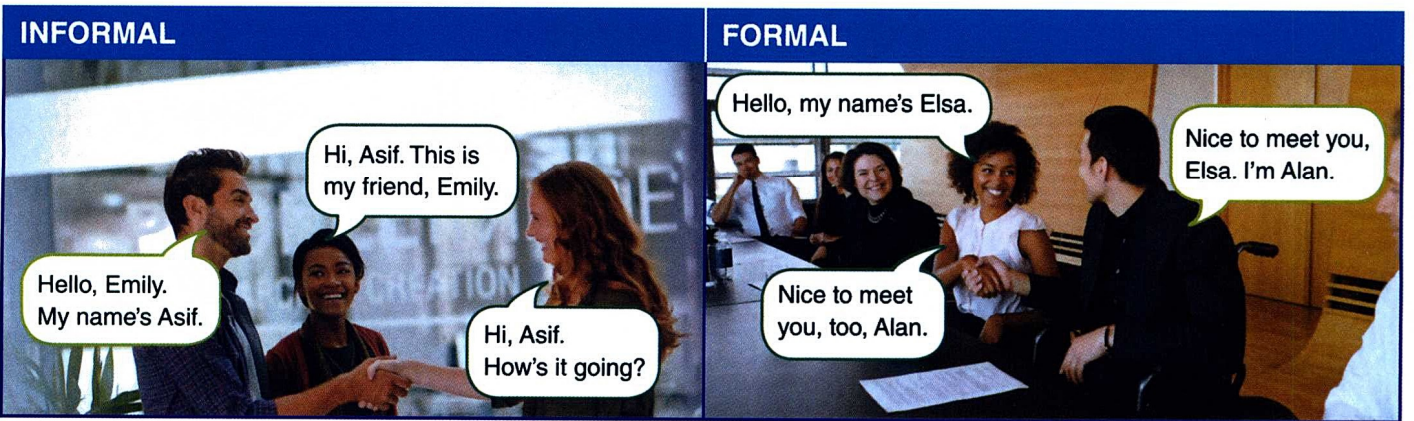


**B** Greet your classmates informally.

**C** Greet your teacher formally.

**D** 3 Listen and repeat.

**Introductions**



**REAL LANGUAGE**

**Informal greetings and responses**

*Hi! How's it going?  
Great! / Fine. / OK.*

**Formal greetings and responses**

*Good morning / afternoon / evening.  
How are you?  
Fine, / I'm well, thank you.*

**E** In pairs, write and practice a formal conversation using these words.

**A:** Hello / name's Hello, my name's ...

**B:** Nice / meet / My name's \_\_\_\_\_

**A:** Nice / meet / too \_\_\_\_\_

**F** In groups of three, practice an informal conversation using these words.

**A:** Hi / This / friend

**B:** Hello / name's

**C:** Hi

## Grammar

Present Tense of <i>be</i>		
Subject Pronoun	<i>Be</i>	
I	<b>am</b>	Kim.
You	<b>are</b>	
He / She	<b>is</b>	
We	<b>are</b>	Lucas and Ed.
They	<b>are</b>	Maria and Claudia.

Contractions with <i>be</i>
I'm
you're
he's / she's
we're
they're

Possessive Adjectives	
<b>My</b>	name is Mario.
<b>Your</b>	name is Rachel.
<b>His</b>	name is Robert.
<b>Her</b>	name is May.
<b>Their</b>	names are Ben and Dan.

**G** Write the correct form of the verb *be*.

- Their names are Julie and Les.
- My name \_\_\_\_\_ Victor.
- I \_\_\_\_\_ Said.
- We \_\_\_\_\_ Rigo and Rosana.
- His name \_\_\_\_\_ Arata.
- Your name \_\_\_\_\_ Yan-Ching.

**H** Unscramble the sentences.

- Ron. / name / My / is My name is Ron.
- Leila. / is / name / Her \_\_\_\_\_
- is / name / Mr. Aoki. / His \_\_\_\_\_
- Chen. / Their / Marcos / names / are / and / \_\_\_\_\_

**I**  4 Listen to the conversation. Which phrases are informal? Which are formal?

- Donna:** Hi, Nick. How's it going?  
**Nick:** Great! And you?  
**Donna:** Fine.  
**Nick:** Donna, this is my friend, Hiroshi.  
**Donna:** Nice to meet you, Hiroshi.  
**Hiroshi:** Nice to meet you, too, Donna.

**J** Practice the conversation in groups of three.

**K** Practice the conversation again with your own names.

 **GOAL CHECK** Meet and Introduce People

- In pairs, meet each other and introduce yourselves.
- Stand up. Walk around and meet another pair. Introduce your partner.

Hi! How are you?

Fine, thanks.

Hello. My name's ...


This is ...

Nice to meet you.

## Listening

**A**  5 Listen to three conversations. Match the conversation (1–3) to the place (a–c).

- In a classroom \_\_\_\_
- In an office \_\_\_\_
- At a university \_\_\_\_

**B**  5 Complete the questions with the words below. Then listen again and check.

first last name spell word you your

- What's your \_\_\_\_\_?
- How do you \_\_\_\_\_ that?
- What's the English \_\_\_\_\_ for this?
- Can \_\_\_\_\_ repeat that?
- What's your \_\_\_\_\_ name?
- How do I spell \_\_\_\_\_ name?

**C**  5 Listen again. Spell the names and word from the conversation.

- RO \_ RI \_ UE \_
- T \_ B \_ E
- LI \_ JU \_

## REAL LANGUAGE

## Names

**first name** given name

**last name** surname / family name

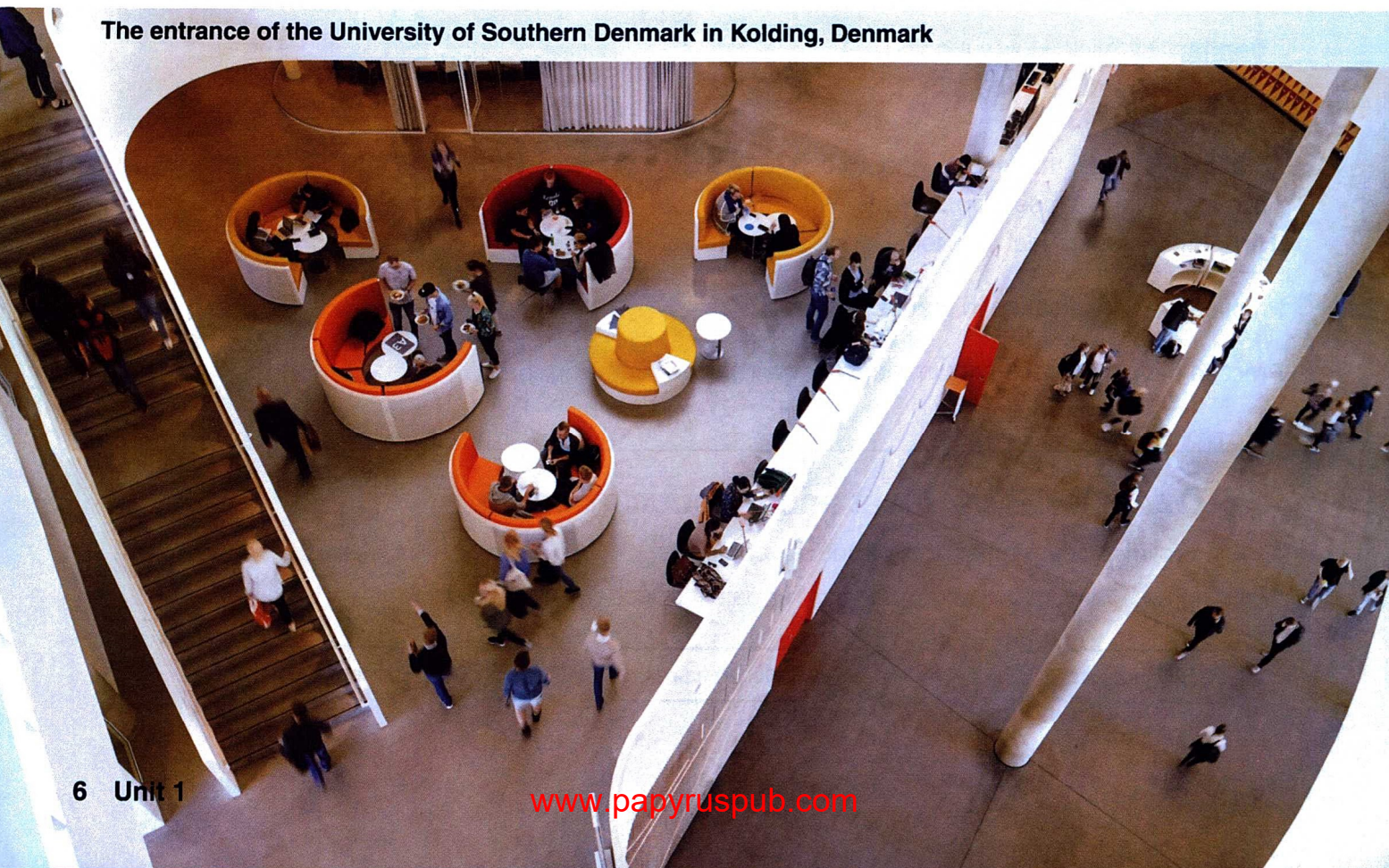
**Mr.** a man (single or married)

**Ms.** a woman (single or married)

**Mrs.** a woman (married)

**Miss** a woman (single)

The entrance of the University of Southern Denmark in Kolding, Denmark



**PRONUNCIATION: The Alphabet**

**6** Listen and repeat the letters of the alphabet.  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**D** **7** Listen to and read the conversation.

**Hussein:** How do I spell your name?  
**Tim:** T-I-M.  
**Hussein:** T-I-N?  
**Tim:** No, T-I-M. That's *T* as in teacher. *I* as in Italy. *M* as in man.  
**Hussein:** Thanks.  
**Tim:** You're welcome.

**SPEAKING STRATEGY**

For words that are hard to spell, you can use words and names of places to be clear.  
*A as in apple, B as in Brazil, C as in cat.*

**E** In pairs, practice the conversation with your own names.

**Communication**

**F** Answer the questions in the first column of the table for yourself. Write your answers in the *Me* column.

	Me	Classmate 1	Classmate 2
What's your first name?			
What's your last name?			
What's your favorite English word?			

**G** In groups of three, take turns asking the questions. Spell your names and favorite words.

What's your ... ?    
 My first name is ...    
 How do you spell that?    
 Can you repeat that?

**GOAL CHECK** Spell Names and Words

In pairs, tell your partner about the two classmates in **G**. Say and spell their names and favorite words.

His first name is ...    
 Her favorite word is ...    
 You spell it F-R-I-E-N-D.

## Language Expansion: Adjectives

**A** Write the correct word(s) under the photos.

attractive    married / single    old / young    tall / average / short

**WORD FOCUS**

He's **attractive**. =  
He's **handsome**.  
She's **attractive**. =  
She's **beautiful**.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



long black hair



short gray hair



curly red hair



long blond hair



short brown hair

**B** Describe yourself. Underline the correct adjectives.

- I am *old / young* and I'm *single / married*.
- I'm *short / average height / tall* with *short / long* hair.

## Grammar

### Be + Adjective

#### Subject + be + Adjective

I	<b>am</b>	young.	Emily	<b>is</b>	young and short.
You	<b>are</b>	tall and handsome.	We	<b>are</b>	married.
John	<b>is</b>	old with gray hair.	They	<b>are</b>	tall with curly, black hair.

**C** In pairs, take turns to describe yourselves. Then describe your classmates.

Use the verb *be* + adjectives and the word *with* + *long / short / curly* to describe hair.

I am young with long, red hair.

David is tall and handsome.

She's young and single with short, blond hair.

**D** Describe a student to the class. The class guesses the student.

He's tall with short, brown hair.

It's Miguel.

Correct!

Questions with <i>be</i>			Short Answers	
<b>Are</b>	you	married?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
<b>Is</b>	he / she	tall?	Yes, he / she <b>is</b> .	No, he / she <b>isn't</b> . No, he's / she's <b>not</b> .
<b>Are</b>	they	single?	Yes, they <b>are</b> .	No, they're <b>not</b> . No, they <b>aren't</b> .

**E** Match the questions to the answers.

- |                                 |   |
|---------------------------------|---|
| 1. Is your friend tall? _____   | <b>a.</b> Yes, she is.                    |
| 2. Is Emma tall? _____          | <b>b.</b> No, he isn't. He's short.       |
| 3. Are you single? _____        | <b>c.</b> No, they're not. They're young. |
| 4. Are your teachers old? _____ | <b>d.</b> Yes, I am.                      |

**F** Fill in the blanks with a question or an answer.

1. **Q:** Is she short \_\_\_\_\_ ?  
**A:** No, she isn't. She's tall.
2. **Q:** \_\_\_\_\_ ?  
**A:** No, she isn't. She is short with blond hair.
3. **Q:** Is Alicia attractive?  
**A:** \_\_\_\_\_ .
4. **Q:** \_\_\_\_\_ ?  
**A:** Yes, she is. Her husband's name is Marco.

## Conversation

**G**  8 Listen to the conversation. Then practice the conversation in pairs.

- Ana:** Who's this in the photo?  
**Carol:** It's a friend in my class.  
**Ana:** What's his name?  
**Carol:** Richard.  
**Ana:** He's handsome! Is he married?  
**Carol:** Yes, he is!

**SPEAKING STRATEGY**

**Ask about Other People**

- Who's this?  
 Who are they?  
 What's his / her name?  
 What are their names?  
 Is he / she ...?  
 Are they ...?

**H** Change the underlined words and make a new conversation.

 **GOAL CHECK** Describe People

In pairs, write the names or show photos of three people (friends or famous people). Take turns to ask questions about the people and describe them.

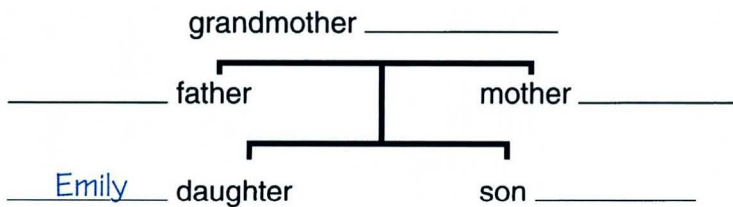
## Reading

**A** Read the article. Circle **Y** for yes or **N** for no.

1. Is Emily a teacher? **Y** **N**
2. Is Emily from California? **Y** **N**
3. Is Mary a scientist and an explorer? **Y** **N**
4. Is Dorothy a friend? **Y** **N**
5. Is Doctor Nigel Hughes with the family? **Y** **N**
6. Is he a scientist and an explorer? **Y** **N**

**B** Match the names to the family tree.

Dorothy Emily Ian Mary Nigel



**C** 10 Listen and repeat the family words. Then answer the questions.

brother    daughter    father    granddaughter  
 grandfather    grandmother    grandson    husband  
 mother    sister    son    wife

1. Is each family member a man or a woman?  
Make two lists in your notebook.
2. Match the opposites. *husband / wife*

**D** Complete these sentences about Emily's family.

1. Ian is Emily's \_\_\_\_\_.
2. Mary is Nigel's \_\_\_\_\_.
3. Dorothy is Mary's \_\_\_\_\_.
4. Emily is Dorothy's \_\_\_\_\_.



## GOAL CHECK

1. Draw and label your family tree. Then present your family to a partner.

This is my family.

This is my sister. She's ...

A gecko is next to a fossil of Dickinsonia, one of Earth's first animals, in this photo by Dr. Mary Droser.



# A Family of Explorers

Emily Hughes is a student in California and every summer Emily goes to South Australia with her family.

Emily's mother is Doctor Mary Droser. Doctor Droser is an **explorer** and **scientist**. She teaches at the University of California in the United States, but every June and July she studies **fossils** in South Australia. And in South Australia, there are lots of fossils—some are 550 million years old!

Mary has one daughter—Emily—and one son. His name is Ian. This summer, Ian is also with the family in Australia. The two **children** help their mother, and they study the fossils.

And there's one more member of the family here—Dorothy Droser is Emily's grandmother. She lives in New York, but she's in Australia for the summer. She says, "I do the cooking—breakfast, lunch, and dinner."

Doctor Nigel Hughes is Emily's father, but he isn't here. Doctor Hughes is home in California, but he's also a scientist and an explorer!

**explorer** a person who travels and studies new places

**scientist** a person who studies science

**fossils** parts of ancient plants and animals you can see in rock

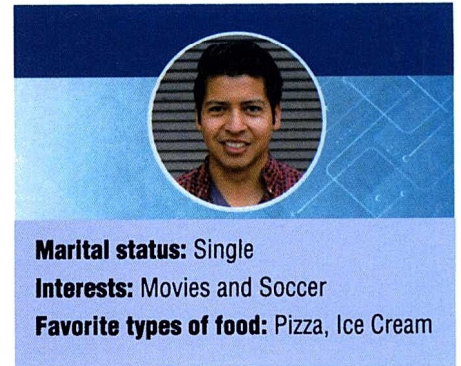
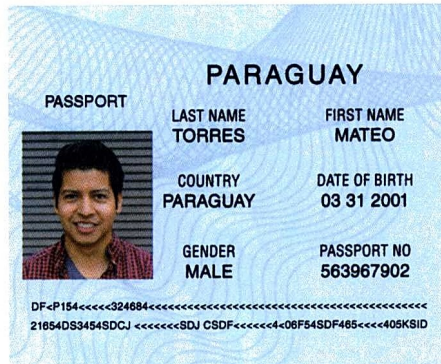
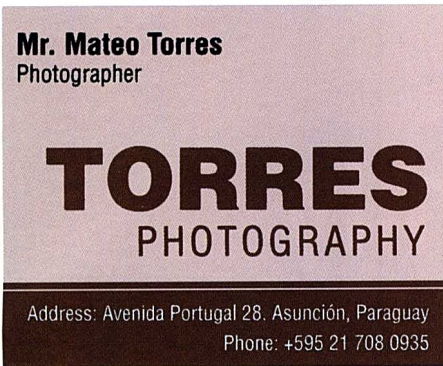
**children** sons and daughters



**Communication**

**A** Look at the personal information. Is each ...

- a passport?
- a business card?
- an ID card?
- a social media profile?
- a driver's license?



**B MY WORLD** What types of personal information are ...

- with you?
- at home?
- online?

**C** In pairs, write questions about Mateo with the words in the table. Student A asks five questions. Student B answers the questions. Then switch roles and ask five more questions.

What	's	his	last name? nationality? date of birth? interests?
	are		address? phone number? gender? passport number? job? marital status? favorite types of food?

**D** Now ask five questions about each other. Use the questions in C as a model.

What's your job?

What are your interests?

## Writing

**E** Read the information in the box.

### WRITING SKILL: Capital Letters

Use capital letters with these words:

Titles and names: *Mr. Torres*

Countries: *Paraguay*

Cities and places: *Asunción*

Nationalities and languages: *Spanish*

Days and months: *Monday, March*

Use a capital letter at the beginning of a sentence:

Write: My name's Mateo. ✓

Don't write: my name's mateo. ✗

**F** Correct these sentences.

1. my name's maria. \_\_\_\_\_
2. I'm from new york. \_\_\_\_\_
3. asunción is in paraguay. \_\_\_\_\_
4. is he english? \_\_\_\_\_
5. My date of birth is december 1, 1999. \_\_\_\_\_
6. are you doctor jones? \_\_\_\_\_



## GOAL CHECK Give Personal Information

1. Write your personal information (or make some up).

Title	
First name	
Last name	
Address	
Country	
Phone number	
Date of birth	
Gender	
Interests	
Favorite types of food	

2. In pairs, exchange your profiles and read the information. Are the capital letters correct?

# VIDEO JOURNAL MY NAME

**A** Watch Part One of the video. What two questions are asked?

1. What's \_\_\_\_\_? Do you have \_\_\_\_\_?

**B** Watch Part One again. Check (✓) the people in the table.

	Says name	Says mother's name	Says father's name	Says nickname
Man 1	✓			
Man 2	✓			
Woman 1				
Man 3				
Woman 2				
Man 4				

**C** In pairs, ask and answer the questions in **A**.

**D** Watch Part Two of the video. Match to complete the sentences about Taiye's name.

- |                          |   |
|--------------------------|---|
| 1. Taiye Selasi <u>a</u> | a. is her name now.                             |
| 2. Eyi _____             | b. means "first twin" in her mother's language. |
| 3. Taiye _____           | c. is her middle name.                          |
| 4. Selasi _____          | d. means "first twin" in her father's language. |
| 5. Tuakli _____          | e. is her father's last name.                   |
| 6. Wosornu _____         | f. is her mother's last name.                   |

**E** Watch Part Three of the video. Put the events from Taiye's life in the correct order.

- \_\_\_\_\_ Her mother marries Doctor Williams when she is three.
- 1 Born in London as Eyi Taiye Selasi Tuakli Wosornu.
- \_\_\_\_\_ Her parents separate when she is one.
- \_\_\_\_\_ Now her name is Taiye Selasi.
- \_\_\_\_\_ Years later, her mother and stepfather separate.

**F** Write all of your names. Show them to a partner and answer these questions.

- |   |   |
|---|---|
| 1. Are the names from your mother?          | 4. Are the names nicknames?                     |
| 2. Are the names from your father?          | 5. Is your name different now than in the past? |
| 3. Are the names from other family members? |   |

**G** Tell your partner the names of people in your family.

My mother's name is ...

My brother's middle name is ...

National Geographic Learning materials with TED Talks help learners develop effective and confident English communication skills.

# WORLD ENGLISH **INTRO**

THIRD EDITION

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.

**World English, Third Edition features:**

- stories from **real people** that inspire learners to make connections to their own lives.
- journeys to **real places** so learners experience the world.
- **real language** that helps learners communicate confidently.

[ELTNGL.com/worldenglish3e](http://ELTNGL.com/worldenglish3e)

**CEFR correlation**

A1	A2	B1	B2
----	----	----	----



Bringing the world to the classroom and the classroom to life

**ELTNGL.com**

A PART OF CENGAGE

