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# WORLD ENGLISH<sup>2</sup>

THIRD EDITION

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

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# WORLD ENGLISH<sup>2</sup>

THIRD EDITION







Real People • Real Places • Real Language

Kristen L. Johannsen and Rebecca Tarver Chase, Authors



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| General and Focused Listening<br>Conversations:<br>Small Talk  | Talking about Yourself<br>Starting a Conversation<br><i>Have</i> or <i>Has</i> vs. Contractions                               | Endangered Languages                 | Giving Examples                                    | <b>Marie's Dictionary</b><br>This National Geographic Short of the Week video, describes Marie's efforts to archive her native Wukchumni language and save her language and culture for others. |
| General and Focused Listening<br>A Radio Interview:<br>Jardin Nomade in Paris                              | Discussing the Future of Your City<br>Describing the Pros and Cons of Cities<br>Stressed Syllables Before <i>-tion</i> Suffix | Streets for People                   | Writing a Paragraph With a Good Topic Sentence     | <b>How to Reinvent the Apartment Building</b><br>In this TED Talk, Moshe Safdie talks about reinventing high-rise apartment buildings and making them better.                                   |
| Focused Listening<br>Discussions:<br>Different Lifestyles  | Talking about Staying Healthy<br>Suggesting Easy Remedies<br>Linking with the Comparative and Superlative                     | Attitude Is Everything               | Writing a Paragraph Using Supporting Details       | <b>Living Beyond Limits</b><br>In this TED Talk, Amy Purdy explains how obstacles can help us be creative.  |
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| General and Focused Listening<br>Conversation:<br>Becoming an Adult  | Talking about Events in Your Life<br>Getting More Information<br>The Schwa Sound /ə/ in Unstressed Syllables                  | Innovation in Africa                 | Writing a Paragraph to Describe a Life Transition  | <b>The Magic Washing Machine</b><br>In this TED Talk, Hans Rosling explains the incredible effect a simple machine can have on our lives.   |

| Unit  | Unit Goals   | Grammar   | Vocabulary   |
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| Listening  | Speaking and Pronunciation  | Reading                                    | Writing  | Video Journal   |
|--|---|--|--|---|
| General and Focused Listening<br>Discussions:<br>Needs and Wants                 | Discussing Spending Habits<br>Talking about Priorities<br>Content vs. Function Words  | A Zero-Waste Lifestyle                     | Writing about Your Future Life                               | <b>The Dogist</b><br>In this National Geographic Short Film Showcase video, Elias Weiss Friedman explains how he finds happiness while taking photos of dogs.   |
| General and Focused Listening<br>A Radio Program:<br>The Bluefin Tuna            | Talking about Issues That Affect Nature and Their Consequences<br>Talking about Protecting Animals<br>Phrases in Sentences  | Making a Difference                        | Writing a Paragraph about an Environmental Issue             | <b>Life Lessons from Big Cats</b><br>In this TED Talk, Beverly and Dereck Joubert explain how getting to know the personalities of big cats can help protect Africa.  |
| General and Focused Listening<br>A Talk:<br>The Sami People                      | Comparing Life Now and in the Past<br>Discussing How Things Used to Be in the Past<br>Reduction of <i>Used to</i>           | The Silk Routes                            | Writing a Paragraph on One of the New 7 Wonders of the World | <b>Searching for Genghis Khan</b><br>In this National Geographic Learning video, Albert Lin talks about the power of technology and the contributions of non-scientists in the search for historical sites. |
| General and Focused Listening<br>Conversations:<br>Vacations                     | Discussing Preparing for a Trip<br>Describing Things You Do at the Airport<br>Reduction of <i>have to</i> and <i>has to</i> | Four Reasons Why Traveling Is Good for You | Writing a Travel Blog  | <b>Why Art Thrives at Burning Man</b><br>In this TED Talk, Nora Atkinson describes how curiosity and engagement are inspired by this art festival.  |
| General and Focused Listening<br>An Interview:<br>A Restaurant Owner in Thailand | Discussing Career Choices<br>Talking about Career Planning<br>Intonation in Questions                                       | Changing Careers                           | Writing a Personal Profile                                   | <b>Joel Sartore: The Photo Ark</b><br>In this National Geographic video, Joel Sartore talks about his work documenting animal species.  |
| General and Focused Listening<br>Discussions:<br>Local Celebrations or Holidays  | Describing Celebrations<br>Expressing Congratulations and Good Wishes<br>Question Intonation with Lists                     | The Rituals of Life Events                 | Writing a Substantiated Opinion                              | <b>Dance of the Flyers: Jacinta's Journey</b><br>In this National Geographic Short Film Showcase video, Jacinta describes her journey as the first female flyer in Mexico.                                  |

Amsterdam-based architects won an international competition to design a pedestrian bridge over Dragon King Harbor River in Changsha, China.



Look at the photo and  
answer the questions:

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- 1** Is it important that cities be beautiful?
- 2** Does your city have landmarks like bridges and rivers?

## UNIT 3 GOALS

- A. Make Predictions about Your City or Town
- B. Explain What Makes a Good Neighborhood
- C. Discuss the Pros and Cons of City Life
- D. Evaluate Solutions to a Problem
- E. Explain What Makes a Good City

## Vocabulary

A Read the article.



Manhattan's High Line Park

## Changing Cities

By the year 2050, 66% of the people on Earth will live in large cities. That's around two-thirds of the world's **population**. Most of these people will live in tall apartment buildings, so it makes sense to **design** those buildings in ways that are good for the environment. Gardens on top of buildings, for example, save energy for heating and cooling. They are also a comfortable place for people to spend time—away from the **traffic** on the **noisy** city streets below.

Walking from place to place is a big part of city life. However, when **pedestrians** need to walk across streets, there can be problems. One solution to these problems are the "X-crossings" found in Tokyo, Japan and other cities. There, when the light turns red, all of the cars, buses, and other **vehicles** must stop. Then, the pedestrians can cross in any direction. Another solution could be **neighborhoods** with more shops and restaurants on every block. This makes it easier for people to walk to the places they need to go.

Every big city needs good ways for people to get around. In the future, more cities will have as many kinds of public **transportation** as Hong Kong. With more than seven **million** people in a fairly small area, Hong Kong is a **crowded** place. So, in addition to cars and taxis, Hong Kong residents ride buses, trains, boats, and streetcars—all good ways to get around the city.

B Write each word in **blue** next to the correct meaning.

1. \_\_\_\_\_ all of the people who live in a certain area
2. \_\_\_\_\_ parts of a city where people live
3. \_\_\_\_\_ machines, such as cars or trucks, that carry people or things from place to place
4. \_\_\_\_\_ people who are walking
5. \_\_\_\_\_ full of loud sounds
6. \_\_\_\_\_ all the vehicles moving on the roads in an area
7. \_\_\_\_\_ full of people
8. \_\_\_\_\_ plan how something should be
9. \_\_\_\_\_ all the ways of taking people or things from one place to another
10. \_\_\_\_\_ the number 1,000,000

## WORD FOCUS

**traffic jam** so many vehicles in the street that they can't move

**population growth** a growing number of people living in a place

## Grammar

### Future with Will

|                    |   |   |
|--------------------|---|---|
| Statements         | The city <b>will be</b> safer for pedestrians.      | Use <i>will</i> + the base form of a verb to talk about the future.<br><br>In speaking, we often use contractions with <i>will</i> : <i>I'll</i> , <i>you'll</i> , <i>we'll</i> , <i>they'll</i> , <i>she'll</i> , <i>he'll</i> .<br>Note the irregular negative contraction for <i>will not</i> : <i>won't</i> . |
| Negatives          | We <b>won't have</b> space for any more traffic.    |   |
| Yes / No questions | <b>Will</b> the population <b>continue</b> to grow? |   |
| Wh- questions      | Where <b>will</b> people <b>live</b> ?              |   |

**C** What do you think? Circle **Y** for yes or **N** for no. Compare answers in pairs.

In the year 2040...

1. My city will have a larger population than it does now. Y N
2. People will still drive cars in the city. Y N
3. Buildings will be taller than they are now. Y N
4. There will be more parks and gardens in the city. Y N

**D** Complete the sentences with words from the box.

1. Adam will \_\_\_\_\_ in Vancouver, Canada all next week.
2. That's great! \_\_\_\_\_ he take a tour of Vancouver?
3. Yes, that way he will \_\_\_\_\_ different neighborhoods.
4. Will \_\_\_\_\_ use the public transportation there?
5. I think so. He probably won't \_\_\_\_\_ to spend money on taxis.
6. That sounds great. I think he will really \_\_\_\_\_ his visit!

be  
enjoy  
he  
see  
want  
will

**E** In pairs, think about the city or town you are in now. What will it be like 10 years from now?

|   |  |
|---|--|
| enough jobs for everyone<br>many shops and restaurants<br>safer ways for pedestrians to cross streets<br>taller apartment buildings | a larger population<br>more vehicles and traffic jams<br>several kinds of public transportation<br>your idea _____ |
|---|--|

Will our city have a larger population 10 years from now?

I think so. People will move here from the countryside.

| Our city will have... | Our city won't have... |
|-----------------------|------------------------|
|                       |                        |



## GOAL CHECK

### Make Predictions about Your City or Town

Join another pair of students and talk about the future of your city or town. Use your list from **E** and *will* or *won't*.


In 10 years, our city will have a larger population.

Yes, but there won't be enough jobs for all of those people.


### Listening

**A** Discuss these questions in pairs.

1. How often do you go to a park?
2. What do you do there?
3. What do you think about the parks in your city or town?

**B**  11 Listen to a radio program about a park in Paris called the Jardin Nomade. Circle the correct letter.

1. The Jardin Nomade is unusual because it's so \_\_\_\_\_.  
 a. old                      b. large                      c. small
2. In the Jardin Nomade, people \_\_\_\_\_.  
 a. grow food              b. play sports              c. enjoy art
3. Isabel Dupont and her neighbors will help other neighborhoods \_\_\_\_\_.  
 a. next week              b. next month              c. next year


**C**  11 Listen again. Answer each question in your notebook.

1. What year did the park start?
2. How many gardens do people have in the park?
3. What do the neighbors eat there every month?
4. How many people come to the monthly dinners?
5. How many parks like this are there in Paris now?

**D MY WORLD** What are some of the special things in your city? Answer the question in pairs.

### PRONUNCIATION: Stressed Syllables Before *-tion* Suffix

The syllable before the suffix *-tion* is stressed. This means the sound is a little longer and louder than other syllables in the word.

**E**  12 Listen and repeat. Put the stress on the syllable in **bold**.

- |                           |                      |
|---------------------------|----------------------|
| 1. popul <b>ation</b>     | 4. poll <b>ution</b> |
| 2. transpor <b>tation</b> | 5. <b>em</b> otion   |
| 3. pronounci <b>ation</b> | 6. att <b>ention</b> |

**F** In pairs, make new sentences using the words in E.

The population of the city will probably grow.



Back Bay neighborhood  
in Boston, US

Conversation

**G** 13 Close your book and listen to the conversation.

**Ben:** How do you like living in your neighborhood?  
**Sarah:** Well, it has a lot of beautiful old buildings, but there are some problems.  
**Ben:** Like what?  
**Sarah:** It doesn't have many different stores. There's only one supermarket, so food is very expensive.  
**Ben:** That sounds like a pretty big problem.  
**Sarah:** It is, but the city is building a new shopping center now. Next year, we'll have more stores.

**H** Practice the conversation in pairs. Then discuss the questions.

- 1. What is good about the neighborhood? What is bad?
- 2. How will the neighborhood be different in the future?

**I** Write the words or phrases from the box in the correct column in your notebook. Add two more ideas to each column.

| Good things in a neighborhood | Bad things in a neighborhood |
|-------------------------------|------------------------------|
|                               |                              |

beautiful buildings  
crime  
heavy traffic  
a lot of noise  
pollution  
public transportation  
shops and restaurants  
trees and green space

**J** In pairs, make a conversation. Use your ideas from I.

**K** What are the three most important things for a good neighborhood? Talk in pairs about your ideas in I. Make a new list together. Give reasons.

| Most important things for a good neighborhood | Reason |
|---|--------|
| 1.  |        |
| 2.  |        |
| 3.  |        |



GOAL CHECK

Explain What Makes a Good Neighborhood

Explain your list to the class.

**Language Expansion:** City Life

art museums  
buses and trains  
coffee shops  
concert halls  
government  
buildings  
movie theaters  
parks and gardens  
shopping centers  
sports arenas

**A** Look at the list. Discuss the questions in pairs.

1. Which places might you visit for entertainment?
2. Which places might you visit for relaxation?
3. Which places might you visit for some other purpose?

**B MY WORLD** What public places do you visit in your city or town? Are there any places on the list where you have never been?

**Grammar**
**Will + Time Clauses**

A time clause says when something happens. We often use *before* or *after* at the beginning of a time clause.

I will look at the neighborhood carefully  
**before I choose a new apartment.**  
**After I move into my new apartment,**  
I'll meet my neighbors.

In a sentence about the future, use the simple present in the time clause.

They will design the garden **after they talk**  
to all of the neighbors.

The time clause can come first or second in the sentence. If the time clause comes first, it is followed by a comma.

**Before I choose a new apartment,**  
I will look at the neighborhood carefully.



Light shining on the busy  
city of Bogotá, Colombia.

**C** Ask and answer the questions in pairs. Use time clauses and the family's plan for their city vacation.

1. What will they do after they arrive?
2. What will they do after they check in at the hotel?
3. What will they do before they visit the art museum?
4. What will they do after they visit the art museum?
5. What will they do before they leave Bogotá?

After they arrive, they will take a taxi to their hotel and check in.

- **Monday:** Arrive in Bogotá, Colombia at 1:15 p.m.
- Take a taxi to hotel; check in at the hotel.
- Walk to the Plaza Bolívar; take pictures.
- Visit the Botero museum.
- Eat dinner at a restaurant.
- **Tuesday:** Take a tour of the city.

## Conversation

**D**  14 Close your book and listen to the conversation. Where does each speaker live?

**Sofía:** What a great day it's been!

**Hana:** I agree! When will you come downtown to visit me again?

**Sofía:** Maybe I'll come next Saturday. I want to see the new shopping center.

**Hana:** That sounds good, but I have my yoga-in-the-park class on Saturday mornings.

**Sofía:** Will you be free after you finish class?

**Hana:** Yes. We could have lunch before we go to the shopping center.

**Sofía:** Great! It sounds like another perfect day in the city.

**Hana:** And maybe I can visit you in the suburbs soon.

**E** Read about Sofía's situation.

Sofía likes living in a suburb outside the city. It is quiet and there are many green spaces, such as parks and gardens. On the other hand, Sofía enjoys visiting her friend in the city. She is thinking about moving downtown, but she has not yet made up her mind.

**F** Think of reasons why Sofía should or shouldn't move downtown. Finish her list of pros and cons.

| Pros—Good things about city life   | Cons—Bad things about city life   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Easy to visit interesting museums</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> | <ol style="list-style-type: none"> <li>1. City apartments are more expensive</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> |



## GOAL CHECK

### Discuss the Pros and Cons of City Life

Share your lists of pros and cons with a small group. Discuss what you think Sofía will do.

Do you think Sofía will move downtown?

Maybe, but she won't like the noise.

## Reading

- A** Look at the topics in the box. In pairs, talk about how easy it is to do these things in your city.

eating out      finding a park      going to school  
walking in your neighborhood

- B** Scan the reading to find the information.

1. The name of a person \_\_\_\_\_
2. The title of a book \_\_\_\_\_
3. The names of three cities \_\_\_\_\_

- C** Read the article. Circle the correct option.

1. Walking in cities can be *slow* / *dangerous*.
2. Engwicht wants cities to be better for *pedestrians* / *vehicles*.
3. Nowadays, people have *more* / *less* contact with their neighbors.
4. *Brisbane* / *Boston* is working to make its streets safer.
5. Engwicht travels all over *Australia* / *the world* with his message.

## Communication

- D** Discuss the questions in pairs.

1. How much walking do you usually do?
2. Where do you usually walk?
3. Do you feel safe when you are walking? Explain.



## GOAL CHECK

Your city wants to improve pedestrian safety. Rank the safety measures from 1 (most helpful) to 5 (least helpful). Then, in pairs, compare and discuss your answers.

- \_\_\_\_\_ more or better crosswalks  
\_\_\_\_\_ lower speed limits  
\_\_\_\_\_ fewer cars in the city  
\_\_\_\_\_ more or better sidewalks  
\_\_\_\_\_ (your idea)



# Streets for People

Walking is a great way to get around. For short trips, for exercise, or just for fun, walking can be better than driving or riding. But in many cities, walking can also be dangerous. Cars, trucks, and motorcycles are a danger to pedestrians, and sometimes there are **accidents**.

David Engwicht, from Brisbane, Australia, wants to do something about this. His book, *Reclaiming Our Cities and Towns*, has a simple message: We need to take back our streets and make them better places for walking.



In the past, Engwicht says, streets belonged to everybody. Children played there, and people walked to work or to stores. Now, however, most city engineers design streets for vehicles, such as cars, trucks, and buses. People stay inside buildings to get away from the crowded **sidewalks**, the noisy streets, and the dangerous traffic. Unfortunately, this gives them less contact with their neighbors.

Many cities are working to make their streets safer for pedestrians. There are new **crosswalks** on the streets and more traffic lights and bicycle **lanes**. The city of Florence, Italy, only allows cars and buses with special **permits** to drive on its historic city streets. In Boston, US, the Slow Streets program gives some neighborhoods more stop signs and a 20 mph (32 kph) speed limit. These cities hope there will be fewer accidents in the future.

Engwicht travels around the world, helping people think differently about pedestrians, streets, and neighborhoods. Whether we live in a small town or a city with a population in the millions, Engwicht says we should think of streets as our “outdoor living room.” Changing the traffic is just the beginning. In the future, streets may again be safe places for people, and walking will be an even better form of transportation than it is now.

**accident** something harmful or unpleasant that happens by surprise  
**sidewalk** a path with a hard surface along the side of a street  
**crosswalk** a place where drivers must stop to let pedestrians cross a street  
**lane** a part of a street that is marked with painted lines  
**permits** official documents that allows you to do something

## Communication

**A** Look at the chart. Discuss the questions below in pairs.

| City A  | City B  |
|---|---|
| <ul style="list-style-type: none"> <li>• good weather, sunny days</li> <li>• plenty of jobs</li> <li>• safe</li> <li>• art, music, culture</li> </ul> | <ul style="list-style-type: none"> <li>• good schools, education</li> <li>• parks, outdoor spaces</li> <li>• public transportation</li> <li>• safe for pedestrians</li> </ul> |

1. How does each item in the chart improve city life?
2. Which city would you rather live in? Why?

People spend time outdoors on sunny days.

And they might get more exercise.

**B MY WORLD** Answer the question in pairs.

Think about your hometown or the city where you are now. Which of the items from the chart in **A** does your city have?

## Writing

### WRITING SKILL: Topic Sentences

Most paragraphs in English begin with a topic sentence. The topic sentence tells us:

1. the main idea (What is the paragraph about?)
2. the controlling idea (What does the paragraph say about the topic?)

A good topic sentence helps the reader understand your ideas.

#### WRITING NOTE

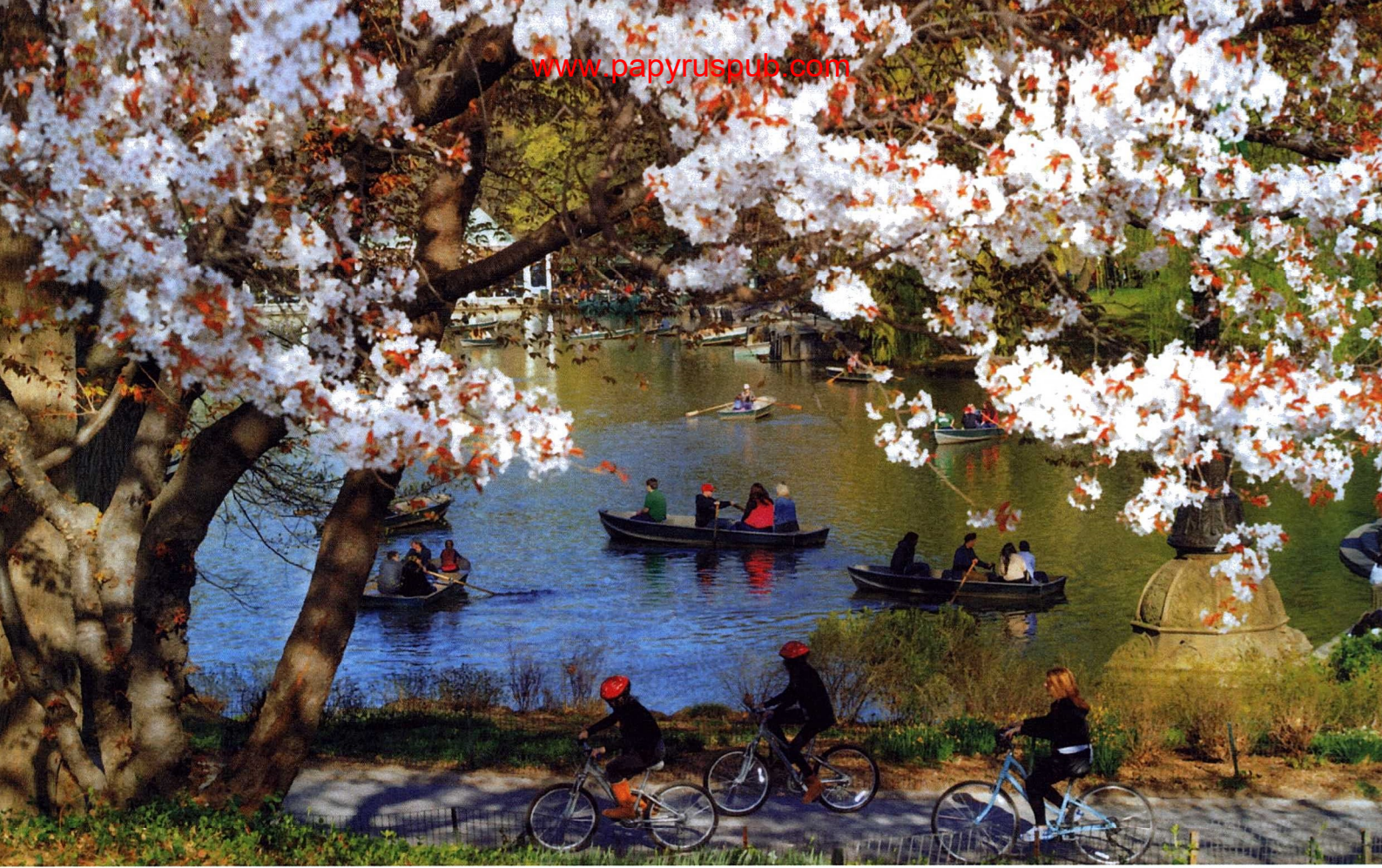
The words **also** and **and** can show that you are moving on to the next idea.

**C** Read the paragraph.

Green spaces increase the quality of life in cities. Parks, beaches, and other green spaces are good places to be active. Playing sports and doing other kinds of recreation helps people in cities stay healthy. These spaces **also** give people contact with nature. Seeing green plants and hearing birds in the trees are pleasant breaks from a noisy city. **And** because they are good places for special events, green spaces can make communities stronger. Hearing a concert in the park with friends and neighbors, for example, is a great way to enjoy city life.

**D** Discuss the questions in pairs.

1. Where is the topic sentence located?
2. What are the three ways green spaces increase quality of life?
3. What other details does the writer include?



**People rowing  
boats and cycling  
in Central Park,  
New York**

**E** Choose the best topic sentence for the paragraph below.

- a. My city has numerous good places to work.
- b. The national university is located in my city.
- c. Good schools are one of the best things about my city.

\_\_\_\_\_. For children, there are excellent public schools and private schools. Parents can decide which kind of school is best for their child. For older students, the national university is located in my city. It is quite large, and it attracts top professors from here and around the world. And for people who want job training, my city has several technical schools. They offer programs in everything from nursing to solar-energy technology. All of these education options help to make my city a good place to live.

**F** In your notebook, write a paragraph with a good topic sentence.

- 1. Choose one of the items from the chart in **A**.
- 2. Explain how or why it makes city life better.



## **GOAL CHECK** Explain What Makes a Good City

In pairs, share your ideas about how or why these things make city life better.

# VIDEO JOURNAL

## TED TALKS

### HOW TO REINVENT THE APARTMENT BUILDING

**A** In pairs, talk about architecture in your city. Does your city have high-rise buildings? Does your city have creative buildings or traditional ones?

**B** Discuss the questions with a partner.

1. What are some of the high-density cities in the world?
2. What interesting buildings do you know about?
3. Do you think most high-rise apartment buildings are beautiful? Nice to live in? Why?

**C** Watch the video. Number the places in the order you see and hear about them.

- \_\_\_ Beijing, China
- \_\_\_ Philadelphia, US
- \_\_\_ Singapore
- \_\_\_ Hong Kong, China
- \_\_\_ São Paulo, Brazil

Habitat 67 is a housing complex in Montreal, Canada designed by architect Moshe Safdie.

**D** Complete each sentence from the video with a word or phrase.

1. Let's design a building which gives the qualities of a \_\_\_\_\_ to each unit.
2. In 1973, I made my first trip to \_\_\_\_\_.
3. This is Beijing then—not a single \_\_\_\_\_ building in Beijing or Shanghai.
4. So a few years ago, we decided to \_\_\_\_\_ and rethink Habitat.
5. And we realized it's basically about light, it's about \_\_\_\_\_, it's about nature.

**E** Work in pairs.

1. At the end of the video, you see Safdie's building called Marina Bay Sands in Singapore. List several things you and your partner might like and dislike about living there.

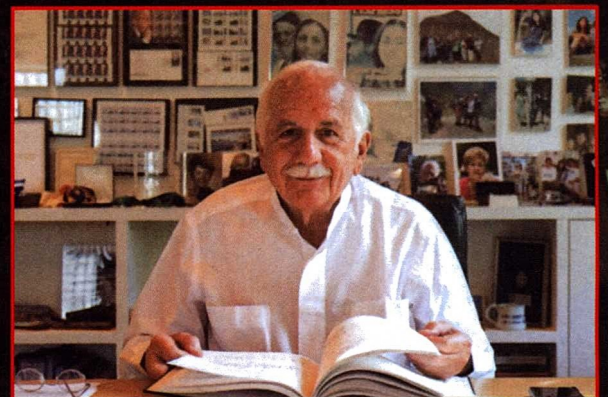
| Things we might like | Things we might dislike |
|----------------------|-------------------------|
|                      |                         |

2. Do you think buildings like Safdie's will become more popular in the future? Why?



## MOSHE SAFDIE

Architect



Moshe Safdie's **idea worth spreading** is that apartment buildings should be habitats that provide light, nature, and user-friendly spaces for their inhabitants. Watch Safdie's full TED Talk on TED.com.

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**CEFR correlation**

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



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