

# WORLD ENGLISH<sup>2</sup>

THIRD EDITION

Real People • Real Places • Real Language

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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
General and Focused Listening An Interview: Rice Farming	Comparing Diets Discussing Types of Food Linking Words Together	The Paleo Diet: Natural and Healthy?	Writing Main Ideas and Supporting Details	<b>Wide Awake Bakery</b> This National Geographic Short Film Showcase video describes how baking delicious bread can change your life.
General and Focused Listening Conversations: Small Talk	Talking about Yourself Starting a Conversation <i>Have</i> or <i>Has</i> vs. Contractions	Endangered Languages	Giving Examples	<b>Marie's Dictionary</b> 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 A Radio Interview: Jardin Nomade in Paris	Discussing the Future of Your City Describing the Pros and Cons of Cities 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> In this TED Talk, Moshe Safdie talks about reinventing high-rise apartment buildings and making them better.
Focused Listening Discussions: Different Lifestyles	Talking about Staying Healthy Suggesting Easy Remedies Linking with the Comparative and Superlative	Attitude Is Everything	Writing a Paragraph Using Supporting Details	<b>Living Beyond Limits</b> In this TED Talk, Amy Purdy explains how obstacles can help us be creative.
General and Focused Listening An Interview: Dr. Jenny Daltry: Wildlife Conservationist and Ecologist	Discussing Challenges Talking about Abilities Words That End in <i>-ed</i>	Making a Difference: Bali	Writing a Paragraph about a Challenging Experience	<b>Success Story: Recycling in the Philippines</b> In this National Geographic video, we learn how communities in the Philippines created a solution for discarded plastic fishing nets.
General and Focused Listening Conversation: Becoming an Adult	Talking about Events in Your Life Getting More Information The Schwa Sound /ə/ in Unstressed Syllables	Innovation in Africa	Writing a Paragraph to Describe a Life Transition	<b>The Magic Washing Machine</b> 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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<b>12</b> Celebrations Page 156 	<ul style="list-style-type: none"> <li>• Describe a Celebration</li> <li>• Compare Holidays in Different Countries</li> <li>• Express Congratulations and Good Wishes</li> <li>• Talk about Rituals</li> <li>• Share Opinions about Holidays</li> </ul>	Comparisons with <i>as ... as</i> <i>New Year's is <b>as</b> exciting <b>as</b> Independence Day.</i> <i>Would rather</i> <i>I'd <b>rather</b> have a big party.</i>	Festivals and Holidays Expressions for Celebrations

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

# Food for Life

Harvester works in high-density tomato greenhouse in the Netherlands.

Look at the photo and answer the questions:

1 Does this vegetable grow where you live?

2 In what dishes can you use this vegetable?



## UNIT 1 GOALS

- A. Contrast General and Current Actions
- B. Describe Regional Foods
- C. Describe Favorite Dishes
- D. Discuss Diet Trends
- E. Give Details to Support Your Ideas

# A GOAL Contrast General and Current Actions

## Vocabulary

**A** Read the suggestions for healthy eating.



Vibrant farmers' market in Funchal, Madeira Island, Portugal

### WORD FOCUS

Use the -s ending with the third person singular (he / she / it).

Mr. Kim **sells** some of the most delicious salad ingredients.

## 4 Unit 1

### Tips for a Healthy Diet

Nowadays, many people are trying to eat a healthier **diet**. Eating healthy **meals** is not hard to do. Here are some easy ways to eat better:

- Take the time to **prepare** delicious **dishes** that are also good for you. Food you make at home is usually healthier than food from a restaurant or cafeteria.
- Eat dishes with healthy **ingredients**, such as vegetables, and ones without much sugar or salt.
- In many places, fresh food is **available** at **farmers'** markets. Farmers bring a **variety** of **crops** to these markets, including many kinds of fruits and vegetables.
- Although most of your meals should be healthy, it is fine to enjoy some ice cream or cookies on **special** occasions like your birthday.

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

1. \_\_\_\_\_ the kind of food you usually eat
2. \_\_\_\_\_ to make something ready
3. \_\_\_\_\_ better or more important than other things
4. \_\_\_\_\_ breakfast, lunch, and dinner
5. \_\_\_\_\_ describes something you can find or get
6. \_\_\_\_\_ plants grown by farmers for food
7. \_\_\_\_\_ food that is cooked in a certain way
8. \_\_\_\_\_ different kinds of something
9. \_\_\_\_\_ people who grow and produce food
10. \_\_\_\_\_ types of food that are combined to make a dish



## Grammar

Simple Present and Present Continuous	
Use the simple present to talk about habits and things that are generally true.	I normally don't <b>eat</b> eggs for breakfast. Fresh vegetables <b>are</b> always available at the market.
Use the present continuous to talk about actions and events that are happening now.	My father <b>is preparing</b> a special dish for tonight's dinner, and I <b>am watching</b> and <b>learning</b> how to make it.
To form questions, use <b>do/does</b> with the simple present and <b>am/are/is</b> with the present continuous.	<b>Do</b> you <b>follow</b> a special diet? <b>Is</b> she <b>celebrating</b> her birthday tonight?

**C** Discuss the statements below in pairs. Which things does the speaker usually do? Which things is the speaker doing right now?

- a. I am eating an apple.
- b. I eat breakfast at 9.
- c. I buy fruit at the grocery store.
- d. I am making coffee for you.

**D** Complete each sentence with the simple present or present continuous form of the verb.

- My mother and I \_\_\_\_\_ (prepare) a meal together every afternoon.
- In Mexico, most people \_\_\_\_\_ (eat) a big meal in the afternoon.
- Right now, my mother and I \_\_\_\_\_ (make) a dish called *enchiladas*.
- I really like enchiladas. Sometimes I \_\_\_\_\_ (have) them for breakfast!
- Now my mother \_\_\_\_\_ (tell) the whole family to come to the table.
- We \_\_\_\_\_ (enjoy) at least one meal together every day.

**E** In pairs, take turns doing the following.

- Tell your partner what you usually eat for breakfast and lunch.
- Tell your partner three things people you know are doing right now.

**F** Use the phrases in the box to talk about things...

- ...you usually do.
- ...you never or almost never do.
- ...you are doing (or not doing) right now.

carry a cell phone  
check your email  
climb a mountain  
eat fruit for breakfast  
eat lunch in a cafeteria  
practice English grammar  
talk with a classmate  
try new foods  
wear athletic shoes



### GOAL CHECK

#### Contrast General and Current Actions

Complete this sentence three times. Two of the sentences should be true, but one should be false: I usually \_\_\_\_\_, but today I'm \_\_\_\_\_.

Read your sentences to a partner in any order. Your partner will guess which sentence is false.

I usually wear glasses, but today I'm wearing contact lenses.

I usually carry my phone to class, but today I'm letting my sister use it.


## Listening

**A** Look at the picture. In pairs, discuss these questions.

1. What are important foods that everyone in your country eats?
2. Where in the world do farmers grow rice?
3. Why do they grow it there?

**B**  2 Listen to the interview. Circle the correct letter.

1. Who is the interviewer talking to?
  - a. a restaurant owner
  - b. a rice farmer
  - c. a news reporter
2. What is happening in the rice paddy today? People are...
  - a. planting rice plants.
  - b. planting seeds.
  - c. letting water into the paddy.
3. What kind of climate does rice need?
  - a. hot and dry
  - b. warm and wet
  - c. cool and humid

**C**  2 Listen again and answer the questions.

1. Why doesn't the rice farmer plant seeds like other farmers?  
\_\_\_\_\_
2. How is the rainfall this year? \_\_\_\_\_
3. What happens to the water in the rice paddy after the rice plants grow?  
\_\_\_\_\_
4. What happens to the rice plants after they're dry? \_\_\_\_\_

## WORD FOCUS

Farmers **raise** or **grow** crops.



## Communication

**D** Follow the instructions with a partner.

1. List some of the foods that grow well in your part of the world. They can be crops, meat, or seafood.

\_\_\_\_\_

\_\_\_\_\_

2. Talk about the dishes people make from each of these foods. What are the ingredients? Do you enjoy eating the dish?


**E MY WORLD** Do you try to buy local foods from farmers in your area? What are some advantages and disadvantages of doing this?

### PRONUNCIATION: Linking Words Together

When a word ends in a consonant sound, and the next word begins with a vowel sound, the words are usually linked together.

We cut the rice **plants and** clean them.

We **grow a lot of** rice.

**F**  **3** Listen to the sentences. Notice the pronunciation of the linked words. Then, listen again and repeat the sentences.

1. We're eating dinner now.
2. Her favorite dish is chicken with rice.
3. Farmers work on weekends and holidays.
4. Paul and I don't like fish very much.
5. Coffee grows well in Colombia.
6. Rain falls in all seasons where I live.



## GOAL CHECK Describe Regional Foods

1. Think of a special dish from your area or region of the world. Take a few notes about each question below. Then use your notes to tell a partner about the special dish.

What is the name of the dish?

When are the ingredients available?

When do people usually eat it?

How do people prepare the dish?

What are some of the ingredients?

How do you feel about the dish?

2. Get together with another pair and tell them about the special dishes you described.

The dish is called *ceviche*, and it is popular in Peru. We make it with seafood and lime juice. Some of the other ingredients are...

## Language Expansion

**A** Look at the Healthy Eating Pyramid from Australia. In pairs, choose the correct phrase from the box to complete each sentence below.



- |                                   |                             |
|-----------------------------------|-----------------------------|
| a. fish, beans, and nuts          | d. milk, yogurt, and cheese |
| b. spinach, tomatoes, and carrots | e. pasta, bread, and rice   |
| c. pineapples and grapes          | f. pizza and canned foods   |

1. Vegetables that are high in **vitamins** include \_\_\_\_\_.
2. Foods high in **protein** include meat, \_\_\_\_\_.
3. Many people eat **grains** at every meal. Grains include \_\_\_\_\_.
4. Many fruits are sweet. Fruits that have a lot of **sugar** in them include \_\_\_\_\_.
5. **Dairy** foods come from animals such as cows. \_\_\_\_\_ are all dairy.
6. Don't eat too much **salt**. Salty foods include \_\_\_\_\_.

## Grammar

## WORD FOCUS

With the simple past, we often use:  
 yesterday / the day before yesterday  
 days / weeks / years / months **ago**  
**last** week / month / year

## Simple Past

Use the simple past to talk about completed past actions or situations.	We <b>learned</b> how to make pizza yesterday. Our class <b>was</b> interesting last week.	
Some verbs are regular in the simple past. They have an <i>-ed</i> ending.	ask-asked	cook-cooked
	learn-learned	need-needed
Some verbs are irregular in the simple past.	choose-chose	eat-ate
	give-gave	go-went

**B** Follow the instructions in pairs.

1. List 10 of your favorite things to eat and drink.
2. Talk about the nutrition in each item on your list. Use some of the **bold** words from **A**.
3. Plan a healthy meal. Explain your plan to another pair of students.

Pasta is delicious. Do you think it's healthy?

It has some protein and vitamins, but I don't think you should eat a lot of pasta.

We chose peach yogurt as the dairy food. It has some sugar in it, but it's also high in protein.

**C** Complete the conversation. Use the simple past of the verbs.

**Mary:** Tell me about yourself, Pedro.

**Pedro:** Well, I love to travel. Last year, I (1) \_\_\_\_\_ (travel) to Greece.

**Mary:** Wow! You (2) \_\_\_\_\_ (go) to Greece?

**Pedro:** Yes, and I (3) \_\_\_\_\_ (meet) my friend Vasilys and his family there. They (4) \_\_\_\_\_ (show) me around Athens and (5) \_\_\_\_\_ (introduce) me to many new foods. We (6) \_\_\_\_\_ (eat) a lot!

**Mary:** That sounds like fun.


**Pedro:** It was. I (7) \_\_\_\_\_ (eat) seafood and lamb, and I (8) \_\_\_\_\_ (try) a dish...

**D** Complete each sentence so it is true for you. Use the simple past and words from the box. Then, share your sentences with a partner.

1. (eat) Yesterday, I \_\_\_\_\_.
2. (like) When I was a child, I \_\_\_\_\_.
3. (prepare) Last week, I \_\_\_\_\_.
4. (buy) The last time I went to the grocery store, \_\_\_\_\_.
5. (order) The last time I went to a restaurant, \_\_\_\_\_.

dairy  
dish  
grain(s)  
meal  
protein  
salt  
special  
sugar  
vegetable(s)  
vitamins

## Conversation

**E**  4 Close your book and listen to the conversation. What is Albert eating? What is it made from?

**Albert:** You should try this! My aunt made it.

**Mary:** Mmmm... Delicious! What is it?

**Albert:** It's called *couscous*. It's made from wheat.

**Mary:** And what's this on top of the couscous?

**Albert:** Mostly vegetables and some kind of sauce.

**Mary:** How did your aunt learn to cook it?

**Albert:** Her great-uncle married a woman from North Africa. That's where couscous is from. They always ate it on special occasions.

**Mary:** What an interesting family history!

**Albert:** Yeah, and a great family recipe.

### REAL LANGUAGE

When you share food with someone, you can say:

*You should try this!*  
*Would you like to try it?*  
*Do you want a bite?*

**F** Practice the conversation. Tell your partner about foods from other parts of the world.

## GOAL CHECK Describe Favorite Dishes

You want to share a photo of your favorite dish on a social media website. In pairs, discuss what you should include in the post:

- Why did you eat the dish?      Who prepared the dish?      What ingredients were in the dish?  
Who ate the dish?      How did the dish taste?      Your idea: \_\_\_\_\_

My whole family ate my grandmother's spaghetti. Do you think I should write that?

**Reading**

- A** In pairs, describe diets that you or someone you know have followed. Were they effective?
- B** Read the title and the first sentence of each paragraph. Which of these popular diets is / are mentioned in the article?
- a. vegan diet                      c. low-calorie diet  
b. paleo diet                        d. raw foods diet
- C** Read the article. Write examples of different foods in the correct columns.

Foods people eat on a paleo diet	Foods people do NOT eat on a paleo diet

- D** Read the question at the end of the first paragraph. Match each answer below with the correct person. There is one extra answer.
- a. A person who is following a paleo diet  
b. Dr. Peter Ungar
- \_\_\_\_\_ Maybe, because there are many choices at the supermarket.
  - \_\_\_\_\_ No, because not eating certain kinds of food isn't healthy or natural.
  - \_\_\_\_\_ Yes, because not eating foods from farmers is more natural.

✓ **GOAL CHECK**

Create a one-day menu plan for a paleo diet. What might that person eat for breakfast, lunch, dinner, and snacks? Then, discuss the questions.

1. Would this diet work well for you? Why?
2. Does the paleo diet seem enjoyable? Practical? Healthy?

# The Paleo Diet: Natural and Healthy?



Modern supermarkets give us many choices. There are colorful fruits and vegetables, fresh fish and meat, many kinds of bread, eggs, yogurt, and cheese. But at the same time, people in the modern world are **experiencing** health problems, such as diabetes and heart disease. Could the food we eat be causing some of these problems?

One explanation for modern health problems is that they began when human beings became farmers about 12,000 years ago. Around that time, people started growing and eating crops, such as wheat and rice. Some people believe that returning to an earlier way of eating—a “paleo diet” that includes only meat, fish, and fruits and vegetables—might be a solution to our modern health problems.

A paleo diet is special because it doesn't include grains, dairy foods, or legumes, such as peanuts or beans. For many of us, it is not possible to prepare our favorite dishes without these ingredients. But people who follow a paleo diet only eat foods people ate before farming began. They believe this is a more natural and healthier way to eat.

For Dr. Peter Ungar, the **truth** is not so simple. In human history, people have eaten a wide variety of foods. Early human beings lived in different places with different climates, so many kinds of food were available to our **ancestors**—including some grains—even before farming began. Dr. Ungar says our **ability** to eat in many different ways and to be healthy whether we live in the Arctic or in the tropics is the important thing. One thing is certain, though: If you do decide to try a paleo diet, remember that your meals might actually have less variety than the meals of your early ancestors.

**experience** have something happen to you  
**truth** facts, not things that are imagined or invented  
**ancestors** parents, grandparents, and other people who lived before you  
**ability** quality or skill that makes it possible for you to do something



**Communication****A** Discuss the questions in a small group.

Many social events include food. What do you know about each social event below? Where does it take place, how many people are there, and what do they usually eat and drink?

a birthday party  
lunch with coworkers

a dinner party  
an outdoor picnic

a family dinner  
a wedding dinner or feast

**B** Describe a recent social event in your life. What happened? What did you eat?**Writing****C** Read the information in the box. Then discuss the questions below.**Main Idea**

When you are reading, it is important to look for the writer's main ideas. These are the important points or claims the writer wants to make. For example:

*For Peter Ungar, the truth is not so simple.*

*One explanation for modern health problems is that they began when humans became farmers thousands of years ago.*

**Supporting Details**

After you read a main idea, it is helpful to look for details—information that helps you understand the main idea or believe the writer's claim. For example:

*...in human history, people have eaten a wide variety of foods.*

*Many kinds of food were available to our ancestors.*

1. What main idea do the details in the box above support?
2. How do the details help you understand or believe that main idea?

You can have a picnic at a park or at the beach. It's very informal, and you might eat sandwiches or salads and fruit.

**WORD FOCUS**

**claim** something that a person says is true

Plant-based lasagna is a healthy vegetarian meal.





- D** Read the paragraph from an internet food blog. Notice the main idea (underlined) and the details that support the main idea.

There are many good dishes to serve at a dinner party, but I recommend baked lasagna. It is great for parties because it is a dish you can make in advance. For example, if you have time the night before the party, you can make the lasagna and put it in the refrigerator until the next day. In addition, everyone seems to like lasagna. If your guests eat meat, you can make a meat and cheese lasagna, but if your guests are **vegetarian**, a vegetable lasagna is just as delicious. A good tomato sauce, together with the pasta and other ingredients, is really all you need. Lasagna can even be **vegan** if you can find good vegan “cheese” at the store. Finally, it’s a good party food because you don’t need to prepare a lot of other dishes when you serve lasagna. A simple green salad and some Italian bread go well with lasagna. And maybe some dessert—after all, it is a party!

**vegetarian** a person who does not eat meat, fish, or chicken  
**vegan** contains no animal foods, including milk, cheese, or eggs

### REAL LANGUAGE

Quotation marks can tell us a word is being used in an unusual way. Vegan “cheese,” for example, is not made from milk.

- E** Read the paragraph again and complete the outline below.

**Main Idea:** I recommend baked lasagna for a dinner party.

**Supporting Details:** 1. You can make lasagna in advance.

2. \_\_\_\_\_  
3. \_\_\_\_\_

- F** In a small group, brainstorm ideas for these possible writing topics. What ideas do you have about each topic? What details might you include?

Write about a social event you attended recently.

Write about a bad meal that you had.

Write about people’s eating habits in your country or culture.

- G** Choose ONE topic from the list above and write a paragraph in your notebook. Your paragraph should have a main idea near the beginning and three or four supporting details.

### WRITING NOTE

You can use **because** to introduce reasons. Notice the two places the blog writer uses **because**.



## GOAL CHECK

### Give Details to Support Your Ideas

In pairs, discuss the topic you chose.

# VIDEO JOURNAL

## WIDE AWAKE BAKERY



**A** What do you think daily life is like for *bakers*—people who bake bread for a living? Discuss your ideas with a partner.

**In Your Opinion: A Baker’s Life**

- |   |   |   |
|---|---|---|
| 1. Bakers start working very early in the morning.                    | T | F |
| 2. Bakers have to do the same thing over and over again.              | T | F |
| 3. Bakers are creative and make a variety of different breads.        | T | F |
| 4. Bakers make a food that is very important in people’s daily diets. | T | F |
| 5. Bakers need to practice a lot to become good at their job.         | T | F |
| 6. Bakers do a boring job. It’s not very exciting work.               | T | F |

**B** Read a quotation from the manager of the Wide Awake Bakery in Ithaca, New York, USA. In pairs, talk about the meaning of the quotation.

*I don’t want to say that the bakery is an experiment. But, it’s more like... it’s more like saying, “Why not? Why not do it right?”*  
— Stefan Senders

**C** Watch the video and take brief notes. What do you notice about...

- ...the two people in the video (Stefan Senders and David McInnis)?  
\_\_\_\_\_
- ...the bakery (where the bread is made)?  
\_\_\_\_\_
- ...the bread dough (before it is baked)?  
\_\_\_\_\_
- ...the bread oven?  
\_\_\_\_\_
- ...the finished bread (after it is baked)?  
\_\_\_\_\_

**D** In pairs, practice using the expressions from the video.

- Tell each other about a time when you were “climbing the walls.” Why were you so bored?
- Tell each other about a time when you tried something and “nailed it.”

**E** In pairs, talk about the meaning of the quotation below. Is McInnis really talking about dancing?

*“You’re learning a dance, and you’re thinking about the steps all the time. ... And when you learn the dance, you just kind of do it—you don’t have to think about it anymore.”*

—David McInnis

**F** Tell your partner about something you have learned to do well. What are the “steps”? How did you learn to do them?

**REAL LANGUAGE**

A **sweet spot** is a time or place where everything happens perfectly.

*When you study for an exam, find the sweet spot between not enough and too much study.*