

World Class

NANCY DOUGLAS
JAMES R. MORGAN

World Class series

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**includes ½ of Student Book, Workbook, and full Online Workbook

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World Class

EXPANDING ENGLISH FLUENCY

NANCY DOUGLAS | JAMES R. MORGAN



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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	UNIT	VOCABULARY	GRAMMAR	LISTENING
UNIT 1	 <p>Who Are We?, 1</p>	<p>Who is the world's most typical human?</p>	<p>Review of Past Tense</p>	<p>New Family Tree website</p> <p>Pronunciation: Rising and falling intonation</p>
UNIT 2	 <p>The World Awaits, 12</p>	<p>Popular vacation destinations</p> <p>Pronunciation: Stress changes with prefixes and suffixes</p>	<p>Uses of Infinitives and Gerunds</p>	<p>A walking tour of Beijing</p>
UNIT 3	 <p>The Great Energy Challenge, 24</p>	<p>An energy quiz</p> <p>Pronunciation: Heteronyms and stress shift</p>	<p>Review of Future Forms</p>	<p>The family energy challenge</p>
UNIT 4	 <p>The World's a Stage, 36</p>	<p>The story of Esme Dentes, Youtube sensation</p>	<p>Infinitive Complements (<i>persuade</i> verbs, <i>want</i> verbs, <i>believe</i> verbs, and <i>make</i> verbs)</p>	<p>Interview with a salsa band musician</p>
UNIT 5	 <p>No Need to Panic, 48</p>	<p>People who have beat the odds</p>	<p>Adverbial Clauses</p>	<p>There is no need to panic</p>
UNIT 6	 <p>In Style, 60</p>	<p>The Dubai Shopping Festival</p>	<p>Adjective Clauses with Subject Relative Pronouns</p> <p>Pronunciation: Intonation patterns in relative clauses</p>	<p>Conversations at a shopping mall</p>

READING		WRITING	SPEAKING	VIDEO
	<i>Cleopatra: The Search for the Last Queen of Egypt</i>	Write a personal statement as part of an application Strategy: Writing a personal statement	Interview to be a cultural ambassador Strategy: Responding to questions	<i>The Human Family Tree</i>
	<i>Traveling Troubadour:</i> An interview with singer Jason Mraz	Write a descriptive paragraph about a place Strategy: Create a mental image	Create a bucket list of things you want to do Strategy: Making suggestions and giving advice	<i>Barcelona's Street Life</i>
	<i>Plugging Into the Sun:</i> Why don't we use solar energy more? Strategy: Identifying key details	Write a persuasive paragraph that presents and justifies your point of view Strategy: Being persuasive	Persuade an audience to make a change	<i>We Need to Be Leaders Ourselves</i>
	<i>Hip Hop Goes Home:</i> A struggling rapper in Africa	Write a profile of a person that you admire Strategy: Paraphrasing	Analyzing a music contract Strategy: Talking pros and cons	<i>Songs under a Big Sky</i> (excerpt): Profile of Irish singer Iarla Ó Lionáird
	<i>Everest's Deadliest Day:</i> Two teams compete to reach the summit first – with deadly results	Write a set of instructions describing how to do something Strategy: Explaining the steps in a process	Discuss a difficult environmental issue Strategy: Reaching a compromise	<i>Surviving Deadly Everest</i>
	<i>Every Shoe Tells a Story:</i> They say a lot about us, even when we're not wearing them	Present and defend and argument Strategy: Making a successful argument	Give your opinions in a shopping and fashion survey Strategy: Reacting to someone else's point of view	<i>How to Spot a Fake Louis Vuitton Bag</i>

	UNIT	VOCABULARY	GRAMMAR	LISTENING
UNIT 7	 <p>On the Move, 72</p>	Advice on how to get around your city	Comparative Forms	<p>A Commuter's Diary</p> <p>Strategy: Listening for connections between ideas</p>
UNIT 8	 <p>Think Twice, 84</p>	Text messaging during class	Past Modals	<p>Problems with posting online</p> <p>Strategy: Determining a speaker's attitude</p> <p>Pronunciation: Reduction with past modals</p>
UNIT 9	 <p>In the Wild, 96</p>	Three of our favorite pets	Review of Passive Voice	<p>Bonobos: Humans' closest relative</p> <p>Strategy: Detecting uncertainty</p>
UNIT 10	 <p>Decisions, Decisions, 108</p>	Brain teaser: What do you know about the brain and decision making	The Conditional	Three everyday decisions
UNIT 11	 <p>Rain or Shine, 120</p>	Bad weather traps doctor on the South Pole	Phrasal Verbs	Reactions to the weather
UNIT 12	 <p>What's Your Game, 132</p>	Favorite sports	Reported Speech	An interview with a professional athlete

READING

WRITING

SPEAKING

VIDEO

One Foot on The Gas:
Children of immigrants
discover American car culture

Write a letter of complaint

Consider the facts in an
immigration case

Strategy: Presenting facts
and announcing a decision

Capital Bikeshare

Nowhere to Hide:
What happens when our
private lives become public

Give an opinion on an event

Strategy:
Writing an effective online post

Evaluate different
surveillance practices

Protecting reputations online

Orphan Elephants:
A center in Kenya rescues,
rehabilitates and researches
baby elephants

Write an informational
brochure

Strategy:
Getting the
reader's attention

Debate what to do about
three animals at risk

Great Migrations (excerpt)

The Teenage Brain:
Why teenagers act the
way they do

Strategy:
Recognizing cause and effect

Use cause and effect to explain
a decision you'd make

Strategy:
Showing cause and effect

Analyze how you
handle peer pressure

Moral Dilemma
(excerpt):

Pronunciation:
Thought groups

Storm Chasers:
Scientists risk their lives to
gather data about tornadoes

Strategy:
Making inferences

Describe a time weather
impacted your life

Strategy: Include
figurative language

Which weather story is false?

Sinking England

The Spirit of Kung Fu:
A Shaolin master faces
the world of kung fu

Write about important qualities

Strategy: Writing a timed essay

Present an activity

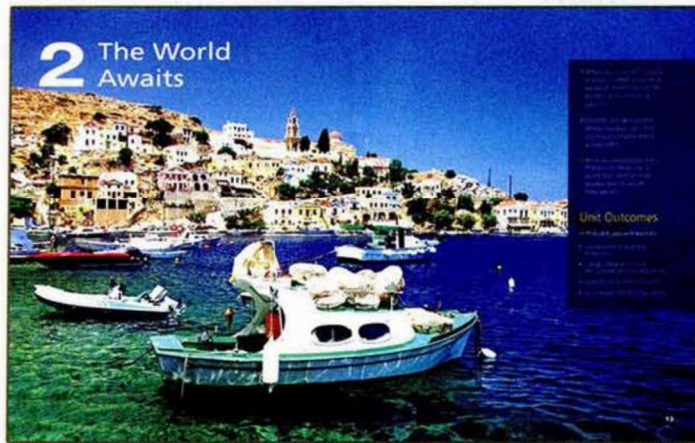
Strategy: Speaking from an
outline

Alain Robert, "The French
Spiderman"

World Class 1 Student Book Walkthrough

Explore a Unit

The first half of each unit leads students through guided and communicative practice to master target structures.



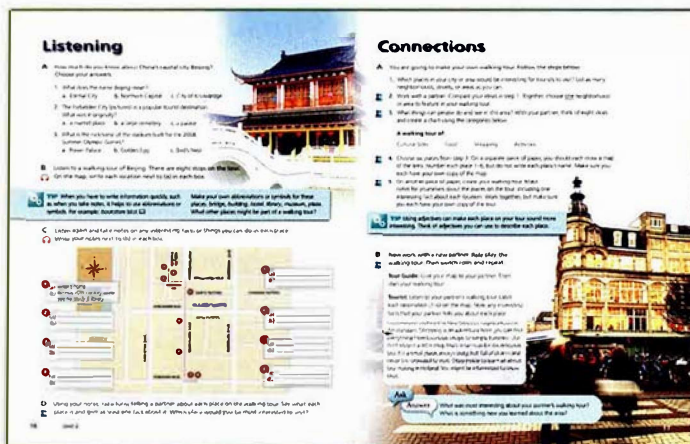
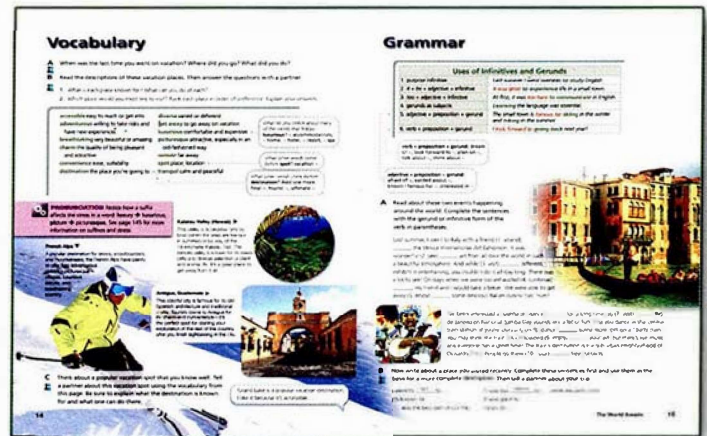
Clearly stated **Unit Outcomes** provide a roadmap of learning for the student.

Stunning images and thought-provoking questions encourage learners to **think critically** about the unit theme.

Relevant, high frequency vocabulary is practiced in contextualized exercises.

Pronunciation boxes offer support and tips as well as cross reference to full explanation and practice in the appendix.

The **Grammar** section allows learners to refine their grammar skills and practice the grammar through first controlled and then open-ended activities.

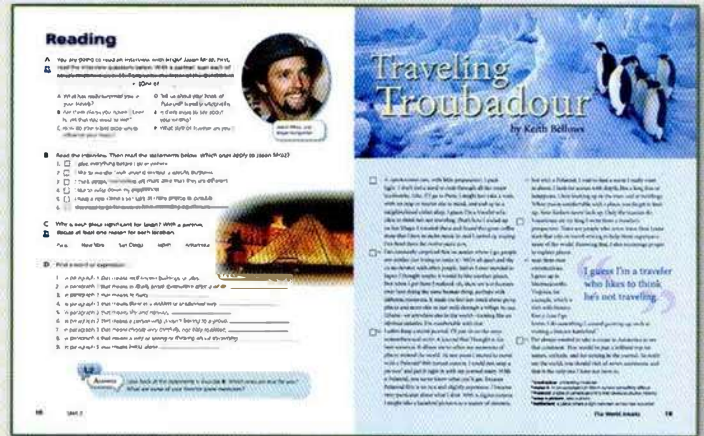


Listening activities encourage learners to listen for and consolidate key information, reinforcing the language, and allowing learners to personalize and think critically about the information they hear.

The **Connections** section allows learners to synthesize the vocabulary and grammar they have learned through personalized communication.

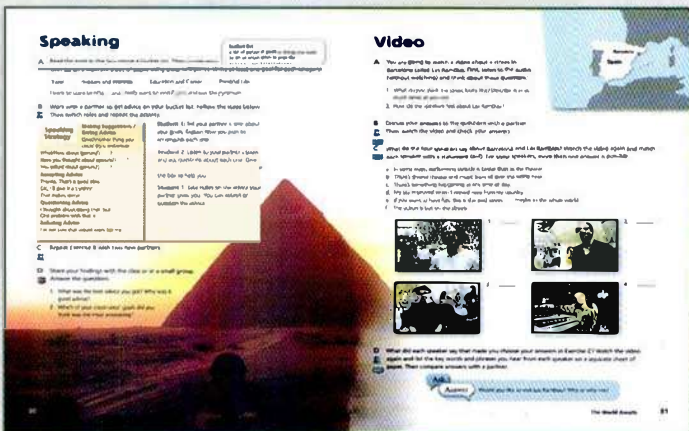
The second half of the unit focuses on skill-building and communication. The strands build on one another with a final communicative task before Expanding Your Fluency. For this reason, the order of strands may vary from unit to unit.

Learners navigate **interesting and relevant readings** from National Geographic through pre-, while-, and post-reading activities, helping them to comprehend the main idea and key details of the passage.



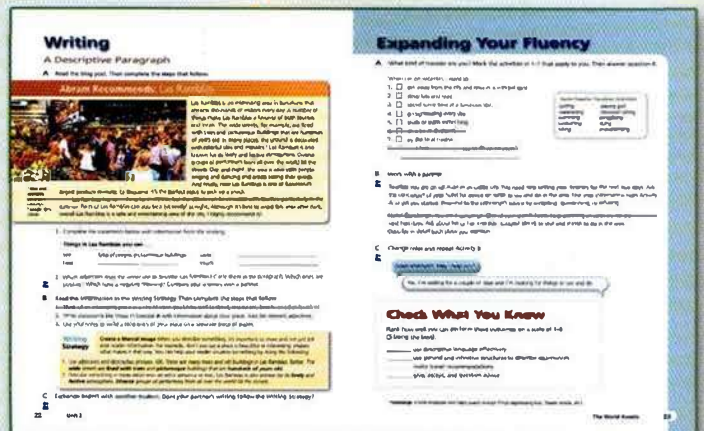
Learners are encouraged to perform **Speaking** tasks in pairs and groups. Where appropriate, **strategies** are provided to ensure students' successful communication.

The **Video** section brings the world into the classroom with authentic clips, including news stories, PSAs, and National Geographic documentaries.

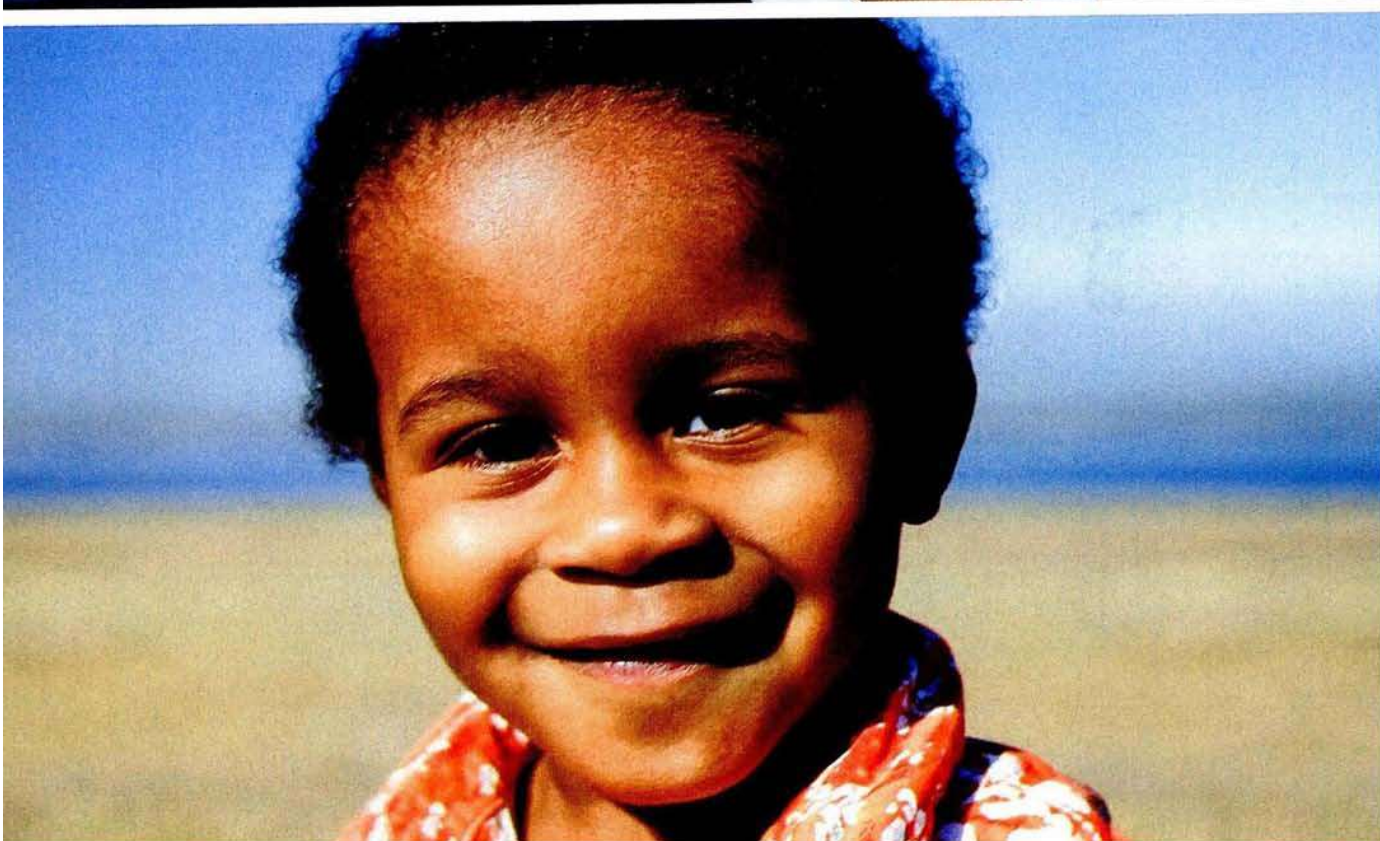


The **Writing** section includes writing models to prompt learners to complete a functional piece of writing and also serves as a culminating activity in many units.

The **Expanding Your Fluency** section allows learners to apply the language they have learned throughout the unit in real-world tasks and offers self-assessment checks.



1 Who We Are





- 1 Look at the four photos. Who are these people? Describe each person in as much detail as you can.
- 2 Where do you think these people come from? Tell a story about one of them.
- 3 Do you think you have anything in common with the people in the photos? Why or why not?

Unit Outcomes

In this unit, you will learn to:

- use past tenses to ask and answer questions about memorable life events
- summarize the key outcomes of a study
- explain and evaluate qualifications
- handle challenging questions



Vocabulary

- A** Describe the most typical person at your school. Do you fit the description of the "most typical person"? Why or why not? Tell a partner.

The typical person in this school is between 19 and 22 years old, has dark hair . . .

ambitious needing exceptional effort and resources to be carried out successfully; the desire to achieve something exceptional

average the normal amount or quality for a group of things or people

come up with to suggest or think of an idea or plan

average ~ year, ~ day,
~ income, above/below ~

determine to find out or to confirm certain information

set out to start trying to do something

statistics numerical facts that are gathered through analyzing information

trait a particular characteristic a person has

typical showing the most usual characteristics of a person or thing

typical ~ day, ~ student,
~ pattern, ~ behavior

- B** On our planet of seven billion people, who is the most typical human? In an ambitious effort, scientists set out to list the traits of the most typical human being. Guess what they found.

According to statistics, the average person . . .

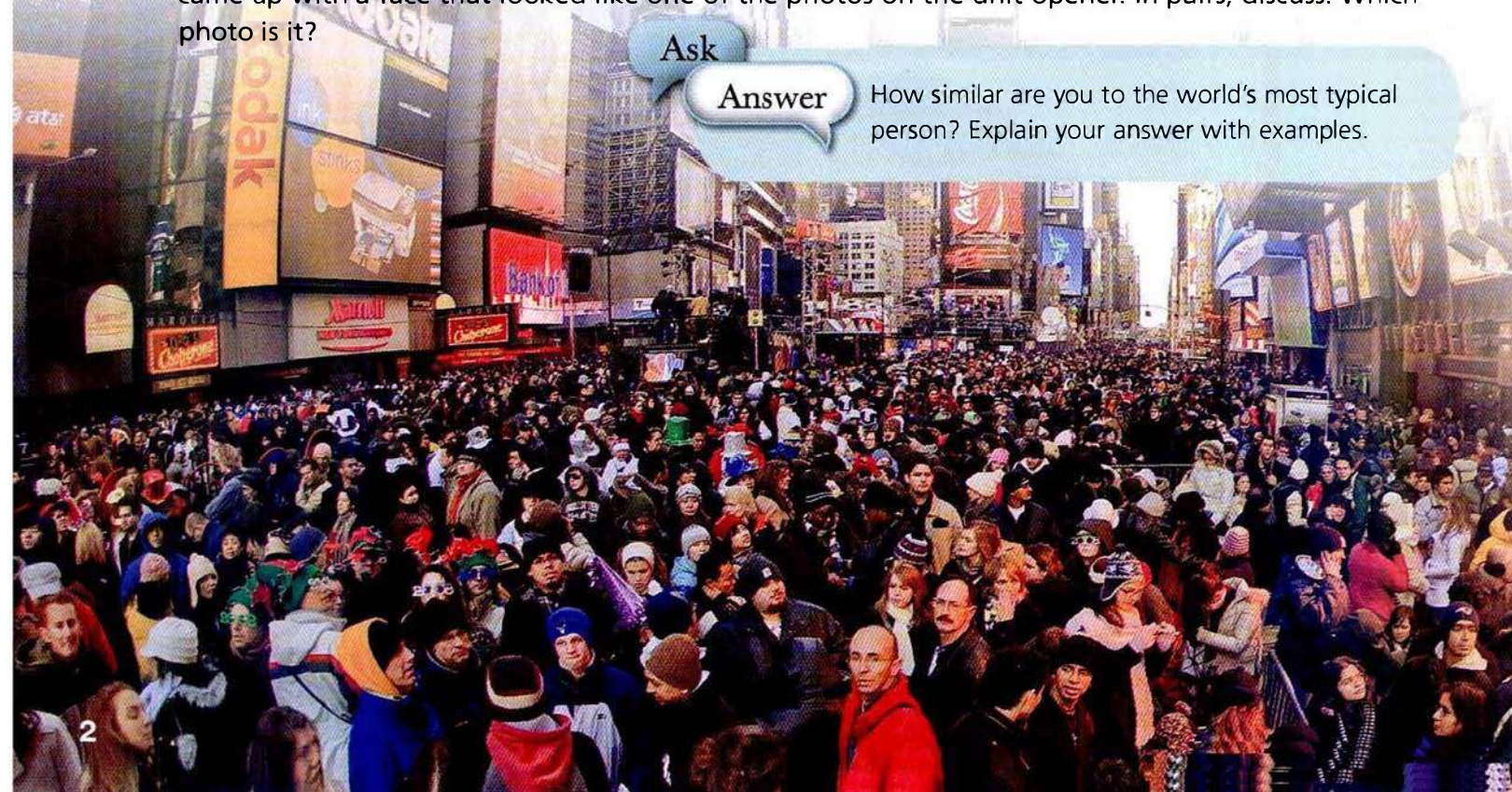
- | | | | |
|-----------|---------------------------------------|-----------------------|---|
| 1. speaks | Spanish / English / Chinese / French. | 4. has / doesn't have | a cell phone. |
| 2. is | male / female. | 5. has / doesn't have | a bank account. |
| 3. is | under 20 / 21-30 / over 30. | 6. lives | in a big city / in a small suburb / in the country. |

- C** To determine what the average human being on Earth looks like, scientists then collected photos of 190,000 of the world's most typical people. After combining the photos electronically, the scientists came up with a face that looked like one of the photos on the unit opener. In pairs, discuss: Which photo is it?

Ask

Answer

How similar are you to the world's most typical person? Explain your answer with examples.



Grammar

- A** What do we know about Dan's living situation? Match each sentence (1–4) with an explanation (a–c).
 Use the chart to help you. Explain your answers to a partner.

1. Dan lived in Europe for two years.
 2. Dan was living in Europe at the time.
 3. Dan has lived in Europe since 2010.
 4. Dan has been living in Europe for two years.
- a. Dan lives in Europe now.
 b. Dan doesn't live in Europe anymore.
 c. Dan may or may not live in Europe now.



TIP Use *for* (+ a period of time) and *since* (+ a specific point in time) with the perfect tenses to describe "time up to now." Use *for* (but not *since*) with the simple past tense for a time period that has come to an end.

Review of Past Tenses

simple past: Use for actions completed in the past at a specific time (sometimes inferred). Use time expressions like *a year ago*, *earlier today*, *last summer*, and *the other day*.

past continuous: Use for ongoing past actions that may or may not be completed. Use with the simple past to describe what was going on when the action in the simple past occurred.

present perfect: Use for actions begun in the past and continuing up to now and for actions in the past that relate to the present. Use time expressions like *lately*, *recently*, *up to now*, *during the last two months*, and *this week*.

present perfect continuous: Use to emphasize the length of an event. In spoken English the verb *to be* is almost always a contraction.

We **graduated** together.

He **worked** there for a year.

I **was working** all day yesterday.

We **were studying** in college when we rented that apartment.

I've **worked** here for a year.

Have you ever **studied** Portuguese?

Recently, I've **been working** too much.

She's **been waiting** for an hour!

- B** Read about Liam. Complete each sentence with the correct past form of the verb in parentheses.

During and after college He (1. live) _____ in the dorms while he (2. attend) _____ college. After graduation, he (3. move) _____ back in with his parents for a year to save money. He (4. live) _____ there ever since.

Occupation He (5. start) _____ a small business with two other people when he (6. be) _____ 24. It (7. close) _____ a year ago. Since then, he (8. work) _____ for a large tech company.

Health He never (9. smoke) _____ in his life. Last year, he (10. run) _____ in his first marathon.

Relationships He (11. meet) _____ his wife two years ago. They (12. talk) _____ about having a baby in the next year.

- C** Now ask your partner three questions about Liam.



- D** Now it's your turn! In pairs, tell each other a little bit about yourselves, using the same categories and model language in Activity B.

Where did he live while he was attending college?



Listening

generation the period of time (about thirty years) it takes for children to grow up and have their own families

preserve to save or protect something for the future

A Look at the illustration. Answer the questions with a partner.

1. What do you know about your family tree? Tell your partner two facts.
2. How did you learn that information? How has your family history been preserved?

B Listen to an advertisement for a Web site. Mark all of the statements that are true.

New Family Tree . . .

- ☐ focuses on family statistics and research.
- ☐ lets you upload photos and video.
- ☐ connects you with families all over the world.
- ☐ allows members to share and tell stories.
- ☐ enables you to share memories with your relatives.



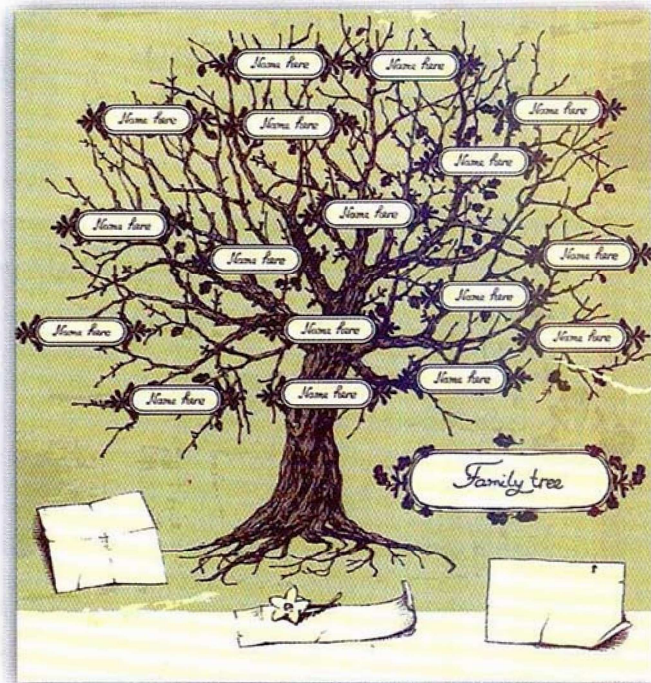
TIP Listen for words or ideas that are repeated. Repeated information often means that it is important and you should pay attention.

C How does the site work? Listen and number the steps in the correct order. One step is extra.

- _____ a. choose a question
- _____ b. send the question to someone
- _____ c. log in
- _____ d. pay a membership fee
- _____ e. write an answer to the question
- _____ f. read the answer to the question



PRONUNCIATION Notice that the pitch of your voice should drop at the end of these questions. See page 144 for more information on intonation.



A family tree is a diagram that shows family members and their relationships over several generations. Typically, the older generations are at the top of the tree and the youngest relatives are at the bottom.

D What kinds of questions can you answer on the site? Listen again and complete the sample questions below. Then choose one and ask your partner about it.

1. How did you _____?
2. Who was your _____?
3. What's your favorite _____?
4. Have you ever _____?
5. What is a memory from your childhood that _____?

Video

A You are going to watch the video *The Human Family Tree*. Complete the sentences with the correct options.

ancestors determine generations setting out

Scientists are (1) _____ to answer some questions. On a single street in New York City, they are collecting DNA samples from people from all over the world including Thailand, Ecuador, Africa, and the Caribbean. They are trying to use the DNA to come up with some answers about the past. Will the scientists be able to use the samples to trace back each person's (2) _____ many (3) _____ and (4) _____ where they came from? And will they learn anything about the "human family tree"?

B Answer these questions with a partner.



1. Why are the scientists doing DNA tests in New York City?
2. What do you think they will learn about the "human family tree"?

C Watch the video. Decide if each statement is true or false. Then, correct the false sentences to make them true. Explain your answers to a partner.



- | | | |
|---|------|-------|
| 1. A key human question is: "Where are my ancestors?" | True | False |
| 2. Typically, we can trace our family tree back one or two generations. | True | False |
| 3. DNA testing takes us back up to twelve generations. | True | False |
| 4. We each carry a kind of genetic historic document inside us. | True | False |
| 5. Our ancestors adapted to different cultures. | True | False |
| 6. At the genetic level, we are basically identical. | True | False |

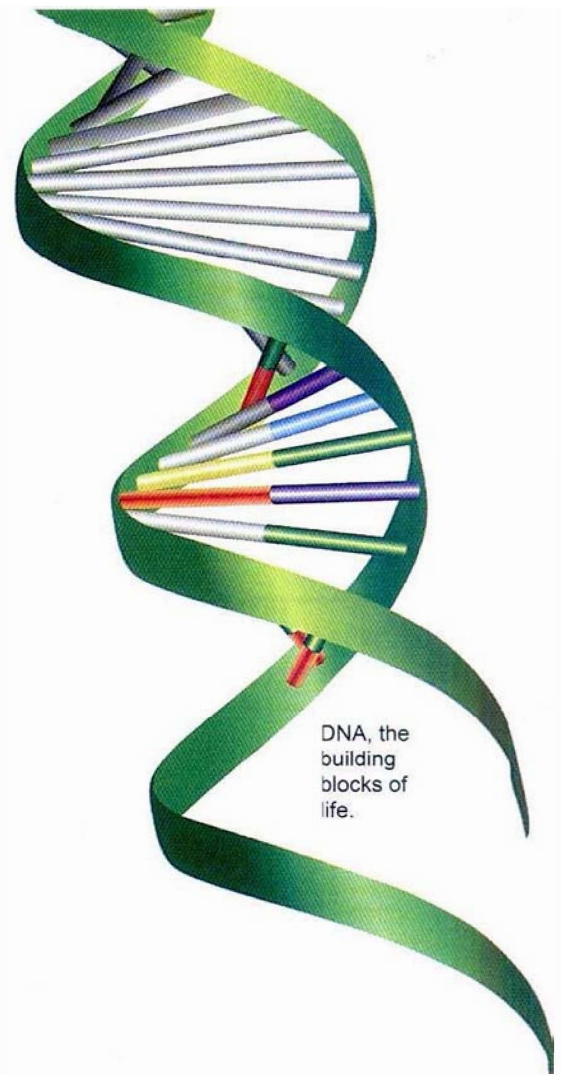


VIDEO GLOSSARY

adapt to change your ideas or behavior to suit a different situation

genetics the study of how certain characteristics (e.g., eye color, hair color, and skin color) are passed from one generation to the next by our genes

identical exactly the same



D Summarize the video in your own words. Use these questions to help you.

- What was happening?
- Who was leading the study, and why did they do it?
- What did they discover?
- What were people hoping to find out?

Ask

Answer

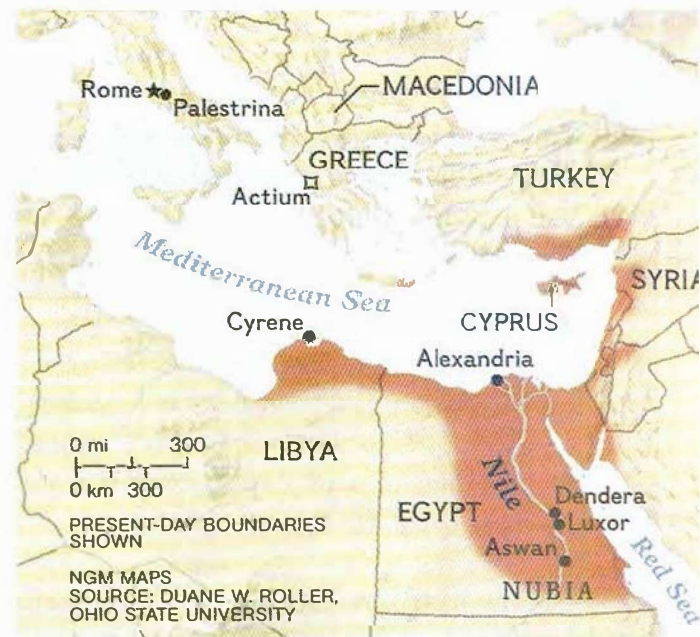
Would you be interested in participating in this study? Why or why not?

Reading

A Read the title of the passage and look at the photos.
 With a partner, make a list of everything you know about Cleopatra. Then read the passage. How many of your ideas were mentioned in the article?

B Next to each statement, write the correct letter (T, F, or P). Underline the information in the passage that helped you choose your answers.

T = definitely true **P** = possible, but not 100% certain
F = definitely false



Cleopatra . . .

- | | |
|-----------------------------------|---|
| _____ 1. was Egypt's first queen. | _____ 5. had four children. |
| _____ 2. was Greek. | _____ 6. was killed by a snake. |
| _____ 3. was well-educated. | _____ 7. was honored by the Romans after her death. |
| _____ 4. was a beautiful woman. | _____ 8. is buried near the city of Alexandria. |

Cleopatra's kingdom at greatest extent, 34–31 B.C.

C Why are these numbers and dates important to Cleopatra's life and the search for her? Write your answers on another piece of paper.

69 BCE 4 18 22 44 BCE 30 BCE 39 20,000

D Use the information in Exercises B and C to summarize Cleopatra's life.



E Make a list of 4–6 ages, numbers, and dates that are important in your life. Use them to tell a partner about "who you are."



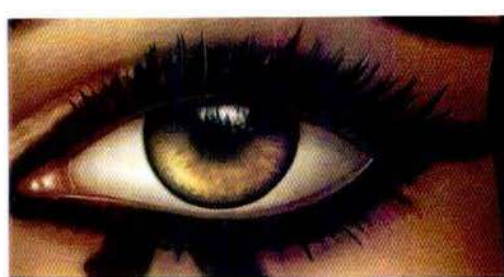
F It's time to step out of your own identity and into someone else's. Get into a small group of 3–5 people. One person is a TV talk show host who interviews popular celebrities. The others are today's guests on the show; you can choose from Cleopatra, her brother Ptolemy, Julius Caesar, and Marc Antony. You are going to create a 2–3 minute role-play.



- First, come up with 5–6 interesting questions to ask the show's guests. Decide how each guest would respond. Use information from the reading and your imaginations to help you.
- Present your role-play to another group.

Ask

Answer What do you think of Cleopatra? Do you admire her?



CLEOPATRA

• THE SEARCH FOR THE LAST QUEEN OF EGYPT •

1 The deadly snake sat in its case. "Bring me the basket!" Cleopatra ordered her servants. Roman soldiers were invading¹ her country, and the queen of Egypt would rather die than live as a prisoner. Cleopatra picked up the snake and let it bite her. Within minutes, she was dead.

This story has been told for centuries. But did it really happen? Like so much about Cleopatra, no one
10 knows for sure.

Teen Queen

We know little about Cleopatra, but some information about her has survived. We know, for example, that she was born in 69 BCE to a Greek family who ruled Egypt for nearly three hundred years. Growing up in Alexandria, Cleopatra studied science and math. She also learned to speak several languages, including Greek, Latin, and Egyptian.

By the time she became queen at age 18, Egypt—
20 one of the world's richest nations—was in trouble. The Roman Empire was planning to invade. Cleopatra was also at war with her younger brother, Ptolemy. To stop him, Cleopatra persuaded² the Roman general Julius Caesar to help her. With Caesar's help, Cleopatra defeated³ her brother. Caesar also helped Cleopatra preserve Egypt's independence from Rome.

The partners soon became a couple, and at age 22, Cleopatra had a son. After Caesar's death in 44 BCE, Cleopatra met another powerful Roman, Marc Antony.
30 The pair eventually had three children, and for years they fought to stop Rome from invading Egypt. In the summer of 30 BCE, though, Rome won. Rather than accept defeat, Marc Antony and Cleopatra killed themselves. Cleopatra—Egypt's last pharaoh (ruler)—was 39 years old.

Erasing the Past

After Cleopatra died, the Romans invented negative stories about her and destroyed art with her image on it. They didn't want Egyptians to remember their former queen. Over time, earthquakes also destroyed buildings, and the
40 sea around Alexandria rose. Within a few hundred years, most of Cleopatra's world was buried⁴ under water. As a result, we know very little about how Cleopatra lived or exactly how she died. Although stories often describe her as beautiful, we don't really know what she looked like.

The Search Begins

But this may be changing. Today, archaeologists⁵ have started searching the Mediterranean near Alexandria, Cleopatra's home. So far, they've brought up 20,000 objects from the sea. Many probably existed during Cleopatra's
50 lifetime.

On land nearby, other archaeologists have discovered new tombs, and there are signs that someone important may be buried there. "My dream is to find a statue of Cleopatra," says one explorer. So far, however, neither search has located Cleopatra—yet.

Cleopatra (left)
in one of the few
images that still
exists of her.

¹ **invading** entering a country by force with an army

² **persuade** to cause someone to do something by giving good reasons for doing it

³ **defeat** to win a victory over someone in a battle or game

⁴ **buried** under the ground and covered with earth

⁵ **archaeologists** scientists who study people and societies of the past

Connections

- A** Read the ad. Then discuss with a partner: What does a cultural ambassador do? What personality traits should a good cultural ambassador have?

Be a cultural ambassador in Australia!

Australia Cultural Exchange (ACEX) is a three-month program for people who want to improve their English, learn about another culture, and teach others about their own. Individuals in the program act as cultural ambassadors. As a representative of your country, you will travel around Australia and visit local schools. You'll talk to others about your country and customs. For more information and to fill out your application, visit www.ACEX.au.ng.

- B** You are applying for this position. Complete Sections 1–4 (not 5) of the application.

AUSTRALIA CULTURAL EXCHANGE

SECTION 1: STUDENT INFORMATION

Name (first, middle, last)
Date of birth E-mail address
City State/Territory Country

SECTION 2: EDUCATION

School	Location	Dates attended	Major
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION 3: LANGUAGES AND TRAVEL EXPERIENCE

Languages you speak Years studied
Travel experience (domestic or international)

SECTION 4: ACTIVITIES

Please list any activities that you participate in: work, sports, music, etc.

Activity	Years/months doing it	Hours each week	Awards won
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION 5: PERSONAL STATEMENT

Why do you want to be a cultural ambassador? Why would you be a good one? Explain which personal traits, education, skills, and experience you have.

- C** Take turns. Tell a partner at least one thing about yourself from each of the first four sections of the application. Then join another pair of students and introduce your partner to them.

Writing

A Personal Statement

- A** Read one student's personal statement and answer the questions.

Writing Strategy

Writing a Personal Statement

Before you write, read the information about the school or company. What qualities are they looking for in an applicant? Next, write down the facts about your personal experience. Finally, write your statement and show how your background makes you the kind of person they are seeking. Pay attention to the use of past tenses.

I want to be a cultural ambassador because I'm interested in learning more about Australia. I also want to teach others about my country, Brazil. I believe that my background and experience have prepared me to participate in the ACEX program in different ways.

To be a good cultural ambassador, a person should be knowledgeable about his culture. I think I am. For example, I've been studying capoeira for the last three years. Capoeira is a Brazilian art form that combines dance and martial arts. I practice for eight hours a week, and I love it. Once I performed for a group of tourists. After the performance, they asked many questions about capoeira and Brazil. I enjoyed telling them about both in English.

I've always liked learning about other cultures, too. I majored in English, and I also speak some Spanish. I have never traveled outside Brazil, but I've met many people from all over the world here in Sao Paulo. I believe this experience has also prepared me to participate in this program.

I am ready to set out on a big adventure—to be a cultural ambassador in Australia. I think it's important to learn about other countries' customs and to share your own with the rest of the world. I hope that you will consider my application!

First paragraph: Explain why you are applying.



TIP Be sure to define any words (e.g., *capoeira*) that are unfamiliar to your reader.

Last paragraph: Restate your interest in the position.

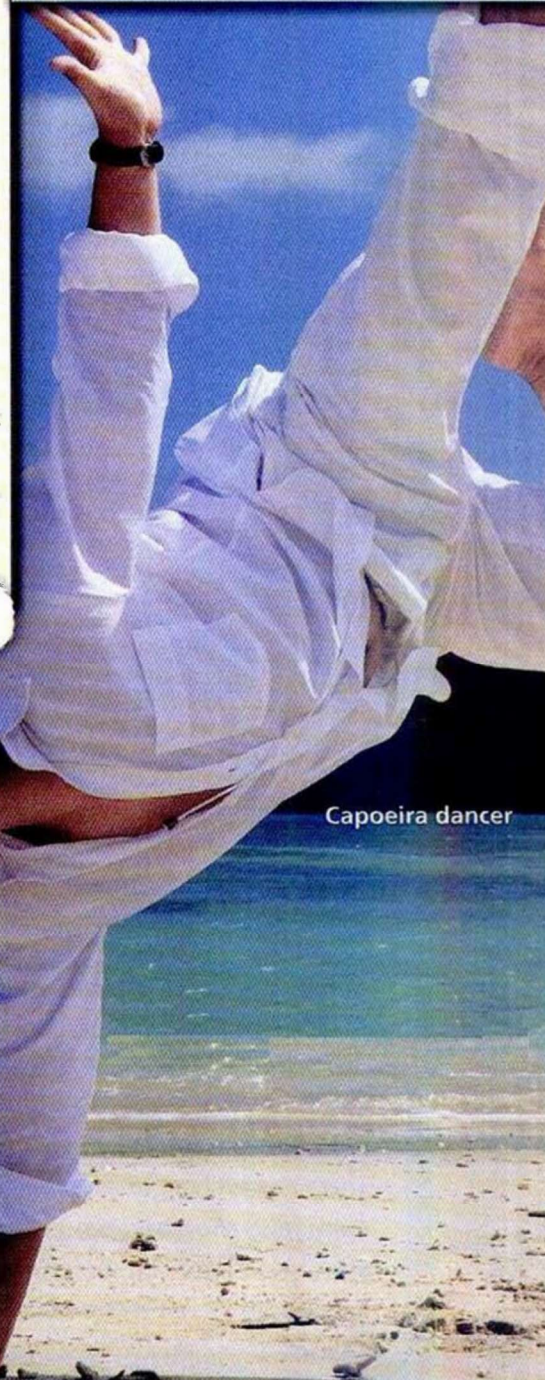
1. Did the applicant answer both questions asked in Section 5 of the application on page 8?
2. Would he be a good cultural ambassador? Why or why not?

B Now write your own personal statement.

- Reread Sections 1–4 of your application on page 8. What information is important to include in your statement?
- Look back at your list of traits in Exercise A on page 8. Which ones describe you? Include them in your statement.

C Exchange papers with another student. Read your partner's statement. Does it . . .

- answer both questions asked in Section 5 of the application?
- follow the Writing Strategy?



Capoeira dancer