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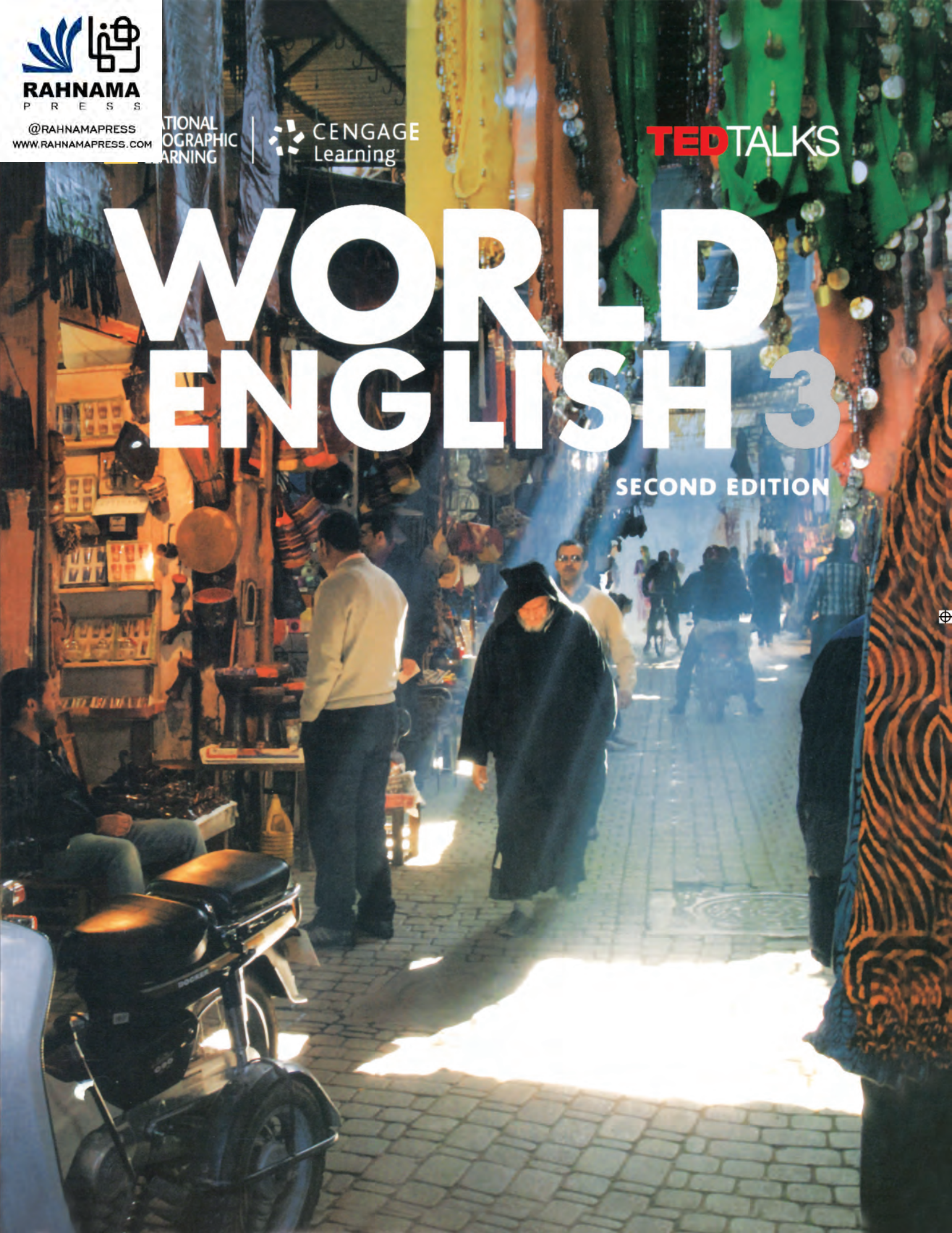


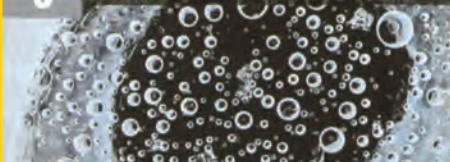
CENGAGE
Learning

TEDTALKS

WORLD ENGLISH 3

SECOND EDITION



	Unit Goals	Grammar	Vocabulary
UNIT 1 People and Places Page 2 	• Discuss reasons for living where you do • Explain why you plan stay or leave • Describe a new place • Describe the city where you live	Present perfect tense vs. present continuous tense <i>She has moved three times in her life.</i> <i>It's been raining all day.</i> So + adjective + that <i>It's so dry here that water is brought in on trucks.</i>	Migration Climate
UNIT 2 The Mind Page 14 	• Talk about learning strategies • Talk about your senses • Talk about your fears • Describe an emotional experience	Gerunds as subjects and after prepositions <i>Learning English is important.</i> <i>We talked about studying together.</i> May, might, and could for possibility <i>We may find dangerous animals in the jungle.</i>	Thought processes Scientific studies
UNIT 3 Changing Planet Page 26 	• Suggest solutions to environmental problems • Discuss causes and effects • Talk about invasive species • Discuss effects on the future	The passive—all tenses <i>Often, trees are removed to make room for farming.</i> The past perfect <i>By the time sea level had risen ten feet...</i>	Environmental changes Large numbers
TED TALKS Video Page 38 Paul Nicklen: Tales of Ice-bound Wonderlands			
UNIT 4 Money vs. Wealth Page 42 	• Describe your financial habits • Discuss things that people value • Talk about banking • Talk about different types of wealth	Gerund vs. infinitive <i>I try to make a budget. / I enjoy finding bargains.</i> Review of the passive voice <i>Coffee is grown in Brazil.</i> <i>That movie was made by two teenagers.</i>	Money transactions Banking
UNIT 5 Survival Page 54 	• Talk about emergency situations • Evaluate survival methods • Describe how animals survive • Write a Brochure	Unreal conditional in the present <i>If they weren't inside the shelter, they would quickly die.</i> Wish in the present <i>I wish I had brought a good book to read in the shelter.</i>	Survival skills Environmental conservation
UNIT 6 Art Page 66 	• Report what another person said • Express your opinions about a piece of art • Describe your favorite artists and their art • Talk about public art	Reported speech <i>She said she was tired and her head hurt.</i> Subject adjective clauses <i>An artist who works with clay has strong hands.</i>	Art Art materials
TED TALKS Video Page 78 Amit Sood: Building a Museum of Museums on the Web			



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	Speaking and Pronunciation	Reading	Writing	Video Journal
Interviews about why people live where they do	Discussing reasons for staying or moving Contractions with <i>have</i> and <i>be</i>	National Geographic: "Pioneers of the Pacific"	Writing a paragraph about a city	National Geographic: "San Francisco's Mission District"
Listening for general understanding and specific information A radio program about the unusual condition of synesthesia	Talking about sensations <i>Th</i> sounds	National Geographic: "In Your Face"	Writing about a personal experience	National Geographic: "Memory Man"
General and focused listening Climate change	Discussing cause and effect Linking words together	TEDTALKS "Salvation (and Profit) in Greentech"	Writing a news article	National Geographic: "The Netherlands: Rising Water"
General and focused listening Radio program: The history of money	Giving suggestions for how to have fun for free Reduction of <i>to</i>	TEDTALKS "Music is Medicine, Music is Sanity"	Writing a paragraph about valued things	National Geographic: "Making a Deal"
Listening for general understanding A radio program interviewing survivors	Simulation: working with a team in a survival situation Reduced sounds. <i>d'ya</i> and <i>didja</i>	National Geographic: "Survival School"	Writing an advertising brochure	National Geographic: "Andean Weavers"
Listening for general understanding Conversations in a museum	Discussing personal selections Thought groups	National Geographic: "Saving a City's Public Art"	Writing a detailed description	National Geographic: "Faces of India"



Getting Around Page 82

Unit Goals

- Talk about new developments
- Discuss choices in transportation
- Use English to get around
- Make recommendations for improving transportation

Grammar

Passive voice with the present continuous and present perfect tenses
*The new **plane is being tested** now. /Computers **have been used** for more than 50 years.*
 Indirect questions
*Do you know **if the bus stops** here?*

Vocabulary

Modern transportation
 Public transportation



UNIT 8 Competition Page 94

- Talk about sports
- Explain which sport is best for you
- Talk about positive and negative aspects of competition
- Discuss competitive advantages

Negative questions
***Don't** you want to go downtown with us?*
 Adjective clauses with object pronouns
*The medal **that he won** was made of gold.*

Sportsmanship
 Sports



UNIT 9 Danger Page 106

- Discuss ways to stay safe
- Talk about dangerous work
- Discuss personal emergencies
- Discuss dangerous situations

Tag questions
*Those spiders are poisonous, **aren't they?***
 Adverbial clauses of time
*I finished my project **before** I went home.*

Dangerous things
 Expressions for emergencies

TED TALKS

Video Page 118 Mark Bezos: A Life Lesson from a Volunteer Firefighter

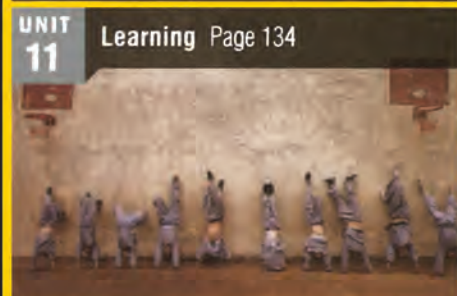


UNIT 10 Mysteries Page 122

- Speculate about mysteries
- Discuss types of mysteries
- Talk about plans you used to have
- Explain a mysterious image

Modals for speculating about the past
*He **might have seen** a large fish instead of a sea monster.*
 The future in the past
*The two sisters **were going** to have a picnic by the lake.*

Ancient mysteries
 Reactions to surprise



UNIT 11 Learning Page 134

- Talk about educational choices
- Discuss your learning style
- Talk about choosing a university major
- Propose a new approach to teaching

Should have, Would have, Could have
*I **should have applied** for a scholarship.*
 Noun clauses
*I don't know **when the deadline is**.*

Education
 University majors



UNIT 12 Space Page 146

- Talk about the future
- Talk about life in space
- Speculate about the future
- Summarize a sequence of events

Talking about the future
*Space exploration **will/is going to** be even more international in the future.*
 Modals and modal-like phrases to talk about the future
***We'll be able to** see it from here.*

Space exploration
 Future time expressions

TED TALKS

Video Page 158 Bill Stone: I'm Going to the Moon. Who's with Me?



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A discussion:
Subway systems

**Speaking and
Pronunciation**

Role-play:
solving an airport problem
Reduced *are*

Reading

National Geographic:
"The Rickshaws of Kolkata"

Writing

Writing a letter to the
editor of a newspaper

Video Journal

National Geographic:
"Big City Bicycle Messengers"

Listening for general
understanding and specific
information
Sports interviews

Matching sports to
personalities
Intonation to show surprise

National Geographic:
"In Sports, Red is the
Winning Color"

Writing a list of
competition tips

National Geographic:
"Women in The Rodeo"

Focused and general
listening
Radio program:
An unusual job

Role-play:
a newspaper interview
Intonation of tag questions

TED TALKS
"Three Things I Learned
While My Plane Crashed"

Writing about
emergency preparations

National Geographic:
"Destroyers"

Listening for general
understanding
Interview of sea monster
expert

Discussing different types
of mysteries
Intonation: Finished and
unfinished ideas

National Geographic:
"Hands Across Time"

Writing a comparison

National Geographic:
"Crop Circles"

Listening for general
understanding
Learning experiences

Discussing quiz results
Past modals

TED TALKS
"Five Dangerous Things
(You Should Let Your
Children Do)"

Writing about new
approaches to teaching

National Geographic:
"Butler School"

General and focused
listening
Interview of an astronaut

Role-play:
Choosing a space
experiment
Stress in compound nouns

National Geographic:
"The Hubble Space
Telescope"

Writing about space
exploration

National Geographic:
"Daring Mighty Things:
Curiosity Lands on Mars"



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People and Places



Reindeer herder and his flock in a
Siberian valley



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the photo,
the questions:

1 What do you see in the
picture?

2 Why do you think people
live in this place?



UNIT 1 GOALS

1. Discuss reasons for living where you do
2. Explain why you plan to stay or leave
3. Describe a new place
4. Describe the city where you live

AL 1: Discuss Reasons for Living Where You Do



▲ Woman walking with cargo in the Andes, Peru

Word Focus

We often use *for* and *since* with the present perfect to talk about how long a situation has lasted.

Vocabulary

A Read the text and notice the words in blue.

Why do people move to new places? Long ago, **ancient** people wanted to **inhabit** places with plenty of food and other resources. These people got food in the same ways we do now: farming, **hunting** or **herding** animals, or **fishing** if they lived near water.

Because of competition for food, overcrowding was one reason early people moved. They sometimes walked very long distances or rode on animals, or they would **sail** across the ocean.

Nowadays, modern people may move in search of **employment** or a better climate. The **migration** of large groups of people may **occur** because of economic problems or a lack of food or water. **Political** problems can also cause people to migrate.

B Write the words in blue next to their meanings in your notebook.

- | | |
|-------------------------------------|----------------------------|
| 1. to live in a place | 6. a job; work |
| 2. travel in a boat | 7. very old |
| 3. catching fish | 8. caring for animals |
| 4. moving from one place to another | 9. to happen |
| 5. killing animals for food | 10. relating to government |

Grammar: Present perfect vs. present perfect continuous tense

Form the present perfect with: Subject + <i>has/have</i> + (<i>not</i>) + past participle of a verb.	Sean has moved five times in his life, and he plans to move again next year.
Use the present perfect to talk about things that: 1. began in the past and continue until now. 2. have happened several times. 3. happened at an unspecified past time and are connected with the present.	1. Professor Brown has spoken Swahili since he was a child. 2. We've had three big earthquakes this year, and many people have left. 3. I've already eaten breakfast, so I'll just have some coffee, please.
Form the present perfect continuous with: Subject + <i>has/have</i> + <i>been</i> + present participle (<i>-ing</i> form) of a verb.	Laura has been staying with her cousins while her parents are in Europe.
Use the present perfect continuous to emphasize: 1. that things which began in the past are unfinished or temporary. 2. how long something has been in progress.	1. They've been trying to improve the city's transportation system, but it's still difficult to get around. 2. It's been raining all day.



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the sentences. Use the present perfect or present continuous.

1. Call we go to a different movie? I _____ (see) that one already.
2. My father _____ (work) on a fishing boat his whole life.
3. So far it _____ (snow) three times this week.
4. Our teacher _____ (live) in five countries, so she's not surprised by different beliefs and customs.
5. I can't find my dictionary, so I _____ (use) my friend's this week.
6. George _____ (try) to find a better job, but he hasn't found one.



▲ Harbor in Cape Town, South Africa

Conversation

A 2 Listen to the conversation. What does Sonia like about where she lives?

Jacob: Do you like living here?

Sonia: Sure. Don't you?

Jacob: I guess so, but I've been reading about a lot of interesting places, and I've been thinking about moving someplace else.

Sonia: Well, Cape Town is a pretty interesting place, too. People have lived here for a long time because it's a good place to live.

Jacob: Why do you say that?

Sonia: It's near the ocean, for one thing, so there's always fresh seafood.

Jacob: That's true.

Sonia: And the weather is usually nice. It's never very cold, and we don't get serious storms very often.

Jacob: OK, but is it really an interesting place?

Sonia: I think so. Hey, let's go to the historical museum. We can find out about some of the fascinating things that have happened here.

B Practice the conversation with a partner. Make new conversations about your home town, your country's capital city, or the city you're living in now.

C Make a chart like the one on the right in your notebook. Write at least three reasons for each section of the chart.

D **GOAL CHECK** Discuss reasons for living where you do

Tell a partner why you live where you live. Has your family lived there for a long time? What do you like and dislike about living there? Why?

Why people want to live
in a place

Why people want to
move away

AL 2: Explain Why You Plan to Stay or Leave



Sheep herder in Australia

Listening

A  Rank the reasons for living in a certain place (1 = most important), and add one more reason. Share your rankings with a partner.

- | | |
|------------------------------------|--|
| _____ the climate | _____ one's ancestors lived there |
| _____ having family members nearby | _____ environmental quality (clean air, water, etc.) |
| _____ employment opportunities | _____ |

B  **3** Listen to people talk about where they live, and answer the questions.

	Where does the speaker live?	Why does the speaker live there?	Does the speaker plan to move?
Speaker #1			
Speaker #2			
Speaker #3			
Speaker #4			

C  **3** Listen again. Do the speakers mention any of the reasons from exercise **A**? Which ones?



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ation: Contractions with *have* and *be*

English speakers often use contractions with auxiliary verbs. Listen to the pronunciation of *have* and *has*. Listen again and repeat the sentences.

I have never been to Africa. I've never been to Africa.

Ron has gone there twice. Ron's gone there twice.

B 5 Listen to the full and contracted forms of *be*. Listen again and repeat the sentences.

Tanya is moving to Singapore. Tanya's moving to Singapore.

We are paid twice a month. We're paid twice a month.

C Work with a partner. Change the full forms of *have* and *be* to contractions, and then practice saying the sentences.

1. We have been living in Beijing for seven years.
2. Marsha is planning to visit us in December.
3. I am going to give her a call tonight.
4. They have never stayed in the same place for more than two years.
5. We are taking the train from Nairobi to Mombasa.
6. I have always wanted to go there.



▲ Park in Autumn, Sapporo, Japan

Real Language

To *give someone a call* means to call someone on the telephone.

Communication

A Interview your partner and take notes on his or her answers.

Why do you live where you live?	
How are your reasons different from your parents' or grandparents' reasons?	
What might make you want to move to a new place?	

B Join another pair of students. Tell the group what you learned about your partner.

C **GOAL CHECK** Explain why you plan to stay or leave

In a small group, find out how many people plan to move someday. Ask those people to explain why they want to go to a new place. Ask the people who don't want to move to give their reasons for staying.



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Featuring content from National Geographic and TED, the new edition of the four-level *World English* series brings the most amazing stories about our planet and compelling ideas from around the world to the integrated-skills classroom. Riveting images, fascinating topics, and high-quality video from remarkable thinkers and doers will inspire students to engage with ideas and each other.

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