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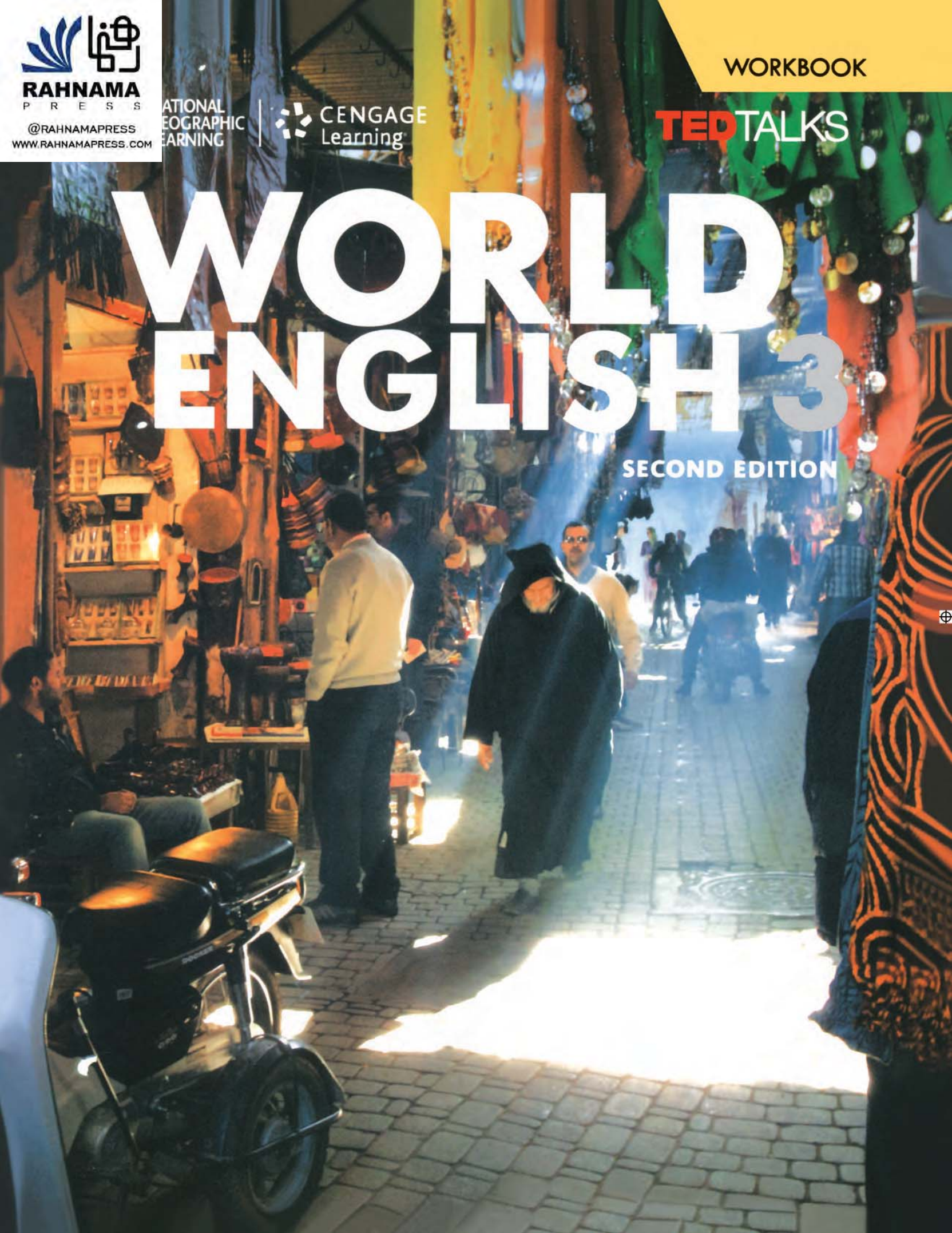
CENGAGE
Learning

WORKBOOK

TEDTALKS

WORLD ENGLISH 3

SECOND EDITION



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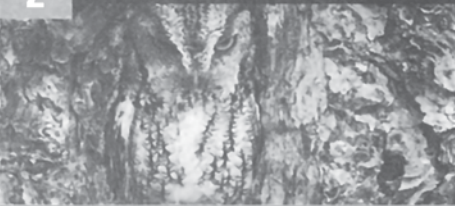
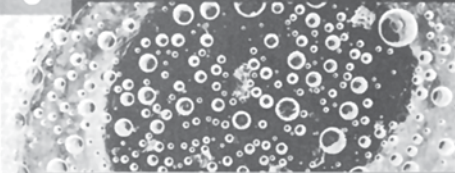
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ENT BOOK SCOPE AND SEQUENCE

	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
TEDTALKS 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
TEDTALKS Video Page 78 Amit Sood: Building a Museum of Museums on the Web			



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Interviews about why
people live where
they do

**Speaking and
Pronunciation**

Discussing reasons for
staying or moving
Contractions with *have*
and *be*

Reading

National Geographic:
"Pioneers of the Pacific"

Writing

Writing a paragraph
about a city

Video Journal

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
Th 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 *to*

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:
d'ya and *didja*

National Geographic:
"Survival School"

Writing an advertising
brochure

National Geographic:
"Andean Weavers"

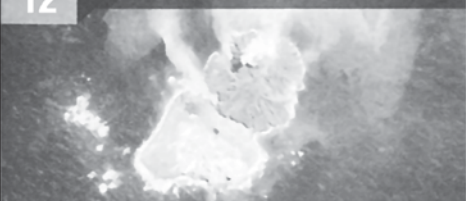
Listening for general
understanding
Conversations in a museum

Discussing personal
selections
Thought groups

National Geographic:
"Saving a City's
Public Art"

Writing a detailed
description

National Geographic:
"Faces of India"

	Unit Goals	Grammar	Vocabulary
Unit 7 Getting Around Page 82 	• Talk about new developments • Discuss choices in transportation • Use English to get around • Make recommendations for improving transportation	Passive voice with the present continuous and present perfect tenses <i>The new plane is being tested now. /Computers have been used for more than 50 years.</i> Indirect questions <i>Do you know if the bus stops here?</i>	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 <i>Don't you want to go downtown with us?</i> Adjective clauses with object pronouns <i>The medal that he won was made of gold.</i>	Sportsmanship Sports
UNIT 9 Danger Page 106 	• Discuss ways to stay safe • Talk about dangerous work • Discuss personal emergencies • Discuss dangerous situations	Tag questions <i>Those spiders are poisonous, aren't they?</i> Adverbial clauses of time <i>I finished my project before I went home.</i>	Dangerous things Expressions for emergencies
TEDTALKS 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 <i>He might have seen a large fish instead of a sea monster.</i> The future in the past <i>The two sisters were going to have a picnic by the lake.</i>	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>I should have applied for a scholarship.</i> Noun clauses <i>I don't know when the deadline is.</i>	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 <i>Space exploration will/is going to be even more international in the future.</i> Modals and modal-like phrases to talk about the future <i>We'll be able to see it from here.</i>	Space exploration Future time expressions
TEDTALKS Video Page 158 Bill Stone: I'm Going to the Moon. Who's with Me?			



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A discussion:
Subway systems

Listening for general
understanding and specific
information
Sports interviews

Focused and general
listening
Radio program:
An unusual job

Listening for general
understanding
Interview of sea monster
expert

Listening for general
understanding
Learning experiences

General and focused
listening
Interview of an astronaut

**Speaking and
Pronunciation**

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

Matching sports to
personalities
Intonation to show surprise

Role-play:
a newspaper interview
Intonation of tag questions

Discussing different types
of mysteries
Intonation: Finished and
unfinished ideas

Discussing quiz results
Past modals

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

Reading

National Geographic:
"The Rickshaws of Kolkata"

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

TEDTALKS
"Three Things I Learned
While My Plane Crashed"

National Geographic:
"Hands Across Time"

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

National Geographic:
"The Hubble Space
Telescope"

Writing

Writing a letter to the
editor of a newspaper

Writing a list of
competition tips

Writing about
emergency preparations

Writing a comparison

Writing about new
approaches to teaching

Writing about space
exploration

Video Journal

National Geographic:
"Big City Bicycle Messengers"

National Geographic:
"Women in The Rodeo"

National Geographic:
"Destroyers"

National Geographic:
"Crop Circles"

National Geographic:
"Butler School"

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

GRAMMAR AND VOCABULARY

A Complete the sentences with the correct form of the words in the box.

inhabit employment political herding migration
occur ancient hunting sail fishing

1. Christopher Columbus _____ from Europe to America for the first time in 1492.
2. Many people go to other countries for _____ because there aren't enough jobs in their home country.
3. In _____ times, people traveled by walking.
4. Some people in Central Asia still make a living today by _____ cows, sheep, and camels.
5. _____ is very important in Japan because people there eat a lot of seafood.
6. The first people who _____ North America came from Asia.
7. My grandfather came to this country for _____ reasons. He disagreed with the government in his old country, so he had many problems there.
8. Today, some people still enjoy _____ as a sport. They like to eat the meat from the animals that they kill.
9. Wars often cause _____ of large groups of people who need a safer place to live.
10. The accident _____ late at night on Wednesday.



B Complete the sentences. Use the present perfect or present perfect continuous form of the verb in parentheses.

1. I _____ never _____ house. (move)
2. Joshua _____ for a job since June. (look)
3. We _____ English for two years. (study)
4. Salma _____ Canada twice. (visit)
5. Alex _____ in Europe since June. (travel)
6. I _____ already _____ my homework. (finish)



Lesson B GRAMMAR AND VOCABULARY



A Read what these people say, and circle their reasons for staying where they live. For each person, add one more reason to the list.

1. My name is Maryam, and I live in Dubai. I grew up in a smaller town in another part of this country, and I came here to go to college. After I graduated, I got a job in a bank. I live with my aunt and uncle. My parents are still in my hometown, and I go back to visit them often, but I really prefer living here. There aren't many jobs in my hometown, and besides, the entertainment is so much better in Dubai—movies, restaurants, and shopping.

employment opportunities **ancestors lived there** **good environment**

climate **having family members nearby** **other:** _____

2. My name is Mi-Ja. My husband and I live in a small village in South Korea, near the city of Kwangju. We're farmers, and we grow rice, cabbage, peppers, and other vegetables. My parents were farmers, and their parents were farmers—we've been living on this land for centuries. My sons live in Kwangju, and they want us to come and live with them, but I hate city life. Here, the air is clean, and it's quiet and peaceful. And all my friends are here. What would I do in the city?

employment opportunities **ancestors lived there** **good environment**

climate **having family members nearby** **other:** _____

3. My name is Richard. All my life, I lived in New York City, but when I retired five years ago, I moved to Florida. I love it here! It's sunny and beautiful every day of the year—and that means I can play golf every day. Golf is my favorite thing in life. I'm not far from the ocean, and I can go to the beach anytime I want. It's too bad that my children are all so far away, but they can visit me anytime they want to. This is the perfect life for me!

employment opportunities **ancestors lived there** **good environment**

climate **having family members nearby** **other:** _____

B Write about your reasons for staying where you live—or your reasons for moving to a new place.

GRAMMAR AND VOCABULARY

A Label the places on the map with the type of climate there.

a. arid b. frigid c. rainy d. snowy e. temperate f. tropical



B Write answers using *so* + adjective + *that*.

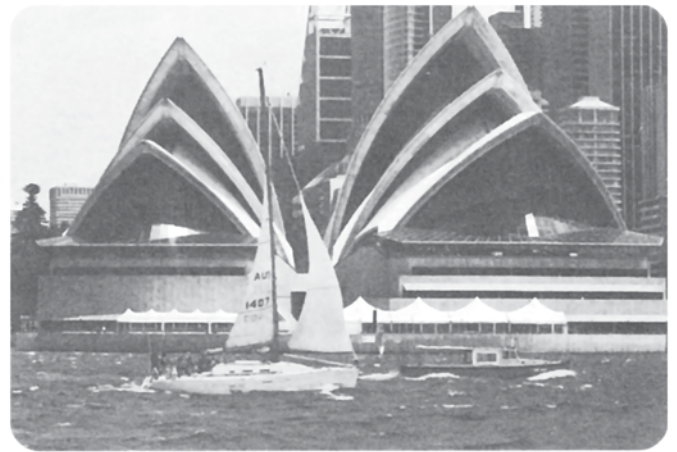
My grandfather is so old that he remembers
the first cars in our city.

- How old is the oldest person you've ever talked to? _____
- How rich are some movie stars? _____
- Is it cheap or expensive to buy a house in your country? _____
- Are you lazy or hardworking? _____
- How good is your favorite movie? _____
- Was this exercise easy or difficult? _____

C Describe the place where you live. In the second sentence, use *so* + adjective + *that*.

- (the weather) *It's* _____
It's so _____ *that* _____
- (the people) *They're* _____
They're _____
- (the houses) _____
- (the streets) _____
- (the nightlife) _____

Australia, the International Nation



Australia is one of the most multicultural countries in the world. Almost one in every four people in Australia was born in another country: 4.8 million people out of a total population of 21 million. More than 40 percent of Australians have at least one parent who was born in another country.

In a sense, nearly all Australians are immigrants. A little more than 200 years ago, Australia was inhabited by about 350,000 native people of many different cultural groups. Then, in 1770, the explorer James Cook sailed along the coast and brought back information about the “new” land to England. In 1787, the British government started sending criminals and poor people to Australia. Later, free settlers came to Australia to start farms. In 1850, gold was discovered there, and more and more people came from Europe and China hoping to get rich. Most of them never returned home, so the population began to grow.

Australia has a huge amount of land, and in the 1940s the government decided that the best way to develop the country was to invite more settlers to come from Europe.

To attract immigrants, they offered money and other forms of help. More than 1 million people from Britain moved to Australia then, along with several hundred thousand Europeans who had lost their homes in World War II.

Migration is still growing. In 2012, more than 50,000 people went to Australia to stay permanently. Four main types of people settle there. Some go there because employment and business opportunities are better than in their home country. Others are the children, parents, or other relatives of immigrants who have become Australian citizens. A third group is refugees who are escaping from war or political problems in their home countries. Finally, there are also a few Australians who migrated to another country and now want to come home.

At the same time, Australia also sends immigrants to other countries—a smaller number. Each year, about 60,000 Australians go to live permanently in other countries. With people from so many cultures migrating in and out, Australia is truly a diverse nation.

1. The main idea of this article is that _____.
 - a. migration is very important in Australia
 - b. Australia still needs more people
 - c. the first immigrants to Australia came from Britain
2. The article talks about _____.
 - a. people who migrate to Australia
 - b. people who migrate from Australia
 - c. both a and b
3. Which reason for migration is NOT in the article?
 - a. being together with family members
 - b. environmental problems
 - c. employment
4. Today, the number of people who are moving to Australia is _____.
 - a. getting larger
 - b. staying the same
 - c. getting smaller
5. According to the article, _____ Australians originally came from another country.
 - a. 40 percent of
 - b. 167,000
 - c. 4.8 million
6. The first people from outside migrated to Australia in _____.
 - a. 1770
 - b. 1787
 - c. 1850

B Answer the questions.

1. Which fact in the article surprised you the most?

2. Why were you surprised?

3. Why are immigrants good for a country?

4. Can immigration be bad for a country?



- C** Why do people move to your country? Why do people leave your country? Write about the reasons.



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WORLD ENGLISH 3

SECOND EDITION

REAL PEOPLE REAL PLACES REAL LANGUAGE

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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