

**TED**TALKS

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# WORLD ENGLISH<sup>3</sup>

THIRD EDITION







**WORKBOOK**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING









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# Student's Book Scope and Sequence

Unit	Unit Goals	Grammar	
<b>1 Where We Live</b> Page 2 	<ul style="list-style-type: none"> <li>• Talk about How Long or How Often</li> <li>• Discuss Why People Move</li> <li>• Give Reasons and Explain Results</li> <li>• Discuss Improving Communities</li> <li>• Describe Places to Live</li> </ul>	Present Perfect <i><b>She has moved</b> three times in her life.</i> <i><b>It's been raining</b> all day.</i> So ... that <i>It's <b>so</b> dry here <b>that</b> we had to move.</i>	Migration Where You're from
<b>2 The Mind's Eye</b> Page 16 	<ul style="list-style-type: none"> <li>• Express Degrees of Liking</li> <li>• Discuss Mental Influences</li> <li>• Talk about Personal Characteristics</li> <li>• Discuss Improving Your Memory</li> <li>• Describe an Emotional Experience</li> </ul>	Infinitives and -ing Forms 1 <i>He <b>loves to eat</b> chocolate.</i> <i>We <b>enjoy staying</b> here each year.</i> Using <i>Could, May, and Might</i> <i>Ed isn't here. He <b>might be</b> sick.</i>	Cognitive Milestones Personality Characteristics
<b>3 Changing Planet</b> Page 30 	<ul style="list-style-type: none"> <li>• Discuss Pollution</li> <li>• Discuss Causes and Effects</li> <li>• Discuss Animal Populations</li> <li>• Consider the Effects of Climate Change</li> <li>• Summarize Your Ideas</li> </ul>	The Passive 1 <i>Pollution <b>is caused</b> by vehicles.</i> The Past Perfect <i>By the time sea level <b>had risen</b> ten feet...</i>	Pollution Large Numbers
<b>4 The Good Life</b> Page 44 	<ul style="list-style-type: none"> <li>• Talk about the Things You Value</li> <li>• Discuss Important People or Events</li> <li>• Discuss Good Financial Habits</li> <li>• Talk about Great Jobs</li> <li>• Express Agreement or Disagreement</li> </ul>	Infinitives and -ing Forms 2 <i><b>Finding out / To find out</b> the information is important.</i> The Passive 2 <i>He's <b>given</b> money every week.</i> <i>He <b>was being given</b> the money yesterday.</i>	Things You Value Expressions Related to Money
<b>5 Survival</b> Page 58 	<ul style="list-style-type: none"> <li>• Say How Things Could Be Different</li> <li>• Discuss the Survival of Species</li> <li>• Talk about Threats to Survival</li> <li>• Discuss Rescues</li> <li>• Give Advice about Difficult Situations</li> </ul>	Unreal Conditionals <i>Dinosaurs are extinct, but if the comet <b>had missed</b>, they <b>might have survived</b>.</i> Using <i>Wish and Hope</i> <i><b>I wish (that)</b> earthquakes <b>didn't happen</b>.</i> <i><b>I hope (that)</b> we <b>get</b> no more earthquakes this year.</i>	Conditions of Species Natural Disasters
<b>6 Art Matters</b> Page 72 	<ul style="list-style-type: none"> <li>• Report Other People's Ideas</li> <li>• Express Opinions about Public Art</li> <li>• Talk about Types of Art</li> <li>• Discuss the Value of Art</li> <li>• Produce a Biographical Profile</li> </ul>	Reported Speech <i>Sara said <b>(that)</b> she <b>was going to</b> the gallery <b>the next day</b>.</i> Adjective Clauses 1 <i>The <b>architect who / that created</b> the building just won an award.</i>	Art Types of Art



Listening	Speaking and Pronunciation	Reading	Writing	Video Journals
Focused Listening A Discussion: Migration Factors	Discussing Reasons for Staying or Moving Describing an Ideal Place to Live Contractions with Auxiliary Verbs	Quality of Life	Writing a Paragraph Describing a City	<b>The World's Biggest Melting Pot</b> In this National Geographic video, we learn about the benefits of living in a multicultural city.
Listening for General Understanding and Specific Information An Interview: Cognitive Biases	Discussing Mental Influences Describing Emotions <i>Th</i> Sounds	How Memories are Made	Writing about an Emotional Experience	<b>Can You Really Tell If a Kid Is Lying?</b> In this TED Talk, Kang Lee explains the effect of telling lies in children.
General and Focused Listening An Interview: Extreme Weather Events	Discussing Cause and Effect Talking about Slogans Linking Words Together	Is Coffee in Danger?	Writing a Summary of Your Ideas	<b>Tales of Ice-bound Wonderlands</b> In this TED Talk, Paul Nicklen explains how a changing ecosystem can hurt the animals that live there.
General and Focused Listening A Conversation: Life-Changing Moments	Discussing Important People or Events Expressing Agreement and Disagreement Saying <i>To</i>	Want a Better Job? Work for a Better Company	Writing an Opinion Paragraph	<b>A Life Lesson from a Volunteer Firefighter</b> In this TED Talk, Mark Bezos describes how every act of generosity matters.
General and Focused Listening A Talk: Types of Fossils	Talking about the Survival of Species Giving Advice about Difficult Situations Emphasis to Express Meaning	A Birthday to Remember	Writing a Paragraph Giving Advice	<b>Three Things I Learned While My Plane Crashed</b> In this TED Talk, Ric Elias explains how your life can be changed by an event.
Listening for General Understanding A Radio Call-in Show: Public Art	Discussing Opinions about Art Talking about Profiles of Artists Thought Groups	The Art Bubble	Writing a Biographical Profile	<b>Antarctica: While You Were Sleeping</b> In this National Geographic Short Film Showcase video, Joseph Michael describes how art can raise awareness of issues related to Antarctica.

Unit	Unit Goals	Grammar	
<b>7 Getting Around</b> Page 86 	<ul style="list-style-type: none"> <li>• Compare Methods of Travel</li> <li>• Discuss Transportation Choices</li> <li>• Ask How to Get Around</li> <li>• Discuss Alternatives to Travel</li> <li>• Review Places or Experiences</li> </ul>	<p>The Passive 3</p> <p><i>Your passport <b>must be shown</b>.</i> <i>The flight <b>might be delayed</b>.</i></p> <p>Indirect Questions</p> <p><i>Do you know <b>when the bus leaves</b>?</i></p>	<p>Transportation</p> <p>Public Transportation</p>
<b>8 Competition</b> Page 100 	<ul style="list-style-type: none"> <li>• Talk about Playing and Doing Sports</li> <li>• Discuss Types of Competitors</li> <li>• Talk about Useful Skills</li> <li>• Discuss Winning and Losing</li> <li>• Compare or Contrast Two Topics</li> </ul>	<p>Tag Questions</p> <p><i>He's very competitive, <b>isn't he</b>?</i></p> <p>Adjective Clauses 2</p> <p><i>There are other players <b>who are better</b>.</i></p>	<p>Sports</p> <p>Sports Skills</p>
<b>9 Danger</b> Page 114 	<ul style="list-style-type: none"> <li>• Ask about Personal Fears</li> <li>• Discuss Dangerous Jobs</li> <li>• Talk about Common Injuries</li> <li>• Discuss the Benefits of Danger</li> <li>• Give Clear Instructions</li> </ul>	<p>Negative Questions</p> <p><i><b>Weren't</b> you really scared?</i> <i><b>Hasn't</b> his illness improved?</i></p> <p>Adverbials of Time</p> <p><i>Greg broke his leg <b>as he was playing football</b>.</i> <i>She sprained her knee just <b>before the race</b>.</i></p>	<p>Personal Fears</p> <p>Common Injuries</p>
<b>10 Mysteries</b> Page 128 	<ul style="list-style-type: none"> <li>• Speculate about a Mystery</li> <li>• Discuss Why People Study the Past</li> <li>• Talk about Solving Mysteries</li> <li>• Discuss Theories and the Truth</li> <li>• Describe a Physical Object</li> </ul>	<p>Modals to Discuss the Past</p> <p><i>It's a possibility that an earthquake <b>could have happened</b>.</i></p> <p>Noun Clauses</p> <p><i>The detectives did not know <b>who did it</b>, but they did know <b>when and where it happened</b>.</i></p>	<p>Mysteries of the Universe</p> <p>Mystery Stories</p>
<b>11 Learning</b> Page 142 	<ul style="list-style-type: none"> <li>• Discuss Technology and Learning</li> <li>• Talk about Learning</li> <li>• Discuss Educational Choices</li> <li>• Talk about the Value of Play</li> <li>• Describe Problems and Solutions</li> </ul>	<p><i>Could have, Should have, Would have</i></p> <p><i><b>I should have applied</b> for a scholarship.</i></p> <p>The Future in the Past</p> <p><i>He <b>was going to study</b> German in Berlin, but he had to cancel when his mother got sick.</i></p>	<p>Technology and Learning</p> <p>Educational Choices</p>
<b>12 Innovation</b> Page 156 	<ul style="list-style-type: none"> <li>• Speculate about the Future</li> <li>• Talk about Positive Outcomes</li> <li>• Describe Inventors and Inventions</li> <li>• Talk about Good Habits</li> <li>• Discuss Purposes and Results</li> </ul>	<p>Modals to Discuss the Future</p> <p><i><b>I will probably get</b> a new device soon.</i> <i>This innovation <b>may make</b> a lot of money.</i></p> <p>Talking about the Future</p> <p><i><b>I'm going</b> there tomorrow.</i></p>	<p>Inventions</p> <p>Inventors and Inventions</p>



Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
Focused Listening An Interview: Self-Driving Vehicles	Talking about Transportation Discussing Reviews Reduced Auxiliaries <i>Are</i> and <i>Have</i>	The Future of "Travel"?	Writing a Review	<b>SpaceX's Plan to Fly You across the Globe in 60 Minutes</b> In this TED Talk, Gwynne Shotwell explains why space travel, as a way to travel around the world, is possible.
Listening for General Understanding and Specific Information A Radio Interview: Running a Marathon	Discussing Competition Comparing and Contrasting Two Topics Intonation and Emphasis to Express Attitude	When Losing Means Winning	Writing a Compare and Contrast Text	<b>What I Learned When I Conquered the World's Toughest Triathlon</b> In this TED Talk, Minda Dentler describes the personal challenges of a triathlon competition.
Focused and General Listening A Radio Interview: The Job of a Stunt Person	Talking about Dangerous Jobs Giving Clear Instructions Consonant Clusters	Is Too Much Safety a Risk?	Writing Clear Instructions	<b>An Everyday Danger</b> In this National Geographic video, we learn about the difficulties of living with allergies.
Listening for General Understanding A Conversation: Discussing Historical Figures	Talking about Studying the Past Describing Mysterious Objects Intonation for Lists	Back to the Moon?	Writing a Description	<b>From Ancient to Modern</b> In this National Geographic video, we learn how ancient cultures have influenced our contemporary culture.
Listening for General Understanding A Talk: Research into the Experience of Learning	Talking about Learning Describing Problems and Solutions Enunciation	Games: More Than Just Fun	Writing an Email Giving Suggestions	<b>Sola Power</b> In this National Geographic video, Shabana Basij-Rasikh explains the importance of education for girls.
General and Focused Listening A Podcast: Competition and Innovation	Talking about Positive Outcomes Discussing Purposes and Results Stress in Compound Nouns	Daily Habits of Successful Innovators	Writing about Purpose and Results	<b>Why You Should Make Useless Things</b> In this TED Talk, Simone Giertz describes how playing and asking questions can lead to innovation.

## Lesson A Vocabulary and Grammar

**A** Complete the sentences with the words in the box. Two words require a different form.

factor   neighborhood   population   quality of life   resident   trash

1. This is the largest city in the country, with a \_\_\_\_\_ of over one million.
2. Before you make a decision, consider all the different \_\_\_\_\_, including the price.
3. When there are problems in the building, the \_\_\_\_\_ meet and discuss what to do.
4. Unfortunately, there aren't many green spaces in this \_\_\_\_\_.
5. We moved here looking for a better \_\_\_\_\_, with less air and noise pollution.
6. I'm concerned by the amount of \_\_\_\_\_ we're producing. We don't need all that plastic.

**B** Match the sentence halves.

- |   |  |
|---|--|
| _____ 1. These apartment buildings have shared community spaces | a. with lots of parks and not a lot of traffic.  |
| _____ 2. You know there are social problems                     | b. where neighbors come from different cultures. |
| _____ 3. There was a multicultural festival                     | c. when there's a lot of trash in the streets.   |
| _____ 4. This is a quiet residential area                       | d. with music from the immigrant communities.    |
| _____ 5. They live in a lively community                        | e. where the residents' children can play.       |

**C** Complete each sentence with the present perfect or present perfect continuous form of the verb in parentheses.

1. I \_\_\_\_\_ never \_\_\_\_\_. (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)

**D** Check the sentences in which you can also use the present perfect continuous.

- ☐ 1. I've been here since five o'clock.
- ☐ 2. She's played tennis since she was little.
- ☐ 3. They've worked on that project all week.
- ☐ 4. I've always known you could do this!
- ☐ 5. He's stopped drinking coffee for the month.
- ☐ 6. Have you used my laptop?



▲ Many new apartment buildings have places for residents' children to play.




**A** Look at the photo and use the words in the box to write three sentences to describe it.



community	culture
economy	environment
migration	neighborhood
population	quality of life
relationships	resident
society	trash

◀ At the start of the 1900s, the North End neighborhood of Boston became known as "Little Italy" as the number of Italian immigrants grew.

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

**B**  2 Listen. Then read the sentences and write *T* (true), *F* (false), or *DS* (doesn't say).

- \_\_\_\_\_ 1. Grace and her husband moved to the city to experience a new culture.
- \_\_\_\_\_ 2. Grace worked in a school.
- \_\_\_\_\_ 3. Fatima was about 24 when she met Grace.
- \_\_\_\_\_ 4. Grace was an excellent cook.
- \_\_\_\_\_ 5. Grace and Fatima have been friends for more than 50 years.
- \_\_\_\_\_ 6. Grace and Fatima's friendship started with a lie.

**C**  2 Listen again. Then complete each sentence with one word.

1. \_\_\_\_\_ factors were the main reason why Grace and her husband moved to the city.
2. When they first arrived, Grace had no \_\_\_\_\_ outside her family.
3. People in the neighborhood had different \_\_\_\_\_ backgrounds.
4. Fatima's English has \_\_\_\_\_ since she met Grace for the first time.
5. Fatima and Grace have \_\_\_\_\_ each other for a long time.
6. Grace didn't really \_\_\_\_\_ sugar.



## Lesson C Vocabulary and Grammar



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**A** Write each second sentence so that it means the same as the first. Use the word given and 1–3 more words.

1. I'm Mexican. (from)  
I'm from Mexico.
2. My mother is Brazilian, and my father is Irish. (half)  
I'm \_\_\_\_\_, \_\_\_\_\_ Irish.
3. My family is very large. (come)  
I \_\_\_\_\_ large family.
4. I'm Indian. (born)  
I \_\_\_\_\_ India.
5. I'm not a resident of this neighborhood. (live)  
I \_\_\_\_\_ this neighborhood.
6. I'm Vietnamese. (come)  
I \_\_\_\_\_ Vietnam.
7. I'm a New Yorker. (from)  
I'm \_\_\_\_\_.

**B** Match the adjectives to the countries.

- |                           |   |
|---------------------------|---|
| _____ 1. Caribbean        | <b>a.</b> China, Japan, Vietnam             |
| _____ 2. European         | <b>b.</b> Egypt, Kenya, Morocco             |
| _____ 3. Latin American   | <b>c.</b> Cuba, Dominican Republic, Jamaica |
| _____ 4. Asian            | <b>d.</b> France, Italy, United Kingdom     |
| _____ 5. Middle Eastern   | <b>e.</b> Finland, Norway, Sweden           |
| _____ 6. African          | <b>f.</b> Brazil, Cuba, Mexico              |
| _____ 7. Scandinavian     | <b>g.</b> Czech Republic, Hungary, Poland   |
| _____ 8. Eastern European | <b>h.</b> Jordan, Lebanon, Saudi Arabia     |

**C** Complete the sentences with *so*, *so many* / *few*, or *so little* / *much*.

1. We had \_\_\_\_\_ fun that we didn't want to leave.
2. Jim was \_\_\_\_\_ tired that he fell asleep on the train and missed his stop.
3. They sold \_\_\_\_\_ tickets that they had to cancel the show.
4. He was \_\_\_\_\_ embarrassed that he couldn't say a word.
5. She has won \_\_\_\_\_ prizes that she has had to put some in a box.
6. We've had \_\_\_\_\_ rain this year that the back yard is all brown.



# Australia, the International Nation

(a) \_\_\_\_\_ Over a quarter of the people who live in Australia were born in another country: about 6.7 million people out of a total population of around 25 million. More than 40 percent of Australians have at least one parent who was born in another country.

(b) \_\_\_\_\_ 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. Soon after this, Australia became part of Great Britain. 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, so 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.

(c) \_\_\_\_\_ 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 one million people from Britain

moved to Australia, along with several hundred thousand Europeans who had lost their homes in the Second World War.

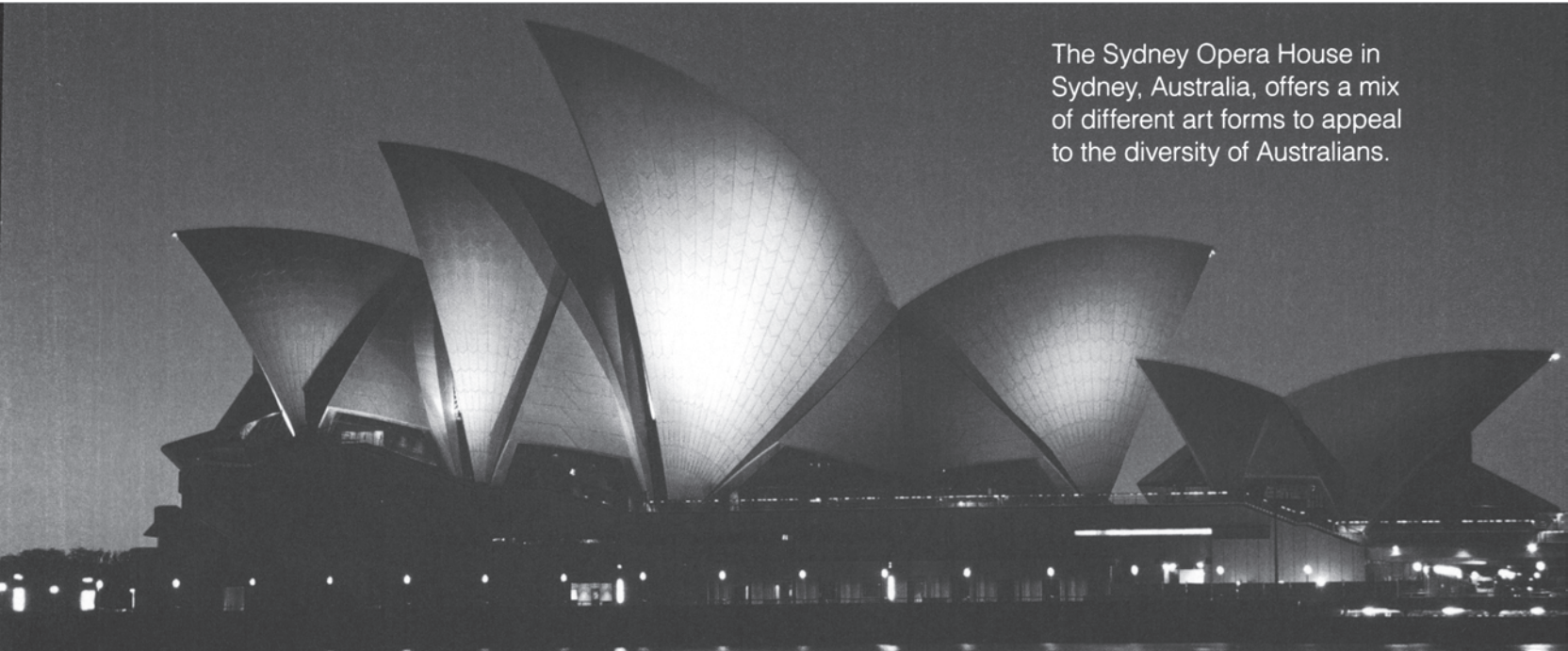
(d) \_\_\_\_\_ In 2017, more than 262,000 people went to Australia to stay permanently. Four main types of people settle there: Some go there because employment and business opportunities are better than in their home country. Others are the children, parents, or other relatives of immigrants who have already become Australian **citizens** themselves. A third group is refugees who are escaping war or political problems in their home countries. Finally, there is a small number of Australians who previously migrated to another country and now want to come home.

(e) 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.

**settlers** people who move to live in a new country or area, usually the first to do so

**gold** an expensive metal commonly used to make jewelry

**citizens** people who have become legal members of a country



The Sydney Opera House in Sydney, Australia, offers a mix of different art forms to appeal to the diversity of Australians.



**A** Read the article. Then match the sentences to paragraphs (a–d).

1. In a sense, nearly all Australians are immigrants.
2. Migration is still growing.
3. Australia has a huge amount of land.
4. Australia is one of the most multicultural countries.

**B** Circle the correct answers.

1. The main idea of the 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 first people from outside Australia arrived in \_\_\_\_\_.
  - a. 1770
  - b. 1787
  - c. 1850
3. The article talks about \_\_\_\_\_.
  - a. people who migrate to Australia
  - b. people who migrate from Australia
  - c. both **a** and **b**
4. According to the article, about \_\_\_\_\_ Australians originally came from another country.
  - a. 40 percent of
  - b. 350,000
  - c. 6.7 million

**C** Read the article again and complete the table in your notebook.

People who had a choice	People who had no choice	People who didn't migrate

**D** Complete the text with one word in each space.

There are so (1) \_\_\_\_\_ people living in Australia who were not born there that Australia is one of the most diverse countries in the world. The arrival of people from other countries started a little more than 200 years ago. At the time, about 350,000 (2) \_\_\_\_\_ people lived there. Australia became part of Great Britain. In 1787, the British started sending people who were not welcome in their country, such as criminals and poor people, to Australia. Immigration started later, first when settlers went there to farm, and then after gold was found there in 1850.

In the 1940s, the government felt that the country was so big, and had so (3) \_\_\_\_\_ people to develop it, (4) \_\_\_\_\_ it decided to attract immigrants with money or other types of help. People went, and are still going. The reasons (5) \_\_\_\_\_ been the same since then: People leave their homes because they think life will be better in their new country. Sometimes they want to join relatives who moved there and have become Australian citizens. The result is that, except for the grandchildren, great-grandchildren and great-great-grandchildren of those 350,000 original inhabitants, everybody else in Australia is an immigrant or the child, grandchild, or great-grandchild of (6) \_\_\_\_\_.



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A1	A2	<b>B1</b>	B2
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