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WORLD ENGLISH **3**

THIRD EDITION

WORKBOOK

 NATIONAL
GEOGRAPHIC
LEARNING

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Student's Book Scope and Sequence

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

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

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

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

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

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

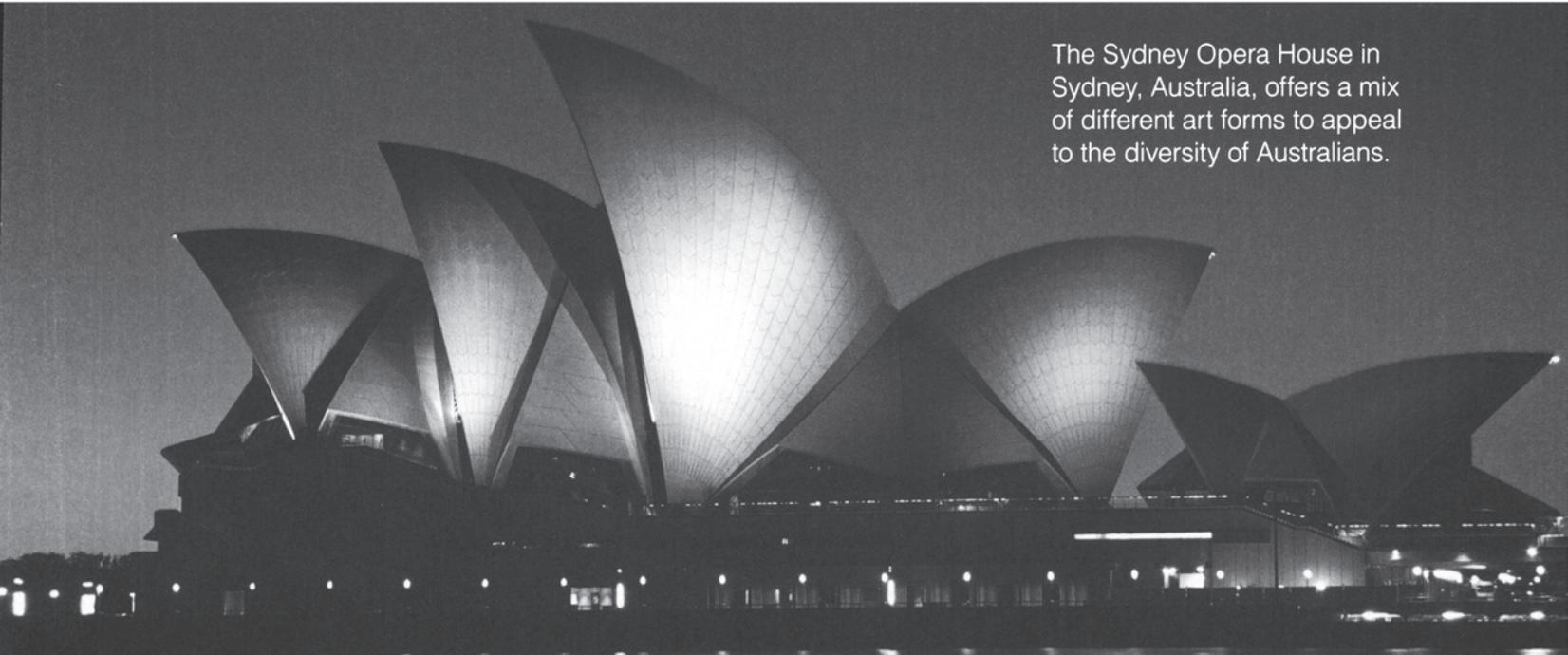
(d) _____ In 2017, more than 262,000 people went to Australia to stay permanently. Four main types of people settle there: Some go there because employment and business opportunities are better than in their home country. Others are the children, parents, or other relatives of immigrants who have already 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. | 3. Australia has a huge amount of land. |
| 2. Migration is still growing. | 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 | 3. The article talks about _____.
a. people who migrate to Australia
b. people who migrate from Australia
c. both a and b |
| 2. The first people from outside Australia arrived in _____.
a. 1770
b. 1787
c. 1850 | 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	B1	B2
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