

TEDTALKS

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WORLD ENGLISH³

THIRD EDITION

 **NATIONAL
GEOGRAPHIC**
LEARNING


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>	
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 Could, May, and Might <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 Wish and Hope <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 Journal
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	The World's Biggest 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	Competitions and Methods	Writing about a Positive Personal Experience	Can You Really Tell If a Kid Is Lying? 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	Tales of Ice-bound Wonderlands 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	A Life Lesson from a Volunteer Firefighter 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	Three Things I Learned While My Plane Crashed 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	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.

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>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
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	SpaceX's Plan to Fly 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.
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	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.
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	An Everyday Danger 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	From Ancient to Modern 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	Sola Power 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	Why You Should Make Useless Things In this TED Talk, Simone Giertz describes how playing and asking questions can lead to innovation.

Where We Live



Houses covered in
snow in Freudenberg,
Germany

Look at the photo and
answer the questions:

- 1 What do you see in
the photo?
- 2 Why do you think people
want to live here?



UNIT 1 GOALS

- A. Talk about How Long or How Often
- B. Discuss Why People Move
- C. Give Reasons and Explain Results
- D. Discuss Improving Communities
- E. Describe Places to Live

Vocabulary**A** Read the messages.

Performers doing a lion dance share Chinese culture in the Chinatown neighborhood of Boston, MA, US

Hi Emily,

How are you? I hope you and your family are well. My wife and I have been talking about moving to your city. There are several **factors**, but the main reason is that we want a better **quality of life**. You've lived there for many years. Do you think it's a good place to live?

Pablo

Hi Pablo,

Lovely to hear from you, Pablo. I'm excited that you've been thinking of moving here. Like many **residents**, I think there are many great **communities** in the city. About half of the **population** comes from different **cultures** from around the world, so it's an exciting, multicultural place. It's not perfect, though. Most **neighborhoods** are nice, but some are dirty with a lot of **trash** on the streets. And these days, people are less friendly and don't try to help each other. I guess **society** has changed a lot since we were kids! Anyway, before you make a decision, read books on **migration** problems. I've read several, and they have some good advice.

Emily

B Complete each sentence with the singular form of a **blue** word or phrase from the messages.

1. A community is a group of people who live in one part of a city or a country.
2. _____ is when many people move from one place to another.
3. _____ means all of the people who live in one area, city, or country.
4. _____ means how good or bad life is in one place or for one person.
5. _____ is what people throw away.
6. _____ is a general way to refer to people in a country or in the world.
7. A _____ is a group of people who think and act in similar ways.
8. A _____ is a reason for something or a cause of something.
9. A _____ is one area within a city.
10. A _____ is somebody who lives in a place, such as a city or country.

C In his message, Pablo says he might move to find a better quality of life. In small groups, discuss what things can lead to a good quality of life.

Grammar

Present Perfect and Present Perfect Continuous

The present perfect (<i>has / have + past participle</i>) and the present perfect continuous (<i>has / have + been + present participle</i>) both refer to past situations connected to the present.	I have lived here for a long time. I've been living here for a long time.
In most cases, use the present perfect rather than the present perfect continuous: 1. to emphasize that an event is finished. 2. to describe things that happened at an unspecified time in the past	1. He has told us already. 2. She's just started a new job.
In most cases, use the present perfect continuous rather than the present perfect: 1. to emphasize how long something continued. 2. to describe past actions that are still continuing.	1. They've been waiting for hours. 2. It has been raining since yesterday.
Some time expressions are common with both forms: 1. Use <i>for</i> to say how long something has continued. 2. Use <i>since</i> to indicate when something started.	1. We've worked together <i>for</i> years. 2. We've been working together <i>since</i> 2015.

D Underline examples of the present perfect and present perfect continuous in the emails in A.

E Complete these sentences with the correct form (present perfect, present perfect continuous, or both) of the verb in parentheses.

- Emily _____ (live) in the same city since 2015.
- Mark _____ (finish) reading the book already.
- Thiago _____ (stop) using social media so much.
- It _____ (snow) nonstop for the last seven hours.
- Jin-hwa and Hye-rim _____ (be) friends for years.

F In pairs, compare your answers in E. Then take turns saying the sentences.



GOAL CHECK Talk About How Long or How Often

In small groups, take turns asking and answering these questions. Then vote on the most interesting answer to each question and share them with the class.

- What is one thing you've been doing for many years but dislike? Why do you keep doing it?
- What is one thing you've already done several times today? Why have you done it so often?
- What is one thing you've recently finished? How long did it take you? How do you feel now?
- Who is one person you've known for less than a year? How often have you seen this person?

Listening

- A** You are going to hear an academic discussion about migration *push* and *pull* factors. Before you listen, complete these definitions in pairs.

Migration *push* factors are negative things that _____.

In contrast, *pull* factors are positive things that _____.

- B** Listen to the first part of the discussion and check your definitions.

- C** Listen to the whole discussion and take notes. Then write *cultural*, *economic*, *environmental*, or *personal*.

- Put the factors in the order the professor mentions them.
 - _____ factors
 - _____ factors
 - _____ factors
 - _____ factors
- Write the correct factor for each example that the speakers mention.
 - bad family relationship: _____ factor
 - excellent quality of life: _____ factor
 - good or bad weather: _____ factor
 - high house prices: _____ factor

- D** In groups, decide if the examples below are *cultural*, *economic*, *environmental*, or *personal* and whether each would be a *push* or *pull* factor. Then think of an opposite example.

- a natural disaster that affects a country
- poor schools and colleges in an area
- high average salaries in one large city
- having many friends who live nearby

- E MY WORLD** Think of a place you know well. Then in groups, talk about its biggest *push* and *pull* factors.

PRONUNCIATION: Contractions with Auxiliary Verbs

In speech and informal writing, it is common to use the contracted form of auxiliaries like *be*, *have*, *would*, and *will*.

Auxiliary	Contraction(s)	Example
<i>am / is / are</i>	<i>'m / 's / 're</i>	She's moving overseas next month.
<i>has / have / had</i>	<i>'s / 've / 'd</i>	I've been looking for a new job.
<i>would</i>	<i>'d</i>	They'd like to emigrate to Canada.
<i>will</i>	<i>'ll</i>	He'll call us tomorrow.

F 4 Write the contractions. Then listen and check (✓) the ones you hear.

- | | |
|--|--|
| 1. ... we have discussed ... _____ <input type="checkbox"/> | 5. ... he has finished ... _____ <input type="checkbox"/> |
| 2. ... I am going to ... _____ <input type="checkbox"/> | 6. ... I will leave ... _____ <input type="checkbox"/> |
| 3. ... they are different ... _____ <input type="checkbox"/> | 7. ... my sister is kind of ... _____ <input type="checkbox"/> |
| 4. ... I would like ... _____ <input type="checkbox"/> | 8. ... we had moved ... _____ <input type="checkbox"/> |

G In pairs, take turns saying the contractions in **F** aloud. Then take turns making new sentences using the contractions.

Communication

H Read the information in the box. Then, in small groups, complete the tasks.

Some factors do not push people away from a place or pull people to a place. Instead, they make people want to stay in the place where they already live.

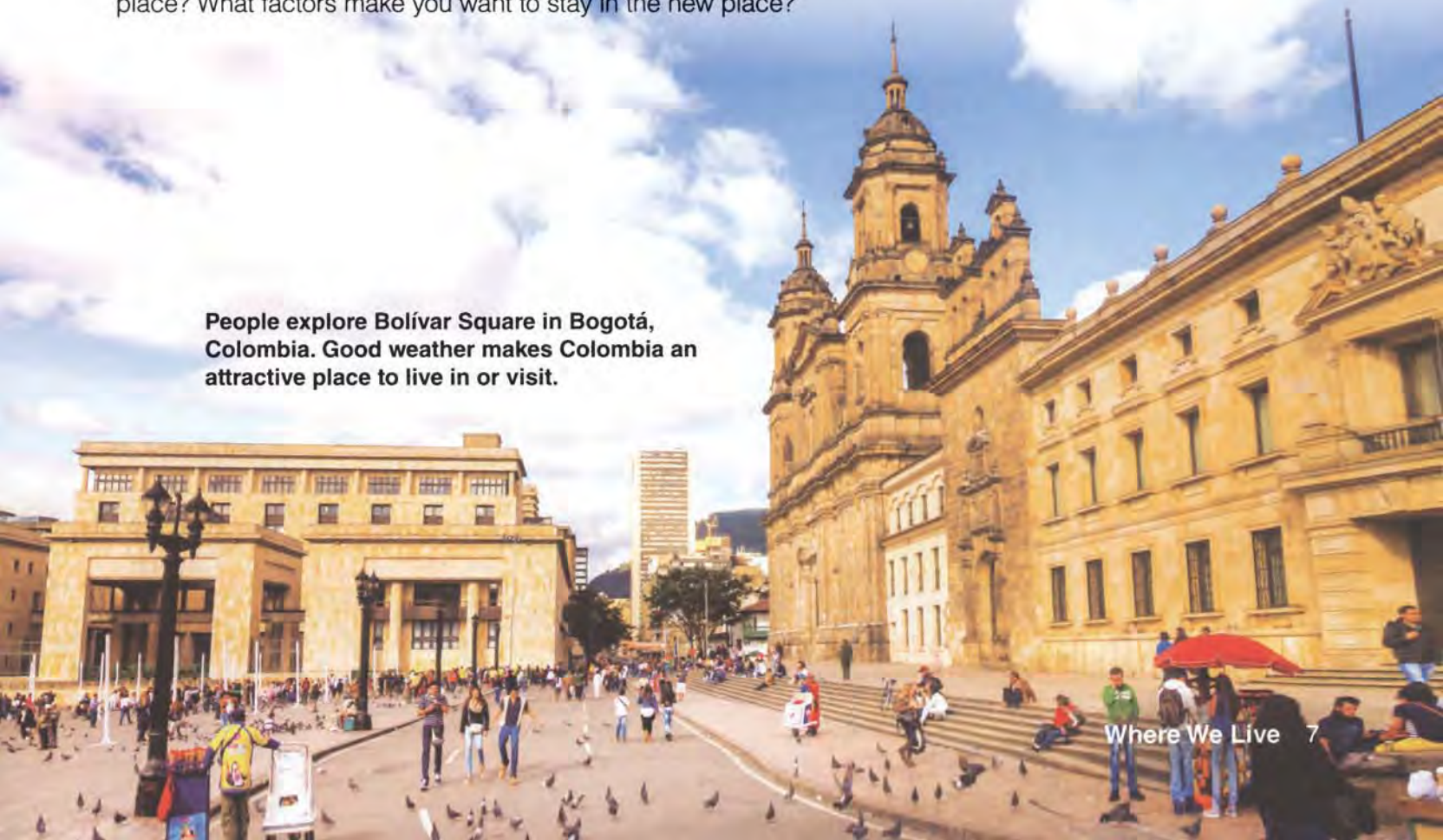
1. Come up with a good name for these factors.
2. Make a list of some examples of these factors.
3. Share your ideas with the class. Vote on the best name.



GOAL CHECK Discuss why people move

Think about the last time you moved somewhere (either on your own or with your family). Then, in pairs, take turns saying where you moved from and to. What push and pull factors were reasons for the move? How long you have lived in the new place? What factors make you want to stay in the new place?

People explore Bolívar Square in Bogotá, Colombia. Good weather makes Colombia an attractive place to live in or visit.



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- **real language** that helps learners communicate confidently.

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CEFR correlation

A1	A2	B1	B2
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