

NATIONAL  
GEOGRAPHIC  
LEARNING

TED TALKS

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NEW WORLD  
INTERACTIVE ENGLISH

新世界

交互英语 3 学生用书  
视听说

清华大学出版社



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视听说

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清华大学出版社

北 京

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#### 图书在版编目（CIP）数据

新世界交互英语. 视听说学生用书 3 / 文旭总主编；李成坚主编. —北京：清华大学出版社，2017  
ISBN 978-7-302-46297-2

I. ①新… II. ①文… ②莫… III. ①英语—听说教学—高等学校—教材 IV. ①H319.39

中国版本图书馆 CIP 数据核字（2017）第 021492 号

责任编辑：蔡心奕

封面设计：平原

责任校对：王凤芝

责任印制：王静怡

出版发行：清华大学出版社

网 址：http://www.tup.com.cn, http://www.wqbook.com

地 址：北京清华大学学研大厦 A 座 邮 编：100084

社总机：010-62770175 邮 购：010-62786544

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质量反馈：010-62772015, zhiliang@tup.tsinghua.edu.cn

印装者：北京盛通印刷股份有限公司

经 销：全国新华书店

开 本：210mm×285mm 印 张：8.75

字 数：246 千字

版 次：2017 年 3 月第 1 版

印 次：2017 年 3 月第 1 次印刷

定 价：49.00 元

产品编号：071817-01



《国家中长期教育改革和发展规划纲要（2010–2020年）》明确指出，要“适应国家经济社会对外开放的要求，培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”。《大学英语教学指南》提出，“大学英语课程应根据本科专业类教学质量国家标准，参照本指南进行合理定位，服务于学校的办学目标、院系人才培养的目标和学生个性化发展的需求”。

《新世界交互英语》是清华大学出版社站在国家外语教育与人才培养的战略高度，从美国圣智学习出版公司引进优质原版素材、精心打造出版的一套通用大学英语教材。为满足国内大学英语教学的实际需要，出版社邀请国内多所大学，在《大学英语教学指南》的指导下，对原版教材进行了改编。本套教材汇集全球顶尖品牌教学资源，贯彻启发性教学理念，以课堂教学为纽带，将全球化视野与学生真实生活联系起来，注重学生个性化发展需求，力求培养具有较高英语应用能力和跨文化交际能力的国际化人才。

## 一、教材特色

本套教材主要有以下特色：

### ① 素材来源：汇集全球顶尖品牌教学资源

本套教材的素材源自全球两大顶尖品牌教学资源：美国国家地理（National Geographic Learning）和TED演讲（TED Talks），为学生提供了大量原汁原味的视频、音频和图片\*，将世界各地的自然风光、风土人情、文化习俗带进课堂，以拓展学生的思维，并拓宽他们的国际化视野，从而达到提高学生语言应用能力和跨文化交际能力之目的。

### ② 编写理念：倡导启发性教学

本套教材将全球真实事件和精彩观点引入教学，结合中国传统文化和国情，注重思维训练，启发思考，以帮助学生理解中西文化差异，在培养学生听说读写译等英语应用能力的同时，着力培养其国际视野和创新精神，实现学生的全面发展。

### ③ 核心目标：用课堂连接世界与学生生活

本套教材以课堂教学为纽带，将多姿多彩的世界万象与触手可及的学生生活连接起来，让学生具有全球化视野的同时，关注自身生活，思考中国问题，并学会用英语去表达自己的思想，从而成长为兼具扎实英语基本功和敏锐批判性思维的国际化人才。

\*本教材配套的视、音频资源，请登录[www.tsinghuawaiyu.com](http://www.tsinghuawaiyu.com)，“点击进入”清华外语数字化学习平台，登录平台之后，到“公共资源”中下载。



## 二、改编思路

中方编写团队在对原版教材进行本土化改编过程中，做了适当的增补、替换和删减等工作。主要改编思路如下：

### ① 增补中国文化和中国国情内容

本教材注重培养学生对中国传统文化的认同，着力培养学生使用英语介绍中国文化的能力。在问题设计、练习改编方面重视本土问题，以帮助学生理解中西文化差异；在翻译、写作、口语活动中融入文化对比的元素，启迪学生对本土文化进行思考，培养其国际视野和中国情怀。

### ② 设计实用型和兴趣型练习

在设计练习时，适当参考了雅思、托福、大学英语四六级考试的题型，补充了更多的听、翻译等练习，增强了教材的实用性；同时，结合时代发展，我们在“读写译”系列中加入扫描二维码以获取更多主题阅读材料的新元素，以充分调动学生的学习兴趣 and 求知欲望，使他们在主动学习的过程中提高英语水平和综合素养。

### ③ 引入批判性思维训练和创新写作题型

本教材注重引导学生正确区分人物与观点、事实与解释、审美与判断、语言与现实、字面义与隐含义等，对问题进行批判性评价。“读写译”系列教材每个单元专门设计了一项针对批判性思维训练的练习，根据阅读模块内容启迪学生深度思考，进而提出独到见解；在写作能力培养上，设计了环环相扣、逻辑紧密的练习，体裁题材多样，积极鼓励创新写作，实现批判思维与创新写作的结合。

## 三、教材结构

本套教材分为“视听说”和“读写译”两个独立系列，每个系列包含学生用书和教师用书各四个级别。每个级别包含八个单元，每个单元可供四课时使用。

其中，“视听说”每个单元包含两大部分。第一部分主要围绕音频素材展开，包含A、B、C、D四个板块，分别对应四个教学目标（Goals）。第二部分的E、F两个板块主要包括视频素材和拓展练习，每个单元均包含美国国家地理录像视频Video Journal和拓展练习Further Practice，每两个单元之后含一个TED Talks视频。



“读写译”每个单元包含Reading、Writing和Translation三个部分。Reading部分包含两篇课文，Writing部分介绍若干个Writing Skills，Translation部分包含汉译英和英译汉两个篇章翻译练习。每个单元最后都设计了Weaving It Together综合和拓展板块，用以培养学生课下自学能力。

## 四、适用对象

本套教材适用于我国大学公共英语教学，也适用于成人自学。

## 五、编写团队

本套教材的总主编为西南大学文旭教授。“视听说”1-4册主编分别为：西南大学莫启扬、西南石油大学孙阳、西南交通大学李成坚、内蒙古大学段满福；“读写译”1-4册主编分别为：山东大学崔校平、哈尔滨理工大学姜毓锋、贵州师范大学刘瑾、西安电子科技大学马刚。来自全国近十所高校的几十名专家和骨干教师参与了本套教材的设计和编写，美国圣智学习出版公司的英语教育专家和教材编写专家对全书进行了审定。

在改编之前，我们广泛咨询了国内外英语教育领域的资深专家学者，开展了充分的调研和分析，确定了本套教材的改编理念和方案，最终使本套教材得以与广大师生见面。教材的改编凝聚了诸多专家学者的经验和智慧。在此，对为本套教材的改编和出版付出辛勤劳动的所有老师以及出版社的各位同仁表示衷心的感谢。由于水平有限，不足之处在所难免。我们真诚地希望大家提出宝贵意见，并在未来的修订中使之更趋完善。

文旭

2017年2月



# UNIT WALK-THROUGH

UNIT  
6

## Destinations

Warm-up questions stimulate students' previous knowledge and life experiences while providing teachers with useful leveling information.

Look at the photo, then answer the questions: 1. Do you know the name of this place? Where is it? 2. Do you enjoy traveling? Why?

Striking photographs from around the globe introduce students to the unit theme.

Clearly defined goals provide students with a "blueprint" that helps them visualize their learning.

### UNIT 6 GOALS

1. Discuss past vacations
2. Exchange information about vacations
3. Describe a personal experience
4. Describe a discovery from the past

Angkor in Cambodia was a "lost" city, but now the ruins are a tourist destination and World Heritage Site.

### A GOAL 1: Discuss Past Vacations



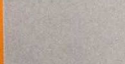
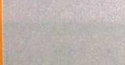
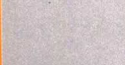
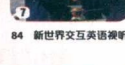
#### Vocabulary

A Match each of the photos to the action in the box. Write the numbers.

visit places of interest  
take a bus tour  
check in at the hotel  
if \_\_\_\_\_  
or \_\_\_\_\_  
back suitcases  
renters \_\_\_\_\_

these activities do you do before and during your vacation?

During



Clear and practical goals are presented, practiced, and mastered in each unit.



Frequent **Conversation** activities motivate students to practice natural language themselves after practicing with a model dialog.

### Conversation

A 401 Listen to the conversation. Choose the correct answer.

1. a. In Egypt. b. In Rome.  
c. In Italy. d. In Vienna.
2. a. For fifteen nights. b. For five nights.  
c. For one year. d. For a fortnight.

B 401 Listen to the conversation again and complete the travel log.

Last year, Maria and her family went to \_\_\_\_\_ for a vacation. Instead of going to \_\_\_\_\_, they chose \_\_\_\_\_ as their direct destination. There, they visited many places of interest, including the Doge's Palace. During their stay there, Maria and her family had a good time. On the sixth day, Maria and her family flew back home, bringing along with them \_\_\_\_\_ Christine, Maria's friend, thought that the \_\_\_\_\_ Maria bought was really a good deal.

C 402 Practice the conversation with a partner. Switch roles and practice it again.

D 403 Practice the conversation again and change the destinations where necessary. You can use the information in the chart below, or use your own ideas.

Country	Italy	United States	Great Britain
Capital	Rome	Washington, D.C.	London
Other city	Venice	Orlando	Edinburgh
Place of special interest	Doge's Palace	Disney World	Edinburgh Castle

### E 404 GOAL CHECK Discuss past vacations

Take turns talking about a vacation you took with a partner.

**Goal Check** activities on each spread highlight measurable outcomes and provide accessible navigation for teachers and students.



## B GOAL 2: Exchange Information About Vacations

In **Lesson B** students develop their oral skills through a natural progression of aural language input, pronunciation, and open-ended communication.

### Orlando

Orlando is a city in Florida in the United States. It is a major tourist destination, with an estimated 57 million tourists visiting each year. They come to Walt Disney World, Sea World, Universal Studios Florida, a large number of golf courses, and one of the biggest shopping malls in the United States. The city also has several important art museums. The population is around 250,000 people, with about 2 million people in the metro area.

### Listening

**A** **2** Listen to the conversation. Choose the correct answer.

- Chen is telling his friend about \_\_\_\_\_.  
a. his vacation   b. his work   c. his hobby   d. his likes and dislikes
- His friend is \_\_\_\_\_.  
a. bored   b. interested   c. tired   d. worried

**B** **2** Listen to the conversation again. Circle T for true or F for false.

- Chen went to Oklahoma. T   F
- He visited five theme parks. T   F
- He didn't like Sea World. T   F
- He went to the Spider-Man™ ride. T   F
- He visited Islands of Adventure. T   F
- He didn't try the Incredible Hulk Coaster. T   F

### Pronunciation: Reduction of *have to*, *has to*, *got to*

**A** **3** Listen to the pronunciation of *have to*, *has to*, and *got to*. Notice how they sound like *hafta*, *hasta*, and *gotta* in fast speech.

- I've **got to** finish my homework. (sounds like /gə-fo/) \_\_\_\_\_
- He **has to** clean the house. (sounds like /hæ-s/) \_\_\_\_\_
- Do you **have to** work tomorrow? (sounds like /hæ-fo/) \_\_\_\_\_

**B** Practice these sentences with a partner. Pay attention to *have to*, *has to*, and *got to*.

- Sorry, I **have to** leave now. 5. He **has to** \_\_\_\_\_
- I've **got to** apply for a visa. 6. Do you **have to** \_\_\_\_\_
- Rosa **has to** pack her suitcase. 7. You've **got to** \_\_\_\_\_
- They've **got to** stay after class. 8. Tomorrow \_\_\_\_\_

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**Pronunciation** exercises give students item-specific practice with reductions, stress, rhythm, intonation, and minimal pairs.

Students gain confidence and develop their speaking skills with guided **Communication** activities.

### Communication

**A** Read the travel blogs below. Fill in the blanks with the past tense of the verbs in parentheses.

#### From Zanzibar to Zebras

Africa » Tanzania » Dar es Salaam » Zanzibar » Arusha

[Read full story](#) | [Subscribe](#)

December 12th, 2016

**Day 1** Arrived (arrive) in Dar es Salaam. \_\_\_\_\_ (check) into hotel. \_\_\_\_\_ (unpack) suitcases. Went swimming.

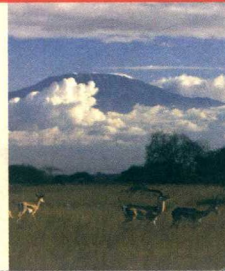
**Day 2** \_\_\_\_\_ (take) boat to the island of Zanzibar.

**Days 3–5** \_\_\_\_\_ (sunbathe) on the beach. \_\_\_\_\_ (go) diving.

**Day 6** \_\_\_\_\_ (fly) to Arusha. Saw Kilimanjaro. It's BIG!

**Days 7–10** \_\_\_\_\_ (take) a safari tour. \_\_\_\_\_ (see) hundreds of wild animals. Took lots of photos.

**Day 11** \_\_\_\_\_ (return) to Arusha. \_\_\_\_\_ (buy) souvenirs. Took plane to Dar es Salaam and then flew home. Great trip.



#### Mexico: Beaches and Pyramids

Mexico » Mexico City » Cancun » Tulum » Merida

[Read full story](#) | [Subscribe](#)

December 18th, 2016

**Day 1** Arrived (arrive) in Mexico City. \_\_\_\_\_ (take) subway to Chapultepec Park. \_\_\_\_\_ (go) to zoo.

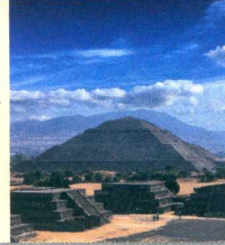
**Day 2** \_\_\_\_\_ (rent) a car. \_\_\_\_\_ (visit) the Pyramid of the Sun.

**Days 3–5** \_\_\_\_\_ (fly) to Cancun. \_\_\_\_\_ (go) to the beach.

**Day 6** Visited ruins at Tulum. \_\_\_\_\_ (watch) traditional dance show.

**Day 7** Colonial city of Merida. Took a bus tour of the city. \_\_\_\_\_ (drink) hot chocolate in market.

**Day 8** \_\_\_\_\_ (return) to Mexico City. Flew home.



**B** Choose one blog. With a partner, take turns asking each other questions about your vacation.

Where did you go next?

What did you do?

How long did you stay there?

Did you enjoy it? Why?

**C** **GOAL CHECK** Exchange information about vacations

Join another pair of students. Tell them about your partner's vacation from Exercise B.

Unit 6 Destinations 87



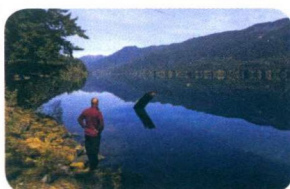
# UNIT WALK-THROUGH

## C GOAL 3: Describe a Personal Experience

### Language Expansion: Emphatic adjectives

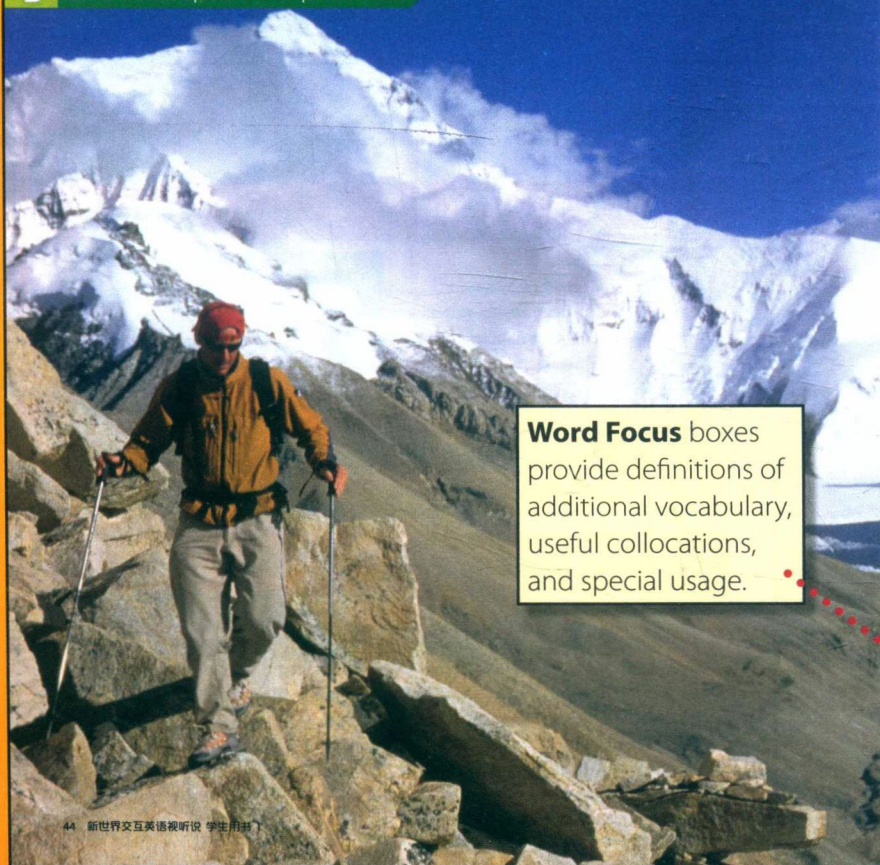
A For each picture below, choose two or three emphatic adjectives from the chart and write them down.

Adjectives	Emphatic adjectives			
good/nice	excellent	outstanding	magnificent	amazing
bad	awful	terrible	horrible	
interesting	fascinating			
tiring	exhausting			
dirty	filthy			
clean	spotless			
big	enormous	huge		



**Language Expansion** sections focus on specific areas that help students build language strategies and become more competent users of English.

## D GOAL 4: Share Special Travel Tips with Others



**Word Focus** boxes provide definitions of additional vocabulary, useful collocations, and special usage.

### Listening

A Discuss the questions with a partner.

1. What documents should you take when you travel abroad?
2. What should be packed in your bags when traveling abroad?
3. What do you think you should prepare if you are to take a flight at the airport?

B Listen to the passage. Fill in the blanks.

The traveling expert Mike Connelly wrote a book named \_\_\_\_\_, in which he shared some pointers on \_\_\_\_\_ and \_\_\_\_\_.

C Listen to the passage again. Circle T for true or F for false.

1. Some countries refuse to allow people to enter if their passport expires in less than six months. T F
2. Copies of your important documents and credit card should be kept in another bag. T F
3. Your house keys should be packed in your check-in luggage. T F
4. You'd better use good bags while traveling. T F
5. Airline food is usually good. T F

D Listen to the passage again and answer the questions.

1. Do you think the author enjoys traveling? \_\_\_\_\_
2. Why should you check the expiration date of your passport? \_\_\_\_\_
3. Why should you tie a sock to your bag? \_\_\_\_\_
4. Why should you take a good book when you travel? \_\_\_\_\_

### Word Focus

**expiration date** the date a thing comes to an end or can no longer be used

### Real Language

We use the expression *share some pointers* to say give advice.

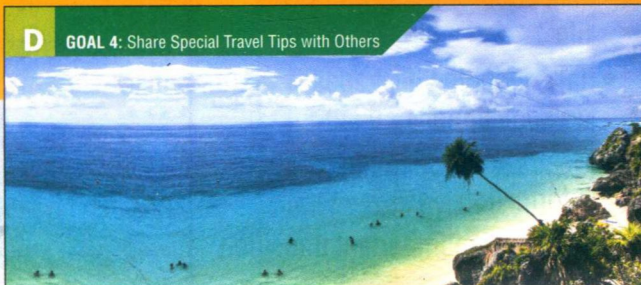
**Real Language** information boxes in every unit focus students' attention on frequently used phrases and how to use them.



## D GOAL 4: Share Special Travel Tips with Others

VIDEO JOURNAL: Beagle Patrol

E



▲ Riviera Maya, Mexico

### Communication

**A** You have won a vacation for two people and you can choose where to go. Choose one of the following and be ready to say why you chose it.

- Resort in Mexico
- Historical tour of Angkor Wat, Cambodia
- Trekking in the Himalayas
- Adventure tourism in New Zealand

**B** Compare your answer with your partner's.

... because ...

- maps
- money belt
- guidebook
- sunglasses
- hair dryer
- penknife
- smartphone
- water sterilization tablets
- umbrella

**GOAL CHECK** Share special travel tips with others

Talk with a partner about your travel tips for your next vacation. Then share them with the class.

### Communication

activities allow students to take content and apply it to real-world situations.

Before You Watch

**A** Choose

detect

ment

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Students conclude the unit by watching an authentic but carefully-graded **National Geographic video** clip. This application of students' newly acquired language skills is a part of the on-going unit assessment system and serves as a motivating consolidation task.

## FURTHER PRACTICE: Andy's Vacation

F

### Listening

**A** Andy is writing to Jesse about his vacation. Listen to the story of his vacation. Choose the correct answer.

1. Andy stayed at \_\_\_\_\_

a small town d. home

short d. interesting

huge but nice d. small but clean

delicious d. boring

in the chart below? Listen to the songs.

☹ ☺

1. his vacation		
2. the airplane		
3. the beach		
4. the hotel		
5. the food		
6. the bus tour		
7. the souvenirs		

### Communication

**A** You took a vacation in London last summer. With the vacation information given below, write an e-mail to your friend about it. Research the places if needed.

#### Your London tour

- fly to Heathrow Airport
- see Buckingham Palace
- five days in a big hotel
- take a boat trip on the Thames River
- eat in English restaurants
- buy souvenirs in famous department stores
- visit the Tower of London



Unit 6 Destinations 95

Further Practice provides additional theme-related listening exercises and supports the development of skills through a variety of activities.

## TED TALKS

Kent Larson Architect  
BRILLIANT DESIGNS TO FIT MORE  
PEOPLE IN EVERY CITY

### Before You Watch

**A** Do you know what these words mean? Match each space (place) to its function (use).

#### Functions

guest room dance exercise

work hang out relax

#### Spaces

1. office 2. studio

3. living room 4. gym

5. guest bedroom

6. kitchen

7. bedroom

8. bathroom

9. dining room

10. garden

11. swimming pool

12. garage

13. doctor's office

14. library

15. museum

16. park

17. school

18. shopping center

19. restaurant

20. hotel

21. airport

22. train station

23. bus stop

24. subway station

25. parking lot

Students also watch a **TED Talk** every two units. These videos are accompanied by three- or four-page sections which allow students to build upon prior instruction to communicate about issues that affect their community and the world.

5. In Rome, Americans **convert** their dollars (\$) to euros (€).

**C** You are going to watch a TED Talk about a new way to design a house. Look at the pictures and the quotes on the next page. What do you think you will see?

1. A gym that converts into a dining room.
2. An apartment with walls that move.
3. A family that lives in a big space.

### While You Watch

**A** Watch the TED Talk. Place a check mark (✓) next to the items that you see in the video.

- \_\_\_ an architect
- \_\_\_ a kitchen
- \_\_\_ an office
- \_\_\_ a doctor
- \_\_\_ a garage
- \_\_\_ a bedroom
- \_\_\_ a dining room
- \_\_\_ a garden
- \_\_\_ a gym
- \_\_\_ a swimming pool




# CONTENTS

UNIT  
1

Transitions

Page 2



- Unit Goals
- Talk about milestones in your life
  - Talk about the best age to do something
  - Use *how* questions to get more information
  - Describe an important transition in your life

Vocabulary

Stages of life  
Adjectives for age

UNIT  
2

Luxuries

Page 14



- Unit Goals
- Explain how we get luxury items
  - Talk about needs and wants
  - Discuss what makes people's lives better
  - Evaluate the effect of advertising

Vocabulary

Luxury items  
Import/export items

TEDTALKS


Video Page 27

Charlie Todd: The Shared Experience of Absurdity

UNIT  
3

Nature

Page 32



- Unit Goals
- Use conditionals to talk about real situations
  - Talk about possible future situations
  - Describe what animals do
  - Discuss a problem in nature


Vocabulary

Nouns and adjectives to describe animals  
Adverbs of manner

UNIT  
4

Life in the Past

Page 46



- Unit Goals
- Discuss life in the past
  - Contrast different ways of life
  - Compare today with the past
  - Talk about a historical wonder

Vocabulary

Life in the past  
Separable phrasal verbs

TEDTALKS

Video Page 59

Hans Rosling: The Magic Washing Machine



Listening	Speaking and Pronunciation	Video Journal	Further Practice
<p>General and focused listening</p> <p>A radio program: Healthy tips from an Okinawan centenarian</p> <p><b>TED TALKS</b> "Living Beyond Limits"</p>	<p>Talking about something you did</p> <p>Discussing the best age for life transitions</p> <p>The schwa sound /ə/ in unstressed syllables</p>	<p><b>National Geographic:</b> "Nubian Wedding"</p>	<p>"Celebrating Transitions"</p>
<p>Focused listening</p> <p>Discussions: The world flower market</p> <p><b>National Geographic:</b> "Perfume: The Essence of Illusion"</p>	<p>Discussing luxuries and necessities</p> <p>Talking about improving your life</p> <p>Sentence stress—content words vs. function words</p>	<p><b>National Geographic:</b> "Coober Pedy Opals"</p>	<p>"Where Does Silk Come From"</p>
<p><b>Unit 10: Endangered Species</b></p>			
<p>General and focused listening</p> <p>A radio program: The bluefin tuna</p> <p><b>TED TALKS</b> "How Poachers Became Care-takers"</p>	<p>Talk about issues that affect nature</p> <p>Role-playing to promote environmental action to make oceans sustainable</p> <p>Phrases in sentences</p>	<p><b>National Geographic:</b> "Happy Elephants"</p>	<p>"Elephants or People?"</p>
<p>General and focused listening</p> <p>A lecture: The Sami people</p> <p><b>National Geographic:</b> "Lord of the Mongols"</p>	<p>Talking about how technology has changed our lives</p> <p>Discussing daily life in the past</p> <p>Reduction of <i>used to</i></p>	<p><b>National Geographic:</b> "Searching for Genghis Khan"</p>	<p>"Living History at Jamestown Settlement"</p>



# CONTENTS

## UNIT 5

### Careers

Page 64



#### Unit Goals

- Discuss career choices
- Ask and answer job-related questions
- Talk about career planning
- Talk about innovative jobs

#### Vocabulary

Careers and jobs  
Participial adjectives

## UNIT 6

### Celebrations

Page 78



- Describe a festival
- Compare holidays in different countries
- Talk about celebrations
- Share opinions about holidays

Festivals and holidays  
Expressions for celebrations

## TED TALKS

Video Page 91 **Beverly and Dereck Joubert: Life Lessons from Big Cats**

## UNIT 7

### The Mind

Page 96



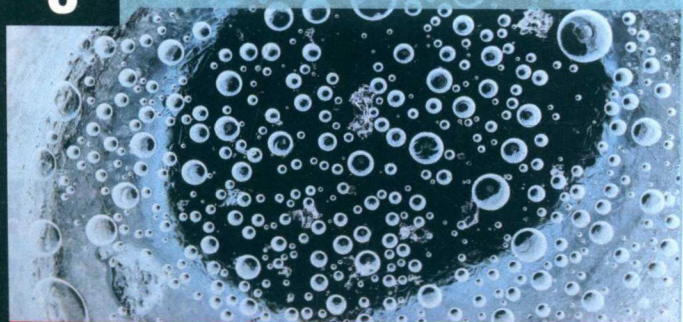
- Talk about learning strategies
- Talk about your senses
- Talk about your fears
- Describe an emotional experience

Thought processes  
Scientific studies

## UNIT 8

### Changing Planet

Page 108



- Suggest solutions to environmental problems
- Discuss causes and effects
- Talk about invasive species
- Discuss effects on the future

Environmental changes  
Large numbers

## TED TALKS

Video Page 122 **Sylvia Earle: My Wish—Protect Our Oceans**




Listening	Speaking and Pronunciation	Video Journal	Further Practice
<p>General and focused listening</p> <p>An interview: A restaurant owner in Thailand</p> <p><b>TED TALKS</b></p> <p>"Making Filthy Water Drinkable"</p>	<p>Discussing career choices Intonation in questions</p>	<p><b>National Geographic:</b></p> <p>"Trinidad Bird Man"</p>	<p>"Dream Jobs: Mona Davis"</p>
<p>General and focused listening</p> <p>Discussions: Local celebrations or holidays</p> <p><b>National Geographic:</b></p> <p>"Starting a New Tradition"</p>	<p>Comparing different international celebrations</p> <p>Talking about personal celebrations</p> <p>Question intonation with lists</p>	<p><b>National Geographic:</b></p> <p>"Young Riders of Mongolia"</p>	<p>"The Oldest Celebration in the World"</p>
<p>Listening for general understanding and specific information</p> <p>A radio program about the unusual condition of synesthesia</p> <p><b>National Geographic:</b></p> <p>"In Your Face"</p>	<p>Talking about sensations</p> <p><i>Th</i> sounds</p>	<p><b>National Geographic:</b></p> <p>"Memory Man"</p>	<p>"The Mind-Body Connection"</p>
<p>General and focused listening</p> <p>Climate change</p> <p><b>TED TALKS</b></p> <p>"Salvation (and Profit) in Greentech"</p>	<p>Discussing cause and effect</p> <p>Linking words together</p>	<p><b>National Geographic:</b></p> <p>"The Netherlands: Rising Water"</p>	<p>"What Can One City Do?"</p>



Listening	Speaking and Pronunciation	Video Journal	Further Practice
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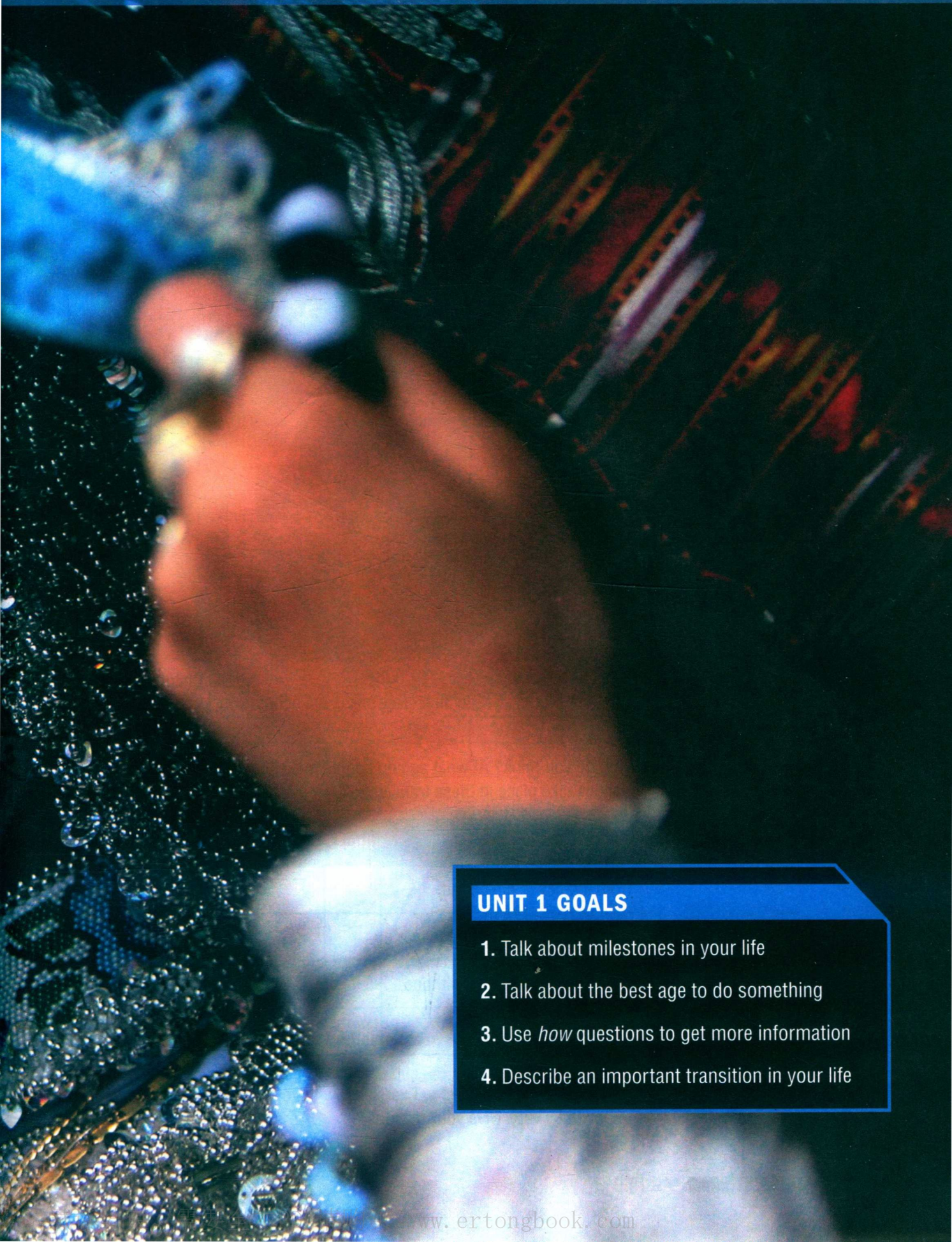
Kosovar Bosnian bride preparing for traditional wedding in Donje Ljubinje located in the Shar Mountains between Kosovo and Macedonia



Look at the photo, then  
answer the questions:

**1** What is happening in  
the picture?

**2** What are some important  
*transitions* in life?



### UNIT 1 GOALS

1. Talk about milestones in your life
2. Talk about the best age to do something
3. Use *how* questions to get more information
4. Describe an important transition in your life