

TEDTALKS

Inspiring Communication

WORLD ENGLISH³

THIRD EDITION

 **NATIONAL
GEOGRAPHIC**
LEARNING

WORLD ENGLISH³

THIRD EDITION

Real People • Real Places • Real Language

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Unit	Unit Goals	Grammar	Vocabulary
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 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 Melting Pot 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	Vocabulary
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 <i>Your passport must be shown.</i> <i>The flight might be delayed.</i></p> <p>Indirect Questions <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 <i>He's very competitive, isn't he?</i></p> <p>Adjective Clauses 2 <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 <i>Weren't you really scared?</i> <i>Hasn't his illness improved?</i></p> <p>Adverbials of Time <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 <i>It's a possibility that an earthquake could have happened.</i></p> <p>Noun Clauses <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> <i>I should have applied for a scholarship.</i></p> <p>The Future in the Past <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 <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 <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</p> <p>An Interview:</p> <p>Self-Driving Vehicles</p>	<p>Talking about Transportation</p> <p>Discussing Reviews</p> <p>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</p> <p>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</p> <p>A Radio Interview:</p> <p>Running a Marathon</p>	<p>Discussing Competition</p> <p>Comparing and Contrasting Two Topics</p> <p>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</p> <p>In this TED Talk, Minda Dentler describes the personal challenges of a triathlon competition.</p>
<p>Focused and General Listening</p> <p>A Radio Interview:</p> <p>The Job of a Stunt Person</p>	<p>Talking about Dangerous Jobs</p> <p>Giving Clear Instructions</p> <p>Consonant Clusters</p>	<p>Is Too Much Safety a Risk?</p>	<p>Writing Clear Instructions</p>	<p>An Everyday Danger</p> <p>In this National Geographic video, we learn about the difficulties of living with allergies.</p>
<p>Listening for General Understanding</p> <p>A Conversation:</p> <p>Discussing Historical Figures</p>	<p>Talking about Studying the Past</p> <p>Describing Mysterious Objects</p> <p>Intonation for Lists</p>	<p>Back to the Moon?</p>	<p>Writing a Description</p>	<p>From Ancient to Modern</p> <p>In this National Geographic video, we learn how ancient cultures have influenced our contemporary culture.</p>
<p>Listening for General Understanding</p> <p>A Talk:</p> <p>Research into the Experience of Learning</p>	<p>Talking about Learning</p> <p>Describing Problems and Solutions</p> <p>Enunciation</p>	<p>Games: More Than Just Fun</p>	<p>Writing an Email</p> <p>Giving Suggestions</p>	<p>Sola Power</p> <p>In this National Geographic video, Shabana Basij-Rasikh explains the importance of education for girls.</p>
<p>General and Focused Listening</p> <p>A Podcast:</p> <p>Competition and Innovation</p>	<p>Talking about Positive Outcomes</p> <p>Discussing Purposes and Results</p> <p>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</p> <p>In this TED Talk, Simone Giertz describes how playing and asking questions can lead to innovation.</p>

The Good Life

Teenage workers playing
in a textile factory in
Rajasthan, India



Look at the photo and answer the questions:

1 What do you see in the photo?

2 Why do you think these teenagers are doing this?



UNIT 4 GOALS

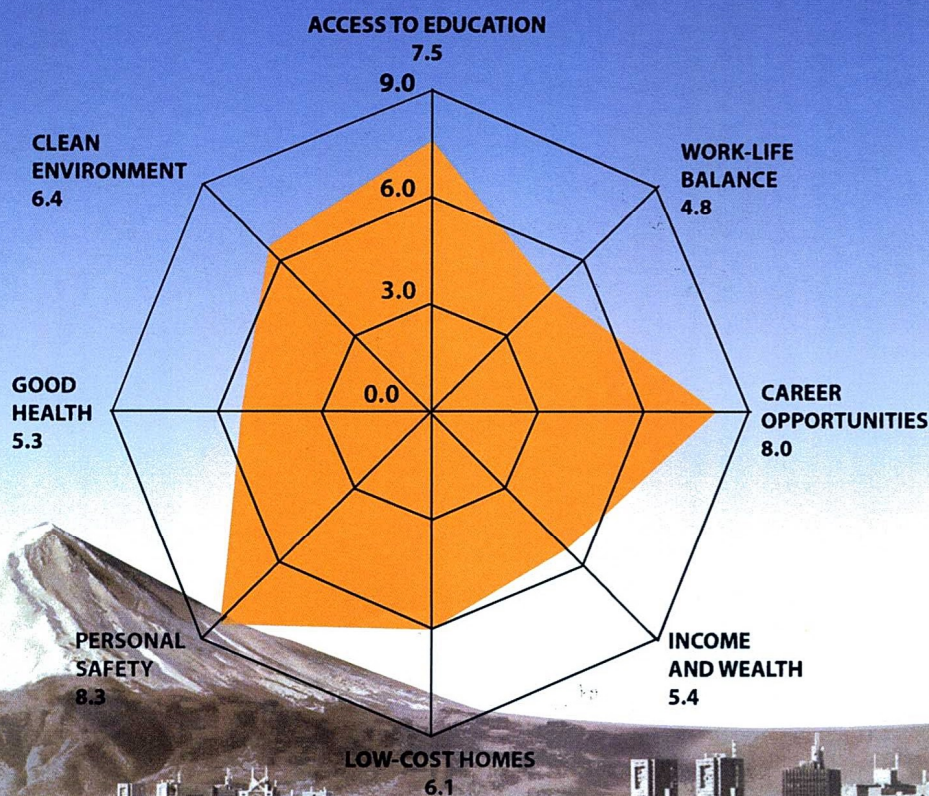
- A.** Talk about the Things You Value
- B.** Discuss Important People or Events
- C.** Discuss Good Financial Habits
- D.** Talk about Great Jobs
- E.** Express Agreement or Disagreement

GOAL Talk about the Things You Value

Vocabulary

A Read the text. In pairs, discuss its main idea.

What People in Japan Value Most in Life



To find out about the things that people **value** most in life, the Organisation for Economic Co-operation and Development (OECD) asked people in many countries. The OECD's questions asked people to give a score for several **criteria**, or topics, based on how good they felt about these parts of their lives. The average score for all topics is the overall level of life **satisfaction** in that country. The criteria were: having **access** to high-quality education; being able to find a **balance** between work and other parts of life; having good **opportunities** for a successful **career**; making a good **income** and having enough **wealth**; being able to **afford** a nice home; feeling safe; having good health and access to high-quality medical care; and living in a clean environment.

B Complete each definition with a word in **blue** from the text.

- _____ are situations that give you the possibility to do something.
- _____ are the things you think about when you judge something.
- _____ is how much money or valuable goods a person has.
- A _____ is your job or the work you do during your working life.
- To _____ something means having enough money to buy it.
- To _____ something means to think that it is very important.
- Having _____ to a thing means you have the right to use or see it.
- Two things that are in _____ have the same weight or importance.
- Your _____ is the money that you get from working or investing.
- Your _____ with a thing is how happy and good you feel about it.

WORD FOCUS

Investing is the process of using money to try to make more money.

C Expand your vocabulary. Complete this table in pairs. Use a dictionary if necessary.

Noun	Verb	Adjective
balance	(1) _____	balanced
access	(2) _____	(3) _____
satisfaction	(4) _____	satisfied
(5) _____	afford	(6) _____
(7) _____	value	(8) _____

D MY WORLD In small groups, discuss these questions. Explain your answers.

1. What is more important: access to good education or to high-quality healthcare?
2. Some people say satisfaction comes from having wealth. Do you agree?

Grammar

Infinitives and *-ing* Forms 2

Both infinitives and <i>-ing</i> forms can be the subject of a sentence.	Finding out / To find out the information is important.
Infinitives can give more information about some nouns and adjectives.	She doesn't have enough <u>time</u> to do it. It is <u>important</u> to finish it soon.
<i>-ing</i> forms can be the object of a preposition.	He is good <u>at</u> doing that.

E In pairs, find and underline examples of infinitives and *-ing* forms in **A**. Then in **B**, rewrite definitions 5 and 6 to start with an *-ing* form and definition 7 to start with an infinitive.

F Complete each sentence with the correct form of the word in parentheses.

1. I need _____ (save) money to afford a home.
2. _____ (stay) healthy is important.
3. She is interested in _____ (change) her career.
4. I need more opportunities _____ (learn).



GOAL CHECK Talk about the Things You Value

1. Decide how much you value each of the eight criteria in the chart in **A**. Assign a score, from 8 points for the most important thing to 1 point for the least important one.
2. In a small group, calculate the average score for each criterion. Use the average score to create a chart like the one in **A**.
3. Compare your chart with other groups. How are they similar and different?

B

GOAL Discuss Important People or Events



A lollipop is a type of candy.

Listening

- A** Add an *-ing* phrase to complete this sentence about your life. For example, you might write *Coming to this country...* or *Going to school...*

_____ changed my life.

- B** In groups, share and discuss your sentences from **A**. Then, discuss these questions.

1. What is more likely to change people's lives: a person or a thing? Why?
2. What is more likely to improve people's lives: a small change or a big one? Why?

- C** 18 Listen to a conversation between two friends and take notes. Then put the events in the order they happened.

1. Josh tells a story about a man named Drew.

Josh's story

- _____ a. Drew Dudley's actions and words changed the woman's life.
- _____ b. The woman thought about leaving school and going home.
- _____ c. The woman met Drew Dudley when he was giving out lollipops.
- _____ d. The woman was worried about starting college.

2. Ian tells a story about something his teacher did.

Ian's story


- _____ a. Ian's teacher wrote the message on the board.
- _____ b. Other students were not nice to the new boy.
- _____ c. The message made Ian change how he acted.
- _____ d. The new boy became a student at Ian's school.

- D** Discuss these questions in small groups.

1. How could you explain the idea of a "lollipop moment" to someone who has never heard of it?
2. Is it always a good idea to thank people who did or said something that changed your life? Why?

Pronunciation: Saying To

In most cases, to has a short vowel sound (/tə/).	She decided to leave college. /tə/
In some common expressions, to links to the previous word and the /t/ sound is not pronounced.	She's going to stay with friends. /gəne/
When to begins or ends a sentence, or when the speaker wants to emphasize it, to has a long vowel sound (/tu/).	She said she doesn't know how to . /tu/

E  19 In pairs, take turns saying **to** with either a short or long vowel sound in these parts of the conversation from **C**. Check (✓) which pronunciation sounds best. Then listen and check your answers.

- | | short (/tə/) | long (/tu/) |
|---|--------------------------|--------------------------|
| 1. a woman spoke to him one day | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. she wanted to go home, in fact | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. wanted people to donate money | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. it was dangerous to take candy | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. staying at college and decided to . | <input type="checkbox"/> | <input type="checkbox"/> |

Communication

F In pairs, take turns asking and answering these questions.

- What do you want to do over the weekend?
- What is one thing you used to do a lot?
- What is something you are going to do later?
- Who is the last person you gave a gift to?



GOAL CHECK Discuss Important People or Events

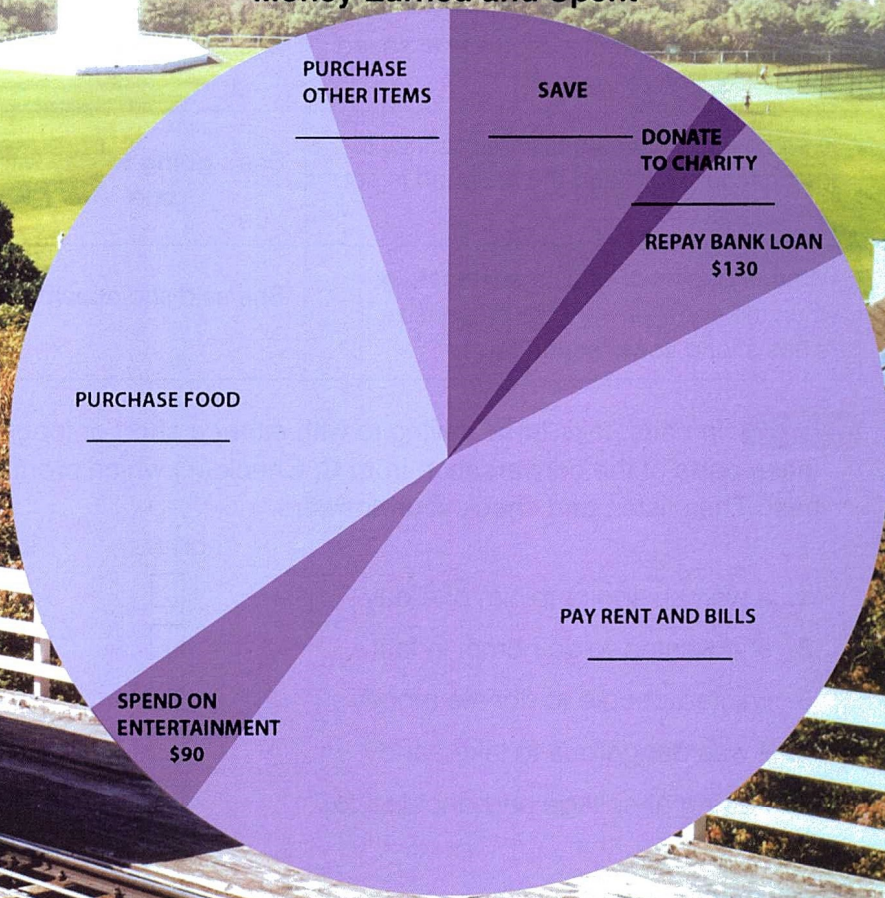
- Complete the notes about an important person or event from your life.

Person / Event: _____
 When it happened: _____
 What happened: _____
 How it changed you: _____
 What you said to this person / what you would like to say / what you said to others about the event: _____

- In small groups, take turns talking about the important person or event. When it is your turn to listen, take notes. Then use your notes to ask questions after the speaker has finished.

C GOAL Discuss Good Financial Habits

Money Earned and Spent



A

\$30
\$100
\$200
\$600
\$850

Language Expansion: Expressions Related to Money

A Together, David and Alessandra earn \$2,000 each month. The pie chart shows what they do with their money. In pairs, complete the chart using the numbers in box A. Then match each word or phrase in box B to its synonym on the chart.

B

buy
give
make
pay back
set aside

Conversation

B 20 In pairs, complete the conversation using words from box B. Then listen to check your answers.

Alessandra: David! I have great news! I was given a promotion today at work.

David: That's fantastic! Congratulations! You really deserve it.

Alessandra: Starting next month, I'm going to (1) _____ \$500 more per month.

David: Wow! That's going to make a big difference in our lives.

Alessandra: I know. Should we invest it or (2) _____ our bank loan more quickly?

David: Let's repay our loan. And I think we should (3) _____ more money each month. I want us to (4) _____ a house so that we don't have to pay rent every month. The rent was raised a lot this year!

Alessandra: I agree. And if anything is left after our bills have all been paid, we could (5) _____ a little more money to charity, too.

SPEAKING STRATEGY

Showing excitement

That's fantastic!
That's wonderful!
Congratulations!
Wow!

C MY WORLD In small groups, take turns answering these questions:

1. Do you do the same things with your money as David and Alessandra?
2. How often do you do these things?

D In groups, imagine you will get an extra \$500 each month. Discuss different things you could do with the money. What are the pros and cons of each idea?

WORD FOCUS

The **pros** and **cons** of something are its advantages and disadvantages.

Grammar

The Passive 2

The passive is often used with simple verb forms.	He is / 's given the money every week. (simple present) He was given the money last week. (simple past) He will / 'll be given the money next week. (future) He has / 's been given the money this week. (present perfect)
The passive can also be used with continuous forms to talk about things that were, are, or will be in progress at a certain time.	He is / 's being given the money right now. (present continuous) He was being given the money yesterday at 11 a.m. (past continuous)

E In pairs, find and underline two examples of the passive in the conversation in **B**. Is each example present, past, present perfect, or future?

F Work with a different partner. Use the cues to write passive sentences. Use the information in the chart to help you.

1. the bills / pay (present perfect) _____
2. the money / donate to / charity (simple past) _____
3. the items / purchase / next week (future) _____
4. the bank loan / repay (past continuous) _____
5. the rent / pay / every month (simple present) _____
6. the food / buy / now (present continuous) _____



GOAL CHECK Discuss Good Financial Habits

1. Write a list of three financial habits that can help you live a better life.
2. Share your list with a partner. Discuss the pros and cons of each habit and choose the best four.
3. Join another pair of students. Share your lists. Discuss the pros and cons of each habit and choose the best five.
4. Share your group's list with the class. After every group has shared their list, vote on the six best financial habits.
5. In your group, discuss which of the six habits you will start doing and why.

Reading**A** In pairs, match the words to their definitions.

- | | |
|---------------------|---------------------------|
| 1. busy ____ | a. causing a lot of worry |
| 2. challenging ____ | b. extremely tiring |
| 3. depressing ____ | c. hard or difficult |
| 4. exhausting ____ | d. having a lot to do |
| 5. low-paid ____ | e. making one feel sad |
| 6. stressful ____ | f. providing little money |

B Read the text. Write **T** for *true* **F** for *false* or **NG** if the information is *not given* in the text.

- ____ 1. People who do not feel life satisfaction may not take on challenges at work.
- ____ 2. Dan Price raised his staff's salary to \$75,000 a year.
- ____ 3. Perpetual Guardian's plan was good for workers as well as for the company.
- ____ 4. People who work at Airbnb can travel to another country for work or fun.

C In groups, discuss who you would most like to work for: Dan Price, Perpetual Guardian, or Airbnb? Why?**GOAL CHECK**

In pairs, imagine that you run a company and want to make a change to improve workers' lives.

1. Discuss the benefits of each option and choose one from each category.
2. Share your options and reasons with the class. Whose company offers the best benefits?

Pay benefits

get a salary of \$75,000 a year / get a bonus when the company does well

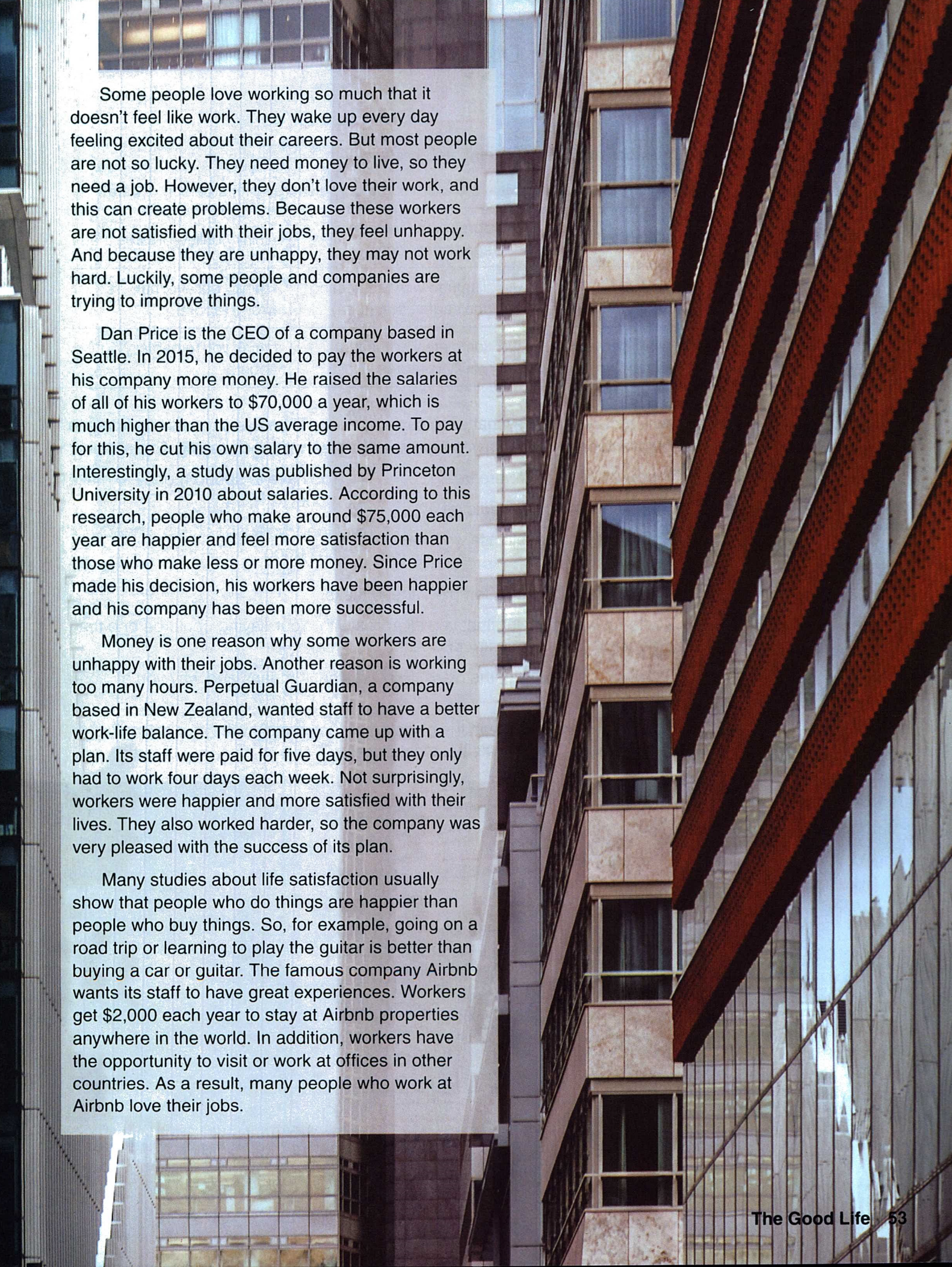
Time benefits

work just four days a week / get eight weeks off a year / work from home once a week

Other perks

spend one morning a week on personal projects / get free gym membership / get free lunch at the office

Want a better job? Work for a better company



Some people love working so much that it doesn't feel like work. They wake up every day feeling excited about their careers. But most people are not so lucky. They need money to live, so they need a job. However, they don't love their work, and this can create problems. Because these workers are not satisfied with their jobs, they feel unhappy. And because they are unhappy, they may not work hard. Luckily, some people and companies are trying to improve things.

Dan Price is the CEO of a company based in Seattle. In 2015, he decided to pay the workers at his company more money. He raised the salaries of all of his workers to \$70,000 a year, which is much higher than the US average income. To pay for this, he cut his own salary to the same amount. Interestingly, a study was published by Princeton University in 2010 about salaries. According to this research, people who make around \$75,000 each year are happier and feel more satisfaction than those who make less or more money. Since Price made his decision, his workers have been happier and his company has been more successful.

Money is one reason why some workers are unhappy with their jobs. Another reason is working too many hours. Perpetual Guardian, a company based in New Zealand, wanted staff to have a better work-life balance. The company came up with a plan. Its staff were paid for five days, but they only had to work four days each week. Not surprisingly, workers were happier and more satisfied with their lives. They also worked harder, so the company was very pleased with the success of its plan.

Many studies about life satisfaction usually show that people who do things are happier than people who buy things. So, for example, going on a road trip or learning to play the guitar is better than buying a car or guitar. The famous company Airbnb wants its staff to have great experiences. Workers get \$2,000 each year to stay at Airbnb properties anywhere in the world. In addition, workers have the opportunity to visit or work at offices in other countries. As a result, many people who work at Airbnb love their jobs.

GOAL Express Agreement or Disagreement

Communication

Communication Skill: Agreeing and Disagreeing

When speaking and writing, it is common to agree or disagree with a person or idea.

Expressing agreement	I agree with (something) I agree that (idea)	I think / believe it's true that...
Expressing disagreement	I disagree with (something) I don't agree that (idea)	I think / believe that... is wrong (about)...
Expressing degrees of agreement	I completely agree that... I mostly disagree with...	I think you're partially right about...

WORD FOCUS

A **saying** is a well-known phrase about life that many people agree with.

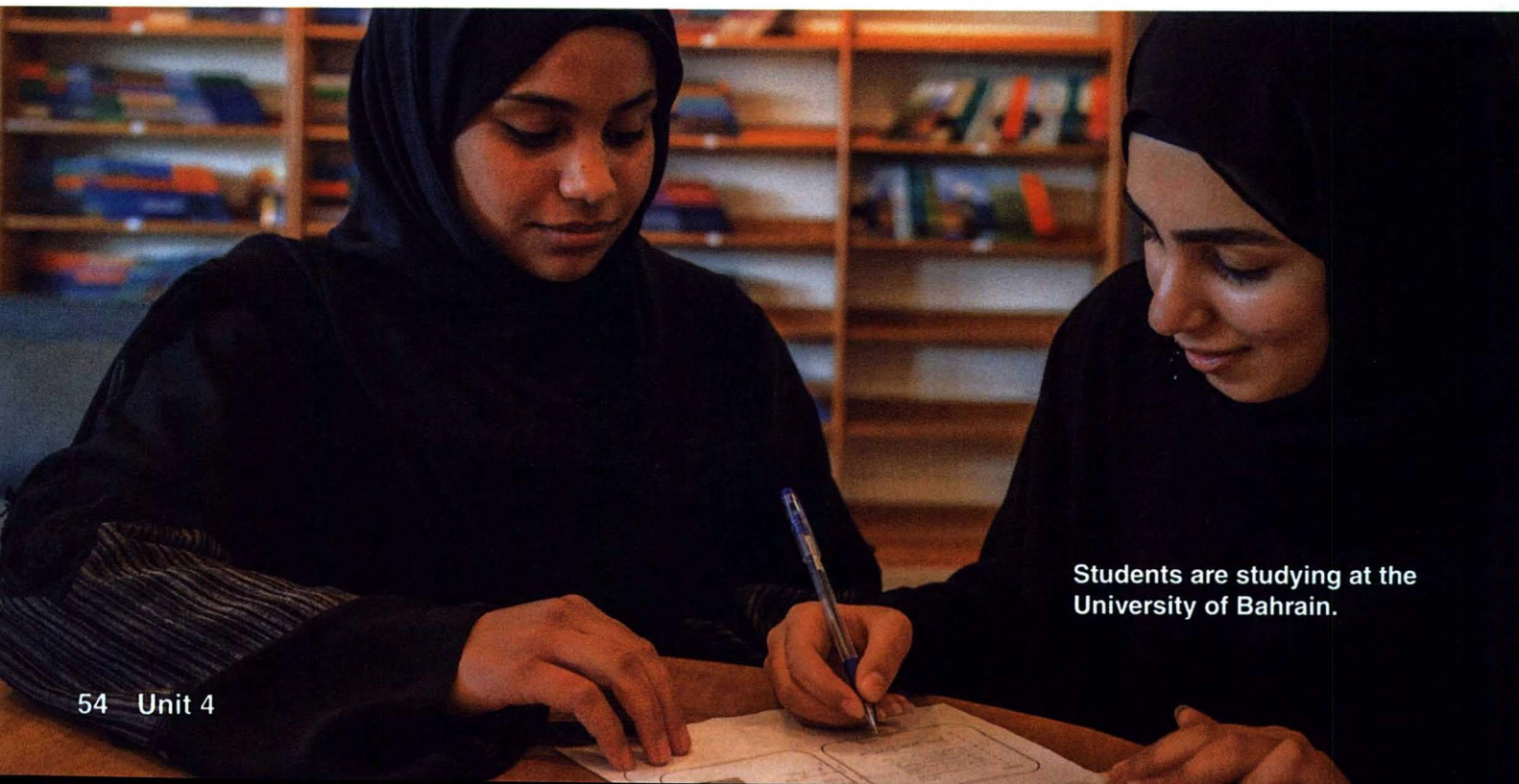
Laughter is the thing you do and the sound you make when you laugh.

A In small groups, discuss what each saying means. Then use expressions from the box above to say how much you agree or disagree with each saying. Explain why.

1. The best things in life are free.
2. Laughter is the best medicine.
3. Good things come to those who wait.
4. You have to spend money to make money.
5. Good work isn't cheap; cheap work isn't good.

B Work in a different group. Complete these tasks.

1. Come up with a saying that you all agree with. Your saying could be one that is common in your country or one that you make up.
2. Share your saying with the class. Explain what it means and why you all agree with it.
3. How many other people in the class agree completely with your saying? Which group's saying was the most popular?



Students are studying at the University of Bahrain.

Writing

C In pairs, read the paragraph. Then answer the questions by writing sentence numbers in the spaces.

(1) A common saying is that "education can unlock any door." (2) In my opinion, this saying means that having a good education can help people do new things. (3) I mostly agree with this idea. (4) The reason is that I think education does give people more opportunities in life. (5) For example, my sister went to college for four years. Because of her good education, she was able to get a great job with a high salary. She also enjoys a good work-life balance. (6) However, my brother did not finish high school. Because he did not complete his education, he cannot find a good job. (7) So this is why I mostly agree that "education can unlock any door."

- ___ 1. Which sentence adds a concluding sentence?
- ___ 2. Which sentence explains the meaning of the saying?
- ___ 3. Which sentence gives a reason for a point of view?
- ___ 4. Which sentence gives an example to support an opinion?
- ___ 5. Which sentence includes a second, contrasting, example?
- 1 6. Which sentence introduces the saying to be discussed?
- ___ 7. Which sentence states the degree of agreement?

D Choose a saying from **A** and complete the paragraph in your own words.

A common saying is that _____

In my opinion, this saying means that _____

I _____ with this idea.

The reason is that _____

For example, _____

However, _____

So, this is why _____



GOAL CHECK Express Agreement or Disagreement

Choose one of the other sayings in **A** and write a paragraph to say how much you agree or disagree with it. 1. Use the paragraph on this page as a guide. 2. Share your writing with a partner. 3. Take turns helping each other find and fix mistakes. 4. Then, write and submit a second draft.

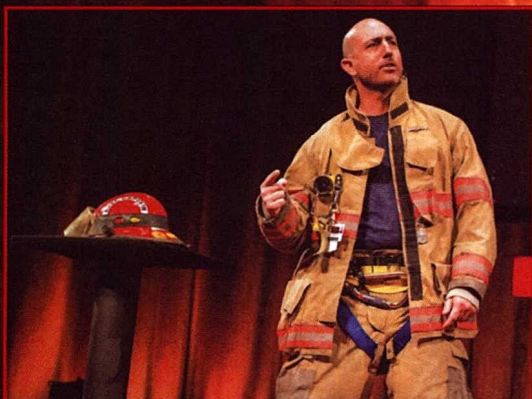
VIDEO JOURNAL

TEDTALKS

A LIFE LESSON FROM A VOLUNTEER FIREFIGHTER

MARK BEZOS

Head of Development, Robin Hood;
Volunteer Firefighter



Mark Bezos's **idea worth spreading** is that every act of generosity matters—even the small ones. Watch Bezos's full TED Talk on [TED.com](https://www.ted.com/talks/mark-bezos-the-idea-worth-spreading)

- A** You will watch a TED Talk by Mark Bezos. Read the information. Then discuss the questions in pairs.

Mark Bezos is a busy man. He works in New York City at Robin Hood, a charity that helps people who do not have enough money to live. When he's not working, Mark spends time with his wife and four children. He also volunteers as a firefighter in New York state and works as a director at the Bezos Family Foundation. Mark's older brother, Jeff Bezos, is another of the directors.

1. Do you agree that Bezos probably cares about helping other people? Why?
2. What do you think Bezos's best memory of volunteering as a firefighter is? Why?

- B** Watch Mark Bezos's TED Talk once and check your answers to the questions in **A**. In pairs, discuss whether your ideas were right or wrong, and why.

- C** Watch the talk again. Circle the correct words in each sentence. Then, check your answers in pairs.

1. When he went to his *first / second* fire, Mark was the *first / second* volunteer.
2. The *man / woman* whose house was on fire did not have an *umbrella / any shoes*.
3. Another volunteer was told to go *inside / outside* and find the homeowner's *cat / dog*.
4. A few *weeks / months* after the fire, the homeowner sent the firefighters *an email / a letter*.
5. Mark suggests the audience could serve *drinks / food* or help clean up a *park / yard*.

- D** Complete the chart by listing some things that you could do to improve your life and / or somebody else's life.

Improve Your Life	
Improve Someone Else's Life	
Improve Your Life and Someone Else's Life	

- E** Ask your classmates what ideas they wrote. Make a note of the names of people who wrote at least one idea that is the same or similar to one of your ideas.

- F** Complete the steps.

1. Work with one of the people whose name you noted in exercise E.
2. Imagine you are really going to do one of the things on your list. Discuss and make notes about how you would do it, where and when you would do it, and why you would do it.
3. Put your notes in order to make a short talk. Then practice your talk, making sure you both speak.
4. Give your talk in front of the class. When it is your turn to listen to other students, take notes.
5. Join a different pair of students. Take turns using your notes to ask questions or give feedback to the other pair.