

WORLD ENGLISH 3

THIRD EDITION

Real People • Real Places • Real Language

Christien Lee, Author

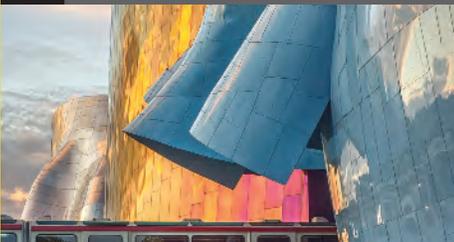
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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

Unit	Unit Goals	Grammar	Vocabulary
<p>1 Where We Live Page 2</p> 	<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 	<p>Present Perfect</p> <p>She has moved three times in her life.</p> <p>It's been raining all day.</p> <p>So ... that</p> <p>It's so dry here that we had to move.</p>	<p>Migration</p> <p>Where You're from</p>
<p>2 The Mind's Eye Page 16</p> 	<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 	<p>Infinitives and -ing Forms 1</p> <p>He loves to eat chocolate.</p> <p>We enjoy staying here each year.</p> <p>Using <i>Could, May, and Might</i></p> <p>Ed isn't here. He might be sick.</p>	<p>Cognitive Milestones</p> <p>Personality Characteristics</p>
<p>3 Changing Planet Page 30</p> 	<ul style="list-style-type: none"> • Discuss Pollution • Discuss Causes and Effects • Discuss Animal Populations • Consider the Effects of Climate Change • Summarize Your Ideas 	<p>The Passive 1</p> <p>Pollution is caused by vehicles.</p> <p>The Past Perfect</p> <p>By the time sea level had risen ten feet...</p>	<p>Pollution</p> <p>Large Numbers</p>
<p>4 The Good Life Page 44</p> 	<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 	<p>Infinitives and -ing Forms 2</p> <p>Finding out / To find out the information is important.</p> <p>The Passive 2</p> <p>He's given money every week.</p> <p>He was being given the money yesterday.</p>	<p>Things You Value</p> <p>Expressions Related to Money</p>
<p>5 Survival Page 58</p> 	<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 	<p>Unreal Conditionals</p> <p>Dinosaurs are extinct, but if the comet had missed, they might have survived.</p> <p>Using <i>Wish and Hope</i></p> <p>I wish (that) earthquakes didn't happen.</p> <p>I hope (that) we get no more earthquakes this year.</p>	<p>Conditions of Species</p> <p>Natural Disasters</p>
<p>6 Art Matters Page 72</p> 	<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 	<p>Reported Speech</p> <p>Sara said (that) she was going to the gallery the next day.</p> <p>Adjective Clauses 1</p> <p>The architect who / that created the building just won an award.</p>	<p>Art</p> <p>Types of Art</p>

Listening	Speaking and Pronunciation	Reading	Writing	Video Journal
<p>Focused Listening</p> <p>A Discussion:</p> <p>Migration Factors</p>	<p>Discussing Reasons for Staying or Moving</p> <p>Describing an Ideal Place to Live</p> <p>Contractions with Auxiliary Verbs</p>	<p>Quality of Life</p>	<p>Writing a Paragraph</p> <p>Describing a City</p>	<p>The World's Biggest Melting Pot</p> <p>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</p> <p>An Interview:</p> <p>Cognitive Biases</p>	<p>Discussing Mental Influences</p> <p>Describing Emotions</p> <p><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?</p> <p>In this TED Talk, Kang Lee explains the effect of telling lies in children.</p>
<p>General and Focused Listening</p> <p>An Interview:</p> <p>Extreme Weather Events</p>	<p>Discussing Cause and Effect</p> <p>Talking about Slogans</p> <p>Linking Words Together</p>	<p>Is Coffee in Danger?</p>	<p>Writing a Summary of Your Ideas</p>	<p>Tales of Ice-bound Wonderlands</p> <p>In this TED Talk, Paul Nicklen explains how a changing ecosystem can hurt the animals that live there.</p>
<p>General and Focused Listening</p> <p>A Conversation:</p> <p>Life-Changing Moments</p>	<p>Discussing Important People or Events</p> <p>Expressing Agreement and Disagreement</p> <p>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</p> <p>In this TED Talk, Mark Bezos describes how every act of generosity matters.</p>
<p>General and Focused Listening</p> <p>A Talk:</p> <p>Types of Fossils</p>	<p>Talking about the Survival of Species</p> <p>Giving Advice about Difficult Situations</p> <p>Emphasis to Express Meaning</p>	<p>A Birthday to Remember</p>	<p>Writing a Paragraph</p> <p>Giving Advice</p>	<p>Three Things I Learned While My Plane Crashed</p> <p>In this TED Talk, Ric Elias explains how your life can be changed by an event.</p>
<p>Listening for General Understanding</p> <p>A Radio Call-in Show:</p> <p>Public Art</p>	<p>Discussing Opinions about Art</p> <p>Talking about Profiles of Artists</p> <p>Thought Groups</p>	<p>The Art Bubble</p>	<p>Writing a Biographical Profile</p>	<p>Antarctica: While You Were Sleeping</p> <p>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	Vocabulary
<p>7 Getting Around Page 86</p> 	<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>
<p>8 Competition Page 100</p> 	<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>
<p>9 Danger Page 114</p> 	<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>
<p>10 Mysteries Page 128</p> 	<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>
<p>11 Learning Page 142</p> 	<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>
<p>12 Innovation Page 156</p> 	<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</p> <p>An Interview: 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: 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: 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: 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: 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: 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>

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

- C**  3 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.

Language Expansion: Where You're From

A Complete the information with the phrases in the box. Use one phrase twice.

country name
nationality adjective

To talk about your background, you can say *I'm ...* plus a
(1) _____. For example, *I'm Brazilian*. Alternatively,
you can say *I'm from ... / I was born in ... / I come from ...* plus a
(2) _____. For example, *I'm from Brazil*. If your
parents or grandparents come from more than one country, you can
describe your background using words like *half* or *quarter* and a
(3) _____. For example, *I'm half Brazilian and half Japanese*.

REAL LANGUAGE

The adjective *diverse* describes things or people that are very different from each other.

SPEAKING STRATEGY

Place stress on phrases that begin with **so** to indicate that you are introducing a reason or a result.

B  5 Listen to the conversation.

Tom: I'm doing some research about family histories. Could you tell me about your background?

Julia: Sure! I have a diverse background. I was born here, but my mom comes from Mexico, and my dad's from Brazil, but his parents were born in Japan. So I guess I'm half Mexican, one-quarter Brazilian, and one-quarter Japanese.

Tom: Wow! Your family's really multicultural. Why did your parents choose to come here?

Julia: They thought that the quality of life here was so high that they should immigrate.

Tom: This city *does* have a good quality of life, but it's really expensive. I get so little money from my job that it's hard to live here.

Julia: You're right. House prices are rising so quickly that I've been thinking about moving somewhere cheaper.

Liberdade in São Paulo, Brazil is home to the largest Japanese community outside of Japan.



C In small groups, spend three minutes writing a list of as many country names and their nationality adjectives as you can. Share your list with another group. Whose list is longest?

D MY WORLD In different groups, take turns talking about where you are from. Who has the most diverse background?

Grammar

So ... that

One way to give reasons and explain the result of something is to use *so... (that) + a clause*. The word(s) after *so* give the reason, and the clause after *that* explains the result. (Note: *that* is optional.)

Several *so ... that* patterns are possible:

1. *so* + adjective phrase (+ *that*) + clause
2. *so* + adverb phrase (+ *that*) + clause
3. *so* + *many / few* + countable noun phrase (+ *that*) + clause
4. *so* + *much / little* + uncountable noun phrase (+ *that*) + clause

1. The movie is **so good that** I've seen it three times.
2. She left **so quickly that** we couldn't say goodbye.
3. There are **so many good jobs in this city that** thousands of people have moved here.
4. I have **so little money this month that** I cannot even take the bus to work.

E In pairs, find the examples of *so ... that* in the conversation. Match each example to one of the patterns in the grammar chart.

F Interview your classmates to complete these sentences. Then share your sentences with the class.

Example: Claudia is so good at science that she won a competition.

1. _____ is so busy these days that _____.

2. _____ can _____ so well that _____.

3. _____ has so few _____ that _____.

4. _____ has so much _____ that _____.



GOAL CHECK Give Reasons and Explain Results

Cut a piece of paper into ten equal pieces. On five of the pieces, write the *so* part of a *so ... that* sentence; on the other five pieces, write the *that* part of the sentence. Then work in small groups. Can your partners correctly match your *so* phrases (reasons) and *that* phrases (results)?

Reading**A** Discuss the questions in small groups.

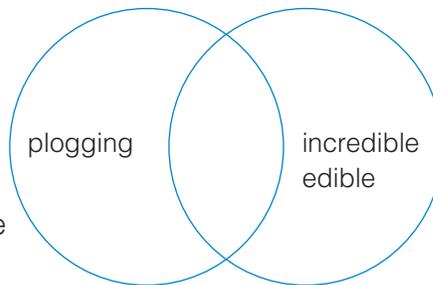
1. What is the man in the photo doing and how does it improve his community?
2. What other things can people do to improve their community?

B Scan the text. In which paragraph(s) do you find the following information?

1. The names of more than one company
2. The names of towns and cities
3. The names of people who started a trend
4. A description of a new kind of exercise
5. Ways to measure a city's quality of life
6. Some types of food that people are growing
7. The number of groups doing something

C Read the text. Circle uses of the present perfect. Then underline uses of *so ... that* in the text.**D** In small groups, discuss where each benefit fits best in the diagram and why.

- a. Lets local people spend time outdoors
- b. Might help local residents save money
- c. Makes communities more attractive
- d. Could help local people become healthier
- e. Has become popular all over the world



Plogging is a Scandinavian lifestyle trend where joggers pick up garbage as they run.

**GOAL CHECK**

Think of a community that you know well. Then complete the steps.

1. List the community's push and pull factors.
2. How can you strengthen one pull factor or weaken one push factor to improve the community?
3. Share your ideas in small groups.
4. Whose idea was the best? Share your choice with the class.

Quality of Life

- 1 Each year, several organizations publish a list of world cities with the best quality of life. These organizations include the Economist Group and the magazine *Monocle*. Recently, cities like Melbourne in Australia, Vienna in Austria, Tokyo in Japan, and Vancouver in Canada have been on these lists. The organizations look at various factors to make their lists. For example, cities with a good quality of life usually have a stable government, little crime, and good public transportation and hospitals. They are also usually close to nature, have attractive buildings, access to museums, nice weather, and a clean environment.
- 2 For residents of these cities, life is generally great. However, even the best cities have some issues. In addition, approximately half of the world's population lives in cities with a lower quality of life. These people may dream of migrating somewhere better, but this may not be possible. A more practical alternative is for these people to find a way to improve the quality of life in their own communities.
- 3 Erik Ahlström provides a good example of this kind of personal action. Several years ago, he moved to Stockholm, the capital of Sweden. In general, Stockholm has an excellent quality of life. However, Ahlström felt that there was too much trash on the city streets. He decided to combine picking up the trash with jogging. He called this new activity *plogging*, and soon other people were helping him. Ahlström's idea for cleaning up the streets and parks of his community is simple. However, it has become so popular that people now go plogging in communities all over the world.
- 4 Mary Clear and Pam Warhurst are also good examples. They live in Todmorden, a small town in northern England. It's a nice place to live, but the

two women wanted it to be even nicer. They found some areas of land nobody was using and began growing vegetables, fruit, and herbs. Their idea was that local residents could pick and eat them. People from other places soon heard about this “incredible **edible**” idea and wanted to know more. Todmorden now has so many visitors that residents there joke that they have invented a new form of tourism called *vegetable tourism*. Nowadays, at least 500 groups in places all over the world have started doing the same thing to improve their communities.

edible something you can eat



- D** In pairs, match the underlined examples in the text about Bogotá to the different ways to include descriptive language mentioned in the Writing Skill box. Then find and underline more examples of descriptive language.

Bogotá is the largest city in Colombia and the capital of that country. It is a city with a long history. People first started living there in 1538. These days, it is a multicultural city with a population of around eight million people. Bogotá is more popular with tourists than other cities in Colombia. Tourists can easily travel around the city using the effective bus system. They can enjoy eating delicious food, visiting interesting museums, and spending time in Bogotá's many cool neighborhoods, such as La Candelaria or Zona Rosa.



GOAL CHECK Describe Places to Live

Write a one-paragraph description of a place to live. Complete these steps in order.

Step 1: Choose the place you live now, a place you have lived before, or a place you would like to live in the future.

Step 2: Prepare to write the description. Use the checklist.

- Make notes about some ideas to include
- Decide what information from your notes to include
- Decide the best order in which to include this information
- Review the guide to writing descriptive language

Step 3: Write a first draft of your description.

Step 4: In pairs, read each other's first draft and give feedback to improve your partner's description.

Step 5: Write a final draft and submit your description.



Street performers
getting ready to
perform in Bogotá,
Colombia

The four letters that make up humanity's genetic code are projected onto a man's face.

**THE WORLD'S
BIGGEST MELTING POT**

A Complete the survey of multicultural places by checking (✓) the boxes. Then, in pairs, compare answers and give reasons for your opinions.

	I've already visited	I'd like to visit	I don't want to visit
Amsterdam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dubai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
London	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York City	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
São Paulo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Singapore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sydney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B In small groups, discuss why people from many cultures move to multicultural places like the ones in **A**. What are some benefits of living in a multicultural place?

C Watch the video. Complete each statement with one word or number that you hear. Then watch again to confirm your answers.

1. According to a [] of world records, Queens is the most multicultural place in the world.
2. Residents of Queens speak many languages and come from about [] different countries.
3. Queens is an unusual multicultural place because no [] or nationality is a majority.
4. A study from the year [] showed that Queens is the most diverse place in the US.
5. Because it is so diverse, Queens is a good example of a melting [].

D Match these metaphors for describing immigration to the correct definition.

REAL LANGUAGE

A *metaphor* suggests how one thing that may be hard to understand is similar to something that is easier to understand.

- a. [] Melting pot
- b. [] Salad bowl

1. Immigrants combine well with the main culture of their new home, but also keep many parts of their original culture.
2. Immigrants become part of and add to the main culture of their new home, but lose most of their original culture.

E Discuss these questions in pairs.

1. In the video, Queens is described as a melting pot. Do you think a salad bowl is a better metaphor? Why?
2. Does either metaphor—a melting pot or a salad bowl—describe your country? Why?

F In new pairs, discuss and check (✓) which statements the residents of Queens from the video would probably agree with.

1. It is good to live in a multicultural neighborhood such as Queens.
2. It is good for a majority of people in a city to come from one culture.
3. It is good for everyone in a community to speak the same language.
4. It is good to learn about and be proud of one's family background.

G In small groups, discuss which statements in **F** you agree with most strongly.