

**NATIONAL
GEOGRAPHIC**

L E A R N I N G

Bringing the world to the classroom
and the classroom to life



TEENS

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“Your actions, your voice and your choices all have a huge impact.”

Jack Johnson

National Geographic Ambassador to the Arts, Musician

Impact (level 4)

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Our **TEENS** programs use real information to help teenagers discover who they are, and to explore what they might become in the future.

TEENS

Program	Description	Language	Levels	Teaching Hours (per level)
Core				
Time Zones 2e	An easy-to-teach five-level program that teaches teens to use English effectively, developing them into successful global citizens.	AmE	5	Up to 192 Hours
Impact	A series that encourages self-expression, global citizenship, and active participation in the classroom through cross-curricular topics and stories from National Geographic Explorers.	AmE / BrE	5	Up to 128 Hours
Perspectives	A series that uses powerful ideas from TED Talks to develop confident users of English in speaking, writing, and on international exams.	AmE / BrE	4	Up to 120 Hours
Close Up 2e	A complete series for secondary and exam preparation designed to appeal to the inquisitive minds of teenagers.	BrE	7	Up to 144 Hours
Supplementary				
Learn English with TED Talks	A supplemental resource for students enrolled in English language learning programs that helps learners understand and discuss powerful ideas from TED Talks.	AmE	4	Up to 60 Hours



FOR STUDENTS

All core series offer:

- Student Books
- Workbooks (online/printed)
- Combo Splits
- Audio/Video
- Online Student Resources

FOR TEACHERS

All core series offer:

- Teacher Books
- Classroom Presentation Tool
- Assessment
- Online Teacher Resources

TEENS

OVERVIEW

TEENS

Pre-A1

A1

A1+

A2

A2+

B1

B1+

B2

C1

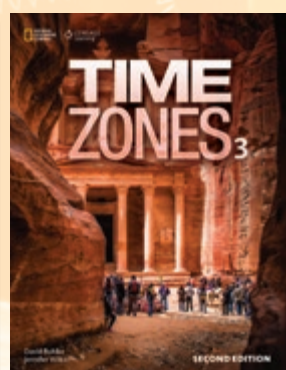
C2

TIME ZONES

SECOND EDITION

Authors:

Nicholas Beare, David Bohlke, Tim Collins, Catherine Frazier, Richard Frazier, Mary Jane Maples, Ian Purdon, Jennifer Wilkin



CEFR correlation

	Pre-A1	A1	A2	B1
Starter				
1				
2				
3				
4				

TEENS

PRE-A1 to B1

Beginner-Low Pre-intermediate

American English

Time Zones, Second Edition is a four-skills program designed to teach teenage learners how to use English effectively, developing them into successful global citizens. *Time Zones, Second Edition* combines a communicative approach to learning English with National Geographic content, images and video.

"I like the fact that the people in the book are real and have real and interesting stories."

Anne-Marie Walker Fujimoto, Japan

FOR STUDENTS

	STARTER	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Combo (Student Book with Workbook)	9781305260313	n/a			
Student Book with Online Workbook	n/a	9781305509245	9781305510722	9781305510739	9781305510746
Student Book Only		9781305259843	9781305259850	9781305259867	9781305259874
Student eBook		9781305260245	9781305260252	9781305260269	9781305260276
Workbook		9781305259928	9781305259935	9781305259942	9781305259959
Online Workbook		9781305260085	9781305260092	9781305260108	9781305260115
Combo Split 1A		9781305260122	9781305260146	9781305260160	9781305260184
Combo Split 1B		9781305260139	9781305260153	9781305260177	9781305260191
Combo Split with Online Workbook 1A		9781305509252	9781305510753	9781305510777	9781305510791
Combo Split with Online Workbook 1B		9781305509269	9781305510760	9781305510784	9781305510807
Combo Split Online Workbook 1A		9781305509276	9781305510814	9781305510838	9781305510852
Combo Split Online Workbook 1B		9781305509283	9781305510821	9781305510845	9781305510869

FOR TEACHERS

	STARTER	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Teacher's Edition	Teacher Website	9781305259881	9781305259898	9781305259904	9781305259911
Classroom Audio CD and DVD	9781305878785	9781305260009	9781305260016	9781305260023	9781305260030
Classroom Presentation Tool (on USB)	9780357032619	9780357032572	9780357032589	9780357032596	9780357032602
Assessment CD-ROM with ExamView®	n/a	9781305260290		9781305260283	

WHAT ARE YOU DOING?

Visitors playing a computer game during a games fair

Preview

A **132-20** Listen. Number what each person is doing in the order you hear them (1-6).

- taking a photo
- checking a photo
- calling a friend
- chatting
- playing a game
- texting

B How techie are you? Complete the survey on page 132 and see your results.

C Talk with a partner. Compare your results.

I send seven or more texts in a day.

Really! I only send three or four texts.

Unit themes selected according to current interests and relevance to teenage students.

The **Real World** sections share recent discoveries, research and experiments, allowing students to look at the unit's theme from a new perspective.

The Real World

Robots and Microrobots

Robert Wood is a National Geographic Explorer. He is also an electrical engineer. He makes many different types of robots—from robots that fly to robots you can wear. He is now working on making new robots at Harvard University.

A Look at the photo below and the caption. What is a "microrobot"?

- a. a small robot b. a flying robot c. a robot that look like a bee

B **133-20** Listen to the article about Robert Wood. Then answer the following questions.

- Wood is also a (professor / student).
- RoboBees are the size of a (bird / fly).
- RoboBees can go into dangerous places / help in cooking food.
- Millibots are some of the (fastest / smallest) robots in the world.



Microrobots called RoboBees

Discussion. What else do you think RoboBees can help in doing?

92 Unit 9

"Big captivating photos, short but meaningful activities, and real world high-interest topics – three big cheers for Time Zones!"

*Trevor Goodwin,
Kwangju Foreign School, Korea*

Reading

A Look at the photo and scan the article. Who made Leon's new hand? Check (✓) the correct answer.

- ☐ Leon's dad ☐ a doctor ☐ an engineer

B Read the title. What do you think the title means?

C Read quickly. Underline the things that 3D printers can make.

HOW 3D PRINTERS ARE CHANGING LIVES

132-20

Leon McCarthy has no fingers on his left hand, so his dad made a new hand on a 3D printer at home. His new low-cost hand is changing his life. Now he can pick up things. He can also throw a ball, and ride a bike—with both hands!

What is a 3D printer?

A 3D printer uses plastic to print 3D objects. It can make hands, fingers, or feet at a cheap price. It can make jewelry, toys, and sunglasses, too! 3D printers are becoming very popular because they can make almost everything! Some designers are even using 3D printers to print food and houses! Schools are also using 3D printers to teach students design.

How does a 3D printer work?

There are three main steps in 3D printing. First, a person uses software or a scanner to design an object. Then, the printer checks the object's shape and size. Finally, the printer uses plastic to print the object.

94 Unit 9



Leon McCarthy using his new plastic hand

Unit 9 95

High-interest content provides motivation for teenagers to think and learn about real issues, and gets them talking in English as early as possible...

...while not forgetting fun, everyday, relatable topics for teens!

VIDEO

A New Photographer

ABOUT THE VIDEO

A photographer shows us how to take close-up photographs of lions.

BEFORE YOU WATCH

Circle the correct answer. Who do you think took the photo of the lions below?

- a. a photographer b. a remote-controlled car c. an animal

WHILE YOU WATCH

A Check your answer to the Before You Watch question.

B Watch the video again. Complete the information below using the words in the labels.



Chris McLennan puts the _____ in a small car. This small car is also called a _____. McLennan is using a _____ to control the car. The car is taking photographs of lions in the wild.

AFTER YOU WATCH

Talk with a partner. Describe the car to a partner. If you had a car like this, what photographs would you take?



Lions in Botswana

Unit 9 97

NEW Video lessons in EVERY unit prompt discussion while expanding students' knowledge of the world.



impact

TEENS

A1+ to B2

High-Beginner-Upper-intermediate

American and British English

Series Editors:

Dr. JoAnn Crandall, Dr. Joan Kang Shin

Authors:

Katherine Stannett, Lesley Koustaff, Diane Pinkley, Thomas Fast

Impact helps teenage learners to better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, ***Impact*** motivates students to explore who they are and who they want to be – all while learning English!



American English

FOR STUDENTS	FOUNDATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student Book	9781337624787	9781305862975	9781305509313	9781305862951	9781305862968
Student Book with Online Workbook	9781337743808	9781337610926	9781337610933	9781337610940	9781337610919
Workbook	9781337624817	9781305872684	9781305872653	9781305872660	9781305872677
Workbook Online Printed Access Card	9781337627191	9781305873759	9781305873728	9781305873735	9781305873742
Workbook Online Electronic Access Code	9781337627184	9781305873711	9781305873667	9781305873674	9781305873681
Combo Split A	9781337627856	9781305874534	9781305873513	9781305873537	9781305873551
Combo Split B	9781337627863	9781305873575	9781305873520	9781305873544	9781305873568
FOR TEACHERS	FOUNDATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Lesson Planner with MP3 Audio CD, Teacher Resource CD-ROM and DVD	9781337627832	9781305873612	9781305873582	9781305873599	9781305873605
Classroom DVD	9781337627269	9781305873438	9781305873407	9781305873414	9781305873421
Classroom Presentation Tool (USB)	9781337627177	9781337786447	9781337786454	9781337786461	9781337786478
Assessment CD-ROM with ExamView®	9781337627849	9781305874527	9781305874497	9781305874503	9781305874510

British English

FOR STUDENTS	FOUNDATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student Book	9781337280310	9781337281065	9781337281072	9781337281089	9781337281096
Student Book with Online Workbook	9781337504041	9781337504003	9781337504010	9781337504027	9781337504034
Workbook with Workbook Audio CD	9781337293969	9781337293921	9781337293938	9781337293945	9781337293952
Online Workbook Printed Access Code	9781337293709	9781337293716	9781337293723	9781337293730	9781337293747
Combo Split A with Workbook with Audio CD	9781337553919	9781337553834	9781337553858	9781337553872	9781337553896
Combo Split B with Workbook with Audio CD	9781337553926	9781337553841	9781337553865	9781337553889	9781337553902
Combo Split A	9781337554015	9781337553933	9781337553957	9781337553971	9781337553995
Combo Split B	9781337554022	9781337553940	9781337553964	9781337553988	9781337554008
FOR TEACHERS	FOUNDATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Lesson Planner with Audio CD, Teacher Resource CD-ROM and DVD	9781337293891	9781337293853	9781337293860	9781337293877	9781337293884
Classroom Presentation Tool (USB)	9781337293600	9781337786317	9781337786324	9781337786331	9781337786348
Assessment CD-ROM with ExamView®	9781337293808	9781337293815	9781337293822	9781337293839	9781337293846

Meet the Explorers



Unit 1

JACK ANDRAGA Inventor

When Jack Andraka was 15 years old, he invented a test to detect certain types of cancer. Jack hopes he can inspire other young people to pursue their passions. He believes that everyone has the power to make a difference. What are you passionate about?



Unit 2

ASHLEY JAY Herpetologist and Conservationist

Jenny Daffy has always loved reptiles. She collected lizards, frogs, and snakes near her home when she was a child. She also volunteered at a zoo. When Jenny was 18, she traveled to India to work on a crocodile farm. There she realized she wanted to become a herpetologist: someone who studies reptiles.



Unit 3

HANI COUZIN Behavioral Ecologist

Hani Couzin uses math to study how animals behave in groups. With mathematical models, he can take a closer look at bird migrations, insect colonies, and schools of fish. Hani thinks we can use this research to answer questions about our world, such as "How do animals benefit from working in groups?" and "Can humans learn from animal behavior to work better in groups?"



Unit 4

ASHLEY JAY Creative Conservationist

Do you think about where your clothes come from? Ashley Jay doesn't. She paints, writes, and designs fashions that help raise awareness for sustainability and conservation. Ashley feels very connected to the environment and to all living things, even plants and bugs. That's why she wants to reduce her fashion footprint and inspire others to do the same.



Unit 5

RYAN CARNEY Paleontologist/Evolutionary Biologist

Ryan Carney's hero is Leonardo da Vinci. Most people know that da Vinci was a painter and an architect. Did you know that he also designed flying machines? Ryan is a little like his hero. He's also an artist, and studies the evolution of flight. Ryan examines things dinosaurs and compares them with modern-day birds using a ray machine.



Unit 6

BETHANY EHLMANN Planetary Geologist

Bethany Ehlmann studies planets and explores our solar system and beyond. She works on the NASA Mars Rover Curiosity mission. Bethany helps Curiosity navigate to collect rocks and minerals on Mars. She hopes we can study these samples to find signs of life on Mars and on other worlds. Do you believe there's life beyond Earth?



Unit 7

AMY VITALE National Geographic Photographer

Amy Vitale is more than just a photographer—she's a visual storyteller. Amy has visited more than 90 countries to take photographs. She's had a lot of fun, interacted with giant pandas, and traveled through war zones. Amy thinks photos have the power to tell stories and create change. Do you enjoy taking photos? What story would you like to tell?

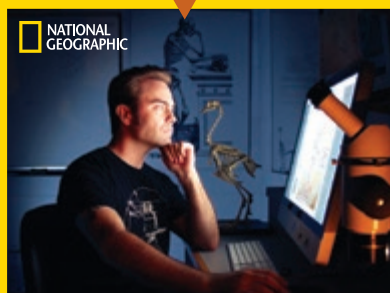


Unit 8

PAUL D. MILLER AKA DJ SPOOKY Artist/Musician

Artist, writer, and musician Paul D. Miller performs under the name DJ Spooky. He uses technology to create unique blends of sound for his songs. He's developed a lot of ways to tell the same story. Paul looks at music as information, not just sound. He hopes his musical compositions can raise awareness about environmental and social issues.

Explorers appear throughout each unit to promote 21st century skills.



Explore Your Interests

"As an evolutionary biologist, I get to combine both childhood interests into my research: dinosaurs and animation!"

—Ryan Carney

National Geographic Explorer, Paleontologist/Evolutionary Biologist

1. Watch scene 5.2.
2. What are your interests? How have they changed over the years? Is there anything that you were interested in as a child that you are still learning about? What is it?
3. The people you read about in this unit, from Leonardo da Vinci to Ryan Carney, made their interests their life's work. How could you turn your own interests into a career? What would you need to do?

National Geographic Explorers feature as role models of successful global citizens

VIDEO

23. Before you watch, discuss in pairs. Look at this photo. How would you feel if you were near this animal? What would you do?

24. Write. The video you're going to watch is called Face-to-Face with a Leopard Seal. From the title, predict what will happen when the photographer comes face-to-face with the animal in the photo.

25. Watch scene 5.1. While you watch, circle three words that are used in the video to describe the leopard seal.

aggressive big disgusting nervous terrified useless

26. After you watch, work in pairs to answer the questions.

1. Where does the leopard seal live?
2. How does Paul Nicklen feel when he first gets into the water?
3. What does the leopard seal do to Paul to show a threat?
4. What does the leopard seal first bring him to Paul?
5. Why does the leopard seal seem dangerous?
6. Why does Paul say that the leopard seal is panicked? What does she start doing at this point?
7. What are the misconceptions that Paul had about the animal? How does she change his ideas?

4. Read and write the words from the list.

ambitious determined enthusiastic generous optimistic organized outgoing self-confident

By the time Jack Andraka was 14 years old, he was very about science. Jack really wanted to focus on cancer research. He came up with a cheap, fast way to detect a type of cancer. When he first proposed his idea, some adults thought that Jack was being too _____, but he was _____ to prove them wrong. He stayed _____ and entered his idea into an international science fair. Jack won! Now he feels more _____. People have even asked him to be on TV because of his _____ personality and creative ideas.

5. Learn new words. Listen for the words. Write each trait next to the correct example. Are these words positive or negative? Decide. Then, listen and repeat. TR 4 and 5

fair odd self-conscious stubborn

1. You never change! Just listen to me for once.
2. You put salt and pepper on your ice cream? Wow!
3. I like our music teacher. In her class, everyone gets a chance to play.
4. Oh, come on. Nobody is looking at you. Let's dance.

6. Choose an activity. Work in pairs.

1. Together think of a famous person, such as a singer, actor, or Internet personality. Separately list as many descriptive words as you can about that person. Are any of your words the same? Do you agree with your partner's description?
2. As a student, you're an expert on teachers. Think about teachers you've had, and write words to describe them. Look at the positive qualities you both listed. Then work together to write a description of your ideal teacher.
3. Write the letters in your partner's name going down the side of a paper. Then write a word that describes your partner for each letter. When you're finished, compare your name poems. Do you agree with your partner's description?



SPEAKING STRATEGY

Comparing

You're outgoing. So am I!

Just like you, I'm self-confident.

We're alike because we're both patient.

Contrasting

You're shy? Not me! I'm not shy at all.

Unlike you, I'm optimistic.

I'm determined, but you're just stubborn!

7. Listen. How do the speakers compare and contrast their little brothers? Write the words and phrases you hear. TR 7

8. Read and complete the dialogue.

Dave: My aunt and uncle are visiting this week.
Nina: You don't seem very happy about it.
Dave: I'm not. My aunt is always saying, "You're _____ your uncle Jack."
Nina: Well, are you and your uncle _____?
Dave: No, we're very different. _____ him, I'm active and outgoing. All he does is watch TV.
Nina: Is he funny? Optimistic? Generous, _____ you?
Dave: No way. _____! He never gives me anything, not even on my birthday.

9. Work in pairs. Take turns. Use a coin to move. (Heads = 1 space; tails = 2 spaces) Compare and contrast as instructed.

10. Work in groups. Compare and contrast your parents. Are you like or unlike your parents? Do your classmates' parents seem like or unlike your own parents?



Go to p. 153.

13

Cross-curricular topics and themes engage learners and prepare them for future academic success

Make an Impact

- A Perform for your class.

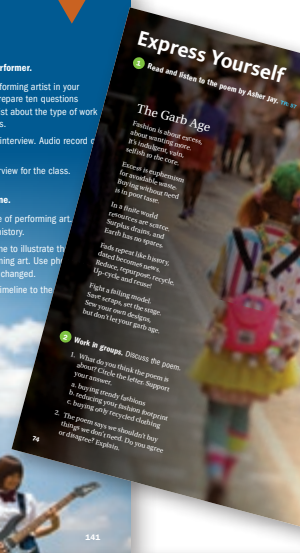
- Choose a type of performing art to perform for the class.
- Before you perform, explain what you're doing. Give background on the history and popularity of your performing art form. Talk about what you need to know and have to perform.
- Hold a question-and-answer session with the class after your performance.

- B Interview a performer.

- Think of a performing artist in your community. Prepare ten questions to ask the artist about the type of work he or she does.
- Conduct your interview. Audio record or film it.
- Play your interview for the class.

- C Make a timeline.

- Choose a type of performing art. Research its history.
- Make a timeline to illustrate the history of this performing art. Use photos to show how it's changed.
- Present your timeline to the class.



Unit 6

New Frontiers

"We are pushing the frontiers in our own solar system, sending missions to other worlds, looking outward to distant pinpoints of light."

—Bethany Ehlmann

Video-based Professional Development Program: uses short videos of real secondary classrooms and interviews with teachers from around the world help teachers get the most out of Impact.

"The courseware National Geographic Learning has provided for us is extremely practical for the classroom and is motivating for the students. The **Impact** series in particular is a great course to teach in the classroom, with topics that are so interesting I often find myself amazed by some of the pictures, videos and reading passages in the books."

Lewis Readman, Apollo English, Vietnam

PERSPECTIVES

TEENS

A2+ to C1

Low-Intermediate–Advanced

American and British English

Authors:

**Lewis Lansford, Daniel Barber,
Hugh Dellar, Andrew Walkley,
Amanda Jeffries**

Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully-guided language lessons, real-world stories, and TED Talks motivate learners to think creatively and communicate effectively.

In **Perspectives**, learners develop an open mind, a critical eye and a clear voice in English.

- ▶ Every unit explores one idea from different perspectives, giving learners opportunities for practicing language as they look at the world in new ways
- ▶ Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas
- ▶ Students respond to the unit theme and express their own ideas confidently in English
- ▶ Exam-style task types and test-taking strategies prepare students for a range of international exams

CEFR correlation

	A2	B1	B2	C1
1				
2				
3				
4				

American English



FOR STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student Book with Online Workbook	9781337808057	9781337808033	9781337808095	9781337808071
Student Book	9781337277129	9781337277136	9781337277143	9781337277150
Student Book Combo Split A	9781337297387	9781337297400	9781337297424	9781337297448
Student Book Combo Split B	9781337297394	9781337297417	9781337297431	9781337297455
Workbook	9781337297318	9781337297295	9781337297301	9781337297325
MyELT Online Workbook (Printed Access Card)	9781337297868	9781337297875	9781337297882	9781337297899
MyELT Online Workbook (Electronic Access Code)	9781337297820	9781337297837	9781337297844	9781337297851
FOR TEACHERS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Lesson Planner with Audio CD and DVD	9781337297639	9781337297646	9781337297653	9781337297660
Classroom Presentation Tool (USB)	9781337297592	9781337297608	9781337297615	9781337297622
Assessment CD-ROM with ExamView®	9781337297677			

"Perspectives can transform the classroom into the real world, where the teacher and students truly engage in language learning. With a wide variety of visual pictures and accessible resources, the textbook provides real settings that students can actually become real English users, not just English learners."

Nobuya Kitajima, Keio Senior High School, Japan

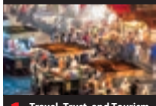



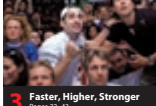





CONTENTS									
UNIT	VOCABULARY	LISTENING	GRAMMAR	READING	GRAMMAR	TED TALKS		SPEAKING	WRITING
 1 Travel, Trust, and Tourism Pages 8-19	Experiences abroad Vocabulary Building Phrasal verbs	A podcast about study-abroad programs	Present and past forms	Hitchhiking Critical Thinking Evaluating ideas	Used to and would Pronunciation /o/ in natural speech	 JOE GEBBIA Joe Gebbia's idea worth spreading is that we can design products, services, and experiences that feel more local, authentic, and that strengthen human connections. Authentic Listening Skills Reporting	How Airbnb designs for trust	Advice / Making recommendations	A review Writing Skill Adding comments
 2 The Business of Technology Pages 20-31	Setting up a new business Vocabulary Building Adjective and noun collocations 1	A lecture about young entrepreneurs	Present perfect forms and the simple past	Online Crime Critical Thinking Interpreting data	Verb patterns (-ing or infinitive with to)	 JAMES VEITCH James Veitch's idea worth spreading is that spam email can lead us to some surprising, bizarre, and often hilarious exchanges with others. Authentic Listening Skills Intonation and pitch	This is what happens when you reply to spam email	Persuading	A persuasive article Writing Skill Getting people's attention Pronunciation Intonation for persuasion
 3 Faster, Higher, Stronger Pages 32-43	Describing athletes Vocabulary Building Synonyms in texts	Four people talking about athletes they admire	Determiners	Olympic Gold Critical Thinking Supporting arguments	Comparatives and superlatives Pronunciation Linking words together in fast speech	 DAVID EPSTEIN David Epstein's idea worth spreading is that the amazing achievements of many modern-day athletes are thanks to a complex set of factors, not just natural ability. Authentic Listening Skills Slowing down and stressing words	Are athletes really getting faster, higher, stronger?	Reporting findings	A survey Writing Skill Describing statistics
 4 Cultural Transformation Pages 44-55	Cultural events Vocabulary Building Adjective and noun collocations 2	A podcast about art projects	Future forms 1	A System That's Leading the Way Critical Thinking Understanding and evaluating ideas	Future forms 2 Pronunciation Contrastive stress	 ROBERT HAMMOND Robert Hammond's idea worth spreading is that we can work together to turn abandoned and neglected parts of our cities into vibrant community spaces. Authentic Listening Skills Recognizing words you know	Building a Park in the Sky	Making suggestions	A for and against essay Writing Skill Introducing arguments
 5 It's Not Rocket Science Pages 56-67	Science in action about life hacks Vocabulary Building Adjective endings	A radio program about life hacks	Passives 1 Pronunciation Stress in passives	Back to the Future? Leading the Way Critical Thinking Asking critical questions	Passives 2	 BEAU LOTTO AND AMY O'TOOLE Beau Lotto and Amy O'Toole's idea worth spreading is that all of us can be scientists if we approach the world with the curiosity, interest, innocence, and zeal of children. Authentic Listening Skills Fillers	Science is for everyone, kids included	Staging and hypothesizing	A scientific method Writing Skill Describing a process

Table of Contents, Upper-Intermediate

Review from elGazette Book of the Month (February 2018)

Perspectives is a new series with an innovative approach: every unit explores one idea from different angles. For example, the unit on food includes cooking in schools, Filipino street food and a TED talk on becoming a weekday vegetarian. This approach works. It encourages students to evaluate new information, develop critical thinking and acquire the necessary confidence to express their own ideas.

British English

FOR STUDENTS	PRE-INTERMEDIATE	INTERMEDIATE	UPPER-INTERMEDIATE	ADVANCED
Student Book with Online Workbook	9781337808064	9781337808040	9781337808101	9781337808088
Student Book	9781337277167	9781337277174	9781337277181	9781337277198
Student Book Combo Split A	9781337298377	9781337298391	9781337298414	9781337298438
Student Book Combo Split B	9781337298384	9781337298407	9781337298421	9781337298445
Workbook	9781337627108	9781337627115	9781337627122	9781337627139
MyELT Online Workbook (Printed Access Card)	9781337298704	9781337298711	9781337298728	9781337298735
MyELT Online Workbook (Electronic Access Code)	9781337298667	9781337298674	9781337298681	9781337298698
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FOR TEACHERS	PRE-INTERMEDIATE	INTERMEDIATE	UPPER-INTERMEDIATE	ADVANCED
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PERSPECTIVES

Every unit explores one idea from different perspectives, giving students opportunities for practicing language as they look at the world in new ways.

5D What does it mean to be a citizen of the world?

“They are ultimately global issues, and they can ultimately only be solved by global citizens demanding global solutions from their leaders.”

HUGH EVANS

Read about Hugh Evans and get ready to watch his TED Talk. ▶ 50

TEDTALKS

AUTHENTIC LISTENING SKILLS

Rhetorical questions

Speakers sometimes announce what is coming next by asking a rhetorical question (a question they don't expect an answer to), then answering it themselves. This can introduce a new topic or section to the talk.

- Look at the Authentic Listening Skills box. Listen and read the first rhetorical question from the TED Talk. What do you expect the speaker to talk about next? Listen and check your idea. ▶ 51

But how did we actually go about recruiting and engaging those global citizens?

- Complete the extracts from the talk with the questions. Then listen and check. ▶ 53

- So where are we?
- But have we achieved our mission?
- How will that achieve anything?

Now, maybe that doesn't sound like a lot to you. (1) _____ Well, it achieved a lot because she wasn't alone.

(2) _____ We run this amazing festival, we've scored some big policy wins, and citizens are signing up all over the world. (3) _____ No. We have such a long way to go.

WATCH

- Work in pairs. What kind of citizen do you identify as? Rank the descriptions in the correct order for you (1 = most; 4 = least). Say why.

- as a member of your local community
- as a citizen of your town, city, or region
- as a citizen of your country
- as a global citizen

- Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 53

- Davinia is unusual because she works selflessly for other people / became a politician at a very young age.
- She donated / raised money for girls' education.
- Global citizens are defined by their actions / their beliefs and their actions.
- Working with others worldwide is the best way / the only way of solving the world's problems.

- Watch Part 2 of the talk. Are the sentences true or false? ▶ 53

- As a boy, Hugh was not interested in social issues.
- Sonny Boy's family was rich.
- The family slept together in a tiny room.
- Meeting Sonny Boy made Hugh aware of inequalities.
- Hugh says that governments did not cause Sonny Boy's problems.
- He believes money can solve the problems.
- He says that communities cannot find their own solutions to their problems.
- Hugh decided to start the Global Citizen movement when he got back to Australia.

- Watch Part 3 of the talk. Complete the sentences. ▶ 53

- According to research, _____ of people who are concerned about the world's problems have taken action to change them.
- Hugh wanted to encourage _____ of people in _____ countries to become global citizens.
- Hugh found that many different kinds of people were concerned about the same _____.
- Hugh organized the Global Citizen music festival at the same time as the _____.
- People earned tickets for the festival by _____ on a global issue.
- Last year, _____ people in New York were able to get tickets to the festival.
- Members of Global Citizen come from _____ countries, and last year _____ people joined every week.
- Davinia and _____ other people raised enough money to encourage donations from the US government.

- Watch Part 4 of the talk. ▶ 53

- What does Hugh mean by these statements?
a Those of us who look beyond our borders are on the right side of history.
b We have such a long way to go.
- Label the future hopes in the order that Hugh mentions them. Global Citizen will:
_____ be recruited from every country in the world.
_____ become more determined.
_____ check that world leaders achieve new goals.
_____ increase in numbers.
_____ work to eradicate illnesses.

VOCABULARY IN CONTEXT

- Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 53

- Complete the sentences in your own words. Then compare your sentences in pairs.

- I didn't sleep a wink the day before / after _____.
- I wonder why some people find it so hard to _____ . After all, it's not rocket science.
- I'm not a _____ person. Far from it. I'm actually very _____.

CHALLENGE

- Work in pairs. Discuss the questions.

- Which of these words would you use to describe Hugh's ambitions for Global Citizen? Why?
a idealistic b realistic c ambitious d achievable
- "Think globally, act locally." What can you do at a local level to change the world?

MY PERSPECTIVE

- Work in pairs. Do you think younger people have a more global outlook than older people? Why? What are the advantages of thinking globally?

64 Unit 5 Global Citizens

Unit 5 Global Citizens 65

1 Who are you?

IN THIS UNIT, YOU...

- learn about occupations, interests, and descriptions.
- talk about yourself and others.
- read about how people show emotions.
- watch a TED Talk about people's secrets.
- speak and write about what you like to do.

Many people use their physical appearance to say something about themselves.

1A He's really into music.

VOCABULARY Personality

MY PERSPECTIVE

- Work in pairs. Discuss the questions.

- Look at the photo. What words would you use to describe this person?
- Circle two or three of the words below to describe yourself.

- | | | | | | |
|------|----------|-------|-------|---------|-------------|
| cool | friendly | funny | happy | honest | intelligent |
| kind | loud | mean | nice | popular | shy |

- Think of two or three words that other people might use to describe you.
- Were your answers to questions 2 and 3 the same or different? Why?

- Match the pairs of words that have a similar meaning. Use your dictionary if necessary. Then think of someone you know who you can describe with each pair of words.

- | | |
|------------------|---------------|
| 1 smart _____ | a relaxed |
| 2 calm _____ | b friendly |
| 3 helpful _____ | c intelligent |
| 4 cheerful _____ | d kind |

- Choose the correct option to complete each sentence.

- I'm active / lazy on the weekends. I usually play sports and go out with my friends.
- He's confident / nervous about giving presentations because he doesn't like making mistakes.
- She's very sociable / shy and has a lot of friends.
- Our coach is serious / easygoing and lets us listen to music before basketball practice.
- Kenji is very hard-working / talented. He isn't the best, but he really wants to succeed.
- Luis is really loud / quiet. You always know when he's in a room!

- Work in pairs. Take turns describing people in your class, but don't say their names. Can your partner guess who you're talking about?

She's calm, helpful, and cheerful.

Is it L?!

No. She's also very active—but a little bit shy.

Oh, is it Ana?

- Work in pairs. Think of a famous person together. Then, working separately, each make a list of words to describe this person. Use your dictionary if necessary. Then compare your lists. Did you use any of the same words? Do you agree with your partner's description? Why?

- Work with the same partner. Make one list for your person from Activity 5 using all the words you agree on. Read your list to the class. Can the class guess your person?

Unit 1 Who are you? 9

5E Invitations

Useful language

Asking if someone is available

Are you busy next Saturday?
Are you around / free on Sunday?
Are you doing anything on Tuesday night?

Saying if you are available or not

I (don't) think so.
It depends.
I'm not sure.
I'll have to ask my parents.
I need to check my schedule.

Accepting an invitation

Sure, I'd love to.
That sounds great!

Saying no to an invitation

Thanks for inviting me, but I'm afraid I'm busy.
Sorry, I can't make it. But thank you for inviting me.

SPEAKING Taking about availability

1 MY PERSPECTIVE

How do you think the students in the photo feel? Why?

2 Listen to the conversation. What important life event is mentioned? [1:15]

3 Listen again. Write down the days and times mentioned. [2:35]

4 You're having a party to welcome a new student, Delia, to your school. Decide on a day, time, location, and type of food for it.

5 Work in pairs. Take turns inviting each other and saying whether you can or can't go. Use phrases from the Useful language box.

WRITING Informal invitations and replies

1 Read the three notes. Match each one to the correct purpose.

- 1 Making an invitation
- 2 Accepting an invitation
- 3 Saying no to an invitation

a

Hi Davina,
Thanks for inviting me to your graduation party. It sounds like a lot of fun. I'd love to come. What should I wear? Should I bring anything? Let me know A.S.A.P!
Lena

b

Anders,
Thank you for the invitation to your New Year's party. I'm sorry, but I can't make it. I've already made other plans that night. I'm going to be with my family.
Lucas
P.S. I hope you have a great time! Let's catch up soon!

c

Hey Sylvia,
I'm having a birthday party on Saturday the 25th from 5:00 to 10:00 at my house. We're going to have pizza and cake and then watch a movie and play some games. Can you make it? R.S.V.P.
Joanna

2 In each note, underline the expressions used for making, accepting, or saying no to an invitation.

3 In informal notes, we sometimes use abbreviations. Find an abbreviation in each note. Which one means:

- 1 Let me know if you can come? 3 I also want to say...
- 2 As soon as possible?

4 WRITING SKILL Politely making and replying to invitations

Work in pairs. Read the Writing strategy box. Think of a celebration you would like to have. Write an informal invitation to your partner. Use two abbreviations.

5 Exchange invitations. Then write a reply to your partner's invitation.

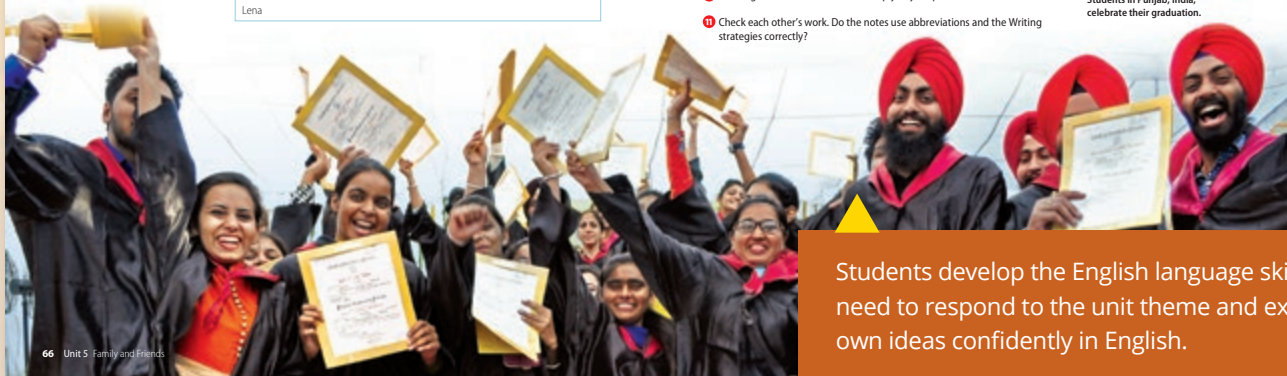
6 Check each other's work. Do the notes use abbreviations and the Writing strategies correctly?

Writing strategy

Politely making and replying to invitations

- When you write an invitation, give the time, date, location, and type of event. Remember to ask the person to let you know if they can come.
- When you accept an invitation, begin by saying *thank you*. If you have any questions about the event, ask them. It can be polite to offer to bring something (food or drinks, for example).
- When you say *no* to an invitation, begin by saying *thank you*. Apologize that you can't make it and say why—without giving too many details if you don't want to. It can be polite to end by saying you hope they enjoy the event and offering to make plans another time.

Students in Punjab, India, celebrate their graduation.



Students develop the English language skills they need to respond to the unit theme and express their own ideas confidently in English.

2B Risky Business

READING

1 Complete the sentences with these pairs of words.

- | | |
|------------------------|----------------------|
| confirm + scam | deleted + permission |
| emails + filter | inbox + attached |
| infected + backups | profile + edit |
| social media + posting | store + flash drive |

- 1 Some of my posts were _____ without my _____.
- 2 I can't believe how many _____ I have no idea why!
- 3 He's very active on _____, He's always _____ new updates and adding photos.
- 4 I keep my _____ very private, and I often go back and _____ things I've written.
- 5 This strange email just arrived in my _____ with a file. _____ to it, so I deleted it.
- 6 When they asked me to _____ my bank details, I started to think it must be a _____.
- 7 I _____ all my documents in the cloud now, rather than using a _____.
- 8 My computer got a virus that _____ a lot of my files and I didn't have any _____.

2 Work in pairs. How do you think the things in Activity 1 can happen? Why would people do them?

3 Look at the infographic and read the stories. Then answer the questions.

- 1 What mistake did each person make?
- 2 What was the result of each mistake?

4 Work in pairs. Answer the questions.

- 1 Who didn't realize they'd made a mistake? How long time?
- 2 Who received several emails from a person?
- 3 Who thought they had found a deal? How quickly?
- 4 Who was scared into responding? How quickly?
- 5 Who accepted the blame? How quickly?
- 6 Who didn't read a post carefully enough?

5 Read the stories and answer the questions in Activity 4. Underline the parts that you decide.

VOCABULARY BUILDING

Adjective and noun collocations

We usually place the adjective before the noun; however, the adjective can sometimes come after the noun. For example, the adjective comes after the noun when describing units of measurement.

Her brother is five feet tall.

2 Match the adjectives with the nouns they are used with in the stories on page 25.

- | | |
|----------------|---------------|
| 1 the normal | a hotels |
| 2 a secondhand | b relative |
| 3 my personal | c PlayStation |
| 4 luxury | d documents |
| 5 common | e fees |
| 6 a distant | f price |
| 7 official | g sense |
| 8 legal | h details |

CRITICAL THINKING Interpreting data

You will often see visuals and charts in newspapers, books, and articles online to add information and support the text. You need to check that these statistics are from a reliable source and interpret the data for yourself before you read.

1 Work in groups. Look at the cybercrime graphs on page 25. Discuss the questions.

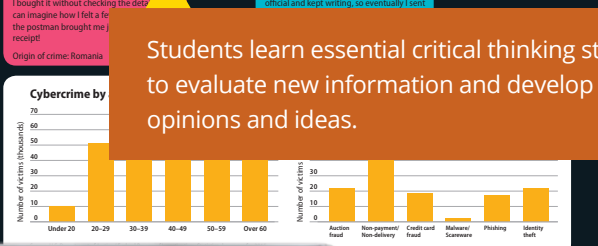
- 1 Where does the data come from? Do you think this is a reliable source?
- 2 What crimes do the graphs focus on? What do you know about them?
- 3 What's the most common crime? Why do you think that is?
- 4 Which age groups are the least affected? the most? Why do you think that is?
- 5 Do you think the statistics would be different for your country? Why? Do you know where to find this data?

2 Work in groups. Discuss the questions.

- 1 Which of the three mistakes do you think is the most common? Why?
- 2 How do you think people can avoid making these mistakes?

Online Crime

The world becomes more connected every day. It's now easier than ever to keep in touch with friends and family around the world. Online banking allows people to access their accounts from anywhere that has an internet connection. People don't even have to leave the house to go shopping! However, with greater connectivity comes greater risk. Every year, hundreds of thousands of people become victims of online crime. We asked our readers to share some of their terrible tech tales, and we examine where the crimes originate.



Students learn essential critical thinking strategies to evaluate new information and develop their own opinions and ideas.

CRITICAL THINKING Interpreting data

You will often see visuals and charts in newspapers, books, and articles online to add information and support the text. You need to check that these statistics are from a reliable source and interpret the data for yourself before you read.

Exam-style activities and test-taking strategies prepare students for a range of international exams.



Close-up

SECOND EDITION

TEENS

A1+ to C2

Elementary–Proficient

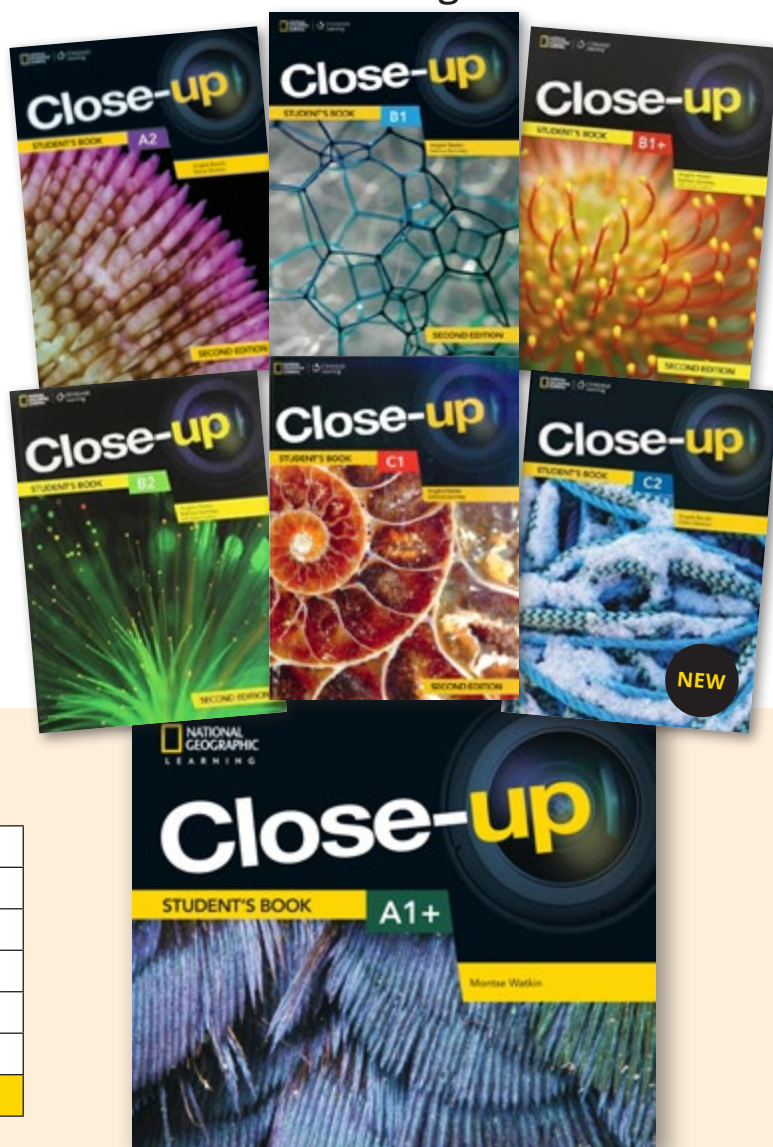
British English

Authors:

Angela Healan, Katrina Gormley,
Diana Shotton, Karen Ludlow,
Montse Watkin

With a new component array and strong digital support, the new edition of **Close-up** has been fully updated to be in line with the new Cambridge First for Schools 2015 specifications. **Close-up** is still as interesting, topical and up to date as ever with spectacular National Geographic photography and facts that have been carefully selected to appeal to the inquisitive minds of teenagers.

- ▶ A new 'Learning Focus' feature introduces 'learning to learn' tips so students can see what they need to do themselves outside of the classroom to progress
- ▶ Step-by-step grammar presentations making the teaching of grammar clearer and more straightforward
- ▶ New component array and strong digital support exploits the material in an easy-to-use way for both the teacher and the student



CEFR correlation

	A1	A2	B1	B2	C1	C2
A1+						
A2						
B1						
B1+						
B2						
C1						
C2						

FOR STUDENTS	LEVEL A1+	LEVEL A2	LEVEL B1	LEVEL B1+	LEVEL B2	LEVEL C1	LEVEL C2
Student Book with Online Student Zone	9781408098196	9781408096840	9781408095546	9781408095638	9781408095720	9781408095812	9781408098332
Student Book with Online Student Zone and DVD eBook (HTML)	n/a			9781408095645	9781408095737	n/a	
Student Book with Online Student Zone and DVD eBook (Flash)	9781408098233	9781408096956	9781408095553	9781408097915	9781408097922	9781408095829	9781408098455
Workbook	9781408098240	9781408096895	9781408095560	9781408095652	9781408095744	9781408095836	9781408098387
Workbook with Online Workbook	9781408098264	9781408096901	9781408095881	9781408095898	9781408095904	9781408095911	9781408098417
FOR TEACHERS	LEVEL A1+	LEVEL A2	LEVEL B1	LEVEL B1+	LEVEL B2	LEVEL C1	LEVEL C2
Teacher's Book with Online Teacher Zone and Audio CD+Video CD+ Interactive Whiteboard	9781408098295	9781408096963	9781473755512	9781473755529	9781473755536	9781473755543	9781408098431
Teacher's Book with Online Teacher Zone	9781408098288	9781408096925	9781408098509	9781408098516	9781408098523	9781408098530	9781408098424
Interactive Whiteboard (HTML)	n/a			9781408096413	9781408096420	n/a	

The integrated “Exam Close Up” feature gives students and teachers step-by-step advice and strategies for how best to approach exam tasks so students have an opportunity to put the advice into practice on the page.

Exam tasks are aligned with the latest specifications.

ONLINE STUDENT AND TEACHER ZONE



All the online resources for Close Up can be found on the super-to-use Close Up microsite which is home to the Online Student Zone and Online Teacher Zone.

Online Teacher Zone Resources:

- ▶ Answer Keys
- ▶ End-of-year Test
- ▶ Mid-Year Tests
- ▶ Extra Tasks for early finishers
- ▶ Progress Chart
- ▶ Progress Tests
- ▶ Quizzes
- ▶ Recording Scripts
- ▶ Interactive Whiteboard



Engaging topics are introduced through stunning photography to appeal to the inquisitive minds of teenagers.

8 Time to Spare

Reading

A What do people do in their free time? Below is a list of popular free-time activities for young people in the UK. Put them in the order of popularity from 1 (most popular) to 10 (least popular).

<input type="checkbox"/> Listening to music	<input type="checkbox"/> Going for a day out
<input type="checkbox"/> Shopping	<input type="checkbox"/> Exercising
<input type="checkbox"/> Watching TV	<input type="checkbox"/> Going to after school clubs
<input type="checkbox"/> Eating out	<input type="checkbox"/> Spending time with friends / family

B Your teacher will give you the correct answers.

C Work with a partner. Think of some activities people enjoy that can be very dangerous. What makes them dangerous?

D Read the title of the text. Where do you think this activity is taking place?

Word Focus
Read the text and choose the correct word for each space. You may need to use a dictionary.

MEET A CAVER
Stephen Alvarez is a caver. He spends his time exploring and photographing caves. He (1) _____ to climb mountains to reach some caves or to dig deep down to search for underground caves. He has photographed some very impressive caves including the longest in the world, Mammoth Cave in the USA. (2) _____ has 830 kilometres of tunnels.

UNDERGROUND DANGER
People sometimes find Alvarez (3) _____ living in darkness. It is 'Caves are dangerous if you don't know what you're doing' he says. Diving into caves with other cavers, never by himself. That way, team members can look out for each other.

Caves carry the right (4) _____ for all situations. Know your cave and it's important, and they must wear a (5) _____ to protect the cave. Alvarez uses his hands to provide light. This leaves their hands free to climb and crawl. They also carry extra tools and they know how to use ropes.

CAVE DECORATIONS
There are fantastic shapes to see in caves. These shapes are called decorations and they form when rainwater drips onto stone. Examples of these are stalactites, which hang down from a cave ceiling, and stalagmites, which grow upwards from the cave floor. But Alvarez says there are many (6) _____ including some that look like popcorn and some that look like a nest of eggs.

CAVE CREATURES
Beautiful cave decorations are not all that you'll see in caves. Animals live in caves, too. Many of (7) _____ are blind. They don't need eyes because there is no light in the cave. Alvarez has seen fish and snakes without eyes. Because they can't see, these creatures can hear, touch or smell their way. They can move around and they know what's nearby. They can capture their food without ever seeing it.

CAVE THREATS
Explorers like Alvarez know how important it is to (8) _____ caves. Pollution is one threat. Pesticides from farms or businesses can (9) _____ into caves, damaging decorations and killing animals. Human visitors can also be a threat. A (10) _____ cave can destroy its animals. That's why Alvarez says, 'Take nothing but pictures. Leave nothing but footprints. Kill nothing but time'.

The reading texts have been carefully aligned with CEFR levels and the Cambridge First exam, and chosen to relate to students' own areas of interest.

Students' abilities to think, form, express, and justify opinions are developed further in the “Ideas Focus” sections – a core skill for success at First and a constant challenge for teachers to do at this age.

1 This Is Me!

Reading

Vocabulary: right or wrong, reading for main ideas

Grammar: numbers, family, personal information, favourite things

Listening: be, have got, questions with be & have got, this, that, those, possession

Speaking: matching, choosing the correct option

Writing: asking & answering questions, talking about yourself, giving personal information

Writing: a personal description, writing about yourself, giving information about yourself, writing tips for the exam

6 The Place to Be

Reading: multiple-matching, using context to understand signs

Vocabulary: town- & country-related words, phrasal verbs, buildings & giving directions

Grammar: demonstratives, articles

Listening: gap fill (monologues), listening for days, times & numbers

Speaking: asking & answering questions, understanding what people say, giving directions, checking understanding

Writing: a formal email, thinking about sequence, using formal language, describing a route

7 Invent It!

Reading

Vocabulary: right, wrong, doesn't say, checking information

Grammar: nouns, verbs & adjectives for objects and devices

Listening: superlative adjectives, the one & the ones, expressing purpose, will for predictions

Speaking: gap-fill, spelling correctly

Writing: asking & answering about a science fair, giving directions, listening for the question word

Writing: captions, adding information in captions, expressing purpose, completing forms with more detailed information

8 Time to Spare

Reading: multiple-choice questions, reading around the gap

Vocabulary: words related to free time, phrasal verbs

Grammar: modals & semi-modals (1 & 2)

Listening: multiple-choice questions (pictures), predicting from pictures

Speaking: talking about free-time activities, decision making, talking about all the options, talking about possibility

Writing: postcard, linking words & phrases, writing the correct amount, writing a postcard

11 It's Raining Cats & Dogs

Reading

Vocabulary: multiple-choice & matching, understanding questions

Grammar: weather-related words, open-close, deciding what kind of word is missing

Listening: comparative adjectives & adverbs, superlative adjectives & adverbs, open-close, writing the correct word

Speaking: gap fill (monologues), listening for numbers, adjectives & common words

Writing: asking & answering questions about the weather, expressing differences & similarities

Writing: a postcard, using a variety of tenses, planning your answer, talking about present, past & future activities

9 Robotic jockeys are used in camel racing events in Dubai, Oman