TEENS

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TIME ZONES

THIRD EDITION

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Cover Photo: Tiger and Turtle – Magic Mountain is an art installation and landmark in Duisburg, Germany. It is 21 meters high, and made of steel. While it resembles a roller coaster, it is actually a walkway with stairs.
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SAMPLER

A five-level series for teenage learners of English
ELTNGL.com/TimeZones3e

TIME ZONES

THIRD EDITION

WHERE ARE WE GOING NEXT?

TIME ZONES

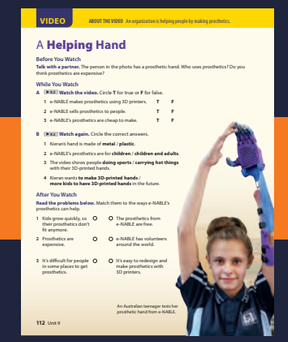
THIRD EDITION

Time Zones, Third Edition uses amazing photography, updated videos, and inspiring stories of global citizens to encourage teenage learners to explore the whole world in English.

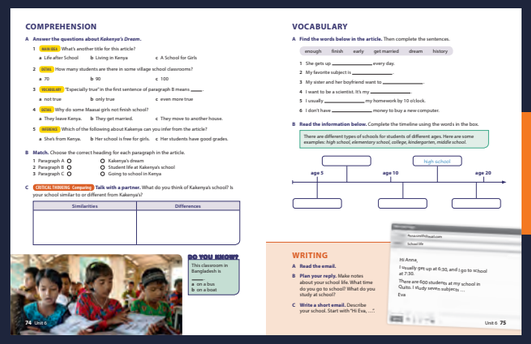
Through teacher-tested language lessons, carefully scaffolded practice activities, and teaching resources that keep classrooms engaged, *Time Zones*, Third Edition delivers the skills and language that learners need, for wherever they're going next.

- Authentic stories of fascinating people, places and events from around the world inspire lively discussions in English.
- Frequent practice activities help learners use English to talk about global topics and prepare for international exams.
- Teaching support resources, including the comprehensive Teacher's Book and an updated Classroom Presentation Tool, makes *Time Zones* easy to use in any classroom.
- *Time Zones* Online Practice includes original practice activities that work on any device.

EXPLORE THE WORLD



DEVELOP KEY SKILLS



KEEP CLASSROOMS ENGAGED

UNIT CLOSE-UP

Carefully scaffolded language lessons and frequent practice activities build students' confidence to share what they know about the world in English.

PREVIEW

A **Work with a partner.** Talk about the photo using the words in the box.

clean beach | trash plastic | volunteer pick up

B 12.1 **Listen.** Check (✓) the activities that Martha and Kathy are going to do.

- ☐ volunteer
- ☐ clean a beach
- ☐ put up decorations
- ☐ plan a charity event
- ☐ raise money
- ☐ guide visitors

C **Talk with a partner.** Have you ever been a volunteer? What did you do?

I collected old newspapers for recycling.

I made cards to sell at my school fair.

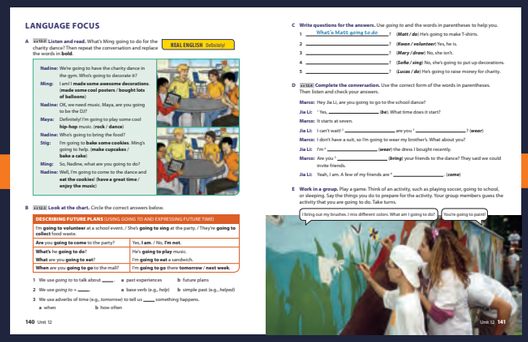
PEOPLE AND PLACES

UNIT GOALS

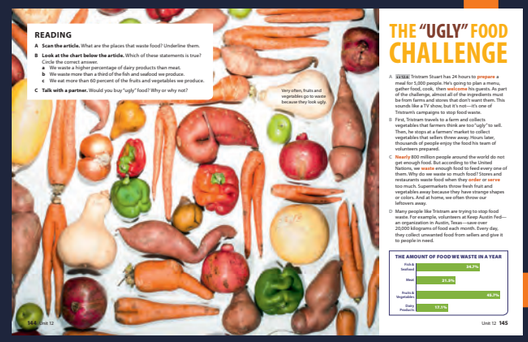
- describe your future plans
- use language for expressing future time
- learn about volunteer activities

138 139

Preview activities and stunning photography introduce the unit theme and preview target language.



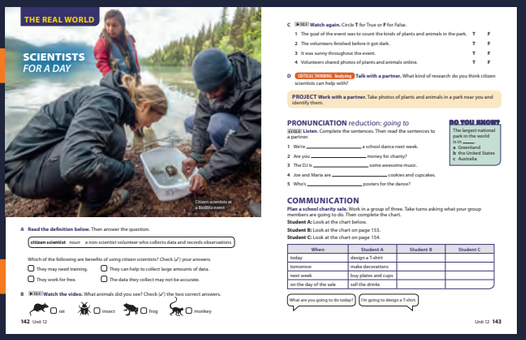
Language Focus presents and practices the unit's language goal.



Reading lessons feature high-interest, global stories for students to practice reading skills and strategies.

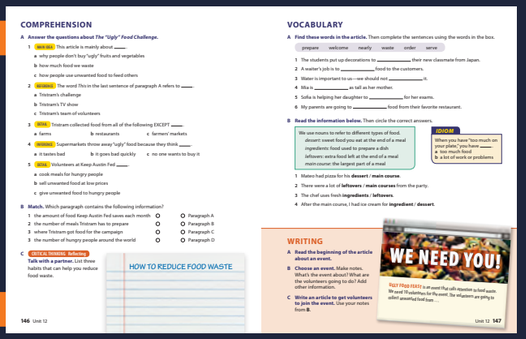
Video lessons help to reinforce and consolidate new language at the end of each unit.

NEW! Review activities help students demonstrate their understanding of the lessons.



UPDATED! The Real World uses short video clips to help students go deeper into the unit's theme.

Communication activities are open-ended opportunities to use new language and vocabulary naturally.



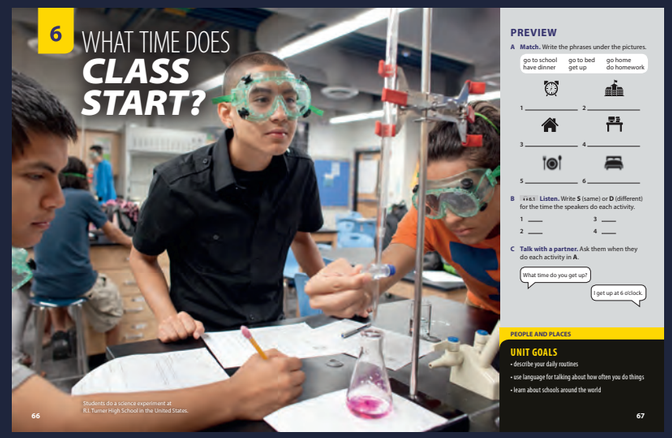
Comprehension questions check learners' understanding of the reading passage.

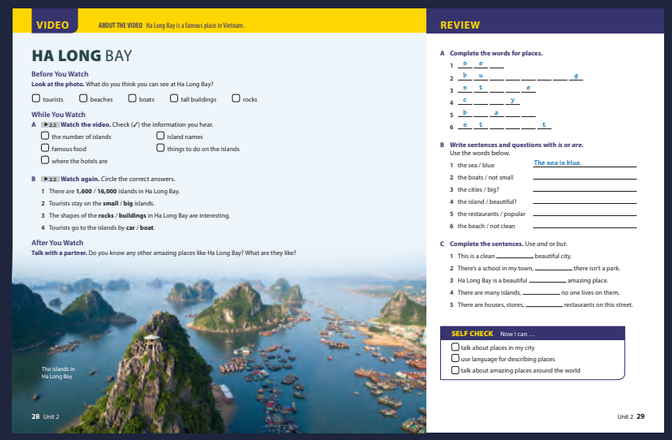
NEW! Vocabulary sections explicitly practice strategies for learning new words.

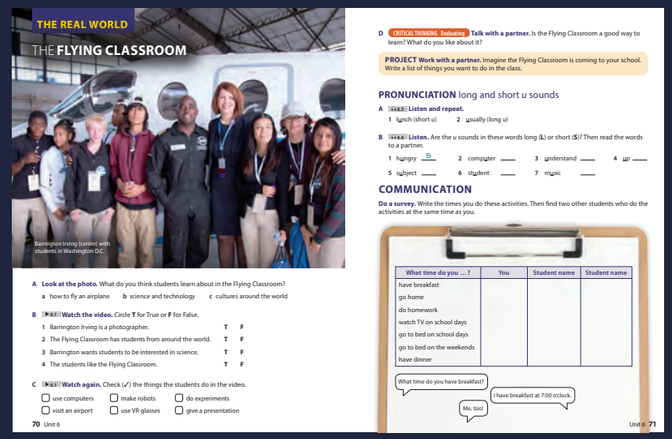
Writing activities help build learner confidence in using new language.

EXPLORE THE WORLD IN ENGLISH

Time Zones uses authentic stories to motivate learning and encourage active engagement and communication in the classroom. Throughout *Time Zones*, students are introduced to new information about real people and places, the natural world, history and culture, and science and technology.







Relevant, real-world topics help students make connections to their own lives.

Engaging video lessons help students explore the unit theme in greater detail.

Frequent practice activities help learners use English to talk about global topics.

DEVELOP KEY SKILLS

Time Zones helps students develop key competencies including global awareness, critical thinking, and collaboration. Students engage with information presented through text, audio, video, charts, maps and graphs, and work together in pair and group activities to practice new language. Clear unit goals and self-assessment opportunities help to develop independent learners.

Lake Wallace, Australia, after a long period of dry weather in 2016

PREVIEW

A **Use a dictionary.** Write ↑ for words that mean "become larger." Write ↓ for words that mean "become smaller."

____ increase	____ fall
____ rise	____ shrink
____ decrease	____ expand

B 6.1 **Guess.** How will climate change affect Earth? Circle the correct answers. Then listen and check.

1 Temperatures will **fall** / **rise**.
2 Freshwater levels will **fall** / **rise**.
3 Wildfires will **increase** / **decrease**.
4 Deserts will **shrink** / **expand**.
5 Farmland will **shrink** / **expand**.
6 Food supplies will **increase** / **decrease**.

C **Talk with a partner.** What are some other possible effects of climate change?

I think ocean levels will rise in the future.

Yeah. And I think cities will …

THE NATURAL WORLD

UNIT GOALS

- find out how climate change will affect us
- learn language for making predictions
- explore ways to fight climate change

VIDEO **ABOUT THE VIDEO** A young woman sails around the world and visits French Polynesia.

SAILING SOLO

Before You Watch

Take a quiz. Read the passage and circle the correct options. What else do you know about this part of the world?

French Polynesia is located in the [1] **Pacific** / **Atlantic** Ocean, halfway between South America and [2] **Australia** / **Africa**. It is made up of [3] **8** / **118** islands. The two largest islands are [4] **Hawaii** / **Tahiti** and Hiva Oa. French Polynesia is famous for its blue waters and perfect beaches.

While You Watch

A 8.2 **Watch the video.** Check (✓) five things you see Laura doing.

☐ sailing	☐ fishing	☐ hiking	☐ climbing rocks
☐ cycling	☐ surfing	☐ swimming	☐ walking on a beach

B 8.2 **Watch again.** Circle the correct answers.

1 Laura started her trip from ____.
a Gibraltar **b** French Polynesia

2 She followed the route her parents took ____.
a a year ago **b** over 20 years ago

3 Laura went to French Polynesia because she ____.
a saw her parents' photos **b** read her father's diary

C **What does Laura think?** Match the parts of the sentences.

1 The culture on every island is	○	○	the most important thing.
2 The people on the islands are	○	○	amazing.
3 People back home are	○	○	different.
4 Money is not	○	○	too busy.

After You Watch

Talk with a partner. Laura thinks the Pacific islands are paradise. Why do you think she feels this way? What would you describe as paradise?

Laura Dekker and her 12-meter-long sailboat, *Guppy*

REVIEW

A **Complete the activities.** Use the words in the box.

ballooning karting boarding lining diving riding jumping sailing

1 sand ____ 5 bungee ____
2 go- ____ 6 zip- ____
3 sky ____ 7 hot-air ____
4 para ____ 8 horseback ____

B **Complete the conversations.** Use the correct form of the verbs in parentheses.

1 **A:** [1] ____ you ____ Brazilian food? (**ever have**)
B: Yes. I [2] ____ it last year. (**try**)
2 **C:** [3] ____ Jason ____ kitesurfing? (**ever go**)
D: No, but his brother [4] ____ it many times. (**do**)
3 **E:** Jennifer says she [5] ____ camping. (**never be**)
F: Neither have I. But I [6] ____ hiking last summer. (**go**)

C **Circle the correct words to make collocations.**

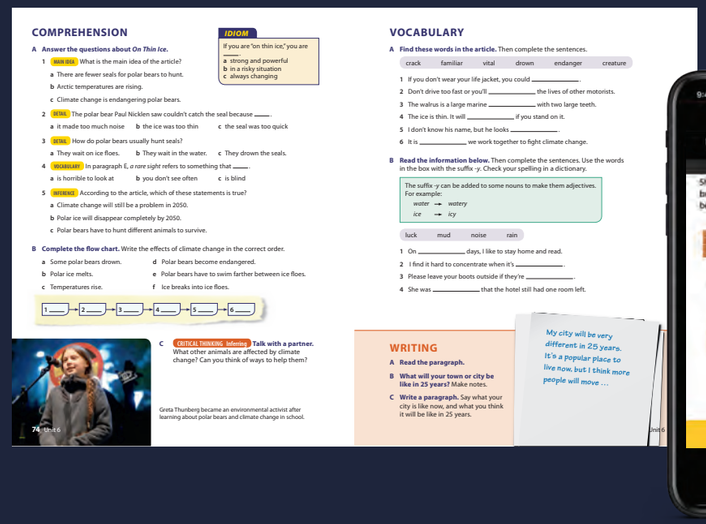
1 My cousin has **done** / **played** soccer for his country.
2 I would like to **go** / **do** traveling after I graduate.
4 You can't **do** / **take** photos in the museum.
3 Have you ever **played** / **gone** windsurfing? It looks fun!
5 She's **done** / **gone** many worthwhile things in her life.
6 Have you ever **taken** / **gone** a cooking class?

SELF CHECK Now I can …

- ☐ talk about interesting people and what they've done
- ☐ use language for talking about life experiences
- ☐ discuss what I want to achieve in my lifetime

KEEP CLASSROOMS ENGAGED

Classroom-tested lessons help teachers and students achieve success, for wherever they're going next. Lessons are carefully scaffolded and provide frequent practice opportunities, including task types that are commonly found on international exams. Fully supported with up-to-date teaching resources, including a Teacher's Book, Classroom Presentation Tool, and ExamView® Assessment Suite, *Time Zones* makes it easy for teachers to carry out successful lessons in any classroom.



COMPREHENSION

A **Answer the questions about *On Thin Ice*.**

1 MAIN IDEA What is the main idea of the article?
a There are fewer seals for polar bears to hunt.
b Arctic temperatures are rising.
c Climate change is endangering polar bears.

2 DETAIL The polar bear Paul Nicklen saw couldn't catch the seal because ____.
a it made too much noise **b** the ice was too thin **c** the seal was too quick

3 DETAIL How do polar bears usually hunt seals?
a They wait on ice floes. **b** They wait in the water. **c** They drown the seals.

4 VOCABULARY In paragraph E, *a rare sight* refers to something that ____.
a is horrible to look at **b** you don't see often **c** is blind

5 INFERENCE According to the article, which of these statements is true?
a Climate change will still be a problem in 2050.
b Polar ice will disappear completely by 2050.
c Polar bears have to hunt different animals to survive.

IDIOM
If you are "on thin ice," you are ____.
a strong and powerful
b in a risky situation
c always changing

B **Complete the flow chart.** Write the effects of climate change in the correct order.

a Some polar bears drown.
b Polar ice melts.
c Temperatures rise.
d Polar bears become endangered.
e Polar bears have to swim farther between ice floes.
f Ice breaks into ice floes.

1 ____ → 2 ____ → 3 ____ → 4 ____ → 5 ____ → 6 ____

74 Unit 6

C CRITICAL THINKING Inference **Talk with a partner.** What other animals are affected by climate change? Can you think of ways to help them?

Greta Thunberg became an environmental activist after learning about polar bears and climate change in school.

VOCABULARY

A **Find these words in the article.** Then complete the sentences.

crack familiar vital drown endanger creature

1 If you don't wear your life jacket, you could ____.
2 Don't drive too fast or you'll ____ the lives of other motorists.
3 The walrus is a large marine ____ with two large teeth.
4 The ice is thin. It will ____ if you stand on it.
5 I don't know his name, but he looks ____.
6 It is ____ we work together to fight climate change.

B **Read the information below.** Then complete the sentences. Use the words in the box with the suffix *-y*. Check your spelling in a dictionary.

The suffix *-y* can be added to some nouns to make them adjectives. For example:
water → *watery*
ice → *icy*

luck mud noise rain

1 On ____ days, I like to stay home and read.
2 I find it hard to concentrate when it's ____.
3 Please leave your boots outside if they're ____.
4 She was ____ that the hotel still had one room left.

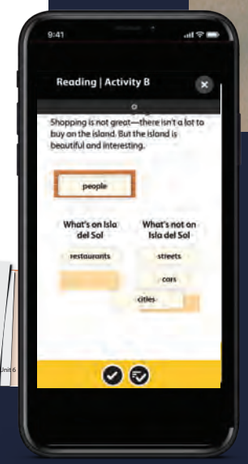
WRITING

A **Read the paragraph.**

B **What will your town or city be like in 25 years?** Make notes.

C **Write a paragraph.** Say what your city is like now, and what you think it will be like in 25 years.

My city will be very different in 25 years. It's a popular place to live now, but I think more people will move …



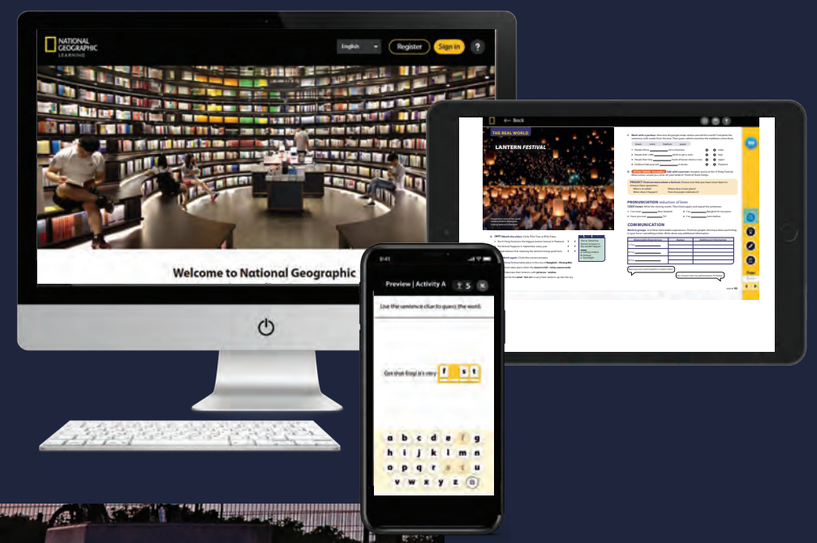
DIGITAL TEACHING SUPPORT

Teaching with *Time Zones* is easy with its flexible digital support materials.

Updated Classroom Presentation Tool
Enrich your lessons with interactive Student's Book and Workbook pages with embedded audio, video, and activities on the Classroom Presentation Tool.

New Online Practice and Student's eBook
Keep students engaged with mobile-responsive Online Practice, including audio, video, and practice activities for assessment, available at **learn.ELTNGL.com**.

Learning Management Platform
Manage your classroom and track students' Online Practice progress with a Learning Management System, available at **learn.ELTNGL.com**.



MATERIALS FOR EVERY CLASSROOM

For Learners
- Student's Book
- Workbook
- Combo Split
- Online Practice and Student's eBook
- Online Student Resources

For Teachers
- Teacher's Book
- Classroom Presentation Tool
- ExamView® Assessment Suite
- Learning Management System for Online Practice
- Online Teacher Resources

UPDATED *TIME ZONES* STARTER COMBO

The updated *Time Zones* Starter Combo level includes six units of instruction with Workbook pages to help beginner learners develop the language and skills they need to express themselves confidently in the classroom.

3

WHERE'S THE LION?

A lion in Kruger National Park, South Africa

PREVIEW

A 3.1 **Match the animals with the pictures.** Listen and check your answers.

monkey lion shark frog dolphin bear

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

B 3.2 **Listen.** What does each person say about the animals below? Complete the sentences. Two words are extra.

fast	clever	dangerous	quiet
noisy	scary	slow	strong

1 Dolphins are _____.

2 Monkeys are _____.

3 Frogs are _____, and sharks are _____.

4 Lions are _____, and bears are _____.

C **Talk with a partner.** Describe the animals in **A**. Use words from **B**.

Dolphins are noisy.

THE NATURAL WORLD

UNIT GOALS

- describe animals on land and in the water
- use language for describing where things are
- learn about animals that use camouflage

LANGUAGE FOCUS

A 3.3 **Listen and read.** Where are Ming and Maya? Then repeat the conversation and replace the words in **bold**.

REAL ENGLISH Look!

Ming: This safari park is so big! How many animals are there?

Maya: About 500. Wow! Look, **a lion**! (**a monkey** / **an elephant**)

Ming: Where? I don't see it.

Maya: It's over there, next to the **tree**. (**rock** / **car**)

Ming: Oh, where is it now?

Maya: It's behind the **hippo**. (**elephant** / **giraffe**)

Ming: Where's the lion now?

Maya: It's **in front of** you! (**next to** / **behind**)

B 3.4 **Look at the chart.** Then circle the correct answers below.

TALKING ABOUT LOCATION OF THINGS (USING PREPOSITIONS)	
The bears are **near** the tree. The monkey is **behind** the frog.	
How many animals **are there**?	**There's** one animal. / **There are** twenty animals.
Where's the frog?	It's **on** / **under** / **next to** the rock.
Where are the monkeys?	They're **in front of** / **behind** the tree.
Is the lion **on** the rock?	Yes, it is. / No, it isn't.
Are the fish **in** the water?	Yes, they are. / No, they aren't.

1 *How many* is for questions about **age** / **number**.

2 *Where* is for questions about **places** / **people**.

3 Words like *on*/*in*/*under* show **where** / **when** something is.

C **Look at the picture below.** Complete the sentences.

in next to under in front of

1 The giraffes are _____ the tree.

2 The hippos are _____ the elephants.

3 The fish are _____ the water.

4 The frog is _____ the tree.

DO YOU KNOW?

What is this?
a a catfish
b a horsefish

D **Look at the picture below.** Answer the questions.

1 How many lions are there? *There's one lion.*

2 How many hippos are there? _____

3 Where's the lion? _____

4 Where are the elephants? _____

E **Play a game.** **Student A:** Choose something in the classroom. **Student B:** Guess what it is.

Is it on the table? — Yes, it is.

Is it a pen? — No, it isn't.

A **Look at the animals in the photo above.** Write words to describe them.

Leopard seal: long,

Penguin: small,

B ▶ 3.1 **Watch the video.** Complete the summary.

Paul Nicklen is a photographer. He's in Antarctica to take photos of [1] **animals** / **people**. Paul sees a [2] **penguin** / **leopard seal** in the water. It swims near his [3] **camera** / **friend**. Later, Paul sees a leopard seal chasing a penguin. The penguin is [4] **slow** / **fast**. Another penguin is on the ice. It's [5] **safe** / **not safe**.

C ▶ 3.1 **Watch again.** Complete the sentences using the words in the box.

in front of　　on　　behind　　in

1 Paul Nicklen is _____ the water.

2 The leopard seal is _____ Paul's camera.

3 The penguins are _____ the rock.

4 The seal is _____ the penguin.

D CRITICAL THINKING Inferring **Talk with a partner.** Think of two words to describe Paul Nicklen's job.

PROJECT Walk around your neighborhood. Find five animals and note where they are.

grasshopper: on a leaf
frog: behind a rock

PRONUNCIATION *There are* and *They're*

🎧 3.5 **Listen.** Circle the words you hear. Then listen again and repeat the sentences.

1 There are　They're

2 There are　They're

3 There are　They're

4 There are　They're

COMMUNICATION

A **Choose four animals.** Draw them or write their names on the picture below.

shark　dolphin　monkey　frog　fish　lion

B **Talk with a partner.** Ask about the animals in their picture. Draw your partner's picture on page 150.

Is there a shark in your picture?

Yes, there is.

Where is it?

It's behind the seaweed.

C Compare the pictures with your partner.

READING

A **Look at the photos.** Check (✓) the things you see.

☐ seaweed ☐ tree ☐ frog

B **Read the title.** Why do you think these animals are strange?

C **Skim the article.** Underline the places where the animals hide.

A leafy sea dragon

STRANGE ANIMALS

3.6 Do you know that some animals are camouflaged? This means their colors are **the same as** the colors around them. Some animals in the sea and on land are camouflaged.

Look at the photo on the left. This looks like **seaweed**, but it's not! It's a leafy sea dragon. It **hides** in the seaweed. It's the same color as the seaweed. Its **body** is also in the shape of **leaves**.

Look at the photo below. Do you see the owl in the tree? It's the same colors as the **branches** of the tree. Where are its eyes and its head?

An owl

LEVEL 1 STUDENT'S BOOK, UNIT 3

For sample audio and video, and the complete Scope and Sequence, visit **ELTNGL.com/TimeZones3e**

COMPREHENSION

A Answer the questions about *Strange Animals*.

1 MAIN IDEA What's the article mainly about?

a jungle animals **b** animals that hide **c** dangerous animals

2 DETAIL A leafy sea dragon looks like _____.

a seaweed **b** a rock **c** an owl

3 REFERENCE The word *It* in line 6 refers to _____.

a a leaf **b** seaweed **c** the leafy sea dragon

4 DETAIL Which of the following information about the owl is NOT in the article?

a It hides in the tree. **b** Its eyes are big. **c** Its colors are the same as the tree.

5 INFERENCE The leafy sea dragon and the owl hide using their _____.

a colors **b** shapes **c** sounds

B Complete the chart. Use the information about the animals in the article.

What are their names?	Where do they live? (on land / in the sea)	Where do they hide?
leafy sea dragon		

C CRITICAL THINKING Applying **Talk with a partner.** What other animals use camouflage to hide?

IDIOM

If someone is "like a fish out of water," they are _____.
a not comfortable
b not well

A snowy owl

VOCABULARY

A Find the words below in the article. Then complete the sentences.

the same as seaweed hide body leaves branches

1 _____ is a plant that grows in water.
2 The _____ of a plant are usually green.
3 There's fur on a rabbit's _____.
4 There are birds on the tree's _____.
5 When you _____, people can't see you.
6 Some frogs hide in trees because their colors are _____ the trees.

B Read the information below. Complete the sentences.

Here are some phrases to describe where things are.
on the left *in the middle* *on the right*

1 The blue birds are _____.
2 The yellow and white bird is _____.
3 The big gray bird is _____.

WRITING

A Look at the photo. Read the beginning of a description of the photo.

B Make notes about the photo. What do you see? Where are the things in the photo?

C Write a description of the photo. Say where things are.

There's a diver and a lot of fish in the water. On the left, there are some yellow fish. In the middle, ...

ABOUT THE VIDEO Many strange creatures live in the ocean.

OCEAN *ODDITIES*

Before You Watch

Work with a partner. What sea animals do you know? Make a list.

_____

While You Watch

A ▶ 3.2 **Watch the video.** What do the animals do?

☐ eat ☐ sleep ☐ hide ☐ make sounds

B ▶ 3.2 **Watch again.** Circle the correct answers.

1 Sargassum fish hide in **seaweed** / **coral**.
2 Comb jellyfish are **colorful** / **dangerous**.
3 Beluga whales are very **quiet** / **noisy**.
4 Clams use their **foot** / **tongue** to push into the sand.
5 Clams hide **behind a rock** / **under the ground** when they are scared.

After You Watch

Talk with a partner. Describe the sea animals in the video. Use the words in the box.

beautiful dangerous scary strong fast slow noisy clever

A coral reef near Sebayur Island, Indonesia

A Match the descriptions with the animals in the box.

lions bears frogs dolphins monkeys sharks

1 They're very big fish. _____
2 They're big cats from Africa. _____
3 They live in water and on the ground. _____
4 They live in trees and on the ground. _____
5 They live in the sea. They're very clever. _____
6 There are a lot of them in Canada. They're often brown or black. _____

B Look at the pictures. Complete the sentences and questions.

1 The cat is **on** / **in** the box.

2 **Is** / **Are** the cat behind the box? No, it **isn't** / **aren't**.

3 **Where are** / **How many** cats are there?

4 **Where's** / **Where are** the cat? It's **under** / **next to** the box.

C Look at your drawing in the Communication section of this unit. Write three sentences to describe it. Use *on the left*, *on the right*, and *in the middle*.

1 _____
2 _____
3 _____

SELF CHECK Now I can …

☐ describe animals on land and in the water
☐ use language for describing where things are
☐ talk about animals that use camouflage

For sample audio and video, and the complete Scope and Sequence, visit **ELTNGL.com/TimeZones3e**