

WELCOME

Welcome to the updated and expanded edition of *Time Zones*.

WHAT IS *TIME ZONES*?

Time Zones is a five-level, four-skills series that combines a communicative approach to learning English with up-to-date National Geographic content. It is designed to be engaging for all young students, from pre-teens to young adults.

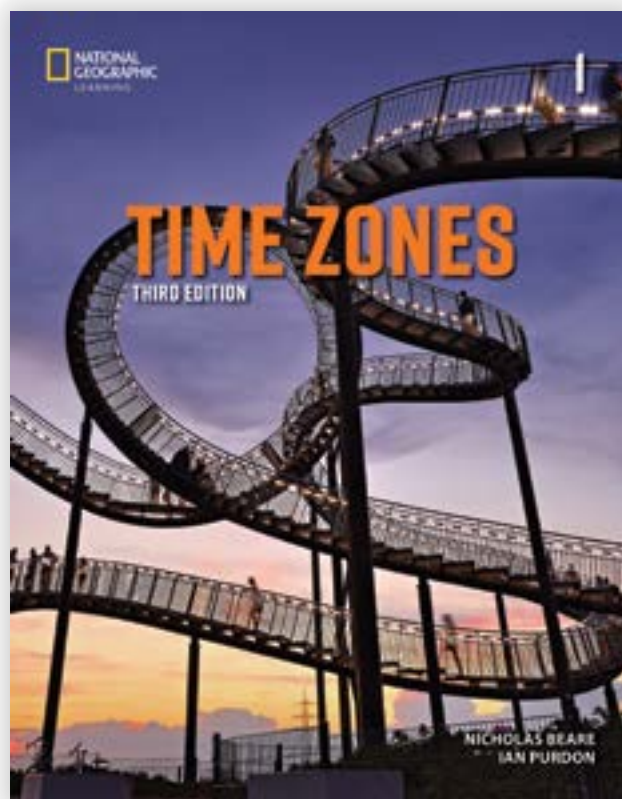
HOW IS THE BOOK ORGANIZED?

Time Zones follows a familiar grammatical syllabus, with simple structures introduced in the lower levels, followed by increasingly complex structures in later levels. However, *Time Zones* also follows a rich, thematic content syllabus. Real-world content is used as a springboard for introducing the language that students need to become effective communicators in English.

As with the grammatical syllabus, *Time Zones* teaches the highest-frequency vocabulary in the earlier stages of the course, with relatively lower-frequency vocabulary appearing only in the higher levels of the series. Along the way, more specialized vocabulary is occasionally introduced so that students can develop a meaningful understanding of it, as well as be able to talk about the real world topics and issues introduced in *Time Zones*. Key vocabulary is recycled systematically throughout the series.

The vocabulary and grammar is well integrated throughout the series. For example, students might learn the grammatical structure *can* to talk about abilities in a unit on animals—learning to talk about what animals can and can't do—before going on to personalize the language and talk about themselves and their own abilities.

Ideally, the units of *Time Zones* will be taught in order and no units will be skipped. However, if your students have some background in English, you may wish to skip the **Starter Level**, which consolidates some of the core English that young students might have already encountered if they have been exposed to English learning before.



WHAT ARE THE PRINCIPLES BEHIND THE SERIES?

1. ENGLISH FOR INTERNATIONAL COMMUNICATION

Students today are living in an increasingly globalized world, with English continuing to become an important lingua franca. The distinction between “native” and “non-native” speakers of English is becoming even less distinct than in the past. In fact, the majority of communication in English is between two so-called “non-native” English speakers. While *Time Zones* uses standard American English as its basis—in terms of lexis and grammar—it also acknowledges, and embraces, the fact that English is a global language.

Time Zones positions students to be effective communicators in English in a world where English is a common means of international communication. Because of this, the *Time Zones* audio program includes speakers from other countries with a range of real-world accents. This allows students to become comfortable listening to speakers from around the world and encourages them to speak themselves. Additionally, this emphasis on global accents better prepares students for common international exams, which increasingly focus on various international English accents.

2. AUTHENTIC, REAL-WORLD CONTENT

Time Zones is built on the belief that authentic, real-world content is more motivating and more relevant to students than content that is contrived or artificial. Stories, photographs, and video from National Geographic and other real sources tap into student curiosity, motivate them to learn about the world, and get students talking in English as early in their studies as possible.

At the same time, this focus on authenticity provides students with many opportunities for personalization. Throughout the program, students apply the language they learn as they develop the ability to talk about the world, as well as about themselves and their own lives. For example, students may learn about extreme weather conditions—the coldest place on Earth—but will also be able to use this language to talk about themselves and their own everyday experiences.

3. GLOBAL CITIZENSHIP AND VALUES

Time Zones encourages students to think deeply about the values that all global citizens share. Throughout reading, listening, and video lessons, students of *Time Zones* learn about the world around them and its many varied cultures, as well as about global issues and events affecting everyone—including historical discoveries, scientific developments, and the health of the environment and the planet’s inhabitants. Real stories about National Geographic Explorers and real-life global citizens prompt students to consider the effects of their own thoughts, beliefs, and actions on the whole world, and act as a springboard for short projects that go beyond the textbook.

4. ESSENTIAL SKILLS FOR SUCCESS

Students need more than strong communication skills to be successful. *Time Zones* recognizes that students need to be able to understand information presented in different ways—text, audio, video, charts, maps, and graphs—and be able to communicate about them in different settings and contexts. They also need to be able to work collaboratively in pairs and in group settings. Explicit and frequent practice in higher-order thinking skills are critical to future success in the classroom. Students using *Time Zones* will be exposed to all of these skills weaved into each unit of the program.

Time Zones also acknowledges that many students today are balancing long-term communication goals with the immediate need for exam preparation. Throughout the program, students are exposed to task types commonly found on international exams. This helps students practice test-taking strategies and builds their confidence before taking these high-stakes exams.

WHAT'S NEW IN *TIME ZONES*, THIRD EDITION?

- Two videos in every unit help students see more of the world and make personal connections with the unit theme.
- More grammar and vocabulary activities in each unit deliver more guided language practice for in-class use.
- Clear unit goals and review activities encourage learner independence and self-assessment.
- Audio recordings with a range of international accents expose learners to natural English.
- Updated technology resources make *Time Zones* easy to use in and out of the classroom.
- Different activities in the Workbook and Online Practice offer more practice opportunities out of the classroom.
- An expanded Starter Combo level with six complete units is ideal for short courses for true beginners.

TAKE A TOUR OF *TIME ZONES* TEACHER'S BOOK

The Teacher's Book of *Time Zones* is full of suggestions on how to get the most out of your class time. The following pages will help you understand the vast resources at your disposal. (Don't forget to read about the other components on page xix.)

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The **How to Teach Time Zones** section introduces techniques and tips to help you teach *Time Zones* more effectively.

Every level of *Time Zones* is divided into **12 units**. Each twelve-page unit is based on a particular theme, allowing students to learn about the world around them as they develop language skills.

The **Workbook** is an effective way for students to practice the language learned in *Time Zones*. Page xix gives more information about the Workbook. Answer keys for all of the Workbook activities are on pages 155–166.

MEET THE *TIME ZONES* TEAM

MAYA



This is **Maya Santos** from Rio de Janeiro, in Brazil. She's into music, singing, and shopping.

MING



This is **Ming Chen** from Shanghai, in China. He likes sports and animals.

STIG



This is **Stig Andersson** from Stockholm, in Sweden. He loves food, photography, and sports.

NADINE



This is **Nadine Barnard** from Cape Town, in South Africa. She loves nature, movies, and music.

USING THE TEACHER'S BOOK EFFECTIVELY

The **reduced Student's Book** pages show answers for each activity. "Answers will vary." is used when there is no single correct answer for a particular question or activity.

UNIT 2 THIS PLACE IS AMAZING!

CONTENT AREA: PEOPLE AND PLACES

Topic places

Vocabulary: places: sea, beach, building, street, city, street, hotel, island, town, restaurant; **adjectives:** big, beautiful, close, famous, old, small, great; **things:** book, tourist

Grammar: the verb to be and adjectives

Extra material: a world map

Other useful vocabulary: places: palace, museum, monument, stadium, temple, shrine, church, mosque, mountain, wall, rock, cave; **other words:** underground, house

END OF UNIT PROJECT Have students do some research about a famous place in their country that is not their own city. Explain that when they meet people from other countries, they sometimes explain famous places. Remind them that they made a list of three wonders of their country on page 21. Tell them they can use one of these places if they want.

Ask them to do research and use it to write several sentences. Explain that they should imagine they are talking to someone who knows nothing about their country. Tell them they can bring in a map. Alternatively, provide maps (paper or digital).

To provide structure, ask students to answer the following questions: **Is** What is the name of the place? **Where is it?** (Tell them to bring a map to show the other students.)

What is it like? (e.g., This place is beautiful.)

18 Unit 2

2 THIS PLACE IS AMAZING!

PREVIEW

A Look at the pictures with the pictures. Then listen and check your answers.



What are the (beaches) like? (The beaches are very nice.)

To class, tell students to play a guessing game. Have them get into small groups and take turns making their reports without saying the name of the place. Other group members should listen and guess the place. After students have discovered what the place is, tell group members to ask questions about their partner's place.

TEACHING NOTE: EXPECTATIONS IN CLASS

During the first few weeks of class, tell your students about your expectations for the class. For example: Ask students to take notes and be active learners. Encourage them to speak in English. Remind students to not rest during class.

If you do not allow students to use their phones in class (e.g., to search for words and information), tell them to put their cell phones and other technology away so it doesn't distract them.

PREVIEW

Have students read the unit title to themselves as you read it aloud. Explain that at this unit they will learn to talk about and describe amazing places.

ABOUT THE PHOTO

This photo shows Copacabana Beach, one of the most famous beaches in the world. It is a beautiful long sandy beach with many people. Many people are sitting on the beach, some are playing sports, and some are walking. The beach is very beautiful and the water is very blue.

UNIT GOALS

Look at the goals in your city.

Learn to use amazing places around the world.

A Explain to students that they should match the places with the pictures. As students follow along, read the words in the box aloud. Have students do the task.

Tell students they should listen and check their answers.

OPTIONAL Have students read the photo caption. Then have them find Brazil and Rio de Janeiro on a world map.

Joining on a world map. Give students more information about the beach. (See **ABOUT THE PHOTO**.)

B Read the questions about the students following along in their books. Have students get into pairs and talk about their ideas.

SUPPORT Using the photos, ask students additional questions until they become comfortable with the vocabulary. For example: point to the beach. Ask, What color is the beach?

C Tell students to get into pairs and take turns naming and answering questions about their favorite places. If necessary, before students start, ask them to brainstorm questions they can ask, such as: What's your favorite place?

CHALLENGE Ask students to name some other places. (See **Other useful vocabulary**.) Have students work with a partner again and talk about their favorites among these places.

UNIT GOALS

Direct students' attention to the **UNIT GOALS** box. Explain that there are some of the things students will learn in this unit. Point out that this unit is about people and places. As students follow along, read each of the unit goals to the class. Explain any words students do not know. Remind students that at the end of the unit there is a self-check that allows them to see if they have accomplished each goal.

TEACHING NOTE: UNIT GOALS

Discussing the unit goals is an important part of introducing the unit. It gives students a framework to better understand what they are going to learn. It also allows them to activate prior knowledge and experiences about the topic and vocabulary, so they can organize the content to understand and learn more efficiently.

Unit 2 19

The **TEACHING NOTE** boxes contain tips for teachers, additional activity explanations, and explanations of language acquisition concepts. These notes are in easy-to-understand language so that they can be used to explain the concepts to students.

THE REAL WORLD

CONTENT NOTE: WONDERS OF THE WORLD

The Taj Mahal, in Agra, was built by the Mughal emperor to remember his wife. In total, it took 21 years to build and utilized craftsmen from across the region, Central Asia, and Iran. It includes the temple, a mosque, gates, courtyards, gardens, and a great house.

Researcher before Machu Picchu was built around 1450 as a resort for escape for the Inca ruler Pachacuti and those in the upper classes. The city helps explain estimates that only 500 to 750 people lived there. Experts believe the people farmed the terraces and hills in order to sustain. Petra, also known as the "Rose City," contains caves, temples, and tombs that grew as little about the kingdom of Nabataea. It is believed the Nabataeans gained great wealth by trading incense, and Petra helped to connect traders moving back and forth between the Mediterranean Sea and the Arabian Sea.

A As students follow along, read the questions and the names of the places in the box aloud. Have students get into pairs and share their ideas.

B Tell students they are going to watch a video and they should circle the location and age of each place.

OPTIONAL Play Video 2.1. If necessary, play the video again. Check answers as a class.

C Tell students they should watch again and circle T if the statement is true and F if it is false. As students follow along, read the statements aloud.

22 Unit 2



A You are going to watch a video about the places below. What do you know about them? Talk with a partner. Answers will vary.

Check the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

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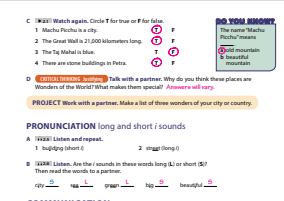
Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.

Look at the Taj Mahal in the box.



A You are going to watch a video about the places below. What do you know about them? Talk with a partner. Answers will vary.

Check the Great Wall in the box.

Look at the Great Wall in the box.

Look at the Great Wall in the box.

Look at the Great Wall in the box.

Look at the Great Wall in the box.

Look at the Great Wall in the box.

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Look at the Great Wall in the box.

PRONUNCIATION

A Tell students that in English the vowel /i/ can be pronounced in different ways, so they need to remember not only how new words are said but also how they are spelled.

Explain that they will study the sounds for the long and short /i/. Tell them to listen and repeat.

OPTIONAL Play Audio Track 2.1. Play it again, pausing after each word so students can repeat. Students may have difficulty hearing the difference between the two. Play the audio a third time, if necessary.

B Explain that for each word, they must listen and decide whether the word has a long or a short /i/. Write the word on the board.

OPTIONAL Play Audio Track 2.2. Play it again, if necessary. Check answers.

Have students get into pairs and take turns saying the words with their partners.

COMMUNICATION

A Tell students they are going to play a guessing game. Have them get into groups and choose a place in their city.

B Tell students that two groups will get together and they will try to guess the other group's place. Emphasize that they cannot use any other questions.

Model the activity with a student.

Have students play the game and switch roles after the first round.

OPTIONAL Tell students that the winner is the team that guesses the place with the fewest number of questions. After groups have finished playing the game, as a class determine which group is the overall winner.

Unit 2 23

The **CONTENT AREA** box summarizes key vocabulary and the grammar point in the unit. It also gives optional suggestions for things you may want to prepare before class. **Other useful vocabulary** is related to the topic of the unit and is particularly helpful for students who are slightly more advanced and need a further challenge.

The **End of Unit Project** section provides a suggestion for a bigger project that students can do either inside or outside of class. The project extends and personalizes both the content and the language from the unit.

Both the **CONTENT NOTE** boxes and the **ABOUT THE PHOTO** boxes give additional details about the content being studied and the photos. This information can be shared with students to widen their knowledge.

The **CHALLENGE** sections allow you to expand on the Student's Book material, adding additional learning and challenge. These are particularly appropriate for students who are finding the material a little too easy. In mixed-level classes, for example, while other students finish the Student's Book activity, you can ask fast-finishing pairs and groups to work on these activities.

The **OPTIONAL** sections suggest additional activities to practice the Student's Book material. You can use these to provide your students with additional practice before moving on to new material or as review as you progress through the unit.

Additional Activities to Use with the Reading suggest various activities to expand the content, including reinforcing vocabulary, increasing students' awareness of the way vocabulary is used, expanding on the grammar used in the reading, personalizing the material, and practicing the unit's pronunciation point. You can select the activities that best meet your students' needs and your time constraints.

[illegible]

The **SUPPORT** sections provide suggestions for further explanation for students who are finding the Student's Book material a little challenging. These additional procedures help students review previously studied material and explore Student's Book material in more detail. These sections also provide additional practice of the language.

COMPREHENSION

A Have students read the questions and then discuss the correct answers.

After they have finished, have them get into pairs and check their answers as a class.

B KIDS PRACTICE

A Venus diagram is a graphic organizer that has two main categories. The diagram is included in standardized tests on the 7th Academic Spelling Test, which requires students to study the diagram for a short time before finishing it. A Venus diagram organizes information into groups, each representing how one set of things is related to others (e.g., a subject with some similarities but other differences). The diagram provides a visual representation that allows for easy comparison and contrast. It is a two-side diagram, for example, students should write things that are (1) only one set, (2) both sets, (3) neither set.

Point to the diagram. Explain that this is a Venus diagram and that these diagrams are used to visually show how two (or more) things are similar and different.

Ask students what two things are being compared in this diagram (Santa Cruz del Islote and Cordero Pico).

Point to the overlapping area in the center. Ask students what they notice or are curious about when they notice or are curious about, providing the answer if necessary. (Both places have two or more things in common.)

Tell students they will classify the sentences by writing the letters A or B at the diagram. As students follow along, read the sentences aloud.

Have students do the task. Check answers as a class.

VOCABULARY

A Answer the questions about Amazing Places.

1. **Answer:** The article describes two places that are **amazing**.
a. very big b. underwater c. unusual places to live
2. **Answer:** The word *home* is the third sentence of paragraph 1 and refers to **home**.
a. the hotel b. Cordero Pico c. Santa Cruz del Islote
3. **Answer:** Many people from Santa Cruz del Islote **move** to Cordero Pico.
a. come b. travel c. there are all their friends
4. **Answer:** What is the best place for its paragraph?
This place can be the **best**.
a. and of paragraph A b. and of paragraph B c. beginning of paragraph B
5. **Answer:** What does the word *go by* mean?
a. Santa Cruz del Islote b. Cordero Pico c. both places

B Complete the Venus diagram. Write the letter A or B in the circle.

C **READING STRATEGY** Talk with a partner. Think of one more adjective to describe each place in the article. *Answers will vary.*

Views on Santa Cruz del Islote

26

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Views on Santa Cruz del Islote

26

VOCABULARY

A Find the words and label as the article. Then complete the sentences.

1. **Answer:** **island** **beach** **restaurant** **town** **tourists** **hotels**

Santa Cruz del Islote

1. People travel to **island** to **beach** and **restaurant**.

2. People can live on the **island**.

Cordero Pico

1. Many **tourists** visit the town and **hotels**.

2. People can live on the **island**.

B Read the information about the underlined nouns in the passage.

Read the information below. Then circle the correct answers.

We can go to the island and have some amazing food.
The place is the underground town and has some amazing things.
We can go to go to two different cities.
It is very small and has a different place.

1. There is a **restaurant** and **beach** on the island.
2. Cordero Pico is a **small** and **interesting** place.
3. There are **tourists** on the **island**, and **hotels** and **town** are no cars.
4. There are **young** people **and** **old** people.

WRITING

A Read the passage. Look at the photos.

1. Choose an amazing place to go to. Find a picture of it. Make notes about the place. Write the words in the box to help you write.

famous interesting important
amazing popular beautiful

C Make a poster. Write about the amazing place in your city.

Unit 27

COMPREHENSION

A Answer the questions about Amazing Places.

1. **Answer:** The article describes two places that are **amazing**.
a. very big b. underwater c. unusual places to live
2. **Answer:** The word *home* is the third sentence of paragraph 1 and refers to **home**.
a. the hotel b. Cordero Pico c. Santa Cruz del Islote
3. **Answer:** Many people from Santa Cruz del Islote **move** to Cordero Pico.
a. come b. travel c. there are all their friends
4. **Answer:** What is the best place for its paragraph?
This place can be the **best**.
a. and of paragraph A b. and of paragraph B c. beginning of paragraph B
5. **Answer:** What does the word *go by* mean?
a. Santa Cruz del Islote b. Cordero Pico c. both places

B Complete the Venus diagram. Write the letter A or B in the circle.

C **READING STRATEGY** Talk with a partner. Think of one more adjective to describe each place in the article. *Answers will vary.*

Views on Santa Cruz del Islote

26

VOCABULARY

A Find the words and label as the article. Then complete the sentences.

1. **Answer:** **island** **beach** **restaurant** **town** **tourists** **hotels**

Santa Cruz del Islote

1. People travel to **island** to **beach** and **restaurant**.

2. People can live on the **island**.

Cordero Pico

1. Many **tourists** visit the town and **hotels**.

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Santa Cruz del Islote

1. People travel to **island** to **beach** and **restaurant**.

2. People can live on the **island**.

Cordero Pico

1.

UNIT WALKTHROUGH

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

High-interest photography introduces the unit topic and target vocabulary, stimulates students' interest, and sparks classroom discussion.

Time Zones features real-world information from **four content areas**: People and Places, History and Culture, the Natural World, and Science and Technology.

2

THIS PLACE IS AMAZING!

Copacabana Beach is a popular place in Rio de Janeiro, Brazil.

PREVIEW

A 2.1 Match the places with the pictures. Then listen and check your answers.

sea beach building store city street



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

18

Each **Preview** section includes a listening activity that provides authentic speaking models so students can improve their pronunciation and general communication skills.

PEOPLE AND PLACES

UNIT GOALS

- talk about places in your city
- use language for describing places
- learn about amazing places around the world

19

B Talk with a partner. Look at the photo. Which places from **A** do you see?

C Talk with a partner. Ask about their favorite places.

The **Unit Goals** box tells students what they are going to learn in the unit. This can be particularly helpful for students who might otherwise focus on the details without seeing how they are related to one another.

The unit's target language is introduced through an entertaining conversation featuring the *Time Zones* team. Students can repeat the conversation, varying vocabulary and the speaker parts, to build fluency and confidence.

The **Real English** box highlights a functional phrase or discourse marker from the dialog that is commonly spoken by fluent speakers of English.

The **Language Focus** activities practice and reinforce the unit's grammar and language, moving from controlled and contextualized practice to freer practice.

Most **Language Focus** sections have a listening component, allowing students to become more comfortable with the language before producing it.

LANGUAGE FOCUS

A **2.2** **Listen and read.** Do Stig and Nadine like Amsterdam? Then repeat the conversation and replace the words in **bold**.

REAL ENGLISH Wow!

Stig: It's my first time in Amsterdam. What a **big** city! (**beautiful / clean**)

Nadine: It's my first time here, too. Look at those buildings, Stig!

Stig: They're houses. They're **amazing**. (**famous / beautiful**)

Nadine: Yes, they are. And they're **colorful**. (**old / small**)

Stig: There's another famous place in Amsterdam—the NEMO Science Museum.

Nadine: Wow! The design of the building is **interesting**. (**beautiful / great**)

Stig: The place is very popular with tourists.

Nadine: We're tourists, too! Let's go there. I want to take photos.



B **2.3** **Look at the chart.** Then circle the correct answers below.

DESCRIBING PLACES (USING BE AND ADJECTIVES)

This place **is famous**. / The buildings **are amazing**.

They're very **new**.

They're **not old**. / They **aren't old**.

Is the street **long**? Yes, it **is**.
No, it **isn't** / it's **not**.

Are the houses **big**? Yes, they **are**.
No, they **aren't** / they're **not**.

They're = They are
They're not = They are not
aren't = are not
isn't = is not

- We use *are* with **one thing / more than one thing**.
- We add *not* to make a **question / negative sentence**.
- We use *is/Are* at the beginning of a **question / sentence**.

20 Unit 2

C **Complete the sentences.** Use the correct form of the verb *be*.

- The streets _____ beautiful.
- The photo _____ old. It's new.
- The rooms _____ big. They're small.
- Look! There _____ an island in the sea.

IDIOM

A place "in the middle of nowhere" is somewhere _____.
a in the center of the city
b far from everything

D **2.4** **Look at the photo below.** Write questions and answers with the words. Then listen and check.

- | | |
|--|----------------------------------|
| 1 this building / in Mexico?
_____? | 3 this place / famous?
_____? |
| Yes, _____. | Yes, _____. |
| 2 the flag / small?
_____? | 4 the building / new?
_____? |
| No, _____. | No, _____. |

E **Work in a group.** Play a memory game.

The city is beautiful.

The city is beautiful and the streets are clean.

The city is beautiful, the streets are clean, and the houses are small.



The Zócalo in Mexico City

Unit 2 21

The final activity in each Language Focus is an open-ended communicative activity, such as a game, role-play, or survey.

The **Idiom** box presents an idiom related to the unit topic. The idioms are all commonly used expressions and understanding them will increase students' communicative ability.

The Real World uses a short video to introduce students to more general knowledge about the world through personal stories and experiences of National Geographic Explorers, recent discoveries and research, scientific experiments, and more.

The **Pronunciation** section helps to build student confidence, using a listen-notice-repeat sequence. This section introduces and practices features of spoken English that are appropriate to students at each level. The pronunciation syllabus is topic-related and focuses on the unit's target language.

Project suggestions encourage students to personalize what they've learned in the lesson and go beyond the book to do research online, in their neighborhood, or in the classroom.

Do You Know? quizzes provide students with fun, real-world facts related to the content.

THE REAL WORLD

WONDERS OF THE WORLD

A part of the Great Wall of China

A You are going to watch a video about the places below. What do you know about them? Talk with a partner.

the Taj Mahal Machu Picchu the Great Wall Petra

I think the Taj Mahal is in ...

The Great Wall is very long and ...

B ▶ 2.1 Watch the video. Circle the correct answers.

Place	Country	... years old
1 Machu Picchu	Brazil / Peru	60 / 600
2 the Great Wall	China / Japan	2,300 / 3,200
3 Taj Mahal	Italy / India	200 / 400
4 Petra	Jordan / Australia	1,500 / 2,000

22 Unit 2

The **Communication** section is the longest communicative task of the unit. These pair or group activities allow students to use the language they have learned in a less structured speaking activity. These sections include activities such as games, surveys, information gap activities, and questionnaires.

C ▶ 2.1 Watch again. Circle **T** for true or **F** for false.

- | | | |
|---|---|---|
| 1 Machu Picchu is a city. | T | F |
| 2 The Great Wall is 21,000 kilometers long. | T | F |
| 3 The Taj Mahal is blue. | T | F |
| 4 There are stone buildings in Petra. | T | F |

D **CRITICAL THINKING** Justifying Talk with a partner. Why do you think these places are Wonders of the World? What makes them special?

PROJECT Work with a partner. Make a list of three wonders of your city or country.

PRONUNCIATION long and short *i* sounds

A ▶ 2.5 Listen and repeat.

- 1 building (short *i*) 2 street (long *i*)

B ▶ 2.6 Listen Are the *i* sounds in these words long (**L**) or short (**S**)? Then read the words to a partner.

city S sea green big beautiful

COMMUNICATION

A Work in a group. Choose a famous place in your city.

B Play a guessing game. Take turns. **Group A:** Ask questions about the place. **Group B:** Answer "yes" or "no."

Is it old?
No, it isn't.
Is it a building?
Yes, it is.

Lotte World in Seoul, South Korea

Unit 2 23

Critical Thinking questions provide an opportunity for students to engage critically with the article by asking and answering questions related to the content.

The **Reading** section starts with a photograph and a pre-reading activity to engage students, introduce the topic, and activate prior knowledge and language. Students also practice skimming, scanning, prediction, and other skills that are essential for effective reading.

Audio recordings of each passage help students practice their listening, understand the pronunciation of new words, and study natural rhythm and intonation.

READING

A Look at the photos. Check (✓) the information you think is true.

- ☐ Santa Cruz del Islote is an island.
- ☐ Coober Pedy is a cold place.
- ☐ People live in both places.

B Skim the article. Underline the adjectives.

C Talk with a partner. Why do you think these places are amazing?



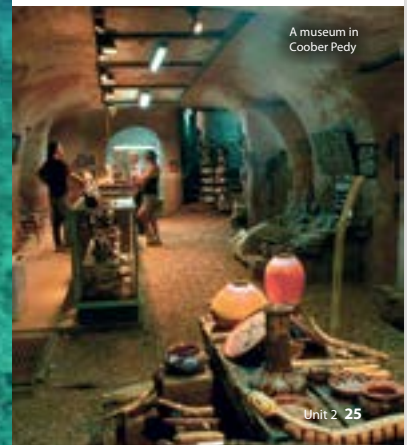
Santa Cruz del Islote

24 Unit 2

AMAZING PLACES

A **2.7** This **island** is Santa Cruz del Islote. It's two hours by **boat** from Cartagena, Colombia. It's very small, but over 1,000 people live here. There's a school, two stores, and a **restaurant**. Many people live here all their lives.

B Coober Pedy is a small **town** in Australia. It's eight hours by car from Adelaide. There are no tall buildings in Coober Pedy. Everything is underground! About 1,500 people live in underground houses. Some houses are very big. A lot of **tourists** visit Coober Pedy. They go to the underground stores and **hotels**.



A museum in Coober Pedy

Unit 2 25

High-interest readings feature real-world information that has been adapted from National Geographic or other reliable sources. The reading passage introduces new vocabulary; however, the length and language level of each passage is carefully graded and controlled to ensure student understanding with little or no teacher support.

Activity A of the Comprehension section features multiple-choice questions to check students' basic comprehension. The multiple-choice questions follow the same format as many common international exams. Question types include main idea, purpose, detail, inference, cohesion, vocabulary, and understanding reference words.

Activity A of the Vocabulary section gives students more practice with target lexicon from the Reading passage.

Activity B explains and practices real-world, commonly used expressions such as phrasal verbs, collocations, and synonyms.

COMPREHENSION

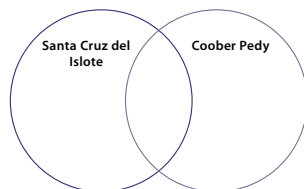
A Answer the questions about *Amazing Places*.

- MAIN IDEA** The article describes two places that are _____.
a very big b underwater c unusual places to live
- REFERENCE** The word *here* in the third sentence of paragraph A refers to _____.
a the boat b Cartagena c Santa Cruz del Islote
- DETAIL** Many people from Santa Cruz del Islote _____.
a move to Cartagena b are tourists c live there all their lives
- COHESION** What's the best place for this sentence?
"They also eat at the cafés."
a end of paragraph A b end of paragraph B c beginning of paragraph B
- DETAIL** Which place do you go to by car?
a Santa Cruz del Islote b Coober Pedy c both places

B Complete the Venn diagram.

Write the letters (a–f).

- It's in the sea.
- There are stores.
- There are underground houses.
- It's popular with tourists.
- There are no tall buildings.
- Over 1,000 people live there.



C **CRITICAL THINKING: Applying** Talk with a partner. Think of one more adjective to describe each place in the article.



26 Unit 2

Activity B contains graphic organizers, such as charts, word webs, and diagrams. These help students develop their critical thinking skills and help students gain a deeper understanding of the reading passage.

VOCABULARY

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

island boat restaurant town tourists hotels

Santa Cruz del Islote

- People travel to the _____ or a(n) _____.
- People can eat in the _____.

Coober Pedy

- Many _____ visit the stores and _____.
- People take photos of the underground houses in the _____.

B Read the information below. Then circle the correct answers.

We use **and** to join two or more similar ideas.

*They go to the underground stores **and** hotels.*

We use **but** to join two different ideas.

*It's very small, **but** over 1,000 people live here.*

- There's a soccer ball, **and** / **but** there isn't a basketball.
- Coober Pedy is a fun **and** / **but** interesting place.
- There are bicycles on the island, **and** / **but** there are no cars.
- There are young **and** / **but** old people.

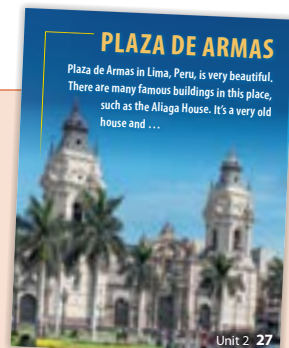
WRITING

A Read the poster. Look at the photo.

B Choose an amazing place in your city. Find a photo of it. Make notes about the place. Use the words in the box to help you.

famous popular important
interesting fun beautiful

C Make a poster. Write about the amazing place in your city.



Unit 2 27

In the **Writing** section, students demonstrate their newly gained language skills through a variety of writing tasks, including writing emails, blog posts, and reports. A clear model is provided for each writing activity to support students as they create their own piece of personalized writing.

Each unit includes a short **Video** related to the unit theme. The video is scripted to be level appropriate and recycle the unit's target language.

The **Before You Watch** section is a pre-watching task that introduces the topic, engages students, and activate prior knowledge.

The **While You Watch** section helps students understand the video. These activities can be used to assess students' understanding and determine how many times to show the video.

The **Review** page allows students to show that they understand the grammar and main vocabulary that was introduced in the unit.

VIDEO

ABOUT THE VIDEO Ha Long Bay is a famous place in Vietnam.

HA LONG BAY

Before You Watch

Look at the photo. What do you think you can see at Ha Long Bay?

☐ tourists ☐ beaches ☐ boats ☐ tall buildings ☐ rocks

While You Watch

A ▶ 2.2 Watch the video. Check (✓) the information you hear.


☐ the number of islands ☐ island names
☐ famous food ☐ things to do on the islands
☐ where the hotels are

B ▶ 2.2 Watch again. Circle the correct answers.

- There are **1,600 / 16,000** islands in Ha Long Bay.
- Tourists stay on the **small / big** islands.
- The shapes of the **rocks / buildings** in Ha Long Bay are interesting.
- Tourists go to the islands by **car / boat**.

After You Watch

Talk with a partner. Do you know any other amazing places like Ha Long Bay? What are they like?



The islands in Ha Long Bay

28 Unit 2

REVIEW

A Complete the words for places.

- s _ e _ _
- b _ u _ _ _ _ _ _ _ g _
- s _ t _ _ _ e _
- c _ _ _ y _
- b _ _ _ a _ _ _
- s _ t _ _ _ _ t _

B Write sentences and questions with is or are.
Use the words below.

- the sea / blue The sea is blue.
- the boats / not small _____
- the cities / big? _____
- the island / beautiful? _____
- the restaurants / popular _____
- the beach / not clean _____

C Complete the sentences. Use and or but.

- This is a clean _____ beautiful city.
- There's a school in my town, _____ there isn't a park.
- Ha Long Bay is a beautiful _____ amazing place.
- There are many islands, _____ no one lives on them.
- There are houses, stores, _____ restaurants on this street.

SELF CHECK Now I can ...

☐ talk about places in my city

☐ use language for describing places

☐ talk about amazing places around the world

Unit 2 29

The **After You Watch** activities allow students to respond to the video by analyzing and personalizing what they've learned.

Self Check / can statements allow students to assess their own learning and helps teachers evaluate learner confidence.

COMPONENTS OF THE SERIES

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HOW TO TEACH *TIME ZONES*

More than ever before, students need to develop **Critical thinking**, **Creative thinking**, the ability to **Communicate** with speakers from around the world, and the ability to work **Collaboratively**. Often referred to as the **Four Cs**, these 21st Century Skills are essential for all students, and because of its real-world content, *Time Zones* provides you with amazing opportunities to help your students develop these skills.

TEACHING THROUGH CONTENT

Modern language teaching has moved away from discreet, non-contextual drills to context-based learning, utilizing ideas from Content-based Instruction (CBI) and Content and Language Integrated Learning (CLIL). In addition, the flipped classroom and active learning emphasize the importance of the student in the language acquisition process.

One goal of the modern classroom remains the utilization of class time and the maximization of learning, but there is an increased awareness that rather than only focusing on the language (e.g., grammar, lexicon), the addition of real-world content and subject matter via a foreign language enhances learning.


Although the primary aim of *Time Zones* is to introduce the student to English, the language is always contextualized so that the student develops an appreciation and understanding of topics which are essential in the 21st Century, including world cultures, the environment, health, history, science, and sociology.

A few ideas for utilizing the content include:

- Make full use of the National Geographic images to help students understand more about their world. Have students describe what they see in the photographs. Encourage them to make connections between the photographs and the content of the unit.
- Have students look up country or city names on a map to help develop their geographical awareness.
- Have students find out more about the content you are teaching them. This could be given as homework (e.g., find out one fact about a polar bear and share with the class the next week).

THE REAL WORLD

LIFE IN ANTARCTICA



There are many amazing animals in Antarctica, such as leopard seals and penguins.

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

Leopard seal: long

Penguin: small

B Watch the video. Complete the summary.

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

C Watch again. Complete the sentences using the words in the box.

in front of on behind in

1 Paul Nicklen is _____ the water. 3 The penguins are _____ the rock.

2 The leopard seal is _____ Paul's camera. 4 The seal is _____ the penguin.

D CRITICAL THINKING *Inferencing* 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.

PRONUNCIATION *There are and They're*

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

1 There are They're 3 There are They're

2 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.



CONTENT TO DEVELOP GLOBAL CITIZENS

TIP

Encourage learners to think critically by comparing and contrasting content with their own cultures.

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.

STRANGE ANIMALS

1 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.

5 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.

10 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?



A leafy sea dragon

36 Unit 3



An owl

Unit 3 37

Teaching through content helps students see a real need or purpose for using the language. Furthermore, using topics or content that can stimulate the interest of the students can make learning the language a much more enjoyable experience. For example, imagine you prepare a lesson about "School." Your students can learn:

- About education around the world.
- Country names (e.g., Indonesia, China, Colombia).
- About schools and children around the world.
- Questions (e.g., *Where do you live? How do you travel to school?*).
- To share information about their own culture (e.g., *The school year starts in April.*).
- To talk about their own life (e.g., *I travel to school by bus.*).

By becoming global students, your students will understand more about the world they inhabit. Global students will:

- Develop a deeper understanding of the world as a whole.
- Develop a deeper understanding, tolerance, and respect for other cultures.
- Develop a deeper understanding and appreciation of their own culture within the context of a more global perspective.
- Develop a greater understanding of the issues the world faces.
- Think creatively about responding to global issues.
- Develop the skills needed to function in an ever-increasing global society.
- Realize a need for bilingualism or multilingualism and increase their motivation to study the target language.

TEACHING VOCABULARY

Successfully knowing a word requires a student to understand its meaning, its form, and its usage. In this respect, *Time Zones* provides students with the opportunity to encounter new words through incidental learning, repeated exposure to key vocabulary in different contexts, and by encouraging students to produce the vocabulary in communication activities.

Vocabulary is first introduced in the Preview tasks. It is expanded in the **Language Focus** and reinforced in the listening, **Reading, Vocabulary**, and **Video** activities.

Throughout each unit, students are given opportunities to practice using the words for themselves via both spoken and written activities. Some tips for vocabulary learning include:

- Have students keep a vocabulary notebook. Students write the word, the part of speech, a definition in English, and an example sentence using the word (e.g., I like to play tennis.).
- Review the vocabulary at the end of the unit. Give teams blank pieces of paper. Have them write words from the unit on each piece of paper. Put the pieces in a pile and shuffle. One student takes the first word, puts the paper on his or her forehead so the other group members can see the word but the student with the paper cannot. Group members try and get the student to say the word by giving hints in English (e.g., hobby—"My _____ is music. I like to play the guitar." "Is the word hobby?" "Yes, that's correct."). Repeat with the next student until all the words have been guessed.

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** **context** 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** **main idea** 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 Apply Talk with a partner. What other animals use camouflage to hide?



A snowy owl

VOCABULARY

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

the same as seaweed hide body leaves branches


- _____ is a plant that grows in water.
- The _____ of a plant are usually green.
- There's fur on a rabbit's _____.
- There are birds on the tree's _____.
- When you _____, people can't see you.
- 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

- The blue birds are _____.
- The yellow and white bird is _____.
- The big gray bird is _____.



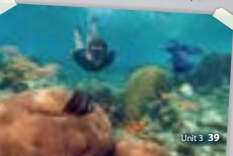
WRITING

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,



Unit 3 39

TEACHING GRAMMAR COMMUNICATIVELY

LANGUAGE FOCUS

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

REAL ENGLISH Level 2

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 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.

- How many is for questions about **age** / **number**.
- Where is for questions about **places** / **people**.
- 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

- The giraffes are _____ the tree.
- The hippos are _____ the elephants.
- The fish are _____ the water.
- The frog is _____ the tree.

D Look at the picture below. Answer the questions.

- How many lions are there? There's one lion.
- How many hippos are there? _____
- Where's the lion? _____
- 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.

DO YOU KNOW?

What is this?
a catfish
b a horsefish

Conversation

Language chart

Communicative activity

One of the important goals of the 21st Century English language classroom is to develop each student's communicative competence. This can be facilitated by:

- Getting students to communicate with one another in the target language.
- Providing active, meaningful tasks—tasks in which students need to use the target language.
- **Using content and language that is important and meaningful to the students.**
- Allowing students to make errors, particularly when working on activities to increase fluid speaking.

The aim of teaching grammar is therefore to equip students with the skills to communicate with the target language in a meaningful way.

In *Time Zones*, grammar is introduced in the **Language Focus** sections of each unit. First, the grammar is contextualized within a **conversation**, making it meaningful for students. Next, they focus on form. Students are then guided through the structures in several controlled activities until they communicate with one another in a final free **communicative activity**.

Tips for increasing communicative grammar teaching include:

- Have students personalize the language to make it more meaningful.
- Have students think of other contexts in which they can use the language (e.g., *How often do you go to school? What do you do on weekends?*).
- Think of interesting ways to get students to use the language (e.g., talking about a friend's hobbies and interests; comparing their interests with a partner's).

TEACHING LISTENING AND READING COMMUNICATIVELY

VIDEO
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 ▶▶▶ Watch the video. What do the animals do?
☐ eat ☐ sleep ☐ hide ☐ make sounds

B ▶▶▶ 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

40 Unit 3





REVIEW

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

Unit 3 41

LISTENING AND VIDEO

Video can add a new and exciting dimension to classroom learning. There are many advantages to video. First, students can be exposed to a range of authentic content and encounter the target language in a natural context. Second, students are aided in their comprehension of the content with the use of visual cues as well as audio ones. In addition, video can accommodate students with different learning styles—both visual and auditory. Fourth, students' lives, including their free time, are filled with video. Video is part of their world, and it is a part of an authentic, motivating classroom. Finally, it is essential for 21st Century learners to understand and analyze various types of media, including video.

Both listening and watching are, by their nature, receptive skills, and many students benefit from a receptive period and working alone before being asked to communicate. Here are some ideas you can use to expand the video activities in *Time Zones* and make them more communicative:

- Have students look at the photo and predict what the video is about.
- Tell students to describe the photo in as much detail as possible.
- Ask students questions that activate their schemata so they think about the topic they will listen to.
- Have your students make and ask each other questions. You could provide a word list and have students make questions using specific words that will appear in the video (e.g., *fruits*—*What fruits do you like? What fruits don't you like?*).
- Encourage students to enjoy the video.
- The first time you play the video, allow students to watch it without doing a task. Have students watch and share what they saw with a partner.
- Have students check their answers with a partner after each task.
- Expand activities and games. For example, in Student's Book 1, Unit 4, students learn vocabulary for describing their extended family. Have students describe their own families to one another and have partners draw the other person's family tree.

USING VIDEO IN THE CLASSROOM

ADDITIONAL IDEAS FOR USING VIDEO IN THE CLASSROOM

BEFORE THE LESSON

Watch the video yourself. Make a note of language you feel may be difficult for your learners. Prepare activities to pre-teach the language.

BEFORE STUDENTS WATCH

Pre-teach any difficult language. For example, give students a handout where they match target words to definitions. Another idea is to make a list of questions that contain the target words for students to ask one another (e.g., *Have you ever been bird watching?*).

Have students predict the content of the video they are going to watch. For example, show students pictures that are related to the video and have students guess what the topic is.

Activate students' schemata and background knowledge of the topic of the video by discussing the photo and predicting the content (e.g., *I think the video is about people selling clothes.*).

WHILE STUDENTS WATCH

Preview the video without doing any Student's Book activities. Have students get into pairs. Play the video without sound. Have Student A watch the first half of the video while Student B turns his/her back. Student A should explain what he/she is seeing. Have students swap roles halfway through the video.

AFTER STUDENTS WATCH

Have students retell what they saw and heard in the video.

Have students make a dialog about the content.

TIP

Encourage learners to think critically by doing role-plays based on the video.

MAKING READING MORE COMMUNICATIVE

READING

A Look at the photos. Check (✓) the information you think is true.

- ☐ Santa Cruz del Islote is an island.
- ☐ Coober Pedy is a cold place.
- ☐ People live in both places.

B Skim the article. Underline the adjectives.

C Talk with a partner. Why do you think these places are amazing?

AMAZING PLACES

A (K&E20) This island is Santa Cruz del Islote. It's two hours by boat from Cartagena, Colombia. It's very small, but over 1,000 people live here. There's a school, two stores, and a restaurant. Many people live here all their lives.

B Coober Pedy is a small town in Australia. It's eight hours by car from Adelaide. There are no tall buildings in Coober Pedy. Everything is underground! About 1,500 people live in underground houses. Some houses are very big. A lot of tourists visit Coober Pedy. They go to the underground stores and hotels.



Santa Cruz del Islote

Unit 2 24



A museum in Coober Pedy

Unit 2 25

Although reading is a receptive skill, it is very useful as a springboard to discussion in the communicative classroom. Here are some ideas you can use to get students communicating:

- Activate students' schemata by writing the title of the reading on the board. Have students predict what they will read about.
- Have students discuss what they see in the photograph (e.g., *A young child with a camera*).
- Photocopy the article and cut it into separate paragraphs. Before students study the passage, have students get into groups. Have each member read one of the paragraphs silently. Then have students explain the paragraph they have read to their group.
- Photocopy the article (or part of it) and cut it into separate sentences. After students have studied the passage, have students get into groups. Have each member take turns reading a sentence. Students then have to put the sentences in the correct order.
- Make the comprehension questions a race between groups. Elect one member of the group as the writer and give them a piece of chalk. Group members shout out the answers to their writer, who writes the answers on the board. The first team with all answers correct is the winner.
- The Critical Thinking task aims to get students talking about what they have read. Encourage students to give reasons for their answers.

GETTING STUDENTS TO COMMUNICATE

Students can be shy, reticent, afraid of making mistakes, fearful of appearing foolish in front of their classmates, and unwilling to take risks. As a result, students can be reluctant to produce the language and try to speak English in the classroom. The following are suggestions that may help you avoid too much teacher-talk and student silence.

- Create a classroom environment in which students feel safe and willing to take risks.
- Treat errors as a natural part of the learning process.
- Try to provide individual correction privately. In class, focus your discussion on mistakes that many students have been making, without singling out any students.
- When students are developing fluency, don't correct mistakes.
- Bring the students' own personal experiences into the tasks whenever possible.
- Incorporate movement into the classroom. Moving around can help students stay focused, engaged, and alert.
- Use the classroom space in innovative ways. Get your students to stand facing each other in a line. Have them do the speaking task and then physically move to the next person. Have them repeat the speaking task with a new partner (e.g., *What's your favorite hobby?*). Swap partners again and continue the activity.
- Regularly assign students different partners. This reduces complacency, increases social interaction, and develops flexibility to deal with various speakers.
- Encourage friendly competition among groups (e.g., *Which group can keep the conversation going the longest? Which group is the first to get survey answers from 10 different students?*).



GETTING STUDENTS TO WRITE

Each unit of *Time Zones* has one short writing task that encourages students to reproduce the key language they have learned through a piece of writing. This helps develop students' communicative competence as they need to remember the vocabulary, spelling, and language structures while at the same time developing writing techniques such as cohesion, coherence, and paragraph structure. The writing task also gives students the opportunity to personalize the language, making it more meaningful to them. Some tips include:

- Develop students' critical thinking as they deduce the type of information needed. For example, if students must write a short email describing their hobbies, have students study the example and decide what kind of information should be included (e.g., greeting, their hobbies, a closing remark).
- Have students write a first draft with their textbooks closed. Then have students open their textbooks, look at the model writing as a guide, and write a second draft.
- Have students work with a partner, exchange first drafts, and read them. Have students write a comment under the partner's writing (e.g., *Wow! You play piano every morning. That's amazing!*).
- Have students read their first drafts to a partner or group of students. Encourage students to ask questions to clarify anything they did not understand. Have students write their second drafts while considering this feedback.
- Have students get into groups and share their writings. Then have a quiz about the group's writing (e.g., *What is Takashi's hobby? He likes to play the guitar.*).

VOCABULARY

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

island boat restaurant town tourists hotels

Santa Cruz del Islote

1 People travel to the _____ on a(n) _____.

2 People can eat in the _____.

Coober Pedy

3 Many _____ visit the stores and _____.

4 People take photos of the underground houses in the _____.

B Read the information below. Then circle the correct answers.

We use **and** to join two or more similar ideas.

*They go to the underground stores **and** hotels.*

We use **but** to join two different ideas.

*It's very small, **but** over 1,000 people live here.*

1 There's a soccer ball, **and** / **but** there isn't a basketball.

2 Coober Pedy is a fun **and** / **but** interesting place.

3 There are bicycles on the island, **and** / **but** there are no cars.

4 There are young **and** / **but** old people.

WRITING

A Read the poster. Look at the photo.

B Choose an amazing place in your city. Find a photo of it. Make notes about the place. Use the words in the box to help you.

famous popular important
interesting fun beautiful

C Make a poster. Write about the amazing place in your city.

Unit 2 27

Writing task

GOING BEYOND THE CLASSROOM

Homework is a great way to get students to think about what they have learned in class, to review lessons, and to practice the language outside of the classroom. This gives them more time for actually using the language.

As an example, let's take examples from Unit 1 in *Time Zones* Student's Book 1, What's Your Favorite Video Game?

- Students could write new words they have learned in the unit in their vocabulary notebook.
- Students could practice the Language Focus conversations at home, with friends, in front of a mirror, or in front of their pet dog!
- Students could do research about a sport that is popular in another country.
- Students could do a survey about favorite sports with friends from other classes.
- Students could write a short paragraph to describe a family member's or friend's favorites.
- Students could watch the unit video again, make some quiz questions, and test the class by asking them in the next lesson.
- Students can do activities from the Workbook.

TIP

Encourage students to think critically by offering them a choice of homework tasks (e.g., a piece of writing, internet research, or video task).