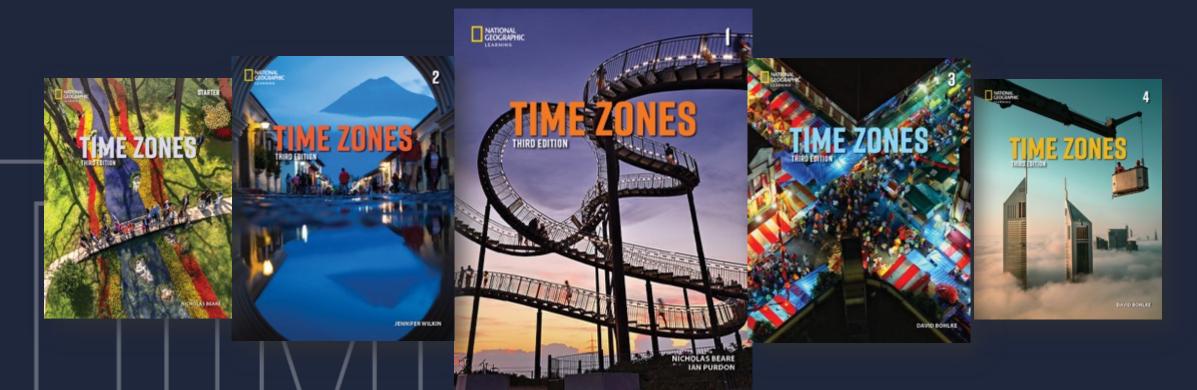


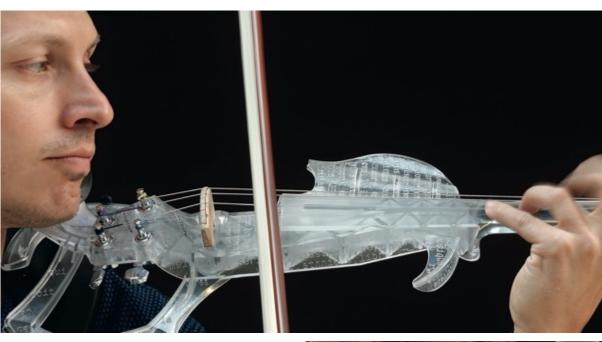
THIRD EDITION



Andrew Robinson is National Geographic Learning's Publisher for Asia & Global ELT. He has been with NGL for over 15 years, and was the publisher of Time Zones in its first, second, and third editions. A former English language teacher, he has given presentations and workshops at language teaching conferences across Asia, as well as in North and South America. Andrew has two Master's Degrees, including one in Creative Writing; he is also an award-winning short story writer. He is currently based in Singapore, where he works on the development of new product for the global ELT market, including print and digital components for students and instructors.





















WHICH IS YOUR FAVORITE?

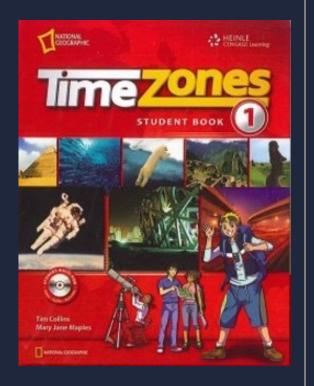


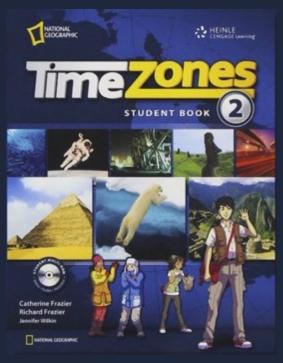


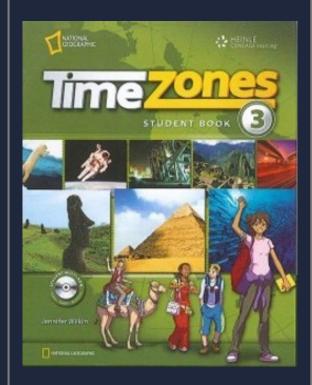


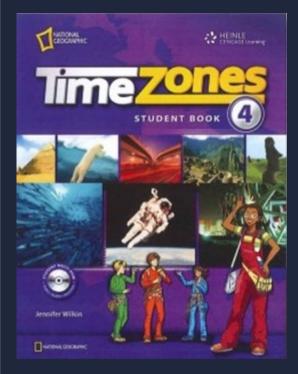


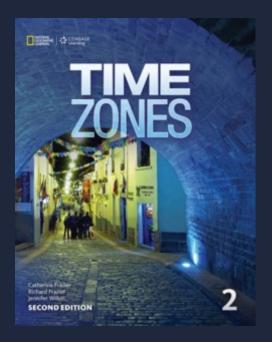


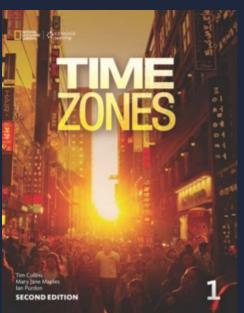


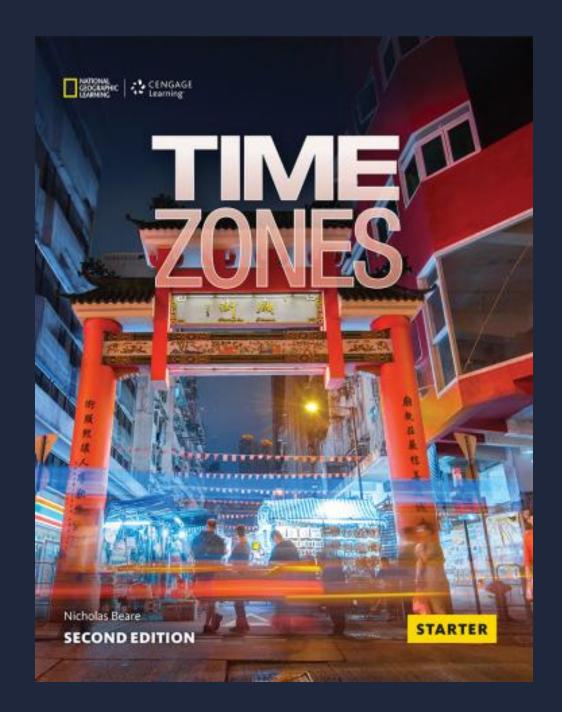


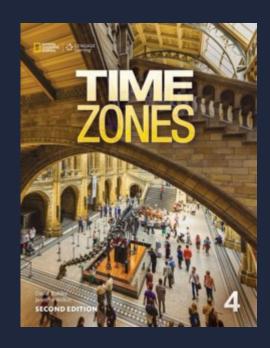


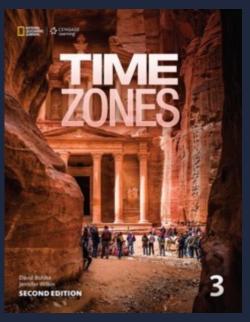




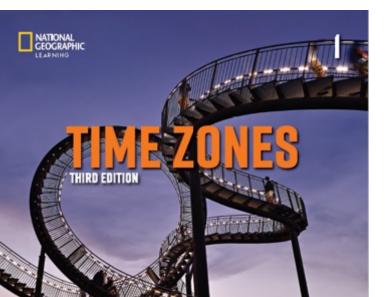


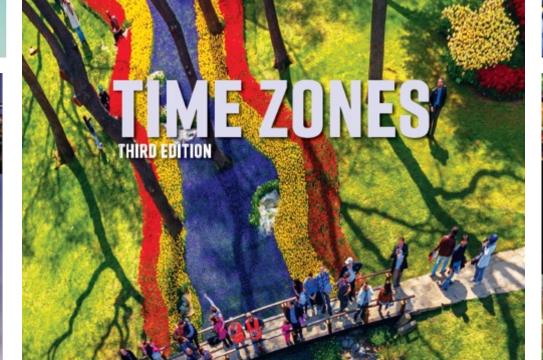


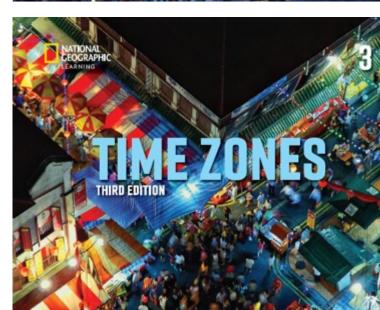


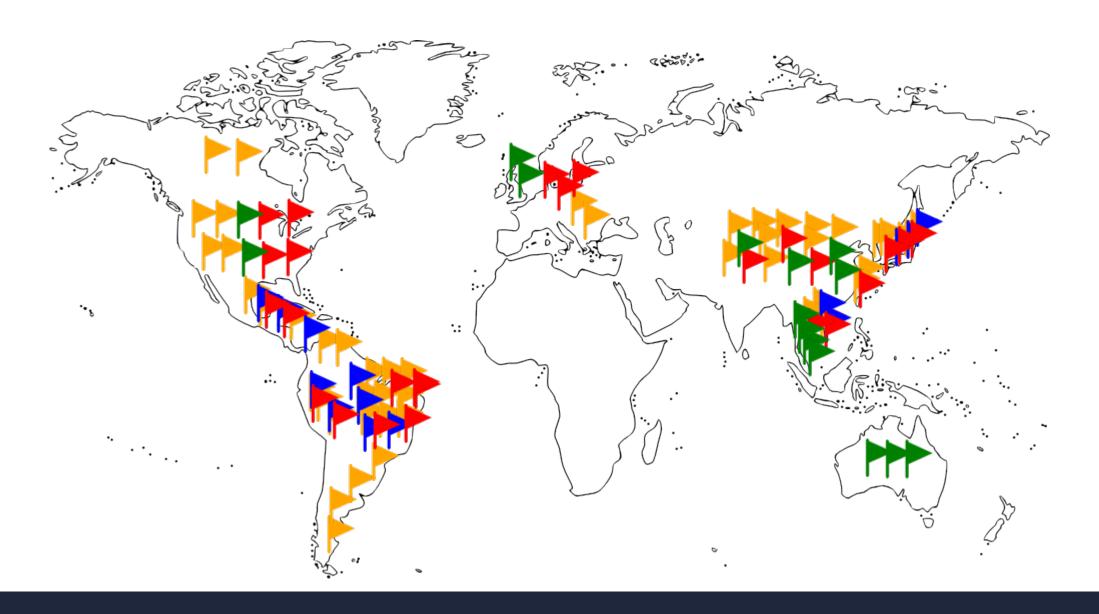
















Updated Enhanced

New



Updated







PREVIEW

A G6.1 Listen. Check (✓) the ocean(s) each animal lives in: Atlantic (At), Pacific (P), Indian (I), or Arctic (Ar).

	At	Р	- 1	Ar
dugong				
king crab				
narwhal				
seahorse				

B 6.1 Listen again. Complete the sentences with words from the box.

	flippers	shells	tail	tusk
1	The dugona	which is a	kind of r	nammal.

- uses its ______for steering while swimming.
- 2 King crabs, which have red, blue, or brown ______, are caught for food.
- 3 The narwhal, which has a long, straight ______, is a type of whale.
- 4 The seahorse, which is a type of fish, uses its ______ to move forward.
- C Talk with a partner. Make a list of all the sea creatures you know about. Which ones have you seen?

i) each Pj,



nmal, pwhile

or brown od. sight h.

, uses

the ones

THE NATURAL WORLD

UNIT GOALS

- talk about marine animals and their habitats
- use language to add information about things and people
- · learn about the importance of coral reefs

READING

- A Look at the title and the photo. What do you know about the Maya? When and where did they live?
- B Scan the article. Underline the two cities mentioned.
- C Skim the article. What did archeologists use to think happened to the Maya? What do they think now?

Mayan ruins in

Tikal, Guatemala

MAYA MYSTERY

By Guy Gugliotta, writing for National Geographic

- A 10.76 A lost world is hidden in the rain forests of Central America. There, the ancient Maya built huge, incredible cities. The Maya civilization was at its peak for 650 years, but about a thousand years ago, the cities were suddenly abandoned. Today, trees and plants cover the buildings, and many temples are now ruins. What happened? Why did the Maya leave their cities?
- B For years, archeologists thought that a disaster, like a volcano or an earthquake, must have hit the Maya. Diseases, which were brought by invaders, might have spread quickly through the population. However, researchers now think the Maya had a lot of different problems, leading to their disappearance.
- C To understand what happened to the Maya, National Geographic sent me to Central America. I visited Mayan cities and talked to archeologists who are studying them.
- D One hot day, I stood next to a river near the ruins of Cancuén. It used to be a great city, but everything changed 1,200 years ago. Invaders came suddenly—probably by boat. I pictured them as I looked at the river. In my mind, I saw the invaders fighting the soldiers—first at the river, and then in the town.

- E I followed the path that the invaders must have taken, which led to the ruins of a large pool. The pool once provided drinking water for the city. The invaders killed the city's leaders and threw their bodies into the water. They killed the king and queen, too, and buried them nearby.
- F The invaders then left, taking nothing of value. No one knows who they were, what they wanted, or where they went. Experts think that the city's remaining population escaped into the rain forest.
- G I learned a different story in Tikal, one of the greatest Mayan cities. Thirteen hundred years ago, over 50,000 people lived there. The city had about 3,000 major buildings. But, like Cancuén, its people left.
- H Archeologists think Tikal might have had a drought. The lack of rain would have made it hard to grow food. War with neighboring cities might also have made Tikal weak. The Maya believed that their leaders were gods, so when the king couldn't bring rain or protect them, people started to question his power. Their community might then have collapsed.
- I Walking among the temples at Tikal, I imagined the people living there in the city's last days. I could picture them hungry, tired, and scared. Like the Maya in Cancuén, they left behind a great city and a great mystery.

ist have sool. The he city. I threw he king y. I value. y ink that I into

> he pears city had nouen,

d a ade it g cities laya o when hem, heir

2 RE

DESIGN

2nd Edition



3rd Edition

	VIDEO ABOUT THE VIDEO Sanga Moses wants to improve the lives of people in Uganda.
	ECO-FUEL AFRICA
	Before You Watch
	Take a quiz. What do you know about Uganda? Circle the correct answers.
	1 The capital city of Uganda is Kira / Kampala.
	2 Uganda's biggest export is coffee / fuel.
	3 About 40 / 80 percent of the population lives in rural areas.
	4 English / French is one of its national languages.
	While You Watch A ▶33 Watch the video. What could be another title for the video?
	a Fuel Shortages in Uganda: Effects and Solutions
	b Improving Fuel Storage Sites in Uganda
	c A New Fuel for Cooking
	B ▶3.2 Watch again. What are the advantages of Sanga Moses's eco-fuel? Check (✔) the ones mentioned in the video. □ burns cleaner □ saves forests □ creates bigger fires □ burns longer □ is cheaper □ can be reused many times
1	C Put the events in order (1-6).
1	Sanga Moses quit his job.
5	Sanga Moses spent all his savings.
=	Sanga Moses created a clean fuel using farm waste.
	Sanga Moses saw his sister collecting wood.
3	Sanga Moses became CEO of Eco-Fuel Africa. 3 Sanga Moses got some advice from a professor.
9	/公理AM (2A) (基本基本表示) / 14 / 14 / 14 / 14 / 14 / 14 / 14 / 1
8	After You Watch Talk with a partner, Sanga Moses's advice to teens is to follow your heart." What does this mean? Do you think
	this is good advice? Why or why not?
g	Sanga Moses
	40 Unit 3

2nd Edition





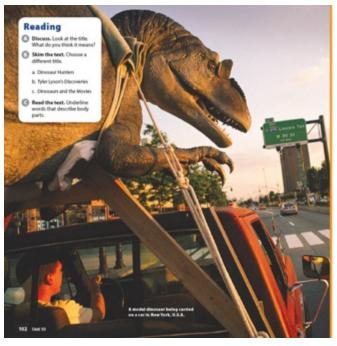
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DINOSAURS **ALIVE!**



In all of the Juneaux Part movies, from Aureusic Park (1993) to Juneaux World (2015), dimonates are the stars of the shows. The way the discounses look, moves, and roar is amazing—they seem so reall fluid discounses look, moves, and roar is amazing—they seem so reall fluid discounses looks with Vibed on our planes for the lack of stillion years. 5 so have do filtermakers bring them to life? They ask paleontologists—or froull expenses—for helds.

Paleontologist Tyler Lyson has been interested in dinousurs since he was a child. He given up in the countryside in the western United States, and flound his first dinouses been when he was only six years look to the country of the

Fitnesakers use fossits and other research from paleontologists to 15 build discours for five invives. But they have to use their imaginations, too. When paleontologists discover a fossi, the animal's skin and fieth have usually disappeared. The discours builders have to ask bits of questions. What color was the discours' skin? Dut it was to have stripes or other patterns on its body? Did it out to have feathersh frield ong wai to skill?

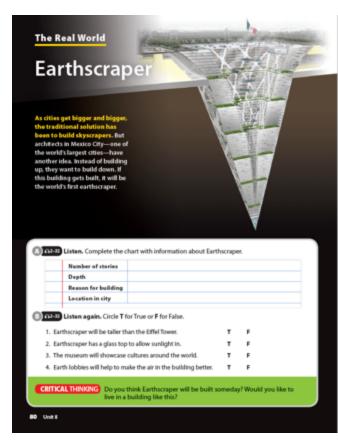
To bring disoscurs to tife, disoscur builders make a skinistion out of metal. Then they put a false skin over the fasten, After they have finished, the disosaur can hum, move, and even road The builders scan pictures of these robed finessura into a computer, and then use 20 CGI computer-generated imageny) to animate them. Finenusiars have used CGI for all the disoscurs in the Aussics Fine's movies.

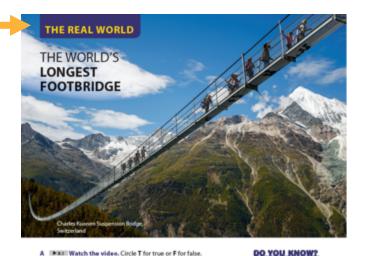
Paleonologists still have a lot of questions about dinosaurs. What did they sound like! Now did they hunt! What did they ear! The answers to these questions will help filmmakers create even more in eachicit dinosaurs than ever before.



Dut 10 103

2nd Edition





Nutty Narrows

Bridge, the world's

allows _____ to cross

narrowest bridge.

above the road.

a koalas b squirrels

3rd Edition

C Complete the information below. Circle the correct answers.

The United Arab Emirates is the proud holder of many world records. For example, Dubal is home to the worlds "staller / staller building, the Buy is halfia. A morque in Abu Ohabi has the "angest / most large hand-woven carpet in the world. And in Ras al-shaimah—about 45 mirrutes from Dubai—people can take a ride on the worlds "long enough / longest zipline. Riders zoom down from a mountaintop 1,600 meters above sea level, reaching speeds of up to 150 kilometers per hour. The zipline is 2.83 kilometers long—thats "longer than / too long 20 soccer fields! Would you be "as brave as / brave enough to take a ride on this zipline?"

D CRITICAL THINGNS Conquerny Talk with a partner. Would you rather walk across the Charles Kuonen Suspension Bridge or ride the zipline in Ras al-Wairmah? Why?

PROJECT Go enline. Find another example of a famous tourist attraction. Make some notes about it and share with a partner.

PRONUNCIATION emphatic stress

448.5 Listen. Underline the word in each sentence that receives the most stress. Then listen again and repeat the sentences.

- 1 The bridge is only 65 centimeters wide.
- 2 The walk across the bridge is way too scary for me.
- 3 We didn't spend nearly enough time in the Alps.
- 4 The views were much more beautiful than I expected.

COMMUNICATION

Create a quiz. Work with a partner. Complete these sentences to create a true/false quiz. Then test your quiz on another pair.

1	is the biggest	in the world.
2	is taller than	
1	is not as long as	
4	is faster than	
5	has a smaller population than	
6	is the oldest	

Dubai International Airport is the biggest airport in the world. True or false?

Unit 8 95

3rd Edition

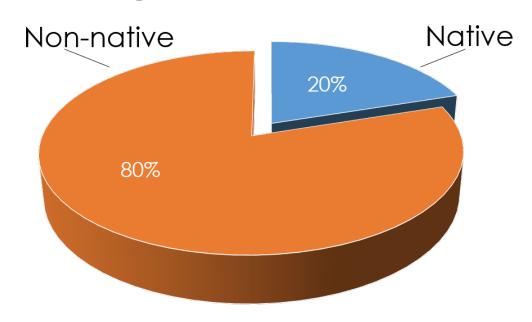
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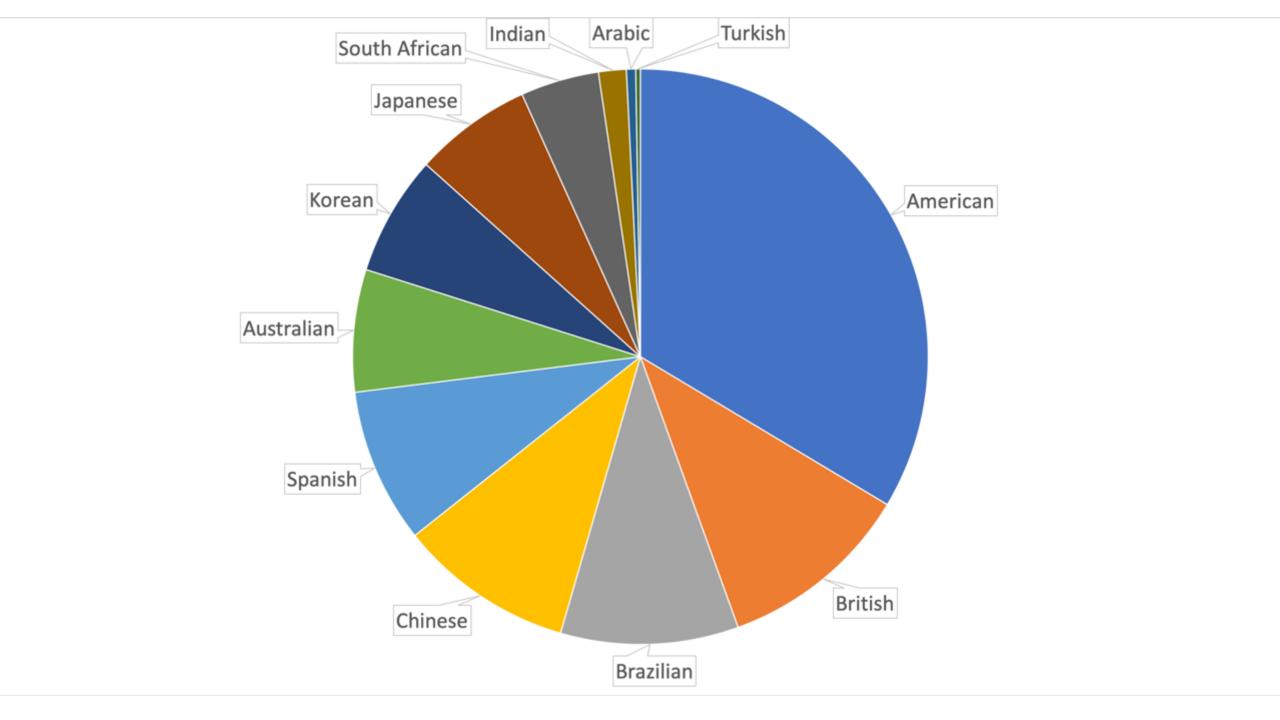
INTERNATIONAL APPROACH

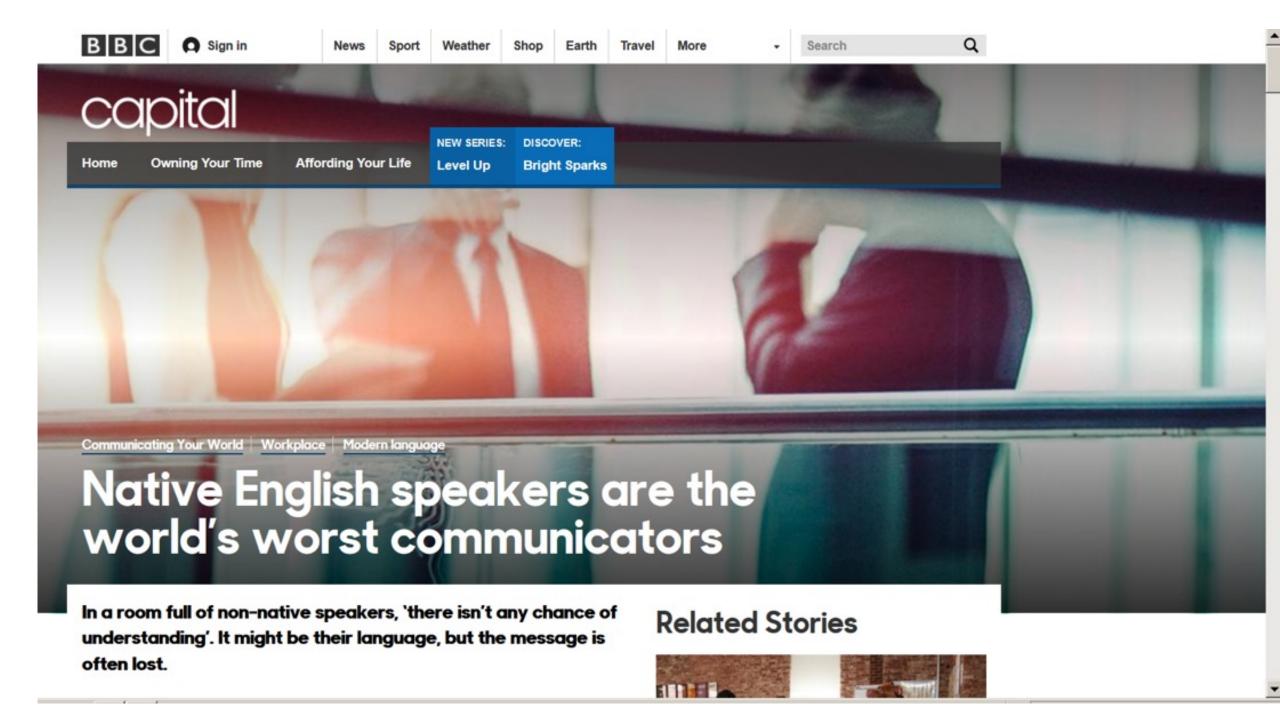
English Users Worldwide



"Globalization of the language has led to a diverse range of 'Englishes'"







Enhanced





GRAMMAR

Cimple pact

3 We use *hardly ever* to talk about ○

DESCRIBING PAST ACTIONS

A man found dinosaur bones in his yard in 1997. He has recently taken them to a local museum.

Workers in Mexico came across two human footprints several years ago. In the past few years, scientists have found 11 more footprints in the area.

In 2011, a boy discovered the body of a mammoth in Siberia. A museum has displayed the mammoth for several years / since 2012.

10.3 Look at the chart. Read the sentences below. Circle T for True or F for False.

DESCRIBING PAST ACTIONS (USING SIMPLE PAST AND PRESENT PERFECT)

		Ш	Simple past	Present perfect			
Sib	oeria.		I applied for membership last week.	I've (just) gotten my membership card.			
years /			They arrived at the hotel three hours ago.	They 've (just) gone to the museum.			
		L	Where did she go ? She went to the lab.	Where has she gone ? She 's gone to the lab.			
	What	d	Duration of continuing actions				
			Hawleng have you been a member?	I've been a member for a year.			
	Do yo		How long have you been a member?	I've been a member since last year.			
L			We can use the present perfect to discuss t	hings that have just happened. T F			
1	We i	4	2 We use for + a point in time (e.g., last week	or last month). T F			
	2 Wei		3 We use since + a length of time (e.g., a year	or two months).			
\			vrite) to talk about				

Drosont parfact

actions that are happening now.

GRAMMAR

Print Workbook



After

1 8%

2 83

3 Do 4 Wh

5 83 6 Hor

1 Lab

3 ls.li 4 Wh

5 Ira

6 l'm

the or

R	Correct	one mistake	in each	sentence	or question.
D	correct	one mistake	III eacii	sentence	or question.

- 1 l always studying after school.
- 2 I ever hardly exercise on Fridays.
- 3 Is Jack skate in the park right now?
- 4 What do you usually doing on weekends?
- 5 I rarely practicing the violin.
- 6 I'm exercise right now.

Complete the conversation. Put the sentences in the correct order.

- Oh, hi, Mom. I'm practicing the guitar.
- ... Hmm ... well, you should study some more.
- . Why aren't you studying? Don't you have a test tomorrow?
- Sarah, what are you doing? What's all that noise?
- I do. I'm taking a break. I already studied for a couple of hours today.
- OK. After this song.



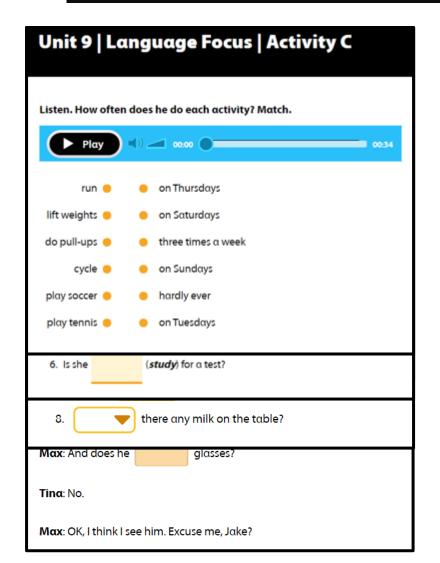
how that something belongs to someone. phe after the s. wers are different in each country? day for high school students in your country?

B and your own ideas to write about a typical day for

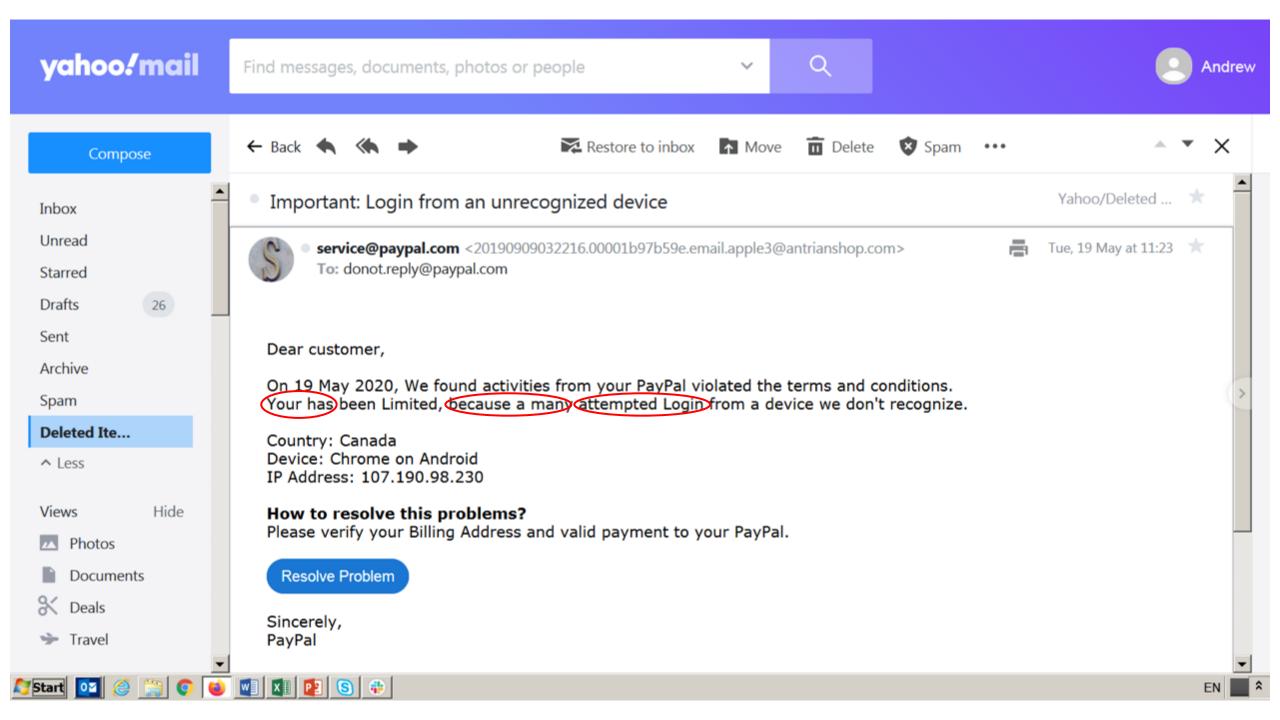
	_ u	^
try, a typical student's morning routine inclu	5es	
	_	

GRAMMAR

Online Practice



Unit 9 Language Focus Activity B							
Choose the correct words.							
Aαron: Hi Kate! What ?							
Kate: Oh, hi Aaron. 🔻 to a new song.							
Aαron: Are you for someone?							
Kαte: No,							
Aaron: I see. Do you often here? Kate: No, I usually lunch at Sam's Café.							
Aaron: I like that place, too!							
•							



COMPREHENSION A Answer the questions about Working Animals. 1 Rats are good at finding land mines because they have a good sense of _____ b hearing 2 FURFOSE. Why does the author write about how long it takes for a rat and a person to do the a to show that rats are smarter than humans b to show that rats are faster than humans c to show that rats and humans can do the same task 3 DETAIL Therapy animals do all of the following EXCEPT ______. a make people feel happier b help people to become well again c help their owners to get from one place to another 4 REFERENCE In line 18, people in trouble refers to people who _____ b cannot see c need help 5 INFERRICE A German shepherd is more likely to _____ a look for lost people b help sick people get well c make lonely people feel happier B Complete the summary below. Choose one word from the article for each answer. Working animals have special 1 ____ ____. Land mine 2 _____ ___ help us to find land animals, such as hedgehogs, help sick people to get well. Some German shepherds are 4 ______ dogs-they can find people in trouble. Talk with a partner. Which group

of working animals is the most

useful to us? Why?

VOCABULARY

A Find the words below in the article. Then match the words with their meanings.

1 pet 0 Ohealthy 0 O having problems

3 spend O an animal you keep at home

O use time or money to do something 4 sick 0 O not healthy

6 in trouble O O work you do to get money

B Read the information below. Then circle the two synonyms in each group.

A synonym is a word that has a similar meaning to another word. For example, small and little.

slow 2 search look for 4 save improve rescue

amazing

meone is "a wolf in sheep's clothing," they _____.
a seem friendly, but are dar verous

b seen more powerful than they a tually are

DO YOU KNOW? guins are ____

land than in more active

A synonym is a word that has a similar meaning

1 fast auick slow look for 2 search walk

3 sad ill sick

4 save improve rescue

5 incredible amazing common

WRITING

5 incredible

- A Look at the blog post. Read the beginning of the post.
- B Describe your favorite pet or other animal. What do you like about it?
- C Write a blog post about your favorite animal. Give reasons why it's better or more interesting than other animals.



VOCABULARY

words with their meanings

***	oras with t	ileii iiiee	n in 193.
1	pet	0	○ healthy
2	job	0	O having problems
3	spend	0	\bigcirc an animal you keep at home
4	sick	0	\bigcirc use time or money to do something
5	well	0	○ not healthy
6	in trouble	0	O work you do to get money

A Find the words below in the article. Then match the

B Read the information below. Then circle the two synonyms in each group.

to another word. For example, small and little.

IGUANAS ARE THE BEST PETS!	
guarus are great pets because they are special. Many people have dogs and cats, but not iguanas! Iguanas are cleaner than rabbits because	

2) Lexical Sets

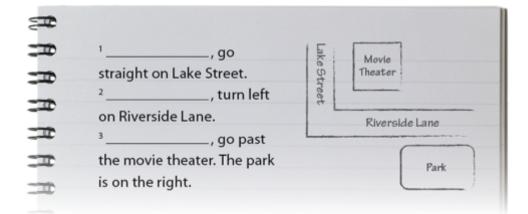
B Read the information below. Then complete the sentences with the correct collective nouns. e information. Then add -like to the words in the box to complete the sentences

We use collective nouns to describe different groups of people; for example, *audience*, *band*, *class*, *crowd*, and *team*.

- 1 The _____ enjoyed Evelyn's concert.
- 2 The teacher gave homework to her _____.
- 3 Ana and her friends recently started a jazz ______.
- 4 A large _____ gathered outside the restaurant.
- 5 The school's ice hockey _____ won the match yesterday.
- 4 _____energy, like solar and wind energy, is better for the environment.

B Read the information below. Then complete the sentences with the linking words.

We use linking words such as *finally*, *first*, and *then* to describe the sequence of events.



4) Collocations

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

We can make many phrases with the word food.

fresh food: food from markets

homemade food: food you cook at home

fast food: food you can make in a short time

- 1 This fruit salad is healthy because it's made of fresh / fast food.
- 2 I don't like food at restaurants. I like **fast / homemade** food.
- 3 Burgers and pizzas are examples of **fast** / **fresh** food.
- 5 incredible amazing common

В	Read the inf	ormation below	v. The	n write the	words in	the	correct	column	to make	phrases.
---	--------------	----------------	--------	-------------	----------	-----	---------	--------	---------	----------

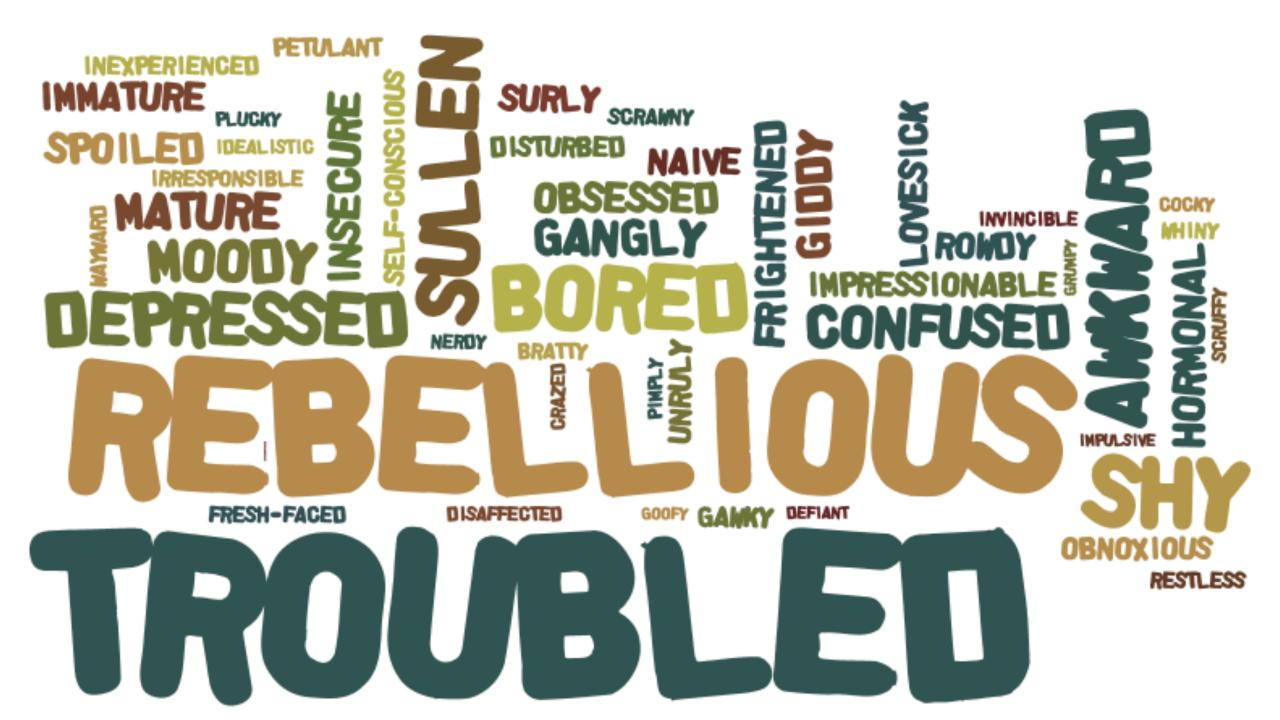
A collocation is made up of two or more words that naturally go together. For example:

We say go skydiving, NOT play skydiving.

We say take a break, NOT make a break.

ballet a class golf a photo professional soccer something worthwhile traveling windsurfing

do +	o + take +		go +	



Print Workbook

Α	Complete	the sentences.	Use the	words in	the box.
---	----------	----------------	---------	----------	----------

bridge	choose	broken	crosses	rides	daily	

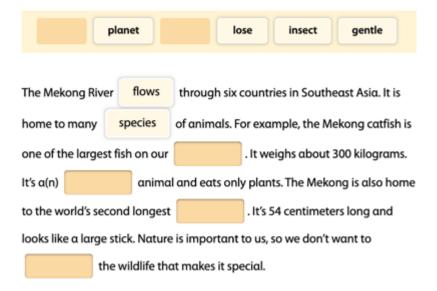
- 1 My mom's chair was ______, so we got her a new one.
- 2 In my school, we can ______ to have extra English classes.
- 3 The Acosta is a ______ in Florida. It _____ the St. Johns River.
- 4 Every morning, my grandfather reads the ______ news while eating breakfast.
- 5 My father _____ a motorcycle to work every day.
- **B** Complete the sentences. Circle the correct answers.
 - 1 My mom **got** / **picked** me up from school yesterday because I was sick.
 - 2 Every morning, I **get off / take off** the train at Grand Central Station.
 - 3 I take / get off the bus to work every day.
 - 4 | **get on / pick** the train at Tokyo Station.
 - 5 My flight **took** / **took off** at 12:50.

Online Practice

Unit 4 | Vocabulary | Activity A



Complete the paragraph with the words from the box.



Unit 4 | Vocabulary | Activity B



Match the numbers to the words.







WRITING

Writing

Write about a risk that you took. Describe what happened, what you did, and whether you think it was worth it.

116 Unit 11

Last month, I went rock climbing for the first time. I was nervous, but I decided to try it out.

I had a rope, but I was scared because I was so high up. My arms and legs were shaking! I was thinking of giving up halfway. But when I finally reached the top, I was so happy. Now, I'm not so scared anymore.

2nd Edition

3rd Edition

WRITING

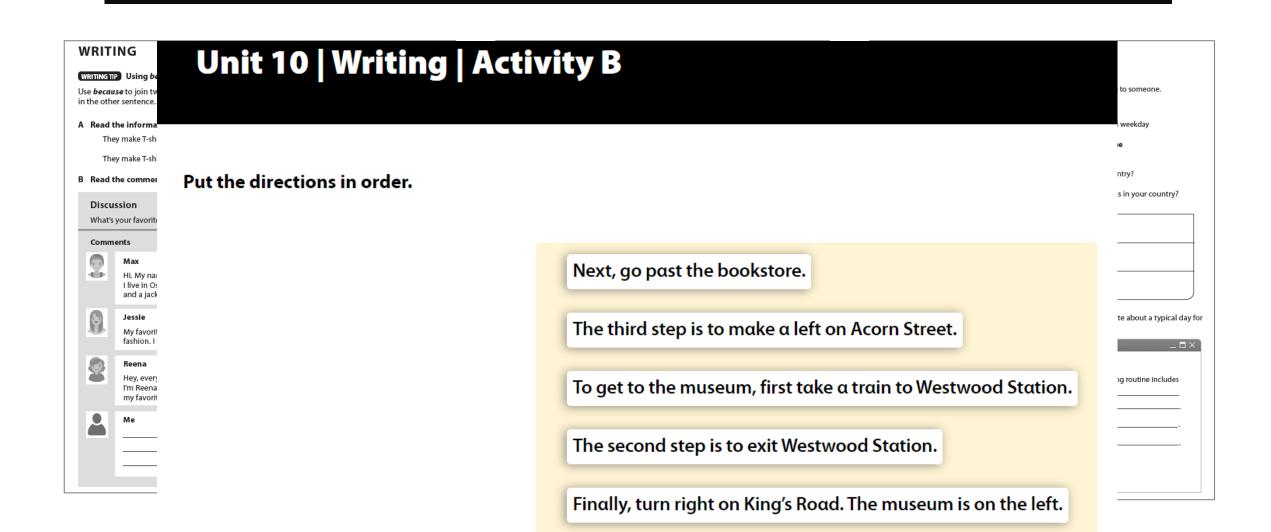
- A Read the paragraph.
- B Think about a time you came close to an animal. Make notes. What happened? Add any other information.
- C Describe your experience. Use your notes from B.



When I was a kid, I saw some parrots at the zoo. I was feeding them when one of them landed on my hand. I was so afraid ...

Unit 11 135

WRITING



New





TASK VARIETY



VIDEO

ABOUT THE VIDEO Men from all over the world compete in a facial hair contest.

GREAT FACIAL HAIR

Before You Watch

Look at the pictures below. Guess the names of the facial hair styles.

pencil musketeer Dali goatee full beard

While You Watch

- A ►23 Watch the video. Check (✓) the mustaches and beards above that you see.
- B > 2.3 Watch again. Circle the correct answers.
- 1 The competition takes place every year / two years.
- John has a brown / white beard.
- 3 Leo has a long, curly / straight black mustache.
- 4 Jack Passion won the competition with his short brown / long red beard.
- C Match. Join the names to the descriptions.
- 1 John O O wrote a book about his beard.
 2 Leo O won second place for the Brown Bear category.
- 3 Jack O O travels around the world to join competitions.

After You Watch

Talk with a partner. Does anyone in your family have a beard or mustache? What's it like? Why do you think some people want to grow a beard or a mustache?

> A contestant shows off his beard at the World Beard and Mustache Championships.

28 Unit 2



EXAM TASKS

table completion

B Complete the notes. Choose one word from the article for each answer.

Prodigies

- have special talents
- 1_____ a lot

Alma Deutscher

- wrote her first piece of music at the age of ²
- practices and writes music for 3 _____ hours a day

Esther Okade

- started learning math at the age of
 - 4_____
- started ⁵______ at the age of 10

EXAM TASKS

				matching features	
В		atch th		multiple choice cloze	to the correct
	na a	mes (1 . It helps		build a sentence	
	b c	It allow		word completion	
	d	It allow	Α (Complete the words.	
	1	2116102.0		A kind of paper art <u> </u>	
		augme	2	Make something better	
	2	Waze		<u>i m</u> <u>e</u>	
	3	Geotou	3	Something that a person likes to do h _ b y_	
			4	Describes something that's very good e _ t	
			į	Something that prodigies do to get better at their skills p e	

COMPREHENSION

A EXAMPRACTICE

Multiple-choice questions are used on standardized tests around the world. Hints for students:

- Students should not spend too much time on one question, particularly when all questions are equally weighted. They can return to a question at the end if they have extra time.
- The students' understanding of meaning is tested. Repetition of words can be deceiving, so they should not choose an answer simply because it has some of the same words as the passage.
- When students are uncertain of the answer, they should eliminate wrong answers to increase the probability of correctly answering the item.

Have students read the questions to themselves and circle the correct answers.

After they have finished, check the answers as a class.

COMPREHENSION

a She works at home.

۸	Ancwor	the au	octions	about	8.00	Cavarita	Things
А	Answer	tne au	estions	apout	IVI V P	-avorite	ınınas

1 MAIN IDEA What's anothe	er title for the article?	
a Susan's Photos	b Susan's Travels	© About Susan
2 DETAIL Susan likes the _	on South Georgia Island.	
(a) animals	b plants	c people
3 REFERENCE The word The	y in line 11 refers to	
a giraffes	(b) penguins	c Susan's photos
4 PURPOSE Susan talks abo	out Ansel Adams when giving an	example of
(a) her favorite photo	b her favorite photographer	c a person she works with
5 DETAIL Which of the following	owing is true about Susan?	

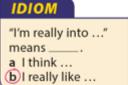
B Complete the chart. Write Susan's favorite things and yours.

b She's a teacher.

Susan's Favorite Things	My Favorite Things
South Georgia Island, giraffes, Ansel Adams's "Moonrise, Hernandez", ice skating, Megan Rapinoe	Answers will vary.

C (RITICAL THINKING Comparing Talk with a partner. How are you and Susan the same? How are you different? Answers will vary.





(c) She likes sports.

READING

- A Look at the title and photos. What adjectives can you use to describe these children's commutes to school?
- B Scan the article. What caused the bridge in Banten to break?
- C Talk with a partner. How do you get to school?

COMPREHENSION

A EXAMPRACTICE

On some standardized multiple-choice tests, for example, the *MET Go!* exam, students must choose the best response from three choices. On many other exams, including the Michigan Language Assessment (MET), TOEFL, TOEFL Jr., and IELTS, four choices are provided.

For all tests, students must determine how each option is different so they do not inadvertently mark the wrong answer. Many students find it helpful to quickly read the multiple-choice questions before reading the passage. This allows them to identify the key points to look for. However, they should not spend too much time previewing the questions.

COMPREHENSION

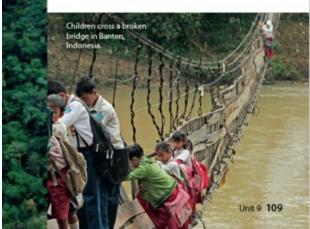
- A Answer the questions about Unusual Commutes.
 - 1 MAINIDEA The article is mainly about _____ ways children around the world travel to school.
 - (a) interesting
- **b** expensive

- c relaxing
- 2 PURPOSE Why does the author write about the height of the zip line?
- (a) to explain why the commute is breathtaking
- b to explain why the children enjoy riding the zip line
- c to explain why the children spend hours to get to school
- 3 INFERENCE Why did the children in Banten use the broken bridge instead of the other one?
 - a The other bridge was for cars.
- **b** They wanted to save time.
- c The other bridge was more dangerous.
- 4 DETAIL More than 63 million children around the world _____.
 - (a) do not go to school
 - **b** have unusual commutes to school
 - c travel long distances to get to school
- 5 REFERENCE In line 20, this problem refers to _____.
 - **a** the broken bridge
 - **b** unusual commutes to school
- (c) children not being able to go to school

UNUSUAL

69.6 How do you get to school? Do you usually go by bus, by car, or on foot? Some children have very unusual commutes to school.

- Eleven families with children live on one side of the 5 Rio Negro Valley in Colombia. The children's daily commute is breathtaking. They ride a zip line 400 meters above the valley to get to the other side. It's the quickest way to get to school, but when it rains, the cable is too dangerous. The children stay
- 10 home and can't go to school.
 - Children from the village of Banten in Indonesia cross a river to get to school every day. In the past, the children crossed a bridge, but it broke after a heavy rain. The bridge was broken for 10 months.
- 15 There was another bridge they could use, but the journey was 30 minutes longer. Students usually chose to cross the broken bridge.
- According to UNESCO, more than 63 million children around the world can't go to school. It's not
- 20 easy to solve this problem, but it's something we should continue to work on.



READING

- A Look at the photos. What's surprising about the famous people in them?
- B Scan the article. Madame Tussaud was a _____

- C Scan the article. How long does it take to make a wax statue?

EXAM PRACTICE

A flowchart is a kind of graphic organizer that provides a visual representation of a series of actions or events. These types of question items appear on standardized tests such as the Listening and Reading Modules of the IELTS exam.

Flowcharts have arrows that indicate the direction of the steps. Students must understand how different parts of the text relate to each other.

On standardized exams, the flowchart structure gives hints about the general order of events. In addition, some actions/events are also provided. When completing the exam items, students must note how many key words are required for each blank. It is not necessary to spend time thinking of synonyms; instead, students should use the exact words from the passage to complete the chart.

a statues

(b) artists

- c museum visitors
- **DETAIL** Which of the following is NOT in the article?
- (a) the cost of a wax statue
- b the time it takes to finish a statue's hair
- c the amount of wax needed to make a statue's head
- **Complete the chart.** What are the steps to make a wax statue? Use one word from the article for each answer.



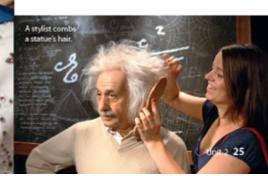
CRITICAL THINKING Personalizing Talk with a partner. Imagine you are starting a wax museum. Which wax figures would you like to include? Answers will vary.

26 Unit 2

REFERENCE In line 12, the word they refers to the _____

62.6 You can touch these famous people as much as you want. And they don't mind—they're made of wax! At Madame Tussauds museums, visitors can see lifelike wax statues of famous

- 5 people. There are over 20 of these museums around the world.
- Madame Marie Tussaud started the first Madame Tussauds museum over 200 years ago. She was an art teacher in France. She made wax masks of 10 important people such as King Louis XVI.
 - An artist takes about four months to make each wax statue. First, they take photographs of the person. They use these to create the shape of the wax statue. It takes a lot of wax to make a statue—the
- 15 head alone uses about 5 kilograms of waxl Next, the artists add human hair onto the heads. It takes about 140 hours to finish a statue's hair! They then paint the faces. They use over 20 colors for the skin and teeth. Finally, stylists dress the statues.
- 20 Museum staff checks each statue every day. They often change the clothes and wash the statues' hair. Sometimes, a statue's hairstyle changes, too!



OPTIONAL Ask students additional

IDIOM

As students follow along in their books, read the sentence and answer choices aloud. Have students guess before providing the answer (c). Explain that we use this idiom when we are hungry and take a lot of food. For example:

That's a lot of food on your plate! I think your eyes are bigger than your stomach.

B EXAMPRACTICE

A timeline is a graphic representation of events that happen during a period of time. Each event is shown with a mark that is perpendicular to the timeline. An event that happens over a period of time is represented by a horizontal line spanning the period above or below the timeline. Students may find timelines to be helpful in understanding the order of and relationships between a complex group of events.

Although students are not required to make timelines for most standardized tests, the ability to understand the sequence of events is an important

B Complete the timeline. Write notes about the history of pizza.

History of Pizza



C CRITICAL THINKING Personalizing Talk with a partner. Think of a popular dish you like. What are its ingredients? Answers will vary.

86 Unit 7

skill that is indirectly tested. For instance, multiple choice questions may require students to accurately assess which event occurred first (e.g., the cause). Further, Writing Task 1 on the IELTS Academic test requires students to describe charts, graphs, maps, diagrams (processes), or the sequence of events.

Have students write notes in the timeline about the history of pizza. Check answers.

CRITICAL THINKING

Have students brainstorm some dishes they like.

Have students get together with a partner and talk about the ingredients.

SUPPORT Explain that the term *ingredients* means the various food items that are put together to make a dish.

Explain that *a dish* is food that is prepared in a particular way. Tell students that *a dish* is also the general term for containers we serve food

READING

- A Look at the photo and read the headings. What's the article about?
 - a the ingredients in pizza
 - b how people started making pizza
 - c how to make pizza
- B Scan the article. Where was the first pizzeria?
- C Talk with a partner. Do you like pizza? Why do you think it's popular?

A SLICE OF HISTORY

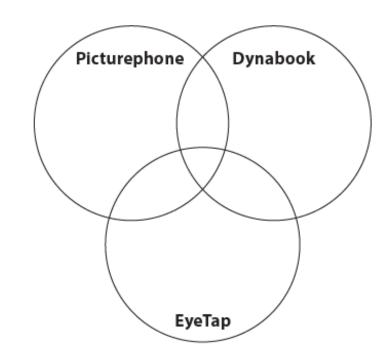
- A 67.5 What's your favorite pizza? Pepperoni? Meat? Veggle? Many people around the world love pizza. But where did it come from?
- B The First Pizza. Every pizza has a crust. A crust is a thin, flat bread. Five to ten thousand years ago, people made flat bread on hot rocks. Then, someone decided to put other food, or toppings, on top of the flat bread. This was the world's first pizza.
- C Food for Soldiers. About 2,500 years ago, the Persian army was a long way from home. The hungry soldiers did not have any ovens, so they cooked flat bread on their metal shields. They put various toppings on the bread.
- Dangerous Tomatoes? Explorers from South America brought tomatoes to Europe in the 1520s. At first, the Europeans thought tomatoes were poisonous. But people soon found out that tomatoes were safe ... and delicious! Today, tomato sauce is a basic topping on pizza.
- E The First Pizzeria. Pizza makers opened the world's first pizza restaurant, or pizzeria, in 1830, in Naples, Italy. The chefs used hot lava from a volcano to cook the pizza!
- Pizza for the World. In the late 19th century, many Italians moved to the United States. Some of them opened pizzerias, and pizza became very popular. Now, pizza is sold all over the world. People eat about 5 billion pizzas every year!

Unit 7 85



C EXAM PRACTICE What does the article say about the inventions? Write the letters (a-f) in the Venn diagram.

- a was made by a large company
- **b** was too expensive
- c inspired today's tablet
- d was not commercially successful
- e involved wearing an item
- f was developed in the 1960s



3	Pipelines send the CO ₂		1					
	Plant workers	EXA	AM PRACTICE	Read the article. Circle T for True, F for	or False, c	or NG f	or Not	Given.
		1 D	eath Valley is	the driest place in the United States.		Т	F	NG
		2 Fe	ewer than one	e million people live in deserts.		Т	F	NG
		3 N	Nost desert an	nimals are active at night.		Т	F	NG
			he desert in A ain or snow a	antarctica gets more than 25 centimeters year.	of	Т	F	NG
		5 T	he animals in	deserts live with only a little water.		Т	F	NG

LEARNER AUTONOMY

Unit 7 | Reading | Activity B

Read the text. Match each paragraph to its correct heading.

Pigcasso

Α

Step aside, Picasso. Meet Pigcasso. Pigcasso the pig lives in South Africa. She eats, runs, plays, and sleeps. But Pigcasso is famous. She can paint.

В

Her owner says pigs are "smart, intelligent animals." She often gives her things to play with. Her favorite thing is a paint brush.

Paragraph A Are Pigs Smart?

Paragraph B Creative, or Just Hungry?

Paragraph C When Not Working

Paragraph D A Famous Pig

Paragraph E The Money Maker

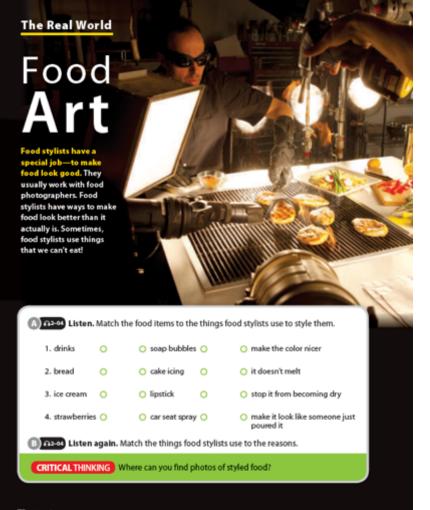
REAL WORLD

REAL WORLD









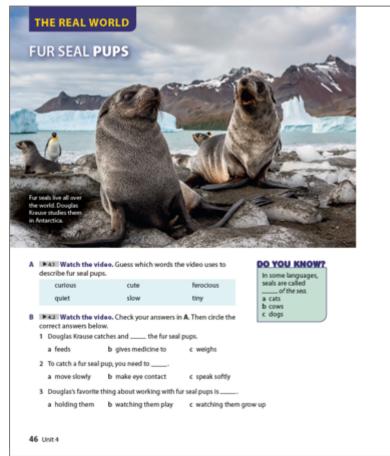
102 Unit 10

REAL WORLD

2nd Edition



3rd Edition



- C Label the photo. Fur seals are different from "true" seals in a number of ways. Match the descriptions (a-d) with the parts of the fur seal.
- a Fur seals have small outer ears.
- b They use their front flippers to swim.
- c They can use their rear flippers to walk.
- d They have soft, thick fur.



D CRITICAL TRINKING Applying Work in groups. The video says that fur seal pups are tiny but ferocious. Think of animals for each of these descriptions.

ny but ferocious	small but fast	big but slow
eautiful but dangerous	scary-looking but harmless	large but gentle

PROJECT Find a picture of an animal that you like. Choose one that isn't well known. Describe the way it looks and the way it behaves.

PRONUNCIATION unstressed schwa syllables

1145 Listen. Underline the unstressed schwa sound in each word. Listen again and repeat. koala gracefully

COMMUNICATION

Play charades. Work in small groups. Choose one item from each column and act out the situation. Other students guess the activity. Take turns.

A	8	c
practicing karate	quickly	in a snowstorm
making a sandwich	slowly	with a sore foot
fighting	sleepily	on a hot sidewalk
playing the drums	gracefully	underwater
singing	loudly	at a rock concert
breakdancing	softly	on a crowded bus
eating bugs	hungrily	with a heavy backpack
texting	secretly	with a runny nose

Are you playing the drums loudly underwater?

Are you fighting slowly in a snowstorm

Unit 4 47



A > 2.1 Watch Part 1 of the video. Circle T for True or F for False.

1 Eric has short blond hair. T F
2 Eric wears glasses. T F
3 Eric has brown eyes. T F
4 Eric has freckles. T F

B >22 Watch Part 2 of the video. Which parts of Eric's face did you remember correctly? Compare your results with a partner. C Complete the paragraph below. Use the words in the box.

brain	difficult	part	nose	face	whole	
						son's face. This is because the recognizes the different parts of a
these diffe	, such a	s the eye	es, 4 o recogniz	te them a	, and mout is someone	h. Another part of the brain puts y's face. So it's easier to remember a

D CRITICAL THINKING Evaluating Talk with a partner. What do you know about computer facial recognition? Do you think it's a good thing or a bad thing?

PROJECT Student A: Show a photo of someone you know to your partner. After 60 seconds, put the photo away. Student B: Describe the face of the person in the photo. Then compare Student B's description with the photo. How different are they?

PRONUNCIATION consonant blends: bl, br, gl, gr

A 12.5 Listen. Circle the sounds you hear.

1	gr	br	2 gl	bl	3 gl	bl	4 br	gr
5	bl	gl	6 gr	br	7 gr	br	8 gr	br

B Work with a partner. Take turns reading the words below.

1	braces	2	grow	3	glad	4	blink
5	bring	6	blow	7	global	8	greet

COMMUNICATION

Work with a partner. Look at the photos on page 150. **Student A:** Choose one person in the photos. Don't tell your partner who it is. **Student B:** Ask yes/no questions to guess your partner's choice. Take turns.



22 Unit 2 Unit 2

A Decided To the video. Circle T for True or F for False.

1 Eric has short blond hair. T (F)

2 Eric wears glasses. T (F

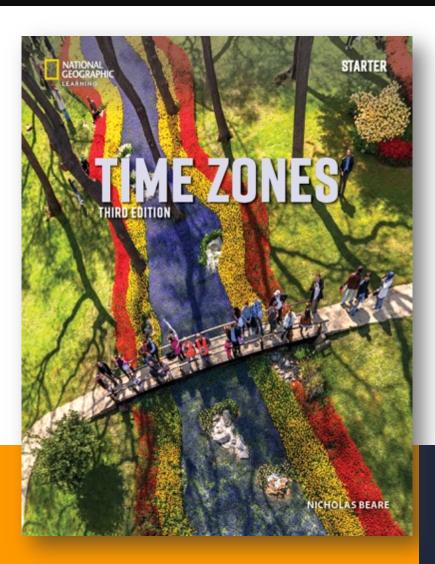
3 Eric has brown eyes. (T)

4 Eric has freckles. T (F)

STARTER

2nd Edition





3rd Edition







REVIEW

A Label the animals.

THE NATIONAL GEOGRAPHIC **PHOTO ARK**

Before You Watch

Look at the photo. What does Joel Sartore take photos of?

a animals

b people

c flowers

While You Watch

A >3.2 Watch the video. Are these sentences true (T) or false (F)

1 Joel Sartore takes photos at zoos.

2 The animals are pets.

3 Other people help Joel.

4 Joel's job is very difficult.

T F

B > 3.2 Watch again. Write the names of three animals you see.



Talk with a partner. Do you want Joel Sartore's job?

NATIONAL GROCEWHIC

PHOTOARK

Joel Sartore photographs a caiman at a zoo in Kansas, USA.

42 Unit 3

- B Circle the answer.
- 1 This / These are dogs.
- 2 That / Those is my desk.
- 3 That / Those are his pens.
- 4 What's this / those?
- C Write the correct word.

Singular	Plural
mouse	mice
fish	
sheep	
man	
woman	
child	

SELF CHECK Now I can ...

- talk about animals
- count from 1 to 12
- talk about singular and plural things

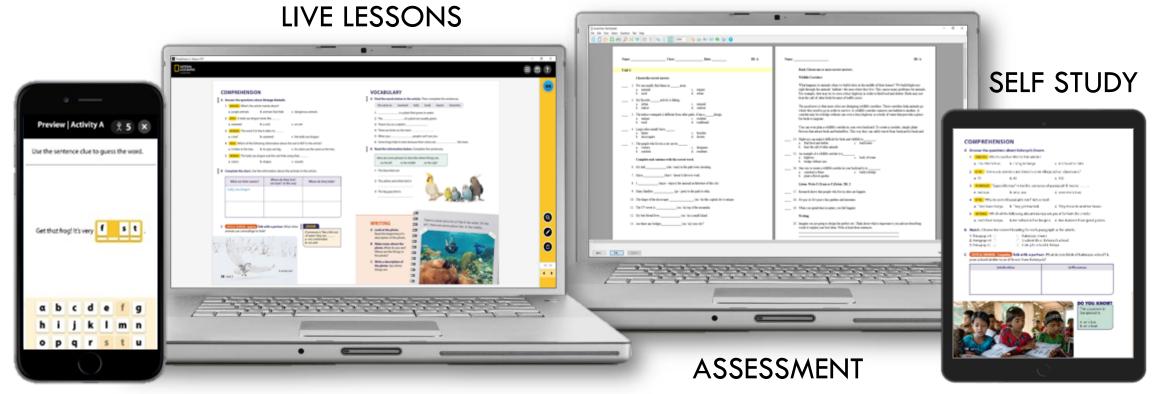
Unit 3 43

DIGITAL SUPPORT





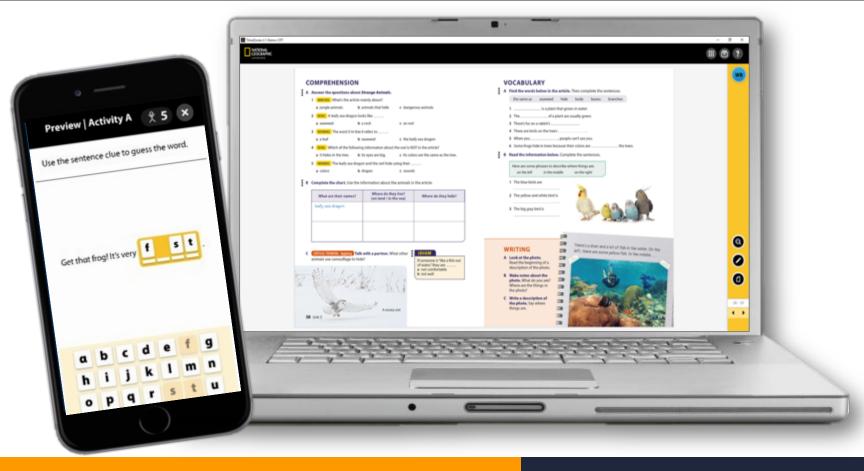
WHAT'S NEW IN THIS EDITION?



HOMEWORK

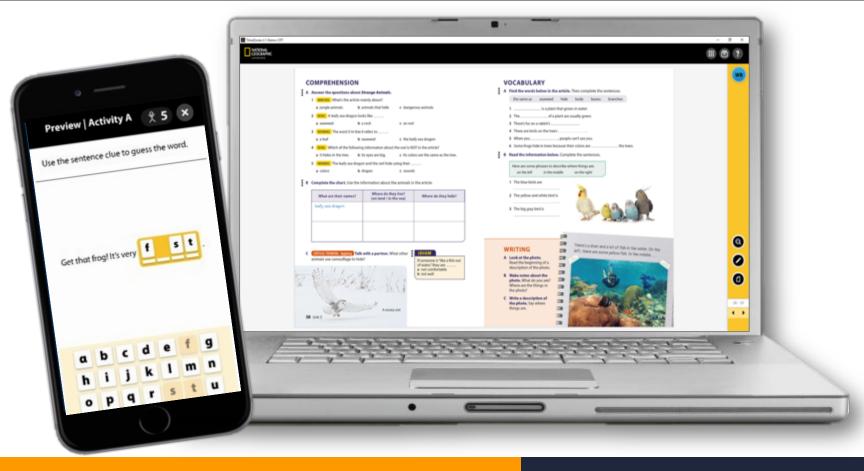


WHAT'S NEW IN THIS EDITION?



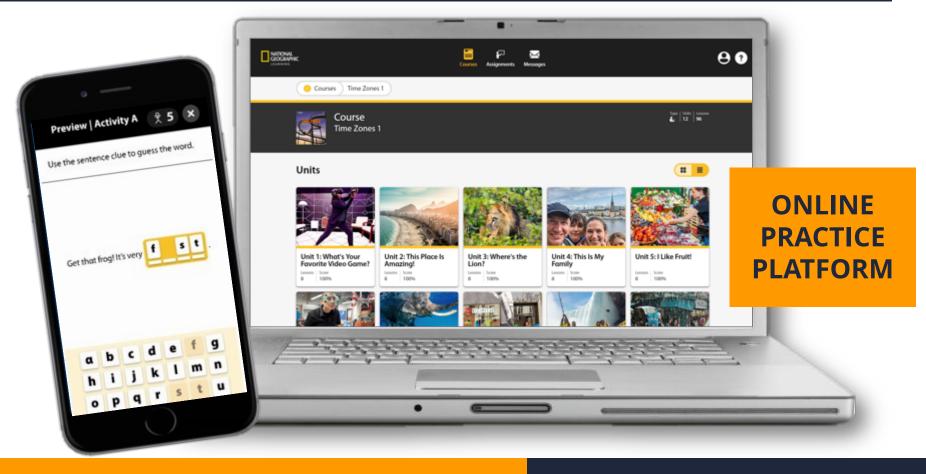


WHAT'S NEW IN THIS EDITION?





ONLINE PRACTICE





STUDENT'S EBOOK





CLASSROOM PRESENTATION TOOL

- Student's Book and Workbook pages
- Audio, video, and interactive activities
- Answer key
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