



Bringing the world to the classroom
and the classroom to life



ADULTS

/ GENERAL ENGLISH

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“Not every day is going to offer us the chance to save somebody’s life, but every day offers us an opportunity to affect one.”

Mark Bezos
Firefighter

Keynote level 3 (Intermediate)

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Our **ADULTS/General English** integrated skills programs include real-world content, critical thinking, and the language skills needed for success in the classroom, workplace, and life.

ADULTS / General English

Program	Description	Language	Levels	Teaching Hours (per level)
Core				
Life 2e	Through stunning National Geographic content and video, and engaging topics, Life helps learners develop their ability to think critically and communicate effectively in the global community.	AmE / BrE	6	Up to 180 Hours
Keynote	A series that explores big ideas through real content, including TED Talks, to help learners develop the confidence and skills needed to express themselves powerfully and proficiently in English.	AmE / BrE	6	Up to 150 Hours
World Link 3e	Well-established, easy-to-teach, fluency-building approach with a focus on meaningful, relevant communication through everyday topics and a flexible video program.	AmE	4	Up to 150 Hours
World English 2e	Featuring content from both National Geographic and TED, this integrated skills series brings amazing stories about our planet and compelling ideas from around the world to the classroom.	AmE	4	Up to 120 Hours
Outcomes 2e	Designed to help students develop the conversations in English that they would have in their own language. Containing contemporary content, Outcomes reflects English as it is actually used in the real world.	BrE	5	Up to 150 Hours
Supplementary				
Learn English with TED Talks	A supplemental resource for students enrolled in English language learning programs that helps learners understand and discuss powerful ideas from TED Talks.	AmE	4	Up to 60 Hours

New

Life

SECOND EDITION

Authors:

Paul Dummett, John Hughes,
Helen Stephenson

*Connect with the world and bring
your classroom to life*

Through stunning National Geographic content, video and engaging topics, **Life** inspires students who can think critically and communicate effectively in the global community.

With exciting new features, such as the Student Web App, the second edition has been updated based on extensive research and consultation with teachers and learners from around the world.

New to the Second Edition:

- ▶ An extended **critical thinking** syllabus is now featured throughout all six levels, encouraging learners to develop and share well-informed opinions
- ▶ Updated and relevant **National Geographic** content, photography, and video engages learners by connecting them to people and places from around the world
- ▶ New **'My Life'** sections help learners explore the connections between the content and their own lives

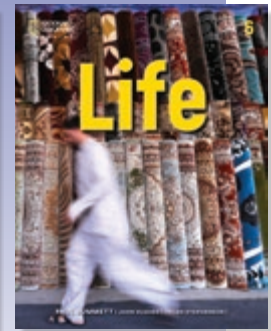
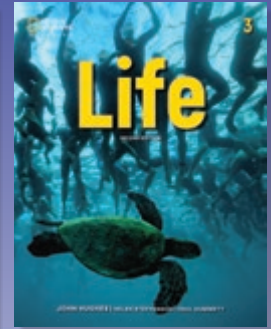
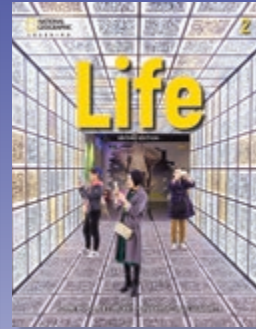
ADULTS

/ GENERAL ENGLISH

A1 to C1

Beginner-Advanced

American and British English



CEFR correlation

	A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1
1	■	■							
2			■	■					
3					■				
4						■	■		
5								■	
6									■

American English

FOR STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Student Book with Web App	9781337905626	9781337905633	9781337905640	9781337905657	9781337905664	9781337905671
Student Book with Web App and My Life Online	9781337905688	9781337905695	9781337905701	9781337905718	9781337905725	9781337905732
Workbook with Audio	9781337908030	9781337908023	9781337908016	9781337908009	9781337907996	9781337907989
MyLife Online Printed Access Card	9781337906401	9781337906418	9781337906425	9781337906432	9781337906449	9781337906456
MyLife Online Instant Access	9781337906463	9781337906470	9781337906487	9781337906494	9781337906500	9781337906517
E-Book Printed Access Card	9781337906524	9781337906531	9781337906548	9781337906555	9781337906562	9781337906579
E-Book Instant Access	9781337906586	9781337906593	9781337906609	9781337906616	9781337906623	9781337906630
Combo Split A with Web App	9781337908108	9781337908122	9781337908146	9781337908160	9781337908184	9781337908207
Combo Split B with Web App	9781337908115	9781337908139	9781337908153	9781337908177	9781337908191	9781337908214
FOR TEACHERS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Teacher's Guide	9781337908054	9781337908061	9781337908078	9781337908085	9781337908092	9781337908047
Classroom Audio CD	9781337908283	9781337908290	9781337908306	9781337908313	9781337908320	9781337908337
Classroom Presentation Tool on USB	9781337908221	9781337908238	9781337908245	9781337908252	9781337908269	9781337908276
DVD Levels 1-6				9781337908870		
Examview 1-6				9781337909129		
Online Placement Test				9781337909143		

Paul Dummett



"We wanted to take learners on a journey, discovering and celebrating the world — its peoples, their customs and ideas — in all its rich diversity. But we needed to 'bring it home,' to make the issues more relatable, so as to maximize the opportunity for learners to express themselves meaningfully in English. That, for me, is the success of this edition."

John Hughes



"In the second edition we've really expanded the range of videos so there are new interviews, documentaries, infographics, and even short feature films. And the videos come from such creative people, so it really inspires you when you are writing the book."

Helen Stephenson

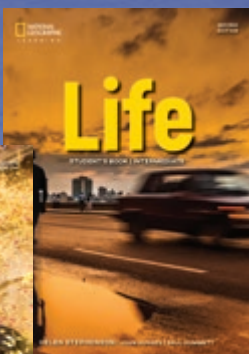


"It's been hugely satisfying to produce the new edition with user feedback from all over the world in mind. This edition gets the balance between the students' needs and the topic and language accessibility just right, I believe. I especially like the renewed focus on practice activities and opportunities for production that bring the focus to the individual student and their own context."

From the Authors of the Second Edition

Also in the Second Edition:

- ▶ An updated **video program** features interesting, contemporary, and high-quality National Geographic video
- ▶ New **'Memory Booster'** activities improve students' ability to retain and use new language
- ▶ A refined **grammar syllabus** provides increased scaffolding and an enhanced reference sections
- ▶ An enhanced **Classroom Presentation Tool** now includes the Workbook pages, extra support, and extension activities
- ▶ A new **Student Web App** with each Student Book includes video, audio for the Student Book and Workbook, grammar practice, interactive reading practice, expanded wordlists, and games



British English

FOR STUDENTS	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
Student Book with Web App Code	9781337285285	9781337285490	9781337285704	9781337285919	9781337286121	9781337286336
Student Book with Web App Code and Online Workbook Printed Access Code	9781337285421	9781337285636	9781337285841	9781337286053	9781337286268	9781337286473
Workbook without Key and Audio CD	9781337285452	9781337285667	9781337285872	9781337286084	9781337286299	9781337286503
Workbook with Key and Audio CD	9781337285445	9781337285650	9781337285865	9781337286077	9781337286282	9781337286497
Student eBook	9781337285391	9781337285605	9781337285810	9781337286022	9781337286237	9781337286442
Combo Split A with App Code and Workbook Audio CD	9781337285407	9781337285612	9781337285827	9781337286039	9781337286244	9781337286459
Combo Split B with App Code and Workbook Audio CD	9781337285414	9781337285629	9781337285834	9781337286046	9781337286251	9781337286466
Student Split A with Web App Code	9781337631419	9781337631433	9781337631457	9781337631471	9781337631495	9781337631518
Student Split B with Web App Code	9781337631426	9781337631440	9781337631464	9781337631488	9781337631501	9781337631525
FOR TEACHERS	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
Teacher's Book with Class Audio CD and DVD ROM	9781337285469	9781337285674	9781337285889	9781337286091	9781337286305	9781337286510
Classroom Presentation Tool (USB)	9781337285360	9781337285575	9781337285780	9781337285995	9781337286206	9781337286411
Assessment CD-ROM with ExamView® Pro	9781337285377	9781337285582	9781337285797	9781337286008	9781337286213	9781337286428

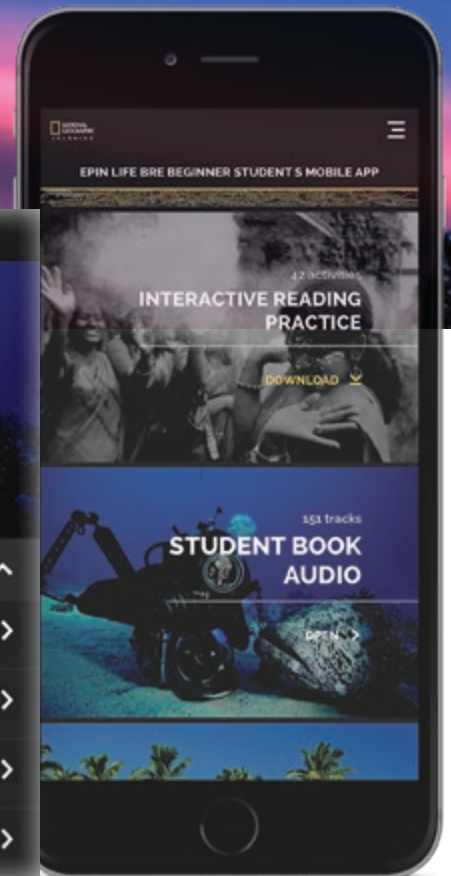
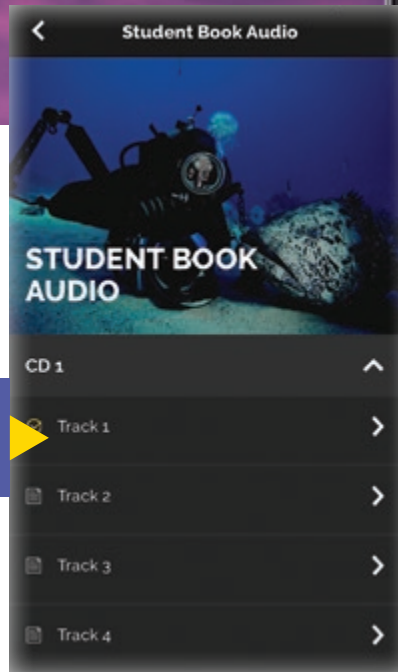
Life

SECOND EDITION

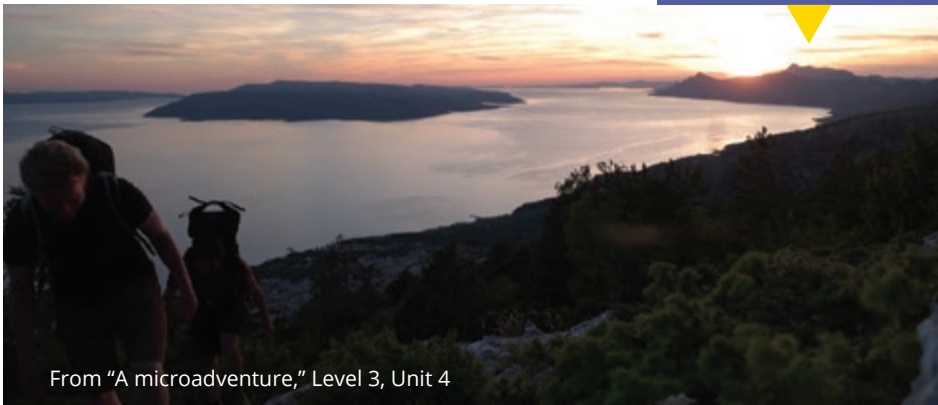
Introducing the new *Life* Student Web App!

The Student Web App contains:

- ▶ The video and audio for the Student Book and Workbook
- ▶ Grammar practice activities
- ▶ Interactive reading practice
- ▶ Expanded vocabulary lists
- ▶ Games



The enhanced *Life*, Second Edition Video Program



Now with updated interesting, contemporary, and high-quality National Geographic video in every unit!

MyLife Online

MyLife Online provides exercises that reinforce all of the skills taught in the Student Books, access to all video and audio, and re-teaching in grammar and vocabulary based on individual student performance!



4a Adventurers of the year

Reading

- 1 Read the article. Are these sentences about Pasang, Marjan, or both of them? Write 1-6 in the diagrams.
- She was born in Nepal.
 - Her father helped her.
 - She started when she was a teenager.
 - She trained for her job.
 - She competed in other countries.
 - She changed other people's lives.



- 2 Read the article again. Work in pairs and discuss the questions.

- What do you think was Pasang's biggest challenge?
- Why is she famous?
- What was Marjan's ambition?
- What were her team's achievements?

Grammar simple past

▶ SIMPLE PAST

We use the simple past to talk about finished actions, events, or situations in the past.
Pasang (Lama Sherpa Akita) *lived with her younger sister in Lukla.*
Marjan (Sadeq) *grew up in the capital city of Kabul. People didn't have homes or food.*
It was hard to practise on the roads of Kabul.
 For more information and practice, see page 162.

- 3 Look at the grammar box on page 46. Then underline the verbs in the past tense in *Adventurers of the Year*. Which are regular? Which are irregular?
- 4 Work in pairs. Answer these questions.
- What do we add to regular verbs to form the simple past? What do we add if the verb ends in -t? What if the verb ends in -s?
 - What is the base form of the irregular verbs you underlined?
 - How do we form the negative of most simple past verbs? How do we form the negative of 'to be'?

▶ Pronunciation /d/, /t/, or /dʒ/

- 1 Listen to the -d ending of these regular verbs. Write the sound /d/, /t/, or /dʒ/. Circle your answers. Then listen again and repeat.
- lived /t/ /d/
 - finished /t/ /dʒ/
 - wanted /d/ /t/
 - studied /t/ /dʒ/
 - washed /d/ /d/
 - looked /t/ /dʒ/
 - decided /d/ /dʒ/
 - climbed /d/ /dʒ/

- 2 Complete the text about another adventurer. Use the simple past form of the verbs in parentheses.

- 7 Read the text about Rita again. Work in pairs. Answer the questions.

- When was Rita born?
- Where did she study architecture?
- What did he love when he was a teenager?
- What did he do after college?
- Did he want to take photos of local news?
- When did he go abroad?

▶ SIMPLE PAST QUESTIONS

When was Rita born?
 Where did he study architecture?
 Did he want to take photos of local news?
 For more information and practice, see page 162.

- 8 Look at the grammar box above. Circle the correct option to complete these rules.

- With most regular and irregular verbs, we make questions with _____.
 a. the simple past form of the verb
 b. *do* + base form of the verb
- We *do* use *do* to make questions with _____.
 a. *is* and *are*
 b. *did* + base form of the verb

- 9 Read these questions and answers from interviews with Pasang and Marjan. Complete the questions.

1. Where did you live as a child?
 P: In Lukla, in northeastern Nepal.
1. When did you start Mount Everest?
 P: When I was 22 years old.
1. Who did you meet after the earthquake?
 P: People with no homes and no food.
1. Did you go to college?
 M: In Afghanistan, your first international race?
 M: No, we didn't.

Speaking myLife

- 10 Write six questions to ask your partner about the past. Use some of these ideas.

- where / born? where / grow up?
 when / born / to / rise a lake?
 when / start / studying English?
 where / go / vacation / last year?
 go / abroad / last year? go / college?
 what / be / first job?

- 11 Work in pairs. Take turns interviewing each other. Make notes about your partner's answers.

- 12 Work with a new partner. Describe your first

ADVENTURERS of the YEAR

EVERY YEAR, READERS OF NATIONAL GEOGRAPHIC MAGAZINE VOTE FOR THEIR ADVENTURERS OF THE YEAR. HERE ARE TWO OF THEM.

THE MOUNTAINEER

As a child, Pasang (Lama Sherpa Akita) lived with her younger sister in Lukla, a town in northeastern Nepal. Her parents died when she was young. As a teenager, she trained as a mountaineer. She worked as a mountain guide, and she climbed Mount Everest when she was only 23. In 2015, there was a terrible earthquake in Nepal. Many people didn't have homes or food, so Pasang helped them. These days, she also works to improve education in Nepal, and is famous for her volunteer work as well as her mountaineering.

THE CYCLIST

Marjan (Sadeq) was born in Afghanistan and grew up in the capital city of Kabul. Her father was the national cycling coach for the men's team, and from very early on in life, Marjan's ambition was to become a cyclist. Her father gave Marjan her first bicycle when she was a teenager, and he soon saw how much Marjan loved cycling. As a result, he formed a new women's cycling team with his daughter and ten other women. It wasn't easy to practice on the roads of Kabul, but in 2013, the team went to Rome, Italy and they had their first international competition against other women's cycling teams. They didn't win, but they earned six South Korea achievements in Afghanistan.



THE PHOTOGRAPHER

Rita was born in Tabriz, Iran, in 1952. He studied architecture at a college in Tehran, but he became an architect. When he was a teenager, Rita started photography, and after college, he started a job with a local newspaper as a photographer. But he didn't want to take photos of local news, so in 1978 he left almost and he started taking photos of war. These days, he works for National Geographic magazine.

4b An impossible decision

Vocabulary personal qualities

- 1 Work in groups. Read this English expression and discuss the questions.

"Ten heads are better than one."

- What do you think the expression means?
- Do you have a similar expression in your language?
- What are the advantages and disadvantages of working in teams?
- What do you think makes a good team member?

- 2 Read the sentences about what makes a good team member. Write the adjectives in the box next to the matching sentence.

experienced	friendly	hardworking
kind	patient	positive

A good team member:

- likes meeting people and gets along with everyone.
- is a good listener and thinks about other people.
- gives people the time they need and waits for them.
- is always happy and looks for the good things in life.
- works extra hours when it's necessary.
- knows a lot about his or her area of work.

- 3 Work in pairs. Which qualities in Exercise 2 do these people need? Why?

a close friend	a teacher	a language learner
a manager	a parent	a graduate

A good teacher is patient because the students need time to learn.

Listening

- 4 What difficult decisions do people have to make in life? What decisions do you have to make at work or for your studies? Tell your partner.

I left my old company last year. It was difficult because I had a lot of good colleagues there. But I started a new challenge.

- 5 Listen to the first part of a true story about two climbers named Joe Simpson and Simon Yates. Number these pictures in the correct order (1-4).



- 6 Work in pairs. What was Yates's impossible decision at the end? What do you think he did?

- 7 Listen to the whole story and answer the questions.

- What two personal qualities from Exercise 2 did Simpson and Yates have?
- Why didn't they stay at the top of the mountain for very long?
- What decision did Yates make in the end?
- The next day, what did Yates think about Simpson?
- What did Yates hear in the night?
- How did the story about Yates and Simpson become famous?

Grammar past continuous and simple past

▶ PAST CONTINUOUS AND SIMPLE PAST

While they were going down the mountain, Simpson fell. He wasn't moving, but he was still breathing. Yates, who often saw when and where to talk about one action happening at the same time as another.

- 8 Look at the sentences in the grammar box. Work in pairs and answer these questions.

- Which verb talks about a completed action?
- Which verbs talk about actions in progress at a moment in the past?
- We often use the two verb forms together. Which verb form is used for the longer, continuing activity? Which form is used for the shorter, finished action?
- What is the auxiliary verb in the past continuous? What is the form of the main verb?

- 9 The sentences below describe the story of Simpson and Yates. Circle the correct options to complete the sentences.

- The sun was shining when Simpson and Yates left their tents on the first day.
- When they reached the top of the mountain, it was snowing.
- While they were going down the mountain, Simpson tried to see if he could pull / use / pull / use / pull / use Yates out of the mountain.
- Yates was sleeping in his tent, but he suddenly woke up / was waking up.
- Finally, he found / was finding Simpson on the ground.

- 10 Complete each sentence with one verb in the past continuous form and one verb in the simple past form.

- I was sitting (work) on my own when a group of people came (come) into my office.
- We were (stand) there when they started (start) to sing.
- They were (agree) above our apartment, very well, so the team agreed (agree) to have a meeting.
- The weather was (be) cold this morning, but it wasn't (not be) overcast.
- I saw you across the street, but I wasn't (not see) you because I was (was) on my job interview!
- What was (be) he doing (do) when you called (call) him?
- Which cities were (be) they visiting (visit) while they were (be) in Italy?
- Why were (be) you watching (watch) that call while we were (be) on the way?

- 11 Pronunciation was / were

- 12 Work in pairs. Listen to sentences 1 to 4 from Exercise 10. Notice the pronunciation of was, were, wasn't, and weren't. Which are stressed and which are unstressed?

- 13 Listen again and repeat the sentences.

Speaking myLife

- 14 Which of these events happened to you in the past? Write some sentences about them and state when the events happened.

broke a bone
 achieved something with a team of other people
 got a first job
 had an accident
 had an argument with a close friend
 received really good news
 was late for an important meeting

- I broke my arm on my sixth birthday.

- 15 Work in pairs. Tell your partner about the things that happened to you. Take turns asking and answering questions about what you were doing when it happened.

- A: I broke my arm on my sixth birthday.
 B: What were you doing when it happened?
 A: I was riding my first bicycle when I fell off.

Unit 4 Challenges

Life, Second Edition Resource Site

ELTNGL.com/life

The resource site for the second edition of *Life* contains a wealth of free additional teaching and learning materials for teachers and students.

Student Resources

- ▶ Access to the Student Web App
- ▶ Student Book Video
- ▶ Student Book Audio
- ▶ Workbook Audio

Teacher Resources

- ▶ Sample Units
- ▶ Ready-made Lessons
- ▶ Audioscripts and Videoscripts
- ▶ Reading Texts
- ▶ CEFR Correlations
- ▶ Word Lists
- ▶ Grammar Practice Worksheets
- ▶ Pacing Guide
- ▶ Extra Practice Activities
- ▶ Business Writing Support
- ▶ Communicative Worksheets
- ▶ Placement Test
- ▶ And more!

New

Keynote

ADULTS

/ GENERAL ENGLISH

A1+ to C1

Elementary–Proficient

American and British English

Authors:

**David Bohlke, Paul Dummett,
Lewis Lansford, Helen Stephenson**

Inspiring communication

A series that explores big ideas through real content, including TED Talks, to help learners develop the confidence and skills needed to express themselves powerfully and proficiently in English.

- ▶ **Authentic Listening** – carefully selected, supported and exploited. Tailored to work in the classroom. Both Native Speakers and Non-Native Speakers
- ▶ **21st Century Skills Syllabus** – Critical Thinking, Visual Literacy, Digital Literacy, Global Citizens
- ▶ **Real World Inspiration** – Not only through TED Talks but also through the reading texts, and infographics
- ▶ **Functional and Practical Output** – focus on everyday language and enabling clear communication with speaking, writing and pronunciation syllabus
- ▶ **Presentation Skills Syllabus** – a bag of transferable tools to develop fluency, confidence and engaging delivery
- ▶ **Creative Thinking** – a safe place to try, learn and practice and a way for students to find their own voice through ideas and language



“Effectively using authentic English in beginner’s classes could be challenging, but this coursebook makes me feel it’s possible”

*Yoko Sakurai
Instructor, Aichi University, Japan*

CEFR correlation

	A1+	A2	A2+	B1	B1+	B2	B2+
1	Yellow	Yellow					
2			Yellow	Yellow			
3					Yellow	Yellow	
4							Yellow

American English

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
FOR STUDENTS				
Student Book	9781305965034	9781305965041	9781305965058	9781305965065
Student Book with MyKeynote Online Electronic Access Code	9781337104104	9781337104111	9781337104128	9781337104135
Workbook	9781337104142	9781337104159	9781337104166	9781337104173
MyKeynote Online Electronic Access Code	9781337109352	9781337109369	9781337109376	9781337109383
MyKeynote Online Printed Access Code	9781337109000	9781337109017	9781337109024	9781337109031
Student Book Split A	9781337108768	9781337108782	9781337108805	9781337108829
Student Book Split B	9781337108775	9781337108799	9781337108812	9781337108836
Student Book/MyKeynote Online Combo Split A	9781337108928	9781337108942	9781337108966	9781337108980
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Online Placement Test	9781337104180	9781337104197	9781337104203	9781337104210

Awards and Recognition



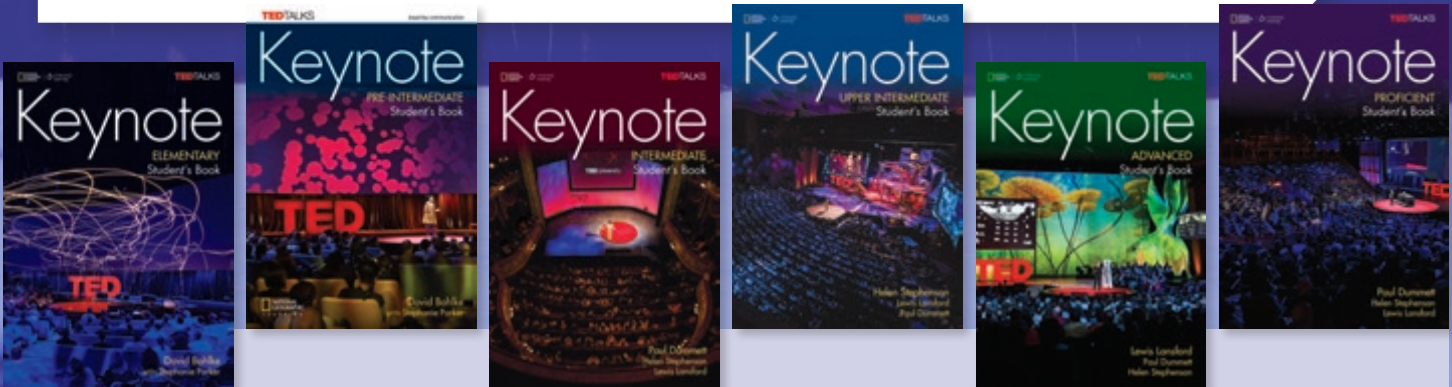
Keynote is the proud winner of two highly prestigious industry awards, the 2016 ELTons award for Excellence in Course Innovation and the English Speaking Union's 2016 Duke of Edinburgh Award for Resources for Secondary and Higher Learners.

“ Highly functional tasks, intellectual stimulating input and extremely well integrated ”
ELTons Judge

“ The authenticity shines through and this is what will inspire and engage students ”
ESU Judge

The mission of the English Speaking Union is to help people around the world discover their voice in English. More than ever, the times call for communication – for people everywhere to share their points of view and to talk about ideas. The ESU has recognised Keynote as a great resource for people who want to engage with ideas and communicate about them. It's a tremendous honour to be recognised as being on the side of discussion, communication and the exchange of ideas, and a real privilege to help people succeed at that. They've given us the award because they see Keynote as a powerful teaching tool. That's an idea worth spreading.

Lewis Lansford, Keynote Author



CEFR correlation	A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1	C1+	C2
Elementary	Yellow	Yellow	Yellow								
Pre-Intermediate				Yellow	Yellow						
Intermediate						Yellow					
Upper-Intermediate							Yellow	Yellow			
Advanced									Yellow	Yellow	
Proficient											Yellow

British English

FOR STUDENTS

	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced	Proficient
Student Book with DVD-ROM and Online Workbook Printed Access Code	9781337388696	9781337388702	9781305880610	9781305880603	9781305880627	9781305880634
Student Book with DVD-ROM	9781337273916	9781337273923	9781305399099	9781305399136	9781305399150	9781305399181
Workbook with Workbook Audio CD	9781337273978	9781337273985	9781305578326	9781305578333	9781305578340	9781305578357
Interactive Student eBook without Key	9781337274036	9781337274043	9781305880566	9781305880573	9781305880580	9781305880597
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Split A with DVD-ROM	9781337561488	9781337561501	9781337561402	9781337561426	9781337561440	9781337561464
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Student Book/Workbook Combo Split A with DVD-ROM and Workbook Audio CD	9781337561365	9781337561389	9781337561280	9781337561303	9781337561327	9781337561341
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FOR TEACHERS

	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced	Proficient
Teacher's Book with Classroom Audio CDs	9781337274012	9781337274029	9781305578418	9781305579590	9781305579606	9781305579613
Classroom Presentation Tool on USB	9780357109298	9780357109304	9780357109328	9780357109359	9780357109373	9780357109403

See website for Assessment Resources.

Keynote



“That’s why ideas really matter. If communicated properly, they’re capable of changing, forever, how someone thinks about the world, and shaping their actions both now and well into the future. Ideas are the most powerful force shaping human culture.”

— Chris Anderson, TED Curator
From the TED Talk: TED’s secret to great public speaking

Keynote teaches learners to communicate ideas powerfully in English.

National Geographic Learning is partnering with TED in English Language Teaching, providing curious minds with authentic, compelling classroom materials.

The TED Talks selected for **Keynote** are fascinating, level-appropriate, and supported by a one-of-a-kind curriculum. They are carefully segmented and used as springboards for language learning. TED Talks are used to:



- ▶ Explore 21st century ideas
- ▶ Introduce the unit topic
- ▶ Teach reading and vocabulary skills
- ▶ Develop critical thinking skills
- ▶ Demonstrate best practices in presenting and communicating



Inspiring Communication

Featuring remarkable people communicating passionately and persuasively, TED Talks provide inspiring ideas and an unparalleled source of authentic language. **Keynote** invites learners to explore life-changing stories for a deeper understanding of the world, developing the confidence and skills needed to express themselves powerfully and proficiently in English.

Engaging and **authentic** TED Talks drive an integrated-skills syllabus alongside 21st century outcomes like communication, collaboration, creativity, and critical thinking.



Additional **real-world content** presented through readings, infographics, and interviews motivates learners to engage with language meaningfully.



“This is one of my favorite photos... I like it because it shows how wonderful my country is.”

— Hannah Reyes

Unique **presentation** sections based on best practices demonstrated by TED speakers teach transferable strategies that develop fluency, confidence, and compelling delivery.

PRESENTATION SKILLS Paraphrasing key points

When giving a presentation, speakers often paraphrase their key points to make sure their audience understands. When you paraphrase, you repeat the same point but use different words.

A **RD.13** Watch part of Theaster Gates's TED Talk. Complete the sentence with the words you hear. Notice how Gates paraphrases his key point.

"In some ways, it feels very much like I'm a potter, that we tackle the things that are at our wheel, we _____ with the _____ that we have to think about this next bowl that I want to make."

Videos recorded especially for Keynote provide additional **authentic listening** opportunities through interviews with real people from around the world including musicians, students, journalists, and National Geographic explorers.

WORLDLINK

THIRD EDITION

ADULTS

/ GENERAL ENGLISH

A1 to B2

Low-Beginner-High-Intermediate

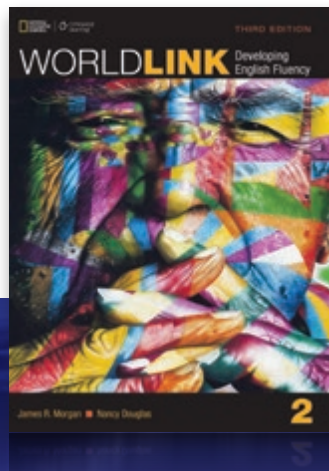
American English

Authors:

**Susan Stempleski, Nancy Douglas,
James R. Morgan**

World Link builds confident communication!

Now in its third edition, **World Link** is a well-established, easy-to-teach, fluency-building approach with a focus on meaningful, relevant communication through everyday topics and a flexible video program.



"The topics in **World Link** are interesting and related to students' real lives. The pictures are gorgeous. Thank you for creating such a nice book like this."

*Dr. Suneeta Kositchaivat
Deputy Head of Curriculum and Instruction Department,
Faculty of Education, Silpakorn University, Thailand*

CEFR correlation

	A1	A1+	A2	A2+	B1	B1+	B2
INTRO							
1							
2							
3							

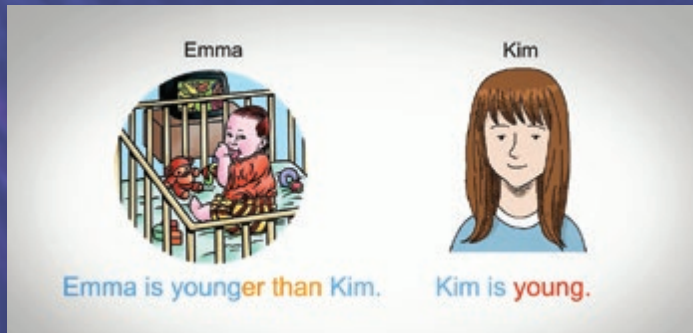
FOR STUDENTS

	INTRO	LEVEL 1	LEVEL 2	LEVEL 3
Student Book	9781305647749	9781305650787	9781305650992	9781305651203
Student Book with MyWorldLink Online	9781305647756	9781305650794	9781305651005	9781305651210
Workbook	9781305647848	9781305650879	9781305651098	9781305651302
MyWorldLink Online PAC (Printed Access Code)	9781305647879	9781305650978	9781305651128	9781305651333
Combo Split A with MyWorldLink Online Sticker Access Code	9781305647794	9781305650831	9781305651043	9781305651258
Combo Split B with MyWorldLink Online Sticker Access Code	9781305647800	9781305650848	9781305651050	9781305651265

FOR TEACHERS

	INTRO	LEVEL 1	LEVEL 2	LEVEL 3
Lesson Planner with Classroom Presentation Tool	9781305647831	9781305650862	9781305651081	9781305651296
Classroom Audio CD	9781305647855	9781305650886	9781305651104	9781305651319
Classroom DVD	9781305647923	9781305650947	9781305651166	9781305651371
Classroom Presentation Tool on USB	9781337906999	9781337907002	9781337907019	9781337907057
Assessment CD-ROM with ExamView®	9781305647947	9781305650954	9781305651173	9781305651388

Explore the new edition:



The new **Classroom Presentation Tool** for each level promotes classroom communication.

UNIT 7

ABOUT THE PHOTO

80% of population of China lives in urban areas. Shanghai is one of the largest cities in the world. Consider its history, culture, and modern development.

81 Shanghai's heart is the Bund, a waterfront promenade with a mix of old and new architecture. Choose the best from the Bund for a scene of the city before the lighting turns on, with photographs taken at different times of the day.

82 Shanghai's skyline is the Bund, a waterfront promenade with a mix of old and new architecture. Choose the best from the Bund for a scene of the city before the lighting turns on, with photographs taken at different times of the day.

INTRODUCE THE THEME

83 Around the world, cities are growing larger and larger as people migrate from rural areas to urban centers in search of better opportunities. They are growing in size and complexity and are becoming more and more important in our lives.

7 CITY LIFE

Look at the photo. Answer the questions.

1 What city is it? What is it famous for?

2 Describe the city in your own words.

3 What is the most interesting thing you know about this city?

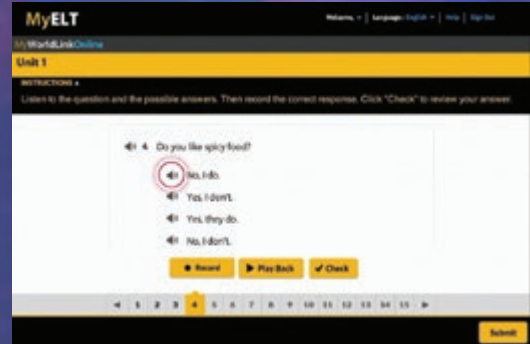
4 How do you feel about this city?

5 How do you think the city will change in the future?

LESSON PLAN

Lesson	Activities	Listening	Speaking	Reading	Writing	Communication
LESSON 1 The city of Shanghai	Listen to a recording of the city of Shanghai and describe it in your own words.	Listen to a recording of the city of Shanghai and describe it in your own words.	Describe the city of Shanghai in your own words.	Read a text about the city of Shanghai and describe it in your own words.	Write a short text about the city of Shanghai.	Communicate about the city of Shanghai.
LESSON 2 The city of Shanghai	Listen to a recording of the city of Shanghai and describe it in your own words.	Listen to a recording of the city of Shanghai and describe it in your own words.	Describe the city of Shanghai in your own words.	Read a text about the city of Shanghai and describe it in your own words.	Write a short text about the city of Shanghai.	Communicate about the city of Shanghai.

My World Link Online is a completely new personalized resource for learners and teachers.



Grammar Tutorials on My World Link Online and the Classroom Presentation Tool reinforce the updated grammar presentation in the student books.

A **Warm-Up** video from authentic sources like National Geographic and YouTube now starts each unit.



The updated **Lesson Planner** makes increasing classroom communication easy!

WORLD ENGLISH

ADULTS / GENERAL ENGLISH

A1 to B1+

Beginner-Intermediate

SECOND EDITION

American English

Series Editor:
Rob Jenkins

Authors:
Martin Milner, Kristin L. Johannsen (late), Rebecca Tarver Chase

Real People Real Places Real Language

Featuring content from National Geographic and TED, the new edition of the four-level, integrated skills **World English** series brings amazing stories about our planet and compelling ideas from around the world to the classroom, providing students the perfect platform to share meaningful ideas in English.



"I have found that students from all majors, from English majors to science majors have been able to really connect with the text and its material in a real way. As a teacher, I am grateful that such a text book exists...we are appreciative of all your efforts. Because of **World English**—I enjoy teaching and my students enjoy learning."

*Karen Cline
Instructor, Tokai University, Japan*

CEFR correlation

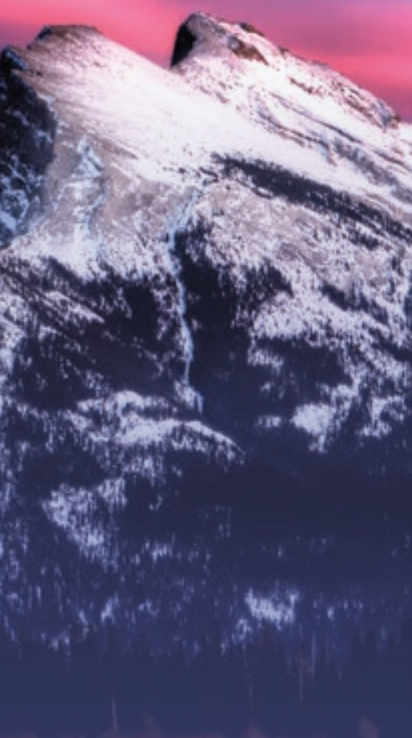
	A1	A1+	A2	A2+	B1	B1+
INTRO						
1						
2						
3						

FOR STUDENTS	INTRO	LEVEL 1	LEVEL 2	LEVEL 3
Student Book with Online Workbook	9781305089556	9781305089549	9781305089532	9781305089525
Student Book with CD-ROM	9781285848341	9781285848358	9781285848365	9781285848372
Student Book	9781285848686	9781285848693	9781285848709	9781285848716
Student eBook	9781285871417	9781285871424	9781285871431	9781285871448
Combo Split A with Online Workbook	9781305089518	9781305089495	9781305089471	9781305089457
Combo Split B with Online Workbook	9781305089501	9781305089488	9781305089464	9781305089440
Combo Split A with CD-ROM	9781285848846	9781285848860	9781285848884	9781285848907
Combo Split B with CD-ROM	9781285848853	9781285848877	9781285848891	9781285848914
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Online Workbook	9781285854724	9781285854731	9781285854748	9781285854755
FOR TEACHERS	INTRO	LEVEL 1	LEVEL 2	LEVEL 3
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Classroom DVD	9781285848501	9781285848501	9781285848518	9781285848518
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New and Updated in World English, Second Edition!

REAL, COMPELLING, AND MOTIVATING CONTENT FROM TED AND NATIONAL GEOGRAPHIC

NEW TED readings alongside updated content from National Geographic provide the most meaningful springboard for learners to share Ideas Worth Spreading in English!



D GOAL 4: Discuss a Problem in Nature

Reading

A B What are some reasons animals are endangered? Talk about your ideas with a partner.

C D E Look at the list of ways we can protect endangered animals. Check the ideas you predict you will read about in the article. Compare your answers with a partner.

- stop poaching
- create advertisements about conservation
- prevent droughts
- put land under conservation
- support nature tourism

C Read the article. Write the dates next to the events.

- 20 lions remain in Kunene
- John Kasana is born
- drought hits Namibia
- war begins
- war ends

D E List two good things about the community based conservation program. Compare your answers with a partner.

GLOSSARY

booth a land for both houses and other buildings, a challenge (something) in a football game

conservationist someone who works to protect animals, plants, and natural resources

poaching killing an animal illegally

species a group of animals or plants that are similar

TED TALKS

John Kasana
Community Based Conservationist

HOW POACHERS BECAME CARETAKERS

1900 John Kasana's idea worth spreading is that Namibia's community-led conservation program can be a model for the rest of the world. It will help us protect endangered animals while empowering and improving the lives of rural people.

When John Kasana was a boy growing up in Namibia, his father took him into the bush to teach him how to take care of the family's livestock. His father said, "If you see a cheetah eating our goat, walk up to it and smack it on the backside." A cheetah is a very nervous animal. If a person smacks it, it will probably run away. John also learned how to deal with a lion by standing very still and making himself look very big. These were useful lessons for a boy who became a wildlife conservationist. As Kasana says, "It is very important if you are in the field to know what to confront and what to run from."

Kasana was born in 1971. At that time, Namibia had many problems. The country was at war from 1960 to 1990. Because of the fighting, many people had died. This caused a secondary problem—poaching. For example, poachers killed many black rhinos for their horns, which were very valuable. To make things even worse, around 1980, a drought brought killed people, livestock, and wildlife. By 1995, there were only 20 lions left in the Kunene region in the northwest of the country, where Kasana's family lives. Many other species were also endangered.

John Kasana is a conservationist in Namibia.

At the same time, positive changes were taking place. A non-governmental organization, the Integrated Rural Development and Nature Conservation (IRDNC) began working in Namibia to protect wildlife. They met with village leaders to ask who would be able to work with them. They needed people who knew the bush well, and who understood how wild animals lived. The answer was surprising: work with local poachers. It seemed crazy, but it also made sense. After all, if you spend your time hunting for animals, you will know where they live and how they behave. So IRDNC hired a group of poachers, including Kasana's own father, to help protect wildlife in Namibia.

"We knew conservation would fail if it didn't work to improve the lives of the local communities."

— John Kasana

Since then, the situation has changed dramatically. The Kunene region now has more than 100 lions. The black rhino, almost extinct in 1982, has come back and there are now many free-roaming black rhinos in Namibia. Most importantly, more land than ever is under conservation. That protected land generates money from tourism for Namibia to use in education, health care, and other important programs for its people.

John Kasana explains, "We were successful in Namibia because we dreamed of a future that was much more than just a healthy wildlife." That success is now a model for other African countries.

"World English gives students the best possible chance to experience English in the real world. If kids can't live in a native-English speaking country, World English is the next best thing."

John Turner
Academic Head, Yang Pin High School, Taiwan

TED TALKS

Beverly and Derek Joubert Documentary Filmmakers/Conservationists, National Geographic, Explorers in Residence
LIFE LESSONS FROM BIG CATS

Before You Watch

A B Look at the picture and answer the questions with a partner.



- What kind of animal is in the photo?
- Where do these animals live?
- What else do you know about these animals and their habitat?

C Look at the words in the box. Complete the paragraph with the correct word. Not all words will be used.

collectively adj. shared or done by a group of people
sensible v. to allow something that is considered wrong to continue
crash v. to fall over suddenly and quickly
grapple v. to cause something to be unable to continue in that normal way
prize n. a group of lions
revenue n. a flow of money that is made by or paid to a business or an organization

Africa's big cats are endangered, and we are all (1) _____ responsible. Soon, the (2) _____ of lions may disappear. Because we (3) _____ hunting and other activities that put them at risk, their numbers

have (4) _____ in the last 50 years. And it's not only the big cats that are in danger—eco-tourism brings in a large (5) _____ to Africa. If the cats disappear, so will the money and jobs.

- C** Beverly and Derek Joubert are wildlife photographers who publicize the problem of endangered big cats. What do you predict you will hear in their TED Talk? Look at the pictures on the next page. Check the information you predict you will hear.
- We have spent five years watching a leopard cub grow up.
 - We are also researching the behavior of gorillas and elephants.
 - Our investigations have shown that these lions are essential.
 - Lion bones are being sold.

While You Watch

- A B** Watch the video. Circle the main idea.
- It's necessary to study big cats over many years.
 - If the big cats disappear, many other species may disappear.
 - Beverly and Derek Joubert believe that big cats are beautiful.

100 Idea worth spreading is that big cats are essential to the survival of entire ecosystems, including their human neighbors. The Jouberts believe we must change our relationship with the big cats and respect and conserve them. Watch the Joubert's full TED TALK on TED.com.



C Watch the video again and match the photo to the correct caption.

- | | |
|---|---|
| _____ a. If a male lion is killed, the members of his pride may also die. | _____ 4. Legedime fruits the Jouberts and lets them come close to her. |
| _____ b. The Jouberts have discovered that some lions hunt in the water. | _____ 6. The Jouberts have studied a young leopard named Legedime since she was a baby. |



Updated National Geographic video with graded narration in every unit expands on the theme while providing opportunities to apply listening and speaking strategies.



VIDEO FROM TED TALKS AND NATIONAL GEOGRAPHIC

NEW TED TALKS bring Ideas Worth Spreading to the classroom in authentic, natural English. Integrate TED Talks into your classroom using the highly visual support found in the Student Books.

OUTCOMES

SECOND EDITION

ADULTS

/ GENERAL ENGLISH

A1 to C1

Beginner-Advanced

British English

Authors:

Hugh Dellar, Andrew Walkley

Real situations, Real language, Real outcomes

The second edition of **Outcomes** is the only course that is consistently focussed on helping students achieve the real world communicative outcomes they want and need. This lexically rich course emphasises students' need to have the conversations in English that they would in their own language.

This new edition contains more contemporary and global content, reflecting English as it is used in the world and is visible via rewritten texts and new National Geographic photos and videos.

There is a strong emphasis on real and natural English usage so students can develop the English language skills necessary for the real world.

Outcomes Second Edition contains:

- ▶ A clear, **evenly paced grammar syllabus** with strong links to context that is presented and practised through a consistent guided discovery approach
- ▶ Inspiring National Geographic videos provide real global language, while **Conversation Practice** videos provide a model for real, natural output
- ▶ An integrated **pronunciation syllabus** to help students speak and understand authentic English with accuracy and fluency
- ▶ An expanded and updated **Online Vocabulary Builder** with pronunciation support and phonetic script included allows students to personalise and engage with vocabulary language learning



CEFR correlation

	Pre-A1	A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1	C1+
Beginner											
Elementary											
Pre-Intermediate											
Intermediate											
Upper-Intermediate											
Advanced											

FOR STUDENTS	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
Student Book with Access Code & Classroom DVD	9780357043431	9781305093461	9781305090101	9781305093348	9781305093386	9781305093423
Student Book with Classroom DVD	9780357033999	9781305651913	9781305651883	9781305651890	9781305651906	9781305651920
Workbook with CD-ROM	9780357042243	9781305102255	9781305102156	9781305102187	9781305102194	9781305102286
eBook PAC (Printed Access Code)	n/a	9781305633414	9781305633421	9781305633438	9781305633445	9781305633452
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Combo Split A with DVD	9780357043479	9781337561242	9781337561181	9781337561211	9781337561235	9781337561266
Combo Split B with DVD	9780357043486	9781337561259	9781337561198	9781337561204	9781337561228	9781337561273
FOR TEACHERS	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
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Classroom Presentation Tool on USB	9780357030110	9780357103739	9780357103708	9780357103715	9780357103722	9780357103692
Assessment CD-ROM with ExamView®	9780357030127	9781305103924	9781305103993	9781305103948	9781305103931	9781305103917

What's New Inside Outcomes Second Edition:



10

GOING OUT

IN THIS UNIT YOU LEARN HOW TO:

- talk about exhibitions, films and the theatre
- explain exactly where places are
- discuss rights and
- use idioms connected to different parts of the body
- describe different kinds of events
- talk about plans that failed to happen and explain why

SPEAKING

1 Work in pairs. Discuss the questions.

- Do you like the art in this photo? Why? Why not?
- What point do you think the artist is trying to make with this piece?
- How often do you go to art exhibitions / the cinema / the theatre?
- What kind of art / films / theatre do you like?
- Are there any exhibitions / plays on at the moment that you would like to see?

2 Work with a new partner. Can you think of an example of each of the different kinds of people below? Do you have any favourites?

a painter	a sculptor
a director	a DJ
a stand-up comedian	a singer-songwriter

NEW! Stunning National Geographic images open each unit to engage students' interest.

UPDATED! More contemporary and global content, reflecting English as it is used in the world and visible via rewritten texts and new National Geographic photos and videos.



15

MONEY

IN THIS UNIT YOU LEARN HOW TO:

- talk about the economy
- use time phrases to say when things happen
- compare prices
- talk about money issues and problems
- say different kinds of numbers

SPEAKING

1 Look at the photo. Discuss the questions:

- Why do you think the illustration on this twenty-dollar bill was chosen?
- Do you know any other places or people that appear on American banknotes? If so, why do you think they were chosen?
- What illustrations are there on the banknotes in your country? Do you think they are a good choice? Why / Why not?
- Do you know of any other illustrations of different foreign notes?

2 Work in groups. Imagine you are designing new banknotes. For each of the categories below, choose three illustrations. Explain your choices.

- famous people
- buildings
- cultural images



A CARNIVAL ATMOSPHERE

VOCABULARY Festivals and carnivals

1 Look at the photo above. In pairs, discuss the following questions:

- Where do you think it was taken?
- What do you think is going on?
- What might the event be celebrating?

2 Which of these words can you see in the photo?

a band	a costume	a mask
a bonfire	a fireworks display	a parade
confetti	a float	a sound system

3 Match the nouns above with the groups of words they go with.

- masks you wear → wear a
- build a → / build on a → / a → in the shape of a fish
- set up a → / a really loud → / hiss a →
- dress up in a → / a very strange → / wear national →
- make a → / sit round a → / throw wood on a →
- listen to a → / form a → / play in a → / book a →
- watch a → / a spectacular → / cancel a → / miss a →
- hold a → / take part in a → / a → through town
- throw → / be showered with → / sweep up all the → aftermaths

4 Work in pairs. For each of the nouns in Exercise 3 choose one of the celebrations in Exercise 3. Think of an example from your own life. Tell your partner your example. Find out if your partner has had similar experiences.

A: I went to a fancy dress party last year and wore a scary monster mask.
B: Really? I've never been to a fancy dress party.

8 Find words in the email that mean the same as the words in *italics>.*

- I was very kind of like to let me stay at your house for free.
- The city was completely full of tourists.
- I'm not surprised most costumes look so good.
- The locals generally continue with traditional costumes.
- The Pagan Doctor costume is quite scary and threatening and not.
- The food is delicious, but high in calories.
- Venice is completely changed in a good way during carnival.
- People fight and explode fireworks all the time.

9 Work in pairs. Discuss the questions.

- Do you have a carnival or festival in your town, city or area?
- Do you usually go to it?
- What does it involve? Use some words from Exercises 2 and 3 to describe what happens.
- Have you ever been to any other carnivals or festivals? Where? When? What were they like?

READING

9 Before you read, discuss the question in groups.

- What do you know about Venice? Can you say ten things about its history, location, sights or carnival?

10 Read the email about the Venice Carnival. Add the relative clauses (a-g) in the spaces (1-10) in the email.

11 Decide if each sentence about the email are true (T) or false (F). Then look back at the email and underline the sentences that support your decisions.

- Chick, Kwong Jik and Nina all studied together.
- Holes are a bit more expensive during carnival.
- Chick preferred the modern costumes.
- Carnival celebrates the end of Lent.
- Traditionally, people ate a lot less during Lent.
- Chick sprayed some strangers.
- She was shocked at the way people behaved.
- Chick plans to send more photos.

NEW! Understanding *Fast Speech* feature in the video lesson helps students understand authentic English.



VIDEO 2

FORBIDDEN FRUIT

1 Work in pairs. Look at the photo. Discuss these questions:

- Do you know what this fruit is? Have you ever tried it?
- Where do you think it might be most popular?
- What problems might be connected to the fruit?

2 Watch the video. Find three problems caused by the fact that this fruit is so popular.

3 Work in pairs. Can you remember:

- The four different ways people described the smell of durian?
- Why cheese was mentioned?
- The price of durian?
- Where the smell of durian can spread to if people eat them in hotels?
- The ways of removing the smell of durian?

4 Watch the video again to check your ideas. Note which sentence below are facts and which are opinions. Work in pairs. Compare your ideas and discuss how you reached your decisions.

The durian is a seasonal fruit.
Durians are awful.
Durians are banned from some hotels.
They smell like a rubbish dump.
Asian people think cheese smells disgusting.
Durians don't bear fruit for at least fifteen years.

5 Work in groups. Discuss these questions.

- What's your favourite fruit? Are there any fruits you really don't like? Why?
- Would you try durian - if you haven't already? Why? Why not?
- Are there any smelly foods that you really like?
- What other problems with goods do you think hotels staff sometimes face?

UNDERSTANDING FAST SPEECH

7 **8** Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked // and pauses are marked //. Stressed sounds are in CAPITALS.

Other CULTURES // LOVE // FOODS // that SMELL STRONGLY // CHEESE // a Favourite // in the WEST // is Actually ROTTED MILK // a SMELL PEOPLE in Asia // find disgusting

UNDERSTANDING FAST SPEECH

7 Read and listen to this extract from the video said at natural pace and then slowed down. To help you, groups of words are marked with // and pauses are marked //. Stressed sounds are in CAPITALS.

Other CULTURES // LOVE // FOODS // that SMELL STRONGLY // CHEESE // a Favourite // in the WEST // is Actually ROTTED MILK // a SMELL PEOPLE in Asia // find disgusting

Now you have an ear! Practise saying the extract at natural pace.