

The best resources  
for the  
**IB Diploma**

See inside for fantastic resources to support your teaching of the IB Diploma...

# We offer IB specific titles and IB suitable resources.

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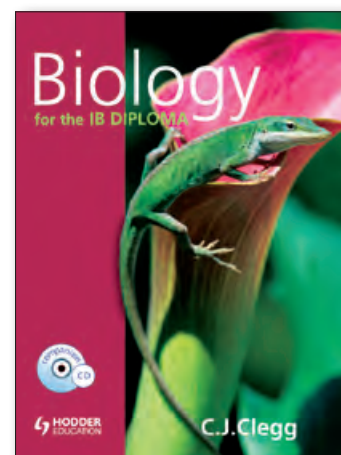
## Biology for the IB Diploma

**BESTSELLER** **+ CD-ROM** **E-INSPECTION** **DYNAMIC eBook**

**Author:** C J Clegg

The text has been written to mirror the syllabus requirements for students following the International Baccalaureate Diploma Programme. **Biology for the IB Diploma** presents topics in the same order as the specification and content reflects coverage of all Core and Options topics at both Standard and Higher Levels. A chapter on internal assessment is included.

- Material for Higher Level and Standard Level is clearly identified
- Key terms are simply defined and examples are drawn from a wide range of international sources
- Self-assessment questions and typical exam questions aid comprehension and improve exam performance
- Links to Theory of Knowledge provide opportunities for cross-curriculum study
- Photographs, electron micrographs and full-colour illustrations complement the text and illustrate principles and processes
- A glossary is included and provides a useful reference
- A CD-ROM is included which provides the materials necessary to teach all the Option Units



978 0 340 92652 9  
448pp • £35.00

This is my favourite Biology book... There is masses of information that is all very useful and easy enough to understand. Diagrams in the book are also very helpful for helping to explain some trickier things like The Krebs Cycle. I would recommend this book to all Biology Students, both at Standard Level and Higher Level.

IB BIOLOGY STUDENT

This is a beautiful book. The text covers the Standard and Higher Level specification for the International Baccalaureate, with a useful colour-coding system to guide students and teachers to materials at an appropriate level.

DR S NEWTON, BIOLOGICAL EDUCATION,  
VOLUME 42, NUMBER 4 AUTUMN 2008

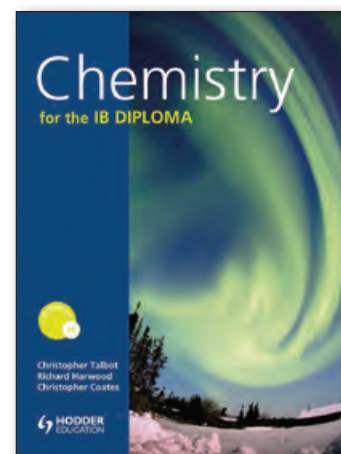
## Chemistry for the IB Diploma

**+ CD-ROM** **E-INSPECTION** **DYNAMIC eBook**

**Authors:** Christopher Talbot, Richard Harwood, Christopher Coates

A comprehensive textbook and accompanying CD-ROM, meeting all the requirements of the International Baccalaureate Diploma Chemistry syllabus at both Standard and Higher Levels. Explanations are clear and detailed and provide students with accessible and comprehensive coverage of all topics, as well as all seven Options. Topics are presented in syllabus order which is invaluable in helping students when the time comes for revision and for teachers who want to design a course that suits their own individual circumstances.

- Links to Theory of Knowledge offer opportunities for cross-curriculum study
- Follows IB terminology and notation with a full glossary included to help students with revision and to prepare them for their exams
- Self-assessment questions are included to reinforce learning
- Extension work is also included to stretch the most able students
- A summary of knowledge is included at the end of every topic to help students with revision
- A CD-ROM is included which provides the materials necessary to teach all the Option Units



978 0 340 98505 2  
688pp • £35.00

This book represents really impressive coverage of the IB syllabus - with ideas and detail that will help with project work and extended essays. It has really up-to-date info on the latest theory, and on applications and issues that link to real life. Lots of questions too help with revision for the exams.

IB CHEMISTRY STUDENT

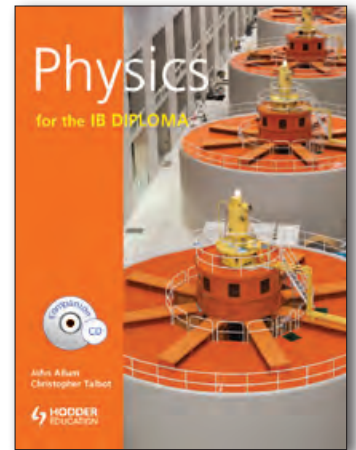
## Physics for the IB Diploma

CD-ROM E-INSPECTION NEW

Authors: John Allum and Christopher Talbot

Written specially for students following the International Baccalaureate Diploma, **Physics for the IB Diploma** is a major new resource covering the latest syllabus requirements for this experimental science. Chapters are presented in syllabus order and provide full coverage of all core Topics and Options for students at both Standard and Higher Levels.

- Text is written in straightforward language with clear, logical and detailed explanations
- 'Additional perspectives' boxes which introduce the applications of physics, its language and history, international perspectives and moral, economic environmental and social issues, broaden your students' knowledge and understanding
- Links to Theory of Knowledge provide opportunities for cross-curriculum study
- Plenty of worked examples and questions to aid students' understanding



978 1 444 14652 3  
April 2012 • £40.00

Clear detailed worked examples

Links to the IB Physics syllabus make it clear what topic is being addressed

**12 10 THERMAL PHYSICS**

a  $W = p\Delta V = \text{area under AB}$   
 $W = (0.5 \times 10^5) \times (1.0 - 0.2)$   
 $W = 4 \times 10^4 \text{ J (done on the gas)}$

b AB occurs at constant pressure: isobaric compression  
 BC occurs at constant volume: isochoric temperature increase.

c Net work done by gas = area enclosed in cycle.  
 $W = 0.5 \times (0.8 - 0.2) \times (2.5 - 0.5) \times 10^5$   
 (Estimated from a triangle having about the same area, as judged by eye)  
 $W = 6 \times 10^4 \text{ J}$

d Efficiency =  $\frac{\text{useful work output}}{\text{total energy input}}$   
 Efficiency =  $\frac{46 \times 10^4}{1.3 \times 10^5} = 0.46$  (or 46%)

**20** Figure 10.17 shows the Carnot cycle. Identify the processes involved and apply the first law of thermodynamics to each of the four processes.

**21** Figure 10.19 shows the four-stage cycle of a heat engine.

a Which stage is the isobaric compression of the gas?  
 b The temperature at A is 320 K. Calculate the amount of gas in moles.  
 c Calculate the temperature at point B.  
 d Estimate the area ABCD. What does it represent?

**22** Using graph paper, make a sketch of the following four consecutive processes in a heat engine. Start your graph at a volume of 20 cm<sup>3</sup> and a pressure of 5.0 × 10<sup>5</sup> Pa.

a An isobaric expansion increasing the volume by a factor of 5.  
 b An adiabatic expansion doubling the volume to a pressure of 1.5 × 10<sup>5</sup> Pa.  
 c An isochoric reduction in pressure to 0.5 × 10<sup>5</sup> Pa.  
 d An adiabatic return to its original state.  
 e Mark on your graph when work is done on the gas.  
 f Estimate the net work done by the gas during the cycle.

**Additional Perspectives** Heat engines and heat pumps

The flow of energy during the continuous conversion of thermal energy to mechanical work in a heat engine is represented in Figure 10.20. A temperature difference,  $T_{\text{hot}} - T_{\text{cold}}$ , is needed between hot and cold 'reservoirs' so that there is a resulting flow of thermal energy, which operates the engine. Thermal energy  $Q_{\text{h}}$  flows out of the hot reservoir and  $Q_{\text{c}}$  flows into the cold reservoir. The difference in thermal energy is transferred to doing useful mechanical work,  $W$ .

It is not possible to convert all of the thermal energy into work. (This is a version of the second law of thermodynamics, which is introduced later in this chapter.) The reasons for this inefficiency are explained in the next section.

**10.3 Second law of thermodynamics and entropy**

For more than 200 years scientists and engineers have spent considerable amounts of time and effort in trying to improve the efficiency of heat engines of various designs. Unfortunately, the laws of physics limit the efficiency that can be achieved. The following simple equation can be used to calculate the maximum efficiency possible (with a Carnot cycle).

$$\text{efficiency} = \frac{(T_{\text{h}} - T_{\text{c}})}{T_{\text{h}}}$$

**Question**

1. Calculate the maximum (theoretical) efficiency of a heat engine operating at an input temperature of 200°C and releasing heat to the surroundings at 40°C. How could engineers try to improve that efficiency?

Your answer should be about 33%. In other words, at best, 67% of the energy is not used usefully by the heat engine! Can you think of any way in which this 'wasted energy' could be made of use?

A heat pump works like a heat engine, but in reverse, using work input to enable the transfer of thermal energy from colder to hotter, as in a refrigerator or an air conditioner. It is possible to remove thermal energy from the ground and use it to help to keep a house warm in winter.

**Question**

2. Draw a schematic diagram, similar to Figure 10.20, to represent the principle of operation of a heat pump.

**10.3 Second law of thermodynamics and entropy**

**10.3.1** State that the second law of thermodynamics implies that thermal energy cannot spontaneously transfer from a region of low temperature to a region of high temperature.

**10.3.2** State that entropy is a system property that expresses the degree of disorder in the system.

**10.3.3** State the second law of thermodynamics in terms of entropy changes.

**10.3.4** Discuss examples of natural processes in terms of entropy changes.

It is not possible to study physics for long without becoming familiar with the fact that in every (microscopic) process some useful energy is 'lost' or 'wasted'.

Consider a bouncing ball: the height of each bounce gets lower and lower because some of the energy of the ball is transferred out of the system into the surroundings, as in Figure 10.21a. If you were to see the opposite happening, with a ball bouncing higher and higher, as in Figure 10.21b, you would probably be amazed, thinking it impossible unless the ball contained an unseen source of energy. But why? There has to be a fundamental physics principle involved, yet no concept discussed in this book so far would help explain this vitally important phenomenon that affects every physical and chemical process.

Questions so students can practise each concept as they work through the text

Clear diagrams illustrate points clearly

## Mathematical Studies for the IB Diploma

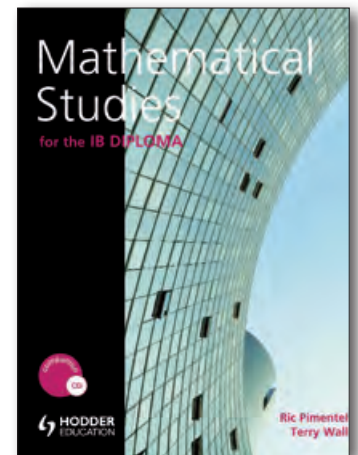
+ CD-ROM
 E-INSPECTION
PERSONAL TUTOR
DYNAMIC eBook

**Authors:** Ric Pimentel and Terry Wall

This textbook has been written especially for students following this IB subject. Each topic opens with the syllabus content and exactly follows the syllabus order. This is invaluable for both teachers plotting their own route through the course and students when it comes to revision.

A unique feature of the book is the inclusion of step-by-step instructions on the use of the graphic display calculator. The text also refers to Autograph and Geogebra software, enabling you to integrate new technology into your teaching.

- Each topic has clear explanations, worked examples and plenty of practice exercises to reinforce learning
- Student assessments are included at the end of every topic which can be used as homework or to test learning
- Ideas for project work in each topic are included which also provide suggestions for internal assessment
- The text has been written from an international perspective and provides links to Theory of Knowledge
- The CD-ROM contains PowerPoints, spreadsheets, Geogebra files, step-by-step audio visual explanations of the harder concepts and extra questions to stretch your most able students.



978 0 340 98752 0  
496pp • £30.99

The book has turned out marvellously well...the presentation is clear and lively and the text accessible.

IB MATHEMATICS EXAMINER

# Resources for Theory of Knowledge

## Theory of Knowledge

**Second Edition**

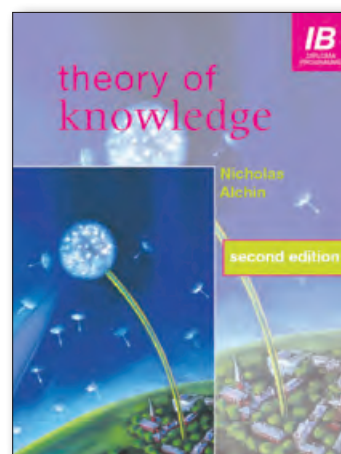
BESTSELLER
DYNAMIC eBook

**Author:** Nicholas Alchin

The Theory of Knowledge course is central to the philosophy of the International Baccalaureate Diploma Programme. Written by the Chief Assessor for Theory of Knowledge, it encourages students to question the basis of knowledge and to develop the ability to evaluate critically information from a wide range of sources.

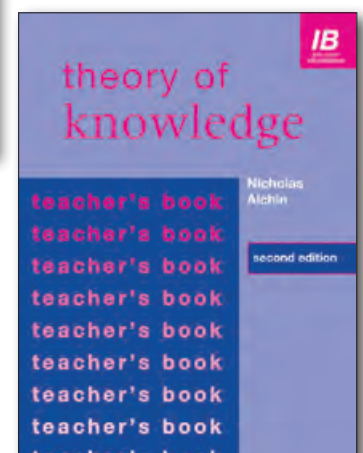
The Student's Book provides an introductory framework that looks at how to approach philosophical questions, it covers ways to look for answers and highlights the problems that arise when we do so. This book also includes a wide range of material from other sources, a variety of new activities in each chapter plus a revised chapter on morality and two new chapters on truth and assessment.

The Teacher's Book provides much needed support for planning and teaching Theory of Knowledge, giving you handy hints and tips to enhance lessons on this compulsory part of the IB Diploma.



**Student's Book**  
978 0 340 91476 2  
384pp • £24.99

**Teacher's Book**  
978 0 340 91477 9  
128pp • £49.99



## Spanish for the IB Diploma

**+ AUDIO CD**

**E-INSPECTION**

**NEW**

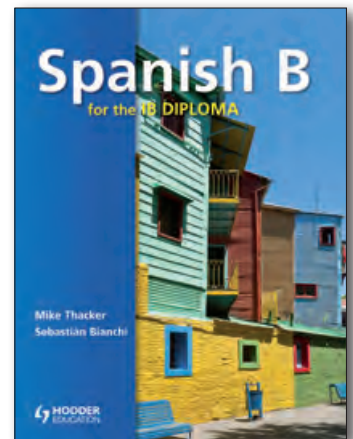
**Authors:** Mike Thacker and Sebastián Bianchi

**Consultant:** John Bates

A brand new suite of print and audio-based resources to make teaching IB Spanish stimulating and rewarding. The course is based around the desired 'learner profile' of the IB student, developing 'global citizens' who are keen to communicate with and understand people of other cultures. It caters for Language B – for students learning Spanish as a second language at Standard and Higher levels.

This course delivers the ideal mix of:

- Culturally appropriate stimulus material from across the Hispanic world
- Clear explanations and thorough practice of grammar
- Development of appropriate, topic-based vocabulary
- Student tasks which target both Diploma levels
- Learning strategies
- Literature, Culture and Theory of Knowledge sections



978 1 444 14640 0  
March 2012 • £30.00

Intertextual tasks, cultural features, linkage with Theory of Knowledge and guidance on how to tackle the IB curriculum topics, with exam-type activities.

Graded reading and audio from authentic Hispanic sources, to study language and stimulate students' interests and intercultural awareness. Systematic coverage of grammar, integrated with texts.

**SECCIÓN 1: Las multinationales sociales**

**B** Juancito da más detalles sobre su familia. Usa los verbos en el recuadro en el presente. ¡Cuidado! Debes ponerlos en la persona correcta, y hay dos que no vas a usar.

**G**

1 Mi padre también \_\_\_\_\_ Juan, como yo.  
2 Mi mamá \_\_\_\_\_ a casa temprano y prepara la comida.  
3 A mí \_\_\_\_\_ comer los pescados que atrapas con papá, pero a María Gracia no.  
4 Cuando sea mayor, yo \_\_\_\_\_ ser pescador como todos en la familia de mi padre.  
5 En la escuela no \_\_\_\_\_ muy bien con un compañero.  
6 Todos \_\_\_\_\_ mucho con mi abuelito, él siempre se ríe y hace bromas.

**C** Un joven quiere responder a Juancito. Te damos la ficha con todos sus datos. Escribe una carta/un email a Juancito con estos datos (o si prefieres, usando tu propia información), usando la primera persona (entre 100 y 150 palabras).

|                              |                                                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------|
| Nombre                       | Guillermo Guillermo Esteban Solís                                                                   |
| Sobrenombre                  | 'Guille'                                                                                            |
| Fecha de nacimiento          | 28 de marzo de 1994                                                                                 |
| Lugar de nacimiento          | Guaymas, Estado                                                                                     |
| Domestico                    | Ay, trabajo en un bar, en un restaurante                                                            |
| Características de la ciudad | superó muchas del mundo, está de los países, al año del mundo, muchas personas aprendiendo a hablar |
| Familiares y sus profesiones | Papa (padre, contador), Mama (madre, maestra), Tía (hermana, estudiante universitaria)              |
| Rutina diaria                | 7:30 - 8:00 - 8:30 - 9:00 - 9:30 - 10:00 - 10:30                                                    |
| Gustos                       | comer al aire libre                                                                                 |
| Ambiciones                   | ser futbolista profesional                                                                          |

**2 Una mexicana en Europa**

Hola, soy Rosa. Mi familia vive en Buenos Aires, aunque somos de México. En mi familia hay cuatro personas: mi padre, mi madre, Guillermo, que es mi hermano menor, y yo. Primero tengo que decirte que la vida en Buenos Aires no es tan mala como me enteré más ganas de volver a Guadalajara, mi ciudad natal. Allí el ambiente de la ciudad es súper bueno y la gente simpática, como todos en mi país. Así en Bélgica, lo único bueno es que ya hablo tres idiomas: español, francés e inglés, la lengua en la que me enseñaron en mi colegio internacional. Me parece que con estos tres idiomas voy a tener más futuro, ¿no?

Lo que no entiendo es que a Guillermo le encanta Bruselas. Nunca para de hablar la ciudad: '¡mi padre!' es el colegio, '¡me encanta!' mis amigos belgas' ... ¡Qué pasado!

Mi padre trabaja en una multinacional de carne y mi madre es profesora de español. Aunque trabajan muchísimo entre semana, siempre tienen fines de semana para salir a alguna parte en familia. A veces tomamos el Eurostar a Londres para visitar un museo, y al teatro (a mi madre le chiflan los musicales) o de compras. La última vez cenamos en un restaurante mexicano. ¡Por unas horas pude olvidarme de Bruselas e imaginar que estaba en mi país!

¡que padre! (Mica, 2004) = ¡qué buena! (Mica, 2004) = ¡qué buena!

**A** Completa las siguientes frases con una de las opciones, según lo que dice el texto:

1 Rosa nació en:  Bélgica,  México,  Inglaterra.

En el colegio le dan clases en:  inglés,  francés,  francés y español.

Los padres de Rosa:  trabajan los fines de semana,  visitan a Inglaterra cada semana,  salen de Bélgica de vez en cuando.

2 A Rosa le caen bien:  los belgas,  los mexicanos,  los amigos de su hermano.

A Guillermo le encanta:  su padre,  su colegio,  el inglés.

A la madre de Rosa le gusta:  escuchar canciones,  ver películas musicales,  la comida inglesa.

**B** Escoge los adjetivos que mejor describan la vida en Bruselas (a) según Rosa, y (b) según Guillermo. Haz una lista para cada uno.

lenguajista, genial, regio, obvia, modesta, brillante, tedious, encantadora, burocrática, agobiante, posada, hermosa

Rosa: tedious  
Guillermo: fenomenal

**Estrategias para leer**

En este libro tendrás muchas oportunidades de trabajar con tus compañeros de clase, como en el ejercicio oral a continuación.

Cuando hablas en castellano:  no tengas miedo de cometer errores, así se aprende mejor  si no puedes recordar una palabra, usa palabras más sencillas.

**C** ¿Vives/Has vivido en otro país? Trabajando con tu compañero/a, haz una lista de las ventajas y los inconvenientes de vivir en un país extranjero.

Cuando hayáis completado la lista, vosotros vais a desempeñar los papeles de Rosa y Guillermo para debatir las ventajas de vivir en los dos países que ellos conocen. Guillermo sostiene que Bélgica es un país ideal; Rosa argumenta que ningún país puede compararse con México.

**¡Qué bien habla!**

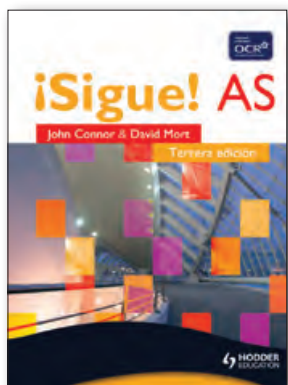
Cuando debates un tema es importante utilizar expresiones que indiquen su opinión personal, como las siguientes:

A mí me parece que ...  
Lo que no entiendo es que ...  
Lo que me fascina es que ...  
Es cierto que ...  
No lo veo así, porque ...  
En mi opinión, ...  
A mí me da la impresión que ...

**SECCIÓN 1: Las multinationales sociales**

In-depth exploitation of texts and audio, with a wide range of comprehension and creative activities to stimulate communicative ability. Development of reading, writing, speaking and listening skills with grammar, vocabulary and learning tips.

# Resources for Modern Foreign Languages



## ¡Sigue! AS and A2 Third Edition

SERIES

**Authors:** John Connor and David Mort

These popular Spanish texts fully address the requirements of the latest AS and A2 level OCR Spanish specifications and are suitable for equivalent level examinations. The material is also ideal for teaching the International Baccalaureate.

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A2 Student's Book • 978 0 340 95020 3 • 224pp • £18.99

AS Teacher's Resource Book • 978 0 340 95024 1 • 160pp • £90.00

AS Audio CD Set • 978 0 340 95025 8 • £90.00 + VAT

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## ¡Ponte al día!

### Second Edition

BESTSELLER

**Authors:** Mike Thacker and Mónica Morcillo Laiz

**¡Ponte al día!** Second Edition offers full coverage of the new Spanish AS/A level specifications, this material is ideal for teaching the International Baccalaureate.

Supported by Dynamic Learning resources that enable teachers to incorporate a variety of digital tools and media seamlessly into every lesson and enhance the learning experience

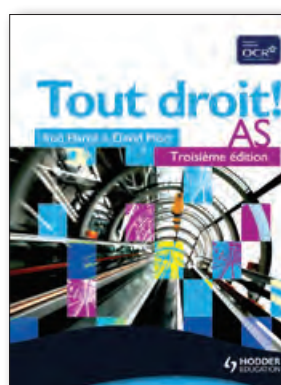
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Audio CD Set • 978 0 340 96893 2 • £100.00 + VAT

Dynamic Learning Resources • 978 0 340 96862 8 • £150.00 + VAT

Visit [www.dynamic-learning.co.uk](http://www.dynamic-learning.co.uk) for full price details and to sign up for a free 30 day trial



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SERIES

**Authors:** Rod Hares and David Mort

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A2 Teacher's Resource Book • 978 0 340 92983 4 • 160pp • £90.00

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## Tout Terrain

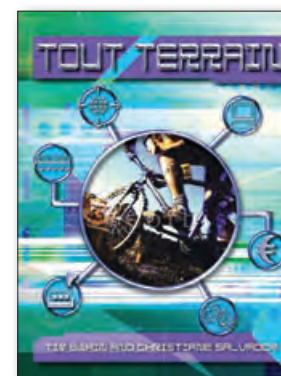
**Authors:** Tim Swain and Christiane Salvador

**Tout Terrain** is a one-volume French course for AS and A2 students that promotes the enjoyment of language learning within a firm grammatical structure. It is suitable for students of all abilities, with plenty of reinforcement and extension activities. Material is covered in clear progression from post-GCSE through to A2 level so that students acquire new language at an appropriate pace.

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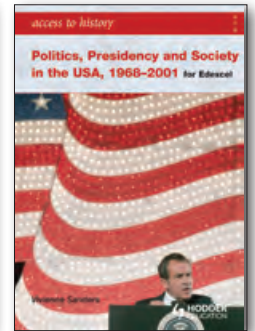
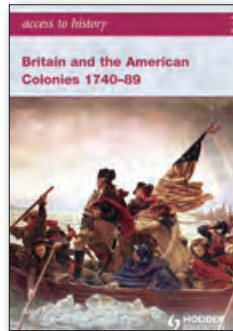
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The most popular and trusted series for A level and IB Diploma students. The new titles and editions combine all the strengths of this well-loved series with a new design and features that allow all students access to the content and study skills needed to achieve exam success.

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### History And The Historian

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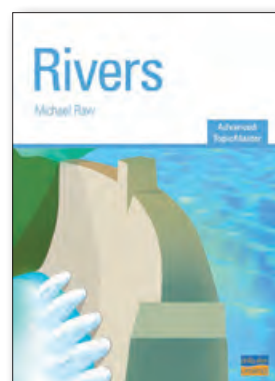
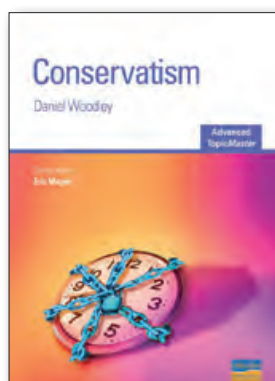
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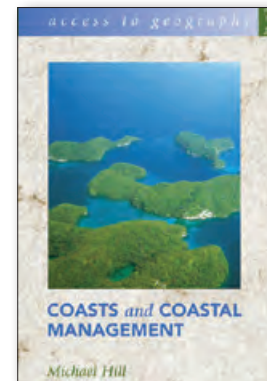
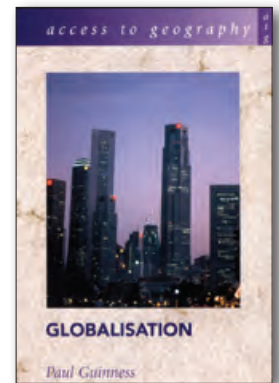
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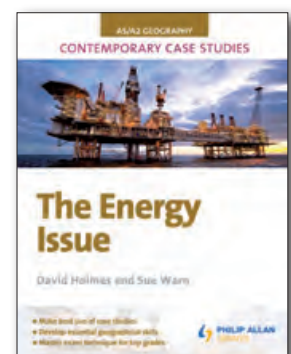
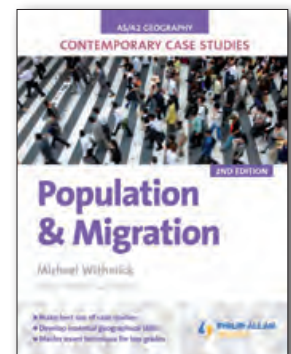
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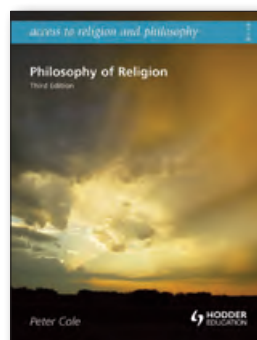
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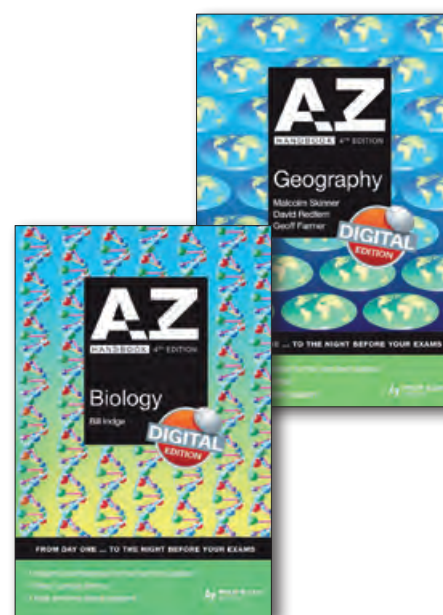
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