


# ELT Catalogue 2020

# welcome!



MM Publications specialises in the production of quality, innovative ELT materials. Since 1974 we have been dedicated to **excellence in education**, and we offer a wide range of printed and electronic material as well as educational services.

Our course materials explicitly demonstrate how English is used in real-life situations, thus enabling learners to use the language in meaningful contexts. Treating English as a 'lingua franca', our products are designed to **open up possibilities for learners to communicate** with people from different locations and cultural backgrounds more **fluently, accurately and confidently**.





We support teachers and institutions by providing online learning and testing solutions, in-service teacher training, syllabus design and bespoke lesson plans, as well as customised extra materials. Our **state-of-the-art learning platform** offers a safe virtual learning environment readily adapted to stakeholder needs, and our academic consultants and teacher trainers travel worldwide, **exchanging ideas** and **sharing knowledge** and experience with education providers.

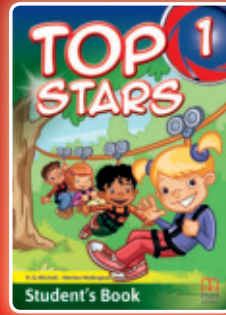
In close cooperation with local educational authorities, we strive to produce the highest quality ELT materials suited to all learners. We have published **best-selling titles throughout the world** from Asia, the Middle East and Africa, to Europe and the Americas and have worked closely with Ministries of Education around the globe to produce **special local editions** of our series according to rigorous standards and specifications.

The company's motto, **'learn, share, inspire'**, constitutes the cornerstone of MM Publications' endeavours. We consider ourselves wholly dedicated to the provision of quality ELT material and services of **lasting value**, and we look forward to cooperating with you soon.

***The MM Publications team***

# New Releases

## PRE-PRIMARY & PRIMARY COURSES



LEADING TO A1 → B1.1  
AMERICAN EDITION  
p. 18



LEADING TO A1 → A2  
BRITISH EDITION  
p. 22

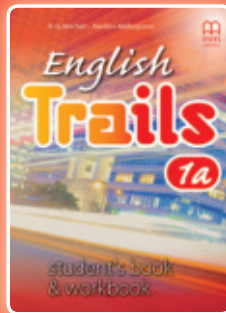
## SECONDARY & ADULT COURSES



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A1 → B2  
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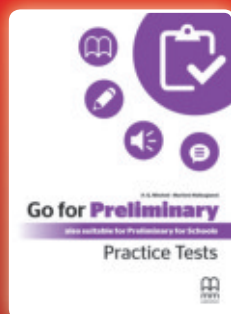
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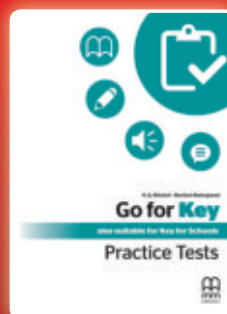
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NEW PRIMARY  
READERS!

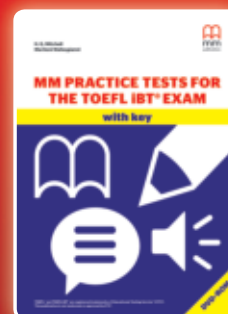
## EXAMINATIONS



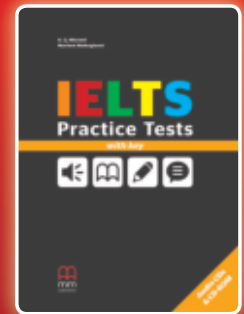
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B2+ → C1+ | p. 109

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## Key to icons



Student's Book



Workbook /  
Activity Book /  
Fun-Book



Teacher's Book /  
Resource Book /  
Notes



Workbook Teacher's  
Edition / Workbook  
Key Booklet



Alphabet Book



Video  
Activity Book



Grammar



MM Series Teacher's  
Resources



Student's Audio CD/  
CD-ROM / DVD-ROM /  
E-book



Class CDs / Class CDs  
Tests / CD/CD-ROM



Teacher's Resource CD/CD-ROM /  
CD-ROM / Test CD-ROM / Tests  
Guide / DVD Guide



Interactive Whiteboard  
Material



Alphabet Book CD /  
Audio CD/CD-ROM



Videos



Audio CD



MM Series Student's  
Resources



Readers



Flashcards



Test Booklet



Multilingual  
Glossary



Student's Pack / Teacher's  
Resource Pack / Self-study  
Pack / Online Pack



Posters



Puppet



ELT Platform

At **MM Publications**  
we make more than simple  
educational products

# learn

- We help you **learn** better, using the latest educational methods.
- We love to **share** our experience and knowledge with you.
- We design courses that **inspire** both students and teachers.

# share



Our products are piloted in schools with students whose first language is not English. This helps us understand the **unique needs of our international markets** and allows us to offer extra customised materials upon request.

# inspire

We offer teachers and learners **complete digital support**, addressing their needs and aspirations.

MM Publications is one of the **world's leading providers** specialising in the production of high quality, innovative ELT and e-learning materials.

**What can we do for your students today?  
Pave the way to mastering 21st Century Skills!**

To learn more just visit: [mmpublications.com](http://mmpublications.com)

# Enhance your 21st Century Skills...

## **ELT Platform**

We have designed an innovative online Learning Management System (LMS), the ELT Platform, where you will find the necessary resources for three different types of users. It can be used as a digital tool for supervisors and teachers and also as a digital self-study solution for students, thus enhancing their learning experience. Simply click on [www.eltplatform.com](http://www.eltplatform.com) to gain access to this cutting-edge service.

*Find out more on p.116*

## **Online Resources**

Visit [www.mmpublications.com](http://www.mmpublications.com) to access online resources for both students and teachers. In the student's area, you will find online multimedia resources and online tests for extra practice. The teacher's area offers free sample pages and downloadable material, as well as additional teacher's resources for MM series. Keep your students interested with extra projects and activities for in and out of the classroom.

## **Online Placement Test**

The MM Online Placement Test is a unique means of determining your students' level of proficiency in the English language and placing them at the appropriate level, from Beginner (pre-A1) to Advanced (C1).

*Learn more about this particularly effective tool on p.116*

**Follow us on:**

 MM Publications - ELT  @mmpublications



## Video Courses

Our DVD and video courses are designed to keep students engaged in the classroom and motivated to enhance their learning.

*Find out more on p.112*

## ELT Skills by binarylogic

**Blended learning in action!** Specifically designed for students learning English as a foreign or second language, ELT Skills is intended for use in schools, universities, language and training centres worldwide as a blended learning supplement to any ELT course. A true multi-platform system used and endorsed by thousands of teachers and students.

**Binary Logic** is a member of the MM Educational Group and for 38 years it has been working at the forefront of technology, constantly inventing revolutionary ways and methods to enrich students' learning experience in all grades. It has developed successful English language e-learning solutions, endorsed by thousands of teachers and students. In today's everchanging society, it focuses on the subject of Computing and ICT in schools in which it has become a worldwide leader.

For more information visit [binarylogic.net](http://binarylogic.net)

# ...with our Digital Material

*Designed with a proven pedagogy that appeals to every learning style and developed with captivating and beautifully-illustrated content, our courses make learning fun and teaching a delight.*



# **Pre-Primary & Primary**

| CEFR   |               | A1   |      | A2   |      | B1   |      |
|--|---------------|------|------|------|------|------|------|
| LEVELS   | leading to A1 | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 |
| <b>Hi Kids!</b><br>BRITISH & AMERICAN EDITION p. 10              |               |      |      |      |      |      |      |
| <b>New Yippee!</b><br>BRITISH & AMERICAN EDITION p. 12           |               |      |      |      |      |      |      |
| <b>Funny Phonics</b><br>BRITISH & AMERICAN EDITION p. 14         |               |      |      |      |      |      |      |
| <b>Top Stars</b> <b>New!</b><br>BRITISH & AMERICAN EDITION p. 18 |               |      |      |      |      |      |      |
| <b>Get Smart Plus</b> <b>New!</b><br>BRITISH EDITION p. 22       |               |      |      |      |      |      |      |
| <b>New Get Smart</b> <b>New!</b><br>AMERICAN EDITION p. 24       |               |      |      |      |      |      |      |
| <b>Get Smart</b><br>BRITISH & AMERICAN EDITION p. 26             |               |      |      |      |      |      |      |
| <b>Young Stars</b><br>BRITISH & AMERICAN EDITION p. 28           |               |      |      |      |      |      |      |
| <b>Smart Junior</b><br>BRITISH EDITION p. 30                     |               |      |      |      |      |      |      |
| <b>Time Flash</b><br>BRITISH EDITION p. 32                       |               |      |      |      |      |      |      |
| <b>Zoom</b><br>BRITISH EDITION p. 32                             |               |      |      |      |      |      |      |
| <b>Zoom in</b><br>BRITISH EDITION p. 33                          |               |      |      |      |      |      |      |
| <b>Pop up</b><br>AMERICAN EDITION p. 34                          |               |      |      |      |      |      |      |
| <b>Pop up Now</b><br>BRITISH EDITION p. 35                       |               |      |      |      |      |      |      |



**BRITISH**

**3 LEVELS** | BEGINNER | LEADING TO A1   

# Hi Kids!

Designed for very young learners, the **Hi Kids!** course, which consists of three books, will surely spark children's interest. Its aim is to make learning and teaching English a fun and easy experience. Students acquire the English language naturally through listening and speaking first, before they learn to read and write, just as native speakers do!

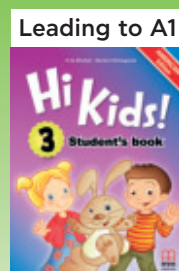
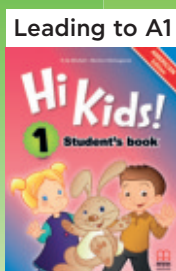


Teacher's  
Resource Pack

## COURSE FEATURES

- Units which include songs, animated stories, games, listening activities as well as a wide range of hands-on activities
- Alphabet / phonics section
- Revision units to recycle and consolidate through various activities which promote students' autonomous learning
- Activities promoting critical thinking skills
- Cross-curricular topics
- Self-assessment section
- Interactive games
- A digital vocabulary list

**AMERICAN**



# Hi Kids! Split edition

A split edition of Hi Kids! American edition is also available.



*Fly high with Fluffy and Hi Kids!*

## SAMPLE PAGES

Unit 19 - Lesson 3

Hi Kids! 1,  
Student's Book

clear photos introducing new vocabulary

Unit 12 - Lesson 2

humorous episodes with attractive illustrations

## COMPONENTS

-  Student's Book
-  Workbook
-  Student's audio CD/CD-ROM
-  Teacher's Book
-  Alphabet Book (1 & 2), 3
-  Alphabet Book audio CD/CD-ROM (1&2), 3
-  Class CDs
-  Interactive Whiteboard Material
-  Flashcards
-  Posters
-  Puppet
-  Readers p. 120
-  \* Teacher's Resource Pack

### \* Teacher's Resource Pack:

- Alphabet Book (1&2), 3
- Alphabet Book audio CD/CD-ROM
- Teacher's Book
- Class CDs
- Flashcards
- Posters
- Puppet





3 LEVELS | BEGINNER | LEADING TO A1   

# New Yippee!

Created for budding young learners, the **New Yippee!** course, which consists of the Red Book, the Green Book and the Blue Book, is sure to ignite curiosity and delight children. Its approach is based on the Multiple Intelligences Theory and its aim is to guide children in learning English the same way that native speakers do - by listening and speaking first, before they learn to read and write.



## COURSE FEATURES

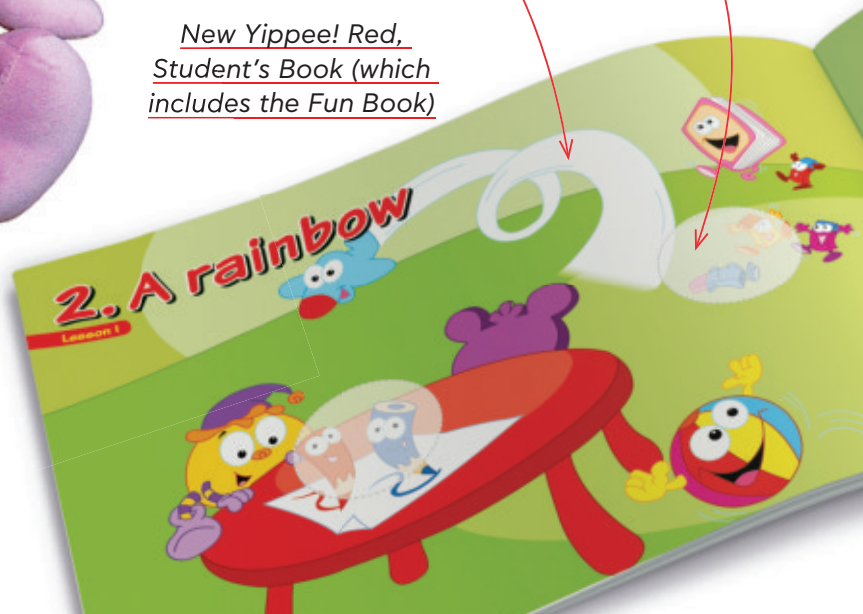
- 8 topic-based units which include songs, stories, listening activities, picture dictionary, stickers, as well as a wide range of hands-on activities
- 4 revision units to recycle and consolidate through songs and games
  - Cross-curricular activities
  - Extra activities



humorous episodes

stickers

New Yippee! Red, Student's Book (which includes the Fun Book)





# Learning English is child's play with New Yippee!

## SAMPLE PAGES

attractive illustrations

lively illustrations introducing new vocabulary



stickers

*New Yippee! Green, Student's Book*

lively illustrations introducing new vocabulary

*New Yippee! Red, Interactive Whiteboard Material*



## COMPONENTS



Student's Book



\* Fun Book & Student's Interactive audio CD/CD-ROM



Teacher's Book



Class CDs



Interactive Whiteboard Material



Flashcards



Posters

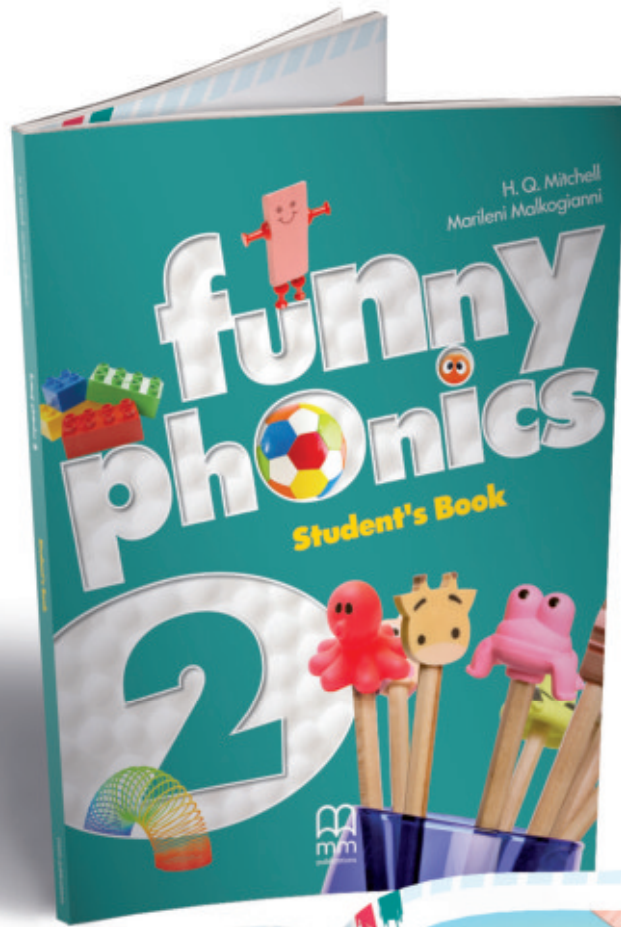
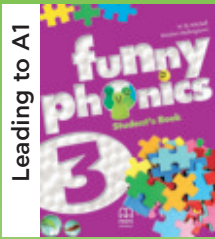
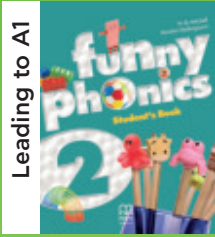
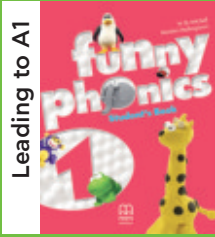


Puppet



Readers p. 120

\* In the Red Book, the Fun Book is included in the Student's Book.



# Funny Phonics

**Funny Phonics** familiarises young learners with the sounds of the English language. It enables them to link these sounds to alphabetical symbols and then blend them to form words. In doing so, children develop not only reading, writing and spelling skills but also listening and speaking skills simultaneously.



*Ff...fun  
with Funny Phonics!*

## COURSE FEATURES

- Funny stories
- Chants and songs
- Colour-in activities
- Projects
- Student's flashcards
- Revision section
- Board games







# Make it to the top with "Top Stars"

Young learners *strive to do the best* they can, whenever they are given the opportunity. They sometimes try to *make it to the top* but find the journey difficult. That is where teachers become super heroes for each and every student, inspiring them to always do their best and *never give up!*

**New**

# TOP STARS





# Top Stars



**New!**

**Top Stars** is an innovative primary course that students start from Beginner and reach Pre-Intermediate level, taking into careful consideration the students' distinct needs at each stage. The course has been designed focusing on a learner-centred classroom. It aims to engage learners actively through using English to explore their environment and interact with others in order to construct meaning. **Top Stars** employs the modular approach, is in accordance with the requirements of the Common European Framework of Reference and also builds 21st century competencies.



**BRITISH EDITION  
COMING SOON!**

## COURSE FEATURES

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations that present new structures and vocabulary
- Adaptation of well-known tales with animations that promote critical thinking
- Cross-curricular and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Activities designed to develop 21st century skills
- Activities encouraging critical thinking and personal response
- Review units
- Top skills sections
- Self-evaluation sections
- Interactive and board games
- Phonics
- Videos p. 112
- A digital vocabulary list





Screenshot from *Top Stars 1, Interactive Whiteboard Material*

Make it to the top with 'Top Stars'

story including lively dialogues

vocabulary presented with clear illustrations



*Top Stars 2, Student's Book*

## COMPONENTS

-  Student's Book
-  Workbook with Student's audio CD/CD-ROM
-  Teacher's Book
-  Alphabet Book
-  Alphabet Book CD/CD-ROM
-  Class CDs
-  Interactive Whiteboard Material
-  \* Teacher's Resource CD/CD-ROM
-  Flashcards
-  Posters
-  Readers p. 120
-  Online student's resources
-  Online teacher's resources
-  ELT platform

### \* Teacher's Resource CD/CD-ROM:

- Tests
- Time Out Video worksheets and Teacher's guide
- Self-evaluation sheets
- Special Days
- Flashcards

SAMPLE PAGES

game-like activities focusing on communication in real-life situations

cross-curricular information

**3 LET'S PLAY**

1 spell count write sing paint

2 Talk in groups of three. Put a ✓ or an X. Then ask and answer.

Can you spell your name? Yes, I can. / No, I can't.

| You             | Student 1 | Student 2 |
|-----------------|-----------|-----------|
| spell           |           |           |
| count to 10     |           |           |
| write your name |           |           |
| sing            |           |           |
| paint           |           |           |

Can you spell 'pencil'?

No, I can't.

Yes, I can. P-E-N-C-I-L.

30

**Science** **CLIL 3**

1 lizard frog duck pond brown

2 Listen and read.

## What's in a pond?

This is a duck. It's brown and white. It can fly!

This is a lizard. It's brown. It can walk and run.

This is a frog. It's green and red. It can jump.

**PROJECT** [Go to Workbook](#) 31

Top Stars 2, Student's Book

**8 ONCE UPON A TIME**

1 Look and write A-D.

1. He plays soccer.  A

2. She plays volleyball.  B

3. She plays tennis.  C

4. He plays basketball.  D

2 Follow the paths and complete the sentences.

Tom Betty Chelsea

1. Tom plays soccer.

2. Betty \_\_\_\_\_.

3. Chelsea \_\_\_\_\_.

80

**Project** **CLIL 7**

1 Glue or draw pictures about your favorite month and say.

1 Take a piece of cardboard and write the name of your favorite month at the top.

2 Draw or cut out pictures from magazines according to your month.

3 Glue the pictures onto the cardboard.

My favorite month is June! It's hot and sunny! I can swim. I like ice cream.

73

Top Stars 2, Workbook



# 5 Food and drink

## SONG

### Language focus

**Objectives**

- to identify and talk about food
- to express likes and dislikes

**Vocabulary**  
Food: sandwich, chicken, rice, fries, eggs, onions

**Structures**  
I like (chicken).  
I don't like (onions).  
sandwich - sandwiches

### Materials

- flashcards for sandwich, chicken, rice, fries, eggs, onions
- photocopies of the above flashcards (one per S)
- a smiley face made of yellow construction paper and a sad face made of blue construction paper
- a packet of rice, some onions and eggs
- blindfolds (enough for each pair of Ss)

### Lesson plan

**Warm-up**

- Hold up each flashcard, say the word and ask Ss to repeat.
- Then, ask Ss to form pairs. Blindfold one S from each pair and give him/her some of the food items (packet of rice, onions, eggs).
- Explain to Ss that they have to feel the food and try to guess what it is. If the S makes a correct guess, he/she swaps roles with his/her partner. Make sure that you use all the food items mentioned in the materials section.

**1 Vocabulary** **CD2 Track 2**

- Have Ss open their books to p.45.
- Point out the food items in the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

**Activity 2** **Track 3**

- Direct Ss' attention to the background picture and ask them what it depicts. (A girl wearing a chef's hat and different types of food laid out before her on a table.)
- Read the title of the song and ask Ss to guess what the song is going to be about.
- Draw Ss' attention to the different types of food on the table. Point to each picture and ask them to name the food in chorus (chicken, sandwiches, rice, fries, eggs, onions).
- Tell Ss that they are going to listen to a song.
- Point out that they have to listen to the CD, follow along in their books and point to each item of food as they hear it.
- Play the song and encourage Ss to sing along.
- Play the song again and tell Ss to match the lines of the song with the pictures A-F.
- Make sure Ss have matched the lines of the song to the correct item of food.

|  |  |
|--|--|
| <b>A. chicken - 1st verse, 1st line</b>    | <b>D. fries - 2nd verse, 2nd line</b>  |
| <b>B. sandwiches - 2nd verse, 1st line</b> | <b>E. eggs - 3rd verse, 1st line</b>   |
| <b>C. rice - 1st verse, 2nd line</b>       | <b>F. onions - 3rd verse, 1st line</b> |

- Make two columns on the board. Draw a happy face above the first column and a sad face above the second column.
- Stick the food flashcards under the corresponding column, according to your likes and dislikes.
- As you place each flashcard, say *I like/I don't like (fries)*. Do this a second time, having Ss repeat the sentences after you.
- Direct Ss' attention to the Look! box on p.45. Read the sentences and have Ss repeat after you. Elicit that we use the verb *I like / I don't like* to express likes and dislikes. Point out that *don't* is the short form of *do not*.
- Hand out a photocopy of the food flashcards to each S.
- Ask a S to hold up his/her food flashcard and make a sentence according to his/her preferences, saying *I (don't) like (rice)*.

list of objectives, vocabulary and structures introduced in each lesson

materials needed for each lesson

clearly staged step-by-step guidelines for each activity

Top Stars 2, Teacher's Book

key to Workbook activities

## 5 OUR WORLD

### Language focus

**Objectives**

- to identify food
- to talk about what someone has for breakfast/lunch
- to tell between healthy and unhealthy food

**Vocabulary**  
Meals: breakfast, lunch  
Food: soup, fish, cereal  
Drinks: milk

**Structures**  
I like (fish). It's good for you.  
I don't like (fries). They're bad for you.

### Materials

- flashcards for breakfast, lunch, soup, fish, cereal, milk, spaghetti, salad, orange juice, chocolate
- magazine pages with photos of food/drinks
- big pieces of white cardboard (one for every 3-4 Ss)
- scissors (enough for each group of Ss)
- glue sticks (enough for each group of Ss)

### Review

- Stick the flashcards for spaghetti, salad, orange juice and chocolate on the board.
- Point to a flashcard, e.g. chocolate. Choose a S and ask him/her, *Do you like chocolate?* Elicit the S's answer.
- Repeat the same procedure with the rest of the flashcards by asking different Ss.

### Lesson plan

**Warm-up**

- Hold up each flashcard, say the word and get Ss to repeat.

**1 Vocabulary** **Track 8**

- Have Ss open their books to p.48.
- Point out the words in the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.
- Say the words again in random order and have Ss point and repeat.

**Activity 2** **Track 9**

- Direct Ss' attention to the photos and ask them to tell you what they see. (There are photos of two children, each of whom comes from a different country. Next to their photos, there are pictures of food that they like to have for breakfast.)

## 5 OUR WORLD

### OUR WORLD

1 Listen and read.

### Breakfast anyone?

My name is Hibiki. I'm from Japan. I like fish or soup for breakfast. Yummy!

Hi! I'm Ron. I'm from Australia. I like cereal with milk for breakfast. I don't like chocolate cereal. It's bad for you!

Draw Ss' attention to the two photos and ask them to name as many food items as they know or remember from the vocabulary presentation.

- Ask Ss if they recognize the flags. Then ask, *Where is the first girl from? (She's from Japan.) Where is the boy from? (He's from Australia.)*
- Ask Ss to point to the appropriate photos as you play the CD.
- Play the CD again and encourage Ss to shadow read (read along with the CD).
- Play the CD again and pause after each sentence for Ss to repeat.
- Ask Ss some questions (using L1 when necessary) about the text. Ss can use L1, when necessary, for their answers. What's the Japanese girl's name? (It's Hibiki.) What's the boy's name? (It's Ron.) Does Ron like cereal for breakfast? (Yes, he does.) Is chocolate cereal good for you? (No, it isn't. It's bad for you.)
- Choose a few Ss to read the texts aloud.

**Activity 3**

- Explain to Ss that they have to refer to activity 2 and match each person with what he/she likes for breakfast.

**1. A C 2. B**

**Activity 4** **Track 10**

- Tell Ss that they are going to listen to the CD and that, for each exchange, they have to decide which of the three food items people like for breakfast or lunch

## 5 OUR WORLD

I like fish. It's good for you. I don't like fries. They're bad for you.

3 Read activity 2 again and match what they like for breakfast.

4 Listen and check (✓) what the people like for breakfast or lunch.

5 Put a ✓ if the food/drink item is good for you or an X if the food/drink item is bad for you. Then discuss with your partner.

Orange juice. It's good for you. Yes, it is.

and check off the correct answer.

**Listening transcript**

**1. Man 1:** I don't like sandwiches or eggs for breakfast. I like cereal with milk for breakfast.

**2. Woman 1:** I like fish for lunch. I don't like soup or chicken for lunch.

**3. Man 2:** I don't like spaghetti or fries for lunch. I like soup for lunch.

**1. cereal with milk ✓**  
**2. fish ✓**  
**3. soup ✓**

**Activity 5**

- Instruct Ss to put a ✓ or an X in the boxes next to each picture, depending on whether the food/drink is good or bad (healthy or unhealthy) for them.
- Encourage Ss to discuss their answers in pairs, e.g. SA says, (Orange juice). It's good for you, and SB says Yes, it is/No, it isn't, or SA says (Fries). They're bad for you, and SB says Yes, they are/No, they aren't. Explain to them why some types of food are good for their health and why others are not.

**Optional PRACTICE**

**Make a food poster**

- Divide Ss into small groups (3-4 Ss).
- Give Ss magazine pages with photos of different food/drinks (of the ones they have been introduced to in previous lessons) and ask them to cut them out.
- Give each group a big piece of cardboard.
- Instruct Ss to divide the cardboard into two equal parts and write *Good For You* as a title on the first half and *Bad For You* as a title on the other half.
- Then have Ss glue the food/drinks

## 5 OUR WORLD

in the corresponding half and write the name of the food/drink.

- Ss can also draw the food/drinks.
- When all groups have finished, they take turns presenting their poster to the rest of the class.
- Display Ss' posters around the classroom.

**EXPANSION**

- Start writing a word from this or the previous lessons of the module on the board, one letter at a time. Ss have to call out the word when they find it.

**Before leaving**

- Ask Ss to tell the class what they like for breakfast/lunch before they leave, e.g. *I like salad for lunch.*

**Workbook**

**Activity 1**

1. fish 2. soup 3. cereal 4. milk

**Activity 2**

1. breakfast 2. lunch 3. lunch

**Activity 3** **Track 11**

**Listening transcript**

**1. Boy 1:** Do you like eggs for breakfast?  
**Girl 1:** No, I don't. I like cereal with milk.

**2. Girl 1:** Do you like chicken?  
**Girl 2:** No, I don't. I like fish.

**3. Boy 1:** Do you like chocolate?  
**Boy 2:** No, I don't. It's bad for you. I like orange juice.

**4. Girl 1:** Do you like rice?  
**Girl 2:** Yes, I do. It's good for you.

**1. A 2. A 3. B 4. B**

**Activity 4**

good for you: orange juice, salad, fish  
bad for you: chocolate, fries

**Note**

For the next lesson, bring

- a basket with fruit and vegetables (bananas, lemons, oranges, carrots and tomatoes)

optional activities making the lesson more enjoyable and giving further practice

audioscripts and key to activities

Pre-Primary & Primary

21



On your marks, get set, **GET SMART!**

**New!**

# Get Smart Plus

**Get Smart Plus** is an amazing six-level primary course in British English. Step-by-step this course guides students through each level, from Beginner to Pre-Intermediate, while also meeting the requirements of the Common European Framework of Reference. The modular approach applied throughout the course allows learners the opportunity to experience the English language through innovative lessons that tackle familiar and interesting topics in depth.



## COURSE FEATURES

- A multi-dimensional syllabus organised into ten well-balanced modules
- A wide variety of songs, chants, games, phonics activities, factual texts, dramatisation and animated stories
- Communication, cross-curricular activities and projects that build 21st century competencies
- Gradual development of all four skills
- Systematic recycling
- Board Games
- Phonics
- Self-evaluation pages
- Picture dictionary

## What's New!

- Ethical values in stories that promote critical thinking and social responsibility
- CLIL (Content and Language Integrated Learning) lessons that increase students' opportunities to practise the English language in other fields, such as geography, maths, etc.
- Videos p.112
- A digital vocabulary list



## SAMPLE PAGES

presentation of vocabulary always with pictures

listening activity practising new language items and structures

grammar box highlighting new structures and providing models of language use

The sample pages show a listening activity on page 26 and a grammar box on page 27. The listening activity is titled 'Smart kids' and includes four panels (1-4) with illustrations of children talking. The grammar box on page 27 is titled 'Who's that?' and 'Who's = Who is / It's = It is'. It includes a listening activity with four numbered items (1-4) and a 'Listen and tick (✓)' section with options 'a' and 'b'. Below this is an 'Ask and answer' section with a dialogue: 'Who's that?' and 'It's my friend.'.

storyline with attractive characters in everyday situations

*Get Smart Plus 1, British edition, Student's Book*

game providing a meaningful context for practice - our aim is COMMUNICATION

## COMPONENTS



Student's Book



Workbook



Student's CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book CD/CD-ROM



Class CDs



Interactive Whiteboard Material



\* Teacher's Resource CD/CD-ROM



Smart Grammar & Vocabulary p. 88



Videos p. 112



Flashcards



Posters



Readers p. 120



Online teacher's resources

### \* Teacher's Resource CD/CD-ROM:

- Tests
- Video worksheets and Teacher's guide
- Flashcards
- Special Days





# New Get Smart New!

**New Get Smart** is a primary course taking students from Beginner to Pre-Intermediate level, while making sure students' particular needs and interests are met at each stage. The **New Get Smart** series provides students with the necessary skills and knowledge to take on the challenges and opportunities of the 21st century. The course systematically develops students' ability to adequately apply English both in the classroom and in their everyday lives, while also promoting globalised ethical values. This series follows the modular approach and the requirements of the Common European Framework of Reference.



## COURSE FEATURES

- Ten well-balanced modules including a variety of songs, stories and factual texts that encourage skills development
- Comic-strip stories with characters of the books that present new structures
- Cross-curricular activities and projects that enhance students' creativity and increase their motivation for learning
- Systematic recycling
- Interactive and board games
- Phonics
- Self-evaluation pages
- Picture Dictionary

## What's New!

- Additional activities for the gradual development of all four skills
- Ethical values in stories that promote critical thinking and social responsibility
- CLIL (Content and Language Integrated Learning) lessons that increase students' opportunities to practise the English language in other fields, such as geography, maths, etc.
- Handwriting activities for students to further practise their handwriting skills
- Videos p.112
- A digital vocabulary list



# SAMPLE PAGES

New Get Smart 2, Student's Book

texts that promote critical thinking

presentation of vocabulary always with pictures

grammar box (Look!) highlighting new structures and providing models of language use

activity practising the new vocabulary

presentation of new vocabulary and structures through activities providing cross-cultural information

immediate practice on vocabulary and structures through game-like activities - our aim is COMMUNICATION

Screenshot from New Get Smart 1, Interactive Whiteboard Material

## COMPONENTS

- Student's Book
- Workbook
- Student's CD-ROM
- Teacher's Book
- Alphabet Book
- Alphabet Book CD/CD-ROM
- Class CDs
- Interactive Whiteboard Material
- \* Teacher's Resource CD/CD-ROM
- Smart Grammar & Vocabulary p. 88
- Videos p. 112
- Flashcards
- Posters
- Readers p. 120

- \* **Teacher's Resource CD/CD-ROM:**
- Tests
  - Take a Look Video worksheets and Teacher's guide
  - Flashcards
  - Special Days

**BRITISH**



**6 LEVELS** | BEGINNER TO PRE-INTERMEDIATE |

LEADING TO A1 → A2  |  

# Get Smart

**Get Smart** is a spectacular six-level primary course in both British and American English taking students from Beginner to Pre-Intermediate level, while carefully considering students' specific needs and interests at each stage. It follows the requirements of the Common European Framework of Reference and the modular approach, allowing learners to explore familiar and interesting topics in depth.



## COURSE FEATURES

- A multi-dimensional syllabus organised into ten well-balanced modules
- A wide variety of songs, chants, games, phonics activities, factual texts, dramatisation and animated stories
- Communication, cross-curricular activities and projects
- Gradual development of all four skills
- Systematic recycling
- Board Games
- Phonics
- Self-evaluation pages
- Picture dictionary
- A digital vocabulary list

**AMERICAN**





# Get Smart **Split edition**

Each of the first three **Get Smart Student's Books** and **Workbooks** has been split into two books.



## SAMPLE PAGES

*Get Smart 1 British edition, Student's Book*

**2 Smart kids**

1 Look and listen. bag pencil book ruler pen

What's this? It's a pen. Mmm... No.

Ah! It's a pencil. Yes, that's right.

2 Listen and circle. **grammar**

What's this? It's a pen. What's = What is It's = It is

1. pen pencil 3. ruler pencil

2. book ruler 4. bag pen

3 Play.

What's this? It's a ruler.

storyline with attractive characters in everyday situations

game providing a meaningful context for practice

*Get Smart 1 American edition, Student's Book*

**7 Let's play**

1 Look and listen. Then play.

Does it have a long tail? Yes, it does. No, it doesn't.

Does it have a long tail? Is it a cat?

enjoyable games enabling students to vividly experience and retain new language

## COMPONENTS

-  Student's Book
-  Workbook with Student's audio CD/CD-ROM
-  Teacher's Book
- ABC** Alphabet Book
- ABC** Alphabet Book CD/CD-ROM
-  Class CDs
-  Interactive Whiteboard Material
-  \* Teacher's Resource CD/CD-ROM
-  Smart Grammar & Vocabulary p. 88
-  Videos p. 112
-  Flashcards
-  Posters
-  Readers p. 120
-  ELT platform

**\* Teacher's Resource CD/CD-ROM:**

- Tests
- Video worksheets and Teacher's guide
- Flashcards

**BRITISH**

6 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 → A1   

# Young Stars

This six-level primary course gives learners the opportunity to discover the English language naturally. It gives them the chance to learn vocabulary in context, practise fundamental skills, explore and comprehend curriculum topics and, most importantly, learn something new! It's time to give your students the extra boost to become...**Young Stars!**



Give your students the extra boost to become... **Young Stars!**



**AMERICAN**





## COURSE FEATURES

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations that present new structures and vocabulary
- Adaptations of well-known tales with animations that promote critical thinking
- Cross-curricular learning and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Activities encouraging critical thinking and personal response
- Revision units
- Star skills sections
- Self-evaluation sections
- Interactive games and board games
- Phonics
- Videos p. 112
- A digital vocabulary list

## SAMPLE PAGES

**5 Let's play**

1 banana lemon orange carrot tomato

**LOOK!**

|          |    |           |    |          |
|----------|----|-----------|----|----------|
| fourteen | 14 | eighteen  | 18 | tomato   |
| eleven   | 11 | fifteen   | 15 | tomatoes |
| twelve   | 12 | sixteen   | 16 |          |
| thirteen | 13 | seventeen | 17 |          |

2 Act out the dialogue.

Hello.  
Carrots, please.  
Ten, please.  
Thank you. Oh, and lemons, please.  
Fourteen.  
Thank you.  
No, thank you.

Hi!  
How many?  
One, two... ten. Here you are.  
How many lemons?  
One, two... fourteen. Here you are.  
Anything else?

3 Listen and repeat. Nine big spiders in the kitchen.

58

game-like activities focusing on communication in real-life situations

cross-curricular information

pronunciation activity

Home Science **Module 5 | Cross-curricular**

1 bread potato cheese meat drinks crisps

2 Listen and read.

### The healthy plate

Do you like fruit and vegetables?  
Or do you like cakes and chocolate?  
What's good for you? What's bad for you?

Bread, rice, cereal, potatoes, spaghetti

Fruit and vegetables

Meat, fish, eggs, beans

Crisps, cakes, drinks, chocolate

Milk, cheese

3 Now draw your plate.

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## COMPONENTS

- Student's Book
- Workbook with Student's audio CD/ CD-ROM
- Teacher's Book
- ABC** Alphabet Book
- ABC** Alphabet Book CD/CD-ROM
- Class CDs
- IWB** Interactive Whiteboard Material
- \* Teacher's Resource CD/CD-ROM
- Flashcards
- Posters
- Readers p. 120
- Online teacher's resources
- ELT platform

### \* Teacher's Resource CD/CD-ROM:

- Tests
- World Watch Video worksheets and Teacher's guide
- Self-evaluation sheets
- Special Days
- Flashcards

# Smart Junior

**Smart Junior** is a primary course following the modular approach and the requirements of the Common European Framework of Reference. Students will enjoy relating to the characters as their experiences and interactions are similar to everyday life!



## SAMPLE PAGES

vocabulary presented with clear illustrations



story including lively dialogues

Smart Junior 3, Student's Book

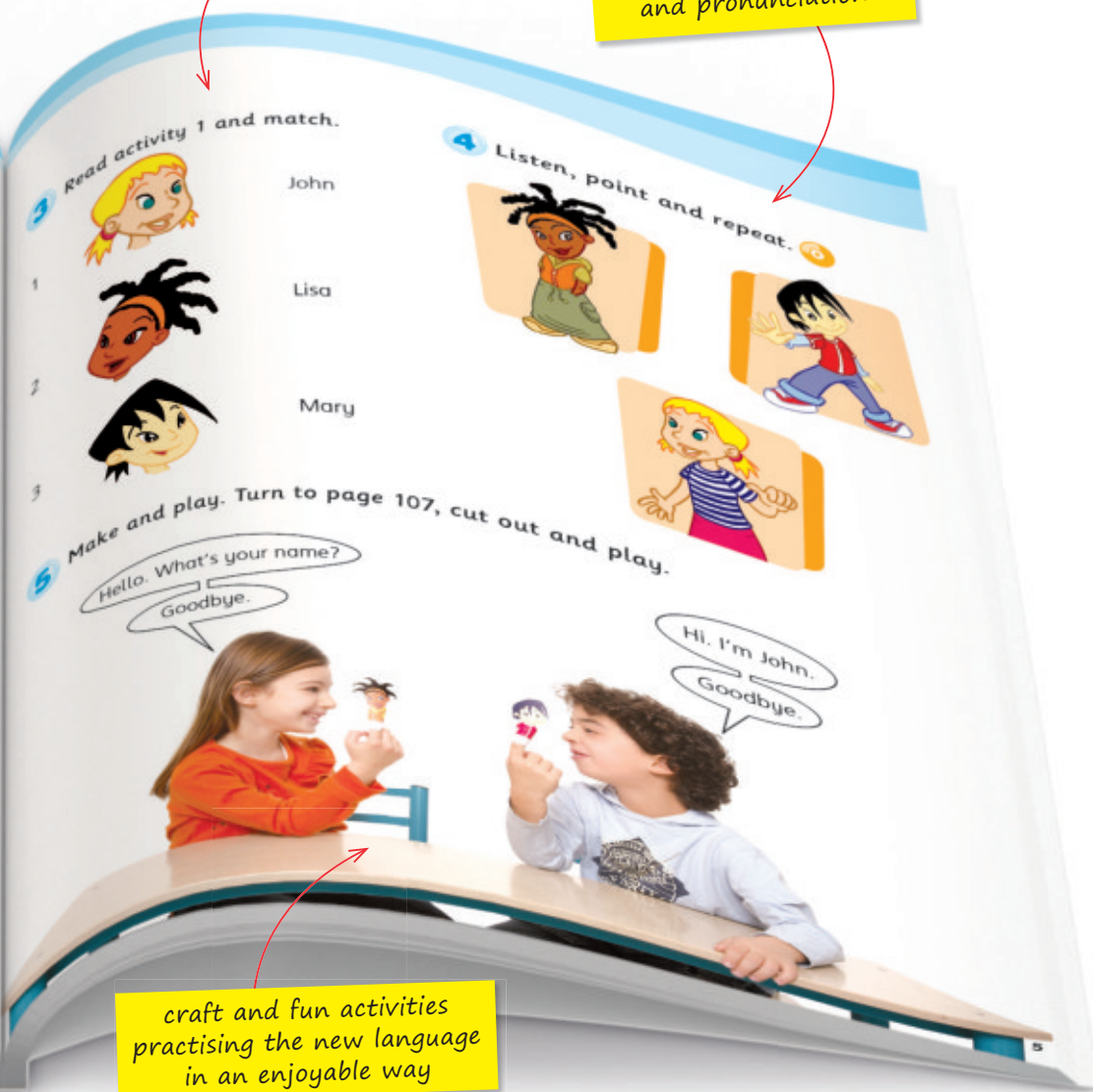
## COURSE FEATURES

- Well-balanced modules
- Units with songs, stories, factual texts
- A variety of activities (listening, speaking, games, short writing activities with grammar practice and hands-on activities)
- Revision units
- Comic-strip stories
- Smart World (with cross-cultural, cross-curricular information)
- Smart Time (fun activities)
- Board games
- A play
- Portfolio (with projects)
- Phonics Activities
- A digital vocabulary list

Get Smart  
with  
Smart Junior!

activity based  
on the presentation

listening exercise  
practising vocabulary  
and pronunciation



## COMPONENTS



Student's Book



Workbook  
with Student's  
audio CD/  
CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book  
CD/CD-ROM



Class CDs



Interactive  
Whiteboard  
Material



\* Teacher's  
Resource  
CD/CD-ROM



Grammar p. 88



Videos p. 112



Flashcards



Posters



Readers p. 120



ELT platform















\* **Teacher's Resource  
CD/CD-ROM:**

- Tests
- Self-evaluation
- Celebrations
- Phonics
- Projects





## COMPONENTS

-  Student's Book
-  Workbook with Student's CD-ROM
-  Teacher's Book
-  Alphabet Book
-  Alphabet Book CD/CD-ROM
-  Class CDs
-  Flashcards
-  Posters
-  Readers p. 120
-  Grammar p. 88
-  Videos p. 120 (*Time Flash*)
-  Test CD-ROM (*Time Flash*)
-  Test Booklet (*Zoom*)
-  \* Teacher's CD-ROM (*Zoom*)

- \* Teacher's CD-ROM (*Zoom*):**
- Tests
  - Extra material

- Songs, chants and games
- Constant revision and recycling of language
- Gradual development of the basic structures of English
- Ample practice through realistic, activity-based situations

**2 LEVELS** | BEGINNER | LEADING TO A1  

Move with the times with 'Time Flash'!

# Time Flash

**Time Flash** is a two-level Primary course based on the NLP theory (Neuro-Linguistic Programming), follows the modular approach and helps students to learn English in an enjoyable and effective way.

## COURSE FEATURES

- Six well-balanced modules
- Gradual development of the basic structures of English
- Vocabulary explained through illustrations
- Twelve units with songs, stories, factual texts (in which students learn about the world around them)
- A variety of activities (listening, speaking, games, short writing activities with grammar practice and hands-on activities)
- Six revision units to recycle and consolidate through stories and various activities
- A play
- A set of separate cut-outs incorporated at the back of the Student's Book
- 'Festive Days'- photocopiable pages to be used when appropriate

**3 LEVELS** | BEGINNER TO ELEMENTARY |

LEADING TO A1 → A1  

# Zoom

**Zoom** is an exciting three-level primary English course specifically designed for absolute beginners.

## COURSE FEATURES

- Well-organised syllabus, presenting language in a variety of realistic situations / stories
- Eighteen well-balanced units
- Vocabulary explained through visual prompts
- Gradual development of all four language skills

# Zoom in

**Zoom in** is an amazing six-level primary English course especially designed for children who are complete beginners. It is the **split edition** of **Zoom** and consists of six books. **Zoom in 1** and **2** correspond to **Zoom a**, **Zoom in 3** and **4** correspond to **Zoom b** and **Zoom in 5** and **6** correspond to **Zoom c**.

## Zoom In Special

Student's Book including Workbook



*'Zoom in' and discover a creative learning environment!*

### COMPONENTS

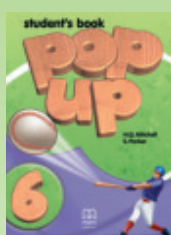
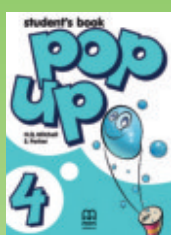
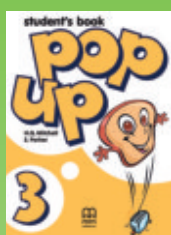
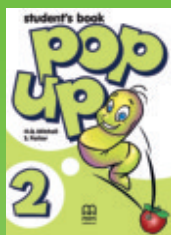
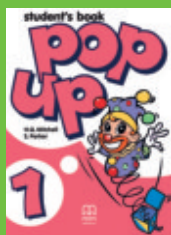
-  Student's Book
-  Workbook with Student's audio CD/CD-ROM
-  Teacher's Book
-  Alphabet Book
-  Alphabet Book CD/CD-ROM
-  Class CDs
-  Readers p. 120
-  Grammar p. 88



Pre-Primary & Primary

### COURSE FEATURES

- Nine four-page units divided into two lessons
- Stimulating material including stories, songs, games, factual texts and cross-curricular activities
- Three four-page revision units
- Grammar and pronunciation revision every four units
- Special sections on cross-cultural information leading to projects



6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2  

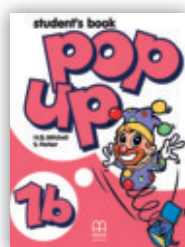
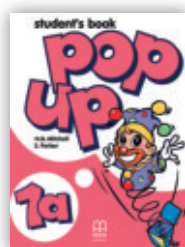
# Pop up

Every lesson is an exciting surprise!

**Pop up** is a six-level primary course focusing on American English. It takes students from Beginner to Pre-intermediate level, all while considering students' particular needs and interests at each stage. It is based on the modular approach enabling students to deal with topics in depth. In addition, its multi-dimensional syllabus helps learners to acquire English through an integrated development of the four skills.

3 LEVELS | BEGINNER | LEADING TO A1  

## Pop up Split edition

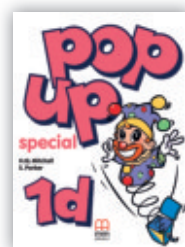
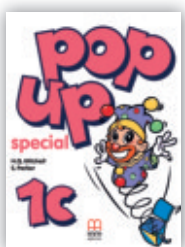
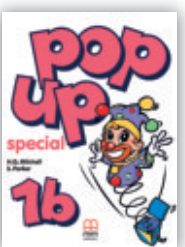
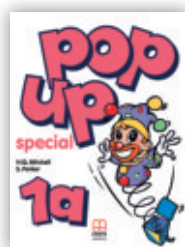


Each of the first three **Pop up** Student's Books and Workbooks has been split into two books.

6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2  

## Pop up special

The **Pop up** Student's Books and Workbooks have been split into four books. Each **Pop up special** contains three units from the Student's Book and three units from the Workbook.



### COURSE FEATURES

- Well-organized syllabus
- Twelve well-balanced units
- Gradual development of the four skills
- Communication, cross-curricular and practical activities
- Wide variety of songs, chants, games, factual texts, dramatization and stories
- Systematic recycling and a review page in every unit
- Pictionary (stickers included in the Workbook)

### COMPONENTS



Student's Book



Workbook with Student's audio CD/CD-ROM



Teacher's Book



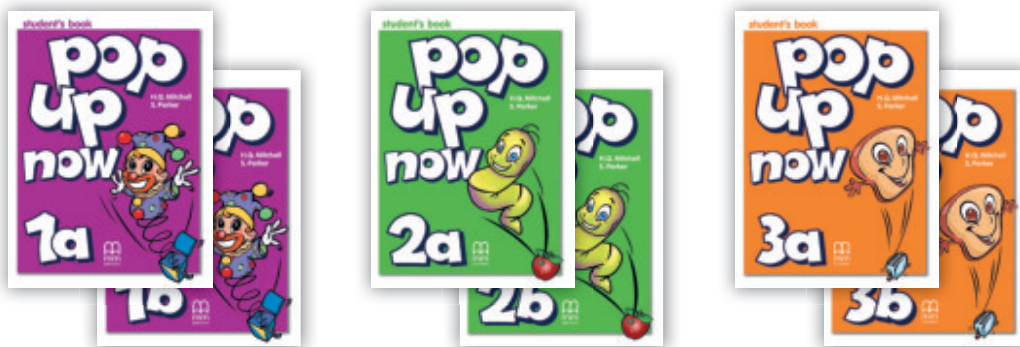
# Pop up now

**Pop up now** is a six-level primary course focusing on British English. It takes students from Beginner to Pre-intermediate level, while carefully considering students' particular needs and interests at each stage. It is based on the modular approach enabling students to deal with topics in depth. In addition, its focus on a multi-dimensional syllabus helps learners to acquire English through an integrated development of the four skills.

3 LEVELS | BEGINNER TO ELEMENTARY | A1  

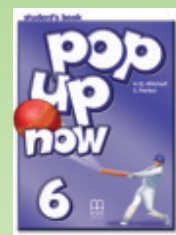
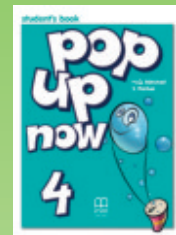
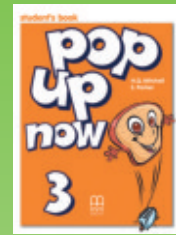
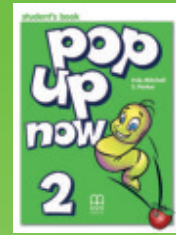
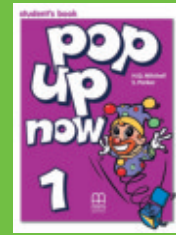
## Pop up now Split edition

Each of the first three **Pop up now** Student's Books and Workbooks has been split into two books.



### COURSE FEATURES

- Well-organised syllabus
- Twelve well-balanced units
- Gradual development of the four skills
- Communication, cross-curricular and practical activities
- Wide variety of songs, chants, games, factual texts, dramatisation and stories
- Systematic recycling and a revision page in every unit
- Grammar reference
- Pictionary (stickers included in the Workbook)



Pre-Primary & Primary



*Our secondary and adult courses equip the teacher with enhanced support, both in print and digital form, and motivate learners with engaging topics that sharpen their critical skills and deepen their insight of the world.*



# **Secondary & Adult**

| CEFR   |               | A1   |      | A2   |      | B1   |      | B2  |    | C1   |      | C2  |    |
|--|---------------|------|------|------|------|------|------|-----|----|------|------|-----|----|
| LEVELS   | leading to A1 | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | B1+ | B2 | C1.1 | C1.2 | C1+ | C2 |
| <b>Portal To English</b><br>BRITISH & AMERICAN EDITION p. 40     | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Full Blast PLUS</b><br>BRITISH & AMERICAN EDITION p. 44       | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Full Blast!</b><br>BRITISH & AMERICAN EDITION p. 48           |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>To The Top</b><br>BRITISH EDITION p. 50                       |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>American To The Top</b><br>AMERICAN EDITION p. 51             |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Get To The Top Revised</b><br>BRITISH EDITION p. 52           | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Get To The Top</b><br>BRITISH EDITION p. 54                   |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Say Yes!</b><br>BRITISH EDITION p. 55                         |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>English Trails</b><br>AMERICAN EDITION p. 58                  | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>The English Hub</b><br>BRITISH & AMERICAN EDITION p. 60       |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Explorer</b><br>BRITISH EDITION p. 64                         | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Pioneer</b><br>BRITISH EDITION p. 68                          |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Pioneer</b><br>AMERICAN EDITION p. 68                         |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Traveller 2nd edition</b><br>BRITISH & AMERICAN EDITION p. 74 | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Traveller</b><br>BRITISH & AMERICAN EDITION p. 76             |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>New Destinations</b><br>BRITISH & AMERICAN EDITION p. 78      |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Channel Your English</b><br>BRITISH EDITION p. 80             |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>American Channel</b><br>AMERICAN EDITION p. 80                |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>American Channel Direct</b><br>AMERICAN EDITION p. 80         |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Blue Skies</b><br>AMERICAN EDITION p. 82                      | New!          |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Open Skies</b><br>AMERICAN EDITION p. 83                      |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>New Let's Speed Up</b><br>AMERICAN EDITION p. 84              |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>On Track</b><br>AMERICAN EDITION p. 85                        |               |      |      |      |      |      |      |     |    |      |      |     |    |





**New**

Enter Portal  
and open your  
mind to a new  
world!

*Engage* students' interest to the importance  
of English in their lives.

*Empower* them with the mindset  
of "I Can" and "I Will".

*Excite* their curiosity and open their  
minds to the world around them.

**PORTAL**  
**TO ENGLISH**



**BRITISH**

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1 |   

**New!**

# Portal to English

Portal to English is an inspiring course for teenagers, taking learners from Beginner to Intermediate level. The course focuses on the systematic development of key competencies and follows the requirements of the Common European Framework of Reference. Organised in topic-based modules, the course allows learners to deal with a variety of topics in depth. In this way, learners are enabled to communicate successfully in English in a wide range of social situations and environments.



Enter 'Portal' and open your mind to a new world!

grammar presented and practised in context

animated comic strips presenting language in an engaging and motivating manner

**AMERICAN EDITION COMING SOON!**

Grammar Video from Portal to English 1, Interactive Whiteboard Material





SAMPLE PAGES

dialogues presenting real spoken English

systematic development of speaking skills

sample text functioning as a model

useful guidance enabling students to develop their writing skills

**3e Listen**  
A (4) Listen to two friends, Jill and Bill, talking about sports in the table below, but at the sport they like and an X for the sport they don't like.

|      |         |            |
|------|---------|------------|
| Jill | running | volleyball |
| Bill |         |            |

**Vocabulary**  
B (4) Read the sentences below and put the dialogue in the correct order. Write 1-6. Use the answers in the table above for help. Then listen and check your answers.

**Speak**  
A Do you like these sports? How much? Write the smiley next to each one.

**Speak & Write**  
A Read about Rita's favourite day of the week and complete the table below.

|                         |               |      |
|-------------------------|---------------|------|
| Favourite day: Saturday |               |      |
| Morning                 | tennis lesson | with |
| Afternoon               |               |      |
| Evening                 |               |      |

**Guided writing task**  
D Read and make sentences by putting the words in the correct order.

**Over to you!**  
Which sports are team sports and which are individual sports? Which sports are popular in your country?

Portal to English 1, Student's Book

guided writing task

COMPONENTS

Student's Book

Workbook

Student's CD-ROM

Teacher's Book

Grammar p. 91

Class CDs

Interactive Whiteboard Material

Teacher's Resource CD/CD-ROM

Readers p. 120

Online student's resources

Online teacher's resources

ELT platform

speaking activities practising useful language functions

useful tips enabling students to develop skills and strategies

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Progressive development of speaking skills through functional language
- Step-by-step approach to writing
- Activities designed to develop 21st century skills
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- Culture and CLIL pages
- Songs
- A grammar reference section
- Three videos per module
- A digital vocabulary list

SAMPLE PAGES

strategies to support lower-performing Ss

suggested answers to activities where oral production is required

symbols representing the 21<sup>st</sup> century competencies featured

**2b**

Check the answers with the class.  
**KEY**  
 1. b 2. d 3. a 4. c 5. e

**D AIMS:** to give Ss practice in identifying specific information in a text

Have Ss do the activity.  
 Check the answers with the class.

**KEY**  
 1. T 2. F 3. T 4. F 5. T

Explain any unknown words and choose several Ss to read the dialogue aloud.

**Over to you**

**AIMS:** to give Ss the opportunity to elaborate on the topic of the lesson

Ask Ss the questions in the box. Allow them to use L1 when necessary to encourage lower-performing Ss to express their opinion.

**KEY**

**Suggested answers:**

**Have you ever upset a friend? What happened?**  
 Last week I borrowed my friend's hat and I lost it. My friend was upset because it was a present from his grandfather.

**Did you do anything to show that you were sorry if you were?**  
 Yes, I said I was sorry and offered to buy him a new hat.

**Grammar**

**AIMS:** to present and give Ss practice in using Conditional Sentences Type 1 and Time Clauses

**Conditional Sentences Type 1**

Ask Ss to read through the first four examples and draw their attention to the words in blue. Check Ss' background knowledge of the use and formation of Conditional Sentences Type 1. Then ask Ss to write a sentence for things which are **probable** in the present/future. Also, we use the Present Simple in the *if* clause while we use the Future will in the main clause.

Point out to Ss that we use a comma to separate the *if* clause from the main clause if the *if* clause is at the beginning of the sentence. However, we don't use a comma if the *if* clause is at the end of the sentence.

Draw Ss' attention to the NOTE and explain it. Point out that we can use unless in all Conditional Sentences instead of *if*.

**Time Clauses (Present - Future)**

Ask Ss to read through the time clauses and draw their attention to the words in blue. Make sure they understand their meaning.

Point out that the words *after, before, when, until* and *as soon as* are used to introduce time clauses which are always accompanied by main clauses.

Ask Ss to look carefully at the examples and tell you how the time clauses and the main clauses are formed. Elicit the answer that we use the Present Simple for the time clauses and the Future will for the main clauses.

Refer Ss to the Grammar Reference.

Have Ss do the activity.

**Check the answers with the class.**  
**KEY**  
 1. e 2. f 3. a 4. d 5. g 6. b 7. c

**OPTIONAL ACTIVITY**

**Chain Story**

Write the following Conditional Sentences Type 1 on the board:

When I get home, I will do my homework. As soon as I do my homework, I can...

Have one student continue the story by completing the sentence. Then another student continues the story sentence. Tell them to try to use as many time clauses as they can. The chain story ends when all students have had a turn.

**Pronunciation**

**A (CD1) 2. 25**

**AIMS:** to have Ss differentiate between the /j/, /j/ and /j/ sounds

Play the recording and have Ss listen for the difference in pronunciation between *easy* and *shop*.

Click the answer that *sell* has a /j/ sound, *easy* a /j/ sound and *shop* a /j/ sound.

**B (CD1) 4. 25**

**AIMS:** to give Ss practice in differentiating between the /j/, /j/ and /j/ sounds

Play the recording and pause after each word.

Ask Ss to tick the sound they hear.

Play the recording so that Ss can repeat what they hear.

Check the answers with the class.

**KEY**

1. /j/ miss, price, upset  
 /j/ realise, organise, reason  
 /j/ sure, exhibition

**OPTIONAL ACTIVITY**

**Tongue Twister**

Write the following on the board and highlight the /j/ and /j/ sounds. **She sells shells by the seashore.**

Repeat the tongue twister aloud and have Ss repeat after you. Explain any unknown words to them.

Have Ss practice in pairs and have them say the tongue twister in class. Ask them to try and say it as fast as they can. The fastest student wins.

**Speak & Present**

**AIMS:** to give Ss practice in using the vocabulary, structures and functions presented in this lesson

Refer Ss to the Speaking Activities section.

Draw Ss' attention to the table and check their understanding.

Have Ss work in groups and ask each other questions.

Get Ss to do the activity and go round the class helping them when necessary.

**AIMS:** to give Ss practice in reporting the findings of a survey

Develop Ss' presentation skills

Refer Ss to the Speaking Activities section.

Ask Ss to read through the speech bubble.

Have Ss report their group's answers to the class.

**B** Read again. Which notice from Read 1 has Mike seen? Which notice is Tina looking at?

**C** Look at the highlighted expressions in the dialogue and match them with their meanings 1-5.

1. Why the long face?  
 2. Take it easy.  
 3. She hasn't got a clue.  
 4. That's a piece of cake!  
 5. You never know!

**KEY**

1. She doesn't know anything about it.  
 2. Why do you look sad?  
 3. That's easy.  
 4. Calm down.  
 5. You can't be sure about what will happen.

**D** Read again and write T for true or F for false.

1. Tobby is upset with Tina.  
 2. Mike tells Ashley to try a new scrabble game.  
 3. People who want to take part in the tournament have to do something first.  
 4. Both Ashley and Tina are going to take part in the tournament.  
 5. Tina wants to do something for Ashley.

**Over to you!**

Have you ever upset a friend? What happened? Did you do anything to show that you were sorry if you were?

**Grammar**

**Conditional Sentences Type 1**

Write the following on the board and highlight the /j/ and /j/ sounds. **She sells shells by the seashore.**

Repeat the tongue twister aloud and have Ss repeat after you. Explain any unknown words to them.

Have Ss practice in pairs and have them say the tongue twister in class. Ask them to try and say it as fast as they can. The fastest student wins.

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**Grammar**

**Conditional Sentences Type 1**

Write the following on the board and highlight the /j/ and /j/ sounds. **She sells shells by the seashore.**

Repeat the tongue twister aloud and have Ss repeat after you. Explain any unknown words to them.

Have Ss practice in pairs and have them say the tongue twister in class. Ask them to try and say it as fast as they can. The fastest student wins.

**Speak & Present**

**AIMS:** to give Ss practice in using the vocabulary, structures and functions presented in this lesson

Refer Ss to the Speaking Activities section.

Draw Ss' attention to the table and check their understanding.

Have Ss work in groups and ask each other questions.

Get Ss to do the activity and go round the class helping them when necessary.

**AIMS:** to give Ss practice in reporting the findings of a survey

Develop Ss' presentation skills

Refer Ss to the Speaking Activities section.

Ask Ss to read through the speech bubble.

Have Ss report their group's answers to the class.

**Match the two halves of the sentences.**

1. I never meet my favourite tennis player. **a.** as soon as she graduates from university.  
 2. I can drive you to the airport. **b.** if you have a sore throat.  
 3. My sister wants to get a job. **c.** I won't speak to her again.  
 4. Kelly will decide what to buy. **d.** after she pays the prices.  
 5. When I reach the top of the mountain. **e.** I will ask her for an autograph.  
 6. Drink some warm milk. **f.** if you're in a hurry.  
 7. Unless Jane says sorry. **g.** I'll take a picture of the view.

**Pronunciation**

**A** (i) Listen and repeat. What's the difference between a, b and c?  
 a. sell b. easy c. shop

**B** (i) Listen and tick (✓) the sound you hear.

|            |                          |                          |                          |
|------------|--------------------------|--------------------------|--------------------------|
| miss       | sell /j/                 | easy /j/                 | shop /j/                 |
| sure       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| realise    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| price      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| exhibition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| organise   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| upset      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| reason     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Speak & Present**

**GROUP SURVEY**

Go to the Speaking Activities section.

optional activities to develop useful skills and promote collaborative learning

Portal to English 3, Student's Book

Portal to English 3, Workbook

extra vocabulary and grammar practice for each lesson

**2c**

**A** Complete the text with the words in the box. There are two extra words that you do not need to use.

character animated continue birth awards dream came out successful company

Last month, my friend Derek and I decided to finally follow our 1 \_\_\_\_\_ and make our own 2 \_\_\_\_\_ film. We are both into art, and we enjoy making animations on our computers, so we decided to make a longer one. We were thinking of making a film about the 3 \_\_\_\_\_ of the first dinosaur on Earth. What a brilliant idea, right?

I thought about our film every night. Sometimes, I imagined that it would be very 4 \_\_\_\_\_ and that Derek and I would win lots of 5 \_\_\_\_\_ for it. Yesterday I decided to tell my brother about it. 'Not bad,' he said, 'but a film like that 6 \_\_\_\_\_ last year.'

So, now we're thinking of a different story. We don't want to copy somebody else's idea! Our new 7 \_\_\_\_\_ is a scientist who wants to travel to the past when dinosaurs were still living on Earth, and find a way to do research on them.

**B** Complete the sentences with the correct form of **make or do**.

1. For Mother's Day tomorrow, I'm going to \_\_\_\_\_ a cake.

2. I hope I \_\_\_\_\_ well in my history test!

3. We are \_\_\_\_\_ an experiment with electricity in science class today.

4. Don't \_\_\_\_\_ noise! The kids are sleeping.

5. Don't worry. You're going to \_\_\_\_\_ lots of friends in your new neighbourhood.

6. Can you \_\_\_\_\_ me a favour? Will you take this letter to the post office?

7. I need to \_\_\_\_\_ a decision soon about which sport to play this year.

8. You don't have to win the competition; just \_\_\_\_\_ your best.

**C** Choose a, b or c.

1. I can't find the Disney DVD \_\_\_\_\_! Do you know where it is?  
 a. everywhere  
 b. anywhere  
 c. somewhere

2. \_\_\_\_\_ student in our class watched the Star Wars film last weekend, and they all enjoyed it.  
 a. Every  
 b. Somebody  
 c. Everybody

3. Your desk is messy. There's \_\_\_\_\_ to put all of these books.  
 a. anywhere  
 b. nowhere  
 c. somewhere

4. \_\_\_\_\_ loves ice cream! You're the only person I know who doesn't like it.  
 a. Nobody  
 b. Everybody  
 c. Somebody

5. Is there \_\_\_\_\_ you need from the supermarket?  
 a. any  
 b. everything  
 c. anything

6. I did the project on my own. \_\_\_\_\_ helped me.  
 a. Everybody  
 b. Someone  
 c. No one

questions to activate students' background knowledge

communication

activities focusing on reading for detail (bottom-up strategy)

an inductive approach to presenting grammar (IWB / Teacher's Digital Resources / Teacher's Book)

activities focusing on reading for gist (top-down strategy)

**4a** Read **4a** **Q&A ALL ABOUT SPACE TOURISM**

**A:** Discuss: If it were possible, would you like to travel into space? Why? / Why not?  
**B:** Read the questions 1-3 and the responses a-c. Then match them.

**1.** It seems we hear a lot about space tourism and how, in the near future, everyone will be taking holidays among the stars. Has anyone tried it yet?  
 Joanne, Yorkdale

**2.** My brother keeps talking about how suborbital space flights are the future of tourism. If I managed to get a seat on one, what would the experience be like?  
 Terry, London

**3.** I read that astronauts have to be incredibly fit, highly trained and very intelligent. If it's so what and someone needs to go into space, how could **ordinary** people do it?  
 Frank, Cambridge

**4.** The truth is, it's the cost rather than anything else that will stop most people from going into space. A short suborbital trip - in which travellers are taken to the beginning of space, just outside the earth's atmosphere - could cost around \$200,000, but such trips aren't available for tourists yet. Orbital trips - in which passengers are sent on a spacecraft which orbits around the earth - are already possible, but while they are half the price they were in the early days, they're still much too expensive for most people. Hopefully, space flight is going to become cheaper. After all, as technology gets older, prices drop. Of course, even if you can afford the cost of a space flight, you still have to go through the necessary training and health checks.

**5.** A while ago, actually, the first space holiday was booked in 2001. American tourist Dennis Tito joined two Russian cosmonauts, travelled into space on a Russian Space spacecraft and spent six days as a visitor on the International Space Station, which orbited the earth. A lot of people **hoped** because they didn't think it was safe, and Tito had to work hard to persuade the unwilling space agencies that he was **capable** of handling the experience. He was in his sixties at the time, but he managed to get through a tough eight-month training period before he was allowed to fly - and he had to hand over \$28 million to pay for his seat.

**6.** Keep in mind that while a stay on a space station orbiting earth is already possible, several companies are still working towards offering suborbital space flights for tourists. A short time from now, it's possible that they will have achieved it. Imagine this: a handful of passengers are sitting in comfortable seats inside a 'spaceship'. Their plane is **attached** to a larger plane, which carries it up into the atmosphere, but as it approaches just over 10,000 metres, the smaller plane will **lift** up into space alone. At 100 km above the earth, where space begins, passengers will remove their seat belts, **float** around in zero gravity and enjoy the view of earth through the plane's large windows before departing. We're not quite there yet but, once it happens, that could be just the beginning of even greater things to come.

**7.** Read the text again and write 'T' for True or 'F' for False.  
 1. Prices for orbital space flights have already dropped.  
 2. Passengers with enough money don't have to worry about health checks.  
 3. Tito travelled to space on his own.  
 4. In the beginning, space agencies didn't want to fly Tito to space.  
 5. Some companies have managed to offer suborbital space flights to people.  
 6. During a suborbital space flight, passengers will be able to float around outside the plane.

**8.** Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings a-f below.  
 1. ordinary   
 2. object   
 3. capable   
 4. attached   
 5. head   
 6. float

**9.** Look through the air  
 a. join up to sth else  
 c. be up to sth  
 d. be special or different in any way  
 e. disagree with sth  
 f. to go towards

**Over to you...**  
 Discuss: What else would you like to know about space tourism?

**Grammar** Portal to Grammar

**Future will**  
 I'll book the hotel, but **will** you book the flight?  
 I'm sure John **will** visit the Louvre while he's in Paris.

**Future be going to**  
 Ron and Ian **are going to travel** to Sweden in September.  
 Oh no! I forgot to wear sunscreen. I'm **going** to sunbathe.

**Future Perfect Simple**  
 Our train leaves at nine, so we **will have arrived** in Portsmouth by one o'clock.

**Future Progressive**  
 At this time tomorrow, we **will be flying** to Paris.

**Future will - Future be going to**  
 Read the dialogues and match the verbs to deal with their functions.  
 A: How soon is the train going to arrive?  
 B: Well, you know that and you know the time.  
 A: How long will it take to get to the station?  
 B: It will take about 15 minutes.  
 A: How long will it take to get to the station?  
 B: It will take about 15 minutes.

**Circle the correct options.**  
 1. This time tomorrow, we **will** / **will be** sailing around the Mediterranean.  
 2. You should go to the supermarket now. It **is going to** / **will be** closed by the time you finish work.  
 3. There's a lot of traffic on the way to the beach. It **will** / **will have been** crowded there.  
 4. I don't have any holiday plans. I **stay** / **am going to stay** at home.  
 5. Philip can't make it tomorrow morning. At ten o'clock, he **will be training** / **will have trained** for the marathon.  
 6. I **won't have returned** / **won't be returning** home by dinner time, so I don't think I'm **going to get** / **will get** a chance to meet Ralph.  
 7. A: I'm afraid Mum **will** / **will yell** at me when she **finds** / **will find** out I broke her tablet.  
 B: Don't worry. I **talk** / **will talk** to her.  
 8. Hopefully, by the year 2050, space tourism **will become** / **will have become** possible for everyone.

development of vocabulary building skills by deducing the meaning of unknown words from the context

activities encouraging personal response

Portal to English 4, Student's Book

Portal to English 2, Workbook

Ss are introduced to the skill

critical thinking skill: inference

critical thinking

Ss delve deeper into the skill

Ss apply the skill they have acquired

**Think it through 6**

**A** Below is a picture of Emma's room. Look at it carefully. What can you guess about Emma? Complete the sentences with the best possible answer. Choose a or b.

1. Emma probably...  
 a. does water sports.  
 b. plays volleyball.

2. Emma's favourite subject might be...  
 a. science.  
 b. history.

3. Perhaps Emma has been to...  
 a. London, UK.  
 b. Paris, France.

4. Tomorrow, Emma's probably going to...  
 a. go to school.  
 b. go on a trip.

**B** Read the dialogues and answer the questions.

**1** A: I've got a flat tyre.  
 B: Don't worry, I'll have a look at it.  
 A: Will it be expensive to fix?  
 B: About £40.

**2** A: Now you can see the Great Pyramid of Giza - the largest pyramid in the world!  
 B: Wow! Can we go inside?  
 A: Yes. But first let me tell you a bit about its history.

**3** A: It's windy today... and there are big waves, too.  
 B: Yeah... What about going windsurfing?  
 A: Sorry, I don't feel like it. I'll just sunbathe.

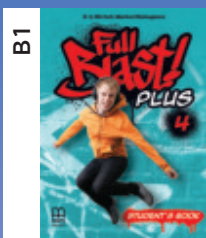
What is speaker B's job?  
 What is speaker A's job?  
 Where are the people?

Look at the dialogues in activity B. Make a similar short dialogue with your partner. Then act it out in class and have your classmates guess the job and/or the place.

visual representations facilitate Ss' acquisition of the critical thinking skill



**BRITISH**



\* In accordance with the Revised 2015 Cambridge English: First (FCE)

6 LEVELS | BEGINNER TO UPPER - INTERMEDIATE | A1 → B2   

# Full Blast PLUS

**New!**

Full Blast PLUS is an extraordinary six-level course with exciting, contemporary topics and unique features.

It takes learners from Beginner to B2 level, while demonstrating how English is used in real-life situations and enabling students to communicate fluently, accurately and most importantly with confidence!

**Revised edition of our best seller!**

*Exciting! Fresh! Contemporary!*



## What's New!

- Activities designed to develop 21st century competencies
- CLIL (Content and Language Integrated Learning) lessons that increase students' opportunities to practise the English language in other fields, such as geography, maths, etc.
- A project skills section
- Videos p.113
- A digital vocabulary list

**AMERICAN**



## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Grammar presented and practised in context
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- Culture and cross-curricular pages
- Songs
- A grammar reference section
- Interactive games

## SAMPLE PAGES

Full Blast PLUS 1,  
Student's Book

vocabulary presented  
through visual prompts

grammar explanations &  
grammar reference section  
at the back of the book

**Day in day out**

**Vocabulary**  
Listen and repeat.  
get dressed, go to school, have breakfast, lunch, dinner, get home, do homework, go to bed, get up, have a shower, brush my teeth

**Read**  
A. Look at the pictures and the title of the text. What do you think the text is about? Listen, read and check your answers.

**TAMMY TURNER**  
A young Picasso  
Tammy Turner isn't a normal school girl. She loves Art and she's a very good artist. On weekdays, she gets up at 6 o'clock and paints pictures. At 7:30 she has a shower and has her breakfast. Then she goes to school. Art is her favourite subject, of course. She gets home at 4:30 and does her homework. In the evenings after dinner, she paints again!  
At the weekend it's different. Every Saturday, I visit galleries and on Sundays, I watch TV or make pictures and designs on my computer. Her Art teacher says: 'She's amazing! She's even got paintings in the local art gallery.'

**Grammar**  
Present Simple (affirmative)  
I paint, You watch, We do, They study, He paints, She watches, It studies  
We use the Present Simple for habits or actions that happen regularly.

**Prepositions of time**  
at ten o'clock, half past one, etc. the weekend  
noon/midday/night/midnight  
in the morning, the afternoon, the evening  
Monday, Tuesday, etc.  
on Sunday morning/afternoon/evening/night weekdays

**Complete with the Present Simple of the verbs in brackets.**  
1. Fred and Liu \_\_\_\_\_ (brush) their teeth every morning and evening.  
2. My mum \_\_\_\_\_ (get up) at 7 o'clock every day.  
3. Alan \_\_\_\_\_ (do) his homework in the afternoons.  
4. I \_\_\_\_\_ (play) computer games at the weekend.  
5. My best friend \_\_\_\_\_ (watch) TV after dinner and \_\_\_\_\_ (go) to bed at midnight.

**Pronunciation**  
A. Listen and repeat. What's the difference between a, b and c?  
a. gets b. plays c. looks  
B. Listen and tick (✓) the sound you hear.

**Speak**  
Talk in pairs about your daily routine. I get up at 7:30. What about you?

**Write**  
Write a few sentences about your daily routine and about a friend's daily routine.  
I get up at 7:30. I have...  
John gets up at 8:00. He has...

activities focusing  
on reading for gist

various types  
of texts

pronunciation  
activity

speaking  
activity

short writing  
activity

## COMPONENTS



Student's Book



Workbook



Student's  
CD-ROM



Teacher's Book



Workbook key  
Booklet



Class CDs



Interactive  
Whiteboard  
Material



\* Teacher's  
Resource  
CD/CD-ROM



Grammar p. 92



Readers p. 120



ELT platform

\* **Teacher's Resource  
CD/CD-ROM:**

- Tests for the coursebook
- Portfolio with projects
- Grammar Tests
- Key to Grammar Book activities
- Video worksheets and Teacher's guide

SAMPLE PAGES

Questions activating Ss' background knowledge

Activities encouraging Ss to make predictions (top-down strategy)

Various types of texts

Grammar clearly presented and practised

Development of vocabulary building skills by deducing the meaning of unknown words from the context

Activities focusing on listening for detail

Practical tips helping Ss to develop skills and become autonomous learners

A variety of speaking activities

Communication

**3a A learning experience**

**1 Read**

A. Discuss.  
 • Have you ever been to a summer camp?  
 • If yes, what was it like? Did you enjoy it?  
 • If not, would you like to go to one?

B. Look at the pictures of the three advertisements below. What do you think happened at these camps? Listen, read and check your answers.

**2 Grammar**  
 Present Perfect Simple  
 • Danny hasn't been to a summer camp before, but he has decided where he wants to go.  
 • A: Have you ever tried water skiing?  
 B: No, I haven't but I've always wanted to.  
 A: I've done it twice.  
**NOTE** • Thelma has gone to camp. (She's still there.)  
 • Thelma has been to camp twice. (She has stayed at the camp twice but she isn't there now)

**LET'S GO TO CAMP**  
 Bored of the same summer camp every year?  
 Why not try something a bit out of the ordinary?

**A. SPACE CAMP**  
 Have you always wanted to be an astronaut? Here's your chance!  
 • Ages 12-15  
 • 6 days/5 nights  
 • Available all year round  
 • Do scientific experiments  
 • Design your own space station in the computer lab  
 • Build your own lunar robot which you can take home!  
 • €899 per person (Cost includes meals, housing, clothing and activities)  
 Complete training **SIMILAR** to a real astronaut!

**C. MARTIAL ARTS CAMP**  
 Are you one of those people who have always wanted to take up karate or taekwondo but have never had the chance? Well, this camp is for you!  
 • From 7am to 6pm every day during the summer holidays  
 • Children of all ages are welcome  
 • Students train for 2 hours a day and learn skills which can help protect them in dangerous situations  
 • Lots of other summer camp activities available  
 • Students need to bring a packed lunch every day  
 • Bus service home every day

**B. Filmmaking Camp**  
 Have you ever thought about becoming a famous director? Why not start here? Don't worry if you've never done anything like this before. We'll teach you all you need to know.

**D. Look at the words/phrases 1-9 from the advertisements and match them with the meanings a-i.**

1. out of the ordinary (title)  
 2. similar (ad A)  
 3. opportunity (ad B)  
 4. produce (ad B)  
 5. accommodation (ad B)  
 6. extra (ad B)  
 7. martial arts (ad C)  
 8. train (ad C)  
 9. monthly (ad C)

a. practise an activity  
 b. make  
 c. fighting sports such as karate  
 d. a place to stay  
 e. unusual or different  
 f. the chance to do something  
 g. more than is expected  
 h. like someone or something but not exactly the same  
 i. lasting for a month

**E. Read the advertisements again and the statements below. Which advertisement do they refer to? Write A, B or C.**

1. You can't sleep at the camp unless you have a packed lunch.

Full Blast PLUS 3 Student's Book

Activities focusing on reading for detail (bottom-up strategy)

Full Blast PLUS 3 Workbook

**3c Do you speak English?**

A. Choose a, b or c.

1. Kathy has come \_\_\_\_\_ a great idea for the school magazine.  
 a. round b. up with c. after

2. The \_\_\_\_\_ of Russia is about 140,000,000.  
 a. business b. population c. definition

3. We need more \_\_\_\_\_ in our diet. I'm bored of eating the same things all the time.  
 a. panic b. series c. variety

4. Have you ever been to (an) \_\_\_\_\_ country before?  
 a. foreign b. official c. international

5. Will these changes \_\_\_\_\_ your decision or not?  
 a. enter b. develop c. affect

6. I'm really looking \_\_\_\_\_ to the football match on Saturday.  
 a. forward b. up c. out

7. Don't worry. Buses come \_\_\_\_\_ There will be one here soon.  
 a. throughout b. frequently c. several

8. I was cleaning my garage when I \_\_\_\_\_ across my old school books.  
 a. came b. looked c. took

**B. Look at the prompts and write sentences. Use the Present Perfect Simple + since + Past Simple.**

1. We / not see / Gavin / since / he / get / new job

2. Natalie / ring / me / four times / since / I / see / her / this morning

3. Kelly / not check / her / e-mails / since / she / arrive / home

4. I / not speak / Spanish / since / I / travel / Spain / last year

5. Oliver / enter / many competitions / since / he / leave / school

6. We / visit / Sandra / three times / since / she / move / Poland

**C. Look at the pictures and the prompts and write sentences. Use the Present Perfect Progressive and for/since.**

1. Lee / surf the Net / four hours

2. Ian and Henry / watch TV / twenty minutes

3. Ace / sleep / six o'clock

4. Tom / look after / little brother / this morning

**D. Look at the pictures and the prompts. For each situation write one sentence using the Present Perfect Simple and one using the Present Perfect Progressive.**

1. Jake / drive / four hours  
 • 290km

2. Jack / play / tennis / be / eleven years old  
 • 10 tournaments

3. Mike and Jude / make / paper planes / all morning  
 • 20 planes

4. Samantha / read / ten o'clock  
 • 50 pages

**E. Tick the correct sentence.**

1. Dale has cleaned the house all morning.   
 Dale has been cleaning the house all morning.

2. How long have you known Pamela?  
 How long have you been knowing Pamela?

3. Harry has just been leaving to go to the shop.  
 Harry has just left to go to the shop.

4. Ann is tired because she's been riding her bike all day.  
 Ann is tired because she's ridden her bike all day.

5. I don't want to see that film because I've seen it three times.  
 I don't want to see that film because I've been seeing it three times.

6. How long have you talked on the phone?  
 How long have you been talking on the phone?

7. Mindy and Ed haven't decorated the house yet.  
 Mindy and Ed haven't been decorating the house yet.



3b

Express yourself!

1 Read

- A. Discuss.  
 • What do you know about sign language?  
 • Do you know anyone who uses sign language?

- B. Look at the first picture. What do you think happened to Amy? Listen to the dialogue and check. Then read it out in pairs.

On the train...



Amy Ouch! Not again!  
 Liv What happened?  
 Amy Four people have stepped on me so far.  
 Liv Big deal! We're in a crowded train.  
 Amy Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.  
 Liv What? I doubt it.  
 Amy Look, he's making more gestures with that boy over there. Oh, they're communicating with sign language.  
 Liv I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?  
 Amy I didn't know that. I wonder what he said to me. I'm really curious.  
 Liv We'll check on the Net when we get to my place.  
 Amy What do you think they're talking about now?  
 Liv Beats me. Now stop staring!

Later at Liv's home...

Amy You've been on that laptop for half an hour. Have you found anything yet?  
 Liv This website about sign language. It's wicked! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.  
 Amy That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?  
 Liv Sorry silly!  
 Amy You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.  
 Liv Count me in, too. Sounds like fun!



C. Look at the expressions 1-6 from the dialogue and match them with the meanings a-f.

- |                    |                          |
|--------------------|--------------------------|
| 1. Big deal        | a. It's excellent!       |
| 2. I doubt it.     | b. It's nothing serious. |
| 3. Beats me.       | c. I don't think so.     |
| 4. It's wicked!    | d. Include me.           |
| 5. I'll have a go. | e. I have no idea.       |
| 6. Count me in.    | f. I'll try it.          |

D. Read the dialogue again and answer the questions.

- Why is Amy annoyed with the boy?
- What does Amy think the boy's gesture means?
- Can the girls understand what the boys are signing?
- What's special about the website Liv has found?
- How can you sign Sorry?
- How can you tell that Amy finds sign language interesting?

FUNCTIONS

Talking about sign language  
 Distinguishing between the Present Perfect Simple and the Past Simple  
 Linking past and present time

STRUCTURES

Present Perfect Simple vs Past Simple

VOCABULARY

annoyed apologise chest circle communicate curious deaf discuss fist gesture sign (v/n) sign language stare step on wonder (v)

Expressions

Beats me Big deal Count me in Have a go I doubt it It's wicked

Warm-up

- Aim:** to introduce the topic of the lesson  
 • Draw Ss' attention to the title of the lesson.  
 • Help Ss deduce the meaning of the phrase *express yourself* (to make one's feelings/thoughts known either through words or gestures; e.g. *Art is also a way in which people express themselves*).  
 • Ask Ss to guess what the lesson will be about and elicit answers.  
 • Ask Ss in what ways they usually express themselves and initiate a short discussion.

1 Read ▶▶34

**A. Aim:** to prepare Ss for the reading activity

- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Background note

**Sign language** is a language which uses visually transmitted patterns, using hand and body movements in order to convey meaning. It is typically used in deaf communities which include not only deaf people or hard of hearing people but also their family, friends and interpreters. Hundreds of sign languages are in use today around the world and every language has its own sign language. Some of them are legally recognised while others are not.

**B. Aims:** to give Ss practice in making predictions about the content of the dialogues based on visual prompts

- ▶ to present vocabulary structures and functions in the context of the two dialogues
- ▶ to give Ss practice in identifying the main idea of the dialogues
- Draw Ss' attention to the first picture and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

KEY

A lot of people have stepped on her and she is annoyed.

- Ask Ss some comprehension questions:

What language is the boy using to communicate with people? Sign language.  
 Do all signs mean letters? No, some of them mean words or phrases.  
 How did Liv learn about sign language? She had watched a documentary about deaf people and sign language the previous day.  
 What do the girls decide to do when they get to Liv's house? They decide to find out on the Net what the boy's gesture means.  
 What did Liv find on the Internet? A website about sign language.  
 What sign did the boy make on the bus? He made a circle on his chest with his fist.  
 What do the girls decide in the end? To learn sign language.

- Choose Ss to read the dialogues aloud.

**C. Aim:** to help Ss understand conversational English  
 • Ask Ss to read through the expressions 1-6 and the equivalent phrases a-f.  
 • Have Ss do the activity.  
 • Help Ss deduce the meaning of the phrases they don't know by referring them to the dialogues and by giving them some examples.  
 • Check the answers with the class.

KEY

1. b 2. c 3. e 4. a 5. f 6. c

**D. Aim:** to give Ss practice in reading for specific information

- Ask Ss to read through the questions.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

- Because he stepped on her and, according to her, he didn't apologise.
- That he's hungry or something.
- No, they can't.
- It has short videos that show you how to sign.
- By making a circle on your chest with your fist.
- She wants to learn sign language at the youth club.

- Explain any unknown words.

TB 34 ▶▶

3b

2 Vocabulary

**Aim:** to give Ss practice in distinguishing between easily confused words  
 • Ask Ss to read through each set of sentences and do the activity.  
 • Check the answers with the class and provide Ss with any necessary explanations.

Language tips

**look out** - to direct your eyes in order to see  
**watch** - to look at sth for a period of time and observe what is happening, especially on TV  
**notice** - to become aware of sth especially by looking  
**stare** - to look at sth for a long time, often impolitely  
**talk about** - to communicate and exchange ideas or information  
**speak** - to communicate in a specific language  
**say** - to state / to tell sth (goodbye, etc.)  
**tell** - to say sth to sb, to give information or instructions  
**discuss** - to have a conversation with sb  
**wonder** - to ask yourself questions about sth  
**think** - to believe, have an opinion about sth  
**imagine** - to form an idea or picture of sth in your mind

KEY

1. watch 2. notice 3. stare 4. Look  
 5. speak 6. discuss 7. tell 8. say  
 9. talk 10. imagine 11. think 12. wonder

3 Pronunciation ▶▶38.36

**A. Aim:** to have Ss differentiate between the /w/ and /aʊ/ sounds  
 • Play the CD and tell Ss to repeat and listen for the difference in pronunciation between know and now.  
 • Elicit the answer that know has an /w/ sound and now has an /aʊ/ sound.

**B. Aim:** to give Ss practice in differentiating between the /w/ and /aʊ/ sounds  
 • Play the CD and pause after each word.  
 • Ask Ss to tick the sound they hear.  
 • Play the CD again so that Ss can repeat what they hear.  
 • Check the answers with the class.

KEY

/w/ home, over, show, totally  
 /aʊ/ doubt, crowded, council, allow

4 Grammar

**Aim:** to have Ss differentiate between the Present Perfect Simple and the Past Simple  
 ▶ to present and give Ss practice in using the Present Perfect Simple and the Past Simple in context

- Ask Ss to read through the examples and have Ss identify the tenses of the verbs in bold (I've heard = Present Perfect Simple, heard = Past Simple).
- Check Ss' background knowledge of the difference between the two tenses (the Present Perfect Simple describes an action which has happened in the past, but we do not know exactly when, whereas the Past Simple describes an action which happened in the past and we know exactly when, e.g. yesterday).

• Provide Ss with further examples, then ask them to come up with their own.  
 • Ask Ss which time expressions are used with the Past Simple (ago, yesterday, last night, in, at, etc.) and which with the Present Perfect Simple (already, yet, so far, since, twice, etc.)  
 • Refer Ss to the Grammar Reference (p. 124).  
 • Ask Ss to underline all the examples of the two tenses in the text (Past Simple: What happened... didn't even apologise... made a strange gesture... I watched... Did you know... I didn't know... she stayed on the train... did he make a circle... Present Perfect Simple: I have stepped... You've been on that laptop... Have you found...)  
 • Have Ss do the activity.  
 • Check the answers with the class.

KEY

1. isn't come, wait, hasn't returned  
 2. Have, already watched, watched  
 3. Did, talk, didn't see  
 4. have visited

Optional activity

• Divide Ss into two groups.  
 • Ask each group to think of a famous person (e.g. an actor/actress, a singer, a scientist, etc.) without revealing it to the other group. They should only reveal if the person is male or female.  
 • The Ss of group 1 should start asking the Ss of group 2 questions in order to guess the famous person. Point out that they have to use the Present Perfect Simple and the Past Simple, e.g. Has he/she played in a film recently? Or Did he/she play in a film last year? etc.

5 Speak

**Aim:** to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work  
 • Divide Ss into pairs.  
 • Ask Ss to read the questions.  
 • Draw Ss' attention to the courses given as ideas.  
 • Choose a student and act out the dialogue.  
 • Get Ss to do the activity in pairs and go round the class helping them when necessary.  
 • Choose some pairs to act out the dialogue in class.

2 Vocabulary

Complete with the words in the boxes.

look watch notice stare

- Are you going to \_\_\_\_\_ the game tonight?
- Did you \_\_\_\_\_ what Jane was wearing?
- Maria! Don't \_\_\_\_\_ at people! It's rude.
- \_\_\_\_\_ under that bush! There's a grey cat.

talk speak say tell discuss

- How many languages does Betty \_\_\_\_\_?
- Lee has decided to \_\_\_\_\_ the problem with his parents.
- \_\_\_\_\_ me about the party I'm curious!
- Did you \_\_\_\_\_ goodbye to Greg? He left a few minutes ago.
- Let's \_\_\_\_\_ about something else.

wonder think imagine

- I can't \_\_\_\_\_ life without mobile phones.
- I \_\_\_\_\_ you should apologise to Tony. You weren't nice to him.
- \_\_\_\_\_ what the teacher will say about my project. I hope she likes it.

Pronunciation

A. Listen and repeat. What's the difference between a and b?  
 a. know b. now

B. Listen and tick (✓) the sound you hear.

|         | know /aʊ/ | now /w/ |
|---------|-----------|---------|
| doubt   |           |         |
| name    |           |         |
| over    |           |         |
| crowded |           |         |
| council |           |         |
| show    |           |         |
| totally |           |         |
| allow   |           |         |

Grammar

Present Perfect Simple vs Past Simple

A: I've heard this song many times before.  
 B: I heard it yesterday for the first time.

Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

- A: Where's Janice? She \_\_\_\_\_ (not come) round all week.  
 B: I don't know. She \_\_\_\_\_ (go) snowboarding in France with some friends last week. Maybe she \_\_\_\_\_ (not return) yet.
- A: \_\_\_\_\_ you and Sandra \_\_\_\_\_ (already/watch) the new James Bond film?  
 B: Yes, we \_\_\_\_\_ (watch) it yesterday.
- A: \_\_\_\_\_ (talk) to Paul last night?  
 B: No, I \_\_\_\_\_ (not see) him at the party.
- We \_\_\_\_\_ (visit) many interesting sights so far.

Speak

Talk in pairs. Discuss the following.

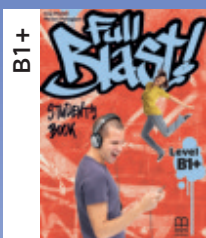
- Do you like learning new things? Why/Why not?
- Have you ever taken up an interesting course?
- What was it?
- How long did it last?
- Did you find it useful?
- Would you like to take up a sign language course? Why/Why not?



35 TB

35 TB

**BRITISH**



**6 LEVELS** | BEGINNER TO B2 | A1 → B2   

# Full Blast!

**Full Blast!** is a six-level course with amazing, contemporary topics and exceptional features. It takes learners from Beginner to B2 level, while demonstrating how English is used in real-life interactions and enabling students to communicate fluently, accurately and with confidence!



## COURSE FEATURES

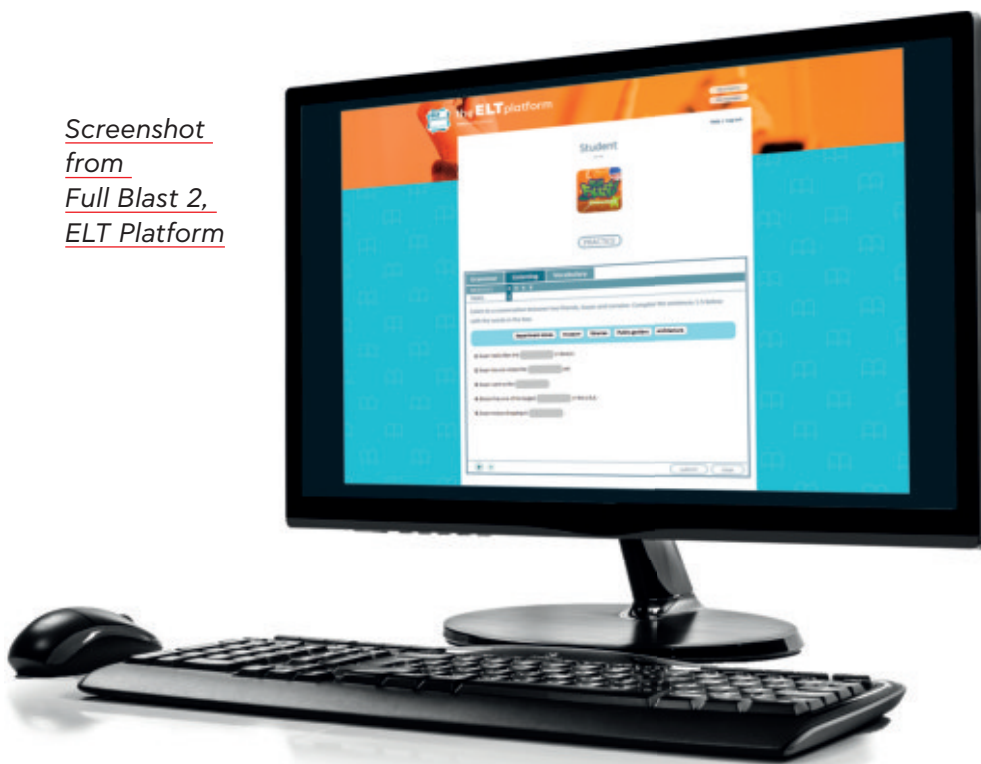
- Well-balanced modules
- Six lessons and a revision section in each module
- Lively dialogues
- Motivating and contemporary topics providing students with multicultural and cross-curricular information
- Clear grammar presentations and practice
- Activities encouraging critical thinking and personal response
- A step-by-step guide to writing
- Culture and cross-curricular pages
- Lively, topic-based songs
- Useful tips
- Videos (*British edition*)
- A digital vocabulary list
- Interactive games (*British edition*)

**AMERICAN**





Screenshot from Full Blast 2, ELT Platform



## COMPONENTS



Student's Book



Workbook with Student's audio CD/CD-ROM



Teacher's Book



Workbook Teacher's Edition



Class CDs



Interactive Whiteboard Material



\* Teacher's Resource CD/CD-ROM



Grammar p. 92



Readers p. 120



Online student's resources



Online teacher's resources



ELT platform

### \* Teacher's Resource CD/CD-ROM:

- Tests for the coursebook
- Portfolio with projects
- Grammar Tests
- Key to Grammar Book activities

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1

## Full Blast Split edition AMERICAN

A split edition is also available for levels Beginner to Intermediate.

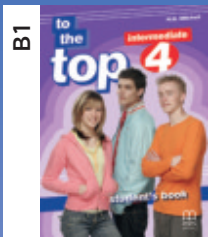
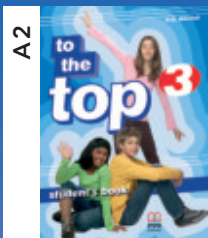
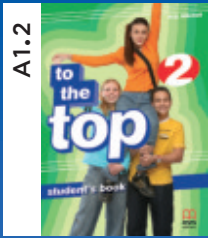
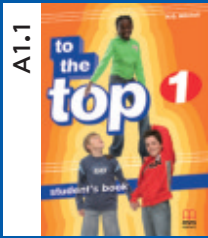


## SAMPLE PAGES

Full Blast! 1 British edition, Student's Book







4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1  

# To The Top

**To the Top** is a course designed for young teenagers, taking learners from Beginner to Intermediate level. It follows the modular approach enabling students to manage real-life topics in depth. Its multi-dimensional syllabus combines lexis, grammar structures, language functions, skills work and pronunciation.



*To The Top 1, Student's Book*

## COURSE FEATURES

- Eight modules
- Five lessons and a revision section after each module
- Lively dialogues highlighting the adventures of a group of young students
- Motivating and contemporary topics providing students with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A step-by-step guide to writing, beginning from sentence level to different types of writing, providing students with plenty of practice
- Culture pages introducing students to the English-speaking world
- Lively, topic-based songs

## COMPONENTS



Student's Book



Workbook with Student's audio CD/CD-ROM



Teacher's Book

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1  

# American To The Top

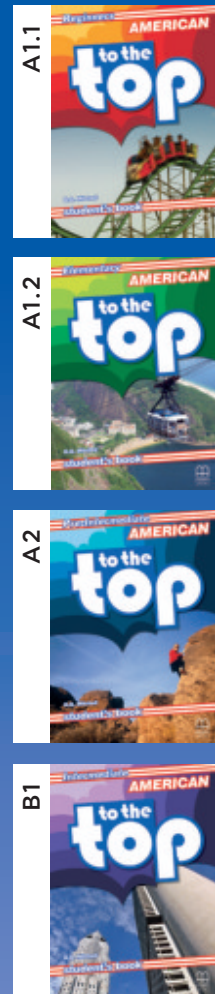
**American To the Top** is a course created for teenagers and young adults, taking learners from Beginner to Intermediate level. The course follows the modular approach which enables students to deal with topics in depth. Its multi-dimensional syllabus combines both lexis and grammar structures, language functions, skills work and pronunciation.



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1  

## American To The Top Split edition

A split edition of the above books is also available.



Secondary & Adult

 Workbook  
Teacher's  
Edition

 \* Teacher's  
Resource  
CD/CD-ROM

\* **Teacher's Resource  
CD/CD-ROM:**

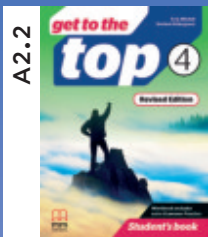
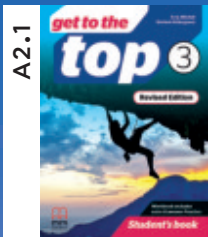
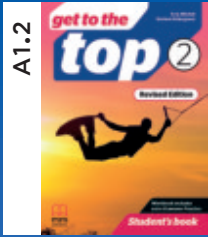
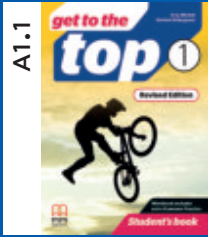
- Tests
- Portfolio with projects
- Top Grammar tests
- Key to Top Grammar activities

 Class CDs

 Grammar p. 88

 Interactive  
Whiteboard  
Material

 Readers p. 114



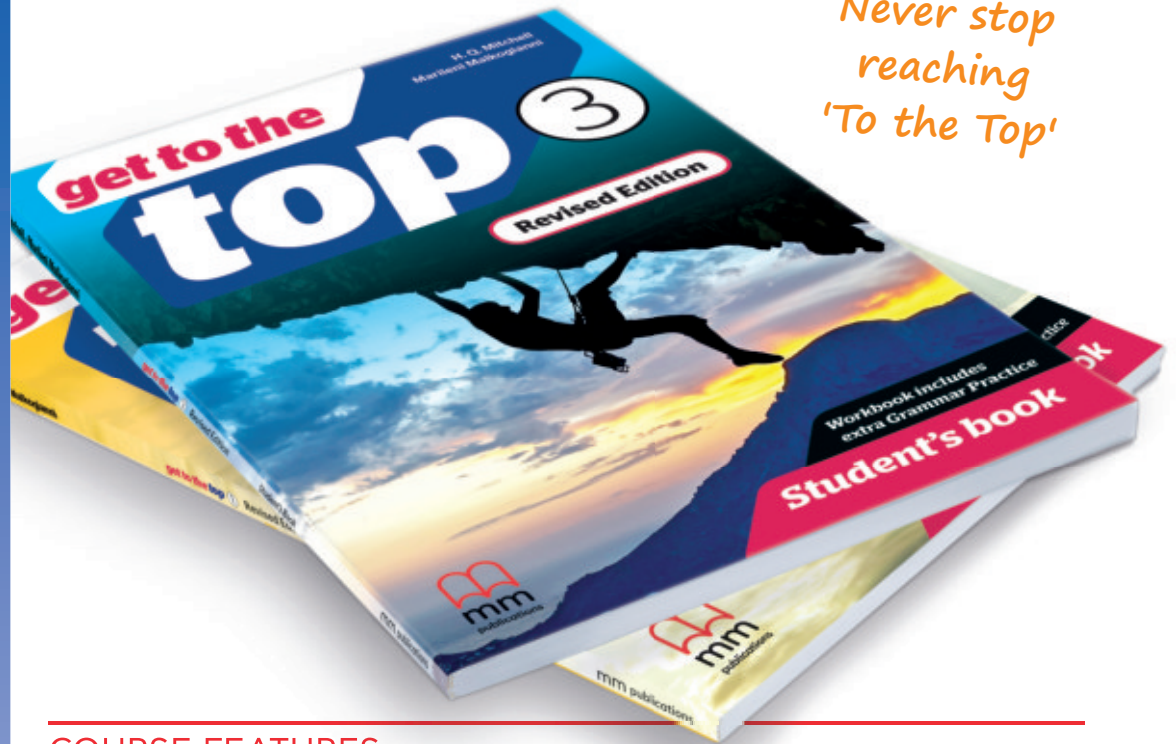
4 LEVELS | BEGINNER TO PRE - INTERMEDIATE | A1 → A2  

# Get To the Top Revised edition

**New!**

Get To the Top Revised edition is an updated version of the outstanding series Get To the Top. It follows the requirements of the Common European Framework of Reference.

*Never stop reaching 'To the Top'*



## COURSE FEATURES

- Six modules
- Five lessons and a revision section in each module
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Systematic development of all four skills
- A step-by-step guide to writing
- A variety of communicative tasks
- Clear grammar presentations and practice
- Culture pages
- Songs
- Projects
- Development of 21st century competencies

## What's New!

- Workbook projects which give students the opportunity to integrate technology into their work and acquire 21st century competencies
- Games on the Student's CD-ROM & IWB which help students revise and consolidate the language and structures presented in each module
- Videos and video worksheets on the Student's CD-ROM & IWB for further practice
- A digital vocabulary list on the Student's CD-ROM & IWB containing example sentences in both written and audio form



# SAMPLE PAGES

vocabulary activity engaging students and encouraging them to think critically

various types of texts: an interview

focus on reading for gist

grammar box focusing on key grammatical structures

**3d Daily routines**

**1 Vocabulary**

Put the pictures in order. Write 1-5. Then, listen and check your answers.

She has dinner at half past seven.

She gets up at a quarter past seven.

She has lunch at ten past twelve.

He goes to bed at ten o'clock.

He gets home at a quarter to five.

He has breakfast at twenty to eight.

## Country vs City

**3 Grammar**

**Adverbs of frequency**

|           |    |      |
|-----------|----|------|
| always    | 0% | 100% |
| usually   |    |      |
| often     |    |      |
| sometimes |    |      |
| never     |    |      |

**Adverbs of frequency go**

- before the main verb: Jack **never** walks to school.
- I don't **usually** stay up late.
- Do you **often** go to the cinema?
- after the verb be: Helen is **often** late for school.

Write the sentences using the adverb of frequency in brackets.

- I help Jack with his homework. (sometimes)
- Susan doesn't get up at 7.30. (often)
- My baby sister goes to bed late. (usually)
- What time do you have lunch? (often)
- I'm tired in the mornings. (always)

vocabulary activity

## COMPONENTS

- Student's Book
- Workbook including extra Grammar Practice and Projects
- Student's CD-ROM
- Teacher's Book
- Class CDs
- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Readers p. 120
- Online teacher's resources
- ELT platform

Get To The Top 1, Revised Edition, Student's Book

pairwork activity

**TOP SKILLS**

**Connecting people 3**

A. Complete the sentences with the correct form of the words in capitals.

- \_\_\_\_\_ I think we should wait until the weather gets better. **PERSON**
- During an exam it is important to use your time. \_\_\_\_\_ **WISE**
- His mother thought he was becoming \_\_\_\_\_ to text messaging. **ADDICT**
- Take this map on your trip. You're sure to find it. \_\_\_\_\_ **USE**
- Too many sweets can be \_\_\_\_\_ to children's teeth. **HARM**
- \_\_\_\_\_ I would like to thank my sisters for all their help. **LAST**

B. Complete the letter with the phrases in the box.

firstly receive what is more to sum up advantages access literate

Dear Jack,

I can't believe that you've had your computer for six months and you still don't have (1) \_\_\_\_\_ to the internet. There's more (2) \_\_\_\_\_ in sending emails than in sending letters through the post. (3) \_\_\_\_\_, emails are delivered straightaway. To send a letter from Cairo to Leicester takes three or four days.

(4) \_\_\_\_\_, playing for a stamp is much more expensive than sending an email. I must realise that it's a much better way to communicate.

(5) \_\_\_\_\_ you're computer (6) \_\_\_\_\_ and you've got all the equipment you need, so get connected. Hope to (7) \_\_\_\_\_ an email to you soon.

Yours, Alan

C. Choose a or b.

- Good afternoon, everyone. let me introduce myself.

a. To begin with  
b. In conclusion
- On the one hand, I love shopping. I never have enough money.

a. Secondly  
b. On the other hand
- Bye!

a. Keep in touch.  
b. Be at risk.

graded activities

Get To The Top 4, Revised Edition, Workbook

**3 PROJECT**

**Me & my country**

**DOs and DON'Ts in the UK**

In the UK it's polite to shake hands.

It's not common for people in the UK to kiss each other on both cheeks.

- Make a poster showing gestures that are appropriate or not in your country.
- Think of gestures and draw or stick pictures of them.
- Describe each one and add extra information like what they mean or why they aren't appropriate.

projects at the end of the modules helping Ss revise and consolidate the language and structures presented in the module through a real-life task



## COMPONENTS



Student's Book



Workbook including Grammar practice & Student's audio CD/CD-ROM



Teacher's Book



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM



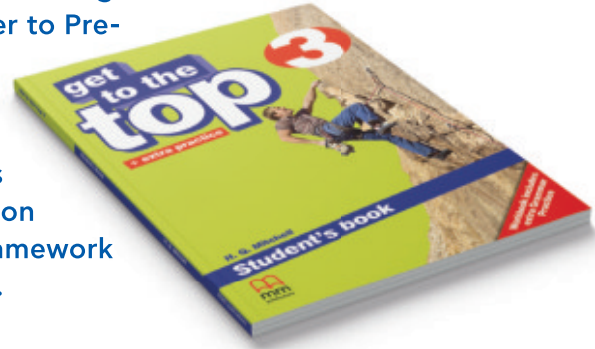
Readers p. 120

### \* Teacher's Resource CD/CD-ROM:

- Tests
- Grammar tests
- Portfolio

# Get To the Top

**Get to the Top** is an excellent English course taking students from Beginner to Pre-Intermediate level. It follows the requirements of the Common European Framework of Reference.



## COURSE FEATURES

- Six modules
- Five lessons and a revision section in each module
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Systematic development of all four skills
- A step-by-step guide to writing
- A variety of communicative tasks
- Clear grammar presentations and practice
- Culture pages
- Songs

## SAMPLE PAGES

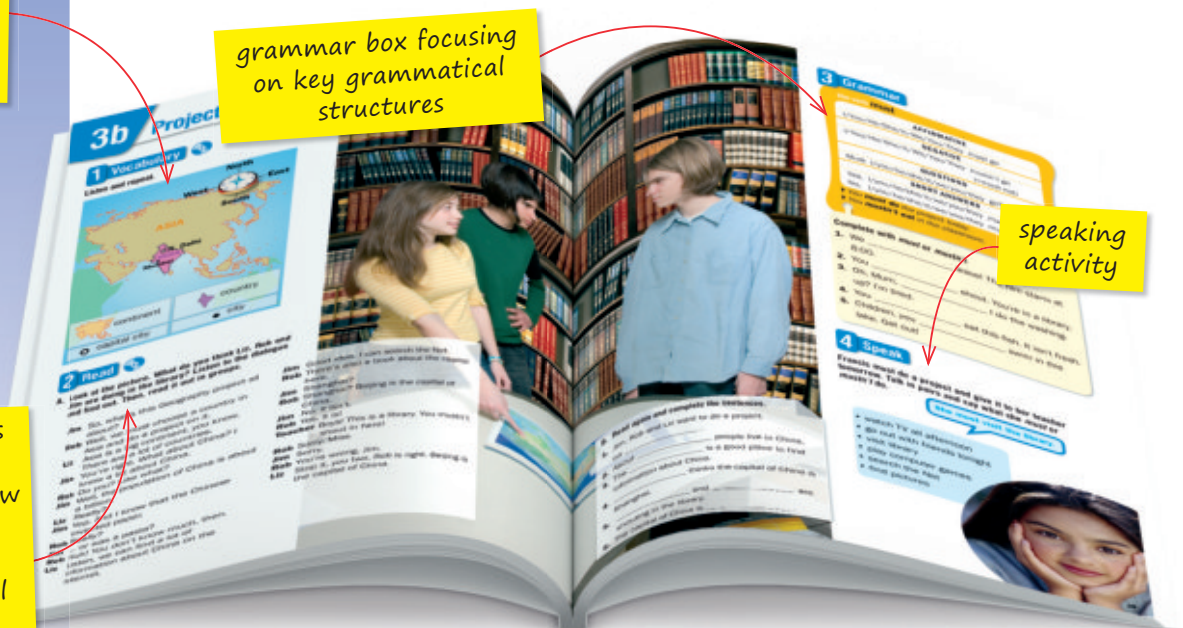
*Get To The Top 1, Student's Book*

vocabulary presented through visual prompts

grammar box focusing on key grammatical structures

speaking activity

various types of texts presenting new vocabulary items and grammatical structures










# Say Yes!

**Say Yes!** is a three-level secondary English course designed for children and young teenagers. It takes learners from Beginner to Pre-Intermediate level enabling them to practise English in real-life situations. The course is based on a well-organised, multi-dimensional syllabus combining and integrating all four skills.

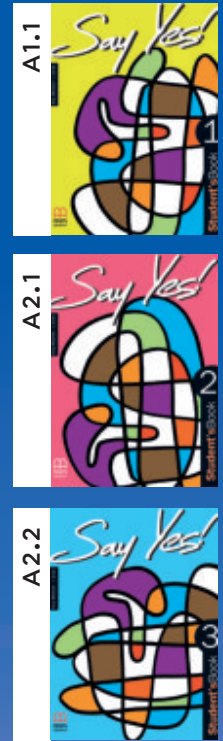
*Just 'Say Yes' to an exciting learning experience!*



## COMPONENTS

-  Student's Book
-  Workbook with Student's CD-ROM
-  Teacher's Book
-  Workbook Teacher's Edition
-  Class CDs
-  Test Booklet
-  Readers p. 120

> CDs available in British and American English



# Secondary & Adult

## COURSE FEATURES

- Well-organised, multi-dimensional syllabus combining grammar, vocabulary, functions, topics and communication skills
- Well-balanced, clear and concise units focusing on language presentation and practice, as well as skills development
- Stimulating topics taking into consideration the learners' age and interests
- Language presented through appealing and motivating texts of various types
- Stories with likeable modern characters in realistic settings and factual texts, which provide learners with information on the real world
- Vocabulary, grammar and pronunciation presented and practised in special sections
- Development of reading, writing, listening and speaking skills in an integrated way through communicative activities that approximate real-life tasks
- Five revision units for consolidation plus projects, songs and self-evaluation charts





# *English* **Trails**

Don't follow  
a path,  
leave your  
own trail...

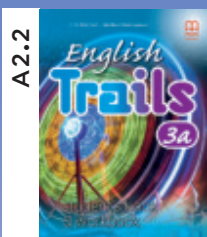
**New**



Students are often faced with challenges. They sometimes follow a path that has already been made for them because it seems easy, much easier than **leaving their own trail!**







3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



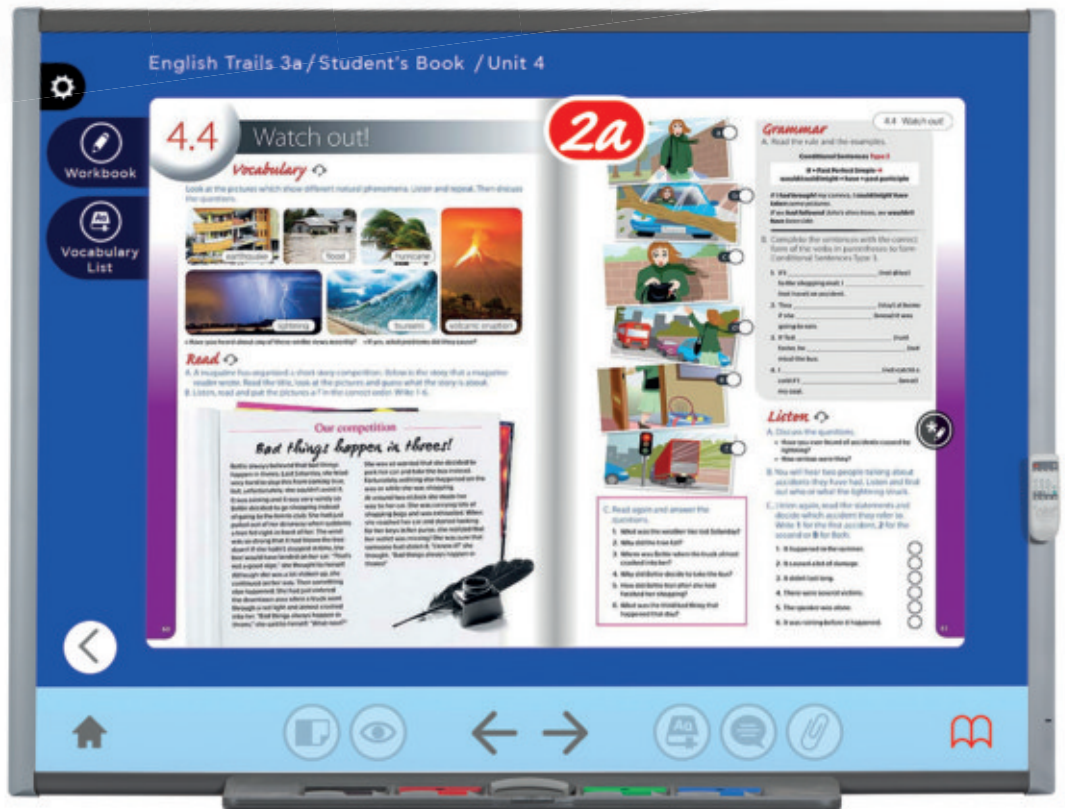
# English Trails

English Trails is an innovative course in American English which systematically develops learners' skills and competencies. It follows the modular approach and is organised into six modules.

*Don't follow a path, leave your own trail...*



Screenshot from English Trails 3a, Interactive Whiteboard Material







English Trails 3A, Student's Book & Workbook

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Step-by-step approach to writing
- Activities designed to develop generic competencies
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A project in each unit revising and consolidating the language presented in the unit
- A round-up section in each unit providing regular revision and consolidation
- A final project which functions as performance evidence
- A grammar reference section
- An extra activities section including listening, speaking and writing activities for further practice for each unit
- A culture page in each unit
- A digital vocabulary list
- Emphasis on the development of 21st century competencies

COMPONENTS

Student's Book including Workbook

Teacher's Book

Class CDs

Interactive Whiteboard Material

\* Teacher's Resource CD/CD-ROM

Readers p. 120

Online student's resources

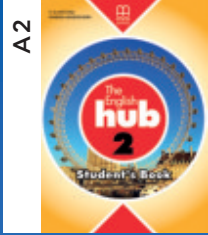
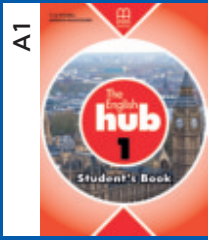
Online teacher's resources

ELT platform

\* Teacher's Resource CD/CD-ROM:

- Tests
- Extra material

BRITISH



3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1   

Don't miss a moment in learning!

# The English Hub

The English Hub is an incredible course for teenage and young adult learners, taking them from Beginner to Intermediate level. It follows the requirements of the Common European Framework of Reference.



## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each unit allowing for regular revision and consolidation
- A grammar reference section
- Culture pages
- Videos (*British edition*)
- A digital vocabulary list

AMERICAN





# The English Hub Split edition

A split edition of The English Hub British edition is also available.



## SAMPLE PAGES

*The English Hub 2A, Student's Book & Workbook*

vocabulary presented through visual prompts

warm-up activities introducing the topic

various types of texts

### 4.5 Amazing countries

**VOCABULARY**

Match. Then listen and check your answers.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

**READ**

A. Look at the map and the pictures. What do you know or can you guess about Tanzania?

B. Read the text quickly and check ✓/✗ the topics that are mentioned.

|         |           |           |      |
|---------|-----------|-----------|------|
| animals | history   | islands   | food |
| rivers  | mountains | languages |      |
| beaches | hotels    | lakes     |      |



**TANZANIA AN AFRICAN PARADISE**

Tanzania, in East Africa, is an amazing country. The wild and beautiful landscape makes a visit to Tanzania unforgettable.

**MOUNT KILIMANJARO**  
Mount Kilimanjaro is 19,341 feet high. It is an extinct volcano. It is near the equator, but there is snow on its peak all year round. Go on a trek through the forests on the slopes of the mountain and see the many wild animals that live there.

**THE LAKES**  
Don't miss Lake Victoria (26,830 square miles) on the northern border of Tanzania. Lake Malawi, in the south, is also worth visiting, but don't forget Lake Tanganyika on the western border. It's a large and impressive lake.

**WILDLIFE**  
Elephants, giraffes, zebras, lions and many other wild animals live in Tanzania. There are many national parks in Tanzania, and Serengeti is the number one place for a safari.

**ZANZIBAR**  
Just off the coast of Tanzania are the beautiful islands of Zanzibar. They are rich in history and sight, and they are very popular with visitors. With their beautiful beaches, crystal clear waters and exotic birds these islands are truly a tourist's paradise.

**LISTEN**

A boy and a girl are talking. Listen and decide if the statements 1-4 are True or False.

1. Belinda is showing Nick some pictures from South America.
2. The Colorado River is in Argentina.
3. Nick saw a mockingbird when he climbed a mountain.
4. Mockingbirds repeat the sounds people make.

**SPEAK**

Talk in pairs. Student A, go to page 76 and Student B, go to page 75.

**WRITE**

Use the information on pages 76 and 78 to write a paragraph about Cuba or Jamaica.

a variety of speaking and writing activities



## COMPONENTS

-  Student's Book
-  Workbook
-  Student's Book including Workbook (American edition)
-  Teacher's Book including Workbook Key
-  Class CDs
-  Interactive Whiteboard Material
-  \* Teacher's Resource CD/CD-ROM
-  Readers p. 120
-  Online student's resources
-  ELT platform
-  \* Teacher's Resource CD/CD-ROM:
  - Tests
  - Extra material



*Teenagers and young adults often find themselves at a crossroads.*

*Even more than having to learn English and unlock their potential for the future, they are called to embark a journey of finding themselves.*

*Explorer allows them to achieve just that!*

*With the right amount of guidance, students are enabled to venture beyond their boundaries, and into new and exciting territories!*

Your compass  
through an  
exciting journey  
in English!

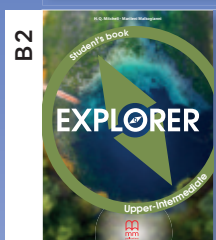
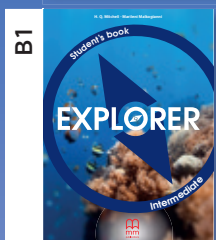
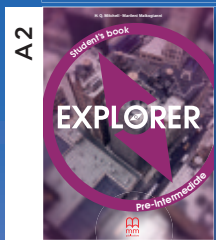
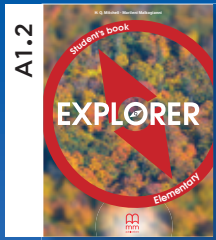
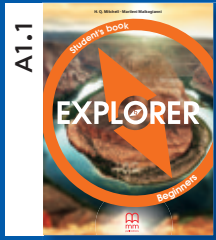
**New**



An aerial photograph of a lush forest with a wooden boardwalk and a small wooden structure. The boardwalk is made of wooden planks and runs along a path. The trees are in various stages of autumn, with some showing vibrant yellow and orange leaves, while others are still green. A small wooden structure, possibly a cabin or a shed, is situated near the boardwalk. The overall scene is serene and natural.

# EXPLORER





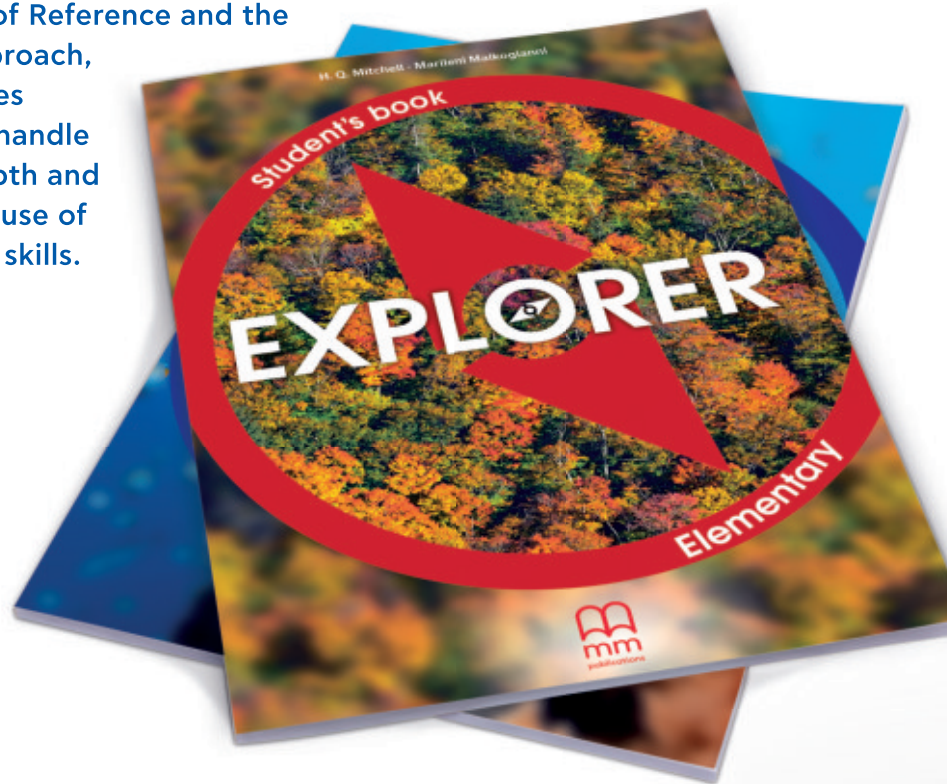
5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B2  

*Your compass through an exciting journey in English!*

**New!**

# Explorer

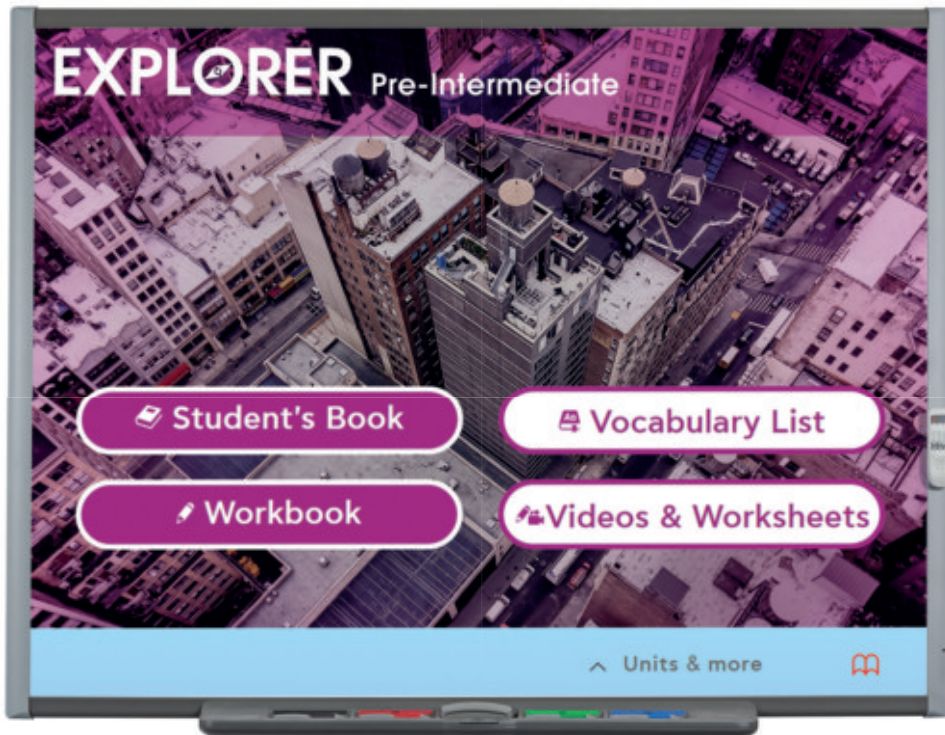
**Explorer** is a brand-new, exciting and easy-to-use course that effectively meets the needs of teenage and young adult learners. It follows the requirements of the Common European Framework of Reference and the modular approach, which enables students to handle topics in depth and through the use of 21st century skills.



## COURSE FEATURES

- Well-organised units, each of which is clearly divided into three lessons
- Motivating and contemporary topics with multicultural and cross-curricular information related to the interests of teenagers and young adults
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities designed to develop 21st century competencies
- Activities encouraging critical thinking and personal response
- A revision section after every four units in the Beginners, Elementary and Pre-Intermediate levels, and after every three units in the Intermediate and Upper-Intermediate levels, providing regular revision and consolidation
- Culture pages including projects
- Tasks after each revision section
- A grammar reference section
- A writing reference section
- A project skills section
- Videos
- A digital vocabulary list





Screenshot from Explorer Pre-Intermediate, Interactive Whiteboard Material



## COMPONENTS



Student's Book



Workbook



Student's audio CD/CD-ROM



Teacher's Book



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM



Readers p. 120



Online student's resources\*



Online teacher's resources\*

• **Online Student's Resources** including a vocabulary list

• **Online Teacher's Resources**

- Portfolio with projects
- Quizzes
- Revision Tests
- Key to Quizzes
- Key to Revision Tests
- Video worksheets with teacher's guide

SAMPLE PAGES

warm-up activity introducing the topic

vocabulary presented through visual prompts

a variety of speaking and writing activities

listening activity

11

LESSON THREE

Vocabulary

Places to shop  
Match. Then listen and check.

- shopping centre
- supermarket
- department store
- street market



Reading

- A. Look at the pictures of a souk. What things do you think the shops there sell?
- B. Listen, read and compare the information in the text with your answers.

### Shopping in MARRAKECH

Marrakech in Morocco is famous for its big central square, Jamaa el-Fna, and its souks or street markets. A souk is a maze of small streets with stalls and small shops. There are different things for sale in each street. For example, in one street they sell carpets and in the next traditional clothes, like kaftans (long dresses for women) or a fez (a round red hat for men). Jewellery and leather products are also very popular. Sometimes craftsmen sit outside and make their products in front of the customers. The craftsmen and shop assistants invite people into their shops and say 'Come in and have a look,' in different languages. Then they usually offer customers some sweet mint tea. The prices of the products are not fixed. The answer to the question 'How much is this?' is usually 'How much do you want to pay?'

C. Read again and complete the sentences. Choose a, b or c.

1. A souk is \_\_\_\_\_  
a. a big square                      b. a small street                      c. a street market
2. In a Marrakech souk, carpets and clothes are for sale \_\_\_\_\_  
a. in one street                      b. in different streets                      c. on stalls only
3. Kaftans are \_\_\_\_\_  
a. traditional clothes for women                      b. long dresses for men                      c. round red hats
4. \_\_\_\_\_ sometimes make jewellery in the street.  
a. Customers                      b. Craftsmen                      c. Shop assistants
5. In a Marrakech souk, customers don't \_\_\_\_\_  
a. drink tea                      b. see the products                      c. know the prices

Listening

Listen to four short conversations and write T for True or F for False.

1. The bracelet is £75.
2. The woman buys the black shoes.
3. The black shirt is a medium size.
4. The women are in a department store.

Speaking

Work in pairs.

**Student A**  
Imagine that you are doing a survey on people's shopping habits. Interview Student B and complete the form.

**Student B**  
Student A is interviewing you about your shopping habits. Answer his/her questions.

Then swap roles.

| SHOPPING SURVEY                   |            |  |                                |               |  |                 |
|-----------------------------------|------------|--|--------------------------------|---------------|--|-----------------|
| Do you like shopping?             | Me         | Yes <input type="radio"/> No <input type="radio"/> | Do you go shopping every week? | Me            | Yes <input type="radio"/> No <input type="radio"/> |                 |
|                                   | My partner | Yes <input type="radio"/> No <input type="radio"/> |                                | My partner    | Yes <input type="radio"/> No <input type="radio"/> |                 |
| Where do you usually go shopping? | Me         | Supermarket  | Department store               | Street market | Small shops  | Shopping centre |
|                                   | My partner |  |                                |               |  |                 |
| What do you usually buy there?    | Me         |  |                                |               |  |                 |
|                                   | My partner |  |                                |               |  |                 |

Writing

A department store in your area is doing a survey on people's shopping habits. Look at the Speaking activity and answer the questions in the shopping survey about yourself. Then write a paragraph about your shopping habits.

Explorer Beginners Student's Book

various types of texts

Explorer Pre-intermediate Workbook

Explorer Pre-intermediate Workbook

4

LESSON TWO

A. Complete the dialogues with the words in the box.

raise make vet organised improve responsibility vaccinate daily

1. A: Having a pet is a great \_\_\_\_\_ sure you will take care of it.  
B: Don't worry, Mum!
2. A: Mike McGuire and I have \_\_\_\_\_ a trip for tomorrow. Are you interested?  
B: Sorry, I can't. Tomorrow is the big event at the animal shelter. We're trying to \_\_\_\_\_ some money for the animals and \_\_\_\_\_ their lives there.
3. A: Do you know how much it costs to \_\_\_\_\_ a cat?  
B: I don't know, but I can ask my friend, Kate. She's a \_\_\_\_\_.

B. Complete the dialogues with the Present Perfect Simple of the verbs in brackets and write for or since in the boxes.

1. A: I \_\_\_\_\_ (try) to call Sally Smith ten times \_\_\_\_\_ yesterday. Do you know where she is?  
B: No, I \_\_\_\_\_ (not see) her \_\_\_\_\_ a week.

2. A: We \_\_\_\_\_ (visit) quite a few museums \_\_\_\_\_ we got here. What else is there to see?  
B: You can go to the palace \_\_\_\_\_ (you / be) there yet?

3. A: That's a great laptop. How long \_\_\_\_\_ (you / have) it?  
B: I \_\_\_\_\_ (not have) it \_\_\_\_\_ very long. My dad bought it for me two weeks ago.

4. A: Who's that with Simon?  
B: That's Tim, his best friend.  
A: How long \_\_\_\_\_ (they / know) each other?  
B: They \_\_\_\_\_ (know) each other \_\_\_\_\_ 1992.  
A: Wow! They \_\_\_\_\_ (be) friends \_\_\_\_\_ over ten years.

vocabulary and grammar activities

3 Food for thought

B. Read the text and answer the questions.

Mmm... smells good!

What are 'Arabica' and 'Robusta'? No idea? Here's a clue. Every morning millions of people drink Arabica or Robusta. That's right! It's coffee!

**What is coffee?**  
The word 'coffee' comes from the Latin word 'caffea'. Coffee grows on trees or small bushes. The leaves are usually green, but they can also be yellow or even purple. There are twenty-five major types of coffee, but the average coffee drinker has only tried two - coffee arabica and coffee robusta. Arabica coffees are also called 'Brazil' because that's where they come from. People grow robusta coffees in Africa, Asia and in some parts of South America.

**Who tried coffee first?**  
It may sound strange, but goats were the first to try coffee. It's true! It happened a long time ago in the country we now know as Ethiopia. A man called Kaldi noticed that some of his goats were more playful than the others. He also noticed that they were eating some unusual red berries that were growing on a bush nearby. Kaldi was a curious man so he tried one too. Suddenly, he didn't feel tired anymore. And that's how it all began!

**Has coffee always been popular?**  
In the past, people believed that coffee was 'old fashioned' and that only old people drank it. However, the famous French writer, Voltaire, didn't seem to share that opinion. He was a great fan of coffee. He drank, believe it or not, fifty to seventy cups of coffee a day!

**What about today?**  
Today, 107 million people drink coffee every day and that's only in the USA. Most coffee drinkers have at least three cups of coffee a day. Coffee has become a way of life. There are coffee houses on almost every corner. Did you know that the first coffee house opened in London in the 17th century? Coffee houses were called 'penny universities' back then. Why? Because you could buy a cup of coffee for a cent and learn more at the coffee house than in a classroom!

**How do you take it?**  
Buying coffee used to be easy. There were only two flavours to choose from. Things are different now. Just walk into a coffee house and you'll be surprised by how many flavours there are to choose from. Chocolate, French Vanilla, Hazelnut, Cinnamon, Orange, Banana, Creme Caramel, Hawaiian Coconut and more. You can have it hot, cold, black or with milk. The choice is yours!

**So, what will it be? Latte? Espresso? Cafe Mocha or Cappuccino? Can't make up your mind? Don't worry! You're not the only one!**

extra reading practice

1. What are the two most famous types of coffee?
2. What parts of the world does coffee grow in?
3. Why were some of Kaldi's goats more playful than the others?
4. What happened to Kaldi when he ate a red berry?
5. Why weren't coffee very popular in the past?
6. How many cups of coffee do people usually drink a day?
7. Where did the first coffee house open?
8. Why is it difficult to buy coffee today?



Vocabulary

Accidents and injuries

Match the pictures with the sentences. Then listen and check your answers. Have you ever had any of these accidents/injuries?



- a She has broken her leg.
- b He has burnt his arm.
- c She has cut her foot.
- d She has cut her finger.
- e He has hit his head.
- f He has sprained his ankle.

Listening and reading

A. Look at the picture and guess. Why is Rick in bed?  
B. Listen, read and find out.

**Bill** Hi, Rick. How's it going?  
**Rick** Hi, Bill. I'm not very well.  
**Bill** Why? What's wrong?  
**Rick** I had an accident at the gym today. I fell down the stairs and sprained my ankle.  
**Bill** Another accident?  
**Rick** Yes, and it was pretty embarrassing. Anyway, I was in really bad shape, so I asked the guys to take me to the hospital.  
**Bill** Poor you! Does it hurt?  
**Rick** Yeah, a lot. I've taken some medication, but it hasn't helped much so far.  
**Bill** What did the doctor say?  
**Rick** He told me to stay in bed for a couple of days and not to work out for a week.  
**Bill** Oh, no. That's too bad. I feel sorry for you, mate.  
**Rick** Well, don't. I'll be OK. Anyway, I'm not going to work for the next three days, so I guess that's something!



C. Read again and write T for True or F for False.

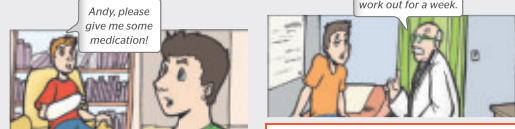
- 1. Rick broke his ankle at the gym.
- 2. He went to the hospital alone.
- 3. He's taking medication because his ankle hurts.
- 4. Rick has to stay in bed for a week.
- 5. The doctor told Rick not to go to the gym for a week.

special emphasis on vocabulary building

grammar presented in context

Grammar  
Reported Speech (commands - requests)

A. Read the examples and complete the rules.

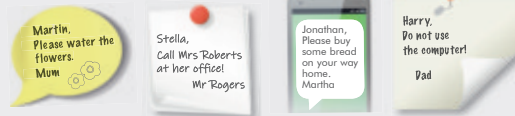


He asked Andy to give him some medication.

The doctor told him to stay in bed. He also told him not to work out for a week.

- We use the verb \_\_\_\_\_ to report requests and the verb \_\_\_\_\_ to report commands.
- Don't changes to \_\_\_\_\_.

B. Read the messages and report them.



- 1. Martin's mother asked him to \_\_\_\_\_
- 2. Mr Rogers told \_\_\_\_\_
- 3. Martha \_\_\_\_\_
- 4. Harry's father \_\_\_\_\_

Pronunciation

A. Listen and repeat. Which words are stressed?

- a Mark asked his friends to take him home.
- b Regina told her students not to go very far.

B. Read the sentences and underline the main stress in the sentences. Then listen and check your answers.

- 1. The teacher asked us to be quiet.
- 2. The doctor told me not to work out for a week.
- 3. He told me to wait for him.
- 4. They asked us not to go into the room.

Speaking

Game

Play a game in groups of three. Student A whispers a command to Student B, who mimes the action and Student C tries to guess what Student B is miming. If Student C is right, he/she whispers a command to Student A. If he/she is wrong, Student A whispers another command to Student B and the game continues.

realistic dialogues

pronunciation activity

a variety of speaking activities

tables of functions, structures and vocabulary introduced in each lesson

Vocabulary 1

Months and seasons

Listen and repeat. Then match the months to the seasons.



Vocabulary 2

Phrases related to time

Which of the words/phrases refer to the past and which to the future? Write P for Past or F for Future. Then listen and check your answers.

- yesterday  next month  two years ago  in five minutes
- last week  tomorrow  later  tonight  this weekend

Listening and reading

A. What are the women in the picture talking about? Listen, read and find out.



- B. Read again and answer the questions.
- 1. What is Liz going to do in the next three months?
  - 2. When are Liz and Nick going to get married?
  - 3. When are they coming back from their honeymoon?
  - 4. Where exactly are they going to stay?

FUNCTIONS

Making plans  
Talking about arrangements

STRUCTURES

Future We going to  
Present Progressive with future meaning

VOCABULARY

arrange cottage date fishing five-star flower get married honeymoon invitation jealous luxury real reception tomorrow true village wait wedding  
The months of the year January February March April May June July August September October November December  
Seasons autumn spring summer winter  
Phrases after all how long right in the middle Wait a minute.

Vocabulary 1

Months and seasons

- Aims - to introduce the months and the seasons
- Play the recording and have Ss repeat each word as they hear it.
- Ask Ss to match the months to the seasons.
- Have Ss do the activity.
- Check answers.
- Point out the prepositions in the box and read the examples. Give a few examples to make sure Ss have understood where to use the prepositions.

KEY

Northern hemisphere Southern hemisphere  
1. b 2. c 3. d 4. a 1. d 2. a 3. b 4. c

BACKGROUND NOTE

Explain that according to which hemisphere we live in (Northern or Southern) the seasons come at different times of the year. So in the Northern hemisphere the winter is in December. January and February write in the Southern Hemisphere it is summer during these months.

OPTIONAL

Ask a few Ss to tell you when they were born. Say: I was born in May, etc. or.../When were you born?

Vocabulary 2

Phrases related to time

- Aims - to introduce and practise phrases related to time
- Explain the activity to Ss.
- Have Ss do the activity.
- Play the recording and have Ss check their answers.

KEY

yesterday P tomorrow F  
next month F later F  
two years ago P tonight F  
in five minutes F this weekend F  
last week P

Warm-up

- Aims - to expand on the topic of the previous activity and prepare Ss for the dialogue
- Say: I'm going to travel to France in June. Point to a student and ask: Where are you going to go in the summer? What are you going to do next month (on 26 September, etc.)? Elicit answers.

Listening and reading

- Aims - to present vocabulary, structures and functions in the context of a dialogue between two women talking about wedding arrangements
- to read for gist
- Play the recording, and tell Ss to follow in their books, and answer the question given.
- Check Ss' answers.

KEY

They're talking about Liz's wedding arrangements.

B. Aims - to check comprehension of specific information in the dialogue

- Ask Ss to read the dialogue again.
- Tell Ss to read the questions 1-4.
- Have Ss do the activity.
- Check answers.

KEY

1. She's going to arrange her wedding.  
2. On 21 July.  
3. On 2 August.  
4. In a cottage, in a little fishing village in Portugal.

Language Plus

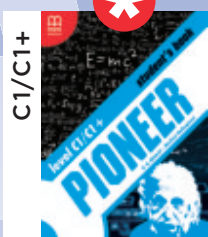
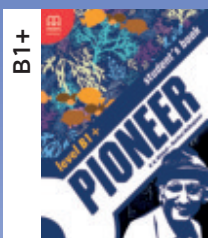
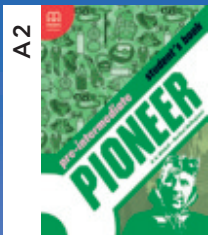
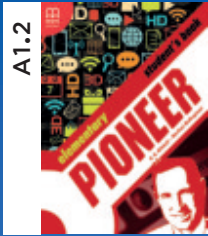
Point out that we write on 9 December or on 9<sup>th</sup> December, but we say on the ninth of December.

key for Student's Book

step-by-step guide to each stage of the lesson

ideas for optional activities

**BRITISH**



\* Pioneer B2 and C1/C1+ are also available in a split edition.

**7 LEVELS** | BEGINNER TO ADVANCED | A1 → C1/C1+  

*Explore! Discover! Succeed! Be a Pioneer!*

# Pioneer

**Pioneer** is a specialised course for young adults which takes learners from Beginner to Advanced level. The course follows the requirements of the Common European Framework of Reference focusing on the systematic development of indispensable competencies. The course is organised into twelve topic-based modules, which allows learners to deal with a plethora of topics in depth. In this way, learners are enabled to communicate effectively and successfully in English in a wide range of social situations and environments.

## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- Reading material from authentic sources
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Task-based activities preparing learners for the real world
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- A digital vocabulary list
- Videos p. 113

**AMERICAN**

**8 LEVELS** | BEGINNER TO ADVANCED |



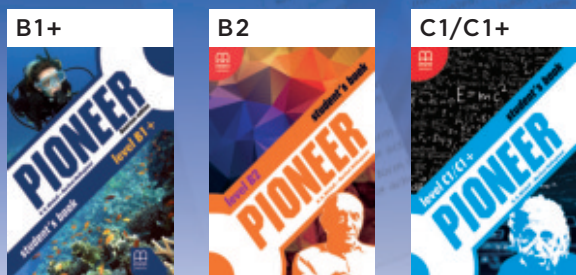


# Pioneer Split edition

A split edition of Pioneer American edition is also available.



useful tips enabling students to develop skills and strategies



## COMPONENTS

-  Student's Book
-  Workbook (also available with key booklet)
-  Teacher's Book
-  Workbook key Booklet
-  Class CDs
-  Interactive Whiteboard Material
-  Grammar p. 92
-  Readers p. 120
-  \* Pioneer Online Pack
-  \*\* Teacher's Resource CD/CD-ROM
-  Online student's resources
-  Online teacher's resources
-  ELT platform

- \* **Pioneer Online Pack:**
  - e-Workbook (online version of the Workbook with interactive activities, a digital vocabulary list, extra interactive activities, videos & video activities)
  - Workbook print edition
- \*\* **Teacher's Resource CD/CD-ROM:**
  - Tests
  - Extra material
  - Video worksheets and key
  - Key to Grammar Book activities (British edition)

*Pioneer Intermediate B1, Student's Book*



SAMPLE PAGES

warm-up activity introducing the topic and encouraging personal response

vocabulary presented through visual prompts

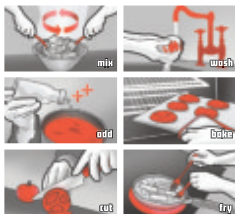
competence-based tasks promoting critical thinking skills, research skills, problem-solving skills and collaboration skills

### 1 Vocabulary & Speaking

Discuss.

- Do you enjoy cooking?
- What's your favorite dish?

Listen and repeat. Which of the actions on the right do you need to do when making an omelet?



### 2 Reading

Look at the pictures and read the title. What do you think the text is about? Listen, read and find out.

## Truly TRADITIONAL

**Celebrity Chef, Celina Howard, travels the world and learns how to make traditional dishes from the locals.**

**Reema's Kabsa - Jeddah, Saudi Arabia**  
Kabsa is a rice dish with meat, vegetables and a variety of spices. It is a traditional dish in Saudi Arabia and in many other countries in the Middle East. You can make kabsa with red or white meat, but Reema used the most popular, chicken. A traditional way of cooking the meat is by putting it in a pot, in a hole in the ground and covering it while the meat cooks. Another way is by cooking the meat on hot stones. Reema made it in a cooking pot. She also added some tasty spices, raisins and almonds. The meat and rice were delicious!

**Maria's Ceviche - Lima, Peru**  
While I was in Lima, Maria told me about ceviche. Ceviche is a seafood dish from the coastal areas of Central and South America. To make it, Maria cut the raw fish into small pieces and covered them with lime juice. She told me that the juice "cooks" the fish, without using heat. You need to leave it in the refrigerator for a few hours, though. She also added salt and chili peppers for flavor.

The recipe is about 2,000 years old. The natives used a juice from corn to make the dish. When the Spaniards arrived in the 16th century, they added lemon and lime juice to the ancient dish of raw fish.

### 3 Vocabulary

Read the sentences below and try to guess what the words in bold mean. Then match them with the definitions a-g and listen and check your answers.

- This coffee is very **sweet**. How much sugar did you add?
- The orange juice is a little **sour**, so add some sugar before you drink it.
- Add lots of pepper to make the sauce nice and **spicy**.
- This soup is **tasteless**. Could you give me some salt?
- Whenever I eat **salty** food, I drink lots of water.
- My mom makes a really **tasty** dish with chicken. Everyone likes it.
- Broccoli is **disgusting**! How can you eat it? I can't even stand its smell!

**TIP** Try to guess the meaning of unknown words from the context.

- having little or no flavor
- horrible; having an unpleasant flavor and making you feel sick
- having an unpleasant acid taste, like lemon
- delicious; having a pleasant flavor
- containing or having a taste like sugar
- containing or having a taste of salt
- hot; having a strong taste because it has a lot of spices

Read again. What do the words in bold refer to?

- Kabsa is popular **there**.
- This dish** isn't cooked.
- Reema used **this kind of meat** in kabsa.
- The Spaniards arrived in the Americas **then**.
- You leave ceviche in the refrigerator for **this long**.
- Maria added **these ingredients** for flavor.
- Traditionally, they put the meat for kabsa **there** and then cover it.

Discuss.

- What are some traditional dishes in your country?
- Do you know how to make them?

Look at the picture of the baked potato and choose the correct ingredients.

- INGREDIENTS
  - potatoes
  - tuna
  - corn
  - butter
  - salt
  - ketchup
- INGREDIENTS
  - potatoes
  - mayonnaise and corn
  - Take some large potatoes and wash them well.
  - Add the topping to the potatoes.
  - Bake the potatoes for 3.5-2 hours.
  - Take the potatoes out of the oven and cut them open.
- INGREDIENTS
  - potatoes
  - butter
  - mayonnaise
  - chickpeas
  - cheese
  - salt
  - meat

Read and put the recipe for baked potatoes in order. Then listen and check your answers.

**PREPARATION**

- Mix the tuna, mayonnaise and corn.
- Take some large potatoes and wash them well.
- Add the topping to the potatoes.
- Bake the potatoes for 3.5-2 hours.
- Take the potatoes out of the oven and cut them open.

Put butter or oil on the potatoes and put them in aluminum foil.

Add some salt.

Make holes in them with a fork.

**TIPS**

- Use a fork to see when the potatoes are ready.
- Keep the potatoes warm in the oven while you make the topping.

In pairs, create a recipe of your own.

**Think about:**

- The ingredients
- The steps
- Any helpful tips

Report the recipe to the class. Use the phrases in the box to help you. Then decide which recipe sounds the tastiest.

**The name of our dish is... Our dish is called... You need... First, you mix/cut/etc. the... Then... Finally... And here's a helpful tip... It's easy and delicious!**

Pioneer Elementary American edition, Student's Book

guessing the meaning of unknown words in context

performance evidence

### 1 Reading

Complete the days, ordinals and months with the missing words. Then listen and check your answers.

|       |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|-------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Month | January          | February         | March            | April            | May              | June             | July             | August           | September        | October          | November         | December         |
| Day   | 1 <sup>st</sup>  | 2 <sup>nd</sup>  | 3 <sup>rd</sup>  | 4 <sup>th</sup>  | 5 <sup>th</sup>  | 6 <sup>th</sup>  | 7 <sup>th</sup>  | 8 <sup>th</sup>  | 9 <sup>th</sup>  | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> |
| Day   | 13 <sup>th</sup> | 14 <sup>th</sup> | 15 <sup>th</sup> | 16 <sup>th</sup> | 17 <sup>th</sup> | 18 <sup>th</sup> | 19 <sup>th</sup> | 20 <sup>th</sup> | 21 <sup>st</sup> | 22 <sup>nd</sup> | 23 <sup>rd</sup> | 24 <sup>th</sup> |
| Day   | 27 <sup>th</sup> | 28 <sup>th</sup> | 29 <sup>th</sup> | 30 <sup>th</sup> | 31 <sup>st</sup> |                  |                  |                  |                  |                  |                  |                  |

Think about the academic year in your country and discuss:

- when the academic year starts and ends,
- what kind of breaks there are (spring, summer, fall, winter, etc.) and when,
- how many semesters/terms there are.

In (name of country), the academic year starts... 33

### 2 Speaking Game

Go around the class, ask questions and complete the sentences for the game with names. Add up your score and see who the winner is!

**Classmate Search!**

POINTS

- 2: % birthday is in September.
- 4: % birthday is in the same month as my birthday.
- 10: % birthday is on the same date as my birthday.
- 2: % is over twenty years old.
- 8: % is the same age as I am.
- 2: % is from another country.
- 4: % is from abroad.
- 2: % first name starts with the letter "P".
- 10: % first name starts with the letter "Z".
- 6: % last name ends with the letter "A".
- 4: % last name has six letters.
- 6: % last name has over six letters.

### 3 Listening

Listen to a conversation between a young man and a receptionist at Springfield Language Institute. Circle the correct words.

- Lucas is a **new** / an old student.
- Lucas gives two e-mail / mailing addresses.
- Lucas is **Peruvian** / Argentinian.
- The date today is **June 19th** / July 19th.

### 4 Writing

Complete a form

Read the notes and add capitals to the sentences 1-7.

- my james is married to a woman from brazil.
- bill how's going, greg?
- my spanish but i live in canada.
- ms. anderson speaks two languages, french and chinese.
- jack's a college student in barcelona.
- what's the date today? is it may second or third?
- our english teacher lives on park avenue.

**TIP** Don't be afraid to ask for help when completing a form. A serious mistake could cause problems. Can you please help me with this? What does this mean?

### 5 Speaking

Look at the form above with your information and present yourself to your partner or to the class. It's up to you which information to give and which to leave out.

### APPLICATION FORM

PERSONAL INFORMATION

First name: \_\_\_\_\_ Middle name: \_\_\_\_\_  
Last name: \_\_\_\_\_  
Gender: Male  Female   
Date of birth: \_\_\_\_\_  
Nationality: \_\_\_\_\_ Country of birth (if different): \_\_\_\_\_  
Preferred mailing address: \_\_\_\_\_  
Home phone number: \_\_\_\_\_  
Cell phone number: \_\_\_\_\_  
e-mail address: \_\_\_\_\_  
Preferred telephone: Home  Cell   
Home  Cell   
Passport / identity card number: \_\_\_\_\_

LANGUAGE PROFICIENCY CHECK WHICH APPLICANT CAN DO

|         | speak                    | read                     | write                    | set language             | listen at home           |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spanish | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| French  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chinese | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I, \_\_\_\_\_, certify that the information given on this form is, to the best of my knowledge, correct and complete.  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

various types of speaking activities

a variety of listening activities

useful tips enabling students to develop skills and strategies

useful guidance enabling students to develop their writing skills

writing activities which help students become independent writers



### 1 Vocabulary & Listening

**A.** Listen to the words in the box. Then look at the family tree and complete the sentences using some of the words in the box.

husband - wife  
parents - father - mother  
brother - sister  
children/kids - son - daughter  
grandparents - grandfather - grandmother  
grandchildren - granddaughter - grandson  
uncle - aunt  
nephew - niece  
cousin

- Diana is Liam's \_\_\_\_\_
- Liam is Brian and Helen's \_\_\_\_\_
- Nora is Mike's \_\_\_\_\_
- Liam is Fay's \_\_\_\_\_
- Brian is Paul's \_\_\_\_\_
- James is Peter's \_\_\_\_\_
- Fay is Tim and Diana's \_\_\_\_\_

**B.** Listen and find the person who's talking.

### 2 Reading

**A.** Look at the pictures. What can you tell about these people? Listen, read and check your answers.

**WHERE I COME FROM**

I'm Blanca. I'm single and I'm from Brazil. I live in Paris and I work in a museum there. My parents are back home but my brother also lives in Paris. He's married. His wife is American. They have a ten-year-old son. He speaks Portuguese, French and a little bit of English. Imagine that!

I'm Alfredo and I live and go to school in London. My mother is Irish and my father's from Italy. My mother is an only child but my father has six brothers and sisters. They are all married with children. So, I have lots of cousins in Rome. One of my cousins lives with us because he goes to college here in London.

I'm Antonio and I'm 18. I'm from Castellon, Spain, but I live in Mexico City with my brother Pedro. I'm a college student and Pedro works at a bank. He speaks three languages but I only speak English and Spanish.

**B.** Read again and write T for True or F for False.

- Blanca lives and works in France.
- Blanca's nephew speaks three languages.
- Antonio and Pedro are Spanish.
- Pedro goes to college.
- Alfredo's parents are from different countries.
- Alfredo's mother has family in Italy.
- Alfredo lives with one of his cousins in Rome.

My son is three years old. I have a three-year-old son.

### Functions

Talking about members of your family  
Talking about your marital status  
Giving information about your life

### Structures

Present Simple (affirmative)

### Vocabulary

**Words and phrases**  
a little bit (of) also bank because but different go to college language live lots of married museum only child single speak with work

**Family**  
aunt cousin daughter grandchildren granddaughter grandfather grandmother grandparents grandson husband kid nephew niece uncle wife

**Countries-nationalities**  
Argentina - Argentinian / Argentine Australia - Australian  
Brazil - Brazilian Canada - Canadian China - Chinese  
Colombia - Colombian Egypt - Egyptian  
France - French Hungary - Hungarian India - Indian  
Ireland - Irish Italy - Italian Mexico - Mexican  
Peru - Peruvian Poland - Polish Portugal - Portuguese  
Russia - Russian Spain - Spanish the UK - British  
the U.S. - American Turkey - Turkish

**Phrases**  
Where are you from? I'm from...

### 1. Vocabulary & Listening

**A. Aims:** to present and practice vocabulary related to family

- Draw Ss' attention to the words in the box which describe family relationships.
- Play the CD and have Ss listen and follow in their books.
- Alternatively, you can pause after each word so that Ss can repeat what they hear.
- Explain any unknown words.
- Draw Ss' attention to the family tree showing 3 generations. Make sure that Ss understand what a family tree is (a diagram showing the relationships between the different members of a family).
- Help Ss understand the relationships between the different members of the family, i.e. who is married to who, their children and the resulting relationships.
- Ask Ss to read through the incomplete sentences 1-7 and work out the relationships examined in the activity.
- Have Ss do the activity.
- Check the answers with the class.

**Optional activity**  
• Tell Ss to make some more sentences using the family tree.

**B. Aims:** to give Ss practice in transferring from verbal to visual

**to give Ss practice in listening for specific information**

- Ask Ss to look at the family tree carefully.
- Play the CD twice.
- Check the answers with the class.

### Language plus

- There are formal and more informal ways of addressing members of the family. For example, **mom/mommy, dad/daddy, grandma/nan, grandpa/granddad** are the informal equivalents for **mother, father, grandmother and grandfather** respectively. Also, **bro** and **sis** are for **brother** and **sister**.
- The word **cousin** is used for both male and female.

### 2. Reading

**A. Aims:** to help Ss make predictions about the content of the reading activity based on visual prompts

**to present vocabulary, structures and functions in the context of four short texts**

**Draw Ss' attention to the pictures and ask them the question in the rubric.**

- Tell Ss to think about these people's nationality, age, job, marital status, etc.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books. Tell them to check their predictions and underline any unknown words at the same time.
- Ask Ss some comprehension questions:  
Where is Blanca from? From Brazil.  
Is she married? No, she isn't.  
Where do her parents live? In Brazil.  
Where does her brother live? In Paris.  
Is he married? Yes, he is.  
Where is his wife from? From the U.S.A.  
Do they have a son? Yes, they do.  
How old is he? 10.  
How old is Antonio? 18.  
What does he do? He's a college student.  
Where does he live? In Mexico City.  
How many languages does he speak? Two.  
What languages does he speak? English and Spanish.  
Does he live alone? No, he doesn't.  
Who does he live with? With his brother.  
What is his brother's name? Pedro.  
How many languages does Pedro speak? Three.  
Where does Alfredo live? In London.  
Does his mother have any brothers and sisters? No, she doesn't.  
How many brothers and sisters does his father have? Six.  
Where are Alfredo's cousins? In Rome.  
Why does one of his cousins live with them?  
Because he goes to college in London.

**B. Aim:** to give Ss practice in looking for specific information

- Ask Ss to read through the sentences 1-8 and check their comprehension.
- Have Ss do the activity.
- Check the answers with the class.

**1. T, 2. T, 3. T, 4. F, 5. T, 6. F, 7. F**

**to give Ss to read through the sentences in the red box. Draw their attention to the use of the words years and year in the respective sentences and point out to them that in the second sentence the hyphenated phrase three-year-old is used as an adjective. For further practice, ask them to give you their age, their parents' age, etc. in both ways.**

- Explain any unknown words and choose some Ss to read the four short texts out loud.

Pioneer Elementary American edition,  
Teacher's Book



Screenshot from  
Pioneer Elementary,  
e-workbook

# An extraordinary quest for language proficiency!

As the English language has come to be known as “lingua franca” and open doors to new experience world-wide, adults should take advantage of Traveller Second Edition!

**When preparing to visit a country for the first time, what is one of the anxieties upon arriving?**

Will I be able to communicate with anyone there?

Does anybody speak English?

When going for an interview, are you prepared if it will be conducted in English?

Or will you get nervous if you make a mistake in front of the interviewer?

**Do you want to create new opportunities regarding your career path and professional development?**

Of course! We all do. And learning English will take us one step further in reaching those opportunities!

**Traveller Second Edition will help you with these three examples and much more!!!**

# New



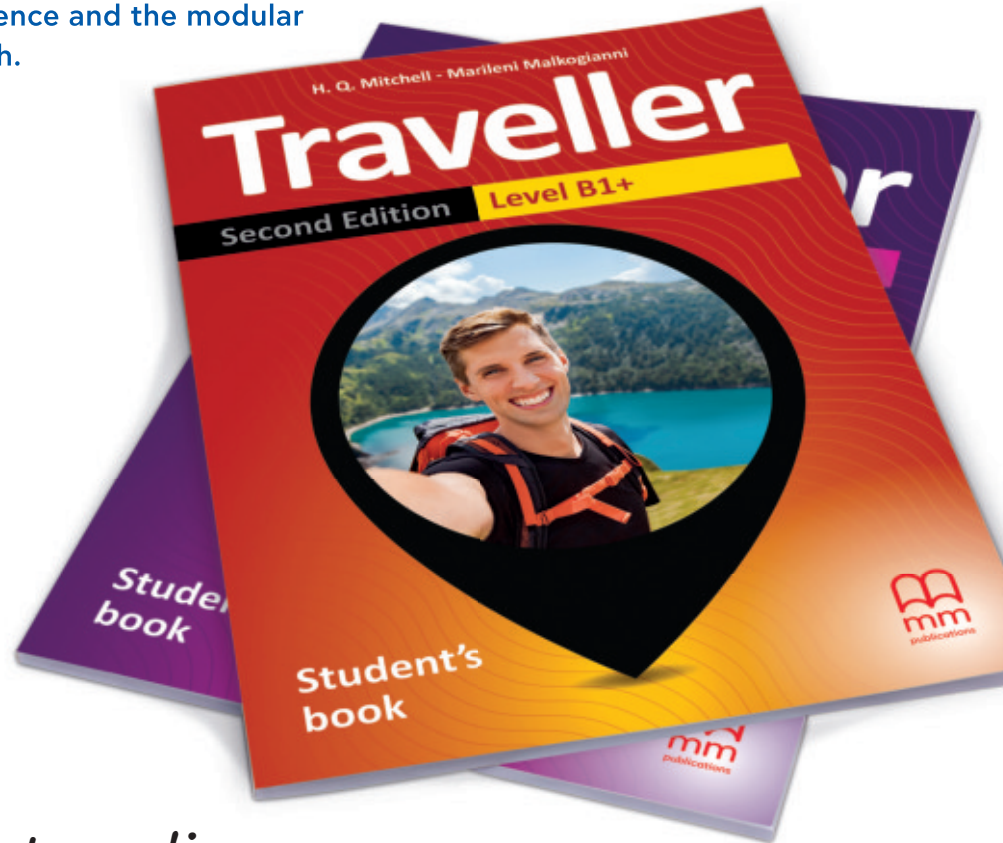
# Traveller

Second Edition



# Traveller Second Edition

**Traveller** is an exciting course for teenage and young adult learners organised into eight topic-based modules. It follows the requirements of the Common European Framework of Reference and the modular approach.



*An extraordinary quest for language proficiency!*

## What's New!

- Development of 21st century competencies
- A video lesson for each module with video activities
- The Culture and CLIL pages are now enriched with projects which give students the opportunity to integrate technology into their work
- A Project Skills section with instructions on how to make a project
- Suggested answers for all the speaking activities and model answers for all the writing tasks
- Classroom strategies adjusted for higher-performing students and lower-performing students
- Workbook key
- A digital vocabulary list



## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
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- A grammar reference section
- CLIL and Culture pages with projects
- Songs
- A digital vocabulary list

## SAMPLE PAGES

**6e** Click here

**1. VOCABULARY**

A. Match the words with the items in the pictures. Then listen and check your answers.

a. keyboard    b. screen    c. printer    d. mouse    e. USB flash drive

B. Look at the numbers. Listen and repeat.

278 two hundred and seventy-eight  
 3,456 three thousand, four hundred and fifty-six  
 4,125,000 four million, one hundred and twenty-five thousand  
 5,000,000,000 five billion

**NOTE** 1,500 ← one thousand five hundred or fifteen hundred

**3. LISTEN**

You will hear three monologues. Circle the correct options.

- The population of Berlin is 3,600,000 / 1,700,000.
- At *Click Here* they don't have keyboards / printers.
- There are 4,000 / 400,000 people working for *Computer Tex*.

**4. WRITE**

Set phrases for email

When you write an email to a friend, don't forget:

- to start with **Dear** or **Hi/Hello** + first name. Dear Neil, Hi Betty, Hello Ted,
- to use a set phrase. How are you? How's it going? I hope you're fine.
- to write what you're writing to tell you about... I'm writing to tell you about...
- to end with a set phrase and write your first name under this. Yours, Your friend, Love, Bye for now, See you soon, Best wishes, Write back soon.

A. Complete the email with the words in the box.

how's    Louisa    bye    fine    dear

To: briangreen@email.com  
 From: louisastompkins@email.com

(1) \_\_\_\_\_ Brian,

(2) \_\_\_\_\_ it going? I hope you're fine.

(3) \_\_\_\_\_ I'm at work now in front of my computer screen. What about you? I've got some great news. I've got a new computer. Can you come round tonight and help me set it up? I finish work at 5.30, so you can come after 6.00. Let me know soon.

(4) \_\_\_\_\_ for now,

(5) \_\_\_\_\_

B. Write an email to a friend.

Don't forget to:

- use appropriate phrases.
- tell him/her what you are doing at the moment.
- ask him/her to do something for you.

Think about what you want to include in your email. Make some notes before you start writing.

**2. READ**

A. Read the questions and guess the answers. Then listen, read and check your answers.

- How many people use the Internet in the US?
  - a. 35% of the population    b. 79% of the population    c. 86% of the population
- What's the average age of computer game players in the US?
  - a. 13    b. 23    c. 35

**B. Read again. What do the numbers refer to? Match.**

- 1,800,000,000    4. 280,000,000
- 2,170,000,000    5. 3,325,000,000
- 7,600,000,000    6. 150 million

a. the number of Internet users around the world  
 b. the number of computer and video game players in the US  
 c. the number of Internet users in the US  
 d. the population of the US  
 e. the world population

**A digital world: Computers**

Computers are a part of our everyday life. People use computers for many reasons. Some people use them for work and others for fun. They play games, watch films and listen to music. People also use the Internet to find information. Of course, they use computers to communicate with each other through social media sites or by sending emails.

**Amazing facts: USA**

- Almost 3,000,000,000 of about 7,500,000,000 people around the world are Internet users. In the US, there are over 255 million people and about 280 million (86%) of them use the Internet. That's over half the population.
- 2/3 of the population (217,000,000) play computer and video games. The average age of those people is 35. About half of them are women.
- Over half of US office workers check their emails about five times a day during their working hours. About half of them check their emails when they are on holiday.

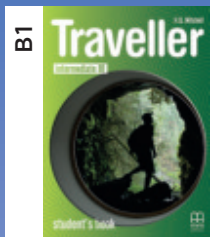
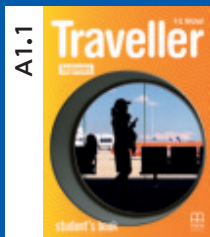
## COMPONENTS

- Student's Book
- Workbook with Student's audio CD/ CD-ROM (**British edition - extra vocabulary and grammar section**)
- Teacher's Book
- Workbook Teacher's Edition
- Class CDs
- Interactive Whiteboard Material
- \* Teacher's Resource CD/CD-ROM
- Grammar p. 93
- Videos p. 113 (**Network**)
- Readers p. 120
- ELT platform

- \* **Teacher's Resource CD/CD-ROM:**
  - Tests
  - Portfolio with projects
  - Extra practice (Grammar & Vocabulary, Reading and Speaking)

**BRITISH**

**7 LEVELS** | BEGINNER TO ADVANCED | A1 → C1  



# Traveller

**Traveller** is an exciting course for teenage and young adult learners organised into eight topic-based modules. It follows the requirements of the Common European Framework of Reference and the modular approach.

*Travel the world of English!*

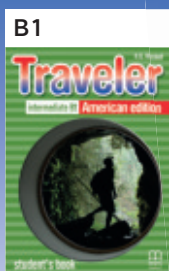
## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module allowing for regular revision and consolidation
- A grammar reference section
- Culture/Cross-curricular pages
- Songs

**AMERICAN**

**5 LEVELS** | BEGINNER TO UPPER-INTERMEDIATE |

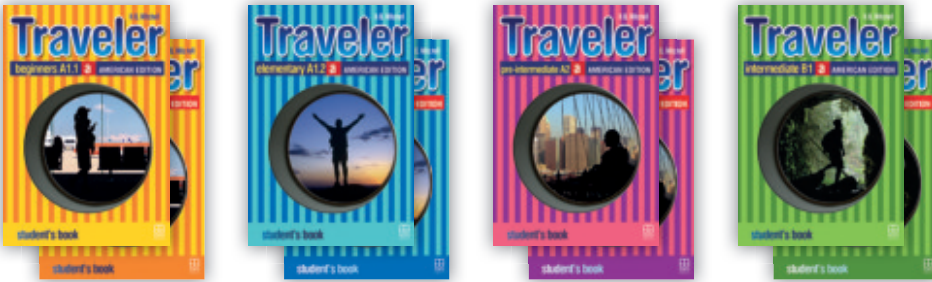
A1 → B1+  





# Traveler Split edition

A split edition is also available for levels Beginner to Intermediate.



## SAMPLE PAGES

warm-up activity introducing the topic

grammar presented and practised in context

### 5b When in danger...

**1. READING**

**A. Discuss.**

- If you were on a desert island, or on a sinking ship, how would you call for help?
- How would you think you would react in an emergency situation?

**B. What do you think SOS stands for? Listen, read and check your answers.**

**SENDING OUT AN SOS**

Before the development of radio communication, when a ship was in danger there were a number of ways to signal for help. Lighting signal flares to show the location of the ship or firing a signal flare were very common. Using bells and foghorns or perhaps firing a gun repeatedly were also ways of making other ships hear you. These are still used today in many cases.

However, with the development of wireless telegraphy, sailors started using Morse code to send messages. Morse code is a type of code with long and short sounds or flashes of light that stand for letters of the alphabet. The most well-known Morse code message asking for help is SOS. The letters SOS in international Morse code are:

..... - - - - -

**C. Read again and answer the questions. Choose a, b or c.**

- What is Morse code?
  - a. a code which uses sound or light
  - b. a useful distress signal
  - c. a code which sends signals with flares
- Why did SOS become an international distress signal?
  - a. Because it stands for 'Save Our Souls'.
  - b. Because the letters in SOS are simple.
  - c. Because SOS means HELP.
- What is true about SOS?
  - a. You can read it SOS with flashes of light
  - b. You can read it upside down
  - c. Both of the above.
- Why didn't the Californian help the Titanic on time?
  - a. The Titanic didn't send an SOS.
  - b. The Californian didn't understand the SOS.
  - c. The crew of the Californian didn't know what to do.

**2. VOCABULARY**

**PREPOSITIONAL PHRASES WITH "IN"**  
Complete the sentences with the phrases in the box.

|                  |               |
|------------------|---------------|
| in the beginning | in my opinion |
| in danger        | in fact       |
| in a hurry       | in common     |
| in addition      | in the end    |

**3. GRAMMAR**

**-ING FORM**

Read the examples and match them with the uses of the -ing form.

- Salvo started using Morse code to send messages.
- They also sent an SOS message to a nearby ship by using a Morse lamp.
- Pauckick doesn't help when you're in danger.

Use the -ing form (e.g. doing)

- a. as a subject
- b. after certain verbs (e.g. like, love, enjoy, hate, finish, start) and expressions (how about, it's worth)
- c. after prepositions

Grammar Reference p. 131

**4. PRACTICE**

Complete the dialogues with the -ing form or the bare or full infinitive of the verbs in parentheses.

1. A: We're lost! What should we \_\_\_\_\_ (do)?  
B: Don't panic.  
A: But it's getting dark. How about \_\_\_\_\_ (light) a fire? Someone will see it.  
B: \_\_\_\_\_ (make) a fire near a forest is a crazy thing to do.  
A: Wait! I can \_\_\_\_\_ (hear) something!  
B: It's a car! Quick, start \_\_\_\_\_ (run) this way.

2.  
A: Hey, Alice, would you like \_\_\_\_\_ (come) to a ship-hop concert tonight?  
B: No, thanks.  
A: Why not? You love \_\_\_\_\_ (listen) to hip-hop.  
B: I know but \_\_\_\_\_ (go) to concerts isn't really something I enjoy \_\_\_\_\_ (do).  
A: OK.  
B: You could \_\_\_\_\_ (ask) Dennis to go with you. He loves hip-hop.  
A: That's a good idea.

**NOTE**  
at the beginning of the century  
at the end of the road

various types of texts

systematic development of reading strategies

Traveler American Pre-Intermediate A2, Student's Book

## COMPONENTS

Student's Book

Workbook with Student's audio CD/CD-ROM (British edition - extra vocabulary and grammar section)

Teacher's Book

Workbook Teacher's Edition

Class CDs

Interactive Whiteboard Material

\* Teacher's Resource CD/CD-ROM

Grammar p. 93

Videos p. 113 (Network)

Readers p. 120

ELT platform

\* Teacher's Resource CD/CD-ROM:

- Tests
- Portfolio with projects
- Extra practice (Grammar & Vocabulary, Reading and Speaking)

### 5d In the news

**1. READING**

**A. Discuss.**

- Do you know of any serious transportation accidents?
- How do you usually learn about serious accidents?

**B. Read the headline of the newspaper article below. What do you think it is about? Read the text and check your answers.**

**Train Derailed by Sheep!**

The Daily News / Friday, December 1

An Intercity train was derailed near Maghwick yesterday. The train was derailed through a tunnel at 100 miles per hour when it hit a flock of sheep grazing in the opposite direction. The train came off the rails before coming to a stop. Fortunately, nobody was killed, but 20 people were injured. 5 of them seriously. The police, fire department and the ambulance service were all called immediately and they arrived within minutes to rescue the people. The injured that it was not a grave injury. "It's a miracle," said the firefighters. "When we arrived, smoke was coming out of the tunnel and we thought that the train was on fire. A fire is a real danger of course a very serious one but luckily it was only the engine and we put it out very quickly."

Amazingly, the train driver was not hurt in the crash. He said later: "As soon as I noticed the sheep, I pulled the emergency brake, but it was completely derailed. Overall, 2 million dollars of sheep were lost. The local farmer who owned the sheep said that he was surprised by the accident. "I don't know how these sheep got out. How this accident happened is a mystery."

survivor was rescued by a police officer and is now called Lucky Lucy. The local farmer who owned the sheep has no idea how the accident happened. I have lots of sheep and they are kept in a nearby field which is surrounded by a fence. I don't know how these sheep got out."

**2. VOCABULARY**

**WORDS EASILY CONFUSED**  
Complete with the words in the boxes.

|          |         |
|----------|---------|
| deserted | injured |
|----------|---------|

- One of the players was \_\_\_\_\_ at the hospital.
- The theater was \_\_\_\_\_ in the game and was taken \_\_\_\_\_ by the fire.
- \_\_\_\_\_ people \_\_\_\_\_ the plane crash.
- \_\_\_\_\_ the boy who fell in the river was \_\_\_\_\_.
- Thousands of people \_\_\_\_\_ the country \_\_\_\_\_ by his dog.
- \_\_\_\_\_ take a window seat on the train. I \_\_\_\_\_ and think while traveling.
- \_\_\_\_\_ the size of \_\_\_\_\_.

**4. PRACTICE**

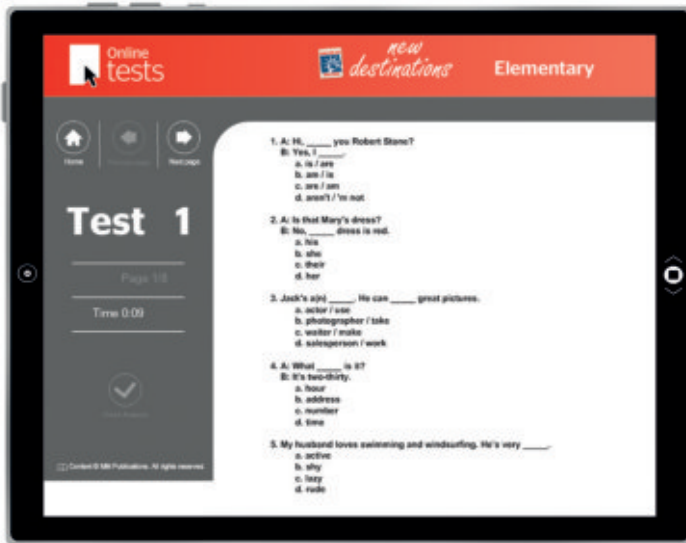
Complete with the Present Passive or the Past Simple Passive of the verbs in parentheses.

- Every year an end-of-year party \_\_\_\_\_ (organize) the students.
- The furniture \_\_\_\_\_ (deliver) to our house last Saturday.
- My dog \_\_\_\_\_ (not injure) a cat, but luckily, he \_\_\_\_\_ (use) by almost everyone.
- Nowadays, cell phones \_\_\_\_\_ (speak) in China.
- All the people \_\_\_\_\_ (rescue) from the burning building, but the building \_\_\_\_\_ (destroy) completely.
- The \_\_\_\_\_









Online tests from *New Destinations Elementary*

## COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module allowing for regular revision and consolidation
- A grammar reference section
- Culture/Cross-curricular pages
- Songs
- Extra grammar practice
- Competence-based task
- A digital vocabulary list

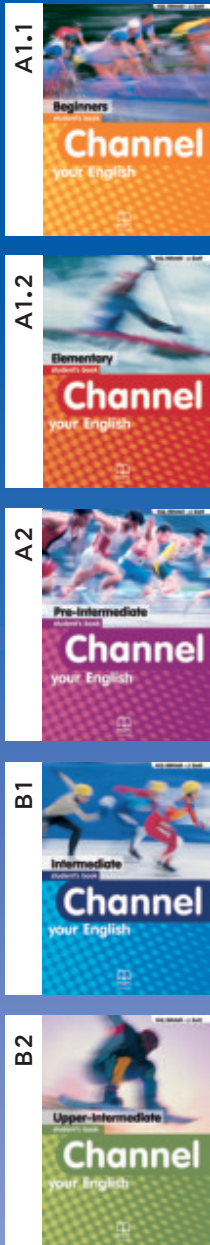
## COMPONENTS



\* **Teacher's Resource CD/CD-ROM:**

- Tests
- Portfolio with projects
- Extra practice (Grammar & Vocabulary, Reading and Speaking)





5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B2  

# Channel your English

*Communicate fluently, accurately and confidently!*

**Channel your English** is an easy-to-use course which adequately meets the needs of teenage and young adult learners. It takes learners smoothly from Beginner to Upper-Intermediate level enabling them to communicate fluently, accurately and confidently in real-life situations. It uses an integrated approach to all four language skills in a carefully-graded, well-organised and user-friendly syllabus.

## COURSE FEATURES

- Well-organised units, each of which is clearly divided into three lessons
- Motivating topics related to the interests of teenagers and young adults
- Lively dialogues presenting real spoken English
- Special emphasis on vocabulary building
- Extensive coverage of grammar
- Systematic development of all four skills through integration
- A variety of communicative tasks
- A step-by-step approach to writing
- Revision units
- Practical tips helping learners to develop their skills and cope with examinations

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1  

# American Channel



## American Channel Split edition

A split edition of the above books is also available.





# American Channel Direct

**American Channel Direct** is an easy-to-use course in American English which effortlessly brings learners from Beginner to Upper-Intermediate level, ensuring a high level of fluency. It uses an integrated approach to all four language skills in a carefully-graded, well-organised and user-friendly syllabus.



## COURSE FEATURES

- Well-organised units, each of which is clearly divided into three lessons
- Motivating topics related to the interests of teenagers and young adults
- Lively dialogues presenting real spoken English
- Special emphasis on vocabulary building
- Extensive coverage of grammar enabling learners to understand grammatical structures in context
- Systematic development of all four skills through integration
- A variety of communicative tasks
- Three revision units

## COMPONENTS



Student's Book



Readers p. 120



Grammar p. 94  
**(Channel your English, American Channel)**



Workbook with Student's audio CD/ CD-ROM



Class CDs



Videos p. 114



Teacher's Book



\* Teacher's Resource CD/CD-ROM

**\* Teacher's Resource CD/CD-ROM:**

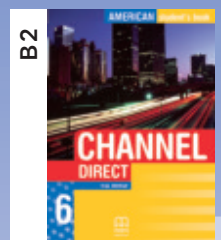
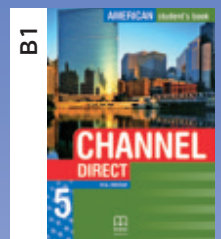
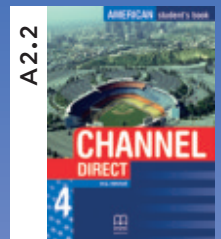
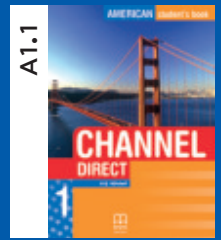
- Tests
- Portfolio with projects



Workbook Teacher's Edition



Interactive Whiteboard Material  
**(Channel your English)**





5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B2.1  

# Blue Skies



**Blue Skies** is a series in American English that focuses on developing 21st century competencies. It follows the modular approach and is organised into six modules.





Reach for the skies with Blue Skies!

## COURSE FEATURES

- Six modules
- Five lessons, a closing activities section and a revision section
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pairwork and group work communication activities
- A step-by-step guide to writing
- Culture pages
- Useful learning tips

## COMPONENTS

  Student's Book including Workbook with Student's audio CD/CD-ROM

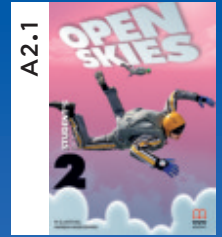
 Teacher's Book

 Class CDs



# Open Skies

**Open Skies** is a series in American English that takes into consideration learners' specific needs and interests at this level. It follows the modular approach and is organised into six modules.



# Secondary & Adult

**Development of generic and disciplinary competencies**



Interactive Whiteboard Material



Online student's resources (*Open Skies*)



\* Teacher's Resource CD/CD-ROM



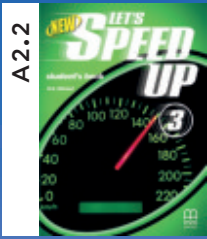
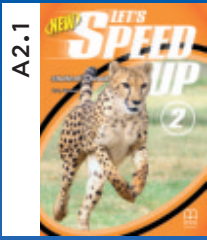
ELT platform



Readers p. 120

\* **Teacher's Resource CD/CD-ROM:**

• Tests



5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B2.1  

## COMPONENTS



Student's Book including Workbook with Student's audio CD/CD-ROM



Teacher's Book



Class CDs (Tests are also included)



Interactive Whiteboard Material



Readers p. 120

# New Let's Speed Up

**New Let's Speed Up** is a series in American English that empathises with learners' unique needs and interests. It follows the modular approach and is organised into six modules.

*You're on the move with 'Let's Speed up'!*



## COURSE FEATURES

- Five lessons, a closing activities section (Workbook) and a revision section
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pairwork and groupwork communication activities
- A step-by-step guide to writing
- Culture/Cross-curricular pages
- Songs
- Useful learning tips



# On Track

**On Track** is an exciting course that effectively and efficiently prepares learners for real-life communication. It follows the modular approach and is organised into four modules.








*Stay on course with this series!*

## COURSE FEATURES

- Eight lessons, a closing activities section and a revision section
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pairwork and groupwork communication activities
- A step-by-step guide to writing
- Culture/Cross-curricular pages
- Songs
- Projects

## COMPONENTS

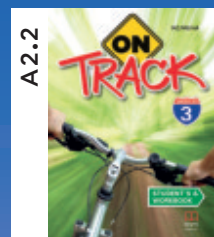
-  Student's Book including Workbook with Student's audio CD/CD-ROM\*
-  \*\* Teacher's Resource Book
-  Class CDs (Tests are also included)
-  Interactive Whiteboard Material
-  Readers p. 120

### \* Student's audio CD/ CD-ROM:

- Recordings of stories, texts and dialogues from the Student's Book for practice at home
- Songs
- Vocabulary
- Web projects

### \*\* Teacher's Resource Book:

- Pacing charts
- Tests
- Web projects



Secondary & Adult

*Our grammar and vocabulary titles cover all aspects of structural knowledge and vocabulary development, ranging from a gentle introduction to basic language structures to the analysis of advanced forms of language use and vocabulary.*



**Grammar**



| CEFR                                     |                   | A1   |      | A2   |      | B1   |      | B2  |    |
|--|-------------------|------|------|------|------|------|------|-----|----|
| LEVELS                                   | leading to A1     | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | B1+ | B2 |
| <b>Smart Grammar and Vocabulary</b>      | p. 88             |      |      |      |      |      |      |     |    |
| <b>Enter the World of Grammar</b>        | p. 89             |      |      |      |      |      |      |     |    |
| <b>Junior English Grammar</b>            | p. 90             |      |      |      |      |      |      |     |    |
| <b>Live English Grammar</b>              | p. 91             |      |      |      |      |      |      |     |    |
| <b>Portal To English Grammar</b>         | p. 91 <b>New!</b> |      |      |      |      |      |      |     |    |
| <b>Pioneer Grammar</b>                   | p. 92             |      |      |      |      |      |      |     |    |
| <b>Full Blast PLUS Grammar</b>           | p. 92 <b>New!</b> |      |      |      |      |      |      |     |    |
| <b>Full Blast! Grammar</b>               | p. 93             |      |      |      |      |      |      |     |    |
| <b>Traveller Grammar</b>                 | p. 93             |      |      |      |      |      |      |     |    |
| <b>Top Grammar</b>                       | p. 94             |      |      |      |      |      |      |     |    |
| <b>Channel Grammar Handbook</b>          | p. 94             |      |      |      |      |      |      |     |    |
| <b>Grammar &amp; Vocabulary Practice</b> | p. 95             |      |      |      |      |      |      |     |    |
| <b>Use of English B2</b>                 | p. 95             |      |      |      |      |      |      |     |    |

# Smart Grammar and Vocabulary

**Smart Grammar and Vocabulary** is a carefully graded grammar and vocabulary series consisting of six books. Its focus is on dealing with traditional grammar and vocabulary through entertaining tasks.

However, it's more than just a grammar and vocabulary series. It introduces and develops spelling, writing and phonic techniques which promote a broader understanding and development of the English language.

## COMPONENTS



Student's Book



Teacher's Book



Class CD

## KEY FEATURES

- Vocabulary practice
- Grammar boxes
- Colourful and amusing illustrations
- Oral activities/songs encouraging communication
- Revision units consolidating Grammar and Vocabulary

# Smart Grammar and Vocabulary Split edition

A split edition is also available for schools that have limitations on instruction hours or the depth of the curriculum.





# Enter the World of Grammar

**Enter the World of Grammar** is a graded grammar series consisting of seven books. It smoothly takes students from Beginner to Upper-Intermediate level, assisting them to acquire grammar through the inductive approach. Enter the World of Grammar features a variety of communicative exercises, fun games and challenging activities.

## KEY FEATURES

- Vocabulary practice
- Grammar boxes
- Colourful and amusing illustrations
- Oral activities/songs encouraging communication
- Revision units consolidating Grammar and Vocabulary
- Spelling and writing techniques
- Lively material for learning phonics

## COMPONENTS



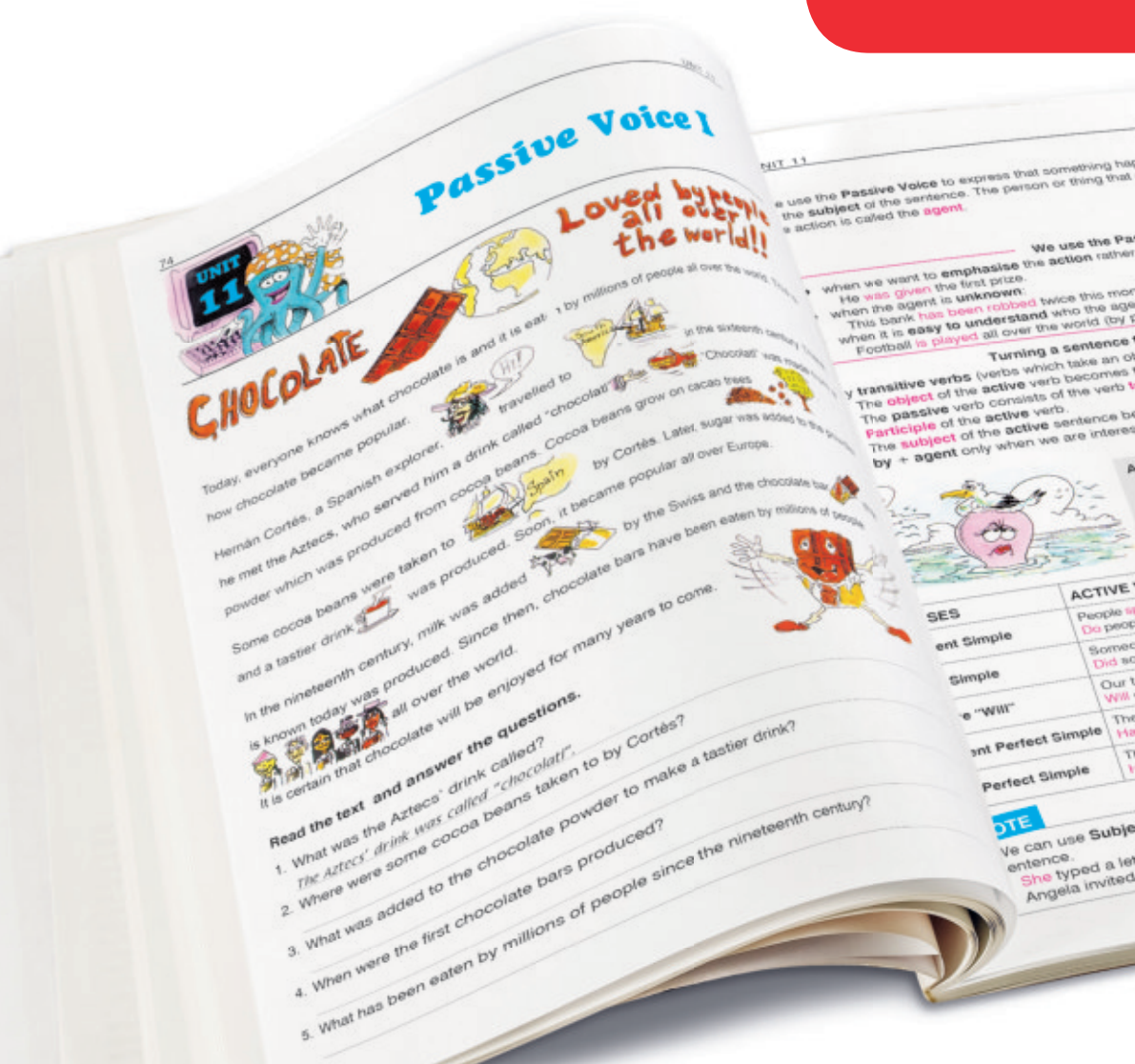
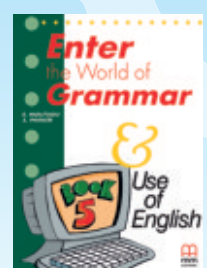
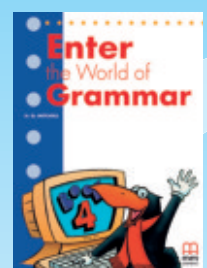
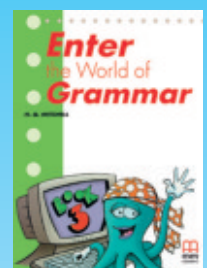
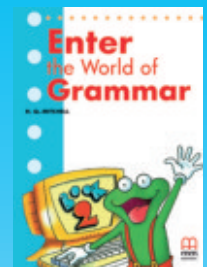
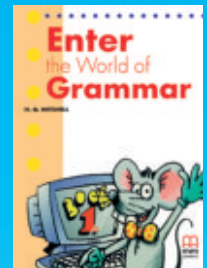
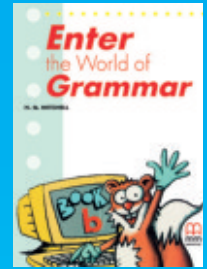
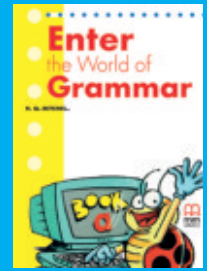
Student's Book



\* Teacher's Book

### \* Teacher's Book:

- Flashcards
- Worksheets
- Tests



# Junior English Grammar

**Junior English Grammar** is a fully graded grammar series particularly suitable for very young learners. It is the split edition of Enter the World of Grammar a, b and 1. It introduces young learners to the basic structures of English in a simple, practical and fun-to-learn way.

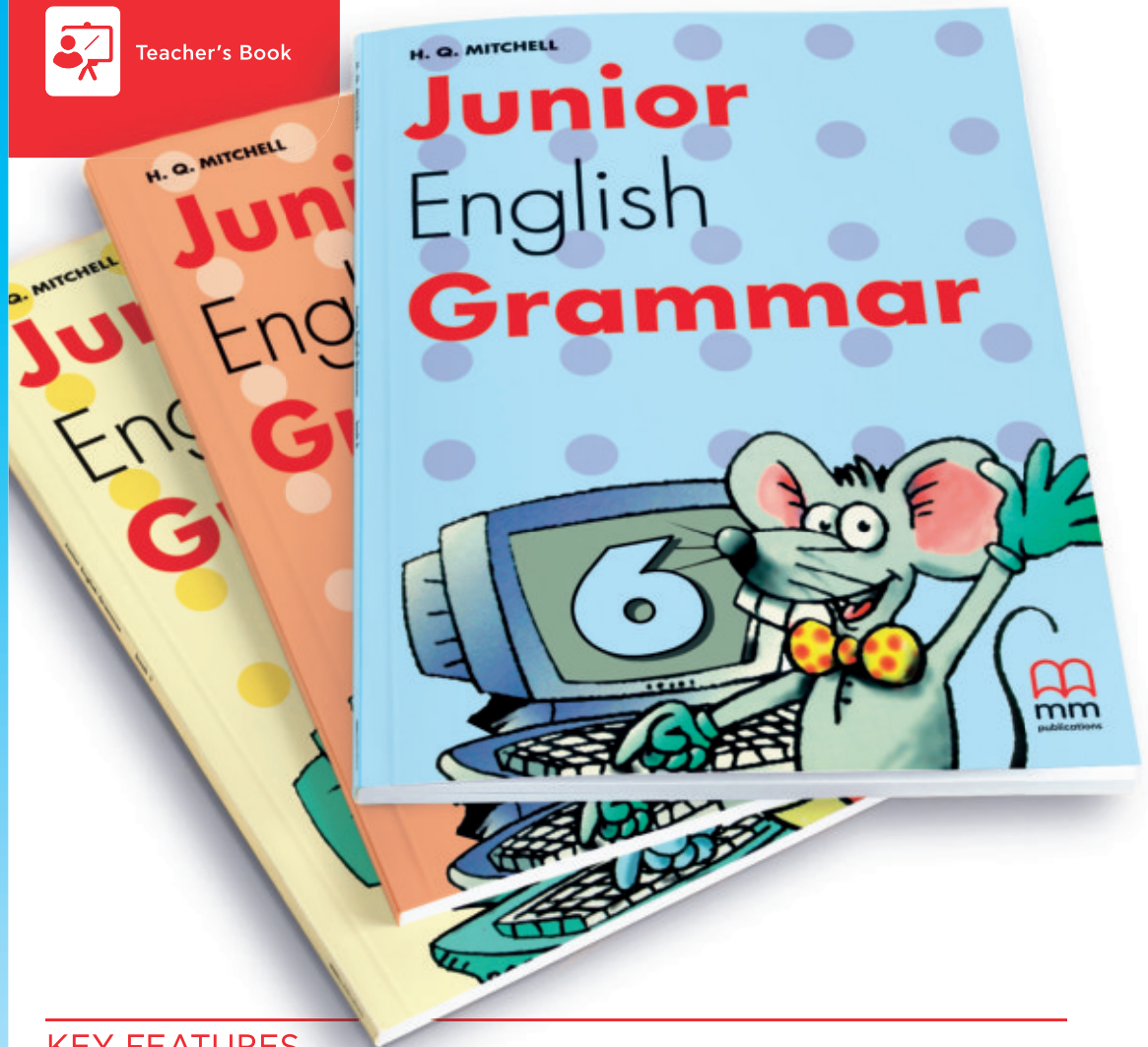
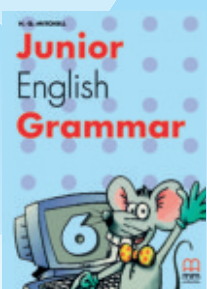
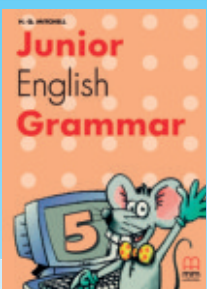
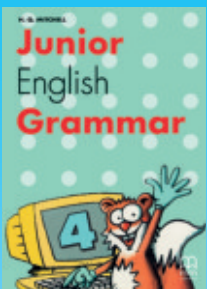
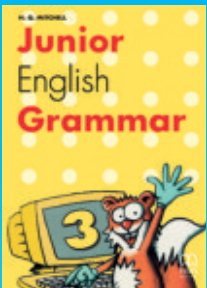
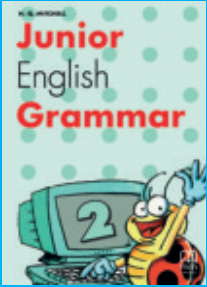
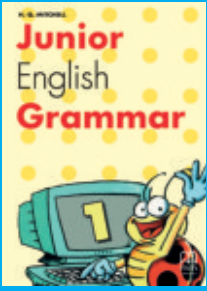
## COMPONENTS



Student's Book



Teacher's Book



## KEY FEATURES

- Interesting characters presenting the grammatical structures through simple yet natural examples
- Short and clear exercises which help learners practise the language
- Carefully graded material providing learners with adequate practice without intimidating them
- Colourful and amusing pictures throughout each book to stimulate learners' interest
- Revision units consolidating Grammar
- Teacher's Book including lesson plans, activities and games, flashcards, worksheets, key and tests



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1 / B1+ 🇪🇺

# Live English Grammar

**Live English Grammar** is a graded series of grammar books. This highly exciting series covering four levels, from Beginner to Intermediate, adopts an innovative approach to presenting and practising grammar, enabling learners to acquire it naturally.

## KEY FEATURES

- Presentation of grammatical structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded and challenging exercises
- Communicative activities which give learners the opportunity to practise the structures in a natural way
- Oral and written practice in every unit
- One revision exercise in each unit consolidating structures previously taught
- Regular revision units

## COMPONENTS

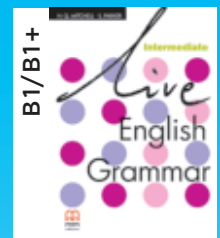
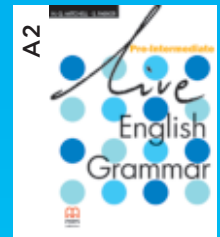
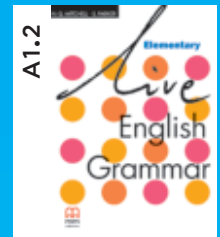
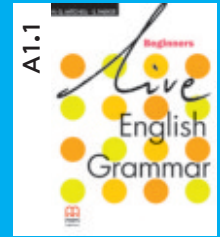
 Student's Book

 Teacher's Book (*Live English Grammar*)

 \* Teacher's Resource CD/CD-ROM

### \* Teacher's Resource CD-ROM:

- Tests
- Key to tests



Grammar

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1 🇪🇺

# Portal To English Grammar

New!

**Portal To English Grammar** is a four-level grammar series that follows the syllabus of **Portal To English**. It can be used with any other coursebook as well.

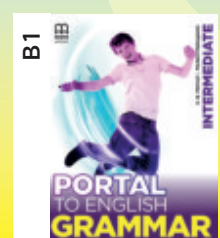
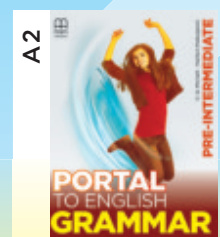
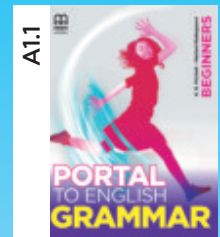
## KEY FEATURES

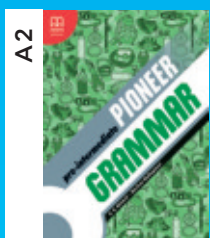
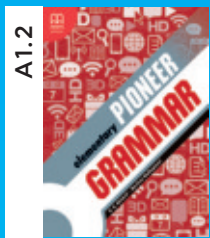
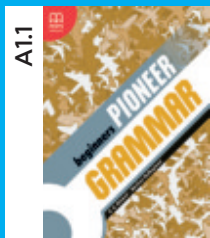
- 22 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Tests available on CD-ROM

## COMPONENTS

 Student's Book

- Tests & key to Grammar Book activities included in Portal To English Teacher's Resource CD/CD-ROM





**3 LEVELS** | BEGINNER TO PRE-INTERMEDIATE | A1 → A2 

# Pioneer Grammar

Pioneer Grammar is an innovative series with functional language and competence-based tasks.

## COMPONENTS

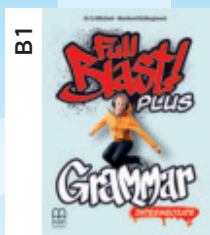
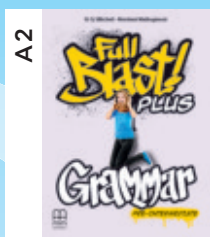
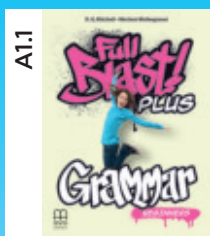


Student's Book

- Key to Grammar Book activities included in Pioneer British Teacher's Resource CD/CD-ROM

## KEY FEATURES

- 30 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Communicative activities
- Written practice
- Revision sections



**4 LEVELS** | BEGINNER TO INTERMEDIATE | A1 → B1 

# Full Blast PLUS Grammar

**New!**

Full Blast PLUS Grammar is a four-level grammar series that follows the syllabus of Full Blast PLUS coursebooks. It can also be used in conjunction with any other coursebook.



## COMPONENTS



Student's Book

- Tests & key to Grammar Book activities included in Full Blast PLUS Teacher's Resource CD/CD-ROM

## KEY FEATURES

- 21 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Tests available on CD-ROM



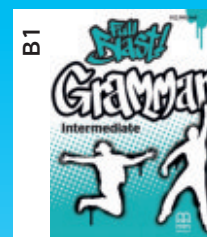
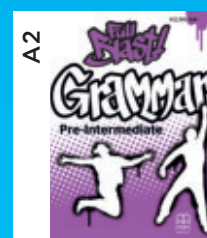
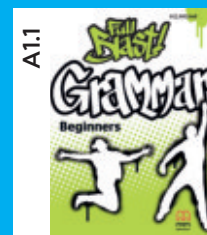
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1 

# Full Blast! Grammar

**Full Blast! Grammar** is a four-level grammar series that follows the syllabus of **Full Blast!** coursebooks. It can be used with any other coursebook as well.

## KEY FEATURES

- 21 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Tests available on CD-ROM



## COMPONENTS



Student's Book

- Tests & key to Grammar Book activities included in Teacher's Resource CD/CD-ROM (**Full Blast! Grammar**)

3 LEVELS | BEGINNER TO PRE-INTERMEDIATE |

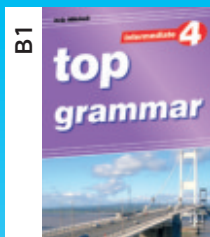
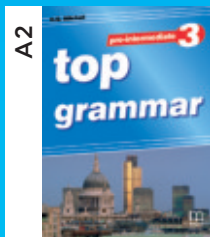
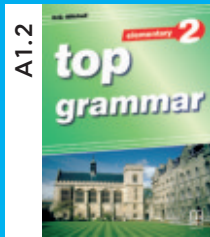
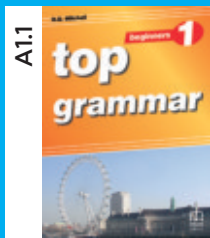
A1 → A2 

# Traveller Grammar

**Traveller Grammar** is a three-level grammar series that follows the syllabus of **Traveller** coursebooks. It contains a detailed presentation of the grammatical structures with rules, tables and examples and a variety of exercises for practice and consolidation. It can be used with any other coursebook as well.



Grammar



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1 

# Top Grammar

**Top Grammar** is a four-level grammar series that follows the syllabus of **To The Top / American To the Top** coursebooks. It can also be used with any other coursebook.



## COMPONENTS

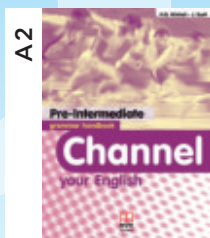


Student's Book

- Tests & key to Grammar Book activities included in Teacher's Resource CD/CD-ROM

## KEY FEATURES

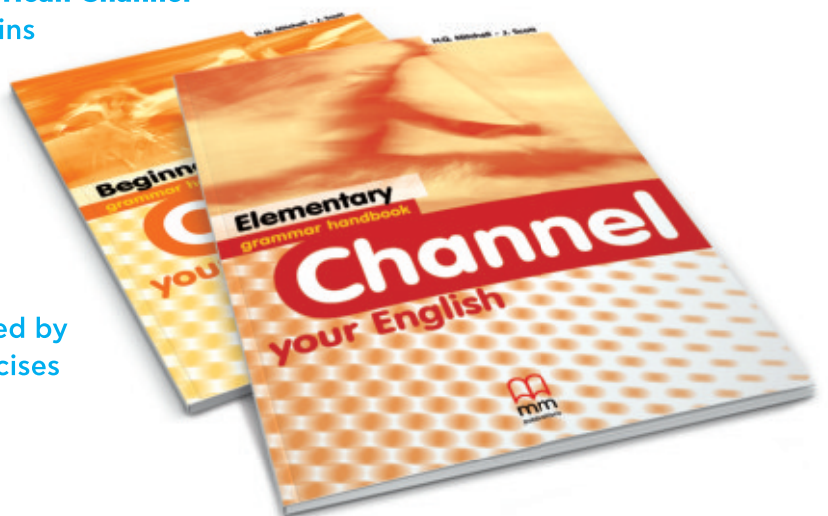
- 21 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Tests available on CD-ROM



3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 → A2 

# Channel Grammar Handbook

**Channel Grammar Handbook** follows the syllabus of **Channel your English** and **American Channel** courses. It contains a detailed presentation of the grammatical structures found in each unit with rules, tables and examples followed by a variety of exercises for practice and consolidation.





**2 LEVELS** | INTERMEDIATE TO  
UPPER-INTERMEDIATE / B2 | **B1 → B2** 

# Grammar and Vocabulary Practice

**Grammar and Vocabulary Practice** prepares students for all exams.

## KEY FEATURES

- Clear grammar explanations
- Sections for grammar and vocabulary practice
- Revision units
- Practice Tests

## COMPONENTS



Student's Book



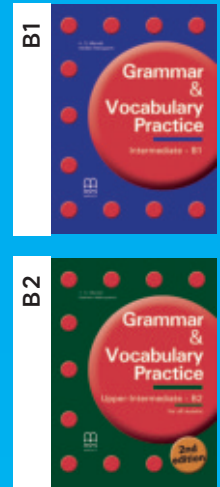
Teacher's Book



\* Teacher's Resource CD/CD-ROM

### \* Teacher's Resource CD-ROM:

- Tests
- Key to Grammar & Vocabulary Practice activities



Grammar

**1 LEVEL** | UPPER-INTERMEDIATE | **B2** 

# Use of English B2

**Use of English B2** provides students who are preparing for the Cambridge English: First (FCE), Michigan ECCE and other exams with step-by-step guidance and practice. It systematically teaches grammar and vocabulary and helps students develop all the skills necessary to succeed in the examinations.

## KEY FEATURES

- Presentation of lexical items and grammatical structures in context (including collocations, expressions, phrasal verbs, words with prepositions, prepositional phrases, key word transformations, words easily confused and derivatives)
- Clear explanations and useful exam tips
- Exercises providing thorough practice in Use of English (including multiple choice, matching, gap filling, open and multiple choice cloze tests, key word transformation, and word formation)
- Consolidation Units
- A reference section including an overview of English grammar, vocabulary notes, exam tips and comprehensive appendices

## COMPONENTS



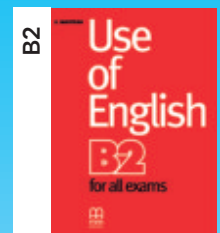
Student's Book



\* Teacher's Book

### \* Teacher's Book:

- The Student's Book with the key overprinted
- Photocopiable revision tests



*With a wide range of topics introduced in short units, our skills development courses cover your students' practice needs and help them achieve their full potential.*



# **Skills Development**



| <b>CEFR</b>   | <b>A1</b> |      | <b>A2</b> |      | <b>B1</b> |      | <b>B2</b> |    | <b>C1</b> |      | <b>C2</b> |    |
|---|-----------|------|-----------|------|-----------|------|-----------|----|-----------|------|-----------|----|
| <b>LEVELS</b>   | A1.1      | A1.2 | A2.1      | A2.2 | B1.1      | B1.2 | B1+       | B2 | C1.1      | C1.2 | C1+       | C2 |
| <b>New Plus</b><br>BRITISH EDITION p. 98                |           |      |           |      |           |      |           |    |           |      |           |    |
| <b>Double Plus</b><br>BRITISH & AMERICAN EDITION p. 100 |           |      |           |      |           |      |           |    |           |      |           |    |
| <b>New Plus Michigan</b><br>AMERICAN EDITION p. 101     |           |      |           |      |           |      |           |    |           |      |           |    |

**BRITISH**



**8 LEVELS** | BEGINNER TO PROFICIENCY | A1 → C2   

# New Plus

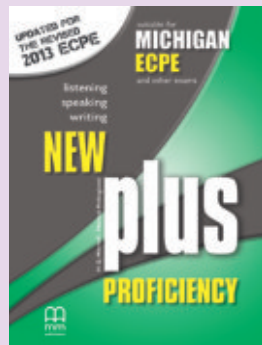
**New Plus** is a unique series for skills development which consists of eight books and smoothly takes learners from Beginner to Proficiency (C2) level. It is based on a multi-dimensional syllabus and enables students to strengthen their listening, speaking, reading and writing skills in an integrated approach.

Suitable for **Cambridge** and other Exams



**updated for the Revised 2015 Cambridge English: First (FCE)**

**AMERICAN**



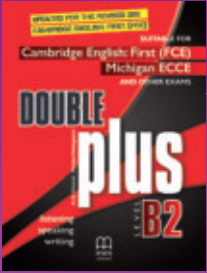
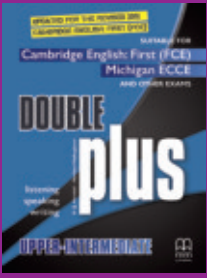
Suitable for **Michigan Exams**

## KEY FEATURES

- Units based on different topics and divided into three thematically linked sections, each of which corresponds to one of the three skills
- Topics which interest learners and are commonly found in examinations
- A variety of speaking and listening tasks providing extensive practice in the language and functions which learners can use in the writing section
- Guidance, plans, tips and tasks leading to successful writing of all composition types
- Teacher's Book including key, listening transcripts and notes







2 LEVELS | UPPER-INTERMEDIATE TO B2 | B1+, B2   

# Double Plus

Double Plus is a skills development series consisting of two books. This series prepares students for the Cambridge English: First (FCE-Br.E), Michigan ECCE-Am.E and other exams at B2 level. It specifically develops students' listening, speaking and writing skills.

## COMPONENTS



Student's Book



Teacher's Book



Class CDs including tests



## KEY FEATURES

- Units based on different topics and divided into three thematically linked sections, each of which corresponds to one of the three skills
- Topics which interest learners and are commonly found in examinations
- A variety of speaking and listening tasks providing extensive practice in the language and functions which are useful for the writing section
- Guidance, plans, tips and tasks leading to successful writing of all composition types
- Teacher's Book including key, listening transcripts and notes



# New Plus Michigan

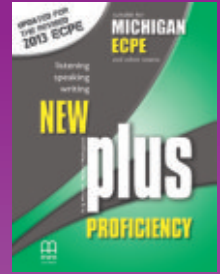
New Plus Michigan is a series of two books in American English which develops students' listening, speaking and writing skills and prepare them effectively for the corresponding sections of the Michigan ECCE and ECPE examinations.

## KEY FEATURES

- Units based on different topics and divided into three thematically linked sections, each of which corresponds to one of the three skills
- Topics which interest learners and are commonly found in examinations
- A variety of speaking and listening tasks providing extensive practice in the language and functions which are useful for the writing section
- Guidance, plans, tips and tasks leading to successful writing of all composition types
- Teacher's Book including key, listening transcripts and notes

## COMPONENTS

-  Student's Book
-  Teacher's Book
-  Class CDs
-  Tests



Skills Development

## SAMPLE PAGES

### New Plus Michigan Proficiency, Student's Book

model essay accompanied by questions helping students understand its structure and organisation

useful tips and suggested essay plans

**WRITING**

**Discuss the topic**

- How instrumental are the mass media in influencing public opinion?
- Which medium (TV, the press, etc.) do you think plays the greatest role in forming public opinion?

**Sample writing**

1. Read the rubric and the sample essay below. What does the writer attribute the excesses of the media to? Do you agree?

The media is not just a means of informing the public today; it also plays a major role in advancing or destroying careers and images. Do you agree with this statement? Give reasons to support your answer.

We are currently experiencing an unprecedented information explosion whereby news is instantly available to the public 24 hours a day, seven days a week. At the same time, more people than ever before are finding themselves under the media microscope, and there can be no doubt that the media can make or break a career, build up or destroy an individual and even prompt the downfall of a government.

The media are in the enviable position of being able to reach millions of people at one time. They can therefore bombard us with stories and images and present us with news items that are deliberately selected to serve their interests. Even though people are asked to exercise good judgment, unfortunately, many people's minds are quite impressionable.

What is more, if the media decide to turn on a person, there is very little that person can do to fight back. Many people have been forced to resign from their jobs as a result of being pilloried by the media. People's lives have been made miserable by the media invading their privacy and bringing to light all the sordid details of their life.

The media are aware of the fact that they are the singularly most powerful group in society and their power will continue to increase until such a time as the public's thirst for information abates, something very unlikely to happen. In fact, the excesses of the media, especially the excesses of tabloid journalism, are the result of the public's own appetite for scandal.

2. Read the sample essay again and answer the following questions.

- In what part of the essay does the writer first express his/her opinion?
- What arguments does the writer build in the second paragraph?
- What aspect of the issue does the writer develop in the third paragraph?

**Focus on vocabulary**

1. Match the words highlighted in the text with their meanings 1-4.

- stigmatize \_\_\_\_\_
- remarkable \_\_\_\_\_
- immoral or dishonest \_\_\_\_\_
- vulnerable \_\_\_\_\_
- biased \_\_\_\_\_
- desirable \_\_\_\_\_

**Writing tips**

- When writing an essay in which you are asked to focus on the advantages and disadvantages of an issue, follow the general plan below:

|   |  |
|---|--|
| <b>Opening paragraph (Introduction)</b> | Introduce the issue to be discussed, referring to the ways in which it is controversial.   |
| <b>Main part (2 paragraphs)</b>         | Discuss one point of view in one paragraph and the opposing in another. Alternatively, you can discuss the pros and cons of one aspect of the issue in one paragraph and the pros and cons of another aspect in another. |
| <b>Closing paragraph (Conclusion)</b>   | Summarize the pros and cons and state your opinion if it is required. Make relevant suggestions or recommendations if appropriate.   |

- Use topic sentences to organize your paragraphs and develop the idea expressed in the topic sentence by giving examples, explaining it or expanding on it.
- Demonstrate a wide range of sentence structures by using participle clauses, for example.
- Demonstrate a wide range of vocabulary by incorporating language relevant to expressing advantages and disadvantages.


**Writing practice**

1. Read the rubric below and in pairs discuss what you know about the process of cloning.

*Advances in the field of genetics have now made human cloning possible. However, a number of concerns have been raised relating to scientific, ethical and social aspects of cloning and are the subject of debate. What are the pros and cons of human cloning? In your opinion, do the possible benefits outweigh any other considerations?*

2. Read the introduction to the essay. Do you think it is satisfactory? How would you improve it?

Technology and medicine have made a lot of progress lately. There has been a lot of progress in the field of genetics too. Now we can even clone human beings. Imagine that! Who would have thought that could ever be possible? But not everybody agrees that we should. There are advantages and disadvantages to cloning human beings. Scientists have to think about all that before they make a decision.



a wide variety of activities deriving from the sample essay and focusing on vocabulary, syntax, style and organisation

a variety of tasks and activities focusing on brainstorming, planning, expanding on notes, editing, etc. and leading to ECPE writing tasks

*Our exam-preparation books, familiarise students of all levels with various examination formats, while providing them with the opportunity to adequately prepare and practise in order to maximise their chances of success.*



# Examinations



| CEFR   |                       | A1   |      | A2   |      | B1   |      | B2  |    | C1   |      | C2  |    |
|--|-----------------------|------|------|------|------|------|------|-----|----|------|------|-----|----|
| LEVELS   | leading to A1         | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | B1+ | B2 | C1.1 | C1.2 | C1+ | C2 |
| <b>Go Starters</b>   | <b>New!</b>           |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Go Movers</b>   |                       |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Go Flyers</b>   | p. 104                |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Practice tests for the Cambridge English: First (FCE) Examination</b> | p. 105                |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Plus Michigan ECCE/ECPE Practice Tests</b>                            | p. 105                |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Go for Preliminary Practice tests</b>                                 | <b>New!</b><br>p. 106 |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Go for Key Practice tests</b>   | <b>New!</b><br>p. 107 |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>MM Practice Tests for the TOEFL iBT® exam</b>                         | <b>New!</b><br>p. 108 |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>IELTS Practice Tests</b>  | <b>New!</b><br>p. 109 |      |      |      |      |      |      |     |    |      |      |     |    |





# Practice tests for the Cambridge English: First (FCE) Examination

Practice tests for the Cambridge English: First (FCE) Examination, **consists of six complete tests, which follow the style and format of the Cambridge English: First (FCE) Examination.**

## KEY FEATURES

- A wide range of authentic materials which reflect the variety used in the Cambridge English: First (FCE) examination
- A table including information on the layout of each paper
- Vocabulary definitions for Paper 1, Part 1
- Visual materials for speaking practice
- Sample answer sheets
- Full-length exam standard CDs including instructions
- Tests which have been pre-tested on students

## COMPONENTS



Student's Book



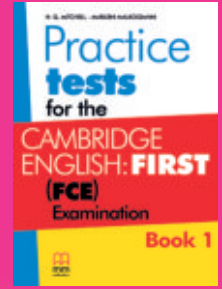
\* Teacher's Book



Class CDs

### \* Teacher's Book:

- Key
- Listening transcripts
- Justification of answers for Paper 1, Parts 5-7
- Suggested speaking points for Paper 4
- Instructions for Paper 4



# Plus Michigan ECCE/ ECPE

## Practice Tests

Plus Michigan Practice Tests **consist of six complete tests for the ECCE (B2 level) and eight complete tests for the ECPE (C2 level).**

## KEY FEATURES

- A detailed presentation of each part of the examination in the first practice test with exam tips, strategies and techniques, composition plans
- Plus Michigan ECCE includes extra grammar practice of major structures in each test
- Extra vocabulary practice through revision tests
- Glossary

## COMPONENTS

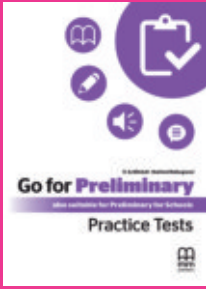


Student's Book



\* Teacher's Book





# Go for Preliminary

**New!**

## Practice Tests

for the revised exam starting in 2020

Go for Preliminary Practice Tests **consists of five complete tests for the Preliminary English Test, as well as a training section for each part.**

### KEY FEATURES

- an introduction with detailed information about the test
- a step-by-step training section which focuses on specific features of the test — including activities, tips and test-taking strategies — and is divided into four parts: Reading (Paper 1), Writing (Paper 2), Listening (Paper 3), Speaking (Paper 4)
- comprehensive appendices for reference purposes
- key and justifications for answers to reading and listening tasks, listening transcripts, sample answers for the writing tasks and suggested points for the speaking tasks

### COMPONENTS



Student's Book & Student's CD-ROM with vocabulary list



Self-study Pack: Student's Book & Resource CD-ROM\*



Class CDs

**\* Resource CD-ROM:**

- Vocabulary list
- grammar reference
- audio material in MP3 format for Papers 3 & 4





# Go for Key

New!

## Practice Tests

for the revised exam starting in 2020

Go for Key Practice Tests **consists of five complete tests for the Key English Test, as well as a training section for each part.**

### KEY FEATURES

- an introduction with detailed information about the test
- a step-by-step training section which focuses on specific features of the test — including activities, tips and test-taking strategies — and is divided into three parts: Reading & Writing (Paper 1), Listening (Paper 2), Speaking (Paper 3)
- comprehensive appendices for reference purposes
- key and justifications for answers to reading and listening tasks, listening transcripts, sample answers for the writing tasks and suggested points for the speaking tasks

### COMPONENTS



Student's Book & Student's CD-ROM with vocabulary list



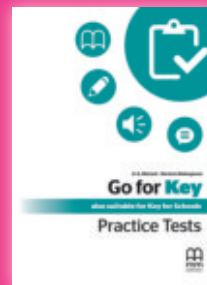
Self-study Pack: Student's Book & Resource CD-ROM\*

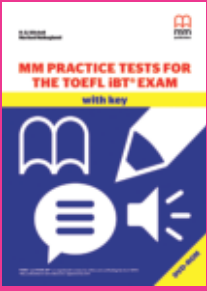


Class CDs

#### \* Resource CD-ROM:

- Vocabulary list
- grammar reference
- audio material in MP3 format for Papers 3 & 4



1 LEVEL | ADVANCED | B2 → C1 

# MM Practice Tests for the TOEFL iBT® exam

New!

## COMPONENTS



Student's Book



\* DVD-ROM



There is also an online version of the additional complete practice test for PC, tablet and smartphone.

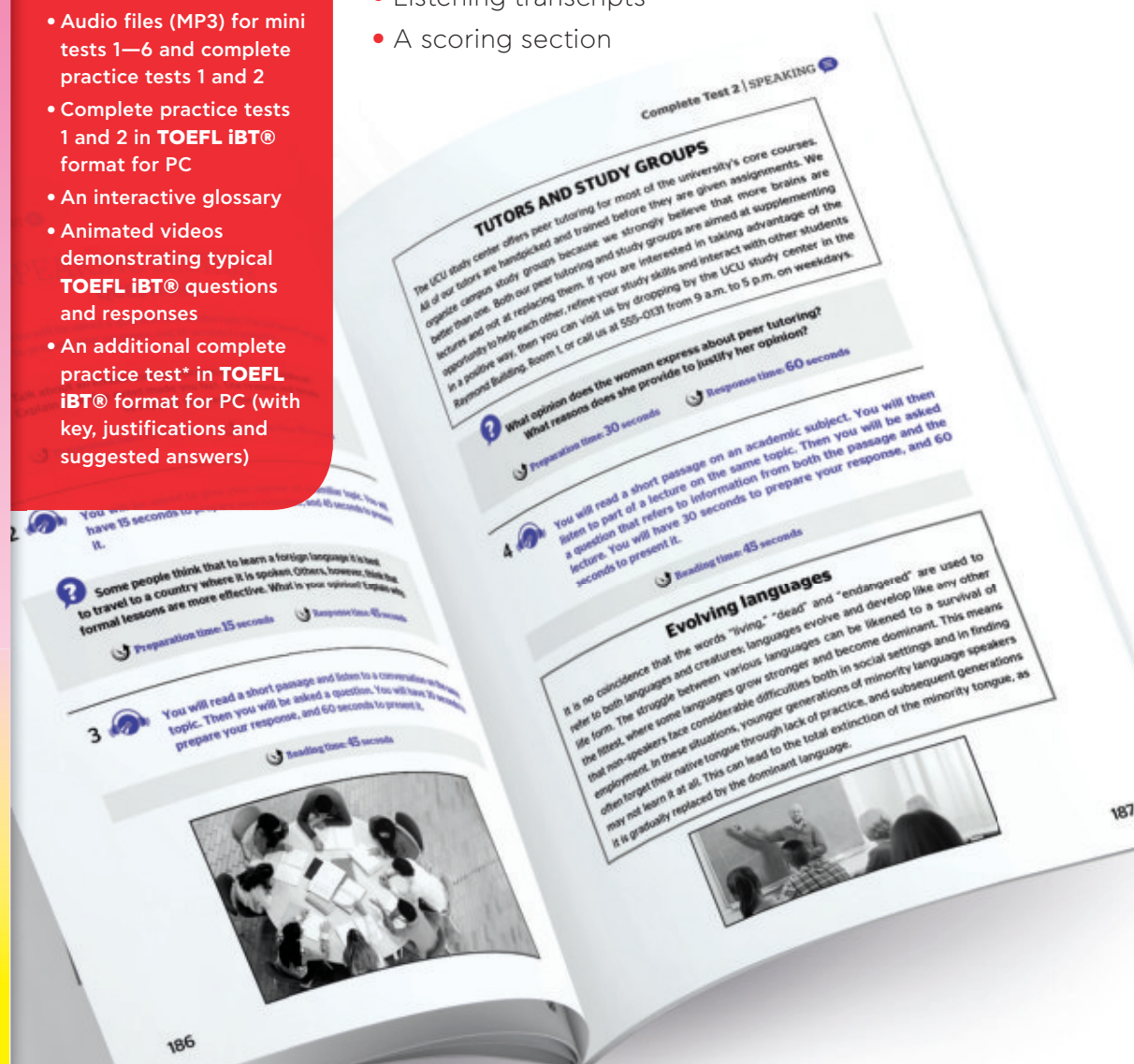
### \* DVD-ROM:

- Audio files (MP3) for mini tests 1—6 and complete practice tests 1 and 2
- Complete practice tests 1 and 2 in TOEFL iBT® format for PC
- An interactive glossary
- Animated videos demonstrating typical TOEFL iBT® questions and responses
- An additional complete practice test\* in TOEFL iBT® format for PC (with key, justifications and suggested answers)

The MM Practice Tests for the TOEFL iBT® exam includes six mini tests and two complete practice tests.

## ADDITIONAL FEATURES

- A speaking appendix with extra speaking practice
- Learning strategies and useful tips preparing students for the exam
- Key and justifications for all reading and listening tasks
- Suggested answers to all speaking and writing tasks
- Listening transcripts
- A scoring section

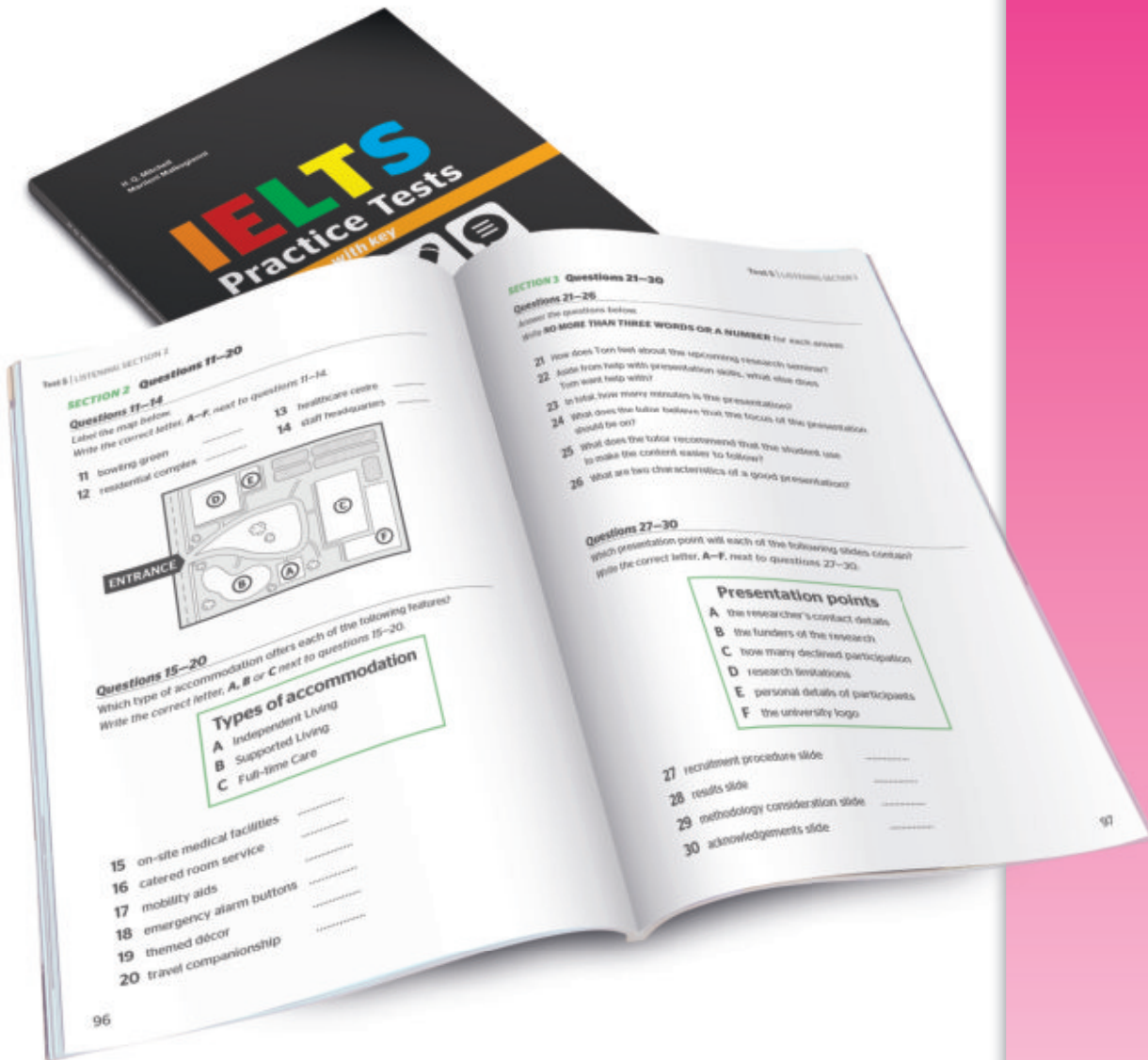
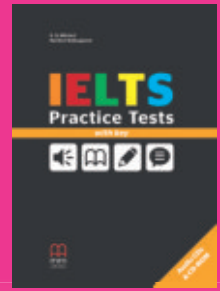




# IELTS Practice Tests

**New!**

IELTS Practice Tests includes five complete IELTS Academic practice tests (listening, reading, writing and speaking) and one IELTS General Training test (reading and writing), which follow the style and format of the IELTS examination.



Examinations

## ADDITIONAL FEATURES

- Student resource pages including: speaking practice, vocabulary consolidation and a writing appendix
- Key and transcripts
- Suggested answers to writing and speaking tasks
- Justifications for answers to all reading and listening tasks
- Learning strategies and useful tips preparing students for the exam
- Scoring reference
- A resource CD-ROM including a vocabulary list and animated videos

## COMPONENTS



Student's Book



Resource CD-ROM



Audio CDs



*We offer teachers and learners enhanced digital support, including new interactive whiteboard material, video-based courses designed to consolidate all language skills covered in the related Student's Books, and extra online material addressing the needs of both teachers and students.*



**Digital & Video**



| CEFR  |               | A1   |      | A2   |      | B1   |      | B2  |    | C1   |      | C2  |    |
|---|---------------|------|------|------|------|------|------|-----|----|------|------|-----|----|
| LEVELS  | leading to A1 | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | B1+ | B2 | C1.1 | C1.2 | C1+ | C2 |
| <b>What's on?</b>   | p. 112        |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Network</b>  | p. 113        |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Pioneer DVD Video Material</b><br>BRITISH & AMERICAN VERSION p. 113      |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>Interactive Whiteboard Material</b><br>BRITISH & AMERICAN VERSION p. 114 |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>ELT Platform</b><br>BRITISH & AMERICAN VERSION p. 116                    |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>MM online placement test</b><br>BRITISH & AMERICAN VERSION p. 116        |               |      |      |      |      |      |      |     |    |      |      |     |    |
| <b>ELT Skills</b><br>BRITISH & AMERICAN VERSION p. 117                      |               |      |      |      |      |      |      |     |    |      |      |     |    |

# What's on?

What's on? is a four-level video course for young learners of English. Leading to A1 of the Common European Framework, this video course can be used to supplement any primary series.



## COMPONENTS



Videos



Video Activity Book



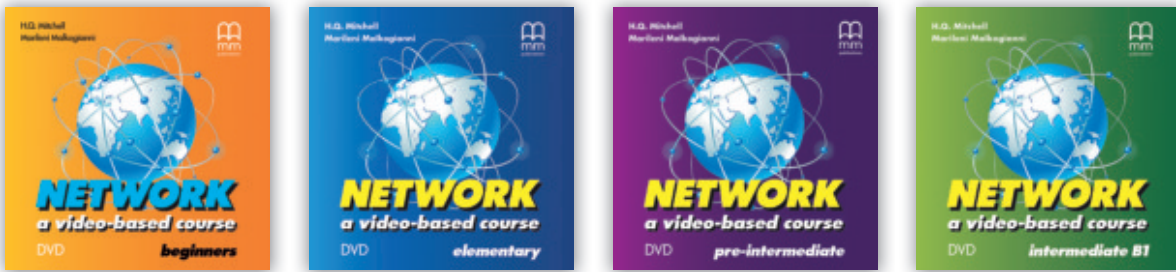
Teacher's Video Guide (for all 4 levels) which includes teacher's notes and transcripts

## KEY FEATURES

- Each level consists of twelve episodes
- Each episode includes:
  - ✓ the presentation of the key vocabulary
  - ✓ the presentation of the language through fun animated characters
  - ✓ a special section highlighting the language presented in the episode and providing additional practice
- Activity Book with activities for each episode



# Network



Network is a four-level video course for teenage and young adult learners of English. It can be used to supplement any course at these levels or as an independent video-based course, providing additional practice for all four skills.

## COMPONENTS



Videos



Video Activity Book (**Network**)



Teacher's Guide (for all 4 levels) including transcripts and key to the Activity Book exercises (**Network**)

# Pioneer DVD Video Material

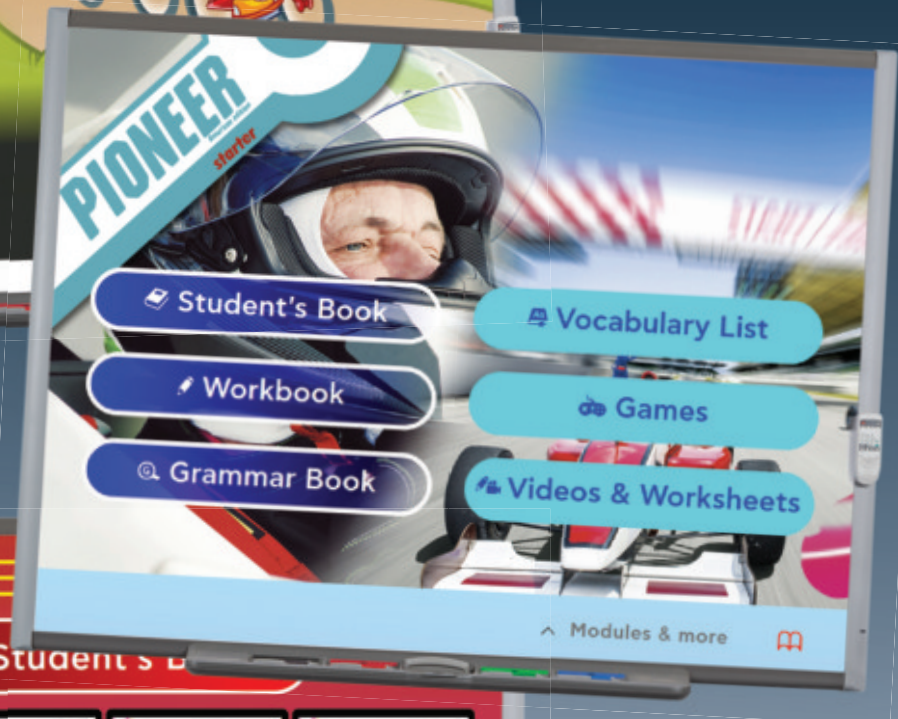
**New!**

Pioneer DVD Video Material is a six-level video series for teenage and adult learners of English. It can be used to supplement our course series at the secondary level. It includes Pioneer Clips and Pioneer On View. Pioneer Clips feature fun animated cartoons while Pioneer On View consists of factual videos presented in a documentary style.



# Interactive Whiteboard Material

*All of our books are accompanied by interactive whiteboard material*



- Games
- Videos
- Digital vocabulary list



# Videos included in the IWB material

# New!

The videos have been specifically designed to supplement our course series. The learners' ages and interests have been taken into careful consideration in the design of the videos. The videos are accompanied by worksheets for extra practice.

## PRE-PRIMARY & PRIMARY COURSES

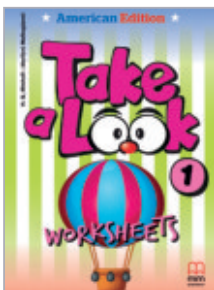


### World Watch

**6 LEVELS** | BEGINNER TO ELEMENTARY |

LEADING TO A1 → A1  |  

Included in several series, such as Young Stars



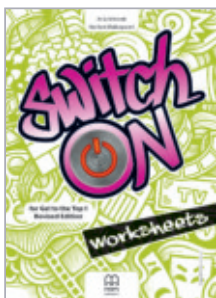
### Time out / Take a Look

**6 LEVELS** | BEGINNER TO PRE-INTERMEDIATE |

LEADING TO A1 → A2  |  

Time out is included in several series, such as Top Stars  
Take a Look is included in several series, such as Get Smart Plus

## SECONDARY AND ADULT COURSES



### Switch On

**4 LEVELS** | BEGINNER TO PRE-INTERMEDIATE |

A1 → A2  | 

Included in several series, such as Full Blast PLUS



### Pioneer Clips & On View / Video Master

**6 LEVELS** | BEGINNER TO UPPER-INTERMEDIATE |

A1 → B2  |  

Pioneer is included in several series, such as Pioneer Video Master → authentic videos

7 LEVELS | BEGINNER TO ADVANCED | A1 → C1/C1+   

# ELT Platform

A Learning Management System (LMS) that offers a **blended mode of learning and teaching** English in one online place.

*Enhance your learning experience!*

[www.eltplatform.com](http://www.eltplatform.com)

## KEY FEATURES

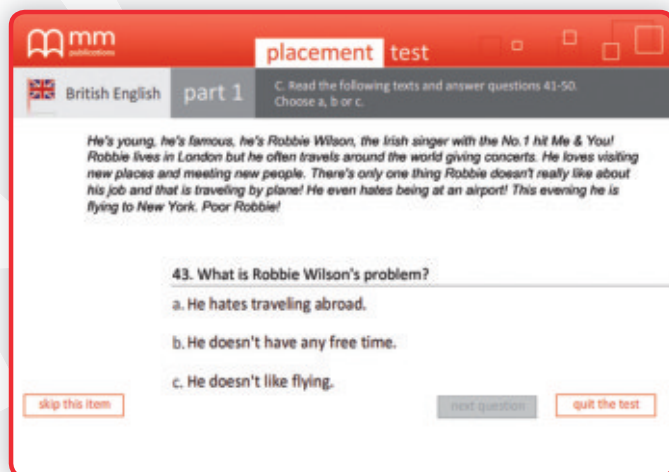
- Practice (extra activities)
- Tests
- Vocabulary lists
- Games

3 LEVELS | BEGINNER TO ADVANCED | TESTING A1 → C1   

# MM Online Placement Test

The **MM Online Placement Test** is a unique means of determining students' level of proficiency in the English language, and placing them at the appropriate level, from Beginner (pre-A1) to Advanced (C1). Apart from being reliable, straightforward, and easy to take, the MM Online Placement Test is a particularly effective tool for placing students, as it tests not only grammar and vocabulary, but also listening, reading, and communication skills.

Students can visit our website [www.mmpublications.com](http://www.mmpublications.com) (Student's Area), take the test and have their level determined automatically according to their score.



Reading Comprehension

## KEY FEATURES

- The MM Online Placement Test consists of three parts which are available in British and American English.
- The test places students, depending on their scores, at a level ranging from Elementary (A1) to Advanced (C1).
- Students receive their placement results by email.



# ELT Skills



binarylogic



**Includes**  
interactive graded readers

## Blended Learning in action!

**ELT SKILLS** is the ideal companion for the English language learner and a valuable supplement to any English language teaching course.

Covers all the essential areas of foreign language acquisition: reading, listening, speaking, writing, grammar, vocabulary and pronunciation.

Introduces and develops the English language according to a spiral, topic-based syllabus where meaning, grammar, and communicative purposes are woven together.

Presents language in a context that can and should be linked with the lives and experiences of the learners and even expanded on.

### ELTSKILLS 1-6

6 levels for young learners  
early beginners to pre-intermediate

### ELTSKILLS

#### Beginners-Upper Intermediate

5 levels for teenagers and young adults

### ELTSKILLS B2

Exams preparation

for any device,  
for any platform



*Practise your English  
anywhere anytime*

Specifically designed for students learning English as a foreign or second language, it is intended to be used in schools, universities, language and training centres worldwide as a blended learning supplement to any ELT course. E-learning used and endorsed by thousands of teachers and students.

- > Integrated skills: Reading / Listening / Writing / Speaking / Grammar
- > Animations or videos with or without subtitles presenting the English language in real-life situations
- > Carefully designed and graded activities
- > Online picture or photo dictionary with audio and examples of the word in use
- > Interactive Roleplay activities
- > Speaking activities and Accent Trainer in downloadable apps for offline practice
- > Topic related songs for primary levels
- > Illustrated grammar section with audios and examples of the grammatical item in use
- > Language Review following the Common European Framework of Reference guidelines
- > Audio clips for extra practice on iPods and other MP3 players
- > Student's Activity Book that is integrated into the program
- > Extra graded reading with audio and reading comprehension activities

*Colourful, charming, magical,  
delightful... whatever you call  
them, our readers inspire  
an enthusiasm for reading  
and complement our courses  
perfectly.*



**Readers**



| CEFR   |               | A1   |      | A2   |      | B1   |      | B2  |    |
|--|---------------|------|------|------|------|------|------|-----|----|
| LEVELS   | leading to A1 | A1.1 | A1.2 | A2.1 | A2.2 | B1.1 | B1.2 | B1+ | B2 |
| <b>Little Books</b>                                  | p. 122        |      |      |      |      |      |      |     |    |
| <b>Primary Readers</b><br>BRITISH & AMERICAN EDITION | p. 126        |      |      |      |      |      |      |     |    |
| <b>Top Readers</b><br>BRITISH & AMERICAN EDITION     | p. 132        |      |      |      |      |      |      |     |    |
| <b>Graded Readers</b><br>CLASSIC STORIES             | p. 138        |      |      |      |      |      |      |     |    |
| <b>Graded Readers</b><br>ORIGINAL STORIES            | p. 141        |      |      |      |      |      |      |     |    |

## PRE-PRIMARY & PRIMARY COURSES

### PRE-PRIMARY 1

- Red and Blue (Little Books)
- Yellow and Green (Little Books)
- 5 Marbles (Little Books)
- Baby Brother (Little Books)
- Cookies (Little Books)
- Where's Lucy? (Little Books)

### PRE-PRIMARY 2

- Yellow Ted (Little Books)
- The Old House (Little Books)
- My Family (Little Books)
- Toy Party (Little Books)
- Let's Go Home (Little Books)
- Where's Fluffy? (Little Books)

### PRE-PRIMARY 3

- My Red Car (Little Books)
- Black Ant (Little Books)
- Big Shoes (Little Books)
- Jumping Hat (Little Books)
- Snowy (Little Books)
- A Funny Story (Little Books)

### PRIMARY 1

- Red and Blue (Little Books)
- Yellow and Green (Little Books)
- 5 Marbles (Little Books)
- Baby Brother (Little Books)
- Cookies (Little Books)
- Where's Lucy? (Little Books)

### PRIMARY 2

- Yellow Ted (Little Books)
- The Old House (Little Books)
- My Family (Little Books)
- Toy Party (Little Books)
- Let's Go Home (Little Books)

- Where's Fluffy? (Little Books)
- My Red Car (Little Books)
- Black Ant (Little Books)
- Big Shoes (Little Books)
- Jumping Hat (Little Books)
- Snowy (Little Books)
- A Funny Story (Little Books)
- Cookie Land (Primary)
- The Ugly Duckling (Primary)

### PRIMARY 3

- Jasper's Pot of Gold (Primary)
- The Princess and the Frog (Primary)
- Pinocchio (Primary)
- The Gingerbread Man (Primary)
- The Fox and the Crow (Primary)
- The Enormous Turnip (Primary)
- The Fox & the Dog (Primary)
- Aladdin (Primary)
- The Princess and the Pea (Primary)
- Felix and the Fairy (Primary)
- The Selfish Giant (Primary)
- The King's New Suit (Primary)

### PRIMARY 4

- The Shepherd Boy and the Wolf (Primary)
- The Tin Soldier (Primary)
- Puss in Boots (Primary)
- Rumpelstiltskin (Primary)
- Jingle's Christmas Adventure (Primary)
- Little Red Riding Hood (Primary)
- Sleeping Beauty (Primary)
- The Emperor's Nightingale (Primary)

- The Wishing Fish (Primary)
- Mowgli (Primary)
- Ali Baba & the 40 Thieves (Primary)
- Peter Pan (Primary)
- The Short-necked Giraffe (Primary)
- Heidi (Primary)
- The Country Mouse and the City Mouse (Primary)

### PRIMARY 5

- Tom Sawyer (Primary)
- Theseus and the Minotaur (Primary)
- The Odyssey (Primary)
- The Three Musketeers (Primary)
- Sinbad the Sailor (Primary)
- The Happy Prince (Graded)
- Paul and Pierre in Paris (Graded)
- Lisa goes to London (Graded)

### PRIMARY 6

- Robin Hood (Primary)
- Gulliver in Lilliput (Primary)
- Around the World in 80 Days (Primary)
- From the Earth to the Moon (Primary)
- Lisa in New York (Top)
- The Table, the Ass and the Stick (Graded)
- Lisa visits Loch Ness (Graded)
- The Mix-up (Graded)
- White Fang (Graded)
- The Magic Ring (Graded)
- Beauty and the Beast (Graded)
- The Wizard of Oz (Graded)

## SECONDARY & ADULT COURSES

### BEGINNERS (A1.1)

- The Happy Prince (Graded)
- Lisa in New York (Top)
- The Table, the Ass and the Stick (Graded)

### ELEMENTARY (A1.2)

- The Mix-up (Graded)
- Beauty and the Beast (Graded)
- The Wizard of Oz (Graded)
- White Fang (Graded)
- Huck Finn (Top)
- 20,000 Leagues Under the Sea (Top)
- The Magic Ring (Graded)
- A Connecticut Yankee in King Arthur's Court (Top)
- The Railway Children (Top)
- Lisa in China (Top)
- The Secret Garden (Top)
- A Christmas Carol (Top)
- Alice in Wonderland (Top)

### PRE-INTERMEDIATE (A2)

- Save the Forest (Graded)

- In the Year of the Dragon (Graded)
- The Canterville Ghost (Graded)
- The Mysterious Island (Graded)
- Treasure Island (Top)
- Oliver Twist (Top)
- Kidnapped (Top)
- Swiss Family Robinson (Top)
- Swallows and Amazons (Top)
- Black Beauty (Top)

### INTERMEDIATE (B1)

- The Last of the Mohicans (Graded)
- Excalibur (Graded)
- Lost in the Cave (Graded)
- Frankenstein (Graded)
- David Copperfield (Top)
- The Lost World (Top)
- Robinson Crusoe (Top)

### LEVEL B1+

- Captain Grant's Children (Graded)
- The Turn of the Screw (Top)

- The Phantom of the Opera (Graded)
- Dracula (Graded)
- Great Expectations (Graded)
- The Count of Monte Cristo (Top)

### LEVEL B2

- The Man Who Would Be King (Top)
- Back to the Dreamtime (Graded)
- Jekyll and Hyde (Top)
- The African Queen (Top)
- Wuthering Heights (Top)
- The Coral Island (Top)
- Moby Dick (Top)
- The Picture of Dorian Gray (Graded)
- The Man in the Iron Mask (Graded)
- The Tempest (Top)
- The Creeping Man (Top)
- A Midsummer Night's Dream (Top)
- The Grapes of Wrath (Top)





Readers • recommended



# Little Books

The series is aimed at kindergarten learners of English. The stories are based on topics which children love. The illustrations are colourful and attractive, making children want to listen.

## LEVEL 1

Red & Blue  
Yellow & Green  
5 Marbles  
Baby Brother  
Cookies  
Where's Lucy?\*

## LEVEL 2

Yellow Ted  
The Old House  
My Family  
Toy Party  
Let's go home  
Where's Fluffy?\*

## LEVEL 3

My Red Car  
Black Ant  
Big Shoes  
Jumping Hat  
Snowy  
A Funny Story\*

\* Revision story that revises vocabulary and structures presented in previous Little Books



## KEY FEATURES

- Designed for very young learners (3-7 years of age)
- Three levels available
- Stories that feature high-frequency words
- Full-colour illustrations
- Rhyme/Song at the end of each reader
- An activity page to practise the main vocabulary

## COMPONENTS



Student's  
Book with  
E-Book



Teacher's  
Notes



Delightful stories for the littlest of readers!

## Level 1



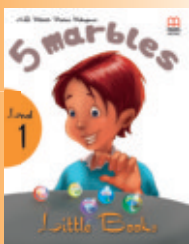
### Red & Blue

Two curious coloured pencils set off to explore the world.



### Yellow & Green

When the hardware shop closes, a battle begins between two cans of spray paint.



### 5 Marbles

A boy is playing with his marbles... but wait... where are the marbles?



### Baby Brother

There's a new member in Lisa's family, and she's excited!



### Cookies

Jane, Tom, and Mum are making cookies. And Boxer, the dog, finds them delicious!



### Where's Lucy?

Mandy is looking for her doll, Lucy, and she is in for a surprise!

## Level 2



### Yellow Ted

Mum can't buy the teddy bear the kids want, but Yellow Ted will manage to come to them.



### The Old House

Three friends go into the old house to get their ball. What will happen there?



### My Family

When Amy accidentally destroys her friend's painting, she has an idea which makes Maria happy again.



### Toy Party

When night falls and everybody is asleep, it's party time for the toys!



### Let's go home

The animals at the zoo are organising an escape! Will they manage to make it happen?

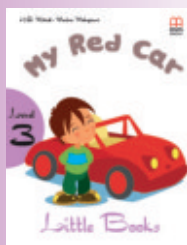


### Where's Fluffy?

Little Emma loses her toy rabbit at the amusement park. But something will make her smile again!



# Level 3



## My Red Car

Mark loves cars. And his father has the perfect surprise for him!



## Black Ant

The little black ant can't find his mother in the garden. Oh, no! What will happen next?



## Big Shoes

Aunt Sally and the kids have a little secret. What will happen when their secret is revealed?



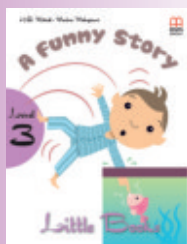
## Jumping Hat

On a sunny day at the park, Peter and his grandfather see some funny things happening.



## Snowy

On a cold winter's day a brother and sister make Snowy, the snowman, to play. But what happens when the sun comes out?



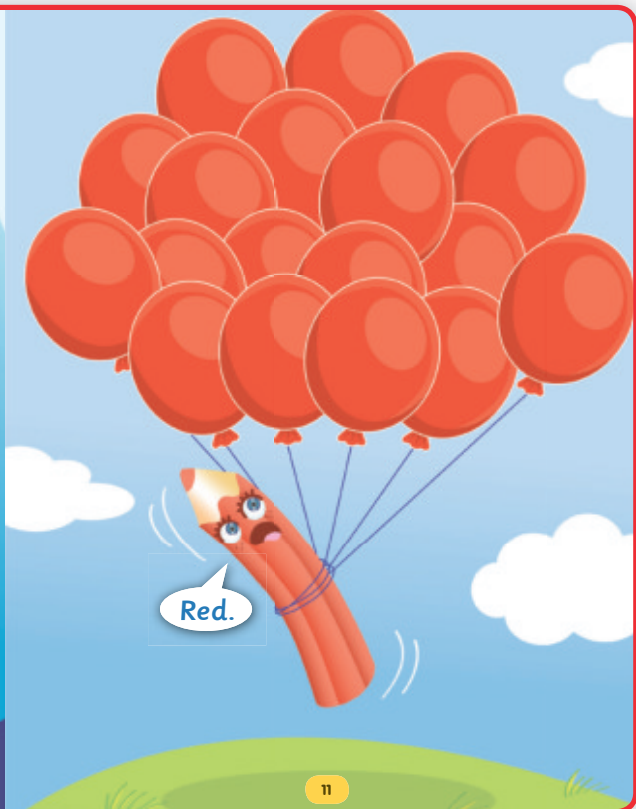
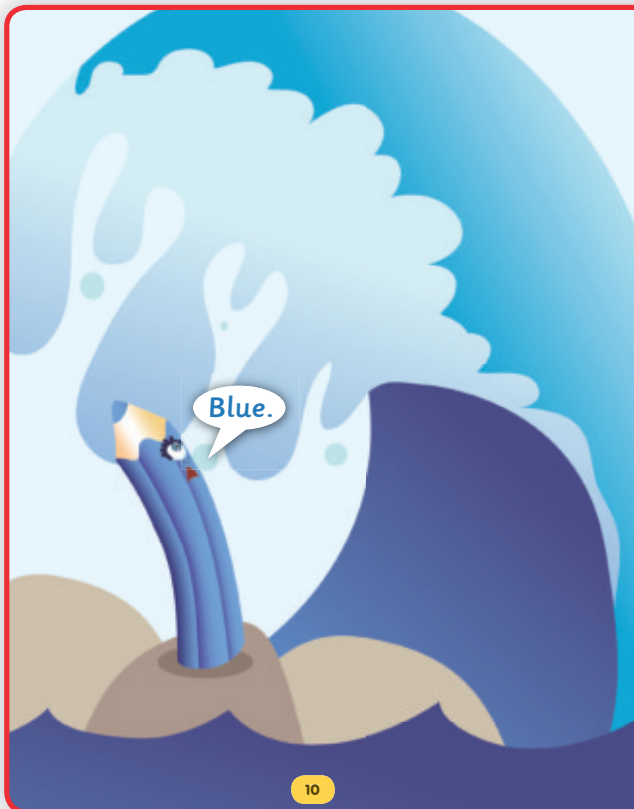
## A Funny Story

Rick goes to bed and has a strange dream. Or does he?



Story Pages

Simple text with lively dialogues.



Activity Pages

Fun and motivating activities.



instructions for the teacher

**Song**

**Baby Brother**

A nose, a nose  
Look at his nose.

Eyes, eyes  
Look at his eyes.

Mouth, mouth  
Look at his mouth.

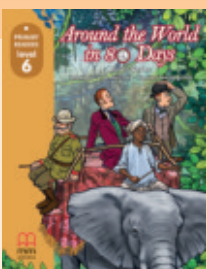
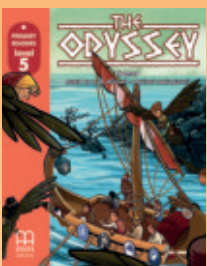
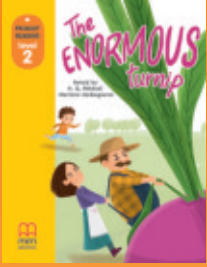
Ears, ears  
Look at his ears.

But no hair, no hair  
That's my baby brother.

Say the rhyme. Then, sing the song.

14

rhyme/song



6 LEVELS | EARLY BEGINNER TO ELEMENTARY |

LEADING TO A1-A1-A2  |  

# Primary Readers

The series is aimed at young learners of English and consists of six carefully graded levels. These charming short stories will make reading both pleasurable and educational.

*Charming short stories that make reading both pleasurable and educational!*



## COMPONENTS



Student's Book



Teacher's Book



Audio CD/CD-ROM

**CD-ROMS**  
in British and American English

*for the holidays !*

## KEY FEATURES

- Use of basic grammatical structures and limited vocabulary
- Glossy detailed illustrations on each page
- Simple activities and a picture glossary every four pages
- Fully dramatised version of the story and picture glossary on Audio CD/CD-ROM
- Song
- Instructions for staging a performance of the story provided in the Teacher's Book



# Level 1

Leading to A1 (CEFR\*) / Starters (YLE\*\*)  
Headwords: 80-85



## Cookie Land

Join Ricky, Lulu and Sam as they journey to Cookie Land to save the cookie population from the terrifying Big Mouth!



## The Ugly Duckling

Nobody likes the little duckling because he's ugly, so he sets off on his own.



## Jasper's Pot Of Gold

Join Jasper, the leprechaun, and his friend Liam, and visit magic Rainbow Land.



## The Princess And The Frog

A beautiful princess drops her favourite golden ball in the palace well. How will she get it back? A little frog offers to help her.



## Pinocchio

Pinocchio is very naughty and keeps getting in trouble. How will he manage to become a real boy? An entertaining story that also teaches how important it is to be good and honest.



## The Gingerbread Man

One day, a woman makes a yummy gingerbread man. But when she opens the oven door, the gingerbread man runs away.... What will become of the gingerbread man?

**New!**



## The Fox and the Crow

One day, a hungry fox comes across a crow which has a yummy piece of cheese. What will the fox think of to get the cheese from the crow? Will it plan work?

**New!**

# Level 2

Leading to A1 (CEFR) / Starters (YLE)  
Headwords: 100-120



## The Fox And The Dog

One day, a hungry little fox is walking in the forest...



## Felix And The Fairy

An evil magician holds the little fairy his prisoner, but luckily Felix and his friends are there to help.



## Aladdin

Aladdin's life changes when he meets a stranger. First he finds an old lamp and then he wears the stranger's ring.



## The King's New Suit

The King has a new suit, and it's the most beautiful one anyone has seen. Or is it? Read this amusing story and see what happened to the silly King.



## The Selfish Giant

A big giant lives in a big house with a beautiful garden. Everybody likes his garden but the giant is selfish and wants it all to himself.



## The Enormous Turnip

In the farmer's garden, something big is growing. And it's not just big, but enormous! How will the farmer and his family manage to take the turnip out?

**New!**



## The Princess and the Pea

A prince is trying to find the right princess. But how does he know which princess is just right? A little green pea is the answer!

**New!**

# Level 3

A1.1 (CEFR) / Starters (YLE)  
Headwords: 150-160



## Rumpelstiltskin

The miller's daughter is in trouble. A strange little man with a funny hat offers her his help, but he wants a lot in return...



## Jingle's Christmas Adventure

Jingle, one of Santa's elves, disappointed by the children's selfishness, sets off for an adventure in the world of humans.



## Sleeping Beauty

A wicked witch curses a beautiful princess and she pricks her finger on a spindle stick. The princess falls into a deep sleep. However, a handsome prince arrives to save the day...



## Little Red Riding Hood

Little Red Riding Hood goes to her grandma's house with her basket full of treats. In the forest, she meets the wolf and she's in for a surprise. Or is he?

**New!**



## The Tin Soldier

This classic story will capture the reader's heart and imagination. The Tin Soldier is a delightful character.



## Puss In Boots

Puss in Boots is the tale of a very clever cat.



## The Emperor's Nightingale

The Emperor hears the Nightingale sing, and takes it to his palace. But then another bird comes... What will the Emperor do? Find out how the Emperor learned to appreciate true beauty.



## The Shepherd Boy And The Wolf

The shepherd boy thinks it's funny to make all the villagers run to him when he cries 'wolf'. But when the real wolf arrives, the shepherd boy will learn a lesson!

**New!**





# Level 4

A1.2 (CEFR) / Movers (YLE)

Headwords: 225



## Mowgli

This is the story of Mowgli - the jungle boy...



## The Wishing Fish

Omar makes a wish which turns out to be a disaster.



## Peter Pan

This is the story of Peter Pan, a little boy who didn't want to grow up.



## Ali Baba And The 40 Thieves

Ali Baba discovers the forty thieves' treasure by chance and becomes very rich. However, he will find himself in trouble.



## The Short-Necked Giraffe

One day, a little giraffe is born in the jungle. But Jumaane is not like the other giraffes; he is different. Follow Jumaane's story and find out what it means to be different and how this 'difference' will make a difference.



## Heidi

Heidi is a little girl who goes to live with her difficult old grandfather up in the Alps. Heidi will love her new life on the mountains and Grandfather will love Heidi and her appetite for adventure.

New!



## The Country Mouse and the City Mouse

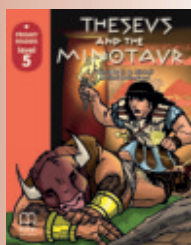
The city mouse visits his cousin in the country for the first time and experiences a lifestyle he had never imagined. What will happen when the country mouse repays the visit and goes to the city?

New!



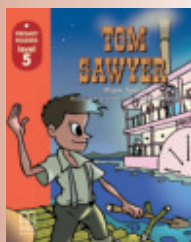
# Level 5

A2.1 (CEFR) / Flyers (YLE) / KET\*  
Headwords: 350



## Theseus And The Minotaur

Read this Greek myth and find out how Theseus saved seven young men and seven young women.



## Tom Sawyer

During their adventures around the Mississippi River, Tom and his friend Huckleberry Finn find out a lot about the real world.



## The Odyssey

On his way to Ithaca, after the end of the Trojan War, Odysseus encounters mythical creatures, frightening monsters, and even the anger of the god Poseidon.



## The Three Musketeers

D'Artagnan wants to become a musketeer in the king's army. With Athos, Porthos and Aramis he will have many adventures because now they are 'one for all and all for one'!

**New!**



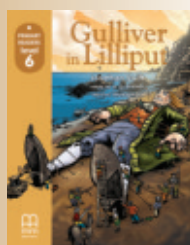
## Sinbad the Sailor

Sinbad sets sail on his ship, seeking thrill and adventure. On his seven voyages, he finds danger and monsters but also riches and excitement.

**New!**

# Level 6

A2.2 (CEFR) / Flyers (YLE) / KET  
Headwords: 430



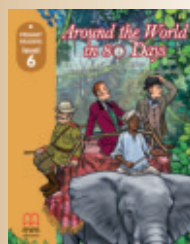
## Gulliver In Lilliput

Read about Gulliver's amazing journey to Lilliput.



## Robin Hood

Read about Robin Hood's exciting adventures in Sherwood Forest.



## Around The World In 80 Days

Phileas Fogg and his faithful servant, Passepartout, will leave London. They will try to travel around the world in eighty days for a bet. Will they make it? Or will the many adventures on the way make them lose the bet?

**New!**



## From the Earth to the Moon

A group of men decide to build a spaceship and travel to the moon. It is not an easy task, and the road is full of adventures and difficulties.

**New!**





SAMPLE PAGES

Story Pages

Simple text with lively dialogues.

glossy, detailed illustrations



charming characters

Activity Pages

A variety of simple activities and a picture glossary every four pages.

picture glossary

**Activity Page**

1 Look and say.

cat run stop  
boy hungry cow

2 Who says what? Look, read and match.

Mmm...  
Phew! I...  
I am hu...  
Hey, sto...

14

fun activities

The Gingerbread Man,  
Student's Book

SAMPLE PAGES

Teacher's Book

The Teacher's Book provides teachers with plenty of useful material and ideas to ensure that students are motivated and that Readers are used in an effective way.

The Teacher's book includes the entire story, complete with illustrations, exactly as it appears in the Student's Book and all the activity pages with answers overprinted.

**TEACHER'S NOTES**

Primary Readers are designed to provide young learners of Primary level with enjoyable reading material. They are carefully graded and the language has been carefully chosen to ensure that the children's understanding of the text is not impeded by vocabulary more familiar to them. The story has been divided into six parts with task sheets at the end of each part.

A variety of exercises such as comprehension, vocabulary, writing, drawing, matching and listening exercises, as well as games such as memory, are included. The reader can be approached in various ways, depending on the teacher's needs. Some ideas are given to approach the text, including a suggested lesson plan and a number of extra pre-reading and post-reading activities are given below. The use of IT is recommended, whenever necessary, to provide English as a foreign language classroom.

**THE FOX AND THE SOUVENIR SHOP**  
PRIMARY READER LEVEL 2

**SUGGESTED PRE-READING ACTIVITIES**

It is advisable to get the children to think about the story and discuss their own ideas about the characters, places and themes before they actually start reading it.

It is also advisable to spend one lesson doing some pre-reading activities. You can choose the activities that will suit best from the ideas suggested below.

Write the title of the story on the board. Ask the children to write some words about the title and encourage them to guess what the story is about.

Place the title on the cover of the reader and ask them to guess some questions about it, e.g.

- Can you identify the characters on the cover?
- What is the story about?
- Where are they?
- What are they doing?

It is important to remember that, at this stage, you should not confirm or reject any of the children's ideas unless you actually respond to the story.

**SUGGESTED LESSON PLAN**

It is advisable to divide one lesson into two parts. The first part of the lesson is for reading the story and the second part is for activities.

**Before reading:**

- At the beginning of each lesson, spend 5-10 minutes of the lesson on reading the story and the activities.
- Ask the children to guess what will happen in the story.

**After reading:**

- At the end of each lesson, spend 5-10 minutes of the lesson on reading the story and the activities.
- Ask the children to guess what will happen in the story.

14

Suggested lesson plans which offer pre-reading, while-reading and post-reading activities including projects and games.

**Activity Page**

1 Match 1-6 with a-f.

|          |             |
|----------|-------------|
| 1. say   | a letter    |
| 2. run   | more power  |
| 3. do    | to my knees |
| 4. fall  | goodbye     |
| 5. blame | somebody    |
| 6. want  | away        |
| 7. send  | my best     |

2 Complete the sentences with the names below.

the Duke of Buckingham King Louis D'Artagnan Cardinal Richelieu Milady Constance

\_\_\_\_\_ was brave at La Rochelle, and \_\_\_\_\_ thanked him for his help. \_\_\_\_\_ wanted more power, and he decided to kill \_\_\_\_\_. So, he sent \_\_\_\_\_ to London, but she wanted something in return - she wanted \_\_\_\_\_ dead.

3 Answer these questions. Circle a and b.

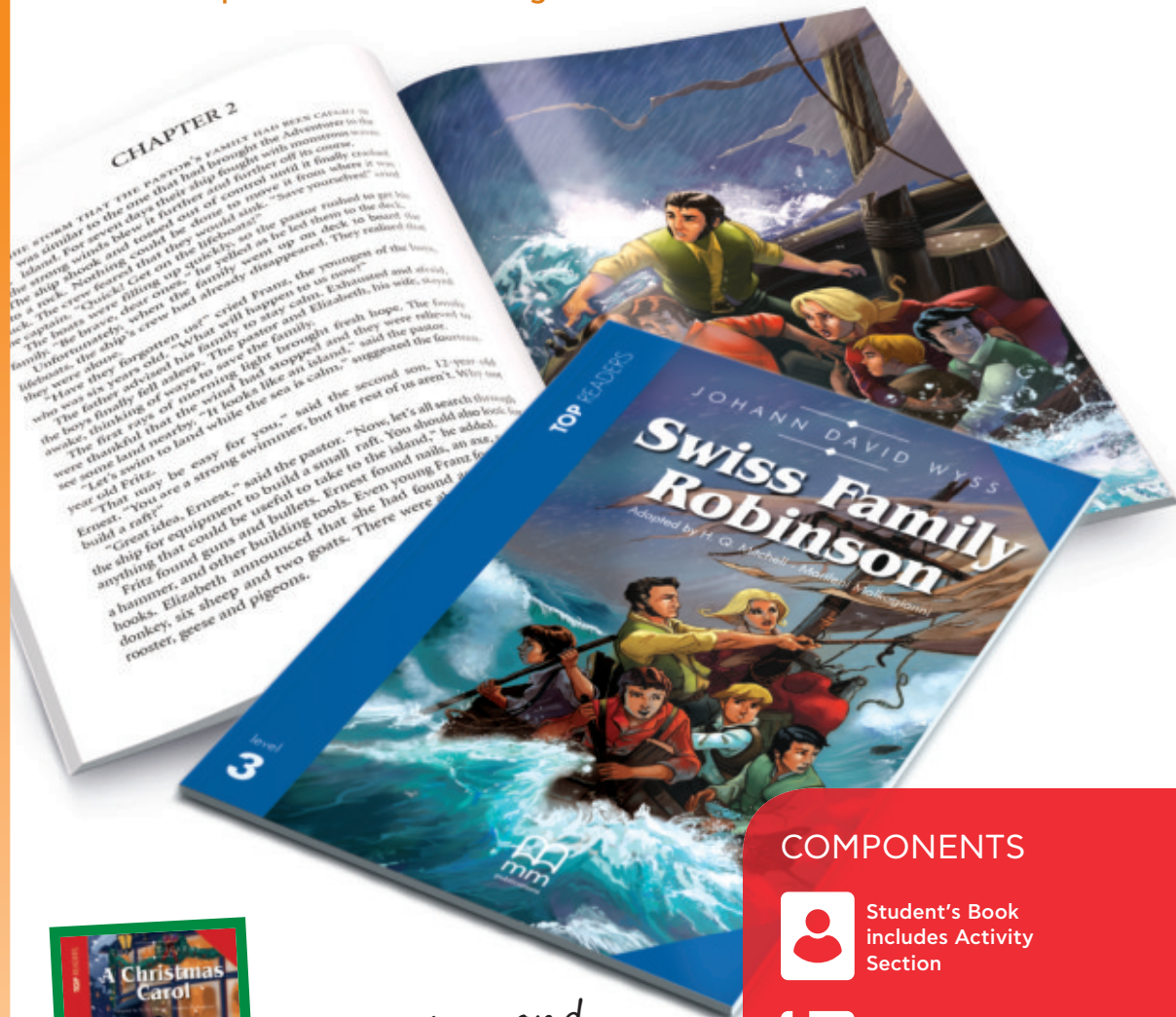
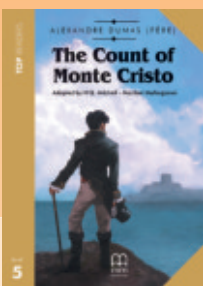
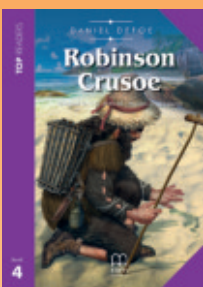
- Who paid the two men to kill d'Artagnan?
  - The king
  - Milady
- Who prepared the delicious food for d'Artagnan?
  - The musketeers
  - Milady
- What did d'Artagnan do with the man the Milady sent?
  - He let him live.
  - He put poison in his food.

38

Suggestions for staging a performance of the story including tips for costumes, lists of props and the script.

# Top Readers

A fascinating new series of classic and original stories which are sure to capture the readers' imagination.



New and exciting worlds that await to be entered!

for the holidays !

## KEY FEATURES (CLASSIC & ORIGINAL STORIES)

- Top Readers aspire to involve Ss from Beginner to Upper-Intermediate in the study of literature and the exploitation of language through interesting texts
- Full-colour illustrations
- Two pages of activities for each chapter, including a variety of comprehension, vocabulary, speaking and writing exercises

## COMPONENTS

-  Student's Book includes Activity Section
-  Separate multilingual glossary
-  \* Teacher's Book
-  Audio CD

### \* Teacher's Book:

- Teacher's Notes
- Step-by-step guidance for teachers
- Factfiles with background information and characters' descriptions
- Games
- Revision Tests
- Key to Tests







# Level 3

A2.2 (CEFR) / KET (Cambridge)  
Headwords: 1100



## Oliver Twist

Oliver Twist is a penniless orphan in 1830s England. Will Oliver find happiness and a family, or be doomed to a life with thieves?



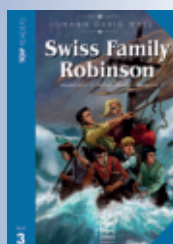
## Treasure Island

Jim Hawkins is a young boy working at the family inn. He discovers a treasure map in a dead man's chest and his adventure begins.



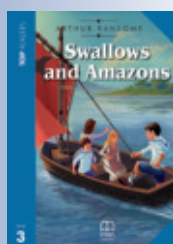
## Kidnapped

David Balfour lives quietly with his uncle. He soon realises that the old man seems to be keeping secrets from him.



## Swiss Family Robinson

On their way to Australia, a Swiss family ends up on a remote island, because of a storm. The four boys and their parents use all their skills and craftsmanship to transform the place into a cosy new home.



## Swallows And Amazons

Four children are exploring the Lake District in their sailing boat, the *Swallow*, when they encounter another boat, the *Amazon*. Join the Walker children in this thrilling tale of adventure.



## Black Beauty

Black Beauty starts out as a happy young horse, but he later experiences difficult times. He meets both good and cruel people and manages to keep his gentle nature in spite of many hardships.



# Level 4

**B1 (CEFR) / PET\* (Cambridge)**  
**Headwords: 1200**



## Jekyll And Hyde

Few Victorian mysteries are more haunting and sinister than Dr Jekyll and Mr Hyde.



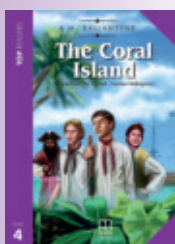
## The Turn Of The Screw

A new governess comes to a large country house to care for two young children. Small but strange events begin to happen. The new governess tries to find answers, and is pulled deeply into the strange history of Bly house and its inhabitants.



## The African Queen

During World War One, missionary Rose Sayer and mechanic Charlie Allnutt travel down the Ulanga River in a small steamboat, the *African Queen*, to escape the Germans...



## The Coral Island

When three young friends are shipwrecked on an island in the Pacific, they're forced to use all their intelligence and courage to survive. Their tropical paradise is then threatened when dangerous natives and bloodthirsty pirates

arrive on the island, and a thrilling adventure in the South Seas begins.



## David Copperfield

When young David's mother dies, his cruel stepfather sends him to work in a factory in London. The working conditions are appalling and David decides to run away and start a new life in Dover... Join David Copperfield

as he journeys from heartbreak to happiness in this extraordinary tale of courage and determination.



## Wuthering Heights

Wuthering Heights is the powerful tale of the love between Heathcliff, a poor boy, and Catherine, a wealthy young woman. However, Catherine decides to marry her rich neighbour, Edgar Linton, to

maintain her social status and reputation. Hurt by her rejection, Heathcliff seeks revenge, with tragic consequences.



## The Man Who Would Be King

Peachey Carnehan and Daniel Dravot, two former British soldiers, decide to travel to Kafiristan to become kings. Their journey is difficult, but the men achieve their goal and manage to become kings

and gods in the land of Kafiristan.

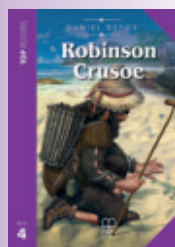


## The Lost World

Four intrepid adventurers travel to the Amazon jungle to find evidence of living dinosaurs. Trapped on an isolated plateau, the men must battle with terrifying prehistoric creatures

and menacing ape-men – will they survive the dangers of the lost world?

**New!**



## Robinson Crusoe

Robinson Crusoe wants to live a life of adventure, so at the age of twenty he leaves his home to become a sailor. After many adventures at sea, he buys a farm in Brazil, and then he decides

to journey to Guinea as a tradesman. But a tornado destroys his ship and he finds himself on the beach of an uninhabited island...

**New!**

# Level 5

**B2 (CEFR) / \*FCE (Cambridge)**  
**Headwords: 1500**



## The Creeping Man

In this exciting Sherlock Holmes adventure, the famous detective's powers of deduction are put to the test when he is called in to investigate the bizarre behaviour of a highly-respected professor...



**The Tempest**

Prospero, former Duke of Milan, has been living with his daughter Miranda on a remote island for fifteen years. When a ship carrying his greatest enemies approaches the island, Prospero has his chance for revenge.



**Moby Dick**

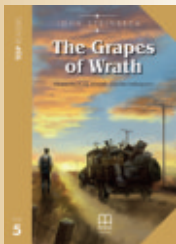
When Captain Ahab loses his leg to a white whale named Moby Dick, he devises a plan to destroy the animal – at any cost; but Ahab’s quest for justice ends in tragedy.



**A Midsummer Night's Dream**

Hermia and Lysander are in love with each other. However, Demetrius also loves Hermia and Helena loves Demetrius. A fairy named Puck causes a lot of trouble among the couples.

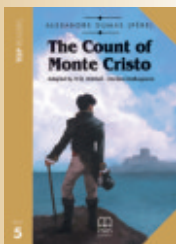
A night of chaos and confusion follows, but with a little magic, order is finally restored.



**The Grapes Of Wrath**

In America during the Great Depression, the Joads, a poverty-stricken family from Oklahoma, travel to California in search of a better life. The journey across the country quickly becomes a struggle for survival. This famous

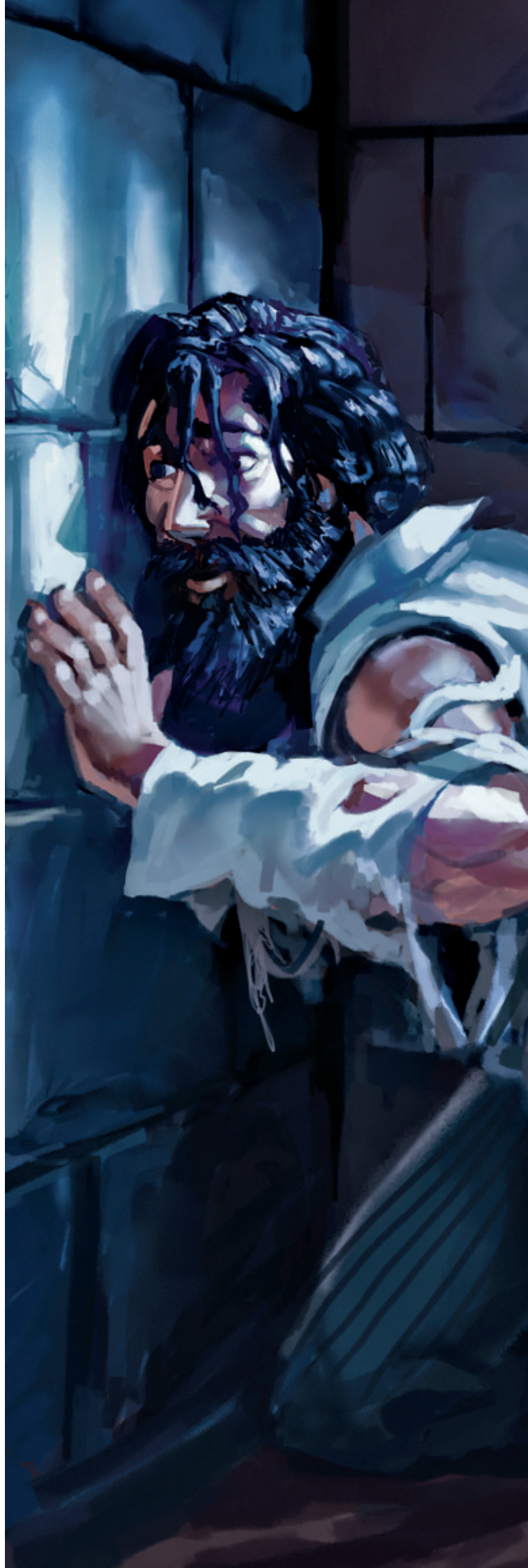
novel examines the troubles of an ordinary family facing extraordinary circumstances during one of America’s darkest times.



**The Count Of Monte Cristo**

Edmond Dantes spends fourteen years in prison for a crime he has not committed. When he manages to escape, he seeks revenge. As the Count of Monte Cristo, he punishes each and every one of those who made him suffer.

**New!**





language carefully adapted to level

realistic, full-colour illustrations stimulate students and help understanding

CHAPTER 4

WE SPENT SEVERAL DAYS ROWING DOWN THE RIVER; ON TWO occasions we had to carry our canoes through the woods to avoid the dangerous rapids. One afternoon, we heard the sound of drums beating in the distance.

'What is that?' I asked.

'War drums,' replied Lord John. 'I've heard them before.'

'Yes,' said Gomez. 'They're war drums... The Indians are watching us; they'll kill us if they can.'

I turned to look at the dark green trees that surrounded us, imagining the eyes of the Indians upon us. The river was as still as glass and emerald in colour, and as we moved slowly along it, our paddles sent a thousand ripples across its shiny surface. Eventually, the sound of the drums faded away.

'No Indians here,' said Gomez. 'They're afraid of *Curupuri*.'

'That's the evil spirit of the cliffs,' explained Lord John.

I nodded, remembering my first conversation with Professor Challenger.

In time, the river became too shallow to navigate, so we hid our canoes in the bushes and continued the rest of our journey on foot. We filled our backpacks with guns, ammunition, blankets, food and other provisions, and made our way north. Two days later, we arrived at an open plain – the red cliffs were clearly visible in the distance.

'There are the cliffs!' I said.

Professor Challenger smiled and said nothing. As we approached the cliffs, we saw trees and bushes on the summit, but no other signs of life. Exhausted from our journey, we set up camp at the foot of the cliffs, and went to sleep.

The next morning, we discussed how we were going to climb to the plateau at the top of the cliffs. 'This side is too steep to climb,' said Challenger, peering up at the cliffs. 'We need to walk around the cliffs and look for a way up.'

The ground at the foot of the cliffs was rocky and broken, and the going was slow and difficult. At around midday, we made a surprising discovery: an old, abandoned campsite. We found empty meat tins and bottles and a newspaper, the *Chicago Democrat*.



comprehension activities

The Lost World, Student's Book

CHAPTER 2

Reading Comprehension

1 Match the two halves of the sentences.

- |  |  |
|--|--|
| 1. Professor Challenger was a large man  | a. on the last page of Maple White's sketchbook.               |
| 2. The professor went to South America   | b. at the village in a state of exhaustion.                    |
| 3. Maple White had arrived               | c. give a talk at eight o'clock that night.                    |
| 4. A sketch of a very strange animal was | d. the professor is telling the truth.                         |
| 5. The professor showed Edward           | e. the wing of a flying reptile of the Jurassic period.        |
| 6. Edward believes that                  | f. with enormous hands which were covered in long black hairs. |
| 7. Professor Challenger was going to     | g. to study the animals of the Amazon.                         |

2 Complete the following sentences with the names in the box.

- |                      |                  |                        |
|----------------------|------------------|------------------------|
| Professor Challenger | Edward Malone    | Maple White            |
| The Indians          | The Indian chief | The professor's butler |
- \_\_\_\_\_ found a letter from the professor on his desk.
  - \_\_\_\_\_ took the professor to a hut to help a sick man.
  - \_\_\_\_\_ opened the door at the professor's house to let Edward in.
  - \_\_\_\_\_ was dressed in rags when he died.
  - \_\_\_\_\_ guided the professor to the red cliffs.
  - \_\_\_\_\_ showed Edward a photo of a strange bird in an enormous tree.

Vocabulary

3 Choose a, b or c to complete the sentences below.

- Her new shoes were quite expensive, but they were made of the finest \_\_\_\_\_.  
a. chalk                      b. leather                      c. paint
- The zoologists are \_\_\_\_\_ the birds' eggs that they found in the forest.  
a. inhabiting                      b. exploring                      c. examining
- You can borrow my paintbrushes, but please do not \_\_\_\_\_ them.  
a. damage                      b. identify                      c. persuade

- I \_\_\_\_\_ with you, Mum; I must study harder next year if I want to get into medical school.  
a. gather                      b. continue                      c. agree
- I really love chocolate cake, but the piece she gave me was \_\_\_\_\_; I couldn't eat it all.  
a. wide                      b. enormous                      c. broad
- My father is a big man with broad \_\_\_\_\_ and large hands and feet.  
a. chest                      b. collarbones                      c. shoulders
- I found this mobile phone in the gym. Does it \_\_\_\_\_ to you, Shelly?  
a. belong                      b. cover                      c. remove

4 Find words in Chapter 2 which mean the same as:

- Moved the head up and down as a sign of understanding \_\_\_\_\_ (page 8)
- Another word for glasses \_\_\_\_\_ (page 8)
- Pieces of old and/or torn cloth \_\_\_\_\_ (page 10)
- A bag that you carry on your back \_\_\_\_\_ (page 10)
- A person \_\_\_\_\_ (page 11)
- Evidence to support the truth of a statement, theory, etc. \_\_\_\_\_ (page 12)

Follow-up activities

5 Discuss.

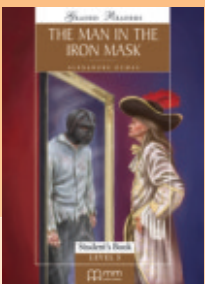
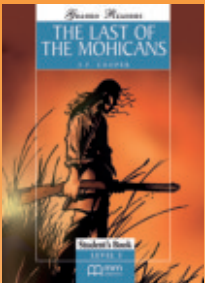
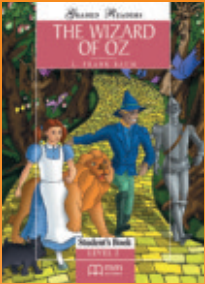
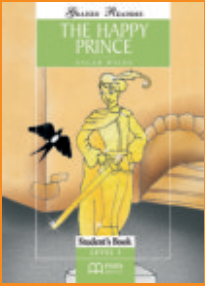
- How do you think Edward felt on his way to the professor's house? How would you feel? Why?
- What do you think about Professor Challenger's appearance? Would you be as surprised as Edward if you met him?
- Do you think that Maple White really did see a dinosaur? Do you think that it is possible for dinosaurs to exist? Why / Why not?
- The Indians believed there were evil spirits haunting the cliffs. Do you believe in the supernatural? Why / Why not?
- Why do you think that people did not believe Professor Challenger? Are you surprised that Edward believed him? What do you think about the proof he has to support his claim? Is it enough or not?

6 Imagine that you are Edward and you are keeping a diary. Write a page about your interview with Professor Challenger. (100-120 words)

speaking and prediction activities

vocabulary activities

writing activities and projects



# Graded Readers

## CLASSIC STORIES

5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1, A2, B1, B2   

Enjoyable reading material providing a rich context for language practice.

## ORIGINAL STORIES

4 LEVELS | BEGINNER TO INTERMEDIATE | A1, A2, B1   



*Classic and original stories which are sure to hook each reader's imagination!*

### KEY FEATURES

(CLASSIC & ORIGINAL STORIES)

- Stories which have been carefully graded for each level according to vocabulary, grammatical structures, sentence length and plot complexity
- Full-colour illustrations closely integrated with the text which stimulate learners and facilitate understanding
- The ideal springboard for the development of learners' reading, writing, listening and speaking skills

### COMPONENTS



Student's Book



Activity Book with multilingual glossary



\* Student's Pack



\*\* Teacher's Book



Audio CD

#### \* Student's Pack:

- Student's book
- Activity book
- Audio CD

#### \*\* Teacher's Book:

- Story book
- Activity book with overprinted answers
- Teacher's notes
- Revision tests
- Key to tests



# Level 1

A1.1 (CEFR\*) - A1.2 (CEFR)  
Headwords: 400-500



## The Happy Prince

A beautiful sad tale unfolds when an unusual friendship between a statue of a prince and a swallow is developed.



## The Table, The Ass And The Stick

The main characters in this amusing fairy tale are a carpenter, his three sons and a naughty goat that has difficulty telling the truth.

# Level 2

A2.1 (CEFR) / KET\*\* (Cambridge)  
Headwords: 900



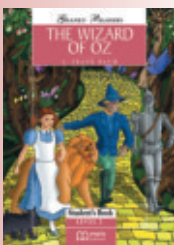
## The Magic Ring

In this highly entertaining story, three children come upon an enchanted castle and a beautiful princess, who is not what she appears to be.



## Beauty And The Beast

This moving tale of love and devotion tells the story of a rich man and his family. He loves all his children but his youngest child is so pretty that everyone simply calls her Beauty.



## The Wizard Of Oz

This famous fairy tale follows the adventures of Dorothy and her dog, Toto, who are carried away by a twister to the magical land of Oz.



## White Fang

White Fang is a wolf-dog growing up in the cold wilderness of the Canadian North, often facing hunger and the dangers of living in the wild.

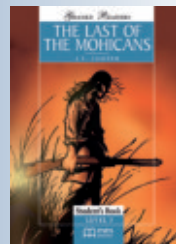
# Level 3

A2.2 (CEFR) / KET (Cambridge)  
Headwords: 1100 - 1150



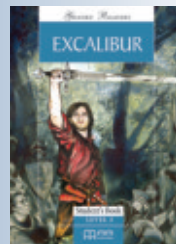
## The Canterville Ghost

In this story, set in Victorian England, a wicked old ghost tries in vain to terrify an American family who have settled in his house.



## The Last Of The Mohicans

In this story, Cora and Alice Munro start a journey through the forest to see their father, Colonel Munro, at Fort William Henry but they face many dangers.



## Excalibur

The story is set in war-ravaged England a long time ago. When the old king is killed, everyone is surprised when a young boy named Arthur shows that he is brave and strong enough to become the country's new king.



## The Mysterious Island

A four-year adventure begins when five men and a dog escape the American Civil War in a hot-air balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there.

# Level 4

**B1 (CEFR) / PET\* (Cambridge)**  
**Headwords: 1200**



## Great Expectations

In this classic Dickensian story, the life of an orphan boy named Pip is sealed by his encounter with a convict, his acquaintance with the mysterious Miss Havisham and his great love for Estella.



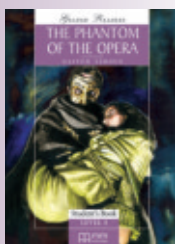
## Captain Grant's Children

In this classic Jules Verne adventure story, a message that the passengers and crew of the *Duncan* find in a shark's belly launches the search for the missing Captain Grant.



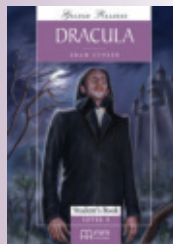
## Frankenstein

Victor Frankenstein works day and night to create his monster, thinking it will be a great advance in the scientific field.



## The Phantom Of The Opera

The beautiful Christine Daaé becomes an overnight success at the famous Paris Opera; yet, behind her there is mystery. The Opera house is haunted.

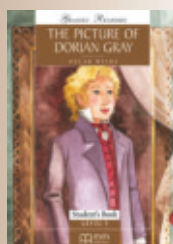


## Dracula

Jonathan Harker visits Count Dracula's castle in Transylvania on business. At the beginning of the journey, he cannot imagine what trouble he's got himself into.

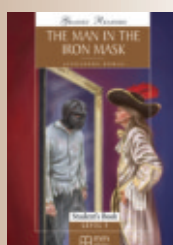
# Level 5

**B2 (CEFR) / FCE\*\* (Cambridge)**  
**Headwords: 1600**



## The Picture Of Dorian Gray

When the handsome Dorian Gray has his portrait painted, he jokes that it is unfair for him to grow old and the portrait to stay young.



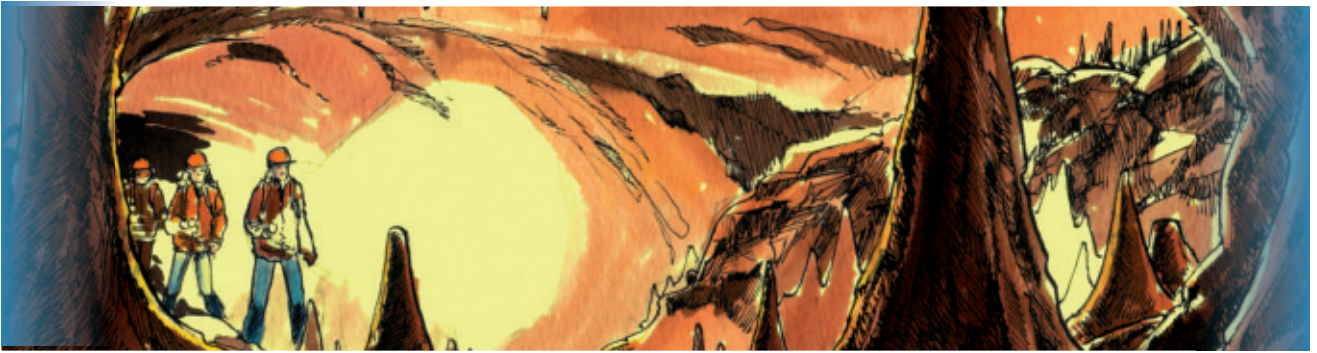
## The Man In The Iron Mask

The former Musketeers return for yet another adventure. Their motto is still the same: 'All for one and one for all' – but this time the four good friends find themselves on different sides.



\*Preliminary English Test  
 \*\*Cambridge English: First





## Level 1

**A1.1 (CEFR)**  
**Headwords: 400**



### Paul And Pierre In Paris

Paul, a young English boy, travels through the Chunnel to Paris. There, he meets his pen-friend Pierre Dupont, Monsieur and Madame Dupont and Pierre's cousin Sylvie.



### Lisa Goes To London

In this story, a young girl goes on a trip to London in order to take part in the final of an international short story competition.

## Level 3

**A2.2 (CEFR) / KET (Cambridge)**  
**Headwords: 1000**



### In The Year Of The Dragon

In this contemporary story, two brothers, Jason and Nicholas, get lost in the midst of Hong Kong's colourful New Year celebrations after Jason's plans are intercepted by his curious younger brother.



### Save The Forest

Christopher Andrews lives in Aylesworth. He finds out that his favourite place, Aylesworth forest, will be cut down to build blocks of flats. He decides that he has to do something to save this beautiful old forest.

## Level 2

**A2.1 (CEFR) / KET (Cambridge)**  
**Headwords: 600 - 800**



### Lisa Visits Loch Ness

Lisa continues her adventures, this time along the banks of the beautiful but mysterious Loch Ness in Scotland.



### The Mix-Up

In this contemporary story, four American teenage musicians are invited to one of the most prestigious music awards in New York and expect to have the time of their lives.

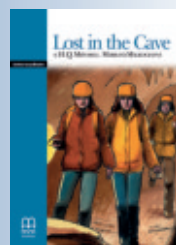
## Level 4

**B1 (CEFR) / PET (Cambridge)**  
**Headwords: 1200 - 1250**



### Back To The Dreamtime

In this contemporary story, Richard, a teenage Aboriginal boy raised in white Australian society, is compelled to come to terms with his past by forces outside his control.



### Lost In The Cave

Three teenage girls, Ellise, Fran and Agnes join a potholers' club in Derbyshire and go with other club members on a trip to the Peak District National Park.

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# mm publications is part of a bigger family...

**MM Educational Group** is a content creator with a global presence that delivers complete educational solutions. It consists of seven distinct companies that collectively publish educational materials in four subject areas: **English Language Teaching (ELT), Information & Communications Technology (ICT), Maths & Science.**

MM Educational Group is committed to the **spread of knowledge** – a mission which it continuously attains through the provision of localised educational solutions with global standards. Since its foundation in 1974, MM Educational Group has achieved an ever-growing global presence. With offices in 7 countries and distributors in more than 110 countries, its materials and services are now available on every continent. It has published tens of coursebook series, thousands of components, and a wide range of e-learning solutions. In collaboration with ministries, universities, schools, and publishers around the world, it has released hundreds of special editions.

**mm educational group**

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## mmpublications

MM Publications is an international publishing house that specialises in ELT books and materials, as well as services to support teachers and educational institutions worldwide. It was established in 1993 but has grown substantially since then. Today, materials by MM Publications are used in state and private schools at all levels of education. In fact, various customised editions have been developed to suit the diverse needs of unique markets.

MM Publications collaborates with highly regarded ELT consultants and teacher trainers around the world, who provide continuous customer support and training services. With offices, agents and distributors in more than 110 countries, MM Publications is a world leader in ELT books and e-learning materials.



## binarylogic

Binary Logic has been at the forefront of technology since 1982, building a global reputation through quality educational resources and support services. The founders of Binary Logic are educators who invested in technology early on, as they recognised the need to enrich the learning experience with new ways and methods of instruction. Hence, they developed a Computing & ICT curriculum for K-12 and tertiary education, changing the way the subject has been taught and learnt over the last 20 years.

Today, Binary Logic collaborates with schools, universities and ministries around the world, in order to provide complete assessment solutions. With a presence in more than 40 countries, it has become a global leader in the field of ICT solutions for schools.



## vectormaths&science

Vector Maths & Science was founded in 2017. Its mission is to nurture learners' inquisitive spirits with innovative, creative and practical materials that encourage them to dive deep into mathematical and scientific ideas in order to develop the necessary skills for success!



## mmschools

MM Schools is the birthplace of MM Educational Group. Since 1974, this state-of-the-art educational institution has offered substantial insights on ELT methodologies. To this day, it continues to be a source of inspiration and provides unique opportunity to pilot educational products with students whose first language is not English.



## combobooks

The marketing department's operation in Greece created a need for local market support. Thus, Combo Books was founded, in 2013, for the sale, promotion, handling and support of products by MM Educational Group in Greece, Cyprus and the Balkans. Today, Combo Books also organises and administers language examinations in collaboration with Palso, Europalso, and the Greek Ministry of Education.



## focusondigitalservices

Focus on Digital Services was founded in 2013 with the purpose of designing and developing books and e-learning materials for students and teachers worldwide. The creative, top notch members of this team deliver both superior quality and contemporary design.



## arguslogistics

In an attempt to achieve optimal efficiency in the delivery of its educational offerings, MM Educational Group introduced Argus Logistics in 2017. The company specialises in the distribution of educational materials around the world, and it directly connects the company with its global network of partners and customers.

**spreading knowledge**



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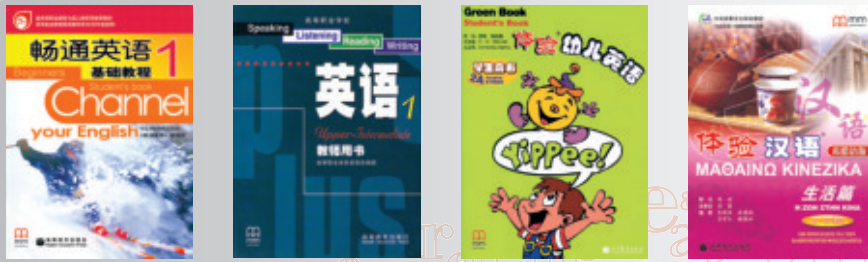
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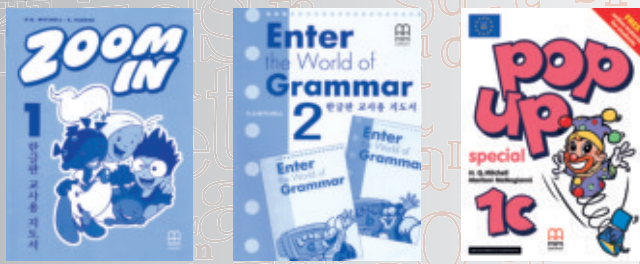
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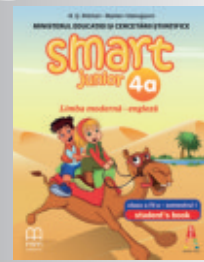




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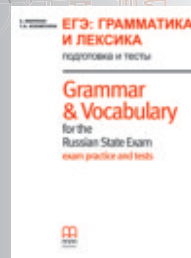
for the Kingdom of Saudi Arabia



for Peru



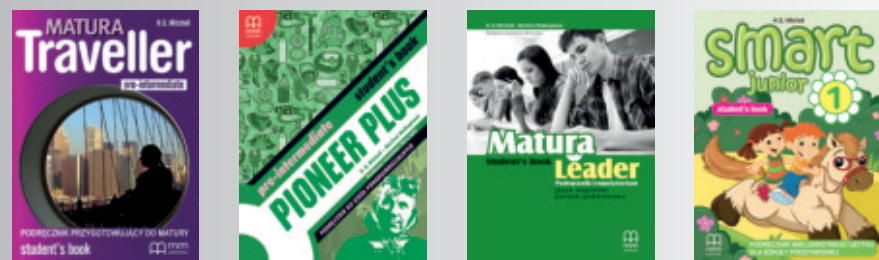
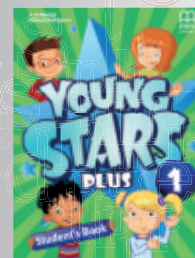
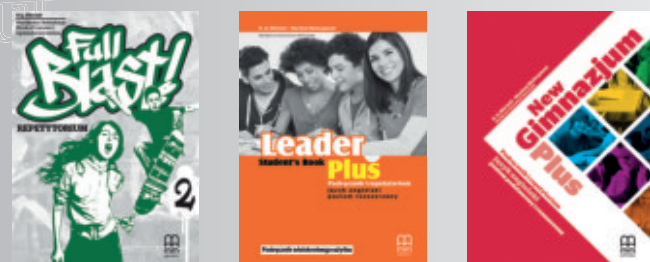
for Russia



for Spain

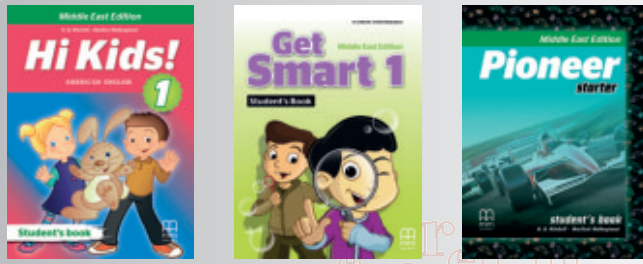


for Poland



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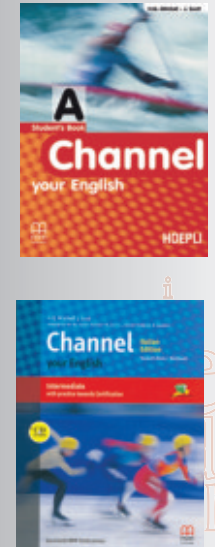
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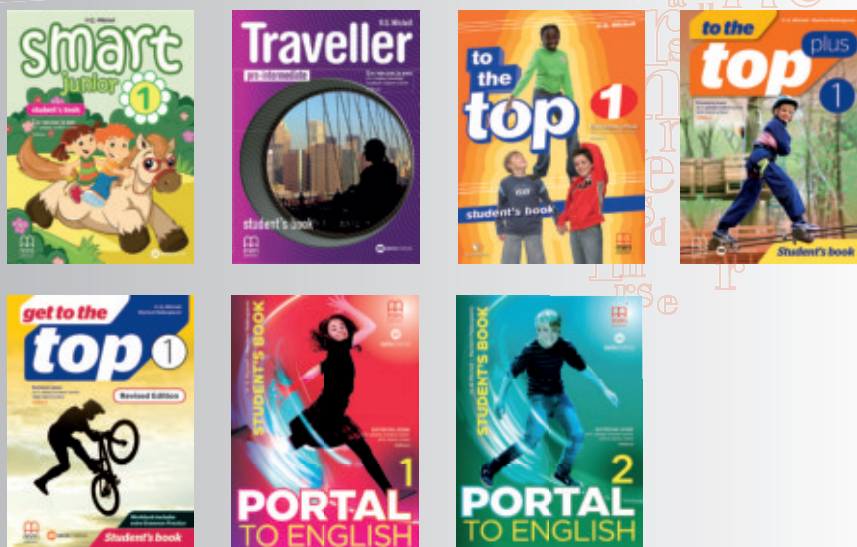
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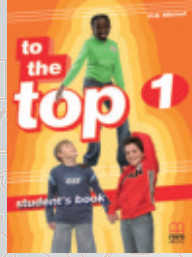
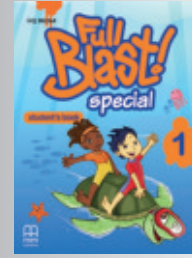
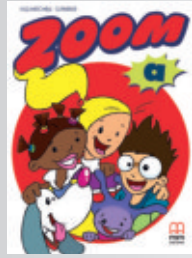


for Serbia

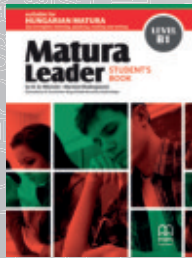




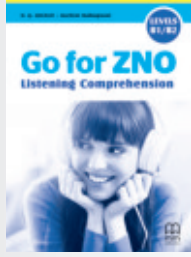
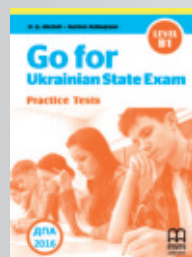
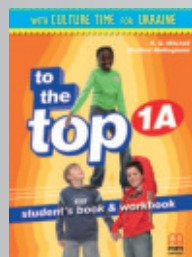
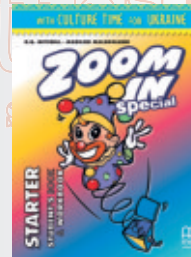
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# Common European Framework of Reference for Languages (CEFR)

One of the aims of the Common European Framework (CEFR) is to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the CEFR Levels have been developed. The table below summarises the set of proposed CEFR Levels in single holistic paragraphs and provides teachers and curriculum planners with orientation points.

## CEFR LEVELS: Global Scale

|                  |    |   |
|------------------|----|---|
| Proficient User  | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express himself/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.  |
|                  | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.                                   |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
|                  | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.                   |
| Basic User       | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.                          |
|                  | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.   |

*In the previous pages the correspondence of MM Publications books to the CEFR Levels is presented in order to facilitate teachers.*



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| Student's Book   | 978-960-573-708-5          |
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| Workbook   | 978-960-573-709-2          |
| Workbook (Amer. Edit.)                                     | 978-960-573-910-2          |
| Teacher's Book   | 978-960-573-710-8          |
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| Workbook                                      | 978-618-05-1590-9 | Student's Book                            | <b>Smart Junior 6</b>                       | <b>Zoom In Special 5</b>               |                   |
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| Workbook                                       | 978-960-478-929-0 |
| Workbook Teacher's Edit.                       | 978-960-478-930-6 |
| Teacher's Book                                 | 978-960-478-928-3 |
| Class CDs                                      | 978-960-478-957-3 |
| IWB  | 978-960-573-658-3 |
| <b>Full Blast American Pre-Intermediate A2</b> |                   |
| Student's Book                                 | 978-960-478-932-0 |
| Workbook                                       | 978-960-478-934-4 |
| Workbook Teacher's Edit.                       | 978-960-478-935-1 |
| Teacher's Book                                 | 978-960-478-933-7 |
| Class CDs                                      | 978-960-478-958-0 |
| IWB  | 978-960-573-659-0 |
| <b>Full Blast American Intermediate B1</b>     |                   |
| Student's Book                                 | 978-960-478-937-5 |
| Workbook                                       | 978-960-478-939-9 |
| Workbook Teacher's Edit.                       | 978-              |



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| <b>Full Blast Elementary A1.2 a</b>                          |                   | <b>The English Hub 1b</b>                 |                   | <b>American To The Top Beginners</b>                | Workbook                | 978-960-478-257-4 |
| Student's Book   | 978-960-573-022-2 | Student's Book & Workbook                 | 978-960-509-457-7 | Student's Book                                      | Teacher's Book          | 978-960-478-284-0 |
| Workbook   | 978-960-573-024-6 | Teacher's Book                            | 978-960-509-164-4 | Workbook  | Class CDs               | 978-960-478-264-2 |
| <b>Full Blast Elementary A1.2 b</b>                          |                   | Class CDs                                 | 978-960-509-461-4 | Workbook Teacher's Edit.                            | IBW                     | 978-960-573-819-8 |
| Student's Book   | 978-960-573-023-9 | <b>The English Hub 2a</b>                 |                   | Teacher's Book                                      | <b>Get To The Top 3</b> |                   |
| Workbook   | 978-960-573-025-3 | Student's Book & Workbook                 | 978-960-509-339-6 | Class CDs   | Student's Book          | 978-960-478-279-6 |
| <b>Full Blast Pre-Intermediate A2 a</b>                      |                   | Teacher's Book                            | 978-960-509-167-5 | IBW   | Workbook                | 978-960-478-281-9 |
| Student's Book   | 978-960-573-230-1 | Class CDs                                 | 978-960-509-384-6 | <b>American To The Top Elementary</b>               | Teacher's Book          | 978-960-478-285-7 |
| Workbook   | 978-960-573-231-8 | <b>The English Hub 2b</b>                 |                   | Student's Book                                      | Class CDs               | 978-960-478-289-5 |
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| <b>Full Blast Intermediate B1 b</b>                          |                   | Class CDs                                 | 978-960-509-385-3 | Student's Book                                      | IBW                     | 978-960-573-821-1 |
| Student's Book   | 978-960-573-236-3 | <b>The English Hub 3b</b>                 |                   | Workbook  | TR CD/CD-ROM 1-4        | 978-960-478-606-0 |
| Workbook   | 978-960-573-237-0 | Student's Book & Workbook                 | 978-960-509-459-1 | Workbook Teacher's Edit.                            |                         |                   |
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| TR CD/CD-ROM   | 978-618-05-2541-0 | <b>Explorer Level B2</b>                  |                   | Class CDs   |                         |                   |
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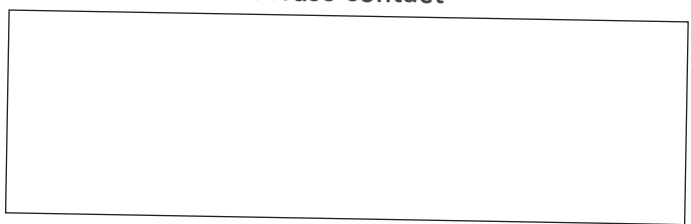


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