

Learn, share, inspire!



mm
educational
group

mm
publications
catalogue

2024 ———— ELT



Throughout this catalogue, you will see a series of clickable buttons that will help you navigate to helpful sections of our website in order to gain perspective on our products and services.

If you are currently reading a printed catalogue, scan the QR code and make your catalogue **come to life!**

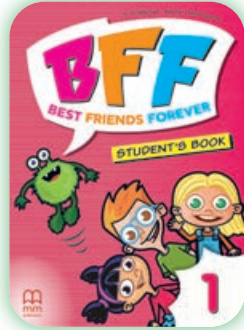




**English makes
the world come
together!**



Pre-Primary & Primary Courses



LEADING TO A1 → A1+ | p.18
BRITISH EDITION

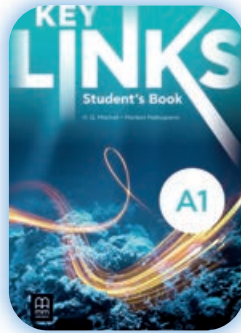


LEADING TO A1 → A2.2 | p.24
BRITISH & AMERICAN EDITION

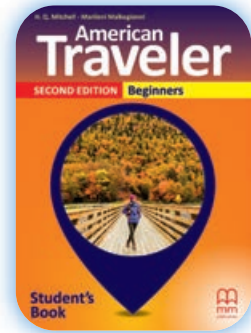
Secondary & Adult Courses



A1 → B1 | p.42
BRITISH EDITION



A1 → C1/C2 | p.66
BRITISH EDITION



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BRITISH & AMERICAN EDITION

Primary Readers



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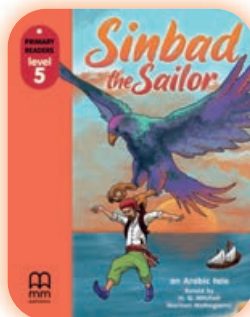
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Innovative ELT books and e-learning materials that work for... YOU!

MM Publications is a world-leading publisher that offers educational solutions that support the teaching and learning of English.

English as a Key to the World

Our books and materials explicitly demonstrate how English is used in real-life situations. They enable learners to communicate with people from different locations and of different cultural backgrounds fluently, accurately, and confidently.



Building an Ideal Educational Experience

We go beyond making good products. Our work is guided by the development of an ideal educational experience. Our set of comprehensive services ensures that we deliver what is right for you!

- Coursebook selection guidance
- Academic and professional development training
- Curriculum and/or syllabus design
- Development of online learning and testing solutions
- Digital support
- Product customisation

Learn, Share, Inspire

Our motto constitutes the cornerstone of our endeavours:

We help students **LEARN** better by enhancing the learning experience with the latest educational tools and methods.

We enable teachers to effectively **SHARE** their knowledge and experience with their class.

We design courses that **INSPIRE** the next generation of learners.



Explore the world of MM Publications:
www.mmpublications.com





mm
educational
group

1974

MM SCHOOLS
MM Educational Group's journey begins.

1993

MM PUBLICATIONS
A dream comes true. MM Publications publishes its first ever book: "Enter the World of Grammar".

1997

INTERACTIVE MULTIMEDIA READER
MM Educational Group produces the first Interactive Multimedia Reader.

1998

BELT STUDY SYSTEM INTERNATIONAL ACTIVITY BREAKTHROUGH
MM Educational Group officially starts its global journey, starting from Beijing. Our products become the first-ever imported books to be used in Chinese state schools.

1995

BELT STUDY SYSTEM
Binary Logic launches Belt Study System, the most innovative educational software at the time for English language learning.

1982

BINARY LOGIC
Binary Logic has been at the forefront of technology since its foundation year, 1982, building a global reputation through quality educational resources and support services.

1998-2010

ELT PORTFOLIO GROWTH

MM Publications produces its first coursebooks in the late 90s, and in the beginning of the 2000s creates its first interactive whiteboard materials.

2017

ARGUS LOGISTICS

Our increasing presence worldwide and our willingness to provide the ideal educational experience led us to the introduction of Argus Logistics, which connects our group directly with our global network of partners and customers.

VECTOR MATHS & SCIENCE

Taking advantage of our long experience in education, we decide to launch a new company: Vector, which specializes in the development of quality material for Maths and Science. Its mission is to encourage students to dive into mathematical and scientific ideas and develop necessary skills.

2024

50 YEARS OF SPREADING KNOWLEDGE!

We celebrate 50 years of spreading knowledge, and we're looking forward to evolving our vision into something even greater. Through dynamic innovation and continuous collaboration with our partners, MM Educational Group strives to further advance global education!

2013

BINARY LOGIC LAUNCHES THE FIRST COURSEBOOKS FOR COMPUTING – ICT!

Binary Logic becomes the first educational company to develop a Computing & ICT curriculum for K-12 and tertiary education, changing the way the subject is taught and learnt in following years.

FOCUS ON DIGITAL SERVICES

Focus on Digital Services becomes the new member of our group. The top-notch, creative members of this company are responsible for the design and development of our books and e-learning materials.

COMBO BOOKS

In 2013, another company is added to MM Educational Group. Combo Books is founded for the sale, promotion, handling and support of products by MM Educational Group in Greece, Cyprus and the Balkans.

2020

PRIME EDUCATIONAL SOFTWARE APPLICATIONS

In 2020, MM Educational Group becomes even bigger. The latest member, Prime Educational Software Applications, leverages the latest technology to digitize the content of MM Educational Group and thus enhance learners' overall educational experience.

#BYYOURSIDE

During the pandemic, which severely disrupted global education, MM Educational Group had one single mission: to stand by our partners and customers. For this reason, we created a package of free resources and trainings in order to support the learning procedure, no matter whether online, offline or blended. At the same time, our group set as a priority the safety of our personnel by adopting a 100% distance-working scheme.

The other members of MM Educational Group:



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. 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.



vectormaths&science

Vector Maths & Science develops course materials for Mathematics and Science. 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 and, therefore, develop the necessary skills for success!



focusondigitalservices

Focus on Digital Services designs and develops 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.



primeedusoftware

Prime Educational Software Applications develops high-quality digital tools and software for education. The company leverages the latest technology, in order to digitise the content created by MM Educational Group and, thus, enhance the overall educational experience.



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, as it provides a unique opportunity to pilot educational products with students whose first language is not English.



combobooks

Combo Books promotes, sells, and distributes the products of MM Educational Group in Greece, Cyprus, and the Balkans. It also organises and administers language examinations in collaboration with Palso, Europalso, and the Greek Ministry of Education.



arguslogistics

Argus Logistics specialises in the global distribution of educational materials. This company connects MM Educational Group with its international network of partners and customers.



abacusfcs

Abacus Financial Services provides financial, counselling, and other support services that reinforce the operations of all members within MM Educational Group, thus ensuring financial stability, workforce effectiveness and operational excellence.

MM Educational Group around the world!

MM Educational Group is committed to spreading knowledge, a mission which it continuously pursues through the provision of localised educational solutions with global standards. With offices in 9 countries and distributors in more than 110 countries, its materials and services are 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.



- Offices in **nine countries**
- Partners and agents in more than **110 countries**
- More than **70 coursebook series**
- More than **4,000 titles**
- More than **600 special editions**
- Cooperation with various **educational institutions** (schools, universities, publishers and ministries of education)

Pre-Primary & Primary

**Courses that make
learning fun and
teaching a delight!**



***New**

Pre-Primary & Primary

CEFR LEVELS

		leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Hi Kids! BRIT. & AMER. ED.	p. 12	█						
New Yippee! BRIT. & AMER. ED.	p. 14	█						
Funny Phonics BRIT. & AMER. ED.	p. 16	█						
BFF BRIT. ED.	p. 18	█	█					
Top Stars BRIT. & AMER. ED.	p. 24	█	█	█	█	█		
Get Smart Plus BRIT. ED.	p. 30	█	█	█	█	█		
New Get Smart AMER. ED.	p. 32	█	█	█	█	█		
Young Stars BRIT. & AMER. ED.	p. 34	█	█	█				
Smart Junior BRIT. ED.	p. 36	█	█	█				
New Zoom In Special BRIT. ED.	p. 37	█	█	█				
Zoom BRIT. ED.	p. 38	█	█	█				
Zoom In BRIT. ED.	p. 38	█	█	█				
Zoom In Special BRIT. ED.	p. 38	█	█	█				
Time Flash BRIT. ED.	p. 38	█						
Pop Up AMER. ED.	p. 39	█	█	█	█	█		
Pop Up Special AMER. ED.	p. 39	█	█	█	█	█		
Pop Up Now BRIT. ED.	p. 39	█	█	█	█	█		

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!



View additional series details



Browse sample module



3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1



3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1



Teacher's Resource Pack

Split Edition

A Split Edition of Hi Kids! American Edition is also available.



3 LEVELS | BEGINNER | LEADING TO A1



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
- Interactive games
- A digital vocabulary list
- Cross-curricular topics
- Self-assessment section



COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Flashcards
- Posters
- Puppet
- Teacher's Digital Resource Pack*



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material

* The Teacher's Digital Resource Pack is a box that contains all the teacher's printed and digital components!

SAMPLE PAGES

Hi Kids! 1, Student's Book

clear photos introducing new vocabulary

1. Revise. 2. Introduce new items. 3. Listen, point and repeat. 4. Listen and sing.
5. Do the activity on p.112. 6. Play a game.

Unit 12 - Lesson 2

humorous episodes with attractive illustrations

1. Listen and point to the pictures. 2. Listen, point and repeat. 3. Listen, point and repeat. 4. Role-play about the pictures. 5. Listen, point and repeat. 6. Play a game.

New Yippee!

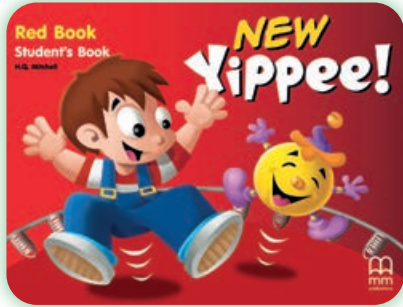
Created for budding young learners, the New Yippee! course, which consists of the Red Book, the Green Book and the Blue Book, is sure to ignite curiosity and delight children. Its approach is based on the Multiple Intelligences Theory and its aim is to guide children in learning English the same way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



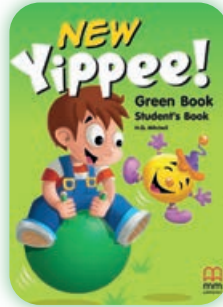
View additional series details



3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1

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

COMPONENTS



- Student's Book
- Fun Book*
- Teacher's Book
- Flashcards
- Puppet



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material

* In the first level, the Fun Book is contained in the Student's Book.



attractive illustrations

lively illustrations introducing new vocabulary

4. My family

Lesson 1

Lesson 1

1. Introduce new items.
2. Draw family members.
3. Listen and repeat the words. Stick the stickers.
4. Talk about the picture.
5. Listen and repeat the dialogue.
6. Act out the dialogue.
7. Play a game.
8. Make a family poster.
9. Do the Fur Back (p.27).

stickers

Lesson 1

1. Hello friends

2a

Lesson 1

extra activity for Lesson 1

TOOLS

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.



View additional series details



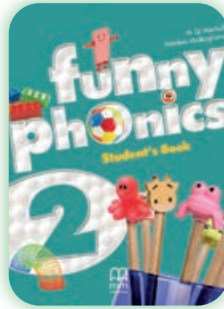
Browse sample module



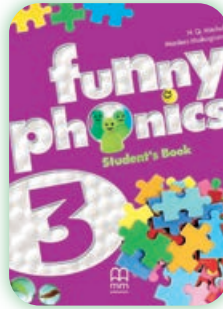
5 LEVELS | BEGINNER | LEADING TO A1



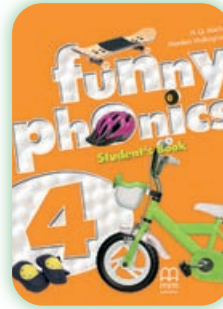
Leading to A1



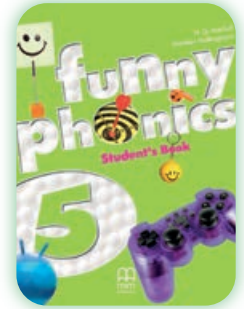
Leading to A1



Leading to A1



Leading to A1



Leading to A1

COURSE FEATURES

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

COMPONENTS



- Student's Book
- Activity Book
- Teacher's Book



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material



SAMPLE PAGES

warm-up activities

eye-catching full-colour illustrations introducing new vocabulary and simple phrases

Funny Phonics 1, Student's Book

Unit 2

1. Listen and repeat. Trace with your finger. Make the shapes.

Bb

2. Listen and repeat.

baby

balloon

bird

3. Look and find "b" words above. Then listen and repeat. 4. Now sing. 5. Pretend to cry like a baby. Listen and repeat.

Look a bird!

Shh my baby.

b, b, b for baby

vocabulary presented with clear illustrations

song

activities for practice and consolidation

Unit 2

Bb baby

balloon

bird

A baby with a balloon.

6. Listen and repeat. 7. Do the project.

8. Listen and circle the correct picture.

9. Look and circle.

10. Find and color "Bb".

New!

Best friends forever! Learn English together!

Friendships are something that students begin to explore at a very young age.

As time goes on, they build these friendships into meaningful and memorable experiences.

Students may nurture their friendships in the classroom through

cooperation

honesty

support

encouragement

respect

kindness

trust

and many more characteristics that strengthen their relationships in school. They may even become

BEST FRIENDS FOREVER!

BFF

BEST FRIENDS FOREVER



BFF - Best Friends Forever

New!

BFF is a new and exciting primary course that follows the requirements of the Common European Framework of Reference and the modular approach.



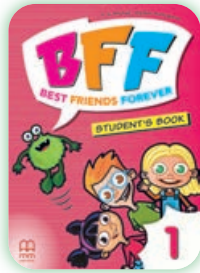
View additional series details



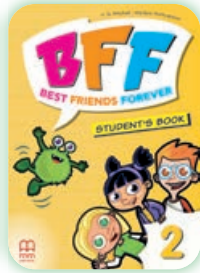
Browse sample module



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



Leading to A1



Leading to A1



Leading to A1



Leading to A1



A1.1



A1+

COURSE FEATURES

- Well-balanced modules with songs, stories and factual texts that encourage skills development
- Comic-strip stories with animations
- Cross-curricular learning and cross-cultural topics
- A variety of activities (listening, speaking, short writing activities with grammar practice, hands-on activities and projects)
- Gradual development of all four skills
- Activities designed to develop 21st century skills
- Revision units
- A play
- Super Skills sections
- Super Moves sections that develop higher-order thinking skills
- Self-evaluation sections
- Short videos (teasers) introducing the topic of the module
- Videos consolidating each module

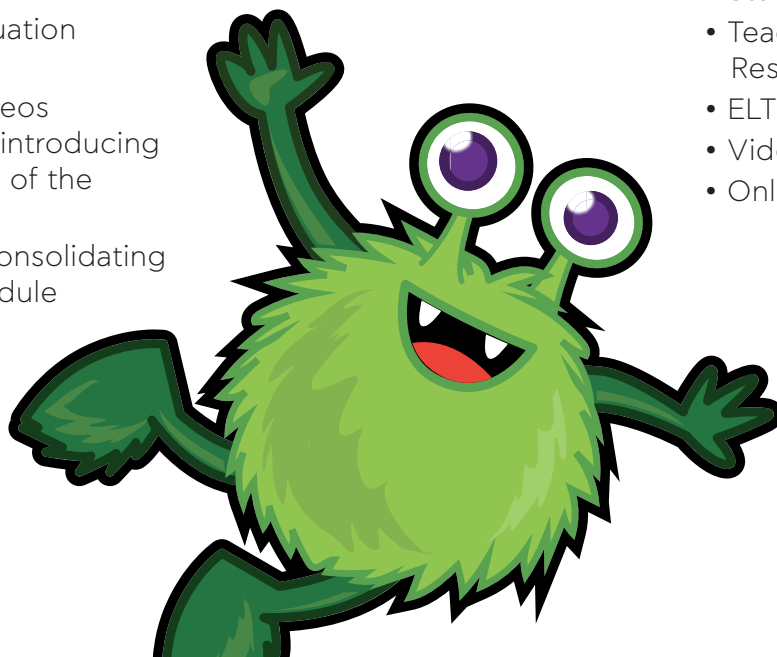
COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Resources
- ELT Platform
- Videos
- Online Tests



short videos (teasers) to introduce the topic of each module

critical thinking

presentation of new vocabulary always with pictures

the Grammar box highlights grammatical structures

MY BODY

SONG

1 Listen, point and say.

2 Listen and point. Then sing.

GRAMMAR

Have you got two eyes?
Yes, I have.
No, I haven't.

3 Look at activity 2 and tick (✓).

4 Read and circle.

5 Turn to p.109 and choose. Then ask and answer.

always a new song that presents vocabulary and grammatical structures

communication

practice of vocabulary and structures

critical thinking

presentation of new vocabulary always with pictures

listening activities practising new language items

reading comprehension activity

BEST FRIENDS

1 Listen, point and say.

2 Listen and read.

3 Read and match.

4 Listen and circle.

5 Read and place a ✓ or an X about yourself. Then say about your partner.

GRAMMAR

I/You/We/They have got two eyes.
I/You/We/They haven't got two pencils.

comic strip: the characters of the book in different situations

communication

practice of vocabulary and structures through game-like activities - The aim is COMMUNICATION

presentation of new vocabulary always with pictures

project

phonics practice

a model text for students

PLAY AND WRITE

1 Listen, point and say.

body, head, hand, teeth, foot

GRAMMAR

Has he/she/it got big eyes?
Yes, he/she/it has.
No, he/she/it hasn't.

foot, tooth, feet, teeth

2 Play.

Has he got a pink body? It's a boy.
Has he got hands? No, he hasn't.

It's Zank. Yes, he has. He's got four hands.

Lula, Zubu, Dipy, Mama, Vala, Noni, Beeta, Zank, Bozi, Zipo, Zoula, Zoom

PROJECT

3 Listen and repeat.

He has got four eyes, three ears and two bellies.

4 Listen and read.

My monster

He has got a big body.
He has got three eyes.
He hasn't got hair.
He hasn't got two feet.

5 Go to WB p.43. Do the project and present it. Then ask and answer with your partner.

Has she got four hands? Yes, she has.

communication

communication
creativity

game-like activities practising new language items and focusing on communication in real-life situations

model answers for all writing activities are provided in the Teacher's Book, and are available in both written and recorded forms on the IWB

WORKBOOK

PLAY AND WRITE

Activity 4

Key

He/She has got three eyes.
He/She has got four arms.
He/She hasn't got two legs.
He/She hasn't got wings.

CLIL 4

History

1 Listen point and say.

horse, eagle, lion

2 Listen and read.

Mythical creatures

Pegasus
It is a horse. It has got big wings and a long tail. It can run and fly.

The Griffin
It is an eagle and a lion. It has got a big head, big wings and a long tail.

The Phoenix
It is a bird. It has got big wings and a long tail. It can fly.

3 Read and circle a, b or/and c.

1. It has got a long tail.	a	b
2. It's a horse.	a	b
3. It's a bird.	a	b
4. It has got big wings.	a	b
5. It's an eagle and a lion.	a	b

SUPER MOVES 2 (MODULES 3-4)

1 Look and write T for True, F for False or DK for Don't Know.

Tim, Corrior, Janet, Brad

1. The eagle can fly.	F	4. The elephant has got a long tail.	
2. The lion can jump.		5. Janet can sing.	
3. Corrior can swim.		6. Tim has got glasses.	

2 Who am I? Read, look at the picture and write the names.

1. I have got long hair. Janet

2. I am sad. _____

3. I can't run. _____

4. My bag is blue. _____

3 Look at the picture. Choose a person/animal and guess he/she/it is saying. Have your partner say the name of the animal.

SUPER SKILLS (Modules 3-4)

1 Look at the pictures. Listen and tick (✓) the box. There is one example.

Example: Who's Time?

1. What can she do?	a	b	c	✓
2. What has Tom got?	a	b	c	
3. What can he do?	a	b	c	

2 Look at the pictures. Write the words. There is one example.

Example: b i r d n i l o

v o n i l i

1. e h r o s

3 Read this. Choose a word from the box. Write the correct word next to numbers 1-4. There is one example.

big, legs, tails, fly, wings

CATS

There are small and big cats. They have got (1) _____ but they haven't got (2) _____. They've got four (3) _____. They can jump, but they can't (4) _____.

list of objectives, vocabulary and structures introduced in each lesson

materials needed for each lesson

optional activities making the lesson more enjoyable and giving further practice

LANGUAGE FOCUS

Objectives

- to express characteristics of people
- to accurately enquire about parts of the face

Vocabulary

Parts of the face / face features: eye, nose, mouth

Structures

How you get two eyes?
Yes, I have. / No, I haven't.

MATERIALS

- Flashcards for face, eye, nose, eye, nose, mouth

VIDEO

A

- Play the video (twice), episode 4.
- Watch the video on a screen to see the monster's face (parts of the face are faces).

Listening transcript (all text, mouth, tail, eyes, wings)

GRAMMAR

Activity 1

Ask Ss to have you got two eyes?
Yes, I have. / No, I haven't. Write the question and the answer on the board.

Ask another Ss. Have you got three eyes?
Yes, I have. / No, I haven't. Write the question and the answer on the board.

Then ask Ss what you see in the question. Have you got...? Elicit that we use to ask about characteristics of people / things. Point out to Ss that one answers Yes, I have. / No, I haven't. Stress that short answers are not full sentences.

Circle Ss' attention to the grammar box. Read the question and answer (twice), one gets to repeat.

Activity 2

Ask Ss to have you got two eyes?
Yes, I have. / No, I haven't. Write the question and the answer on the board.

Ask another Ss. Have you got three eyes?
Yes, I have. / No, I haven't. Write the question and the answer on the board.

Then ask Ss what you see in the question. Have you got...? Elicit that we use to ask about characteristics of people / things. Point out to Ss that one answers Yes, I have. / No, I haven't. Stress that short answers are not full sentences.

Circle Ss' attention to the grammar box. Read the question and answer (twice), one gets to repeat.

WORKBOOK

Activity 1

Key

1. eye 2. eye 3. nose 4. hair 5. mouth

Activity 2

Key

1. Yes, I have. 2. Yes, I have. 3. No, I haven't.

clearly staged step-by-step guidelines for each activity

key to Workbook activities

BFF 3, Interactive Whiteboard Material



View demo IWB



New!

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!

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.



View additional series details



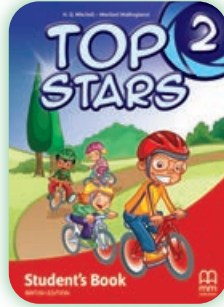
Browse sample module



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



Leading to A1



Leading to A1



A1.1



A1.2



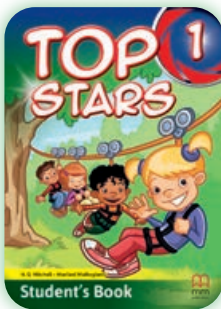
A2.1



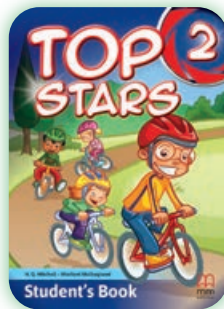
A2.2



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



Leading to A1



Leading to A1



A1.1



A1.2



A2.1



A2.2

Split Edition

The four three levels of Top Stars American Edition are also available as a Split Edition



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → A2



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
- A digital vocabulary list

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Resources
- ELT Platform
- Videos
- Online Tests



View demo
IWB

*Top Stars 3 British Edition,
Interactive Whiteboard Material*

SAMPLE PAGES

vocabulary presented with clear illustrations

Top Stars 2 American Edition, Student's Book

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.

Can you spell 'pencil'? No, I can't. Yes, I can. P-E-N-C-I-L.

You	Student 1	Student 2
spell	<input type="checkbox"/>	<input type="checkbox"/>
count to 10	<input type="checkbox"/>	<input type="checkbox"/>
write your name	<input type="checkbox"/>	<input type="checkbox"/>
sing	<input type="checkbox"/>	<input type="checkbox"/>
paint	<input type="checkbox"/>	<input type="checkbox"/>

30

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

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

cross-curricular information

Top Stars 2 American Edition, Workbook

8 ONCE UPON A TIME

1 Look and write A-D.

1. He plays soccer. A C

2. She plays volleyball.

3. She plays tennis. B D

4. He plays basketball.

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

5 Food and drink

SONG

list of objectives, vocabulary and structures introduced in each lesson

materials needed for each lesson

clearly staged step-by-step guidelines for each activity

key to Workbook activities

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 smily face made of yellow construction paper and a sad face made of blue construction paper
- a packet of rice, some onions and eggs
- bluetooths (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. Blotfold 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 CD2 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).
- Facilitate 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.

- | | |
|-------------------------------------|---------------------------------|
| A. chicken - 1st verse, 1st line | D. fries - 2nd verse, 2nd line |
| B. sandwiches - 2nd verse, 2nd line | E. eggs - 2nd verse, 1st line |
| C. rice - 1st verse, 2nd line | F. onions - 2nd verse, 1st line |

- 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 board and 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 it isn't the short form do not.
- Hand out a photocopy of the food flashcards to each S.
- Ask Ss to hold up their food flashcard and make a sentence according to their preferences, saying I (don't) like (rice).

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. Chances are Ss can ask him/her, Do you like chocolate? Elicit the Ss' 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 CD2 Track 8

- Have Ss open their books to p.46.
- 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 CD2 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

1. breakfast lunch soup fish cereal milk

Breakfast anyone?

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

Hi! I'm Fran. 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 the first girl from? (She's from Japan.) Where is the boy from? (He's from Australia.)
- Ask Ss to point to the appropriate photo 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 I if when necessary) about the text. Ss can use I if when necessary, for their answers. What's the Japanese girl's name? (It's Hibiki.) What's the boy's name? (It's Fran.) Does Fran 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.
- Activity 4**
- 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.

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 each thing like for breakfast.

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

A.	1.	2.	3.
B.	4.	5.	6.
C.	7.	8.	9.

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. Men: I don't like sandwiches or eggs for breakfast. I like cereal with milk for breakfast.
2. Woman: I like fish for lunch. I don't like soup or chicken for lunch.
3. Men: I don't like spaghetti or fries for lunch. I like soup for lunch.
4. I connect with milk ✓
2. fish ✓
3. soup ✓

Optional PRACTICE

- Make a food poster**
- Divide Ss into small groups (2-4 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 on a title on the first half and Bad For You on a title on the other half.
 - Then have Ss glue the food/drinks

- In the corresponding half write the name of the food/drink.
- Ss can also draw the face on it.
 - 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 on the middle of 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**
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)

clearly staged step-by-step guidelines for each activity

optional activities making the lesson more enjoyable and giving further practice

audioscripts and key to activities

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.



View additional series details



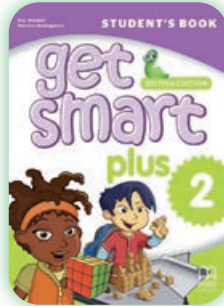
Browse sample module



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



Leading to A1



Leading to A1



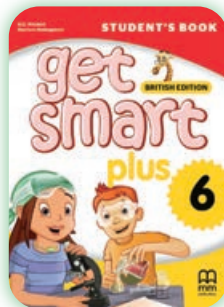
A1.1



A1.2



A2.1



A2.2

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
- A digital vocabulary list

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



COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Grammar Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform
- Videos
- Online Tests

SAMPLE PAGES

Get Smart Plus 1, Student's Book

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

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

storyline with attractive characters in everyday situations



View demo IWB

Get Smart Plus 1, Interactive Whiteboard Material



New Get Smart

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.



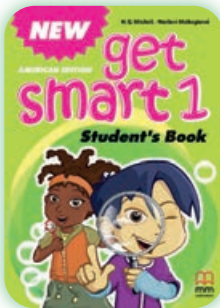
View additional series details



Browse sample module



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



Leading to A1



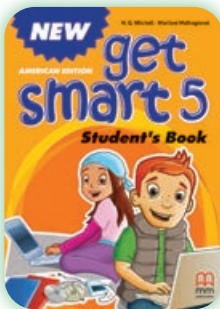
Leading to A1



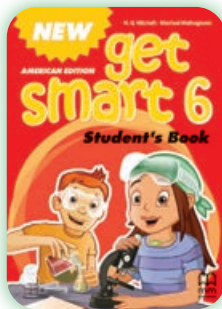
A1.1



A1.2



A2.1



A2.2

Split Edition

The first four levels of New Get Smart are also available as a Split Edition.



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



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
- A digital vocabulary list

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
- Systematic recycling
- Interactive and board games
- Phonics
- Self-evaluation pages
- Picture dictionary
- Cross-curricular activities and projects that enhance students' creativity and increase their motivation for learning

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Grammar Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform
- Videos

New Get Smart 3, Interactive Whiteboard Material



View demo
IWB

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!



View additional series details



Browse sample module



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



Leading to A1



Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2



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



Leading to A1



Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2

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
- A digital vocabulary list

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform
- Videos
- Online Tests

SAMPLE PAGES

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

Young Stars 3 British Edition,
Student's Book

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.
Ter, 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.

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.

cross-curricular information

Smart Junior



View additional series details



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



Leading to A1



Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2

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

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform

New Zoom In Special

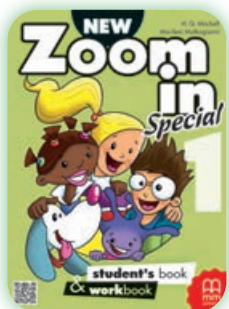


View additional series details

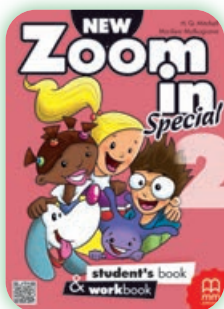
New Zoom In Special is an innovative six-level primary course. It takes students from Beginner to Elementary level while carefully considering their particular needs and interests at each stage.



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



Leading to A1



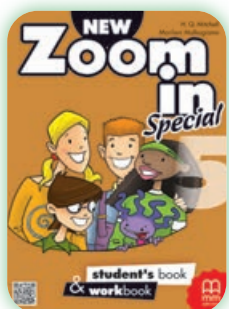
Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2

COURSE FEATURES

- Well-organized syllabus
- Nine four-page units divided into two lessons
- Three revision units
- Self-evaluation section after every three units
- Vocabulary explained visually
- Stories in episodes
- Various activity formats (listening, speaking, writing, reading comprehension, games)
- Stimulating materials (comic-strip stories, tongue-twisters, games, puzzles)
- Magazine pages including quizzes, tongue-twisters, games and puzzles

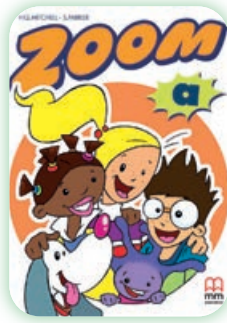
COMPONENTS



- Student's Book (inc. Workbook)
- Alphabet Book
- Teacher's Book



- Class Audio Material
- Student's Digital Material
- ELT Platform



Zoom

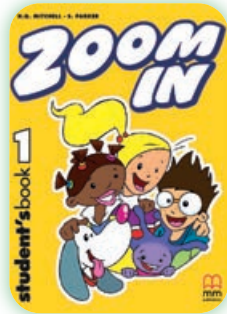
Zoom is an exciting three-level primary English course specially designed for absolute beginners. Its well-organised syllabus presents language in a variety of realistic situations, while gradually developing all four language skills.



View additional series details



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



Zoom In

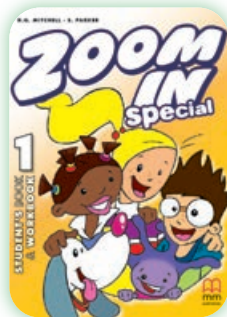
Zoom In is a primary English course specially designed for children who are complete beginners. This series is the Split Edition of Zoom, and it consists of six books.



View additional series details



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



Zoom In Special

Zoom In Special is a primary English course specially designed for children who are complete beginners. This series is a Special Edition of Zoom In, in which the Student's Book and the Workbook have been combined into one.



View additional series details



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



Time Flash

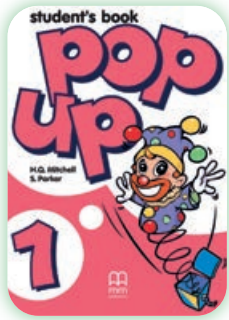
Time Flash is a two-level Primary course based on the NLP theory (Neuro-Linguistic Programming). It follows the modular approach and helps students to learn English in an enjoyable and effective way.



View additional series details



2 LEVELS | BEGINNER | LEADING TO A1



Pop Up

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.



View additional series details

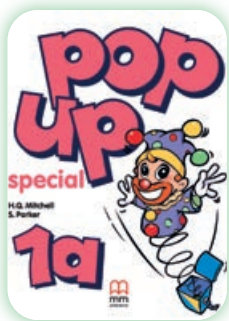


6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2



3 LEVELS | BEGINNER | LEADING TO A1

Split edition available



Pop Up Special

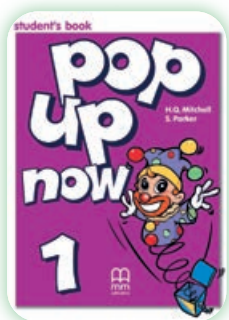
Pop Up Special is a Special Edition of Pop Up, in which the Student's Books and Workbooks have been combined and their contents have been broken down to four books per level. Each Pop Up Special contains three units from the Student's Book and three units from the Workbook.



View additional series details



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



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 multi-dimensional syllabus helps learners to acquire English through an integrated development of the four skills.



View additional series details



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



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

Split edition available

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book
- Flashcards



- Class Audio Material
- Test CD-ROM
only for Time Flash
- Teacher's Digital Resources
only for Zoom
- Student's Digital Material

Secondary & Adult

**Content that sharpens
learners' critical
thinking skills and
deepens their global
insights!**



Secondary & Adult

CEFR LEVELS

World Watchers

BRIT. ED.

p. 42

Portal to English

BRIT. & AMER. ED.

p. 48

Enter the Portal

BRIT. ED.

p. 52

Full Blast! Plus

BRIT. & AMER. ED.

p. 58

Get to the Top Revised Edition

BRIT. ED.

p. 60

English Trails

AMER. ED.

p. 62

The English Hub

BRIT. & AMER. ED.

p. 64

Key Links

BRIT. ED.

p. 66

Explorer

BRIT. ED.

p. 72

Pioneer

BRIT. & AMER. ED.

p. 74

Traveller Second Edition

BRIT. & AMER. ED.

p. 76

Traveller

BRIT. ED.

p. 80

New Destinations

BRIT. & AMER. ED.

p. 82

Blue Skies

AMER. ED.

p. 84

Open Skies

AMER. ED.

p. 84

New Let's Speed Up

AMER. ED.

p. 85

On Track

AMER. ED.

p. 85

To the Top

BRIT. ED.

p. 86

American To the Top

AMER. ED.

p. 86

Get to the Top

BRIT. ED.

p. 86

Say Yes!

BRIT. ED.

p. 86

Channel your English

BRIT. ED.

p. 87

American Channel

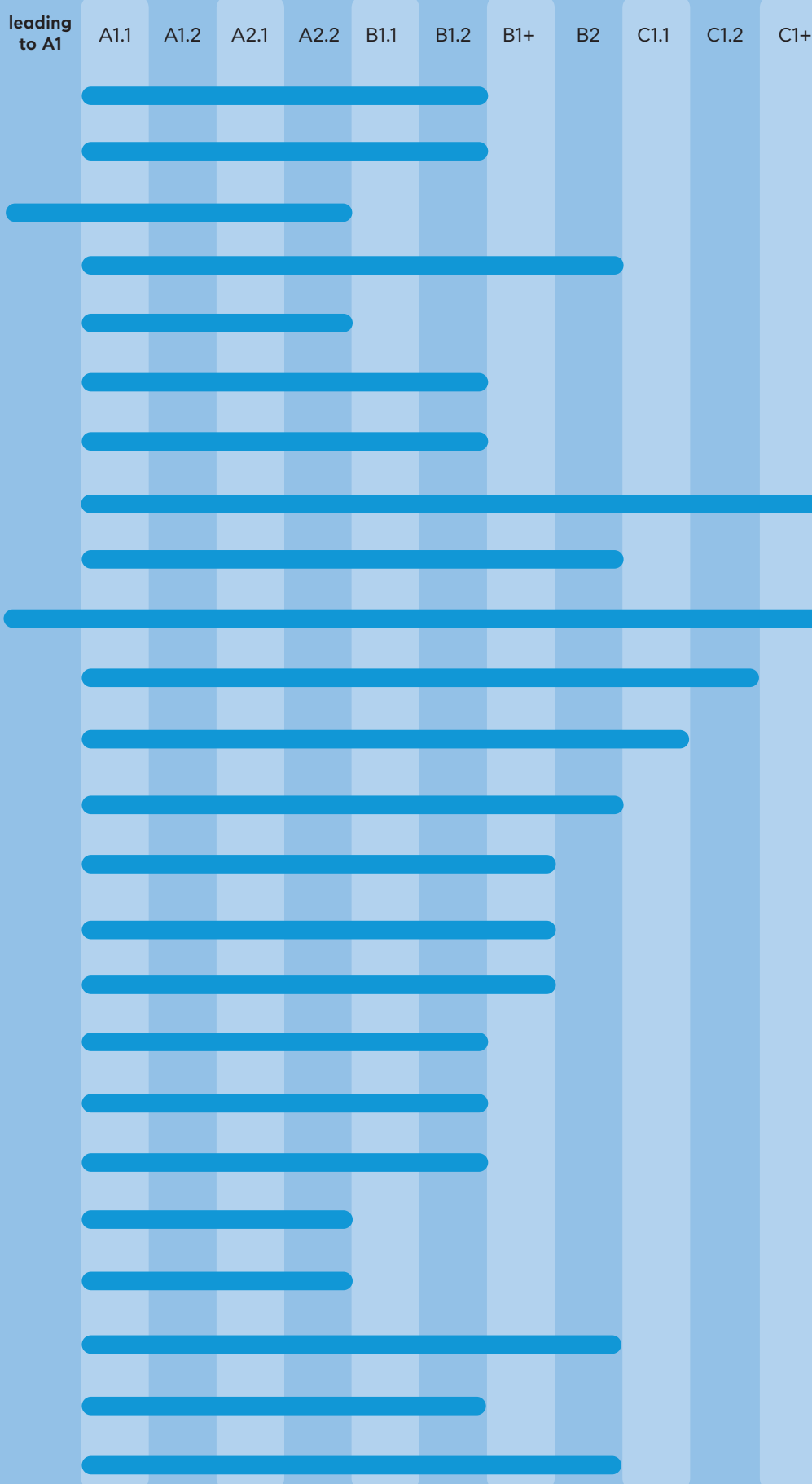
AMER. ED.

p. 87

American Channel Direct

AMER. ED.

p. 87



New!

Step into the fantastic world of **World Watchers!**

Who are the World Watchers? Where are they going? And why will they appeal to your students?

Through their fantastic world, you will be able to increase classroom engagement, spark creative thinking, and instill in your students valuable learning skills.

Is this just wishful thinking? Stay tuned and see for yourself...

WORLD WATCHERS



World Watchers

World Watchers is a brand new series that provides learners with the necessary skills and knowledge to take up the challenges and opportunities of the 21st century.



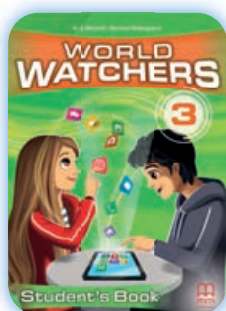
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



A2



B1

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- Animated storyline in interrelated episodes presenting our young heroes in different situations through which language is introduced in an amusing way
- Animated comic strips presenting language in an engaging and motivating manner
- 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
- Speaking Activities section
- CLIL (Content and Language Integrated Learning) pages
- Songs
- Projects developing students' creative thinking, writing and presentation skills
- A 'Skills Time' section focusing on skills development
- A Literature section
- A grammar reference section
- A project skills section
- Videos
- A digital vocabulary list
- Interactive games

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Grammar



- Interactive Whiteboard Material
- Student's Digital Material
- Class Audio Material
- Teacher's Digital Resources
- Videos
- ELT Platform
- Online Tests



View additional series details



Browse sample module

practical tips helping students to develop skills and become autonomous learners

vocabulary presented through visual prompts

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

1a 1 Vocabulary
Listen and repeat. Have you got any of these things?
smartphone, tablet, sunglasses, headphones, laptop, skateboard, e-scooter, rollerblades, smartwatch, game console

2 Read
Before you read the text, look at the pictures. They will help you understand what the text is about.
A. Listen and look at the pictures. What is Betty looking for? Listen and find out. Then read.
1. Betty has got a purple laptop.
2. Harry's got the tablet.
3. Ains Bing has got rollerblades.
4. Ains Bing has got e-scooters for the kids.

3 Grammar
The verb have got
AFFIRMATIVE: I/You/We/You/They have got (have got) / has got (has got)
NEGATIVE: I/You/We/You/They haven't got (have not got) / hasn't got (has not got)
QUESTIONS: Have you/We/You/They got? Has he/she/it got?
SHORT ANSWERS: Yes, I/you/we/you/they have. No, I/you/we/you/they haven't. Yes, he/she/it has. No, he/she/it hasn't.
Choose the correct option.
1. I have / has got a skateboard. It's purple.
2. Have / Has you got a smartwatch?
3. Doesn't / haven't got rollerblades.
4. Do / have / has he got an e-scooter?
5. My sister has / have got a tablet, but she hasn't / haven't got a laptop.
E. Repeat your partner's answers to the class.
Tip: Look at the example. Speak only in English.

4 Listen
Listen and tick (✓) the things Kate has got in her bag.
Eston says later. Look at the pictures carefully.
Your partner's name: ✓ / ✗
e-scooter
tablet
headphones
smartwatch
laptop
rollerblades

5 Speak
PAIR WORK:
A. Write your partner's name on the table. Ask them five questions about the items in the table and complete it with 'Yes/No' answers.
B. Repeat your partner's answers to the class.
Tip: Look at the example. Speak only in English.

grammar clearly presented and practised

a variety of listening activities

animated comic strips with the characters of the book in different situations

activities focusing on reading for detail

a variety of communicative tasks practising the language presented

a variety of listening activities

systematic development of writing skills

sample text functioning as a model

1e 1 Vocabulary
Listen and repeat.
tall, short, long, fat, slim, chubby, green, blue, brown, young, old, girl, boy

2 Listen
Listen to a girl describing her new friend to her mum. Which girl is her friend? Choose a, b or c.
a. Tall and thin, long hair, glasses.
b. Short and fat, short hair, no glasses.
c. Medium height, curly hair, no glasses.

3 Speak
GUESSING GAME: Who is it?
Student A: Choose one of your classmates, but don't tell Student B who it is.
Student B: Ask questions to find out who Student A has chosen.
Tip: Use a card for each question. Don't be afraid to make mistakes.
Is it a girl or a boy?
Is she taller or shorter than you?
Is she taller or shorter than him?
Is it tall?
Is it thin?
Yes, she is. / No, she isn't.
Yes, it is. / No, it isn't.

4 Speak & Write
A. Read the blog and complete the profile below.
My best friend
My best friend's name is Marvin. He's eleven years old. Marvin is tall and slim. He's got short dark hair and brown eyes. Marvin is good at swimming, ice skating and skateboarding. He has got a cat as a pet. His cat's name is Muffin, and his parents' name is Larry. Marvin is crazy about games. He's got a tablet, a smartwatch and a game console. His favourite gadget is his smartwatch.
Name: _____
Age: _____
What he looks like: _____
What he can do: _____
Pet(s): _____
Favourite gadget: _____
E. Talk to your class about your best friend.
Who's your best friend?
How old is he/she?
What does he/she look like?
What can he/she do?
Has he/she got a pet?
What's his/her favourite gadget / computer game / device?
F. Use the notes to write a paragraph about your best friend on a blog. Use the information on both B & E.
My best friend
My best friend's name is...
He/She is... years old.
He/She has got...
He/She can...
He/She has got a...
He/She is crazy about...
His/Her favourite gadget is...
Remember to check your punctuation and capital letters in your writing.

Capital letters
Use capital letters:
- at the beginning of a sentence
- with names and surnames
- with initials and titles
- with cities/countries/continents
- with languages
- with the pronoun I
Punctuation
- Affirmative and negative sentences end with a full stop (.)
- Questions end with a question mark (?)
1. My name is Marina Smith.
2. I'm ten years old.
3. My teacher's name is Mrs. Jones.
4. My best friend is Marvin.
5. He's eleven years old.
6. He has got short dark hair and brown eyes.
7. He's good at swimming, ice skating and skateboarding.
8. He has got a cat as a pet.
9. His cat's name is Muffin.
10. His parents' name is Larry.
11. He's crazy about games.
12. He's got a tablet, a smartwatch and a game console.
13. His favourite gadget is his smartwatch.

speaking activity helping students prepare for producing their own piece of writing

useful guidance enabling students to develop their writing skills

guided writing task

sample dialogue functioning as a model

useful tips enabling students to develop skills and strategies

vocabulary, grammar and communication revision activities

texts giving cross-curricular information linking English with other school subjects

1 Round-up

Vocabulary

A. Put the words in the correct column.

trousers	dog	headphones	jeans
perfect	jumper	fish	smartphone
leggings	spider	ticket	laptop
coat	smartwatch	skirt	

CLOTHES	ANIMALS/PETS	GADGETS
trousers	dog	headphones

Score: / 12

B. Complete with the words in the box.

virges tail legs stria

- My brother is tall and _____.
- That cat has got a long _____.
- My parrot has got blue and green _____.
- A spider has got eight _____.

Score: / 4

Grammar

C. Complete with the correct form of have got.

- Do you _____ a blue jacket?
- They _____ got rollerblades. They _____ skateboarders.
- Do _____ he _____ a tablet? He has _____ he _____ a laptop.
- My sister's got fair hair. She _____ dark hair.

Score: / 7

D. Write the plural of the following nouns.

- smartwatch
- feet
- chile
- umb
- bell
- teeth
- beey

Score: / 7

Communication

E. Choose a or b.

- _____ builders are blue. a. That b. These
- _____ is my new pet rabbit. It's cute! a. This b. These
- _____ books are these? a. Where b. Who's
- These are _____ sunglasses. a. Tires b. Tires

Score: / 4

F. Complete with the correct form of can.

- Do _____ your brother play the guitar? He is, he _____ he _____ play the piano and I _____ play the drums.
- Do _____ you ride a bike? He is, I _____ but I _____ ride a horse.

Score: / 7

Now I can...

- talk about my possessions
- talk about my clothes
- talk about my talents and abilities
- talk about pets
- describe people's appearance
- write about my best friend

CLIL 1 Eng 1 Eng 1 Eng 1 Real World 1

CLIL 1

Science

ANIMAL GROUPS

A. Look at the animals in the pictures. Do they live on land, in water or both? Write L for land, W for water or E for both. Then listen and check your answers.

B. Most animals belong to one of five main animal groups. Listen, read and find out about them.

MAMMALS
Most mammals have got fur or hair on their bodies and live on land, but some, like dolphins, live in water. Mammals have babies. They can't lay eggs.

REPTILES
Reptiles have 4 legs or 4 on their bodies. They have got scales. Some reptiles have got legs, and some haven't got legs, like snakes. Reptiles lay eggs.

AMPHIBIANS
Amphibians, for example frogs, have 4 legs and live on land and in water. They lay their eggs in water.

BIRDS
Birds, for example parrots, are animals with feathers and wings. Birds lay eggs. Most birds can fly, but some birds, like penguins, can't fly.

FISH
Fish live in water. They haven't got legs or arms. Some are big, like sharks, and some are very small.

C. Read again and write the names of the animals in the correct groups.

parrot	dolphin	MAMMALS	REPTILES	BIRDS
parrot	frog			
shark	snake		AMPHIBIANS	FISH
cat				

PROJECT

Make a "My Favourite Animal" poster.

A. Look at the table. Do some research on the internet and find information about your favourite animal and some pictures of it.

Animal	
Animal group	
Body / fur / scales / legs / arms	
Lives: water or land?	

B. Use a large piece of card for your poster. Write the name of your favourite animal, and stick the pictures you have found on the card. Use the information to write a few things about the animal.

C. Present your poster to the class.

a self-evaluation section promoting learner autonomy

CLIL

Project

Song

videos consolidating the vocabulary, grammar and functions of the module

a variety of projects developing students' research, writing and presentation skills

critical thinking

personal and social responsibility
critical thinking

Literature 1

A. Look at the title of the story and the pictures. What is the story about? Listen, read and find out.

THE ADVENTURES OF Tom Sawyer

Tom Sawyer was a young American boy. He lived with his aunt, Polly, and his brother, Sid. Their house was in the village of St. Petersburg, near a very big river, the Mississippi. Tom was a popular boy and he had lots of friends, but he was sometimes naughty.

One day, Aunt Polly couldn't find Tom. She looked in his bedroom, in the living room and outside in the garden. "Tom, where are you?" she called.

Tom was sitting in the kitchen. He had red jam on his face and hands.

"I told you not to eat the strawberry jam! I made this morning!" she said. "I want to try it, Aunt Polly, but I didn't like it," said Tom. "That wasn't very nice!" said Aunt Polly. "Tom didn't say sorry, and he ran out of the house. In the street, Tom saw a boy. He didn't know him, so he asked his name. 'I don't want to tell you,' said the boy."

Tom was angry. "I don't like you!" he said. "I don't like you!" said Tom. "The boy was sad. Aunt Polly had the boys and went to look for Tom. "Tom, you weren't supposed to eat the jam, and he's sad now. You must say sorry to him."

Values:

- Be polite.
- Be considerate of others.

B. Read again and put the sentences in the correct order. Write 1-4.

- Tom met a boy, but the boy didn't want to tell him his name.
- Tom ate strawberry jam.
- Aunt Polly made strawberry jam.
- Aunt Polly got angry, and Tom ran outside.

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

- Tom lived with his parents and his brother.
- Aunt Polly found Tom in the kitchen.
- Tom thought the jam was delicious.
- Tom told the boy his name.
- Aunt Polly thought Tom wasn't polite.

D. Talk with your partner. What do you think about Tom's behaviour towards Aunt Polly and the boy? Should he have apologized to them? Do you think he understands what he has done wrong? Do you think Tom is going to get into trouble again?

PROJECT

Make a poster: The Adventures of Tom Sawyer

A. Do some research on the internet and find information about The Adventures of Tom Sawyer. Find or draw some pictures to illustrate the information you find.

B. Use a large piece of card for your poster. Write the title The Adventures of Tom Sawyer, and stick the pictures you have found/drawn on the card. Use the information to write a few things about the book.

C. Present your poster to the class.

critical thinking
communication
cooperation
ICT literacy
autonomous learning

critical thinking
communication
cooperation

consolidation activities

activities developing higher-order thinking skills (e.g. deducing)

1 Round-up

A. Put the words in the correct category.

sneakers	leggings	cat	cow	jeans	fish
parrot	dress	sting	recliner	rice	horse

PETS	CLOTHES	ACTIONS & ACTIVITIES

B. Read and match.

- Tom's got short dark hair and green eyes. He's tall and chubby. His headphones are green and his hoodie is grey. His cat is black and white. It isn't chubby.
- Evan is tall and slim. His trainers are white, and his jeans are black. He's got green headphones. His hoodie is grey. His cat is black and white. It's chubby.
- Fred isn't tall. He's short and chubby. He's got green eyes. He's got white trainers and a blue hoodie. Fred's cat is orange and white. It isn't chubby.
- James is short. He isn't slim. His eyes are green, and he's got long dark hair. His trainers are his hoodie are blue. His cat is orange and white. It's chubby.

C. Choose the correct option.

- My sister has got blue ears / eyes.
- Look, a spider! Spiders have got eight legs / tails.
- I can take pictures with my new smartwatch / skateboard.
- Jason hasn't got dark hair. He's got old / fair hair.
- Let's smile / go to the youth club.

1 Train Your Brain

A. Read the description and find the animal.

It hasn't got wings.
It has got two ears.
It has got a long tail.

It's a _____

B. Who is Eric's best friend? Look at the picture, read the clues and find his best friend.

- He hasn't got fair hair.
- He hasn't got brown eyes.
- He isn't tall.
- He isn't chubby.

Now think... Who is Eric's best friend?

C. Choose a person in the picture. Write three or four sentences about him, as in activity B. Then ask your partner to find the person you have chosen.

step-by-step guide to teaching

the aims of each activity are clearly stated

functions and structures presented along with a list of active words

1a 1 Vocabulary

Listen and repeat. Have you got any of these things?

2 Read

Before you read the text, look at the pictures. They will help you understand what the text is about.

1 Youth Club

Look at the pictures. What is Betty looking for? Listen and find out. Then read.

Betty: Oliver! My tablet!
Oliver: Ewan! I haven't got my game console, and I like this game... Sorry, Betty!
Oliver: Hey, look! It's Mrs Bing!
Betty: Wow! Is that an e-scooter?
Harry: Yes, it is!
Mrs Bing: Hello! I've got special smartwatches! They're for you!
All: Cool!

Outside the youth club...
Betty: Lily, is that my tablet?
Lily: No, it isn't.
Betty: But I've got a purple tablet too, and it isn't in my bag.
Lily: Has Oliver got a purple tablet?
Betty: No, he hasn't.
Lily: Oliver's got your tablet... Look!

B. Read the sentences and correct the mistakes.

- Betty has got a purple laptop.
- Harry's got the tablet.
- Mrs Bing has got rollerblades.
- Mrs Bing has got e-scooters for the kids.

background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book

further comprehension questions to enhance Ss' understanding of the text

symbols representing the 21st century competencies featured

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.



View additional series details



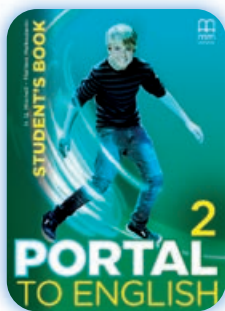
Browse sample module



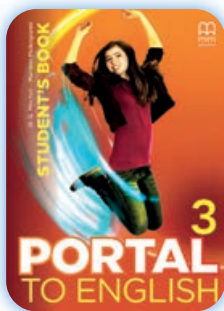
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



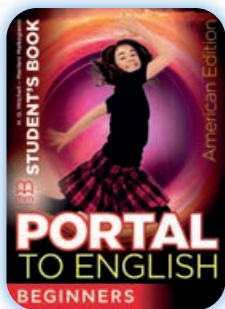
A2



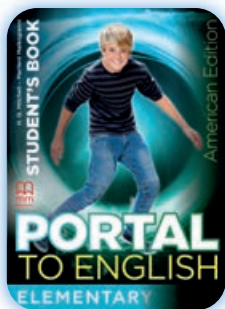
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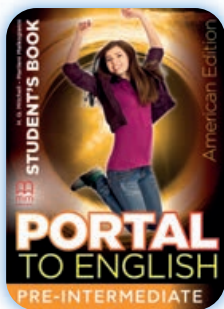
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



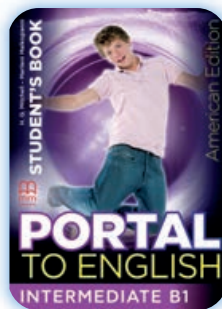
A1.1



A1.2



A2



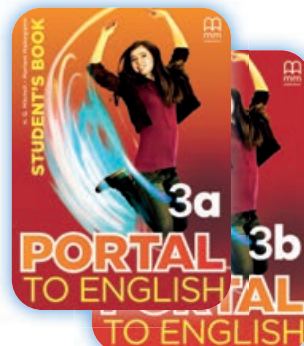
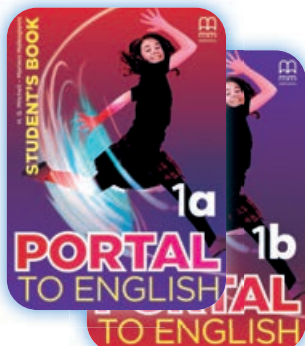
B1

Split Edition

The first three levels of Portal to English British Edition are also available as a Split Edition.



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



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

COMPONENTS

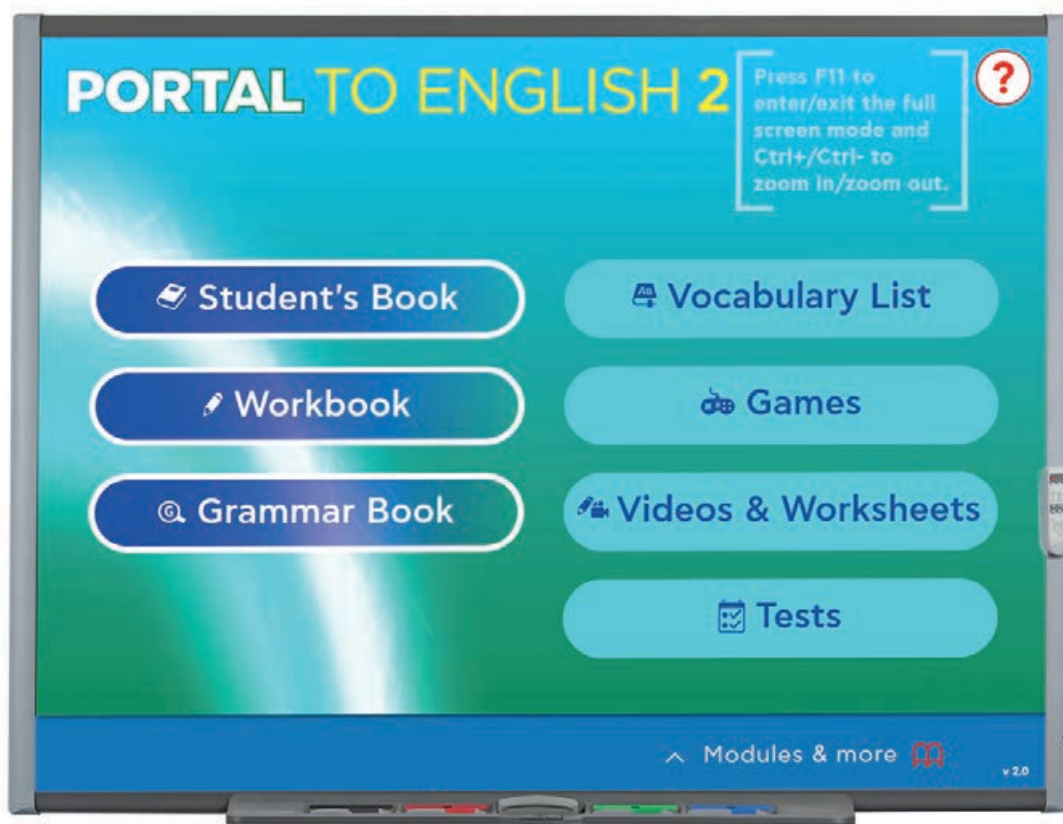


- Student's Book
- Workbook
- Teacher's Book
- Grammar



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Resources
- ELT Platform
- Videos
- Online Tests

*Portal to English 2 British Edition,
Interactive Whiteboard Material*



View demo
IWB

strategies to support lower-performing Ss

suggested answers to activities where oral production is required

optional activities to develop useful skills and promote collaborative learning

2b

• Check the answers with the class.

KEY
1. b 2. d 3. a 4. c 5. e

D AIM: 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 phrases several Ss to read to encourage fluency.

Over to you

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

- Ask Ss to circulate in the class, 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 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 yes, what?
Yes, I held it over my shoulder 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 (we use Conditional Sentences Type 1 for things which are probable in the present/future. Also, we use the Present Simple in the clauses while we use the Future with some modal verbs in the imperative 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 NOT! 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 meanings.
- Point out that the words *after*, *before*, *when*, *until* and *as soon as* can be 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 answers 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. c 2. f 3. a 4. d 5. g 6. b 7. e

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.
- 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 #24

AIMS: to have Ss differentiate between the /f/, /f/ and /ff/ sounds

- Play the recording and have Ss listen for the difference in pronunciation between *shell*, *easy* and *they*.
- Elicit the answer that *shell* has a /s/ sound, *easy* a /z/ sound and *they* a /j/ sound.

B CD1 #25

AIMS: to give Ss practice in differentiating between the /f/, /f/ and /ff/ 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
/s/ miss, price, upset
/z/ realize, organize, reason
/ff/ safe, exhibitor

OPTIONAL ACTIVITY

Tongue Twister

- Write the following on the board and highlight the /s/ and /f/ sounds: *She sells shells by the seashore.*
- Read 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

A AIMS: to give Ss practice in using the vocabulary structures and functions presented in this lesson through a group survey

- 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.

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

- to develop Ss' presentation skills
- to develop Ss' presentation skills
- Ask Ss to read through the speech bubble.
- Have Ss report their group's answers to the class.

B Read again. Which nation from **Feed 1** has the best? Which nation is the best? Why?

C Look at the highlighted expressions in the dialogue and match them with their meanings.

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

a. She doesn't know anything about it.
b. Why do you look sad?
c. That's easy.
d. Calm down.
e. You can't be sure about what will happen.

D Read again and write 'T' for True or 'F' for False.

- Ashley is upset with Tina.
- Mike tells Ashley to buy a new Scrabble game.
- People who want to take part in the tournament have to do something first.
- Both Ashley and Tina are going to take part in the tournament.
- Tina wants to do something nice for Ashley.

Over to you...

- Have you ever upset a friend? What happened?
- Did you do anything to show that you were sorry? If yes, what?

Grammar

Portal to Grammar

Conditional Sentences: Type 1

- Peter assess a point, he will win the tournament.
- If you're interested in space, you must visit this museum.
- Call me if you miss the bus.
- We may not go to the beach if it's windy.

NOTE unless = if not

- Unless you come me to school, I'll be late.
- If you don't drive me to school, I'll be late.

Time Clauses (Present + Future)

- We'll play a game after we have dinner.
- Joe will go shopping before he goes to work.
- When Jake finishes the comic, he'll lend it to me.
- We'll wait here until mum is ready to leave.
- I'll call you as soon as I finish work.

Match the two halves of the sentences.

- I'll never meet my favourite tennis player.
- I can drive you to the airport.
- My sister wants to get a job.
- Kelly will decide what to buy.
- When I reach the top of the mountain,
- Drink some warm milk.
- Unless Jane says sorry,

- as soon as she graduates from university.
- If you have a sore throat,
- I won't speak to her again.
- after she sees the prices.
- I will ask her for an autograph.
- if you're in a hurry.
- I'll take a picture of the view.

Pronunciation

A Listen and repeat. What's the difference between a, b and c?

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

	miss	still	easy	stop	if
miss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
realize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exhibition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speak & Present

GROUP SURVEY

Go to the Speaking Activities section.

symbols representing the 21st century competencies featured

extra vocabulary and grammar practice for each lesson

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 Material / Teacher's Book)

4a Read

A Discuss.
• It will be possible, would you like to travel into space? Why? / Why not?
B Read the questions and the responses and then match them.

Q&A ALL ABOUT SPACE TOURISM

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?
Joanna, Yorkshire

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

3 I read that astronauts have to be incredibly fit, highly trained and very intelligent. If this is what 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 edge of space, just outside the earth's atmosphere – could cost around \$20,000, but such trips aren't available for tourists yet. Orbital trips – in which passengers can travel on a spacecraft which orbits around the earth – are already possible, but when they are half the price they were in the early days, they're still much too expensive for most people. However, space flights are 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 back in 2001. American tourist Dennis Tito paid two Russian cosmonauts, travelled into space on a Russian Soyuz spacecraft and spent six days as a flyover on the International Space Station, which orbits the earth. A lot of people **objected** 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 spacecraft. He was in his 60s 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 \$20 million to pay for his seat.

6 Once it's found that it will be 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 **lifted** by a combination of solid-fuel 'saccolaunchers'. Their planes **attach** to a larger plane, which carries them up into the atmosphere, but as it approaches just over 1,000 metres, the smaller planes **detach** into space orbits. 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.

Grammar Portal to Grammar

Future will

- I'll track the boat, but **you** **won't** track the flight.
- I'm sure John **will** visit the Leaning Tower when he's in Paris.

Future be going to

- Eric and Ben **are going to** travel to Sweden in September.
- Our feet **aren't going to** wear sunscreen. **I'm going to** get sunscreen.

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.

Circle the correct options.

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

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

- Prices for orbital space flights have already dropped.
- Faster jets with enough money don't have to worry about health checks.
- Tito travelled to space on his own.
- In the beginning, space agencies didn't want to fly Tito to space.
- Some companies have managed to offer suborbital space flights to people.
- During a suborbital space flight, passengers will be able to float around outside the plane.

D Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings and follow.

- ordinary
- object
- capable
- attached
- head
- float

2. to move through the air
 B. joined to sth else
 C. able to do sth
 D. not special or different in any way
 E. to disagree with sth
 F. to go towards

Over to you...

Discuss.
• What else would you like to know about space tourism?

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

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

activities encouraging personal response

Ss are introduced to the skill

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 1 or 2.

- Emma probably...
 a. does water sports.
 b. plays volleyball.
- Emma's favourite subject might be...
 a. science.
 b. history.
- Perhaps Emma has been to...
 a. Leicester, UK.
 b. Paris, France.
- 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 gotta fly here.
B: Don't worry, I'll have a look at it.
A: Will it be expensive to fly?
B: About £40.

What is speaker B's job?

2 A: How 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.

What is speaker A's job?

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.

Where are the people?

C 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.

critical thinking

critical thinking skill: inference

visual representations facilitate Ss' acquisition of the critical thinking skill

New!

Enter the 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.

ENTER THE PORTAL



Enter the Portal

New!



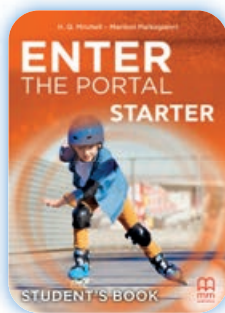
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Browse sample module



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



Leading to A1



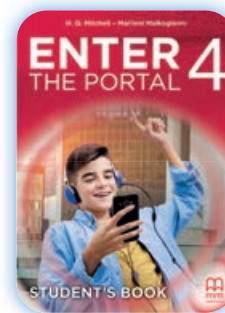
A1.1



A1.2



A2.1



A2.2

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
- A step-by-step approach to writing
- Activities designed to develop 21st century skills
- Activities encouraging critical thinking and personal response
- Graded activities including activities designed to challenge higher-performing students
- 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

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book
- Teacher's Book



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- Videos
- ELT Platform

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

critical thinking 

grammar practised in context



5b Vocabulary Read
A Listen and repeat.
A Read the text and match the questions 1-4 with the paragraphs a-d. Then listen and check your answers.
1. Do you relax in the afternoon?
2. Do you like your job?
3. Do you start your day early?



Grammar Present Simple (negative-questions)
NEGATIVE: I don't (do not) play. You don't (do not) play. He doesn't (does not) play. It doesn't (does not) play. We don't (do not) play. They don't (do not) play.
QUESTIONS: Do I play? Do you play? Do he play? Does she play? Does it play? Do we play? Do they play?
SHORT ANSWERS: Yes, I do. No, I don't. Yes, you do. No, you don't. Yes, he does. No, he doesn't. Yes, she does. No, she doesn't. Yes, it does. No, it doesn't. Yes, we do. No, we don't. Yes, they do. No, they don't.

Listen
Listen to three dialogues and choose a or b.
Dialogue 1
1. A: ... your dad work at weekends?
B: Yes, he ... His a doctor at Mayfield Hospital.
A: What about your mum?
B: My mum ... work at weekends. She's a teacher.
Dialogue 2
2. A: ... you like football?
B: Yes, I ... I'm crazy about it.
A: ... your brother like football, too?
B: No, he ... He like sports.
3. A: ... your cousins live in London?
B: No, they ... they live in England. They live in Paris.



Speak
GUESSING GAME
Go to the Speaking Activities section.

a variety of listening activities

game-like activities practising new language items

communication 
critical thinking 

various types of texts

communication 
cooperation 

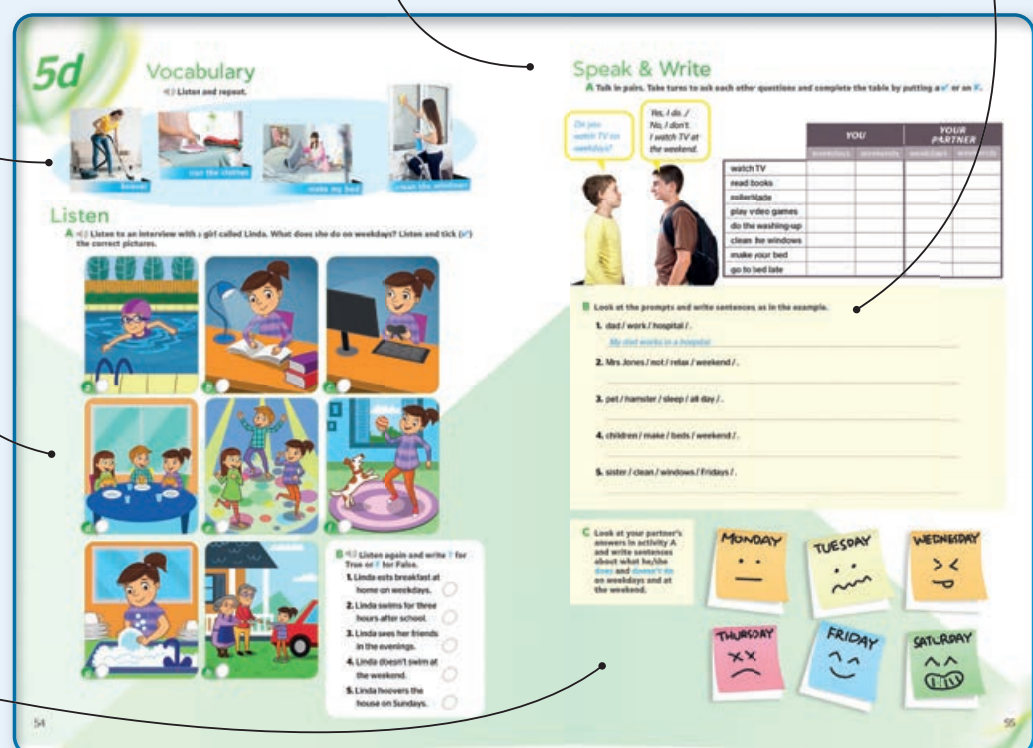
vocabulary presented through visual prompts

speaking activity preparing Ss for the writing task

systematic development of writing skills

a variety of listening tasks

Creativity 



5d Vocabulary
Listen and repeat.

Listen
A Listen to an interview with a girl called Linda. What does she do on weekdays? Listen and tick (✓) the correct pictures.

Speak & Write
A Talk in pairs. Take turns to ask each other questions and complete the table by putting a ✓ or an X.
Do you watch TV on weekdays? Yes, I do. / No, I don't. / watch TV at the weekend.
watch TV
read books
collect stamps
play video games
do the washing-up
clean the windows
make your bed
go to bed late

	YOU	YOUR PARTNER
watch TV		
read books		
collect stamps		
play video games		
do the washing-up		
clean the windows		
make your bed		
go to bed late		

B Look at the prompts and write sentences as in the example.
1. dad / work / hospital /
My dad works in a hospital.
2. Mrs Jones / not / relax / weekend /
3. pet / hamster / sleep / all day /
4. children / make / beds / weekend /
5. sister / clean / windows / Fridays /

C Look at your partner's answers in activity A and write sentences about what he/she does and doesn't do on weekdays and at the weekend.
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

activities using visual prompts to generate Ss' expectations (top-down strategy)

pair work activities helping students develop their communication and collaboration skills while practising the language taught

6a Read

A Read the flyer and the sentences 1-4. Write T for True or F for False.

1. The youth club is open every day.

2. You can go to the book club in the mornings.

3. Twelve-year-olds can't join the youth club.

4. One week at the youth club is £40.

Over to you...

Discuss.

- Would you like to join The Cool Teens?
- What would you choose to do?

Vocabulary

4 Match the pictures with the free-time activities. Then listen and check your answers.

listen to music
go to the cinema
do arts and crafts
go rollerblading/skateboarding
hang out with friends
go shopping
talk on the phone
read articles / watch videos on the Internet

NOTE

We use **go** with ACTIVITIES, go shopping, go skateboarding. We use **go to** with PLACES, go to the cinema, go to the swimming pool, go to school.

Over to you...

Discuss.

- What do you do in your free time at home?
- Do you go out with friends or family?
- What's your favourite free-time activity?

Grammar

Present Simple (Wh-questions)

A: What do you do on Saturdays?
B: I go shopping.
A: When do you go shopping?
B: On Saturdays.

Circle the correct options.

- 1. A:** What / What time do you go to the swimming pool?
B: At six o'clock.
- 2. A:** When Mary watches / does Mary watch videos on the Internet?
B: In the afternoons.
- 3. A:** When / Where do your sister and her friends hang out?
B: At the youth club.
- 4. A:** When you ride / do you ride your bike in the park?
B: At the weekend.
- 5. A:** Where / What do you do on Saturdays?
B: I go to the cinema with my friends.

Speak

Talk in pairs.

Student A: Choose an activity from the ones below and ask your partner questions to find out as much as possible about it.

watch DVDs hang out with friends
go shopping ride a bike listen to music
go to the cinema do arts and crafts
play football watch videos on the internet

Student B: Answer Student A's questions.

Do you watch DVDs in your free time?
Yes, I do.
When do you watch DVDs?
At the weekend.
Who do you watch DVDs with?
Alone or with my cousins.
Where do you watch DVDs?
At home.

Secondary & Adult

communication
critical thinking

activities inviting Ss to express themselves on the topic of the lesson

communication
cooperation

consolidation and revision of the main grammatical structures presented in the previous lessons

6c Grammar Practice

A Complete the questions with the correct question word.

- _____ is after? *Does Barry start work?*
- _____ are you from? *I'm from Italy.*
- _____ is your surname? *It's Roberts.*
- _____ tablet is that? *It's Robert's.*
- _____ old is your mother? *She's 42 years old.*
- _____ are you? *Five, thanks.*
- _____ is George? *He's at school.*
- _____ do they watch TV? *In the evenings.*

Choose a, b or c.

- 1. A:** _____ are they?
B: They are my cousins Karen and Rita.
a. How
b. Who
c. Where
- 2. A:** _____ your mother with the housework, Sandy?
B: Do sometimes you help
c. Do you sometimes help
- 3. A:** _____ is the chef?
B: He's in the kitchen.
a. When
b. How
c. Where
- 4. Hi, Tom. _____ your name?**
a. Where
b. Who
c. What
- 5. A:** _____ old is your mother?
B: She's 42 years old.
a. Who
b. How
c. Where
- 6. Jason _____ dinner with his grandparents at the weekend.
a. never has
b. never have
c. has never**
- 7. What time _____ to bed straight?
a. does Ian go usually
b. does Ian usually go
c. does usually Ian go**
- 8. I _____ DVDs on Tuesday nights.
a. always watches
b. watch always
c. always watch**

C Complete with the **adverbs of frequency** given and the **Present Simple** of the verbs in brackets.

- 1. A:** _____ (Ian / often / go) to the park on weekdays?
B: No, on weekdays he _____ (usually / stay) at home and _____ (do) his homework.
- 2. Julia** _____ (always / brush) her teeth in the morning.
B: _____ (but like) maths but she _____.
- 3. My sister (Sue) history.** _____ (never / play) football. He _____.
- 4. We (not / like) it.**

Read

A Look at the pictures and the title of the text. What do you think the girl does in her free time? Listen, read and check your answers.

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

- Vera has lots of free time on weekdays.
- Vera always reads in her free time.
- Vera sometimes meets her friend Tina.
- Vera doesn't stay at home at the weekend.
- Vera's favourite time is Sunday evenings.
- Vera's weekend is exciting.

C Look at the highlighted words and phrases in the text and guess their meaning. Then check your answers in a dictionary.

- busy
- stay
- countryside
- have a meal

Over to you...

Discuss.

- Is it important to have free time? Why? Why not?
- Do you like doing activities outdoors? Why? Why not?

critical thinking

emphasis on vocabulary building

step-by-step guidelines for each part of the lesson & key

functions and structures presented along with a list of active vocabulary

5a
Vocabulary
Listen and repeat.
get up, have a shower, brush my teeth, get dressed, go to school, have breakfast/lunch/dinner, get home, do homework, go to bed.

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

STUDENT OR TEACHER?

I get up at 7:00 and make breakfast with my mum. Then I go to school.
My teacher probably gets up at 6:00.
We learn lots of things at school, but we have tests, too. Tests aren't easy!
My teacher corrects tests. That's easy.
I get home at 4:30 and do my homework. Boring! After dinner, I watch TV. I go to bed early. Workdays aren't fun!
My teacher probably goes out with friends, and goes to bed late! I want to be a teacher, too!

FUNCTIONS
Talking about one's daily routine
STRUCTURES
Present Simple (affirmative)
Prepositions of time
VOCABULARY
after again boring class correct (v) early every fun (adj.) get ready hard homework late learn make play (e.g. a sport) study test (n.) then want to watch TV work (v.)
Daily routines
get up, get up, go to bed, go to school, have a shower, have breakfast/lunch/dinner
Phrases
What about you?

AIMS:
- to give Ss practice in identifying specific information in a text
- Have Ss read the comic strip again and do the activity.
- Check the answers with the class.

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

OPTIONAL ACTIVITY
- Have Ss correct the false sentences, to challenge higher-performing Ss.
- Ask Ss what they think about their life and their teacher's life. Elicit answers and initiate a short discussion.

C AIMS:
- to build Ss' vocabulary building skills by having them deduce the meaning of unknown words based on context
- Write the word *new* on the board and ask Ss to tell you the opposite (*old*).
- Explain to Ss that they must do the same for the words given in this activity and that they have to find both the words given and the opposites in the comic strip.
- Draw Ss' attention to the words *early*, *easy* and *boring*, and help them deduce what they mean from the context (*early* = before an expected time; *near* the beginning of a time period; *easy* = done without much effort; *boring* = not interesting).
- Have Ss do the activity, if necessary, show *lower-performing Ss* in which bubble they can find the words.
- Check the answers with the class.

KEY
early = late easy = hard boring = fun

OPTIONAL ACTIVITY
- Draw Ss' attention to the sentence *I get home at 4 p.m. and remind them the difference between a.m. and p.m.*
- Make a *Venn diagram* on the board labelling the circle on the left a.m. and the circle on the right p.m.

NOTE
With actions, we use *verbs*, not *have got*.
Ted has breakfast every morning. I have a shower every evening.

Read again and write T for True or F for False.
1. The girl goes to school at 7:00 in the morning.
2. On Mondays, the teacher gets up at 6:30.
3. Tests are hard work for the girl and the teacher.
4. The girl watches TV and then has dinner.
5. After school, the teacher meets her friends.

optional activities promoting collaborative learning

strategies to support lower-performing Ss

symbols representing the 21st century competencies featured

strategies to challenge higher-performing Ss

Module 4
Extra Vocabulary & Grammar Practice

Unit 7
Match
1. living room a. room
2. coffee b. station
3. washing c. game
4. board d. machine
5. police e. table

Unit 7
Choose (a, b, c, d, e, f).
1. There is a beautiful view from our balcony.
2. Locally eat lunch in the kitchen.
3. We've got a garden with lots of flowers.
4. I want to buy oranges from the supermarket.
5. Sit on the chair.
6. Bill and Steve usually go to school together.
7. The bags are on the table.

Unit 7
Look at the picture and complete with prepositions of place.
1. The brown mouse is on the bed.
2. There is a garden in the house.
3. The dog is in the door.
4. There is a fridge in the kitchen.
5. The lamp is on the bookcase.
6. There are two birds in the trees.
7. The bags are on the table.

Unit 7
Complete the questions with the correct form of *there is / there are*. Then, look at the pictures and answer the questions.
1. _____ a shop between the museum and the art gallery?
2. _____ two boys in front of the museum?

Unit 7
Circle the correct options.
1. The lamp / floor is on the table.
2. The rug / poster is on the wall next to the window.
3. A: Where is the hat / bike?
B: It's under the desk.
4. The book is on the shelf / wall next to the phone.
5. Put your clothes in the bookcase / wardrobe, please.

Unit 7
Complete with the words in the box.
bank library supermarket bar
1. Linda goes to the _____ every week. She loves books.
2. You can buy apples at the _____ for money before she goes shopping.
4. Mary lives in a small _____ with her sister.

extra vocabulary and grammar practice for each unit

Enter the Portal 1, Workbook

Full Blast! Plus

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!



View additional series details



Browse sample module



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



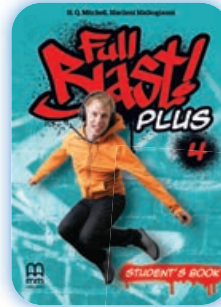
A1.1



A1.2



A2



B1



B1+



B2

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



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



A1.1



A1.2



A2



B1



B1+



B2

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



Split Edition

The first four levels of Full Blast! Plus American Edition are also available as a Split Edition.



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



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
- A digital vocabulary list

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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Grammar



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform
- Videos
- Online Tests

Get to the Top Revised Edition



View additional series details

Get to the Top Revised Edition is an updated version of the outstanding series Get to the Top (p. 86). It follows the requirements of the Common European Framework of Reference.



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



A1.1



A1.2



A2.1



A2.2

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 Digital Material and Interactive Whiteboard Material which help students revise and consolidate the language and structures presented in each module
- Videos and video worksheets on the Student's Digital Material and Interactive Whiteboard Material for further practice
- A digital vocabulary list on the Student's Digital Material and Interactive Whiteboard Material containing example sentences in both written and audio form

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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Resources
- ELT Platform

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

graded activities

vocabulary activity

pairwork activity

3d Daily routines

1 Vocabulary

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

2 Read

Country vs City

A. Listen and read. Who's becoming a city? Who's the city girl?

What time do you get up?

What do you do in the morning?

What do you do in the evenings?

B. Read and listen to the interview. Write a job title for each person.

3 Grammar

Adverbs of frequency

always	100%
usually	90%
often	80%
sometimes	70%
never	0%

4 Vocabulary

Complete the sentences with the words in the box.

time lunch early walks sometimes meet

5 Speak

COMPLETE A QUESTIONNAIRE: HOW WELL DO YOU KNOW YOUR FRIEND? Go to page 90.

3 PROJECT

Me & my country

DOs and DON'Ts in the UK

In the UK it's polite to shake hands. In the UK it's not common for people to kiss each other or both cheeks.

1. Make a poster showing gestures that are appropriate or not in your country.

2. Think of gestures and draw or stick pictures of them.

3. Describe each one and 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

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.



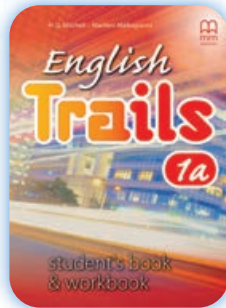
View additional series details



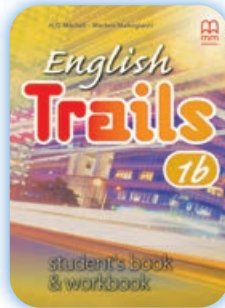
Browse sample module



3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



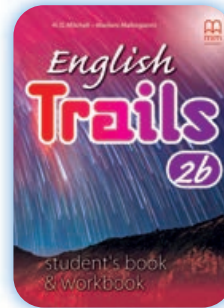
A1.1



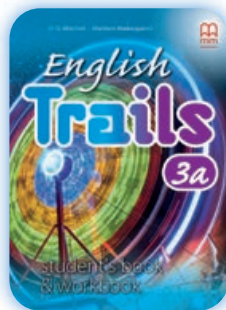
A1.1



A1.2



A2.1



A2.2



B1

Secondary & Adult

SAMPLE PAGES

English Trails 3A, Student's Book & Workbook

vocabulary presented through the use of visual and verbal prompts and various activities

grammar box focusing on key grammatical structures

grammar practice in context

a variety of writing activities

a variety of reading comprehension activities

critical thinking
personal and social responsibility

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 (inc. Workbook)
- Teacher's Book



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform

English Trails 3A, Interactive Whiteboard Material



View demo
IWB

The English Hub



View additional series details

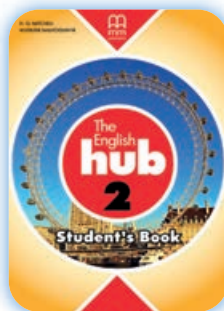
The English Hub is an incredible course for teenage and young adult learners, taking them from Beginner to Intermediate level. It follows the requirements of the Common European Framework of Reference.



3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1



A2



B1



3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



A2.1



A2.2



B1.1



B1.2

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
- A digital vocabulary list

Split Edition

The first two levels of The English Hub British Edition are also available as a Split Edition.



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



COMPONENTS



- Student's Book
- Workbook *
- Teacher's Book

* In the American Edition, the Workbook is contained in the Student's Book.



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform

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 the pictures to check your answers.

1	2	3	4	5
6	7	8	9	10

LISTEN

Listen to a girl and a boy talking. Listen and decide if the statements are True or False.

- Belicia is showing Nick some pictures from South America.
- The Colorado River is in Argentina.
- Nick saw a mockingbird when he climbed a mountain.
- Mockingbirds repeat the sounds people make.

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	language	
beaches	hotels	lakes	

TANZANIA
AN AFRICAN PARADISE

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

MOUNT KILIMANGARO
Mount Kilimanjaro is 19,341 feet high. It is actually an extinct volcano. It is near the equator, but there is snow and ice on its peak 20 years round. Go on a walk 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 (26,820 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 sights and beaches, coral clear waters and exotic birds these islands are truly a tourist's paradise.

SPEAK

7-10 minutes Student A, 6-10 pages 76-77; Student B, 6-10 pages 78.

WRITE

Use the information on pages 76 and 77 to write a paragraph about Cuba or Jamaica.

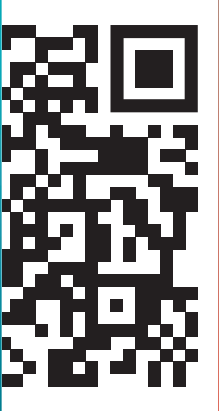
a variety of speaking and writing activities

KEY LINKS

is a course that combines innovative strategies with captivating content to ensure an enjoyable immersive experience for all students.

Inspiring learners to connect, create and communicate.


New!




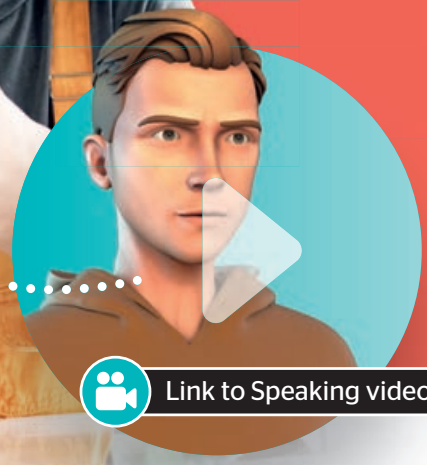
Unlock learning with a scan!


Students have multiple opportunities to engage with educational material through their smartphones and tablets!



 listening activities

 Link to Module videos



 Link to Speaking videos

Key Links

Key Links is a series for young adults and adults following the requirements of the Common European Framework of Reference and smoothly taking learners from A1 to C2 level. This course allows learners to communicate fluently and accurately in English and also gradually prepares them for all major international examinations.



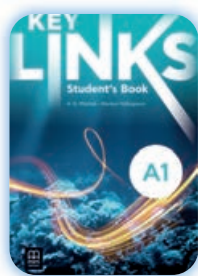
View additional series details



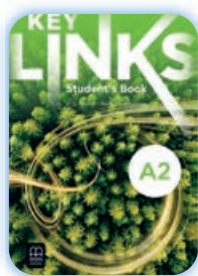
Browse sample module



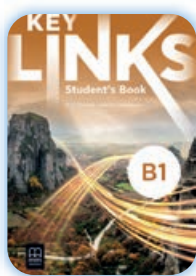
6 LEVELS | BEGINNER TO ADVANCED | A1 → C2



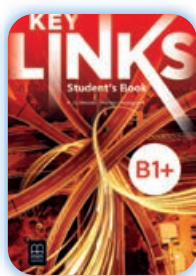
A1



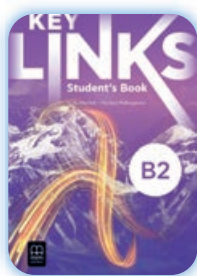
A2



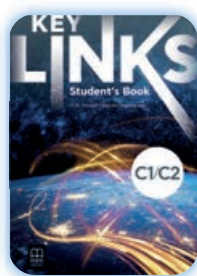
B1



B1+



B2



C1/C2

COURSE FEATURES

- Topic-based modules
- Motivating and contemporary topics related to learners' lives and interests
- 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 speaking tasks preparing learners for examinations and also for the real world
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to cope with examination and real-life tasks
- A review section in each module
- An exam practice section featuring examination tasks
- Tasks developing students' critical thinking, problem-solving, organisation and collaboration skills
- Documentary-style videos providing a link to the real world
- A grammar reference section
- A digital vocabulary list

COMPONENTS



- Student's Book
- Workbook
- Grammar Book
- Teacher's Book



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- Videos
- ELT Platform
- Online tests
- Online Placement Test

systematic development of writing skills

sample text functioning as model

activities encouraging an inductive approach to presenting language functions

speaking activities practising useful language functions

brainstorming activities to prepare Ss for the writing task

model answers for all writing activities are provided in the Teacher's Book, and are available in both written and recorded forms on the IWB

useful guidance enabling Ss to develop their writing skills

5d

- to make and respond to suggestions
- to write a blog entry about free-time activities

1 Listening & Speaking

A Listen to two conversations between friends. Tick the activities the people decide to do.

Dialogue 1

play table tennis have lunch

play video games go shopping

Dialogue 2

about what for go sorry

B Listen again and complete the dialogues with the words in the box.

Dialogue 1

A: Hi, let's do something fun at the weekend.

B: OK. Let's play table tennis.

A: Hmm, (1) _____, I don't like table tennis. Let's do something else.

B: How (2) _____ playing video games at my house?

A: Yes, I love it. **Let's go to the car racing game this evening.**

Dialogue 2

A: Sorry, do you like the new shopping centre in Hill Street?

B: Yes. Very much. It's got lots of amazing shops, restaurants and cafes.

A: (3) _____ about going shopping there this afternoon?

B: I'm sorry, I'm not free this afternoon.

A: Let's go tomorrow, then.

B: OK. Sounds like (4) _____.

2 Reading & Writing

A Read the blog entry below and look at the pictures 1-4. Which of these activities does Winston do in his free time?

Winston's Blog

Friday 7 April 2022

On weekdays, I'm always busy as I haven't got lots of free time. For resting every morning, I go to university. In the evenings, I like reading a book. Usually, I read the review site or post about the internet at the weekend. I enjoy going to the gym or playing football with my friends. It's not a park near my flat and we usually play there. On Saturday, my friends and I come round to my house. We hang out or visit a friend. I've got a TV with a big screen and we like watching the sports events on our television.

Facebook Winston Twitter Instagram

B Read the rules below and make sentences by putting the words in the correct order.

WORD ORDER

- Adjectives and negative sentences, the subject goes before the verb. The object always goes after the verb.
subject + verb + object
I don't go to the gym.
- Adverbs of frequency go before the main verb, but after the verb 'be'.
subject + adverb of frequency + main verb
I don't usually walk to school.
- subject + be + adverb of frequency
I am sometimes late to class.

C Think of what you do in your free time, when you do it, and who with. Write some notes in the table below.

Activities	When?	Who with?
or weekdays		
at the weekend		

D Write a paragraph about what you do in your free time for a blog.

Before you start writing, think of what you are going to write about and make some notes. This will help you organize your writing.

Module 5

5d

2 Reading & Writing

(A BLOG ENTRY)

Sandy's blog

On weekdays, I'm always busy and I haven't got lots of free time. I go to university every day and then I go to the gym. In the evenings, I am usually tired and I like watching TV or funny online videos. At the weekend, I always hang out with my friends. We enjoy riding our bikes at the park near my house or playing basketball. Also, sometimes go shopping.

5 Review

Vocabulary

A Match.

- use
- hang out
- play
- do
- read
- go

a. with friends
b. at the gym
c. social media
d. swimming
e. magazines
f. table tennis

Grammar

B Look at the prompts and make sentences.

- My sister / like / read / books in her free time.
- Ed / like / watch / football / with his friends.
- What about / go / to the cinema / on Saturday?
- My friend / can't stand / get up / early.
- How about / come round / for dinner / in the evening?

C Put the words in the correct order to make sentences.

- sister / My / housework / sometimes / the / does / .
- never / week / am / late / I / for / .
- study / usually / in / evening / We / the / .
- with / grandparents / after / you / do / your / ?
- in / Steve / morning / doesn't / the / breakfast / have / always / .

Communication

D Complete the dialogues. Choose a or b. Then listen and check your answers.

- How about visiting the Art Museum on Friday?
 - No.
 - Let's do something else.
 - Let's do that.
- What about hanging out at the park in the evening?
 - It's interesting.
 - Not interested.
- When do you check your emails?
 - Yes, but I don't like checking emails.
 - Every day.
- Do you like watching videos online?
 - No. That's boring.
 - I'm not sure about that.

Link to Speaking

E Talk in pairs. Ask and answer questions about free-time activities. Find an activity both you and your partner like doing. Suggest doing that activity together at a specific time.

Do you like playing football in your free time?
No, I don't.
Do you like playing table tennis?
Yes, I do.
Great! Let's play table tennis on Monday.
Nice idea!

Now I can:

- talk about sports
- say how often I do something
- talk about films
- express likes and dislikes
- talk about free-time activities
- make and respond to suggestions
- write a blog entry about free-time activities

vocabulary, grammar and communication revision activities

speaking tasks to help Ss consolidate the vocabulary and the functions presented in the module

immediate access to the video

a self-evaluation section promoting learner autonomy

factual documentary-style videos

step-by-step guide to teaching

functions and structures presented along with a list of active vocabulary

strategies to challenge higher-performing Ss and support lower-performing Ss

optional activities to develop useful skills and promote collaborative learning

symbols representing the 21st century competencies featured

4a

1 Vocabulary & Speaking

AIMS: Complete with the words in the box. Then listen and check your answers.

email, bed, TV, cinema

2 Reading & Grammar

AIMS: Look at the picture and read the title and the first sentence of Kelly's blog. What do you think Kelly is about? Read and check your answer.

My life with Jane!

Jane and I are sisters and flatmates. We're very different! I start my day very early. I get up at six o'clock, have my morning coffee and go to work. Jane has breakfast, Jane gets up late, has a big breakfast and makes a big mess. Of course, the coffee is over the top, she watches TV and then goes to university! I work till half past five. I get home early in the evening, but I eat toast. I clean up Jane's mess! I go to bed early, but Jane doesn't go to bed early. She finishes her classes early and she isn't very tired but finishes her university course early, but they aren't tired. They just make noise!

1 Read the text again and write T for True or F for False.

- Jane starts her day late.
- Jane watches TV.
- Jane gets her car in the afternoon.
- Jane finishes her classes early.
- Jane makes a mess.
- Jane goes to bed early.

4a

2 Reading & Grammar

AIMS: Present vocabulary, structures and functions.

to make the presence of the affirmative and negative forms of verbs in the Present Simple.

to give Ss practice in identifying the main idea of a text.

to give Ss practice in identifying specific information in a text.

to give Ss practice in identifying specific information in a text.

to give Ss practice in identifying specific information in a text.

listening comprehension activity: Ss can listen to the audio by scanning the QR code with any QR code reader application

listening activities to consolidate the language of the module and build Ss' self-confidence

mediation activity: Ss are encouraged to express a personal response to creative texts by using simple words/signs to state how a text made them feel

reading activities for gist and detail

Reading for Pleasure section aiming to increase Ss' level of motivation and to help them develop their reading comprehension skills

40

1 Choose a car. Then listen and check your answers.

1. What about buying breakfast at Ann's Café tomorrow?
 A. Yes, I'm not free.
 B. That's a great idea.

2. As Jane takes the car to the garage, go to Green Park.
 A. Fine, as well as the rest of the car.
 B. Not on that.

2. Read the text and choose the best title for the graph.

Our students' favourite types of films
 Types of films our students watch or subscribe to

3. Listen and match what the people are talking about.

1. Dialogue 1
 2. Dialogue 2
 3. Dialogue 3

4. Listen again and choose the best option.

Dialogue 1: 1. ... and Paul enjoys...
 Dialogue 2: 2. ... really like...
 Dialogue 3: 3. ... enjoys going to the gym...

76

Reading for Pleasure 1 Modules 1-5

1. Read the comic strip and choose the correct statement or verb.

Paul doesn't want to work with Steve.

Hi there! Are you here? I'm Paul!

I'M VERY BUSY!

First day, Paul's welcome! This is a great place to work. How's working here?

Yes, I am. It's my first day. Nice to meet you, Paul. I'm Steve, I'm...

Um, thanks... So, what do you do here?

Oh, well, I'm a very busy man, Steve. I'm here from eight to five, but I usually start work at nine.

Um, nine?

That's right. I usually check my emails, I eat lots of emails, but I don't usually have time to answer all of them.

Um, you don't?

Well, I come in at eight, of course, and I make my coffee, and then I read the news online and eat my sandwich...

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.



View additional series details



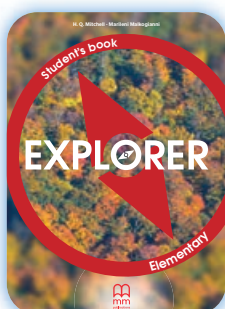
Browse sample module



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



A1.1



A1.2



A2



B1



B2

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 (Beginners, Elementary and Pre-Intermediate) or after every three units (Intermediate and Upper-Intermediate), 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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Resources
- ELT Platform

special emphasis on vocabulary building

grammar presented in context

15
LESSON TWO
15 Doctor, doctor

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?

1. She has broken her leg. 2. He has burnt his arm. 3. She has cut her foot.
 4. She has cut her finger. 5. He has hit his head. 6. 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: Fear 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.

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

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.

- Martin's mother asked _____
- Mr Rogers told _____
- Martha _____
- 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.

- The teacher asked us to be quiet. 3. He told me to wait for him.
- The doctor told me not to work out for a week. 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

EXPLORER Elementary

Student's Book Vocabulary List
 Workbook Videos & Worksheets

Units & more



View demo IWB

Explorer Elementary, Interactive Whiteboard Material

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.



View additional series details



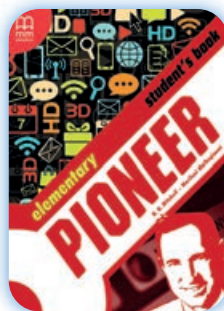
Browse sample module



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



A1.1



A1.2



A2



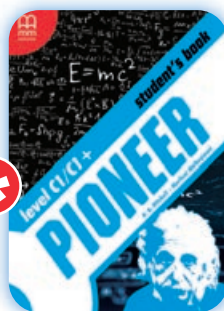
B1



B1+



B2



C1/C1+

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



8 LEVELS | BEGINNER TO ADVANCED | LEADING TO A1 → C1/C1+



Leading to A1



A1.1



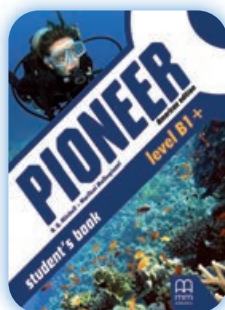
A1.2



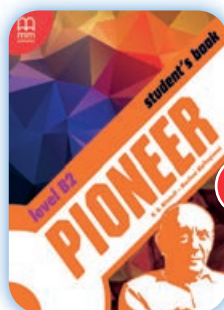
A2



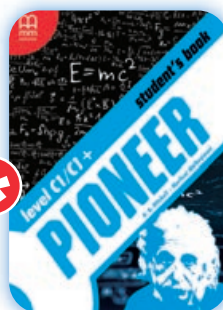
B1



B1+



B2



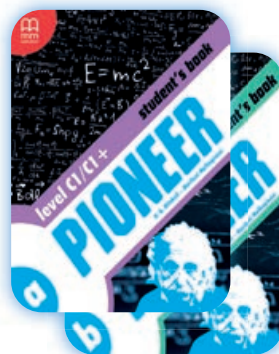
C1/C1+

Split Edition

A Split Edition of Pioneer American Edition is also available.



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



Secondary & Adult

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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Grammar
- Pioneer Online Pack *



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos
- Online Tests
- Pioneer Online Pack

* The Pioneer Online Pack is a self-study tool that consists of the printed Workbook and a self-graded eWorkbook with additional digital resources.

Traveller

Second Edition

New!

Traveller Second Edition 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.



View additional series details



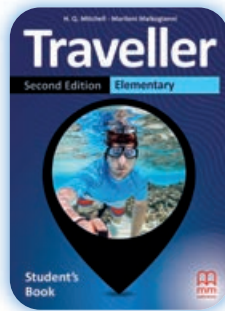
Browse sample module



7 LEVELS | BEGINNER TO ADVANCED | A1 → C1



A1.1



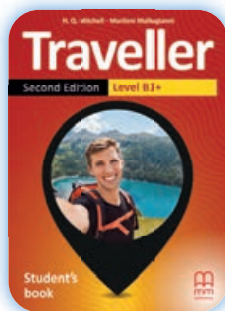
A1.2



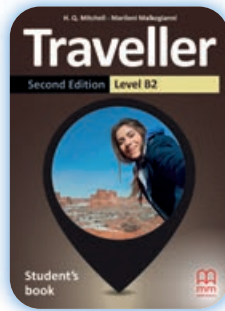
A2



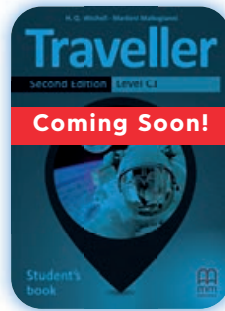
B1



B1+



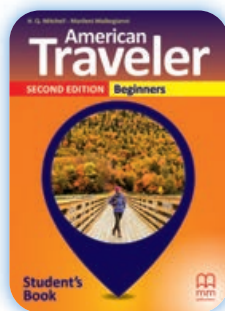
B2



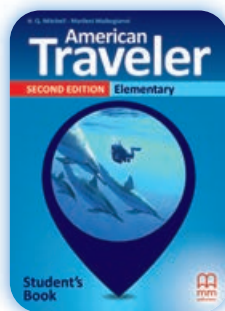
C1



5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B1+



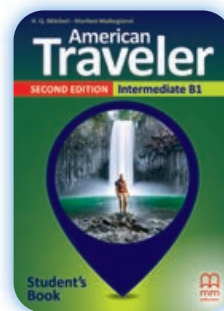
A1.1



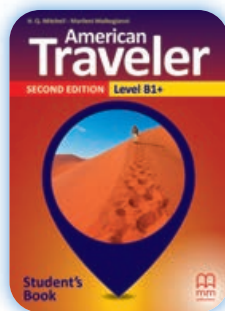
A1.2



A2



B1



B1+

Revised edition of our best seller!

COURSE FEATURES

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- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A video lesson for each module with video activities
- A round-up section in each module allowing for regular revision and consolidation
- A grammar reference section
- Culture and CLIL pages with projects
- Songs

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
- Videos
- Workbook key
- A digital vocabulary list

COMPONENTS



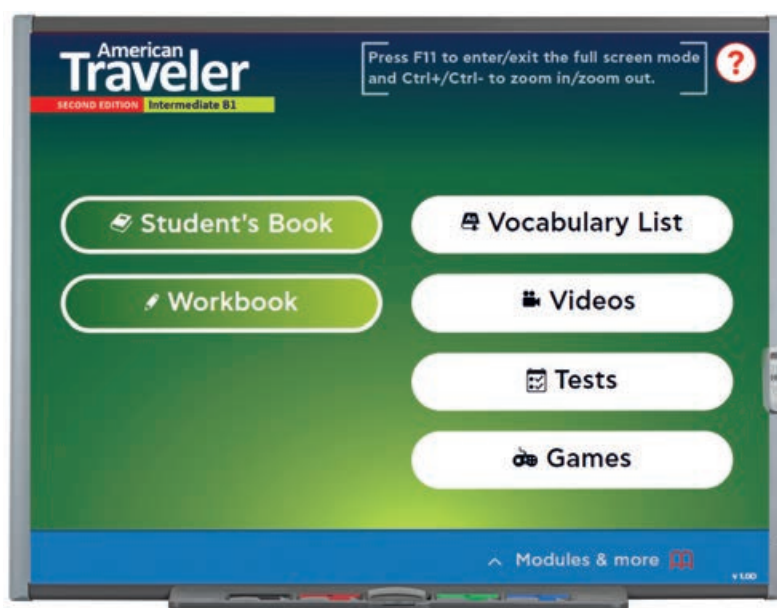
- Student's Book
- Workbook
- Teacher's Book
- Grammar



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material
- Teacher's Digital Resources
- ELT Platform
- Videos
- Online Tests



View demo
IWB



*American Traveler Second Edition B1,
Interactive Whiteboard Material*

systematic development of vocabulary skills

communication cooperation

sample texts functioning as models

5c

A word of advice

5. SPEAKING

Talk in pairs.

Student A: Imagine that you have a problem, either physical or psychological. Tell Student B how you feel and ask him/her for advice. Use some of the ideas in the box.

- can't sleep at night
- suffer from stress
- have a phobia
- often panic
- feel tired all the time

1. VOCABULARY

WORDS RELATED TO EMOTIONAL PROBLEMS

Read and try to guess the meaning of the words in bold.

- Nowadays, lots of people **suffer** from stress, and when it's bad, it can **control** their lives. Some find that talking to a **psychologist** helps them to **reduce** stress.
- My younger daughter has a fear of the dark and can't sleep at night. How should I **deal with** this problem? What do you **advise** me to do?

2. GRAMMAR

should / had better

Read the dialogues. Then read the sentences and write T for True or F for False.

Anna: I have a stomach ache again.
Keith: Maybe you **should** visit a doctor.
Anna: I did last week, and he told me it's stress.
Keith: Well, then you **had better** find ways to reduce your stress.

Tom: Sorry I'm late.
June: You'd **better not** be late again. This is the fifth time this month.
Tom: I know, but I **couldn't** find a parking space.
June: Well, then maybe you **shouldn't** take your car to work.

- Should and had better are followed by to + base form.
- We use should and had better to give advice.
- Should and had better refer to the past.
- The negative form of should and had better is formed by adding not.
- We use should and had better to give our opinion.
- Had better can sometimes imply a warning.

3. PRACTICE

Rewrite the sentences using the words given.

- You must go now because you're going to be late. (**had better**)
You _____
- It's not a good idea to leave your mobile on the car. (**should**)
You _____
- Never borrow my car without asking. (**had better**)
You _____
- Don't be late because Karen will leave without you. (**had better**)
You _____
- It's a good idea to visit a psychologist. (**should**)
You _____

4. LISTENING (10)

A. Listen.

- What kind of fears do people have?
- Are you scared of anything?
- How do you react when you're scared?

B. What do you think these phobias are? Listen and check your answers.

arachnophobia claustrophobia
geophobia dental phobia

C. Listen again and complete the sentences.

- _____ % of women and _____ % of men have arachnophobia.
- Phobias create problems when the fear _____
- Some agoraphobics don't leave their homes for _____
- A(n) _____ child can cause a phobia.
- People with dental phobia should _____ of dentists first.

6. WRITING (10)

A POST ASKING FOR OR GIVING ADVICE

A. Discuss.

- Do you read online advice columns?
- Have you ever written to an online advice column to ask for advice? Would you like to?
- Do you think advice columns are useful?

B. This post was sent to an online advice column by someone who needs advice. Read the post and the reply to it. Then answer the questions.

- What is Nervous Ned's problem?
- What does Dr Wilson advise Nervous Ned to do?

C. Read the sentences. In what type of post would you find them? Write A for a post asking for advice or G for a post giving advice in the boxes.

- Everything will be just fine.
- I think you'd better see a psychologist.
- What do you suggest?
- Let me know what you think.
- Another thing you can do is talk to your friend.
- I hope you can help me out.

WRITING TASK

D. Write a short post of 80-100 words to an online advice column describing a problem you have and ask for advice. Then swap posts with another student, read his/her problem and write a paragraph to him/her giving advice.

6. GET BUSY


6a What can you do?

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


designer musician artist writer engineer

- Laura loves computers and she also likes to draw. She wants to become a graphic _____.
- Mike is a computer _____. He works with my sister, Karen.
- Charlie is a horrible _____. He can't draw.
- Austin can play the piano and the flute very well. She's a great _____.
- L.K. Rowling writes books. She is a prowriter _____.


B. Look at the pictures and the prompts and write questions. Then answer them.




1. she / doesn't / like / ?




4. she / play / guitar / ?




2. she / sing / well / ?



5. he / swim / well / ?



3. they / speak / Spanish / ?



6. he / ride / motorcycle / ?

C. Look at the table and write what the people can or can't do, as in the examples. Then complete the last column and write about yourself.

	Steve	Alice	George and Claire	You
speak three languages	✓	✗	✗	
draw well	✗	✗	✗	
drive a car	✗	✗	✗	
cook	✗	✗	✗	

Steve: you speak three languages, draw well and cook, but he can't drive a car.

Alice: _____


George and Claire: _____

2. _____

D. Complete the dialogue with the sentences.

Mr Wilson: Hello.
Mr Baker: Hello. Hi.
Mr Wilson: Right. So, what's your name?
Mr Baker: Ted Baker.
Mr Wilson: (2) _____
Mr Baker: Yes, I can.
Mr Wilson: (3) _____
Mr Baker: The guitar.
Mr Wilson: I see. (4) _____
Mr Baker: Yes, I can't.
Mr Wilson: (5) _____
Mr Baker: Well, I can sing very well.


E. A radio programme presenter is interviewing two young stars, Kevin and Sandy. What can each of them do? Listen and tick (✓) the correct boxes. (10)



1. plays musical instruments

2. sings well

3. dances well



4. plays musical instruments

5. sings well

6. dances well

a variety of listening tasks

a variety of writing activities

creativity

practical tips helping Ss to develop skills and become autonomous learners

6

Get busy

6a What can you do?

6. GET BUSY

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designer musician artist writer engineer

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George and Claire: _____

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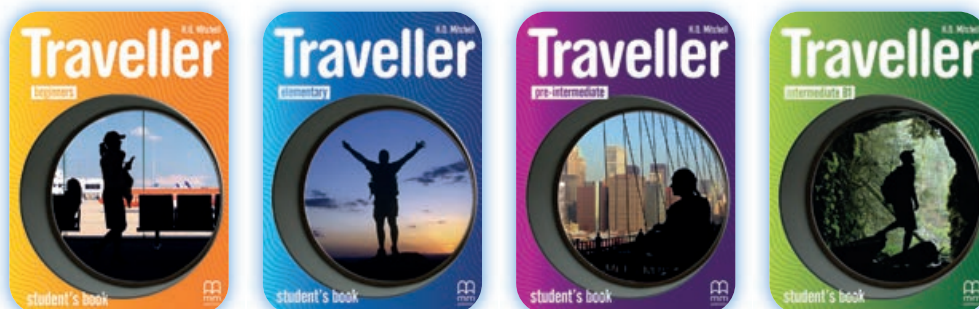
Traveller



View additional series details

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.

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



A1.1

A1.2

A2

B1



B1+

B2

C1

 **5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B1+**



A1.1

A1.2

A2

B1

B1+

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

A Split Edition of Traveler American Edition is also available for levels Beginner to Intermediate.



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
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- A grammar reference section
- Culture and CLIL pages
- Songs

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Workbook Teacher's Edition
- Grammar



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform
- Online Tests

SAMPLE PAGES

Traveler Pre-Intermediate A2, American Edition, Student's Book

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 well do 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 fluting a **signal flag** were very common. **Using bells and foghorns** or perhaps **blowing a horn** 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** flags and short sources or flashes of light that **spell** the letters of the alphabet. The most well-known Morse code message asking for help is SOS. The letters SOS in International Morse code are: **... - - - - -**

Did you know?

- The German government was the first to use the SOS signal at the beginning of the 20th century (in 1906). It became an **international standard** in 1908.
- Some people believe that SOS stands for "Save Our Ship" or "Save Our Souls", but that's not true. In fact, the letters can't stand for anything or they were just the simplest letters in International Morse code. However, people probably use these phrases to help them **remember** the letters.
- People have used SOS as a **visual** distress signal by **spelling** with three short, three long or three short light flashes or by **writing** it in the sand or snow. The fact that you can read SOS **right** takes up one space (we will be very useful and we make SOS more popular than the word HELP).
- When the Titanic hit an iceberg in 1912, one stern lifeboat, two of the 6000 passengers used radio communication to ask for help. They also tried sending an SOS message to a nearby ship, the Californian, by using a Morse lamp. Unfortunately, the crew of the Californian didn't realize what was happening until it was too late.

2. VOCABULARY

PREPOSITIONAL PHRASES WITH "IN"

Complete the sentences with the phrases in the box.

in the beginning	in my opinion
in a hurry	in fact
in a flash	in common
in addition	in the end

- _____, we should buy a house in the country. What do you think?
- I used to work as a writer _____, I used to work in the banking sector from the city hall.
- I fell asleep during the movie. What happened _____?
- You can find a lot of information about animals on this website. _____, you can find different organizations that help save animals in danger.
- Tom left the house _____ . He didn't want to miss his flight.
- My sister and I have nothing _____, but amazingly we get along well.
- Kelly didn't want to go camping _____, but now she's quite excited.
- Light a flare only when you are _____.

NOTE at the beginning of the century at the end of the race

3. GRAMMAR

-ing TOEM

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

- Sailors started using Morse code to send messages.
- They also sent an SOS message to a nearby ship by using a Morse lamp.
- Practising 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 (I would like, 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.

- 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.
- A: Hey, Alice, would you like _____ (come) to a hip-hop concert tonight?

B: No, thanks.

A: Why not? You love _____ (listen) to hip-hop.

B: I have to _____ (go) to concerts isn't really something I enjoy _____ (do).

A: OK.

B: You could _____ (ask) Derrik to go with you. He loves hip-hop.

A: That's a good idea.

various types of texts

systematic development of reading strategies

New Destinations



View additional series details



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



A1.1



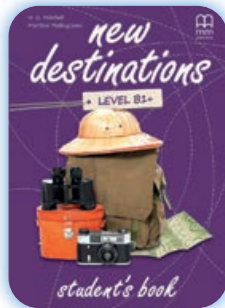
A1.2



A2



B1



B1+



B2



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



A1.1



A1.2



A2



B1



B1+



B2

Secondary & Adult

more successful series



COURSE FEATURES

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- A grammar reference section
- Culture and cross-curricular pages
- Songs
- Extra grammar practice
- Competence-based tasks
- A digital vocabulary list

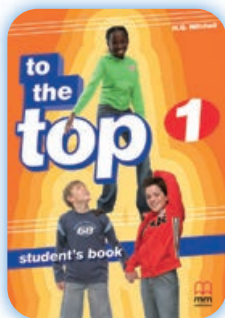
COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Workbook Teacher's Edition



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform
- Online Tests



To the Top

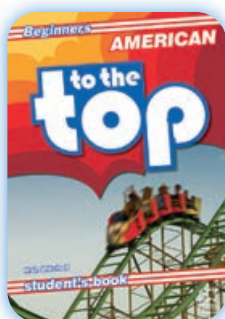
To the Top is a course designed for young teenagers, taking learners from Beginner to Intermediate level. It follows the modular approach enabling students to manage real-life topics in depth. Its multi-dimensional syllabus combines lexis, grammar structures, language functions, skills work and pronunciation.



View additional series details



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.

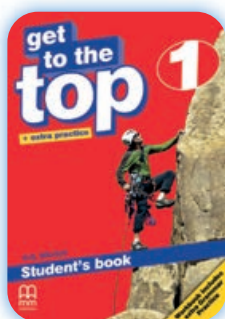


View additional series details



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1

Split edition available



Get to the Top

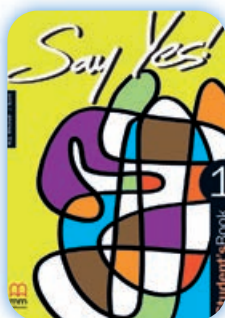
Get to the Top is an excellent English course taking students from Beginner to Pre-Intermediate level. It follows the requirements of the Common European Framework of Reference.



View additional series details



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



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.



View additional series details



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



Channel your English

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.



View additional series details



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



American Channel

American Channel 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.

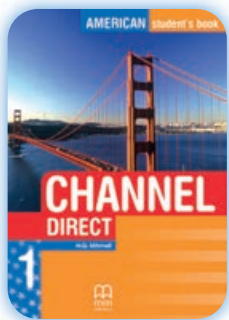


View additional series details



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1

Split edition 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.



View additional series details



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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Workbook Teacher's Edition
not available for Get to the Top
- Grammar
not available for Get to the Top, Say Yes and American Channel Direct



- Interactive Whiteboard Material
not available for Say Yes, American Channel and American Channel Direct
- Teacher's Digital Resources
not available for Say Yes
- Class Audio Material
- Student's Digital Material
- Online Tests
only available for To the Top

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.



View additional series details



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



A1.1



A2.1



A2.2



B1



B2.1

Open Skies

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



View additional series details



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



A1.1



A2.1



A2.2



B1



B2.1

COURSE FEATURES & COMPONENTS

- 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



- Student's Book (inc. Workbook)
- Teacher's Book



- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform

New Let's Speed Up



View additional series details

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.



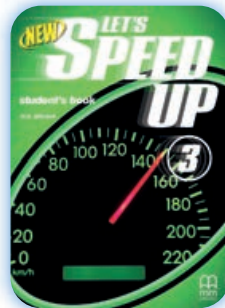
5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B2.1



A1.1



A2.1



A2.2



B1



B2.1

On Track

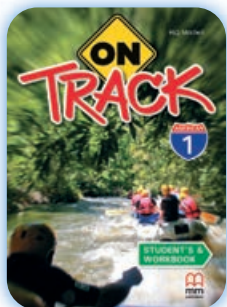


View additional series details

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.



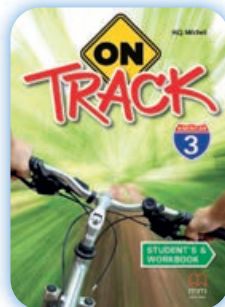
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



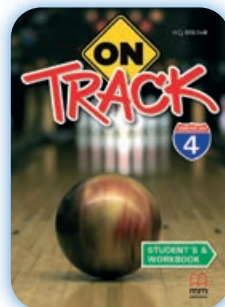
A1.1



A2.1



A2.2



B1

COURSE FEATURES & COMPONENTS

- Well-organised modules, 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 and cross-curricular pages
- Songs
- Useful learning tips (*New Let's Speed Up*)
- Projects (*On Track*)



- Student's Book (inc. Workbook)
- Teacher's Resource Book



- Interactive Whiteboard Material
- Class Audio Material
- Student's Digital Material

Secondary & Adult

more successful series

Grammar

**Comprehensive
coverage of language
structures and
vocabulary!**



***New**

Grammar

CEFR LEVELS

The World of Grammar

Smart Grammar and Vocabulary

Enter the World of Grammar

Junior English Grammar

Live English Grammar

Grammar and Vocabulary Practice

Use of English B2

Top Grammar

Channel Grammar Handbook

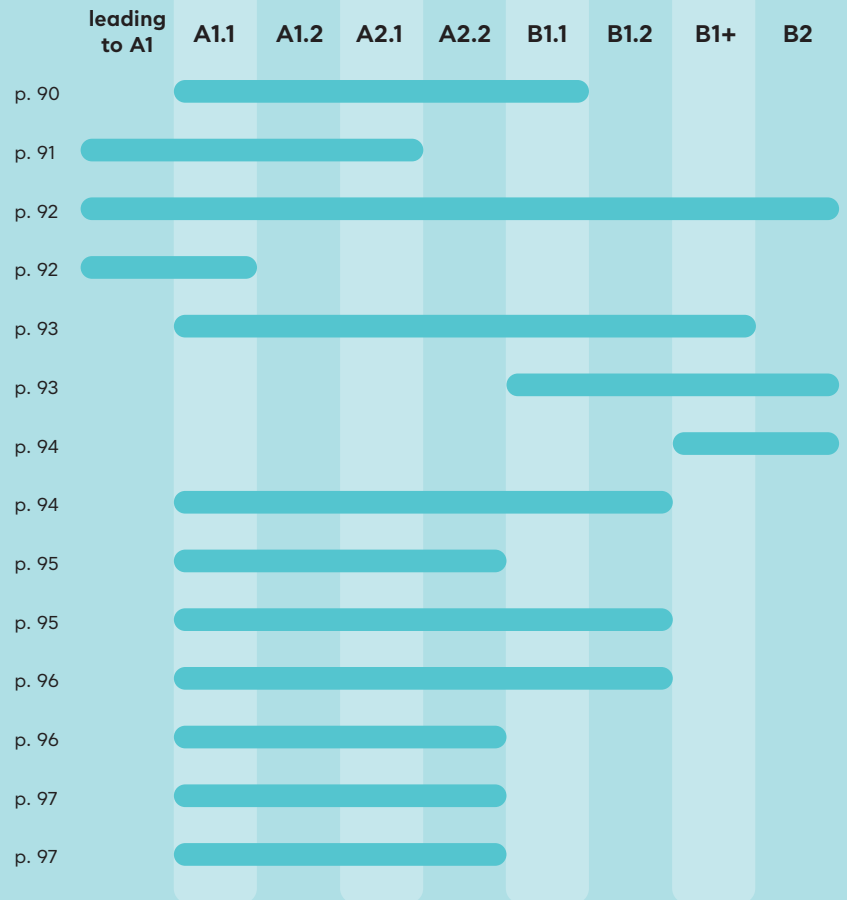
Full Blast! Plus Grammar

Portal to English Grammar

Pioneer Grammar

Traveller Second Edition Grammar

Traveller Grammar



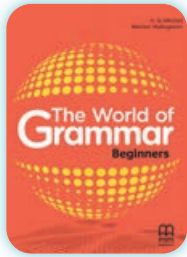
The World of Grammar

The World of Grammar is a carefully graded grammar series.

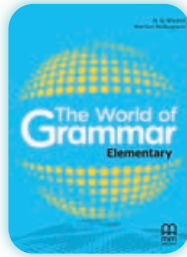


View additional series details

4 LEVELS | BEGINNER TO INTERMEDIATE | A1.1 → B1



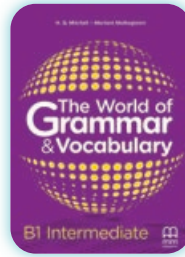
A1.1



A1.2



A2



B1

KEY FEATURES

- Presentation of structures in meaningful contexts and realistic situations
- Clear explanations and illustrative examples
- Colourful photographs and illustrations throughout the book
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Vocabulary practice

COMPONENTS



- Student's Book



- Interactive Whiteboard Material
- Teacher's Digital Resources

Grammar



The World of
Grammar

is an exciting
grammar series.
**B1+, B2, C1/C2
coming soon**

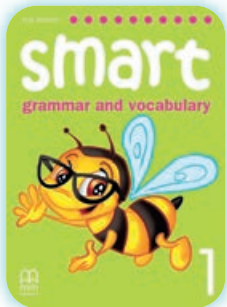
Smart Grammar and Vocabulary



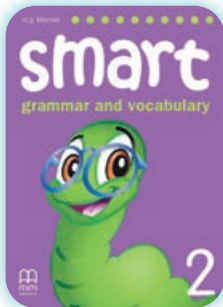
View additional series details

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.

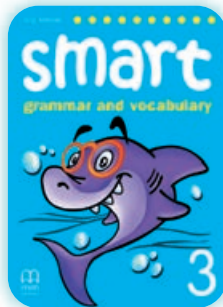
6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2.1



Leading to A1



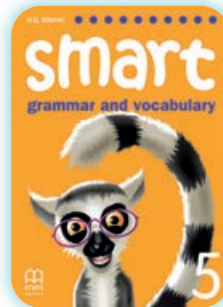
Leading to A1



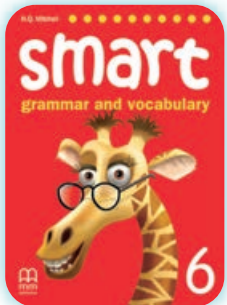
Leading to A1



A1.1



A1.2



A2.1

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

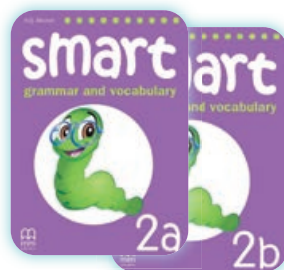


- Class Audio Material

Split Edition

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

6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2.1



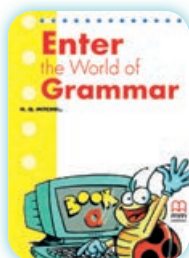
Enter the World of Grammar

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.

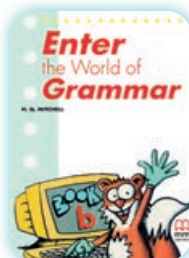


View additional series details

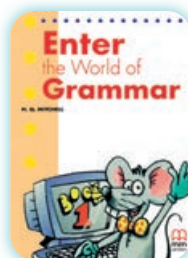
7 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | LEADING TO A1 → B2



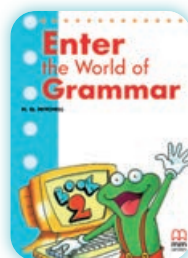
Leading to A1



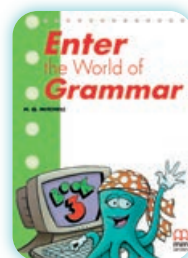
Leading to A1



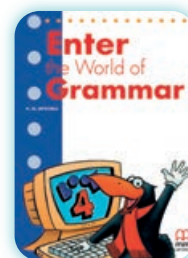
A1.1



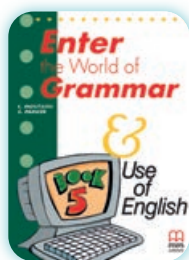
A1.2



A2



B1



B2

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

COMPONENTS



- Student's Book
- Teacher's Book

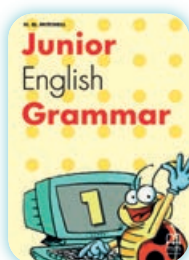
Junior English Grammar

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.

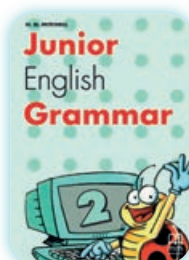


View additional series details

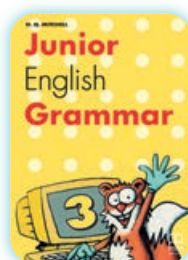
6 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 → A1.1



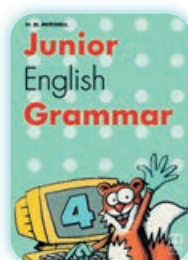
Leading to A1



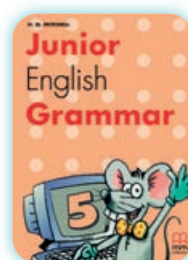
Leading to A1



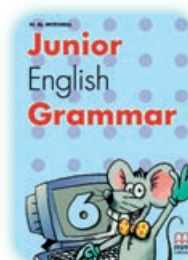
Leading to A1



Leading to A1



A1.1



A1.1

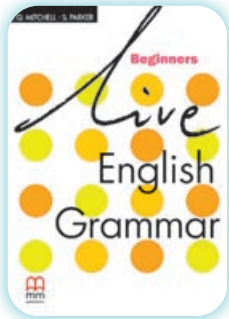
Live English Grammar

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.

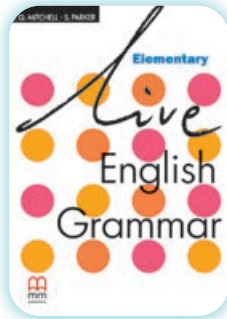


View additional series details

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



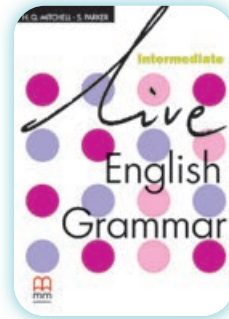
A1.1



A1.2



A2



B1/B1+

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

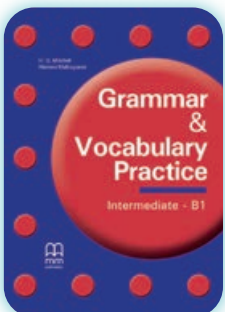


- Teacher's Digital Resources

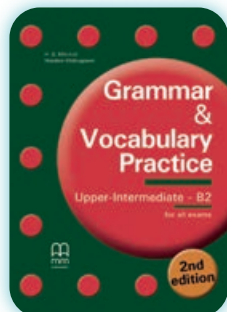
Grammar and Vocabulary Practice

Grammar and Vocabulary Practice prepares students for all exams.

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



B1



B2

KEY FEATURES

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

COMPONENTS



- Student's Book
- Teacher's Book



- Teacher's Digital Resources
- Interactive Whiteboard Material

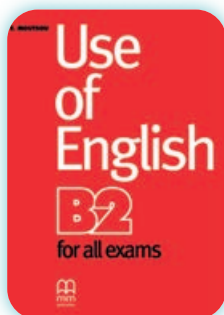
Use of English B2

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.



View additional series details

1 LEVEL | UPPER-INTERMEDIATE | B2



B2

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



• Interactive Whiteboard Material

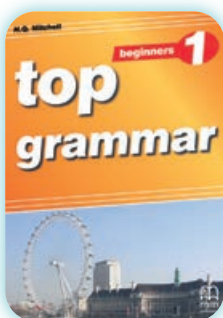
Top Grammar

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

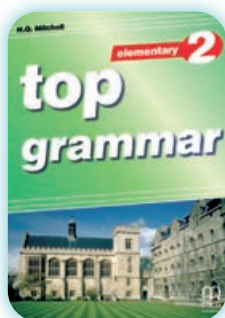


View additional series details

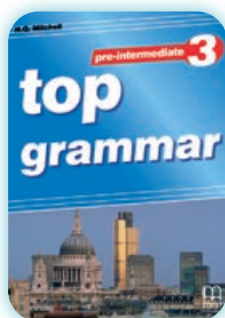
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



A2



B1

KEY FEATURES

- 21 units
- 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

COMPONENTS



• Student's Book



• Tests & Key
available in the To the Top / American to the Top Teacher's Digital Resources

Channel Grammar Handbook

Channel Grammar Handbook follows the syllabus of Channel your English and American Channel.



View additional series details

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



A1.1



A1.2



A2

COMPONENTS



- Student's Book



- Key
available in the Channel your English / American Channel Teacher's Digital Resources

KEY FEATURES

- Detailed presentation of grammatical structures with rules, tables and examples
- Exercises for practice and consolidation

Full Blast! Plus Grammar

Full Blast! Plus Grammar is a four-level grammar series that follows the syllabus of Full Blast! Plus. It can also be used as a stand-alone grammar series.



View additional series details

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



A2



B1

KEY FEATURES

- 21 units
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Oral and written practice in every unit
- Revision units

COMPONENTS



- Student's Book



- Tests & Key
available in the Full Blast! Plus Teacher's Digital Resources

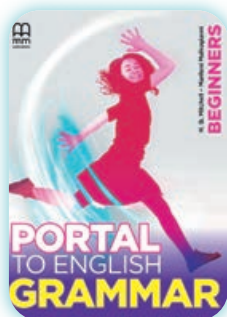
Portal to English Grammar

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.



View additional series details

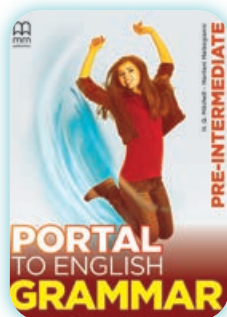
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



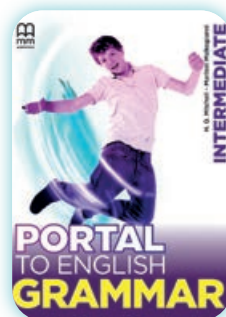
A1.1



A1.2



A2



B1

KEY FEATURES

- 22 units
- 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

COMPONENTS



- Student's Book



- Teacher's Digital Resources

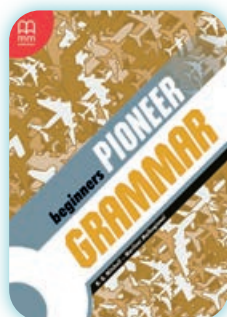
Pioneer Grammar

Pioneer Grammar is an innovative grammar series with functional language and competence-based tasks. It follows the syllabus of the first three levels of Pioneer.



View additional series details

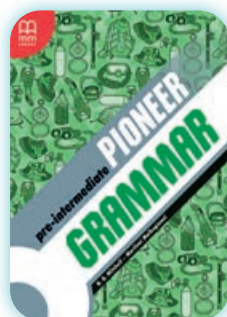
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 → A2



A1.1



A1.2



A2

COMPONENTS



- Student's Book



- Key
available in the Pioneer Teacher's Digital Resources

KEY FEATURES

- 30 units
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Emphasis on writing and communication
- Revision sections

Traveller Second Edition Grammar



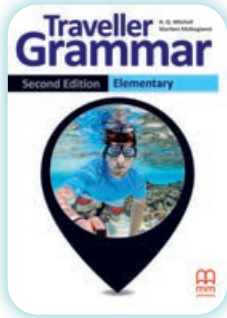
View additional series details

Traveller Second Edition Grammar is a three-level grammar series that follows the syllabus of Traveller Second Edition. 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.

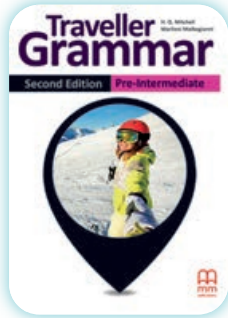
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 → A2



A1.1



A1.2



A2

COMPONENTS



- Student's Book



- Key

available in the Traveller Second Edition Teacher's Digital Resources

KEY FEATURES

- Presentation, rules and activities on each grammar function
- A revision page per module, including writing activity

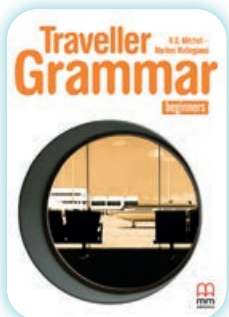
Traveller Grammar



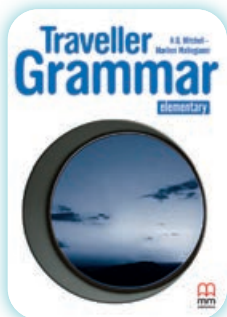
View additional series details

Traveller Grammar is a three-level grammar series that follows the syllabus of Traveller. 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.

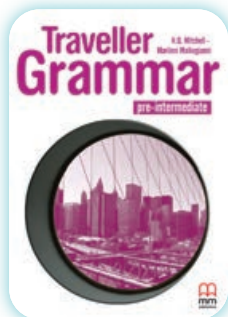
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 → A2



A1.1



A1.2



A2

COMPONENTS



- Student's Book



- Teacher's Digital Resources

KEY FEATURES

- Presentation, rules and activities on each grammar function
- A revision page per module, including writing activity

Skill Development

**Practice makes
perfect!**



Skills Development

CEFR LEVELS

A1.1

A1.2

A2.1

A2.2

B1.1

B1.2

B1+

B2

New Plus p. 100

Double Plus p. 102

New Plus



View additional series details



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



A1.1



A1.2



A2



B1



B1+



B2

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

Suitable for Cambridge and other 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
- Tests

COMPONENTS



- Student's Book
- Teacher's Book



- Class Audio Material
- Teacher's Digital Resources

activity to raise students' awareness of the proper use of linking words/phrases


writing activity for further practice

2 Read the story below and circle the correct linking words/phrases.

Debbie got up early on that sunny Saturday morning. She had arranged to go on a picnic to Green Park with her friends and she was very excited about it.

As soon as **while** she was ready, she got on her bike and headed for the park which was on the other side of the town. Suddenly, as / after she was riding through the town centre, she heard sirens. The source of the sirens was getting closer and closer, but / so Debbie looked behind her to see what was happening. As a result / Before, she lost control of her bike and fell off. Her bike ended up in the middle of the road. Luckily, Debbie wasn't hurt, but / when a car ran over her bike. Soon / After the car had stopped, two men got out and started running. Just then / For this reason, a police car stopped next to the same car and three police officers got out and started chasing the two men. One of the officers shouted, "Stop the thieves!"

Some time later / finally a police officer offered Debbie a reward. She was the heroine of the day because / however, in a way, she had helped them catch the thieves.







Remember!
Use linking words/phrases when you are writing. Look at the ones shown below.

when	after a while	later	because
while	before	finally	so
as	before long	just then	as a result
as soon as	soon	however	for this reason
after	then	but	

3 Below is the first and last paragraph of a story. Look at the pictures and use the notes given to complete the main part of the story.

One Sunday morning Arthur and Christine decided to go for a walk in the forest. It was the beginning of spring and it was quite warm and sunny.

The children ran for help and soon a helicopter arrived to take the man to hospital. He was the owner of the parcel. He asked the children to look after the parcel while he was in hospital. Arthur and Christine were delighted.

- As / they / walk / through forest / see / large parcel
- He / say / "Follow me! Follow me!"
- Children / get excited / decide / follow parcel
- After a while / they / come to / narrow bridge
- Children / be frightened / but / continue
- When / they / cross bridge / parcel / laid on / tree / near cliff
- Children / stop
- Just then / they / hear / someone / calling for help
- They / look around / see / man / edge of cliff
- He / lie down / because / fall / break leg

useful tips

warm-up activities introducing the theme of the section

a detailed plan with step-by-step guidelines on how to structure and organise written work

WRITING
a problem/solution essay

Discuss the topic

- How often do you use the Internet?
- What do you use it for?
- What are some of the dangers of using the Internet?
- What can we do to protect ourselves from these dangers?

Sample writing

1. Read the rubric, the essay topic and the notes, and underline the key words.

In your English class you have been talking about the Internet. Now, your English teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

There are many hidden dangers involved in using the Internet. Can something be done to protect children from these dangers?

Notes
Write about:
- raising awareness of dangers
- encouraging responsible behaviour
- ... (your own idea)

The internet is, without a doubt, an extremely useful tool for people of all ages. However, using it without caution can be very dangerous, especially for young people, who are both naive and inexperienced. There are, nevertheless, measures that we can take to help keep them safe while they still enjoy the benefits of the internet.

Providing information about the dangers of using the internet is an essential first step. This will help raise children's awareness of the risks involved and inform them about what they need to be alert for when they access the internet.

Secondly, children must be encouraged to use the internet responsibly. Responsible behaviour on the internet means knowing how to make the right decisions when necessary. Consequently, it is important to help children develop their ability to think independently and deal with dangerous internet situations effectively.

Also, internet access must, in my opinion, be supervised by parents. Leaving children alone to access the internet freely can be extremely dangerous. Parents should always control how much their children use the internet and use filters to prevent children from accessing inappropriate sites.

To sum up, measures can be taken to ensure that children use the internet safely. To my mind, the solution is parental supervision, at least until children are capable of using the internet safely.

2. Answer these questions.

a. What is the writer's opinion on the topic? Underline the part of the essay that indicates this.
b. What is the third idea that the writer comes up with?

3. Look at the highlighted sentences in the text. Two sentences are called topic sentences and they are used to introduce the ideas developed in each paragraph. How do the paragraphs develop the topic sentence?

Plan

A problem/solution essay is an essay in which you are required to present solutions for a problem. In the essay, some notes are provided, which you must use. In presenting your argument you have to address both given ideas and provide a third one of your own. Below is a general plan for an essay which presents solutions for a problem, with questions to help you when planning one.

Introduction	• Introduce the subject of your essay and state your opinion.	What is the problem being discussed? What is your opinion?
Main Part (2-3 paragraphs)	• Use the 1st idea in the notes to present a solution. • Use the 2nd idea in the notes to present a solution. • Use your own idea to present a solution.	What solutions can you think of that elaborate on the ideas you have been given? What information can you provide to justify the solutions you are proposing? Is there an example which you can use to prove your point? What additional idea can you come up with? What information can you provide to support this idea?
Conclusion	• Restate your opinion by summarising your points and make a general comment on the issue.	What is your overall opinion? Is there something which you would like to stress?

Guide to writing

- Read the rubric, essay topic and notes carefully and make a clear plan of how you wish to deal with the topic.
- Divide your essay into paragraphs.
- In the introduction, state the problem clearly and make a general statement on the topic. You may also express your opinion.
- Use a separate paragraph for each solution you propose.
- Use a topic sentence to introduce the central idea of each paragraph.
- Use additional sentences to develop the idea in the topic sentence by expanding on it, giving examples or explaining it.
- In the conclusion, restate your opinion by summarising the main ideas in the main body.
- Use formal language (do not use short forms or abbreviations).
- Write your essay in an impersonal way. Avoid using 'I' too often.
- Use a range of vocabulary and grammatical structures.
- Use linking words/phrases to express your opinion, express transition, give examples, etc.

Tip

- In the introduction, do not talk about the solutions specifically.
- State the idea in your topic sentence clearly so that the reader knows what the focus is.
- Ensure that your topic sentence relates directly to and supports the claim you made in the introduction.
- Do not make your topic sentence too general or broad because you will not be able to develop the idea adequately.
- Do not make your topic sentence too limited or narrow in scope because you will not have anything to say about it.
- Do not just mention the solution you are proposing. Use information that can help you justify clearly and explain its relevance.

sample writing highlighting certain features that are essential to the task

a guide to writing with tips and strategies which facilitate the writing process

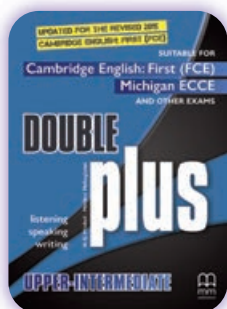
Double Plus



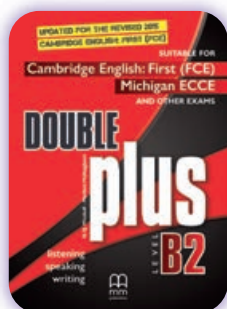
View additional series details



2 LEVELS | UPPER-INTERMEDIATE | B1+, B2



B1+



B2

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
- Tests

COMPONENTS



- Student's Book
- Teacher's Book



- Class Audio Material



SAMPLE PAGES

speaking activity preparing Ss for the writing task

Double Plus Upper-Intermediate, Student's Book

WRITING

a letter asking for information

Discuss the topic

- What sort of problems has pollution caused?
- What can we, as individuals, do to help?

Sample writing

1. Read the rubric and the advertisement. Then read the letter below and underline the sentences in which the writer asks for more information.

Don't you want a better world for you and your children?

Then why not join us?

GREENPLANET
ASSOCIATION FOR ENVIRONMENTAL PROTECTION

- Meetings informing you about what's happening in the world
- Talks
- Newsletter with up-to-date reports, maps and fact files

233 BRIMCOMB RD
BRIGHTON BN1 1SE GREENPLANET.ORG.UK

Dear Sir/Madam,

I am writing as I am interested in finding out about your organisation. I have, on various occasions, heard about your active involvement in environmental campaigns. Given that I am very interested in environmental issues, I would like to ask some questions with a view to becoming a member.

To begin with, I would like to know how often meetings take place to inform members of environmental issues are held, and where they take place. The reason for my enquiry is that the location of the venue will determine my attendance. I would also be interested in knowing whether the talks you mention are given by experts in the field or by members of your association.

In addition, I would be grateful if you could inform me as to whether there is an extra charge for the newsletter you publish. Finally, I would like to know if there is a reduced membership fee for students.

I look forward to hearing from you at your earliest convenience. Thank you in advance for your time and assistance.

Yours faithfully,
Anne Taylor

2. Answer these questions.

- Has the writer covered all the points?
- What type of questions does the writer use to ask for information? What phrases does she use?

3. The letter on the previous page includes some formal words and phrases. Match them with the meanings below, with the aim of:

- with the aim of: _____
- finally: _____
- also: _____
- let me know: _____
- as soon as possible: _____
- beforehand: _____
- help: _____

Plan

There are many reasons for writing a formal letter. One is to ask for information. Below is a plan for a formal letter asking for information, with questions to help you when planning one. Read the plan and compare it to the sample.

Greeting	• use a formal greeting, not first names	
Opening paragraph	Use set phrases to: • refer to the advertisement/article/letter, etc. • state why you are writing	Why are you writing this letter?
Main Part (2-3 paragraphs)	• ask for information in a formal, polite and organised manner • prioritise your requests	What do you want to find out? What is most/least important?
Closing paragraph	• state anything you want to emphasize (e.g. repeat your request) • use set phrases to end your letter	Is there anything you want to emphasize?
Signing off	• use a formal signature ending/closing phrase as appropriate	

Guide to writing

- Decide on the order in which you are going to make your requests. If possible, group them into categories. If not, state the most important points first. Make sure you mention all the points referred to in the rubric.
- Don't forget to write in paragraphs.
- Make sure you follow the layout of formal letters explained in Appendix 1, keeping in mind who you are writing to.
- Use formal language and expressions. Use words like 'could' and 'would' to make your letter more polite.
- Don't use contractions (e.g. use 'I would' instead of 'I'd') or abbreviations (e.g. use 'advertisement' instead of 'ad').
- Use linking words/phrases to introduce your requests (firstly, first of all, to begin with, secondly, in addition, also, as well as, furthermore, finally, etc.).
- Don't use direct questions too often. It is more polite to use indirect questions (e.g. I would like to know...).
- Use a greeting, set phrases for the opening and closing paragraphs and a signature ending, as appropriate. Look at the table on the next page for ideas.

NOTE
A letter asking for information can also be semi-formal or informal, depending on who you are writing to.

guided writing task

systematic development of writing skills

Double Plus B2, Student's Book

WRITING

an article

Discuss the topic

- How do you decide where to go on holiday?
- Do articles about places help you decide where to go on holiday? Why/Why not?

Sample writing

1. Read the rubric and the article below. The first sentence of each paragraph (topic sentence) is in the main part is missing. Read the sentences a-e below and choose three of them to fill in the missing sentences in the article.

ARTICLES WANTED

Write about: An interesting place to visit.

We will publish the best articles next month.

You see this announcement in your school magazine.

Write your article (140-190 words).

Are you bored with your usual holidays? Why not try something different? A visit to Victoria Falls National Park in South Africa will give you the changes you need.

It's a dream come true! The park is dominated by 100 square kilometres of dense rainforest. Take a walk and see some of Africa's most typical wildlife, including leopards, baboons, meerkats and crocodiles, just to name a few.

One of the park's major attractions are the Victoria Falls on the Zambesi River. Hardly anyone would be left unimpressed by the breathtaking view and the deafening crash of the water. Being one of the world's largest waterfalls, it's a sight not to be missed.

Whether water rafting, bungee jumping and canoeing are just some of the exciting experiences available to thrill-seeking visitors. For the not-so-adventurous, the cruises on the Zambesi, horse safaris and canoe safaris will prove equally fulfilling.

So, if you feel you need to escape from your usual holidays, don't put it off any longer. Book your adventure holiday to Victoria Falls National Park and you won't be disappointed.

Explore Africa's rainforests.
However, that is not all you can see in the park.
Imagine this: a park located in a magnificent natural setting.
There are lots of ways you can enjoy nature.
Apart from sight-seeing, though, there are many outdoor activities you can try.

2. Answer these questions.

- What do you think the purpose of the first sentence in each paragraph is?
- Which of the following headlines do you think is the most suitable for the article? Why?

1 A holiday in Africa that's suitable for everyone

2 Work out while on safari!

3 Time for an African adventure!

Plan

An article is usually written for a newspaper or magazine. There are many different types of articles: news reports (articles giving news or information), articles discussing issues (for against) or stating opinions, making suggestions, etc. This unit deals with articles describing places. They are written for magazines or travel brochures. The aim of this article is to convince the reader to visit the place. Below is a plan for an article of this type, with questions to help you when planning one. Read the plan and compare it to the sample.

Headline	• write an interesting headline	
Introduction	• give general information about the place you are going to describe (name, location, etc.) • give reasons for choosing the place	How can you make the introduction interesting? What place are you going to describe? Where is it located? What makes the place interesting/special?
Main Part (2-3 paragraphs)	• describe the place (size, landscape, buildings, streets, transport, sights, facilities, people, lifestyle, etc.) • discuss what activities people can do there	What is the place like? What are the important features of this place? Are there any sights worth visiting? What sort of facilities (e.g. hotels, shops) can be found there? What are the local people like? What can people do there to entertain themselves? What is the atmosphere of the place?
Conclusion	• make a general statement to sum up your ideas • make recommendations	What is your overall opinion about the place? Would you recommend it?

Guide to writing

- Write an original headline to attract the reader's interest. The headline should be short and it can be in the form of an exciting word or phrase (Get ready for fun!), a summary of the article (A trip to Paris), a question (Would you go?) or a surprising fact (Two million holidaymakers a year!).
- Write about a place you are familiar with. Before you start, try to come up with ideas and plan what you are going to write.
- Choose a few of the most interesting ideas and expand on them. Don't include too many details otherwise you will exceed the word limit.
- Use an appropriate style when writing. Articles can be formal or informal. The aim of this article, however, is to convince the reader to visit the place you are describing. In order to achieve this, it is easier to write in an informal, chatty style. Make your article sound lively and address the reader directly using the personal pronoun 'you'.

Skills Development

Examinations

**Maximize your chances
of success!**

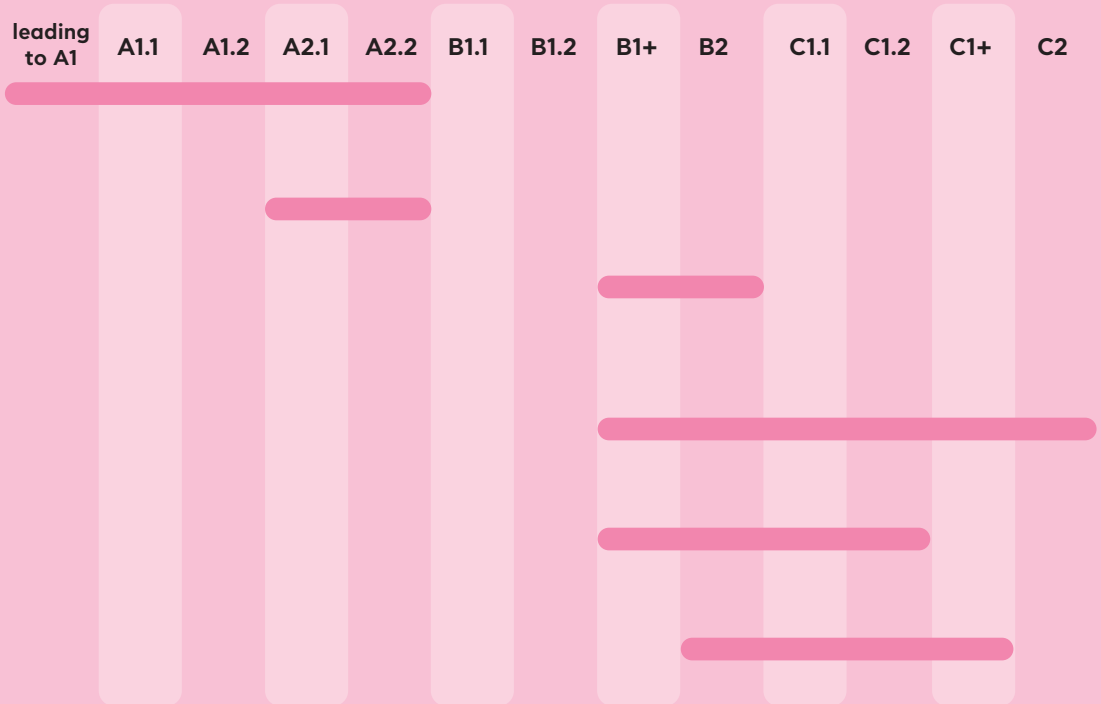


***New**

Examinations

CEFR LEVELS

- Go Starters
- Go Movers
- Go Flyers p. 106
- Go for A2 Key Practice Tests** p. 107
- Practice Tests for the Cambridge English: First (FCE) Examination p. 108
- Michigan ECCE/ECPE Practice Tests** p. 109
- MM Practice Tests for the TOEFL iBT® Exam p. 110
- IELTS Practice Tests p. 111



Go Starters / Go Movers / Go Flyers



View additional series details

Go Starters / Go Movers / Go Flyers is a preparatory course for the YLE Tests.

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



Updated for the Revised 2018 YLE Tests

KEY FEATURES

- Fourteen topic-based units practising grammar and vocabulary through activities in the format of the YLE Starters / Movers / Flyers Tests
- Four tests in a reduced format
- A final test in the exact layout of the YLE Test
- Cut-out object cards
- An alphabetical word list at the back of the Student's Book
- Teacher's notes (included in the second Class CD)

COMPONENTS



- Student's Book (inc. Student's CD/CD-ROM)



- Class Audio Material

SAMPLE PAGES

Go Starters, Student's Book

Unit 3
School, Numbers 1-10

Look! What are these? They're apples. They're apples. They're apples.

Listen! Listen and write a name or a number. There is one example.

What's the boy's name? Alex

1. Which class is he in? _____

2. What's his friend's name? _____

3. What's his teacher's name? _____

4. How many children are in his class? _____

C. Look at the pictures and read the questions. Write one-word answers.

1. How many green desks are there? _____

2. How many children are there? _____

3. How many pencils are there on the students' desks? _____

4. Is the teacher in the classroom? _____

5. How many books are there? _____

D. Answer the questions about yourself.

1. Which class are you in? _____

2. How many children are in your classroom? _____

3. What colour is your schoolbag? _____

grammar clearly presented and practised

Go for A2 Key

New!

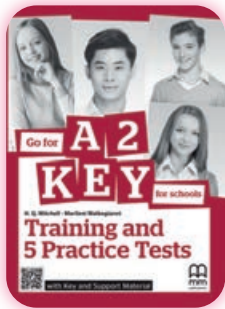


View additional series details

Practice Tests

Go for A2 Key Practice Tests consists of five complete tests for the Key English Test, as well as a training section for each part.

1 LEVEL | PRE-INTERMEDIATE | A2



COMPONENTS



- Student's Book
- Self-study Pack *



- Class Audio Material
- Student's Digital Material

* The Self-study Pack contains the Student's Book, including a key with support material, the Student's Digital Material, and the Class CDs.

KEY FEATURES

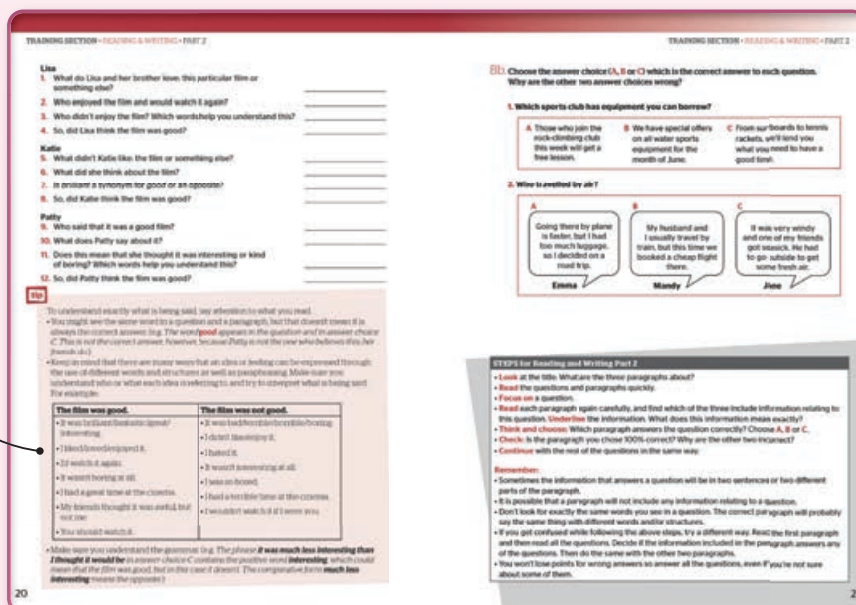
- An introduction with detailed information about the test
- A step-by-step training section which focuses on specific features of the test (including activities, tips and test-taking strategies) and is divided into three parts: Reading & Writing (Paper 1), Listening (Paper 2), Speaking (Paper 3)
- Comprehensive 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
- Vocabulary list
- Grammar reference
- Audio material for Papers 3 and 4

Examinations

SAMPLE PAGES

Go for A2 Key Practice Tests, Student's Book

exam tips



Practice Tests

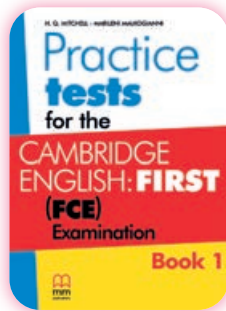
for the Cambridge English: First (FCE) Examination



View additional series details

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.

1 LEVEL | UPPER-INTERMEDIATE | B2



COMPONENTS



- Student's Book
- Teacher's Book



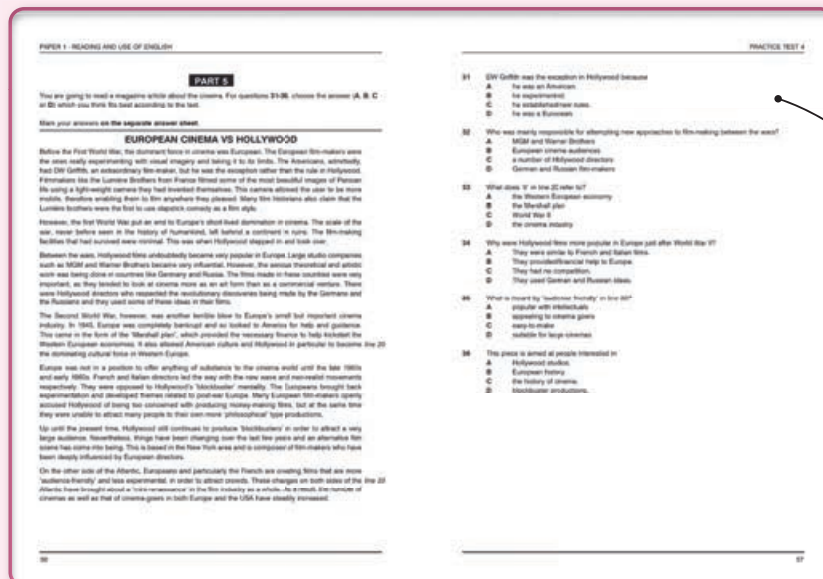
- Class Audio Material

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
- A Teacher's Book which includes the key, listening transcripts, justification of answers for Paper 1, Parts 5-6, suggested speaking points for Paper 4 and instructions for Paper 4

SAMPLE PAGES

Practice Tests for the Cambridge English: First (FCE) Examination, Student's Book



exam-type exercises

Examinations

New!



View additional series details

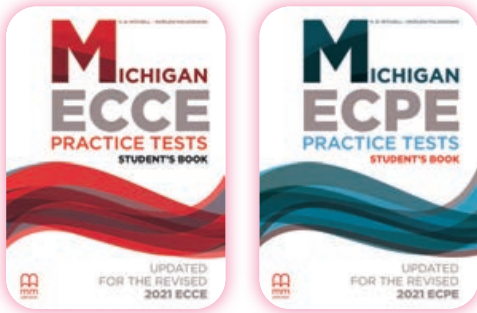
Michigan ECCE/ECPE

Practice Tests

Michigan Practice Tests consist of six complete tests for the ECCE (B2 level) and eight complete tests for the ECPE (C2 level).

Updated for the Revised 2021 ECCE/ECPE

2 LEVELS | UPPER-INTERMEDIATE TO PROFICIENCY | B2 → C2



COMPONENTS



- Student's Book
- Teacher's Book
- Glossary



- Audio Material

KEY FEATURES

- A detailed presentation of each part of the examination in the first practice test, including exam tips
- Extra grammar and vocabulary practice after each practice test
- Model answers for the writing tasks

ALSO FOR ECCE

- Suggested answers for the speaking tasks

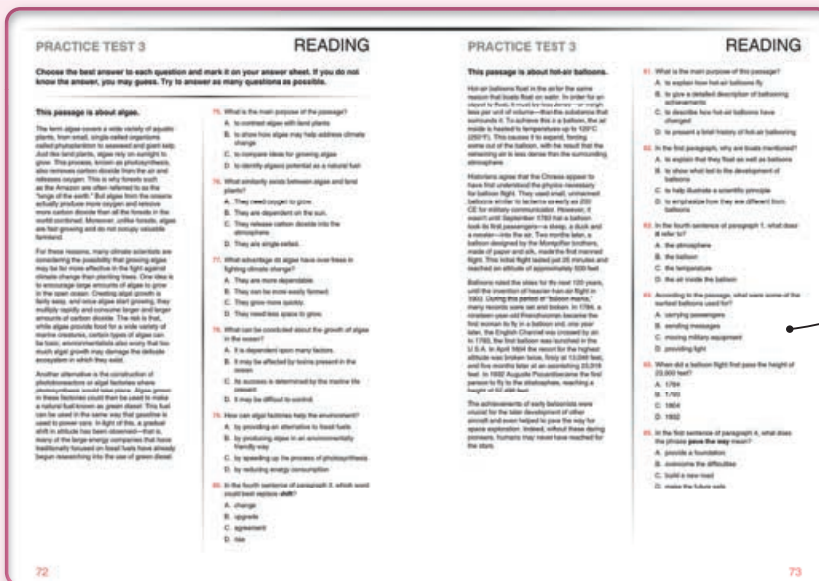
ALSO FOR ECPE

- A writing supplement, giving students guidance and practice on the new writing tasks
- Speaking material for a third student
- The examiner scripts for the speaking tasks

Examinations

SAMPLE PAGES

Michigan ECCE Practice Tests, Student's Book



exam-type exercises for the revised 2021 ECCE/ECPE

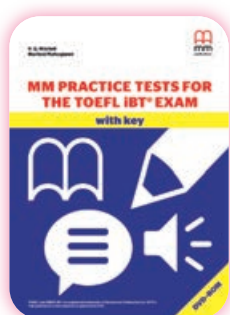
MM Practice Tests for the TOEFL iBT® Exam



View additional series details

MM Practice Tests for the TOEFL iBT® Exam includes six mini tests and two complete practice tests.

1 LEVEL | ADVANCED | B2 → C1



COMPONENTS



- Student's Book



- Resource DVD-ROM
- Extra Online Test

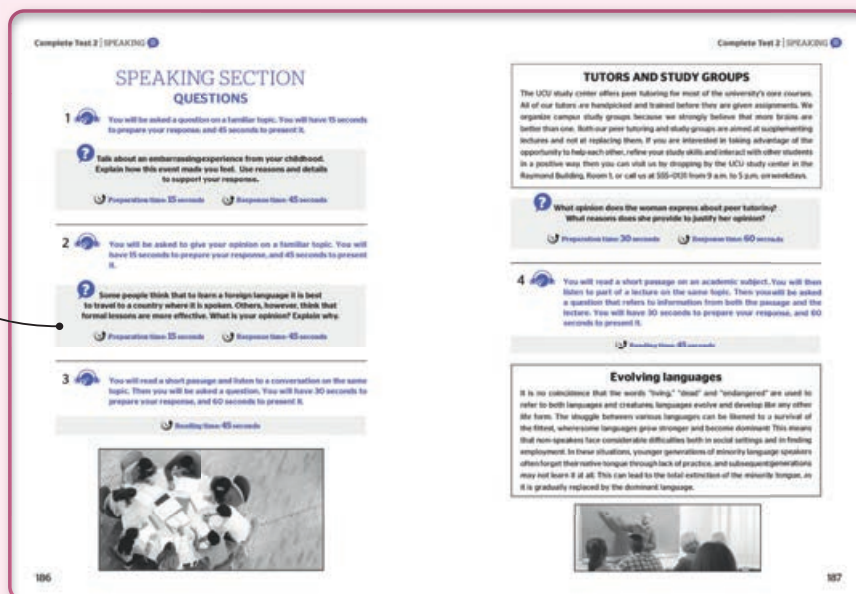
KEY FEATURES

- 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
- Interactive glossary
- Animated videos demonstrating typical TOEFL iBT® questions and responses

SAMPLE PAGES

MM Practice Tests for the TOEFL iBT® Exam, Student's Book

systematic development of speaking skills



IELTS

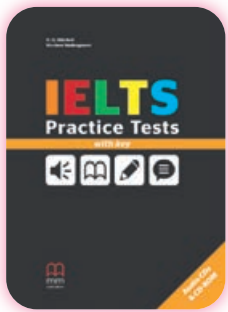


View additional series details

Practice Tests

IELTS Practice Tests includes five complete IELTS Academic practice tests (listening, reading, writing and speaking) and one IELTS General Training test (reading and writing), all of which follow the style and format of the IELTS examination.

1 LEVEL | ADVANCED | B2+ → C1+



COMPONENTS



• Student's Book



• Class Audio Material

KEY 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

SAMPLE PAGES

IELTS Practice Tests, Student's Book

exam-type exercises

The image shows two pages from the IELTS Practice Tests Student's Book. The left page (page 96) is titled 'Test 5 | LISTENING SECTION 2' and contains 'SECTION 2 Questions 11-14' and 'Questions 15-20'. It includes a map of a building with an entrance and five labeled areas (A-E). The right page (page 97) is also titled 'Test 5 | LISTENING SECTION 2' and contains 'SECTION 3 Questions 21-30'. It includes a 'Presentation points' box with six items (A-F) and a list of questions 21-30. A callout box on the left points to the map on page 96, indicating it is an exam-type exercise.

Digital Resources

Enhance the learning experience!



***New**

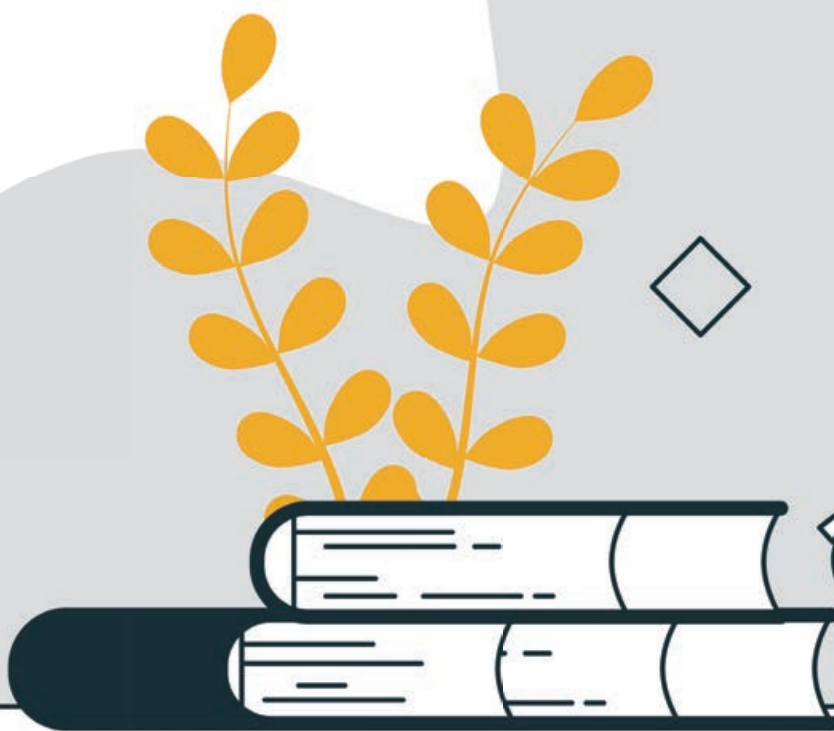
Digital Resources

Student's Digital Material	p. 116
Teacher's Digital Resources	p. 116
Online Tests	p. 116
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Interactive Whiteboard Material	p. 118
Videos	p. 119
ELT Platform	p. 120
ELT Skills	p. 121

New!

Digital Material for Students and Teachers

Access to all coursebook resources in
just a few clicks!





Student's Digital Material

New!

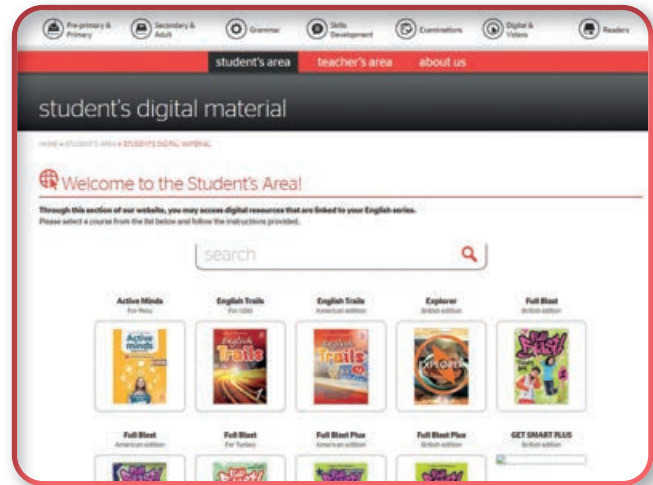


Access digital resource

The Student's Digital Material is now accessible online.

KEY FEATURES

- Songs, audio, and videos from the Student's Book
- Digital vocabulary list
- Games



Teacher's Digital Resources

New!



Access digital resource

The Teacher's Digital Resources provides easy online access to the content of the following components:

- Class Audio materials
- Interactive Whiteboard Material
- Tests
- Extra Practice
- Projects

What are you waiting for?

Create your teacher's account directly through the [Teacher's Area](#) of our website.

Online Tests

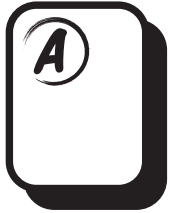


Access digital resource

Our series are often accompanied by Online Tests. These multiple-choice assessments follow the structure and syllabus of the coursebook series, while providing an additional opportunity for revision and self-assessment. They can be completed at school or assigned for homework.

KEY FEATURES

- One multiple-choice test per module
- Automatic grading
- Detailed reports available for the teacher
- Compatible with any device



mmpublications English Placement Test



Access digital
resource

The English Placement Test is an easy and reliable tool for determining learners' level of proficiency in the English language. It assesses learners in a range of areas (including grammar and vocabulary, as well as listening, reading and communication skills) and then places them at the appropriate level of the Common European Framework of References (CEFR) – from Beginner (Leading to A1) to Advanced (C1).

British English / Part A

Read the text and answer the question.
Choose a, b or c.

5 bedroom house with 2 bathrooms, big garden and garage next to Redwood Park for only £200,000

For more information call 0171 346 8926

41. What does the text say about the house?

a People should visit to learn more about it.

b It's far from Redwood Park.

c It's big and cheap.

SKIP NEXT

QUIT THE TEST

KEY FEATURES

- Available in both British and American English
- Compatible with any device
- Immediate feedback
- Personalised report sent via email

Visit www.mmplacement.com to access the English Placement Test!



mmpublications
English Placement Test

The English Placement Test is trusted by educators worldwide!

Everyday more than **1,000** students use it to assess their level of English.

- ➔ The test is available in **British and American** English.
- ➔ It consists of **three** parts.
- ➔ There are **50** questions in each part.
- ➔ Each question has only **one** correct answer.
- ➔ Each part must be completed in **40** minutes.

Start the Test



View demo
IWB

Interactive Whiteboard Material

Engage your students and make your lesson come to life!

The Interactive Whiteboard Material is an interactive version of the Student's Book and the Workbook that can be used to enhance the delivery of the lesson.



BFF 3, Interactive Whiteboard Material

KEY FEATURES

- ✓ Key and justifications
- ✓ Audio
- ✓ Listening transcripts
- ✓ Animated stories
- ✓ Videos and video activities
- ✓ Digital vocabulary list
- ✓ Games

Videos



A series of videos and video activities have been designed to supplement our coursebooks. These videos captivate the learners' interests, while keeping their specific age group and level in mind.

PRE-PRIMARY & PRIMARY COURSES



World Watch  

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

Time Out!  / Take a Look 

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

Whats On? / BFF Videos 

4 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1

SECONDARY & ADULT COURSES



Switch On 

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

Pioneer Clips & On View / Video Master  

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

Network  / Portal to English Videos 

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



ELT Platform



Access digital resource

The ELT Platform is a Learning Management System (LMS) that offers a blended mode of learning and teaching English all in one place.

This easy-to-use digital platform expands, enhances, and deepens the learners' understanding of the English language, while supporting, monitoring, and recording their progress.

Added value for every user!

The ELT Platform offers valuable resources for three different types of users:

Supervisors gain complete control over their school with minimal administrative work.

- ✓ activate coursebooks and register teachers
- ✓ track student progress
- ✓ compare class results

Teachers save time spent on grading, so that they can focus on teaching more effectively.

- ✓ assign tasks or tests
- ✓ manage their classes
- ✓ monitor student and class progress
- ✓ communicate with students (collectively or individually)

Students expand, enhance, and deepen their understanding of the English language.

- ✓ consolidate and expand their knowledge
- ✓ practise at their own pace
- ✓ receive immediate feedback
- ✓ track their own progress (sense of achievement)
- ✓ communicate with their teachers

Learn more about the ELT Platform: www.eltplatform.com



ELT Skills is the ideal companion for the English language learner and a valuable supplement to any English language teaching course.

It covers all the essential areas of foreign language acquisition: reading, listening, speaking, writing, grammar, vocabulary and pronunciation.



12 LEVELS | EARLY BEGINNER TO UPPER-INTERMEDIATE | LEADING TO A1 → B2

KEY FEATURES

- Integrated skills: reading, listening, writing, speaking and grammar
- Videos and animations 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
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- Interactive graded readers with audio and reading comprehension activities

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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

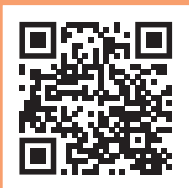
exam preparation

for any device and platform



Readers

**Immerse your students
into the fascinating
world of literature!**



Readers

***New**

CEFR LEVELS

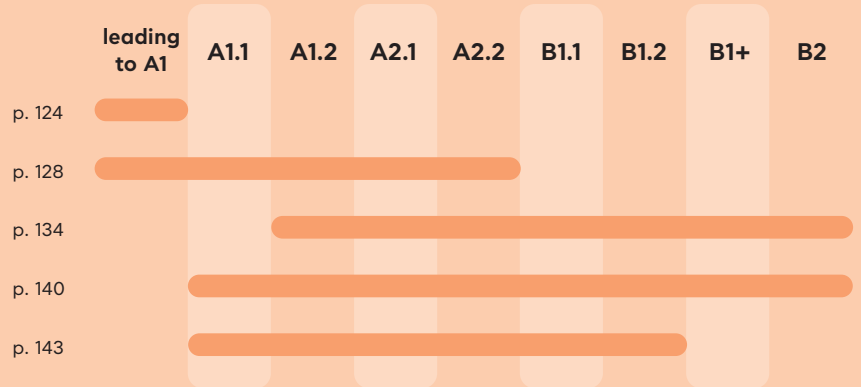
Little Books

Primary Readers

Top Readers

Graded Readers CLASSIC STORIES

Graded Readers ORIGINAL STORIES



Little Books



View additional series details



3 LEVELS | EARLY BEGINNER | LEADING TO A1

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
The 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
- Teacher's Notes

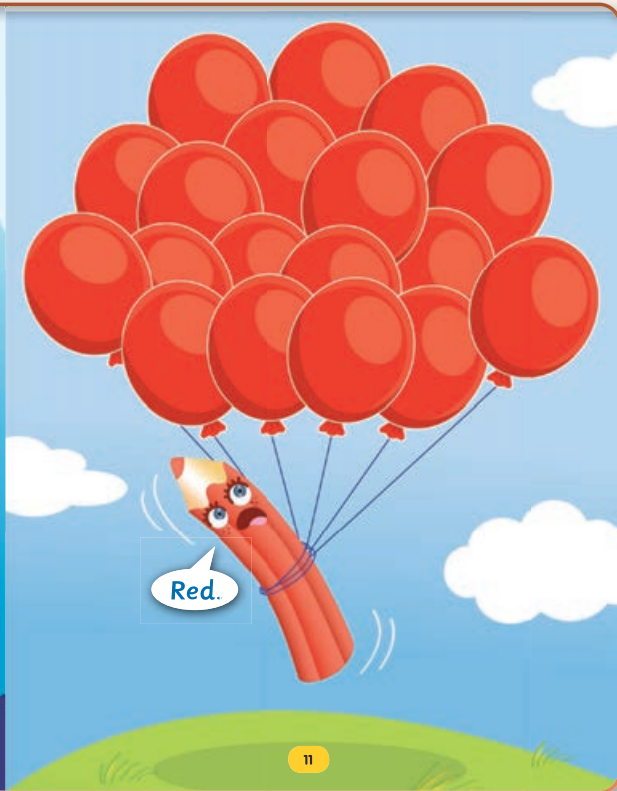


- Audio CD



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

Level 1



Red & Blue

Two curious coloured pencils set off to explore the world.



Baby Brother

There's a new member in Lisa's family, and she's excited!



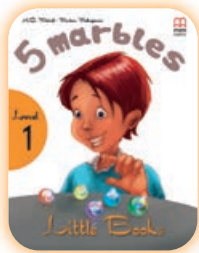
Yellow & Green

When the hardware shop closes, a battle begins between two cans of spray paint.



Cookies

Jane, Tom, and Mum are making cookies. And Boxer, the dog, finds them delicious!



5 Marbles

A boy is playing with his marbles... but wait... where are the marbles?



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.



Toy Party

When night falls and everybody is asleep, it's party time for the toys!



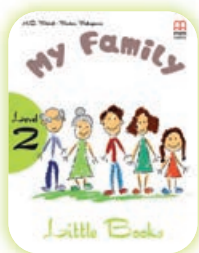
The Old House

Three friends go into the old house to get their ball. What will happen there?



Let's Go Home

The animals at the zoo are organising an escape! Will they manage to make it happen?



My Family

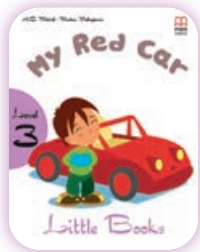
When Amy accidentally destroys her friend's painting, she has an idea which makes Maria happy again.



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!



The Jumping Hat

On a sunny day at the park, Peter and his grandfather see some funny things happening.



Black Ant

The little black ant can't find his mother in the garden. Oh, no! What will happen next?



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?



Big Shoes

Aunt Sally and the kids have a little secret. What will happen when their secret is revealed?



A Funny Story

Rick goes to bed and has a strange dream. Or does he?



Primary Readers



View additional series details



6 LEVELS | EARLY BEGINNER TO ELEMENTARY | LEADING TO A1 → A2

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

COMPONENTS



- Student's Book
- Teacher's Book



- Audio CD

Audio CD in British and American English



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!



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 Ugly Duckling

Nobody likes the little duckling because he's ugly, so he sets off on his own.



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?



Jasper's Pot of Gold

Join Jasper, the leprechaun, and his friend Liam, and visit magic Rainbow Land.



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 its plan work?



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.

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...



Aladdin

Aladdin's life changes when he meets a stranger. First he finds an old lamp and then he wears the stranger's ring.



Felix and the Fairy

An evil magician holds the little fairy prisoner, but luckily Felix and his friends are there to help.



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.

*Common European Framework of Reference

**Young Learners English Tests (Cambridge)



The Selfish Giant

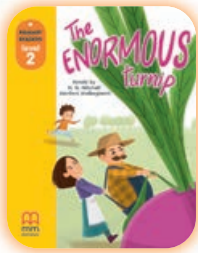
A big giant lives in a big house with a beautiful garden. Everybody likes his garden but the giant is selfish and wants it all to himself.



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!



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?

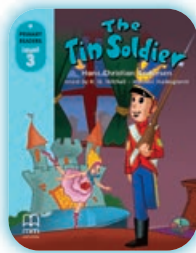
Level 3

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...



The Tin Soldier

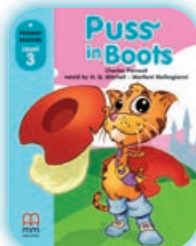
This classic story will capture the reader's heart and imagination. The Tin Soldier is a delightful character.

for the holidays!



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.



Puss in Boots

Puss in Boots is the tale of a very clever cat.



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...



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!



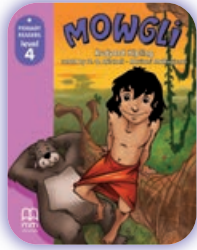
New!

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?

Level 4

A1.2 (CEFR) / Movers (YLE) | Headwords: 225



Mowgli

This is the story of Mowgli - the jungle boy...



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.



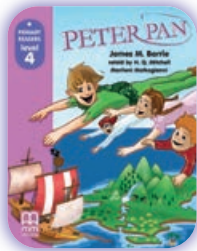
The Wishing Fish

Omar makes a wish which turns out to be a disaster.



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.



Peter Pan

This is the story of Peter Pan, a little boy who didn't want to grow up.



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?



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.

New!



Level 5

A2.1 (CEFR) / Flyers (YLE) / KET* | Headwords: 350



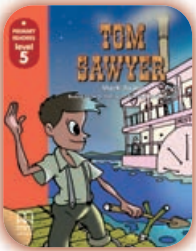
Theseus and the Minotaur

Read this Greek myth and find out how Theseus saved seven young men and seven young women.



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'!



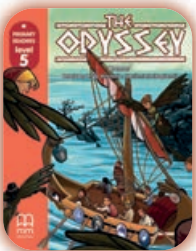
Tom Sawyer

During their adventures around the Mississippi River, Tom and his friend Huckleberry Finn find out a lot about the real world.



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.



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.



Readers • Primary Readers

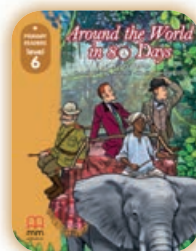
Level 6

A2.2 (CEFR) / Flyers (YLE) / KET | Headwords: 430



Gulliver in Lilliput

Read about Gulliver's amazing journey to Lilliput.



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?



Robin Hood

Read about Robin Hood's exciting adventures in Sherwood Forest.



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.

*Key English Test

Top Readers



View additional series details

A fascinating series of stories for secondary students, which are sure to capture their imagination. Top Readers aspire to involve students from Beginner to Upper-Intermediate level in the study of literature and the exploitation of language through interesting texts.



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

KEY FEATURES

- Full-colour illustrations
- Two pages of activities for each chapter, including a variety of comprehension, vocabulary, speaking and writing exercises

COMPONENTS



- Student's Book
- Multilingual Glossary
- Teacher's Book



- Audio CD

Purchase your components as a pack!

The Student's Pack contains the Student's Book, the Multilingual Glossary, and the Audio CD!

The Teacher's Pack contains all printed and digital components in one!



SAMPLE PAGES (STORY + ACTIVITIES)

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

4. I _____ with you, Mum; I must study harder next year if I want to get into medical school.

- 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)

vocabulary activities

writing activities and projects

speaking and prediction activities

Level 1

A1.2 (CEFR*) | Headwords: 400



Lisa in New York

Lisa's adventures continue in the Big Apple. After winning an online quiz, Lisa travels to the American metropolis.

Level 2

A2.1 (CEFR) / KET** (Cambridge) | Headwords: 900



20,000 Leagues Under the Sea

In this classic tale three men in search of a huge and dangerous sea monster suddenly discover that the creature is really a submarine called the *Nautilus*...



Lisa in China

This time Lisa sets off to China. She explores the country with her new friends and sees its many wonders. From Beijing to Shanghai and Hong Kong, Lisa becomes well acquainted with the Chinese culture.



Huck Finn

In the American South, an adventurous boy and a runaway slave escape to find freedom. They sail down the Mississippi on a log raft, but the river is often full of surprises that block their way...



A Christmas Carol

It's Christmas time for everyone, except Ebenezer Scrooge. The grumpy old man hates Christmas; however, three unusual visitors come to his door and, after their visit, Scrooge becomes a different man.



The Railway Children

When Bobbie, Peter, Phyllis and their mother move to the country, near a railway line, a new life full of exciting adventures and new friends begins. However, a terrible secret is about to be revealed.



Alice in Wonderland

During a boring afternoon in her garden, Alice follows the White Rabbit and sets off on a magical adventure in Wonderland.



A Connecticut Yankee in King Arthur's Court

What happens when a nineteenth-century American is mysteriously transferred back in time to King Arthur's Court? Kings and queens, knights and monsters, wicked magicians, they're all there.



The Secret Garden

Mary Lennox is a selfish ten-year-old who lives in India. After her parents' death, she is sent to her uncle's house on the Yorkshire moor, where she finds a new home full of secrets. When Mary discovers a secret garden, she also discovers friendship and love and transforms into a different person.

for the holidays!

Level 3

A2.2 (CEFR) / KET (Cambridge) | Headwords: 1100



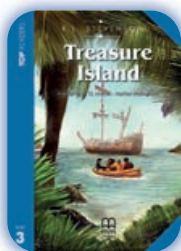
Oliver Twist

Oliver Twist is a penniless orphan in 1830s England. Will Oliver find happiness and a family, or be doomed to a life with thieves?



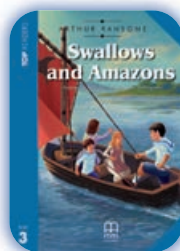
Swiss Family Robinson

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.



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.



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.



Kidnapped

David Balfour lives quietly with his uncle. He soon realises that the old man seems to be keeping secrets from him.



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 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 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 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?



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.



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.



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...



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.

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...



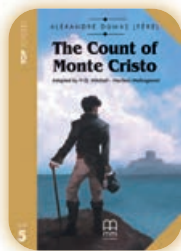
Moby Dick

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.



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.



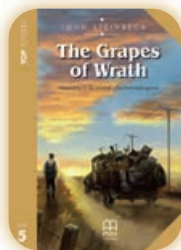
The Count of Monte Cristo

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.



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.

*Cambridge English: First



Graded Readers

Enjoyable reading material for secondary students, providing rich context for language practice.



View additional series details

CLASSIC STORIES



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

ORIGINAL STORIES



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1

KEY FEATURES

(Classic & Original Stories)

- Stories which have been carefully graded for each level according to vocabulary, grammatical structures, sentence length and plot complexity
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CLASSIC STORIES



Level 1

A1.1 - 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



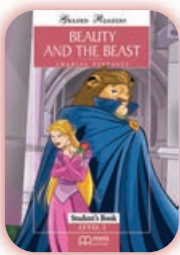
The Magic Ring

In this highly entertaining story, three children come upon an enchanted castle and a beautiful princess, who is not what she appears to be.



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.



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.



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.

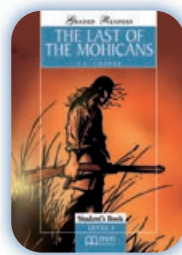
Level 3

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.

*Common European Framework of Reference

**Key English Test



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.



The Phantom of the Opera

The beautiful Christine Daae becomes an overnight success at the famous Paris Opera; yet, behind her there is mystery. The Opera house is haunted.



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.



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.



Frankenstein

Victor Frankenstein works day and night to create his monster, thinking it will be a great advance in the scientific field.

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.

ORIGINAL STORIES



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.

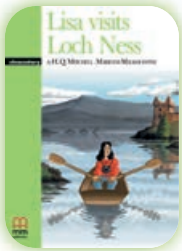


Lisa Goes to London

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 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.

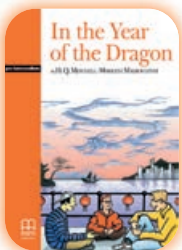


The Mix-Up

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 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 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.

Localised Materials

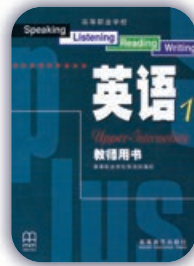
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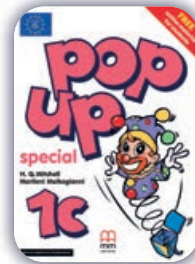
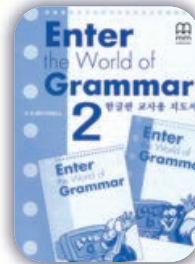
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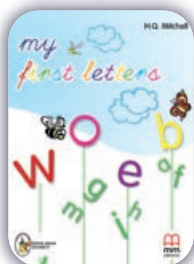
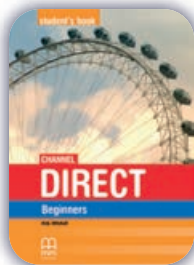
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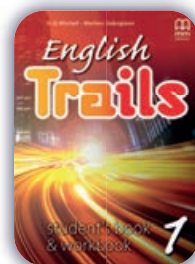
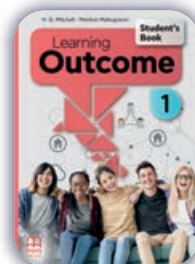
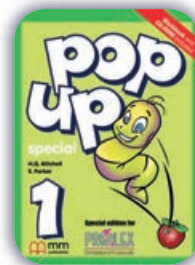
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Turkey



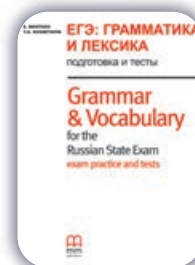
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Kingdom of Saudi Arabia



Russia



Kazakhstan



Germany



Poland



Spain



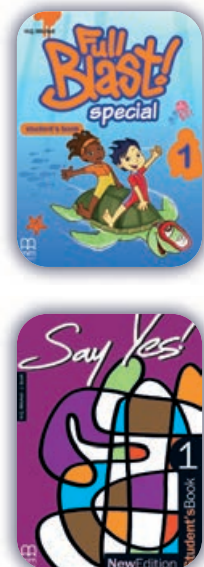
Albania



Peru



Egypt



Middle East



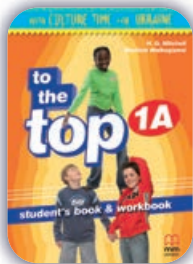
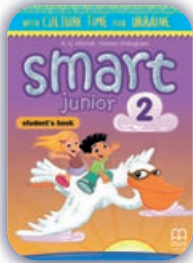
Colombia



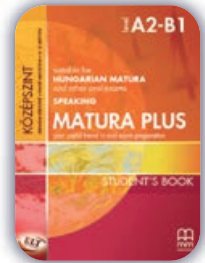
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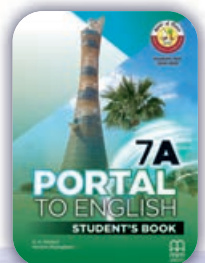
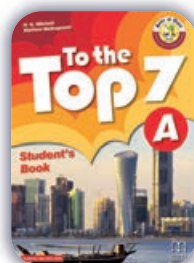
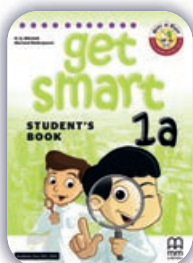
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Hungary

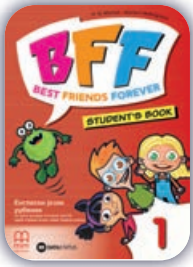
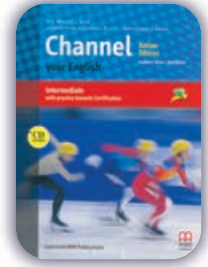
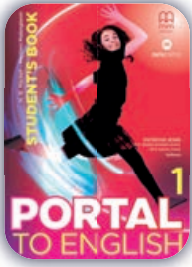


Qatar



Serbia

Italy



Localised Materials

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.

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