

# mm publications elt catalogue 2025



117479

learn, share,  
inspire

50 years  
of mmeducational group



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 brings  
the world  
together!**



# New Releases!

## Pre-Primary & Primary Courses

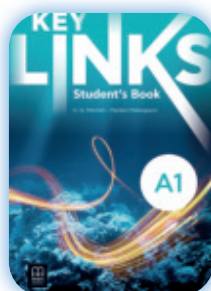


LEADING TO A1 → A1+ | p.18  
BRITISH EDITION

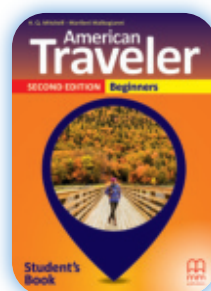
## Secondary & Adult Courses



A1 → B1 | p.42  
BRITISH EDITION

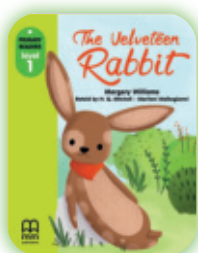


A1 → C1/C2 | p.66  
BRITISH EDITION



A1 → C1 | p.72  
BRITISH & AMERICAN EDITIONS

## Readers



LEADING TO A1  
| p.124



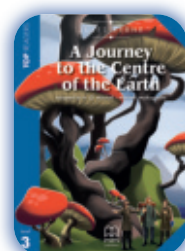
A1.2 | p.126



A2.2 | p.127



A1.2 | p.130



A2.2 | p.131



B1 | p.132



B2 | p.133

# Contents

<b>Company Profile</b>	<b>4</b>
<b>Pre-Primary &amp; Primary Courses</b>	<b>10</b>
<b>Secondary &amp; Adult Courses</b>	<b>40</b>
<b>Grammar</b>	<b>86</b>
<b>Skills Development</b>	<b>96</b>
<b>Examinations</b>	<b>102</b>
<b>Digital Resources</b>	<b>110</b>
<b>Readers</b>	<b>116</b>
<b>Localised Materials</b>	<b>138</b>
<b>References</b>	<b>143</b>
<b>Contact Us</b>	<b>144</b>

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

**MM Publications** is a world-leading publisher that offers educational solutions which 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.

## 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 classes.

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



## 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

## Aligned with Global Standards, Designed for a Better World



### CEFR Alignment:

All our material follows the Common European Framework of Reference for Languages (CEFR), guiding learners from A1 to C2 levels with a balanced approach to developing listening, speaking, reading, and writing skills. This ensures smooth progress and preparation for international exams.



Explore the world of MM Publications:  
**[www.mmpublications.com](http://www.mmpublications.com)**



**1974**

**MM SCHOOLS**

MM Educational Group's journey begins.

**50**  
years

**mm**  
educational  
group

**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.

**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.

**1995**

**BELT STUDY SYSTEM**

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

**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.

**1998-  
2010**

**ELT PORTFOLIO GROWTH**

MM Publications produces its first coursebooks in the late 90s, and at 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 leads 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 specialises 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 digitise 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 11 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 **eleven countries**
- Partners and agents in more than **110 countries**
- More than **150 coursebook series**
- **8.500 titles**
- **1.200 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
<b>Hi Kids!</b>	BRIT. & AMER. EDS.	p. 12							
<b>New Yippee!</b>	BRIT. & AMER. EDS.	p. 14							
<b>Funny Phonics</b>	BRIT. & AMER. EDS.	p. 16							
<b>BFF</b>	BRIT. ED.	p. 18							
<b>Top Stars</b>	BRIT. & AMER. EDS.	p. 24							
<b>Get Smart Plus</b>	BRIT. ED.	p. 30							
<b>New Get Smart</b>	AMER. ED.	p. 32							
<b>Young Stars</b>	BRIT. & AMER. EDS.	p. 34							
<b>Smart Junior</b>	BRIT. ED.	p. 36							
<b>New Zoom In Special</b>	BRIT. ED.	p. 37							
<b>Zoom</b>	BRIT. ED.	p. 38							
<b>Zoom In</b>	BRIT. ED.	p. 38							
<b>Zoom In Special</b>	BRIT. ED.	p. 38							
<b>Time Flash</b>	BRIT. ED.	p. 38							
<b>Pop Up</b>	AMER. ED.	p. 39							
<b>Pop Up Special</b>	AMER. ED.	p. 39							
<b>Pop Up Now</b>	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



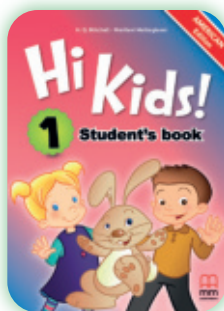
Leading to A1



Leading to A1



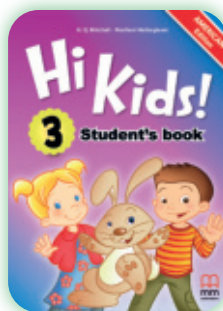
3 LEVELS | BEGINNER | LEADING TO A1



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 and 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

Unit 12 - Lesson 2

humorous  
episodes with  
attractive  
illustrations

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.

about the pictures. 3. Listen, point and repeat. 4. Role play.  
on p.106. 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 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.



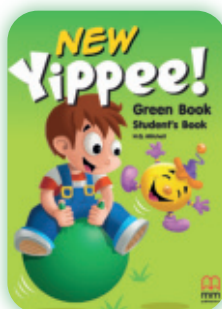
View additional  
series details



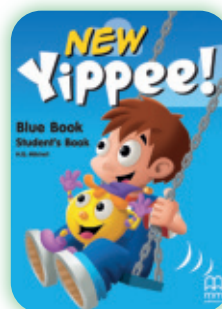
3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1

## COURSE FEATURES

- 8 topic-based units which include songs, stories, listening activities, a picture dictionary and 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 included in the Student's Book.*





# Funny Phonics

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



View additional series details



Browse sample module



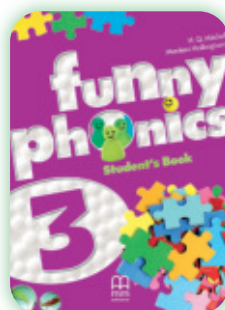
5 LEVELS | BEGINNER | LEADING TO A1



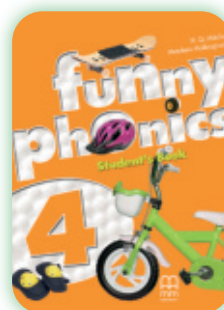
Leading to A1



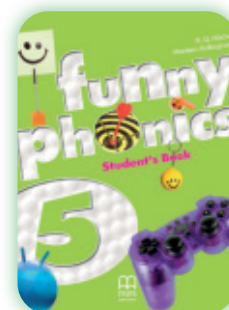
Leading to A1



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 shape.

**Bb**

2. Listen and repeat.

baby

balloon

bird

Say the chant.

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, these friendships grow to provide 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

**New!**

BFF is a dynamic primary course designed to align with the Common European Framework of Reference. Through its modular approach, BFF guides learners seamlessly from beginner to elementary levels, offering an engaging and effective learning experience at every step.



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 designed to develop higher-order thinking skills
- Self-evaluation sections
- Short videos (teasers) introducing the topic of the module
- Videos consolidating learning for each module

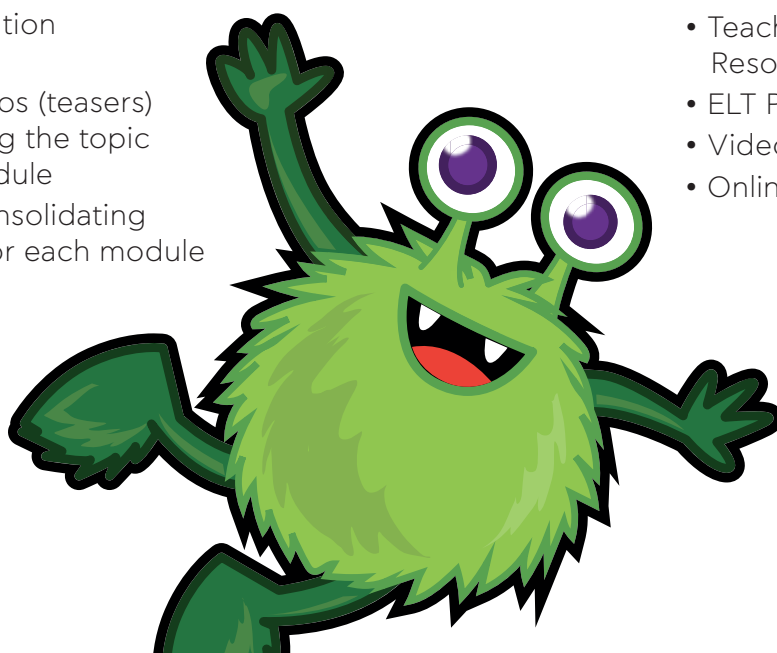
## COMPONENTS



- 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

**4 MY BODY**

**SONG**

1 Listen, point and say.

2 Listen and point. Then sing.

**What have you got?**

Have you got two eyes?  
Yes, I have. Yes, I have.  
Look! Two big eyes.

Have you got three ears?  
Yes, I have. Yes, I have.  
Look! Three blue ears.

Have you got a nose?  
Yes, I have. Yes, I have.  
Look! One green nose.

Have you got a mouth?  
Yes, I have. Yes, I have.  
One big mouth.

Have you got hair?  
No, I haven't. Oh, no!  
Where's my hair?  
Where's my hair?

3 Look at activity 2 and tick (✓).

4 Read and circle.

1. Have you got three eyes?  
Yes, I have. / No, I haven't.

2. Have you got hair?  
Yes, I have. / No, I haven't.

3. Have you got six ears?  
Yes, I have. / No, I haven't.

4. Have you got a nose?  
Yes, I have. / No, I haven't.

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

Have you got hair?  
Yes, I have.

Have you got four ears?  
No, I haven't.

You're Zoom.

Yes.

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

**4 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.

1. Yes No 2. Yes No 3. Yes No 4. Yes No

ME

brown eyes

two arms

a small mouth

wings

You have got brown eyes.  
You haven't got wings.

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

2 Play.

Has he got a pink body? It's a boy.

Has he got hands? No, he hasn't.

It's Zonk.

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

Lula Zulu Dipy Moma Vala Noni Beeta Zonk Bozi Zipo Zoula Zoom

48

**GRAMMAR**

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

foot tooth feet teeth

**PLAY AND WRITE**

3 Listen and repeat.

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

**PROJECT**

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.

49

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

50

**SUPER MOVES 2 (MODULES 3-4)**

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

Connor

Tim

Janet

Brad

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/an animal and guess he/she/it is saying. Have your partner say the name of the animal.

48

**SUPER SKILLS Modules 3-4**

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

Example: Who's Tim?

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 r d i

1. v o n i l i 2. n i l o 3. 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 tails legs fly wings

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).

**CATS**

105

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

**MY BODY SONG**

**LANGUAGE FOCUS**

**Objectives**

- to express characteristics of people of things
- to identify and talk about parts of the face

**Vocabulary**

Parts of the head / face: hair, ear, eye, nose, mouth

**Structures**

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

**MATERIALS**

- Flashcards for hair, ear, eye, nose, mouth
- Video (Teacher, episode 4, Part 1) and discuss in L1 what SA has to do about parts of the face and body
- Listening transcript: eyes, mouth, ear, ears, wings

**Activity 1** Track 63

- Have SA look at the pictures in the book and ask them to do the activity.
- Key: 1. p.46 2. p.50 3. p.44

**LESSON PLAN**

**Warm-up**

- Touch your hair and say, hair
- Encourage SA to guess the meaning of the word.
- Repeat the same procedure with the rest of your facial features.
- Alternatively, hold up each flashcard, say the corresponding word and get SA to repeat.

**Activity 2** Track 64

- Draw SA's attention to the pictures in activity 2, and ask them what they can see (monsters touching various parts of their face).
- Ask SA to name the parts of the monsters' face / body that they are touching (eyes, ears, nose, mouth and head).
- Read the title of the song, and ask SA to say what they think it is about.
- Ask SA to SA that they are going to listen to a song, and they have to follow along in their books and point to the corresponding pictures.
- Play the song again and encourage SA to sing along.

**Activity 3**

- Explain to SA that they have to read the song in activity 2 and then tick the correct picture.
- Key: 2 should be ticked

**GRAMMAR**

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

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

Have you got four ears?  
You're Zoom!

**Activity 4**

- Explain to SA that they have to read the questions and tick the correct answer for themselves.
- Have SA compare their answers in pairs first, then check as a class.

**Key**

1. No, I haven't. 2. Yes, I have.  
3. No, I haven't. 4. Yes, I have.

**Activity 5**

- Direct SA's attention to the two children in the activity. Ask them to say what they think the two children are doing. (They are playing a guessing game).
- Read the exchanges in the activity and have SA point and repeat.
- Divide SA into pairs, and explain that they have to turn to the back of the book, p.109. SA has to choose one of the monsters. Then SA has to try and guess what monster SB has chosen, by asking questions, as in the example. SB answers accordingly. Pair out to SA so that they have to use the grammar structures. Have you got...? Yes, I have. / No, I haven't.
- SA take turns to choose monsters.
- Go round the classroom making sure that SA are carrying out the activity satisfactorily.
- Have a drawing of SA practice the exchange.

**OPTIONAL**

- Divide SA into pairs and give each SA to draw an outline of a head on a piece of paper.
- Explain to SA that SA has to describe a monster's face and SB has to draw and colour these parts accordingly, e.g. two noses, six eyes, four ears, one mouth, hair.
- SA compare their drawings to the class.

**BEFORE LEAVING**

- Ask each SA a question using Have you got...? e.g. Have you got three eyes? Have you got a ruler? etc. SA have to answer with Yes, I have. / No, I haven't accordingly.
- Make sure SA have had a chance to answer a question before leaving the classroom.

**WORKBOOK**

**Activity 1**

**Key**

1. eyes 2. ears 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

An illustration of three hikers on a dirt path in a forest. A boy with brown hair, wearing a blue long-sleeved shirt and orange pants, is in the background, holding a red trekking pole. In the middle is a girl with blonde hair, wearing a grey and yellow striped shirt and red pants, also holding a red trekking pole. On the right, a person with dark hair, wearing a yellow shirt and brown pants, is partially visible, holding a green trekking pole. They are all wearing backpacks. The background is filled with green pine trees.

# 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 superheroes for each and every student, inspiring them to always do their best and never give up!

# TOP STARS



# Top Stars

Top Stars is an innovative primary course that starts from Beginner and reaches 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 by helping them use 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.



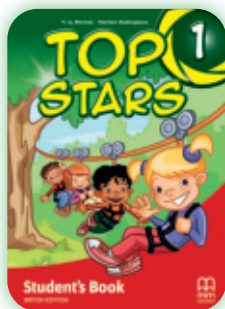
View additional  
series details



Browse sample  
module



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



Leading to A1



Leading to A1



A1.1



A1.2



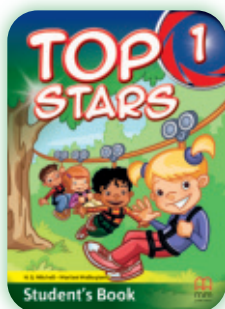
A2.1



A2.2



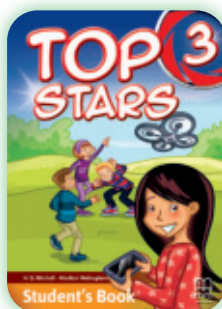
6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2



Leading to A1



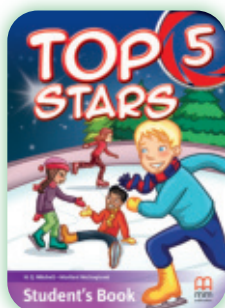
Leading to A1



A1.1



A1.2



A2.1



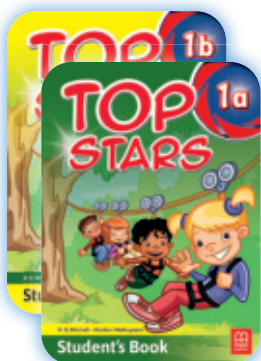
A2.2

# Split Edition

The first four 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
- Adaptations 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 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



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 ✗. 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.

spell count to 10 write your name sing paint

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. ☐ B D

3. She plays tennis. ☐

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



# 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.



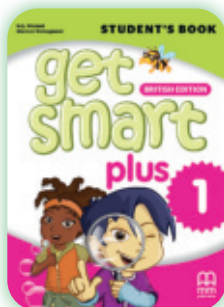
View additional series details



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, dramatisations 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.



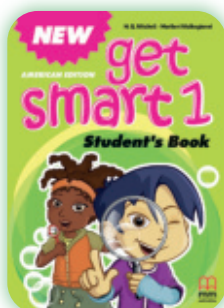
View additional  
series details



Browse sample  
module



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



Leading to A1



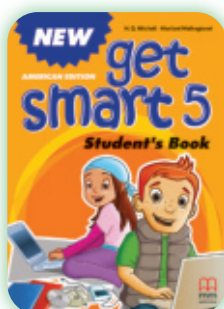
Leading to A1



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.



4 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 games 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
eleven	11	fifteen	15
twelve	12	sixteen	16
thirteen	13	seventeen	17

tomato  
tomatoes

**2 Act out the dialogue.**

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

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

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

58

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.**

59

cross-curricular information

# Smart Junior

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



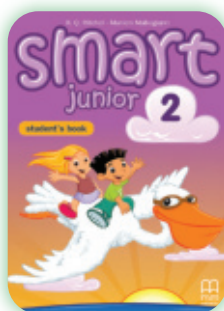
View additional  
series details



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



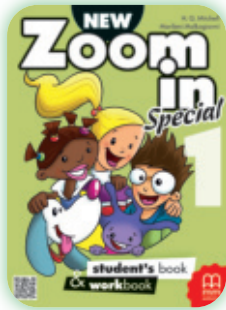
- Interactive Whiteboard Material
- Teacher's Digital Resources
- Class Audio Material
- Student's Digital Material
- ELT Platform

# New Zoom In Special

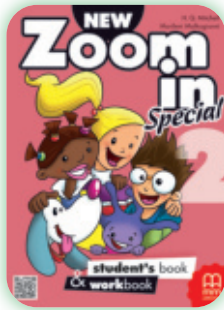
New Zoom In Special is an innovative six-level primary course. It takes students from Beginner to Elementary level while carefully considering their particular needs and interests at each stage.



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



Leading to A1



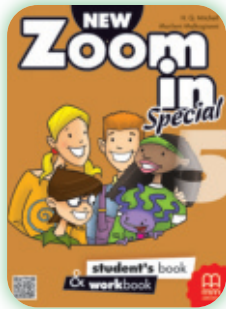
Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2

## COURSE FEATURES

- Well-organised 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



View additional  
series details

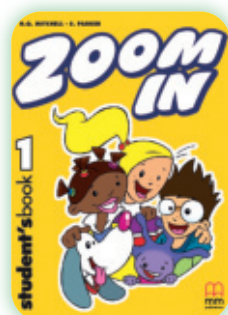


## Zoom

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.



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



## Zoom In

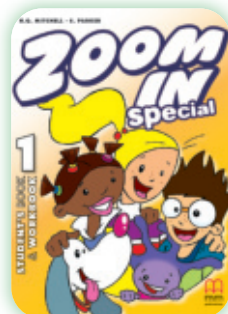
Zoom In is a primary English course specially designed for children who are complete beginners. This series is the Split Edition of Zoom, and it consists of six books.



[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

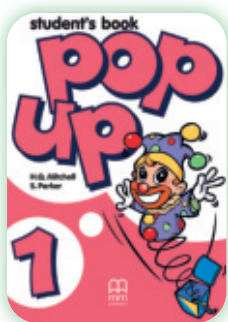
Time Flash is a two-level Primary course based on the NLP theory (Neuro-Linguistic Programming). It follows the modular approach and helps students to learn English in an enjoyable and effective way.



[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

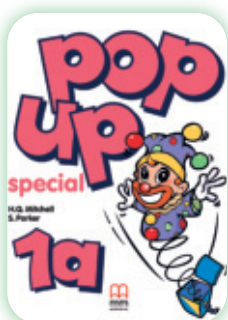


6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2



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
- Student's Digital Material

# Secondary & Adult

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



**\*New**

# Secondary & Adult

## CEFR LEVELS

### World Watchers

BRIT. ED.

p. 42

### Enter the Portal

BRIT. ED.

p. 48

### Portal to English

BRIT. & AMER. EDS.

p. 54

### Full Blast! Plus

BRIT. & AMER. EDS.

p. 58

### Get to the Top Revised Edition

BRIT. ED.

p. 60

### English Trails

AMER. ED.

p. 62

### The English Hub

BRIT. & AMER. EDS.

p. 64

### Key Links

BRIT. ED.

p. 66

### Traveller Second Edition

BRIT. & AMER. ED.

p. 72

### Explorer

BRIT. ED.

p. 76

### Pioneer

BRIT. & AMER. EDS.

p. 78

### New Destinations

BRIT. & AMER. ED.

p. 80

### To the Top

BRIT. ED.

p. 82

### American To the Top

AMER. ED.

p. 82

### Get to the Top

BRIT. ED.

p. 82

### Say yes

BRIT. ED.

p. 82

### Channel your English

BRIT. ED.

p. 83

### American Channel

AMER. ED.

p. 83

### 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

leading  
to A1

A1.1

A1.2

A2.1

A2.2

B1.1

B1.2

B1+

B2

C1.1

C1.2

C1+



# 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

**New!**



View additional series details



Browse sample module



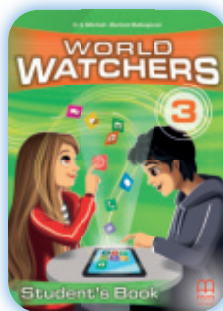
**4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1**



**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 storylines 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

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

grammar clearly presented and practised

a variety of listening activities

**1a 1 Vocabulary**  
Listen and repeat. Have you got any of these things?  
smartphone, laptop, tablet, sunglasses, headphones, rollerblades, skateboard, e-scooter, 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 Look at the pictures. What is Betty looking for? Listen and find out. Then read.  
1 **YOUTH CLUB**  
Betty: Oliver! My tablet!  
Oliver: Oop! Erm... I haven't got my game console, and I like this game... Sorry, Betty!  
Betty: It's OK.  
Harry: Hey, look! It's Mrs Bing!  
Betty: Wow! Is that an e-scooter?  
Harry: Yes, it is!  
Mrs Bing: Hello, kids! I've got special smartwatches! They're for you!  
All: Cool!  
2 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!  
3 Mrs Bing has got rollerblades.  
4 Mrs Bing has got e-scooters for the kids.

**3 Grammar**  
**The verb have got**  
AFFIRMATIVE: I/You/We/You/They 've got (have got) He/She/It 's got (has got)  
NEGATIVE: I/You/We/You/They haven't got (have not got) He/She/It hasn't got (has not got)  
QUESTIONS: Have I/you/we/you/they got? Yes, I/you/we/you/they have. No, I/you/we/you/they haven't.  
SHORT ANSWERS: Has he/she/it got? Yes, he/she/it has. No, he/she/it hasn't.  
Choose the correct option.  
1. Rita have / has got a skateboard. It's purple.  
2. A: Have / Has you got a smartwatch? B: Yes, I have / haven't.  
3. I hasn't / haven't got sunglasses.  
4. A: Have / Has he got an e-scooter? B: No, he hasn't / haven't.  
5. My sister hasn't / have got a tablet, but she hasn't / haven't got a laptop.

**4 Listen**  
Listen and tick (✓) the things Kate has got in her bag.  
Before you listen, look at the pictures carefully.  
1 headphones, 2 smartphone, 3 tablet, 4 sunglasses, 5 e-scooter, 6 game console  
Your partner's name: 

e-scooter	✓
tablet	✓
headphones	✓
smartwatch	✓
laptop	✓
rollerblades	✓

  
B. Report your partner's answers to the class.  
Ted has got an e-scooter. He hasn't got a tablet.  
Look at the example. Speak only in English.

**5 Speak**  
A. Write your partner's name on the table. Ask him/her questions about the items in the table and complete it with his/her answers.  
Have you got an e-scooter? Yes, I have. / No, I haven't.  
Have you got a tablet? Yes, I have. / No, I haven't.  
B. Report your partner's answers to the class.  
Ted has got an e-scooter. He hasn't got a tablet.  
Look at the example. Speak only in English.

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

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

useful guidance enabling students to develop their writing skills

guided writing task

a variety of speaking activities

**1e 1 Vocabulary**  
Listen and repeat.  
HAIR: long, dark, short, fair  
WEIGHT & HEIGHT: slim, short, chubby, tall  
EYES: green, blue, brown  
AGE: young, old

**2 Listen**  
Listen to a girl describing her new friend to her mum. Which girl is her friend? Choose a, b or c.  
A. A girl. Yes, she has. / No, she hasn't.  
B. A girl. Yes, she is. / No, she isn't.  
C. A girl. Yes, she is. / No, she isn't.

**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.  
Is it a girl or a boy?  
Has she got long/short/fair/dark hair?  
Is she tall/short/chubby/slim?  
Is it Tim?  
Yes, she is. / No, she isn't.  
Yes, she is. / No, she isn't.

**4 Speak & Write**  
A. Read the blog and complete the profile below.  
**Kids Fun Blog**  
Home Blog School news Gallery Experiments Games contact  
**Happy Friendship Day!**  
WRITE TO US ABOUT YOUR BEST FRIEND!  
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 great! He can swim, ride a bike and skateboard. He has got a cat and a parrot. His cat's name is Muffin, and his parrot's name is Larry. Marvin is crazy about gadgets. 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: \_\_\_\_\_  
B. Talk to your partner 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 / book?  
C. Read and add punctuation and capitals to the sentences.  
Capital letters  
Use capital letters:  
• at the beginning of a sentence  
• with names and surnames  
• with Mr/Ms/Miss/Ms  
• with cities/countries/nationalities  
• 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 matilda smith  
2. can fred ride a bike  
3. i'm ten years old  
4. my teacher's name is ms julia miles  
5. whose tablet is this  
6. have you got your headphones in your bag  
7. melina is from canada  
D. Use the notes to write a paragraph about your best friend on a blog. Use the information in activity B.  
My best friend  
My best friend's name is...  
He's/She's... years old.  
He's/She is...  
He's/She's got... hair and... eyes.  
He/She can... but he/she can't...  
He/She has got / hasn't got a pet.  
He/She is crazy about... and his/her favourite... is...  
Remember to check punctuation and capital letters in your writing.

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.

CLOTHES	ANIMALS/PETS	GADGETS
trousers	dog	headphones
jeans	parrot	jumpers
leggings	spider	tablet
cat	smartwatch	laptop
skirt		

Score: / 12

B. Complete with the words in the box.

wings tail legs slim

- 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.

- A: \_\_\_\_\_ you \_\_\_\_\_ a blue jacket?  
B: Yes, I \_\_\_\_\_.
- They haven't got rollerblades. They \_\_\_\_\_ skateboards.
- A: \_\_\_\_\_ he \_\_\_\_\_ a tablet?  
B: No, he \_\_\_\_\_ He \_\_\_\_\_ a laptop.
- My sister's got fair hair. She \_\_\_\_\_ dark hair.

Score: / 7

D. Write the plural of the following nouns.

- smartwatch
- foot
- child
- jean
- belt
- scarf
- body

Score: / 7

#### Communication

E. Choose a & b.

- \_\_\_\_\_ trainers are blue.  
a. That b. Those
- \_\_\_\_\_ is my new pet rabbit. It's cute!  
a. This b. These
- \_\_\_\_\_ boots are these?  
a. Whose b. Who's
- Those are \_\_\_\_\_ sunglasses.  
a. Tina's b. Tina's

Score: / 4

F. Complete with the correct form of can.

- A: \_\_\_\_\_ your brother play the guitar?  
B: No, he \_\_\_\_\_ He \_\_\_\_\_ play the piano and I \_\_\_\_\_ play the drums.
- A: \_\_\_\_\_ you ride a bike?  
B: Yes, 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 Song 1 Project 1 Real World 1

### CLIL 1

#### 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 B for both. Then listen and check your answers.

1. 2. 3. 4. 5.

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

1. **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 don't lay eggs.

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

3. **AMPHIBIANS**  
Amphibians, for example frogs, haven't got scales or fur. They can live on land and in water. They lay their eggs in water.

4. **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.

5. **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.

MAMMALS	REPTILES	BIRDS
parrot	dolphin	
penguin	frog	
shark	snake	
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.

Then she saw him in the kitchen. He had red jam on his face and hands.

'I told you not to eat the strawberry jam! I made it this morning!' she said. 'I wanted 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 your hat,' said Tom. The boy was sad. Aunt Polly heard the boys and went to speak to Tom. 'Tom, you weren't polite to me and you weren't polite to that boy, and he's sad now. You must say sorry to us.'

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 some 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 apologised 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

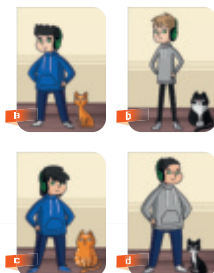
# 1 Round-up

A. Put the words in the correct category.

skateboard leggings cat draw jumper jeans fish  
parrot dress sing rabbit ride a 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 hoody is grey. His cat is black and white. It isn't chubby.
- Ryan is tall and slim. His trainers are white, and his jeans are black. He's got green headphones. His hoody 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 hoody. 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 and his hoody 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.

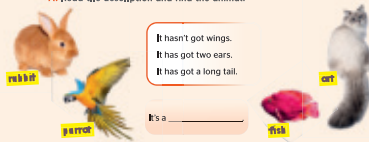


16

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

# 1 Train Your Brain

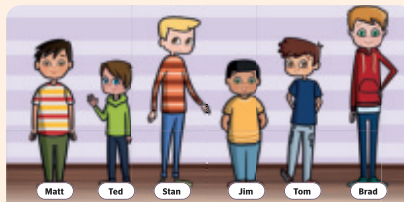
A. Read the description and find the animal.



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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

86

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

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

## 1a 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.

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

### 1 Youth Club

Outside the youth club...

Betty: Oliver! My tablet!

Oliver: Copper! ... I haven't got my game console, and I see this game... Sorry, Betty! ...

Betty: Hey, look! It's Mrs Bing!

Mrs Bing: What is that an e-scooter?

Betty: Yes, it is!

Mrs Bing: Really, what? I've got special smartwatches! They're for you!

Betty: Cool!

B. Read the sentences and correct the mistakes.

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

## 1a Background information

Youth clubs are very popular with young people in the UK. They are places for them to meet and do different activities in a safe, friendly environment. There is a wide range of activities, including arts, crafts and sports. The entrance fee for one session is usually between £1 and £3.

Ask Ss the question in the rubric.  
Elicit answers but do not correct Ss at this stage.  
Play the recording and ask Ss to listen to the dialogue and check their answers (see tables).  
Play the recording again and have Ss follow in their books. Tell them to underline any unknown words at the same time.  
Ask Ss some comprehension questions.

Is Betty's tablet in her bag? No, it isn't.  
Why has Oliver got Betty's tablet? Because he hasn't got his game console with him and he wants to play a game.  
Who's Mrs Bing? She's their teacher at the youth club.

B. Ask Ss to give Ss practice in identifying specific information.  
Have Ss do the activity.  
Check the answers with the class.

**KEY**

- Betty has got a purple tablet.
- Oliver's got the tablet.
- Mrs Bing has got an e-scooter.
- Mrs Bing has got special smartwatches for the kids.

Explain any unknown words.  
Choose Ss to act out the dialogue.

## 2 Read

AIMS: to encourage Ss to make predictions based on visual prompts  
to present vocabulary, structures and functions in the context of a dialogue

The reading material is also presented in a video. (See Introduction - Reading section)

Draw Ss' attention to the TIP and explain it.  
Ask Ss to look at the pictures of the dialogue.  
Ask Ss if they can recognise any of the characters Oliver, Betty, Harry, Lily and Mrs Bing.  
Ask Ss questions about the pictures:  
Where are they?  
What is happening?  
What are they talking about?

Accept all logical answers.  
Draw Ss' attention to the first picture and explain to Ss that the characters are outside a youth club.

TB 12

symbols representing the 21st century competencies featured

World Watchers 1, Teacher's Book

# 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!**



View additional series details



Browse sample module



**6 LEVELS | BEGINNER TO INTERMEDIATE | LEADING TO A1 → A2+**



**Leading to A1**



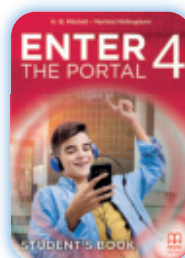
**A1.1**



**A1.2**



**A2.1**



**A2.2**



**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
- 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

## SAMPLE PAGES

Enter the Portal 1, Student's Book

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

## critical thinking

grammar practised  
in context

## 5b

### Vocabulary

**A** Listen and repeat.












**B** Discuss.

- Which of the people above can you find in a...?




- Which of the people work outdoors?
- Which of the people wear a uniform or special clothes?

### Read

**A** Read the text and match the questions **a-e** with the paragraphs **1-5**. Then listen and check your answers.

**a.** Do you relax in the afternoon?

**b.** Do you like your job?

**c.** Do you start your day early?

**d.** I don't like my job.

**e.** I don't like my job.

### Grammar

**Present Simple (negative-questions)**

AFFIRMATIVE	NEGATIVE-QUESTIONS	SHORT ANSWERS
I don't like my job.	Do I not like my job?	Yes, I do. No, I don't.
You don't like your job.	Do you not like your job?	Yes, you do. No, you don't.
She doesn't like her job.	Does she not like her job?	Yes, she does. No, she doesn't.
We don't like our job.	Do we not like our job?	Yes, we do. No, we don't.
They don't like their job.	Do they not like their job?	Yes, they do. No, they don't.

**Complete the sentences with *do, does, don't* or *doesn't*.**

- ... your dad work at weekends?
- Yes, he ... He's a doctor at Mayfield Hospital.
- What about your mum?
- My mum ... work at weekends. She's a teacher.
- ... you like football?
- Yes, I ... I'm crazy about it. My younger brother like football, too?
- No, he ... He ... like sports.
- ... your cousin live in London?
- No, they ... They live in England. They live in Paris.

### Listen

**1** Listen to three dialogues and choose **a** or **b**.

**Dialogue 1**  
 Diana's sister is a ... at a pizza restaurant.  
 a. waitress      b. chef

**Dialogue 2**  
 Ted sometimes work at ... on Saturdays.  
 a. 5.00      b. 1.00

**Dialogue 3**  
 Alex and Jack ... on Thursdays.  
 a. play basketball      b. watch football on TV

## A Day in the Life of a Superhero

# Steve

**1** Yes, I do. In the morning, I work at a comic bookshop, but I don't work there all day. I start work at nine o'clock and I finish at one o'clock. I love comics.

**2** No, I don't. You see, I've got two jobs, but I don't mind! In the afternoon, I work at a children's hospital. I'm not a doctor. I'm not a nurse. I'm a superhero! I wear a cool superhero costume and I visit the children. We play games and read books. Kids love superheroes!

**3** Of course I do! Every day I meet new people - at the shop and at the hospital. That's my favourite part!

# Barton

**4** Read again and complete the sentences with **a** word or short phrase.

**5** Steve works at a ... and at a ...

**2** His morning job starts at ... and finishes at ...



**3** In his afternoon job, Steve wears a ... costume.

**4** The children read ... and play ... with Steve.

**5** Steve meets ... at his job.

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

1 Listen and repeat.

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

3 Listen again and write ✓ for 'Yes' or ✗ for 'No'.

Linda eats breakfast at home on weekdays. ☐

Linda studies for three hours after school. ☐

Linda sees her friends in the evenings. ☐

Linda doesn't swim at the weekend. ☐

Linda housesits the house on Sundays. ☐

### Speak & Write

A Talk in pairs. Take turns to ask each other questions and complete the table by putting a ✓ or an ✗.

Do you watch TV on weekdays?

No, I do /  
No, I don't  
I watch TV at  
the weekend.

	YOU		YOUR PARTNER	
	weekdays	weekends	weekdays	weekends
watch TV				
read books				
rollerblade				
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.

- dad / work / hospital.  
*My dad works in a hospital.*
- Mrs Jones / not / relax / weekend?.
- pet / hamster / sleep / all day?.
- children / make / beds / weekend?.
- sister / clean / windows / Friday?.

C Look at your partner's answers in activity A and write sentences about what he/she does next week on weekdays and at the weekend.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

## Secondary & Adult

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

pairwork 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.

**What?** photography classes, video games, book club, science club  
**When?** Mondays, Wednesdays, Thursdays  
**What time?** From 5 p.m. to 10 p.m.  
**Age?** 13-17  
**Cost?** £40/month  
**Where?** Rainside Secondary School

**Join now!**

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 of the youth club is £40. ☐

**Over to you...**  
 Discuss.  
 • Would you like to join The Cool Teens?  
 • What would you choose to do?

### Vocabulary

**A** 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.

### 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.

communication  
critical thinking

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

communication  
cooperation

### 6c Grammar Practice

**A** Complete the questions with the correct question word.

1. **What** does Harry start work?  
 She's our new classmate.  
 2. **Where** are you from?  
 He from Italy.  
 3. **Who** is your surname?  
 It's Roberts.  
 4. **What** is that?  
 It's Roberts.

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

5. **A:** Are they?  
**B:** They are my cousins Karen and Rita.  
 a. How  
 b. Who  
 c. Where  
 6. **A:** Does your mother with the housework, Sandy?  
 B: Do sometimes you help  
 C: Do you sometimes help  
 7. **A:** Is she the chef?  
 B: Yes in the kitchen.  
 a. When  
 b. How  
 c. Where  
 8. **A:** Is he Mark?  
 B: Yes, his name?  
 a. When  
 b. Who  
 c. What

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

1. **A:** (Jan / often / go) to the park on weekends?  
**B:** No, on weekdays he (do) his homework. (usually / stay) at home and  
 2. **A:** Julia (swim) / (swim) four times in the morning.  
 B: My sister (swim) twice but she  
 4. **A:** He (not / like) it.  
 B: (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.

**My free time**

On Wednesdays and on Saturdays, I'm very busy! I do lots of things and I don't get time to relax. I go to school. I play sports and do my homework. In my free time, I usually watch TV, read or listen to music. My friend Tina and I sometimes go to the youth club. It's a great place! We do arts and crafts and play lots of games. At weekends, I do lots of different things outdoors with my friends and family (except when it rains!). On Saturday mornings, I always go shopping with my brother. On Sunday evenings are my favourite! I always hang out with my friends and we usually have pizza for dinner. On Sundays, I often spend the day helping my family. We go out of London and visit the countryside. We always have a picnic in a park. The weekend is never boring!

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

1. Vera has lots of free time on weekends.  
 2. Vera always reads in her free time.  
 3. Vera sometimes meets her friend Tina.  
 4. Vera doesn't stay at home at the weekend.  
 5. Vera's favourite time is Sunday evenings.  
 6. 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.

1. busy  
 2. stay  
 3. countryside  
 4. have a picnic

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

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

## STUDENT OR TEACHER?

**Vocabulary**  
1) Listen and repeat.

**Read**  
A) 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.

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

- The girl goes to school at 7:00 in the morning.
- On Mondays, the teacher gets up at 6:30.
- There are hard work for the girl and the teacher.
- The girl watches TV and then has dinner.
- After school, the teacher meets her friends.

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

### 5a

**FUNCTIONS**  
Talking about one's daily routine

**STRUCTURES**  
Present Simple (affirmative)  
Prepositions of time

**VOCABULARY**  
after again being class correct (x3) early every fun (x3) get ready hard homework late learn make play (x3) sport study test (x3) then wait (x3) watch TV work (x3)

**Daily routines**  
get home, get up, go to bed, go to school, have a shower, have breakfast/lunch/dinner, Phrases what about you?

**Vocabulary** **CD2** **4B3**  
**AIM:** to introduce some daily routines  
Ask Ss to read through the daily routines presented.  
Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.  
Play the recording and get Ss to repeat the daily routines they hear.  
Ask Ss to tell you what time they get up, have breakfast, go to school, get home, etc. using I when necessary (e.g. I get up at seven o'clock, I have breakfast at eight, etc.).  
Draw Ss' attention to the NOTE and explain it.

**OPTIONAL ACTIVITY**  
Have Ss work in pairs. Ask them to number the activities from 1 to 5 in the order they do them and present them to their partners.

**Read** **CD2** **4B4**  
**AIM:** to present vocabulary, functions and structures in the context of a comic strip  
to give Ss practice in identifying the main idea of a text  
to encourage Ss to make predictions

Ask Ss to look at the title of the comic strip and the pictures accompanying it and ask them the question in the rubric.  
Elicit answers, but do not correct Ss at this stage. Allow lower-performing Ss to use L1.  
Play the recording and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.  
Check Ss' predictions with the class.

**KEY**  
The text is about a girl who wants to be a teacher because she thinks that the life of a teacher is easy compared to that of a student. Also, the text is about a teacher who thinks that a student's life is easier than that of a teacher.

Ask Ss some comprehension questions:  
Who does the girl make breakfast with?  
Her mum.  
Does the teacher get up at 8:00? No, she doesn't. What time does the teacher get up to school? At 7:30.  
How many tests has the teacher got to correct? Fifty.  
What time does the girl get home? At 4:30.  
What does the girl do when she gets home? She does her homework.  
What does the girl do after dinner? She watches TV.  
What time does the teacher get home? At 8 p.m.  
Is the teacher's work hard? Yes, it is.

**AIM:** 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

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.

**AIM:** 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 word.  
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 *being*, 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, being - 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 being = fun

Explain any unknown words.  
Choose several Ss to read out the text.

**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 **Wendy diagram** on the board labeling the circle on the left *a.m.* and the circle on the right *p.m.*

Have Ss draw the same diagram on a piece of paper.  
Explain to Ss that they have to decide which activities from the vocabulary section they do in the morning and which in the afternoon / evening and write them in the correct circle.  
Explain that in the circle in the middle they should write the activities that can be done both in the morning and in the afternoon/evening.

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

**A** Label the picture with the words in the box.

basement bedroom attic living room kitchen garage bathroom

**B** Circle the correct options.

- The lamp / flower is on the wall / table.
- The map / poster is on the wall next to the window.
- Is / Where is the flat / bike?
- The book is on the shelf / wall next to the glass.
- Put your clothes in the basement / wardrobe, please.

**C** Complete with the words in the box.

bank library supermarket flat

- Linda goes to the \_\_\_\_\_ every week, she loves books.
- You can buy apples at the \_\_\_\_\_.
- John always goes to the \_\_\_\_\_ for money before she goes shopping.
- Mary lives in a small \_\_\_\_\_ with her sister.

#### Unit 7

**D** Match

1. living	a. room
2. coffee	b. station
3. washing	c. game
4. sound	d. suitcase
5. police	e. table

**E** Choose a or b.

- There is a beautiful view from our \_\_\_\_\_.
- I usually eat lunch in the \_\_\_\_\_.
- We've got a \_\_\_\_\_ with lots of maps.
- I want to \_\_\_\_\_ oranges from the supermarket.
- Check out \_\_\_\_\_.
- Sit on the \_\_\_\_\_.
- Get and there usually go to school \_\_\_\_\_.

**F** Look at the picture and complete with prepositions of place.

- The brown mouse is \_\_\_\_\_ the bed.
- There is a garden \_\_\_\_\_ the house.
- The dog is \_\_\_\_\_ the door.
- There is a fridge \_\_\_\_\_ the kitchen.
- The lamp is \_\_\_\_\_ the bedroom.
- There are two birds \_\_\_\_\_ the trees.
- The bags are \_\_\_\_\_ the table.

**G** Complete the questions with the correct form of *there is / there are*. Then, look at the pictures and answer the questions.

\_\_\_\_\_ a shop between the museum and the art gallery?

\_\_\_\_\_ two boys in front of the museum?

extra vocabulary and grammar practice for each unit

Enter the Portal 1, Workbook

# 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



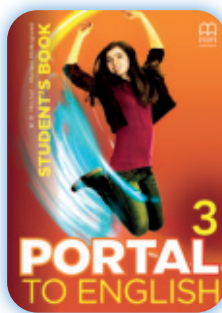
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



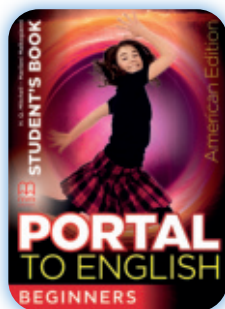
A2



B1



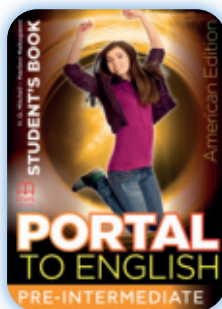
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.2



A2



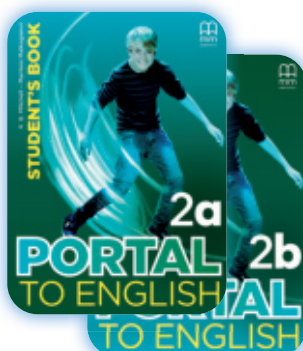
B1

## 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

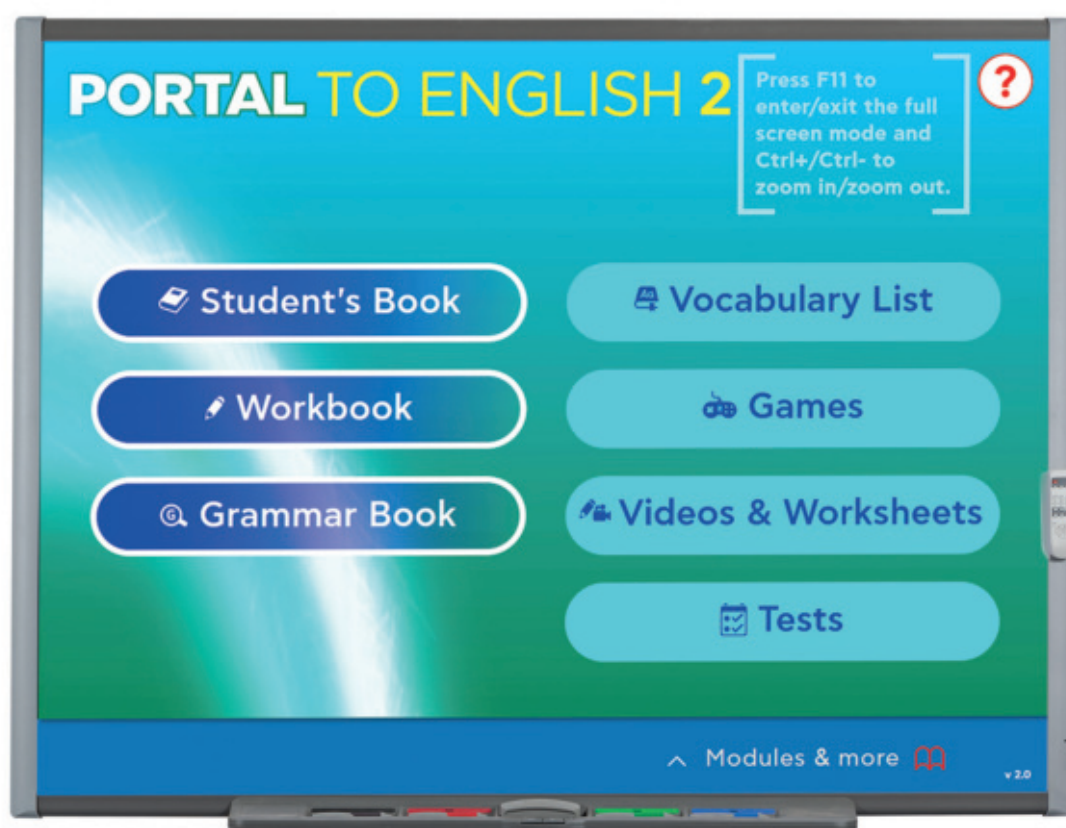


- Student's Book
- Workbook
- Teacher's Book
- Grammar



- 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 choose several Ss to read the dialogue aloud.

**Over to you**

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

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

**KEY**

*suggested answers*

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

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

**Grammar**

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

**Conditional Sentences Type 1**

• Ask Ss to read through the first four examples and draw their attention to the words in blue. Check Ss' background knowledge of the use and formation of Conditional Sentences Type 1 (we use Conditional Sentences Type 1 for things which are probable in the present/future. Also, we use the Present Simple in the if-clause while we use the Future will / some modal verbs / 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 NOTE and explain it. Point out that we can use unless in all Conditional Sentences instead of if...not.

**Time Clauses (Present - Future)**

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

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

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

• Refer Ss to the Grammar Reference.

• Have Ss do the activity.

• Check the answers with the class.

**KEY**  
1. e 2. f 3. a 4. d 5. g 6. b 7. c

**OPTIONAL ACTIVITY**  
**Chain Story**

• Write the following Conditional Sentences Type 1 on the board:

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

• Have one student continue the story by completing the sentence. Then another student continues the story.

• 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**

**CD1 24**

**AIM:** to have Ss differentiate between the /s/, /z/ and /ʃ/ sounds

• Play the recording and have Ss listen for the difference in pronunciation between sell, easy and shop.

• Elicit the answer that sell has a /s/ sound, easy a /z/ sound and shop a /ʃ/ sound.

**CD1 25**

**AIM:** to give Ss practice in differentiating between the /s/, /z/ and /ʃ/ 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/: realise, organise, reason  
/ʃ/: sure, exhibition

**OPTIONAL ACTIVITY**  
**Tongue Twister**

• Write the following on the board and highlight the /s/ and /ʃ/ 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 practise 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

• Ask Ss to read through the speech bubble.

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

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

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

- 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...**

**Discuss.**

- 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**

- If Peter scores 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 drive 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.
- Dad 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.
- We'll call you as soon as I finish work.

Match the two halves of the sentences.

- I'll ever 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,

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

**Pronunciation**

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

a. sell b. easy c. shop

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

	sell /s/	easy /z/	shop /ʃ/
miss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
realise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exhibition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Speak & Present**

**GROUP SURVEY**

Go to the Speaking Activities section.

symbols representing the 21st century competencies featured

extra vocabulary and grammar practice for each lesson

**2c**

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

character animated continue birth  
awards dream came out successful company

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

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

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

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

- For Mother's Day tomorrow, I'm going to \_\_\_\_\_ a cake.
- I hope I \_\_\_\_\_ well in my history test!
- We are \_\_\_\_\_ an experiment with electricity in science class today.
- Don't \_\_\_\_\_ noise! The kids are sleeping.
- Don't worry. You're going to \_\_\_\_\_ lots of friends in your new neighbourhood.
- Can you \_\_\_\_\_ me a favour? Will you take this letter to the post office?
- I need to \_\_\_\_\_ a decision soon about which sport to play this year.
- You don't have to win the competition; just \_\_\_\_\_ your best.

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

- I can't find the Disney DVD \_\_\_\_\_. Do you know where it is?  
a. everywhere  
b. anywhere  
c. somewhere
- \_\_\_\_\_ student in our class watched the Star Wars film last weekend, and they all enjoyed it.  
a. Every  
b. Somebody  
c. Everybody
- Your desk is messy. There's \_\_\_\_\_ to put all of these books.  
a. anywhere  
b. nowhere  
c. somewhere
- \_\_\_\_\_ loves ice cream! You're the only person I know who doesn't like it.  
a. Nobody  
b. Everybody  
c. Somebody
- Is there \_\_\_\_\_ you need from the supermarket?  
a. any  
b. everything  
c. anything
- I did the project on my own. \_\_\_\_\_ helped me.  
a. Everybody  
b. Someone  
c. No one

questions to activate students' background knowledge

communication

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

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

### 4a Read

**ALL ABOUT SPACE TOURISM**

**Q&A**

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 on one, what would the experience be like?  
*Terry, London*

3. I read that astronauts have to be incredibly fit, highly trained and very intelligent. If 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 beginning of space, just outside the earth's atmosphere – could cost around \$200,000, but such trips aren't available for tourists yet. Orbital trips – in which passengers can travel on a spacecraft which orbits around the earth – are already possible, but while they are half the price they were in the early days, they're still much too expensive for most people. Hopefully, space flight is going to become cheaper. After all, as technology gets older, prices drop. Of course, even if you can afford the cost of a space flight, you still have to go through the necessary training and health checks.

5. A while ago, actually, the first space holiday was back in 2001. American tourist Dennis Tito joined two Russian cosmonauts, travelled into space on a Russian Soyuz spacecraft and spent six days as a visitor on the International Space Station, which orbited 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 experience. He was in **his** slides 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. Keep in mind that while a stay on a space station orbiting earth is already possible, several companies are still working towards offering suborbital space flights for tourists. A short time from now, it's possible that they will have achieved it. Imagine this: a handful of passengers are sitting in comfortable seats inside a 'spaceplane'. Their plane is **attached** to a larger plane, which carries it up into the atmosphere, but as it approaches just over 10,000 metres, the smaller plane will **head up** into space alone. At 100 km above the earth, where space begins, passengers will remove their seat belts, **float** around in zero gravity and enjoy the view of earth through the plane's large windows before departing. We're not quite there yet but, once it happens, that could be just the beginning of even greater things to come.

### Grammar

**Future will**

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

**Future be going to**

- Ronda and Ian **are going to** travel to Sweden in September.
- On no! I forgot to wear sunscreen. **I'm going to** get sunburnt.

**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'm **going to get / will get** a chance to meet Ralph.
- A: I'm afraid Mum **yells / will yell** at me when she **finds / will find** out I broke her tablet.  
B: Don't worry. I **talk / will talk** to her.
- Hopefully, by the year 2050, space tourism **will become / will have become** possible for everyone.

**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 a or b.

- 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. London, 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.

- A: I've got a flat tyre.  
B: Don't worry. I'll have a look at it.  
A: Will it be expensive to fix?  
B: About £40.  
What is speaker B's job?
- A: Now you can see the Great Pyramid of Giza – the largest pyramid in the world!  
B: Wow! Can we go inside?  
A: Yes. But first let me tell you a bit about its history.  
What is speaker A's job?
- 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

# 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



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



A1.1



A1.2



A2



B1



B1+



B2



# 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. 82). 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

### 3d Daily routines

#### 1 Vocabulary

Put the pictures in order. Write 1-6. Then, listen and check your answers.

## Country vs City

#### 2 Read

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

**What time do you get up?**  
**Stacey** I get up at 6.30 every morning. It's early, but I always feed the animals before I have breakfast. After breakfast, I take the bus to school.  
**Angela** I usually get up at about 7.45. My school isn't far so I walk.

**What do you do in the afternoons?**  
**Stacey** Well, I get home at about 4.00 and help my father on the farm. I love animals. Then, I ride my horse, Punch.  
**Angela** My mum's got a pet shop so I often help her. I usually feed the animals. Then, I sometimes visit a friend.

**And in the evenings?**  
**Stacey** My friends live far away, so we don't meet on weekdays. After dinner, I sometimes watch a DVD but I never stay up late. I'm usually very tired. On Saturday nights my friends and I go into town.  
**Angela** I play computer games or call my friends and talk on the phone for hours. I go to bed at about 11.30. On Saturday nights we go to the cinema in the city centre.

B. Read again and write S for Stacey, A for Angela or B for Both.

1. She gets up very early in the morning.
2. She walks to school.
3. She feeds animals.
4. She goes to her friend's house.
5. She doesn't stay up late.
6. She goes out on Saturday nights.

#### 3 Grammar

Adverbs of frequency

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

Write the sentences using the adverbs of frequency in brackets.

1. Help Jack with his homework. (sometimes)
2. Susan doesn't get up at 7.30. (often)
3. My baby sister goes to bed late. (never)
4. What time do you have lunch? (usually)
5. I'm tired in the mornings. (always)

#### 4 Vocabulary

Complete the sentences with the words in the box.

time lunch early walks sometimes meet

1. Lucy has \_\_\_\_\_ with her brother every day.
2. I always \_\_\_\_\_ my friends at the weekend. We have lots of fun!
3. What \_\_\_\_\_ do you go to school?
4. My father gets up very \_\_\_\_\_ at five o'clock in the morning.
5. I \_\_\_\_\_ visit my grandparents on Saturdays.
6. Harry never takes the bus to the city centre. He usually \_\_\_\_\_.

#### 5 Speak

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

vocabulary activity

pairwork activity

graded activities

### TOP SKILLS 3 Connecting people

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

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

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

firstly receive what is more to sum up advantages access literate

Dear Jack,

I can't believe that you've had your computer for six months and you still don't have:

(1) \_\_\_\_\_ to the Internet. There are more (2) \_\_\_\_\_ to sending letters through the post.

(3) \_\_\_\_\_ emails are delivered straightaway. To send a letter from Cairo to Leicester takes three or four days.

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

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

Yours,

Alan

C. Choose a or b.

Good afternoon, everyone. Let me introduce myself.

a. To begin with  
b. In conclusion

On the one hand, I love shopping. On the other hand, I never have enough money.

a. Secondly  
b. On the other hand

### 3 PROJECT Me & my country

✓

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

In the UK It's **polite** to shake hands.

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

✗

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 add extra information like what they mean or why they aren't appropriate.

Blank space for drawing and writing.

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.



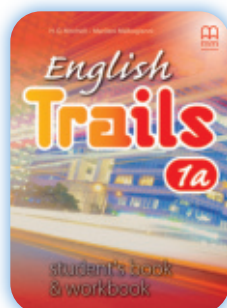
View additional series details



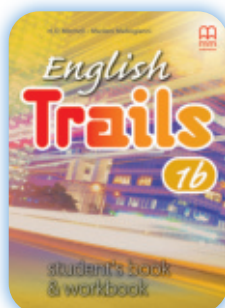
Browse sample module



3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1.1



A1.1



A1.2



A2.1



A2.2



B1

## 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

**4.4 Animals in danger**

**Vocabulary**  
Match the words and check your answers.  
elephant tiger gorilla rhino cheetah panda zebra

**Read**  
A. How much do you know about mountain gorillas? Read the sentences 1-5 and write T for True or F for False. Then listen, read and check your answers.  
1. Mountain gorillas are an endangered species. 2. They live in Asia. 3. They sleep on grass. 4. They can live for over 100 years in the wild. 5. There are about 1000 mountain gorillas today.

**THE MOUNTAIN GORILLA**  
There are many animals on the endangered list. The elephant, the black rhino and the Asian tiger are just a few. They have become endangered for different reasons. But mostly because of hunting and because people destroy their natural habitats.

**Grammar**  
A. Read the rule and examples.  
**Present Perfect Simple**  
Have + a past participle. I have done.  
B. How long have you been here?  
C. I've been here for one hour. / I've been here since we started school.

**Write**  
Look at the picture and the information and write a paragraph about cheetahs.

**WHERE DO THEY LIVE?**  
Africa and Asia  
**WHAT DO THEY EAT?**  
Keep animals healthy and strong!  
**WHY ARE THEY IN DANGER?**  
Hunting, people destroy their habitat.  
**HOW DO THEY HUNT THEIR PREY?**  
The cheetah is the fastest animal in the world.  
**HOW MANY ARE THERE TODAY?**  
About 7,000.

**Cheetahs are an endangered species.**  
They are particularly scarce in Africa.  
They live...

## 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

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.



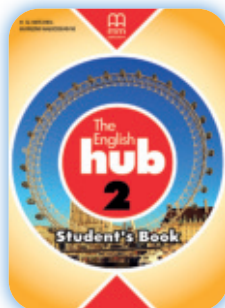
View additional series details



3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



A1



A2



B1



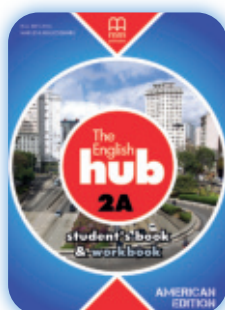
3 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



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

Secondary & Adult

## SAMPLE PAGES

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

vocabulary presented through visual prompts

warm-up activities introducing the topic

various types of texts

### 4.5 Amazing countries

**VOCABULARY**

Match. Then, listen and check your answers.


**LISTEN**

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

- Belinda 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 a visit to Tanzania unforgettable.

**MOUNT KILIMANGJARO**

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

**THE LAKES**

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

**WILDLIFE**

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

**ZANZIBAR**

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

**SPEAK**

Talk in pairs. Student A go to page 76 and Student B, go to page 78.

**WRITE**

Use the information on pages 76 and 78 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

**New!**

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.



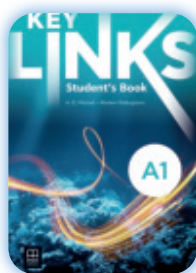
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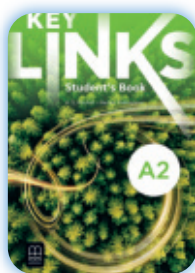
Browse sample module



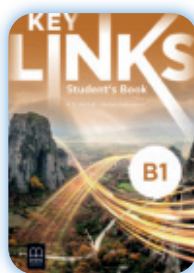
6 LEVELS | BEGINNER TO ADVANCED | A1 → C2



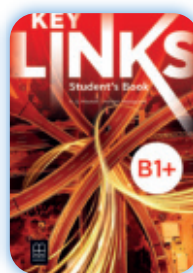
A1



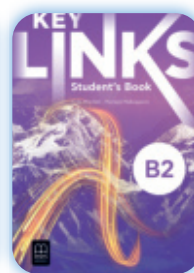
A2



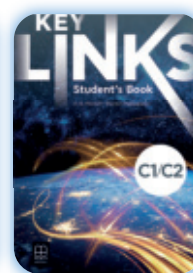
B1



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

activities encouraging  
Ss to make predictions

a variety of  
reading texts

systematic  
development of  
listening skills

speaking  
activities  
practising  
the language  
presented in  
this lesson

activities focusing  
on reading for detail

sample dialogue  
functioning as a model

systematic development of  
reading skills

reading activities enhancing Ss' skills in  
identifying key information in a text

### 5c

to talk about free-time activities

#### 1 Vocabulary & Speaking

A Match the free-time activities with the pictures. Then listen and check your answers. What other free-time activities can you think of?

- watch online videos
- read magazines
- play video games
- go shopping
- use social media
- go to the gym
- hang out with friends

B Talk in pairs. What do you usually do in your free time?

In my free time, I usually...  
What about you?  
In my free time, I usually...

#### 2 Reading

A Look at the picture. What do you think teenagers in the USA do in their free time? Read and check your answer.

#### What media-related activities do teenagers in the USA do every day? \*

Amazing 82% of American teens listen to music, 69% watch online videos, and 63% use social media. They also enjoy playing different types of games on a mobile phone (46%), on a console (27%), or on a computer (17%). They actually play games for one hour and a half every day. But what about reading books, magazines and online articles? Only 22% of teenagers read every day and only for about 30 minutes. Shopping online is not a very popular activity; only 15% of US teens do it every day.

\*from a national survey published in 2019 in the USA

B Read the text again and the tip below. Then complete the missing information (percentages) in the bar graph on the next page.

To understand a text including statistical information, pay attention to the numbers and percentages in it. Sometimes they appear before and sometimes after what they refer to.

#### 3 Listening

A Listen to two friends talking about their free-time activities and choose a or b.

1. What does the girl like doing to relax?  
a. watching videos  
b. reading magazines

2. Does the boy like using social media?  
a. Yes, he does.  
b. No, he doesn't.

3. What does the girl do every weekend?  
a. She goes shopping.  
b. She goes cycling.

#### 4 Speaking

A Choose four free-time activities and write them in the table below. Then talk in pairs, as in the example. Complete the table with the activities your partner has chosen.

	Me	My partner
usually		
often		
sometimes		
never		

B Report the results to the class.

We... I..., but my partner...

emphasis on  
vocabulary building

suggested answers for all  
activities requiring oral  
production are provided  
in written form in the  
Teacher's Book, and in  
written and recorded  
forms on the IWB

useful tips enabling  
students to develop  
skills and strategies

mediation  
activity:  
facilitating  
collaborative  
interaction  
with peers

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 fun nice sorry

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

**Dialogue 1**

A: Alex, let's do something fun in the evening.  
B: OK. Let's play table tennis.  
A: Hmm, (1) I don't like table tennis. Let's do something else.  
B: How (2) about playing video games at my house?  
A: Oh, I'd love to. I've got a new car racing game. It's amazing.  
**Dialogue 2**  
A: Cathy, do you like the new shopping centre on Hill Street?  
B: Yes. Very much. It's got lots of amazing shops, restaurants and cafes.  
A: (4) about shopping there this afternoon?  
B: I'm sorry. I'm not free this afternoon.  
A: Let's go tomorrow, then.  
B: OK. Sounds (5).

**C** Listen to the phrases in the tables and repeat them.

**Making suggestions**

- Let's go/do/play, etc.
- How/What about going/doing/playing, etc.?

**Responding to suggestions**

**Positive responses**

- Nice idea!
- That's a great idea.
- Yes, let's do that.
- That sounds nice.
- That sounds like fun.

**Negative responses**

- Sorry, I'm not free.
- No, let's do something else.
- I'm afraid I don't like going/doing/playing, etc.
- I'm not sure about that.

**D** Talk in pairs. Use the ideas below and/or your own ideas.

**Student A:** Make a suggestion.  
**Student B:** Give a negative response and explain why not. Make another suggestion.  
**Student A:** Give a positive response and explain why.

- watch TV / a film
- go shopping / swimming / cycling, etc.
- go to the park / shopping centre, etc.
- play football / video games, etc.
- hang out with friends

**How about playing football later?**  
No, I'm tired. Let's do something else.  
**What about watching a film?**  
OK, let's do that. I like watching films.

**2 Reading & Writing**

**A** Read the blog entry below and look at the pictures 1-6. Which of these activities does Winston do in his free time?

**Winston's Blog**

MONDAY 9 APRIL 2022

On weekdays, I'm always busy and I haven't got lots of free time. I go running every morning and then I go to university in the evenings. I like relaxing at home. I usually read the news online or just surf the internet. At the weekend, I enjoy going to the gym or playing football with my friends. There's a park near my flat and we usually play there. On Sundays, my friends sometimes come round to my house. We hang out or watch a film. I've got a TV with big screens and we like watching films. Adventure films are our favourite.

POSTED BY Winston share this blog

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

**WORD ORDER**

- In affirmative and negative sentences, the subject goes before the verb. The object always goes after the verb.  
subject + verb + object  
I don't play tennis.
- 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 for class.

1. basketball / like / not / we / do  
2. often / am / I / find  
3. never / I / animated films / watch  
4. friends / usually / tennis / my / don't / play

**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?
on 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 organise your writing.

## Module 5

5d

### 2 Reading & Writing

#### D (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.

- |             |                       |                 |
|-------------|-----------------------|-----------------|
| 1. use      | <input type="radio"/> | a. with friends |
| 2. hang out | <input type="radio"/> | b. athletics    |
| 3. play     | <input type="radio"/> | c. social media |
| 4. do       | <input type="radio"/> | d. swimming     |
| 5. read     | <input type="radio"/> | e. magazines    |
| 6. go       | <input type="radio"/> | f. table tennis |

### Grammar

#### B Look at the prompts and make sentences.

- My sister / like / read / books in her free time.
- Bob / love / watch / football with his friends.
- What about / go / to the cinema on Saturday?
- My flatmate / 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 / work / am / late / I / for / .
- study / usually / in / evening / We / the / .
- visit / grandparents / often / 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.

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

#### Link to Speaking

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 21<sup>st</sup> century  
competencies featured

**4a** • to talk about daily routines

**1 Vocabulary & Speaking**

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

onion bed TV dinner

get up have a shower

have breakfast / lunch / (t) go to work

check (2) get home

watch (3) go to (4)

B Talk in pairs about what you do in the morning, in the afternoon, and in the evening.

I have a shower in the morning. What about you?  
I have a shower in the afternoon.

I like the morning/afternoon/evening  
at night  
at lunch / at half past seven

**2 Reading & Grammar**

Present Simple (affirmative – negative)

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

**My life with Jane!**  
MONDAY 1 OCTOBER 2022  
POSTED BY Kelly Howards

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 a shower and go to work. I don't have breakfast. Jane gets up late, has a big breakfast and makes a big mess. Of course, she doesn't clean it up. She watches TV and then goes to university. I work till half past five. I get home early in the evening, but I don't relax. 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. Her friends from university come round, but they don't study. They just make noise!

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

- Kelly starts her day late.
- Jane watches TV.
- Kelly gets home in the afternoon.
- Jane finishes her classes early.
- Kelly's friends come round.
- Jane studies in the evening.

**FUNCTIONS • TOPICS**

Talking about daily routines

**STRUCTURES**

Present simple (affirmative – negative)

**VOCABULARY**

Blog breakfast check (v) clean up come round dinner eat get up go to bed half home mess watch (v) with work (n + v) Phrase Of course.

**1 Vocabulary & Speaking**

A

AIMS • to present vocabulary related to daily routines

• Draw Ss' attention to the pictures. Tell Ss these are activities that people do in their everyday life. Ask Ss to do the activity. Tell them to start with the ones they are already familiar with. Play the recording and have Ss check their answers. Check the answers with the class.

KEY 1. dinner 2. email 3. TV 4. bed

B

AIMS • to give Ss the opportunity to use the new vocabulary

• Write some of the phrases in activity A in a pretend to be watching TV. Ask Ss to tell you the correct phrase. For the phrases have breakfast / lunch / dinner, draw a clock on the board showing the time. Have some Ss write the answers on the board to help them practice the spelling of these phrases.

**Optional activity**  
(Vocabulary Consolidation)

Write some of the phrases in activity A in a pretend to be watching TV. Ask Ss to tell you the correct phrase. For the phrases have breakfast / lunch / dinner, draw a clock on the board showing the time. Have some Ss write the answers on the board to help them practice the spelling of these phrases.

**2 Reading & Grammar**

A

AIMS • to present vocabulary, structures and functions in context

• to raise Ss' awareness of the affirmative and negative forms of verbs in the Present Simple

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

• Ask Ss to look at the title of the text, the picture accompanying it, and the first sentence of the text. Ask Ss the question in the rubric. Play the audio, but do not correct Ss at this stage. Allow the use of L1.

• Ask Ss to read the text and check their predictions. Check the answer with the class.

KEY The blog is about Kelly's life with her sister, Jane.

B

AIMS • to give Ss practice in identifying specific information in a text

• Ask Ss to read the text again and underline any unknown words.

• Ask Ss some comprehension questions.

Who has breakfast? Jane  
Who goes to work? Kelly  
Who cleans up in the evening? Kelly  
Who goes to bed late? Jane

C

AIMS • to give Ss practice in identifying specific information in a text

• Have Ss do the activity.

• Check the answers with the class.

KEY 1. T 2. F 3. F 4. T 5. F 6. F

D

AIMS • to give Ss practice in identifying specific information in a text

• Have higher-performing Ss work with lower-performing Ss in groups and correct the false sentences. They can challenge higher-performing Ss and help lower-performing Ss understand why these sentences are false. Explain any unknown words.

• Ask Ss: Do you have a flatmate? If not, would you like to have one? Why / Why not? Allow the use of L1 when necessary.

E

AIMS • to present the affirmative form of verbs in the Present Simple

• Draw Ss' attention to the speech bubble and ask them to underline the verbs get up and gets up. Tell Ss that this is the Present Simple of the phrase get up. Ask Ss what they notice about the formation of the tense (the affirmative form of the third person singular (he, she, it) is formed by adding -s to the base form of the verb).

• Ask Ss to complete the table.

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

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

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

**F** Choose a or b. Then listen and check your answers.

- What about having breakfast at Ann's Café tomorrow?  
a. OK.  
b. Sorry.  
c. I'm not free.  
d. That's a great idea.
- Let's take the underground and go to Green Park.  
a. Nice idea!  
b. I'm not sure about that.  
c. Let's do that.

**G** Read the text and choose the best title for the graph.

- Our students' favourite types of films
- Types of films our students watch on Saturdays

**STUDENT VOICE**  
Read University Student Magazine  
**GET YOUR POPCORN AND... READ!**  
We love adventure films and comedies here at Reed University. 87% of students like watching adventure films and 82% of students love watching comedies. That's amazing! However, we don't really like musicals – only 21% watch musicals. Our students also enjoy watching horror films (77%), sci-fi films (69%) and animated films (55%).

**TYPES OF FILM**

Types of Film	% of Students
Horror	77%
Sci-Fi	69%
Animated	55%
Musicals	21%

**H** Read the text again and complete the missing information (types of films) in the bar graph below.

**3.** OK about playing tennis?  
B: OK.  
A: I'm afraid I don't do any sports.  
B: So, what do you do?  
A: Let's watch a comedy.  
B: Fine!  
A: That sounds nice.  
B: Let's do something else.

**I** Listen and match what the people are talking about.

- Dialogue 1
- Dialogue 2
- Dialogue 3

**J** Listen again and choose a or b.

**Dialogue 1**

- Jenny and Paul enjoy...  
a. cycling  
b. running
- Jenny doesn't enjoy...  
a. swimming  
b. cycling

**Dialogue 2**

- Sally doesn't like...  
a. comedies  
b. horror films
- Sally and Tom like...  
a. musicals  
b. comedies

**Dialogue 3**

- ... enjoys going to the gym.  
a. The girl  
b. The boy
- The girl... playing video games.  
a. likes  
b. doesn't like

**C** How do you feel about the comic strip?

- 
- 

**Reading for Pleasure 1** Modules 1-5

A Read the comic strip and choose the correct statement a or b.

a. Paul doesn't do his job well. b. Paul doesn't want to work with Steve.

It's there! Are you here? I'm Paul!

**I'M VERY BUSY!**

First day, huh? Welcome! This is a great place to work. I love 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, me? I'm a very busy man, Steve. I'm here from eight to four, but I usually start work at nine.

Um, nine?

Then at nine, I usually check my emails. I get 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.

I see...

# Traveller Second Edition

**New!**



View additional  
series details



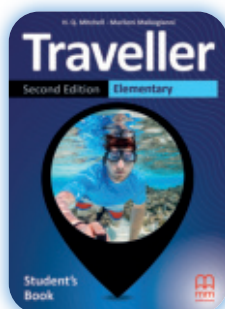
Browse sample  
module



7 LEVELS | BEGINNER TO ADVANCED | A1 → C1



A1.1



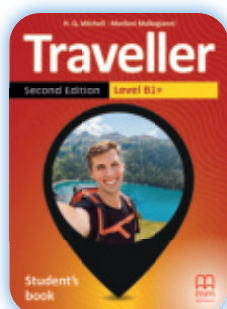
A1.2



A2



B1



B1+



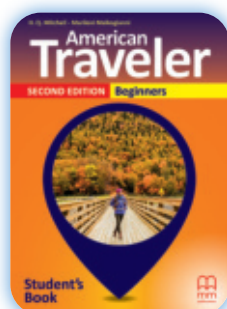
B2



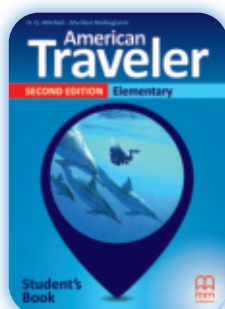
C1



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



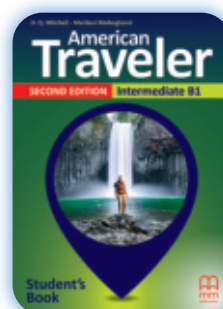
A1.1



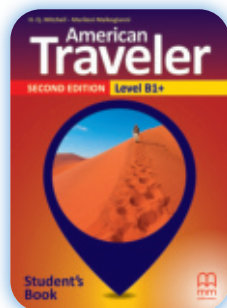
A1.2



A2



B1



B1+

**Revised edition of our  
best seller!**

## COURSE FEATURES

- 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
- 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
- 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



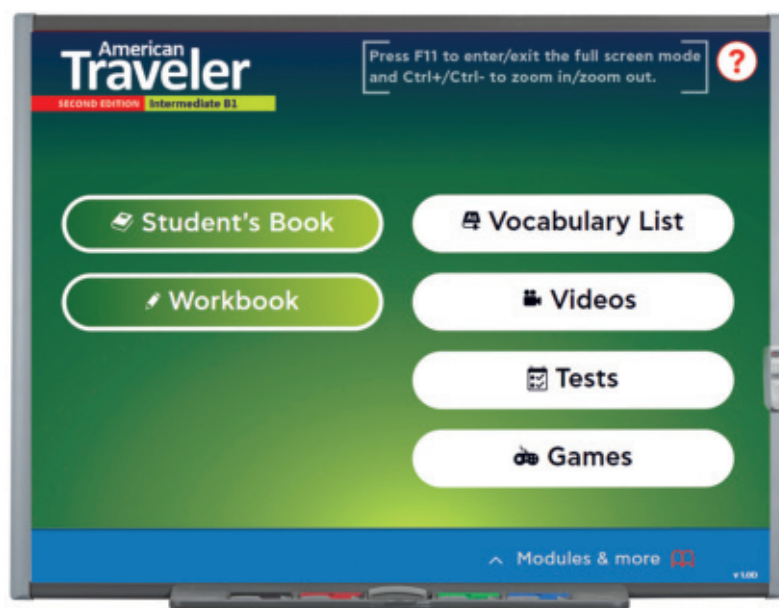
- Student's Book
- Workbook
- Teacher's Book
- Grammar



- 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

#### 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.

**Anne** I have a stomach ache again.  
**Keith** Maybe you **should** visit a doctor.  
**Anne** 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.  
**Jane** 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.  
**Jane** 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 in 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

**A. Discuss.**

- 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  
agoraphobia    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) \_\_\_\_\_ as a child can cause a phobia.
- People with dental phobia should \_\_\_\_\_ of dentists first.

#### 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

Student B: Listen to Student A's problem and give him/her advice. Use should(n't) and had better (not) and some of the ideas in the box.

- do physical activity
- drink warm milk
- take deep breaths
- work less
- see doctor/psychologist
- go on holiday
- take vitamins/medication

*I feel terrible. Why? What's wrong? ... Well, think you should / shouldn't...*

#### 6. WRITING

**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 wanted advice. Read the post and the reply to it. Then answer the questions.**

1. What is Nervous Ned's problem?  
2. 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.

a variety of  
listening tasks

a variety of writing  
activities

creativity

practical tips helping Ss to  
develop skills and become  
autonomous learners

extra vocabulary  
and grammar  
practice for each  
lesson

Traveller Second  
Edition Beginners,  
Workbook

## 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 loves to draw. She wants to become a graphic \_\_\_\_\_.
- Mike is a computer \_\_\_\_\_ He works with big ideas, Kims.
- Charlie is a horrible \_\_\_\_\_ He can't draw.
- Antar can play the piano and she plays very well. She's a great \_\_\_\_\_.
- Lik, a famous writer books. She is a popular \_\_\_\_\_.

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

6. they / dance / like / ?

6. she / play / guitar / ?

6. she / sing / well / ?

6. he / swim / well / ?

6. 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 example. Then complete the text below and write about yourself.**

	Steven	Alice	George and Claire	Tom
speak three languages	✓	✗	✗	✗
draw well	✗	✗	✗	✗
drive a car	✗	✗	✗	✗
cook	✗	✗	✗	✗

Steven: *He speaks three languages, draws well and cooks, but he can't drive a car.*

Alice: \_\_\_\_\_

George and Claire: \_\_\_\_\_

Tom: \_\_\_\_\_

**D. Complete the dialogues 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. Hi.  
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.**

Kevin

- ✓ A. plays musical instrument
- ✓ B. sings well
- ✓ C. dances well

Sandy

- ✓ A. plays musical instrument
- ✓ B. sings well
- ✓ C. dances well

functions and structures  
presented along with a list  
of active vocabulary

symbols representing the 21st century competencies featured

further comprehension questions to enhance Ss' understanding of the text

suggested  
answers to  
activities where  
oral production is  
required

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

Traveller Second  
Edition Pre-  
Intermediate,  
Teacher's Book

5a

3. GRAMMAR

Aims to present the full and the bare infinitive

- Ask Ss to read through the dialogues.
- Draw Ss' attention to the words in bold.
- Point out to Ss that these are some examples of full and bare infinitives.
- Ask Ss to tell you the difference between the full and the bare infinitive (the full infinitive is a form of the verb, bare infinitive lacks form of the verb without to).

- Use the dialogues as the first dialogues and explain that to use the full infinitive after certain verbs such as *seem*, *would*, *like*, *desire*, *plan*, *promise*, etc. For more verbs refer to the Grammar Reference at the back of the book.

- Point out that the bare infinitive is used for the verbs *let* and *make* in the Active Voice. Ask Ss for a few examples (e.g. *My mother made me wash the car*).

- Ask Ss to read through the second dialogue and point out the bare infinitive after modal verbs (*can*, *could*, *must*, *shall*, *may*, *might*, etc.). Ask Ss to find out other modal verbs (*must*, *may*, *might*, *shall*, *should*, *will*, *would*, *must*, *may*, *might*, etc.). Ask Ss to find out other modal verbs (*must*, *may*, *might*, *shall*, *should*, *will*, *would*, *must*, *may*, *might*, etc.).
- Draw Ss' attention to the third dialogue and explain to find out the use of the full infinitive with *desire* and *would* with the meaning *would like to do something* with *desire* and *would like to do something* with *would like to do something*.

- Write the following on the board:  
1. *Do you like to have dinner?*  
2. *Do you like to have dinner?*  
3. *Do you like to have dinner?*  
4. *Do you like to have dinner?*  
5. *Do you like to have dinner?*  
6. *Do you like to have dinner?*  
7. *Do you like to have dinner?*  
8. *Do you like to have dinner?*  
9. *Do you like to have dinner?*  
10. *Do you like to have dinner?*

- Ask Ss to read through the table containing the rules.
- Make sure that Ss do not have questions and unknown words.
- Have Ss do the activity and check answers.

would like, seem, too, what, after, let

- Refer to Ss the Grammar Reference at the back of the book.
- Ask Ss to read through Ss to make sentences using the full and bare infinitive. This will challenge them. To help *low-performing* Ss, you can give them prompts to make sentences (e.g. *seem money / buy a new mobile phone*).

4. PRACTICE

Aims to give Ss practice in using the full and the bare infinitives in the context of four dialogues

- Have Ss do the activity and check answers.

call, to take

show, to see, finish

try, to help, to come to

visit, to visit, to do

5. INTONATION

Aims to present how intonation affects meaning

- Play the recording and have Ss repeat each sentence as they hear it.
- Point out to Ss that in the first sentence the word *John* is stressed, whereas in the second sentence the word *John* is stressed.
- Explain to Ss that according to the meaning we want to express, we stress different parts in the sentence.

- Aims: • to give Ss practice in using stress to convey a specific meaning

- Play the recording and have Ss repeat each sentence as they hear it.
- Ask Ss to underline the word which is stressed in each sentence and choose the correct answer depending on the meaning of each question.
- Have Ss do the activity and check answers.

- 1. Does Robert have toothache?

- 2. Did John ask to go to the bank?

- 3. Does John work on the Monday?

6. SPEAKING

- Aims: • to give Ss practice in using the functions, *request* and *offer*, in a role-play situation. This is done by simulating conversations between a patient and a doctor's receptionist and a patient and a doctor.

- Ask Ss to read through the instructions.
- Give Ss the following Ss to tell them that they can use the three dialogues in activity B as models.
- In a group of three, Ss take turns to role-play the conversations according to the allocated roles. Make sure there is a balance of both *high-performing* Ss and *low-performing* Ss in each group.

- Suggest the class help Ss when necessary.
- Choose some pairs to act out the conversations.

7. WRITING

- Give students answers 1.  
SB: Hello, Dr. Smith's office, how may I help you?  
SA: Yes, I'd like to make an appointment to see the doctor, please.  
SB: No, I'm not feeling well and I have a temperature.

- SB: Of course. Let me check her schedule. Can you come in tomorrow at 10 o'clock?  
SA: Yes, that's fine.  
SB: What is your name?  
SA: Miriam Young.  
SB: OK, Ms. Young, will you see tomorrow at 1 p.m.?

- SA: Thank you, Bye.

- 2. SB: So, Miriam, what would be the problem?

- SA: Well, I'm not feeling well. I have a temperature and a sore throat.

- SB: OK, let's have any other symptoms?

- SA: Well, I am very tired, though.

- SB: OK, let's take a look. Say, anything else?

- SA: I've been twice a day for five days.

- SB: Anything else?

- SA: No, I don't know. I don't know if I have any other symptoms.

- SB: OK, let's take a look. Say, anything else?

- SA: I've been twice a day for five days.

- SB: Anything else?

- SA: No, I don't know. I don't know if I have any other symptoms.

2. VOCABULARY

PHRASAL VERBS

- 1. A phrasal verb consists of a verb (get, find, lose, etc.) and an adverb (up, down) and one or more prepositions (in, on, off, etc.). The meaning of the phrasal verb is different from the meaning of the verb itself.

- 2. Look at the highlighted phrasal verbs in the dialogues and match them with their meanings a-e.

- a. get away  
b. come back again  
c. get on  
d. be tired  
e. be late

3. GRAMMAR

MODALS

- 1. Read the examples and complete the rules.

- a. I expect him to make an appointment with the doctor for today.

- b. I wish

# 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



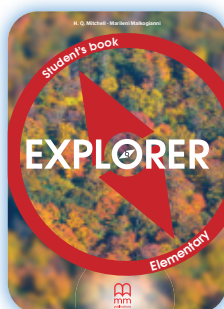
Browse sample module



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

**15**

**LESSON TWO**

**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. He has hit his head. 5. She has cut her finger. 6. He has sprained his ankle.

**Grammar**

**Reported Speech (commands - requests)**

A. Read the examples and complete the rules.

He asked Andy to give him some medication. The doctor told him to stay in bed. He also told him not to work out for a week.

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

B. Read the messages and report them.

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

**Listening and reading**

A. Look at the picture and guess. Why is Rick in bed?

B. Listen, read and find out.

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

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

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

**Pronunciation**

A. Listen and repeat. Which words are stressed?

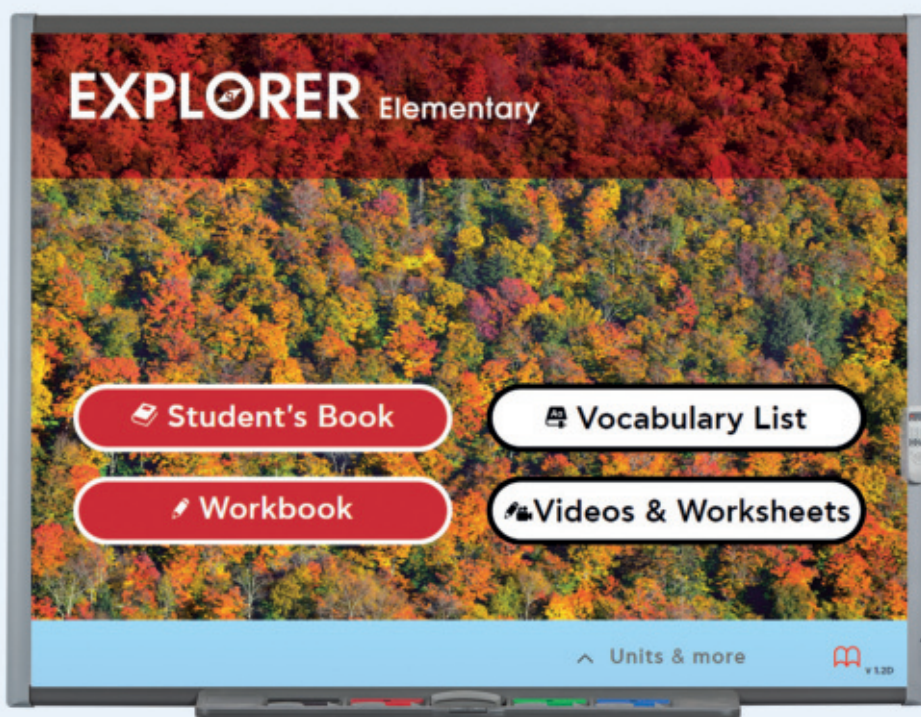
a. Mark asked his friends to take him home. b. Regina told her students not to go very far.

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

1. The teacher asked us to be quiet. 3. He told me to wait for him.  
2. 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.



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



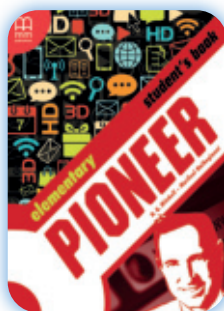
Browse sample module



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.



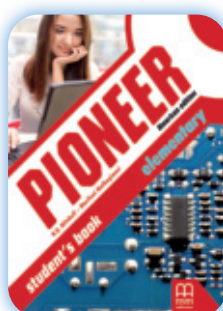
8 LEVELS | BEGINNER TO ADVANCED | LEADING TO A1 → C1/C1+



Leading to A1



A1.1



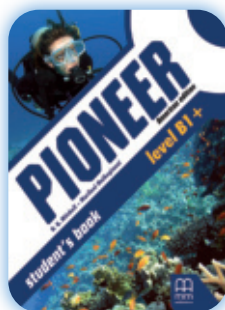
A1.2



A2



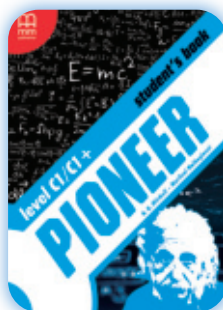
B1



B1+



B2



C1/C1+

# Split Edition

A Split Edition of Pioneer American Edition is also available.



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



## 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 Resources
- 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.

Secondary & Adult

# New Destinations



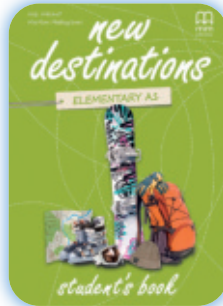
View additional  
series details



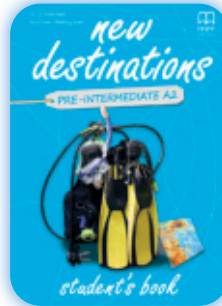
6 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 → B2



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



# Secondary & Adult

...more successful series

## COURSE FEATURES

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

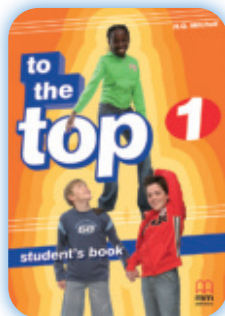
## COMPONENTS



- 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



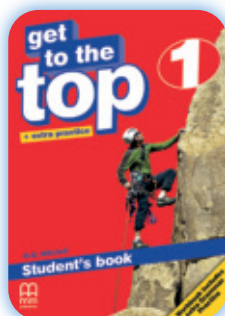
## American To the Top

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.



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1

Split edition available



## Get to the Top

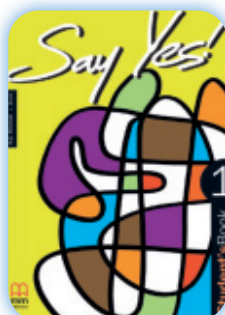
Get to the Top is an excellent English course taking students from Beginner to Pre-Intermediate level. It follows the requirements of the Common European Framework of Reference.



[View additional series details](#)



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



## Say Yes!

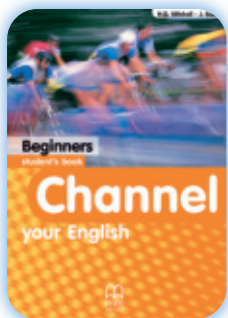
Say Yes! is a three-level secondary English course designed for children and young teenagers. It takes learners from Beginner to Pre-Intermediate level enabling them to practise English in real-life situations. The course is based on a well-organised, multi-dimensional syllabus combining and integrating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



[View additional series details](#)



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



## Channel your English

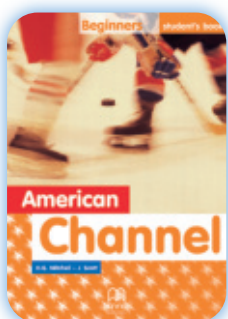
Channel your English is an easy-to-use course which adequately meets the needs of teenage and young adult learners. It takes learners smoothly from Beginner to Upper-Intermediate level enabling them to communicate fluently, accurately and confidently in real-life situations. It uses an integrated approach 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**

### 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



- Teacher's Digital Resources
- 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

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.



View additional series details



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



A1.1



A2.1



A2.2



B1



B2.1

## On Track

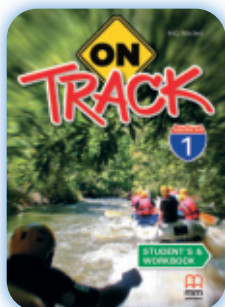
On Track is an exciting course that effectively and efficiently prepares learners for real-life communication. It follows the modular approach and is organised into four modules.



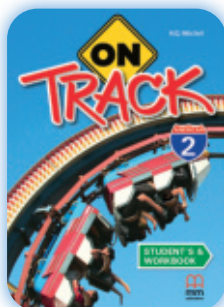
View additional series details



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



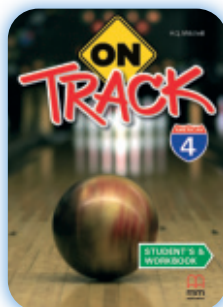
A1.1



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!**



# Grammar

**\*New**

## CEFR LEVELS

**The World of Grammar & Vocabulary** p. 88

**Smart Grammar and Vocabulary** p. 89

**Enter the World of Grammar** p. 90

**Junior English Grammar** p. 90

**Live English Grammar** p. 91

**Grammar and Vocabulary Practice** p. 91

**Use of English B2** p. 92

**Top Grammar** p. 92

**Channel Grammar Handbook** p. 93

**Full Blast! Plus Grammar** p. 93

**Portal to English Grammar** p. 94

**Pioneer Grammar** p. 94

**Traveller Second Edition Grammar** p. 95

leading  
to A1

A1.1

A1.2

A2.1

A2.2

B1.1

B1.2

B1+

B2

C1+

# The World of Grammar & Vocabulary

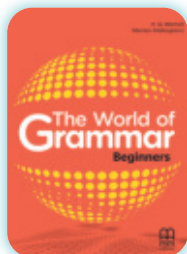
**New!**



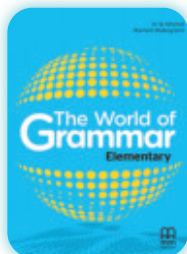
View additional  
series details

The World of Grammar is a carefully graded grammar series.

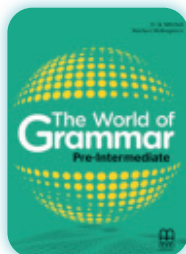
**7 LEVELS | BEGINNER TO ADVANCED | A1.1 → C1/C2**



**A1.1**



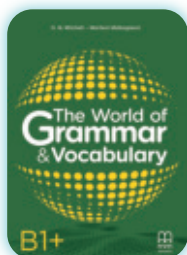
**A1.2**



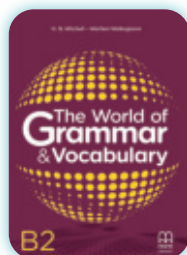
**A2**



**B1**



**B1+**



**B2**



**C1/C2**

## 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 activities
- Communicative activities
- Oral and written practice in every unit
- Revision units
- Vocabulary practice

## COMPONENTS



- Student's Book



- Interactive Whiteboard Material
- Teacher's Digital Resources

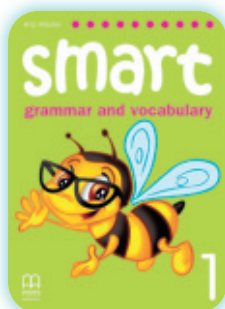
# Smart Grammar and Vocabulary

Smart Grammar and Vocabulary is a carefully graded grammar and vocabulary series consisting of six books. Its focus is on dealing with traditional grammar and vocabulary through entertaining tasks. However, it's more than just a grammar and vocabulary series. It introduces and develops spelling, writing and phonic techniques which promote a broader understanding and development of the English language.

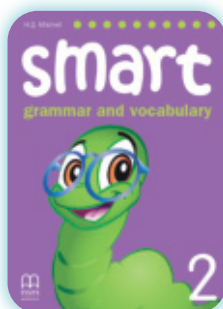


View additional  
series details

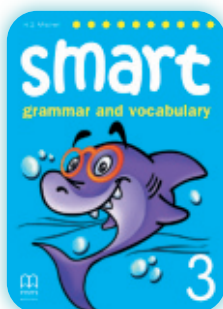
6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 → A2.1



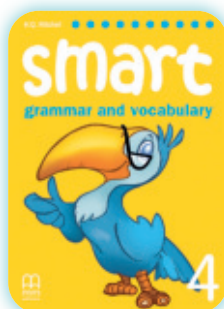
Leading to A1



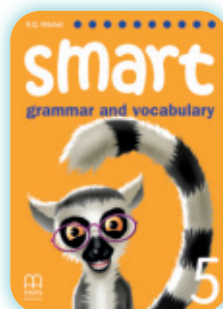
Leading to A1



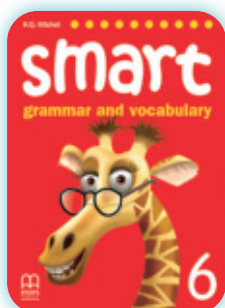
Leading to A1



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

# Grammar

## 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



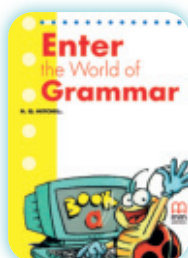
# Enter the World of Grammar

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.

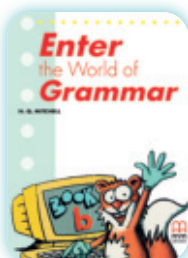


View additional  
series details

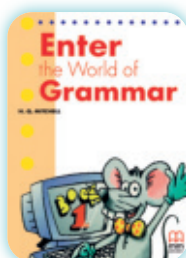
7 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | LEADING TO A1 → B2



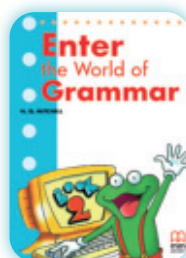
Leading to A1



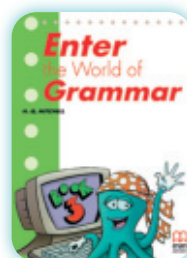
Leading to A1



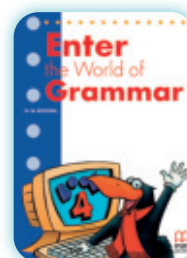
A1.1



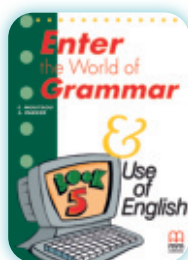
A1.2



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

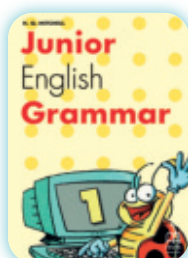
# Junior English Grammar

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.

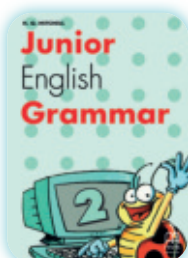


View additional  
series details

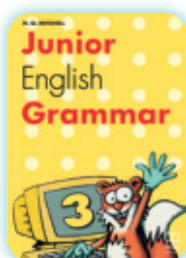
6 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 → A1.1



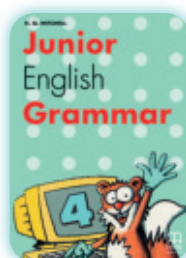
Leading to A1



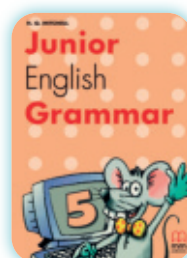
Leading to A1



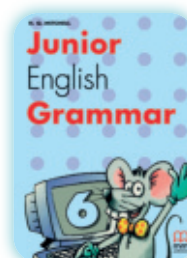
Leading to A1



Leading to A1



A1.1



A1.1

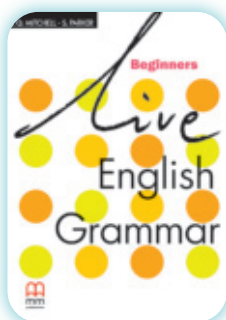
# Live English Grammar

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.

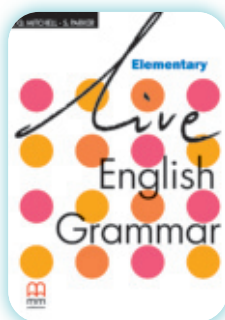


View additional series details

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



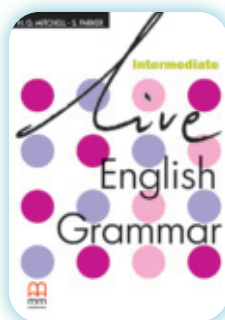
A1.1



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

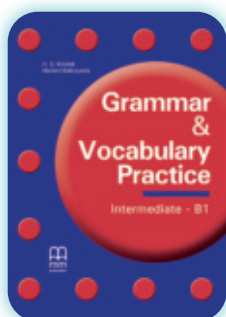


- Teacher's Digital Resources

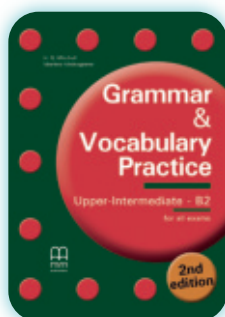
## Grammar and Vocabulary Practice

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

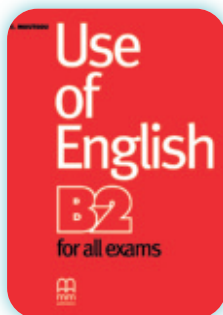
# Use of English B2

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.

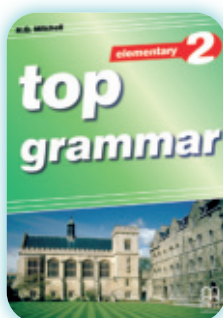


View additional  
series details

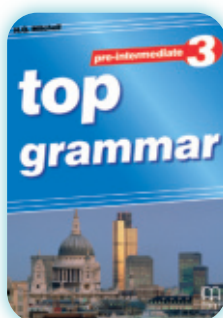
## 4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



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.

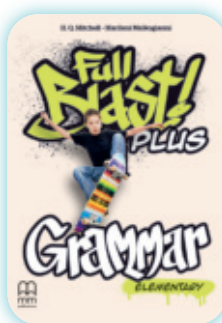


View additional series details

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

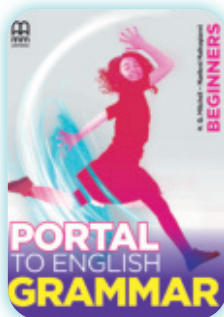
# Portal to English Grammar

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

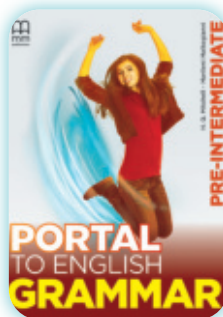
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1



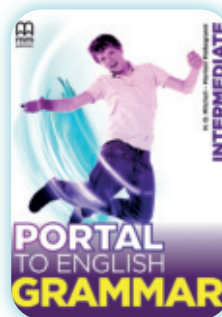
A1.1



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

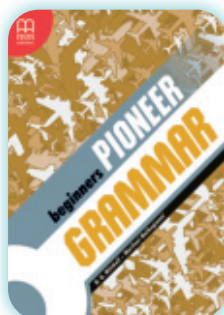
# Pioneer Grammar

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.

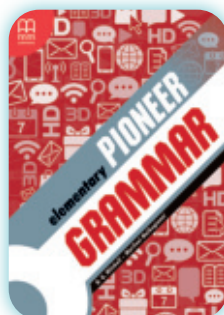


View additional series details

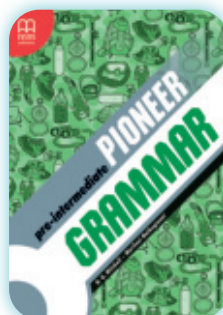
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 → A2



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



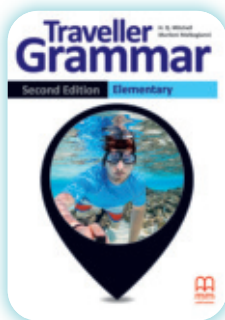
View additional series details

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



Second Edition

# Skills 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. 98

**Double Plus** p. 100

# New Plus

New Plus is a unique series for skills development which consists of six books and smoothly takes learners from Beginner to Upper-Intermediate (B2) level. It is based on a multi-dimensional syllabus and enables students to strengthen their listening, speaking, reading and writing skills in an integrated approach.



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 B2 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 sound 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.

**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 parrot. He asked the children to look after the parrot while he was in hospital. Arthur and Christine were delighted.

**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	

As / they / walk / through forest / see / large parrot  
 He / say / "Follow me! Follow me!"  
 Children / get excited / decide / follow parrot

After a while / they / come to / narrow bridge  
 Children / be frightened / but / continue

They / they / cross bridge / parrot / land 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:**

- rising 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. In 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. These 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 exam, 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	What is the problem being discussed? What is your opinion?
<ul style="list-style-type: none"> <li>Introduce the subject of your essay and state your opinion.</li> </ul>	<ul style="list-style-type: none"> <li>What solutions can you think of? (the elaborate on the ideas you have been given)</li> <li>What information can you provide to justify the solutions you are proposing?</li> <li>Is there an example which you can use to prove your point?</li> <li>What additional idea can you come up with?</li> <li>What information can you provide to support this idea?</li> </ul>
<p><b>Main Part (2-3 paragraphs)</b></p> <ul style="list-style-type: none"> <li>Use the 1st idea in the notes to present a solution.</li> <li>Use the 2nd idea in the notes to present a solution.</li> <li>Use your own idea to present a solution.</li> </ul>	
<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Restate your opinion by summarising your points and make a general statement on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>What is your overall opinion? Is there something which you really like to stress?</li> </ul>

**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 opinions.
- 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 opinions, express transitions, give examples, etc.

**Tips**

- 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 clear 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 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, clarify 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

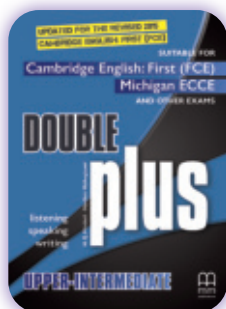
Double Plus is a skills development series consisting of two books. This series prepares students for the Cambridge English B2 First (FCE), Michigan ECCE and other exams at the B2 level. It specifically develops students' listening, speaking and writing skills.



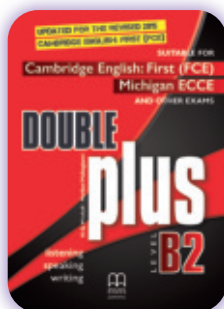
View additional series details



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



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.

You use the following advertisement and you want to become a member of Greenplanet. Write a letter of 100-150 words in an appropriate style, to find out more about the organisation (meetings, talks and newsletters).

**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

210 GARDEN ST. BOSTON, MA 02116 GREENPLANET.ORG

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 that 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: \_\_\_\_\_
- firstly: \_\_\_\_\_
- 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.

<b>Greeting</b>	<ul style="list-style-type: none"> <li>use a formal greeting, not first names</li> </ul>	
<b>Opening</b> (par. 1)	<ul style="list-style-type: none"> <li>Use set phrases to:                             <ul style="list-style-type: none"> <li>refer to the advertisement/article/letter, etc.</li> <li>state why you are writing</li> </ul> </li> </ul>	Why are you writing this letter?
<b>Main Part</b> (2-3 paragraphs)	<ul style="list-style-type: none"> <li>ask for information in a formal, polite and organised manner</li> <li>prioritise your requests</li> </ul>	What do you want to find out? What is most/least important?
<b>Closing</b> (par. 4)	<ul style="list-style-type: none"> <li>state anything you want to emphasise (e.g. repeat your request)</li> <li>use set phrases to end your letter</li> </ul>	Is there anything you want to emphasise?
<b>Signing off</b>	<ul style="list-style-type: none"> <li>use a formal signature ending/closing phrase as appropriate</li> </ul>	

**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) 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.

You see this advertisement in your school magazine.

Write your article (100-150 words).

**ARTICLES WANTED**

Write about: An interesting place to visit.

We will publish the best articles next month.

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 change you need.

It's a dream come true! The park is dominated by 170 square kilometres of dense rainforest. Take a stroll and admire some of Africa's most typical wildlife, including leopards, baboons, monkeys 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 views and the deafening crash of the water. Being one of the world's largest waterfalls, it's a sight not to be missed.

While 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 wonders.**

- However, that's 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.
- Aquarium engineering, 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?

A holiday in Africa

that's suitable for everyone

Work out while on safari!

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 magazine 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.

<b>Headline</b>	<ul style="list-style-type: none"> <li>write an interesting headline</li> </ul>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>give general information about the place you are going to describe (name, location, etc.)</li> <li>give reasons for choosing the place</li> </ul>	<ul style="list-style-type: none"> <li>How can you make the introduction interesting? What place are you going to describe? Where is it located? What makes the place interesting/special?</li> </ul>
<b>Main Part</b> (2-3 paragraphs)	<ul style="list-style-type: none"> <li>describe the place (size, landscape, buildings, streets, transport, sights, facilities, people, climate, etc.)</li> <li>discuss what activities people can do there</li> </ul>	<ul style="list-style-type: none"> <li>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?</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>make a general statement to sum up your ideas</li> <li>make recommendations</li> </ul>	<ul style="list-style-type: none"> <li>What is your overall opinion about the place? Would you recommend it?</li> </ul>

**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'.

# Examinations

**Maximise your  
chances of success!**



# Examinations

## CEFR LEVELS

**Go Starters**  
**Go Movers**  
**Go Flyers**

p. 104

**Go for A2 Key**  
**Practice Tests**

p. 105

**Practice Tests**  
**for the Cambridge**  
**English: First (FCE)**  
**Examination**

p. 106

**Michigan**  
**ECCE/ECPE**  
**Practice Tests**

p. 107

**MM Practice Tests**  
**for the TOEFL**  
**iBT® Exam**

p. 108

**IELTS**  
**Practice Tests**

p. 109

leading  
to A1

A1.1

A1.2

A2.1

A2.2

B1.1

B1.2

B1+

B2

C1.1

C1.2

C1+

C2

# 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 Audio Material)

## COMPONENTS



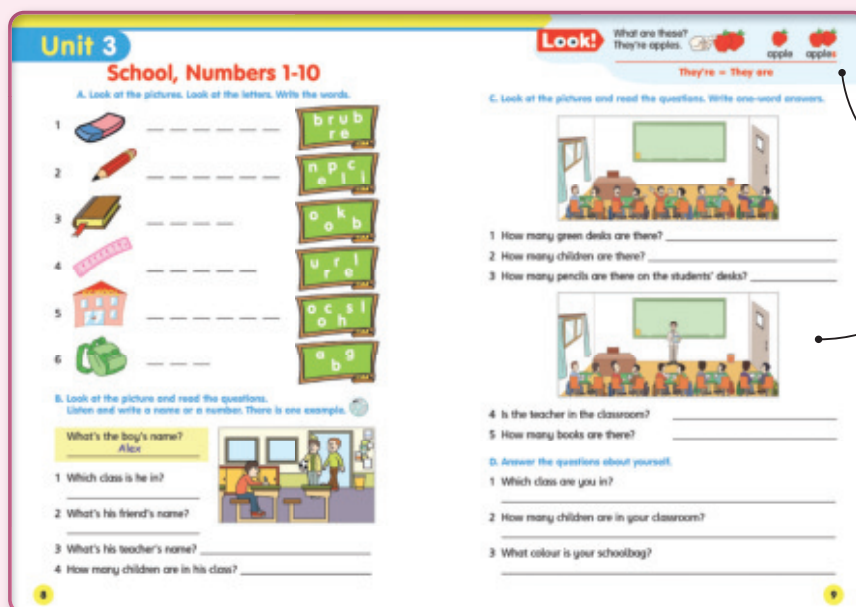
- Student's Book  
(inc. Student's Digital Material)



- Class Audio Material

## SAMPLE PAGES

*Go Starters, Student's Book*



grammar clearly  
presented and  
practised

# Go for A2 Key

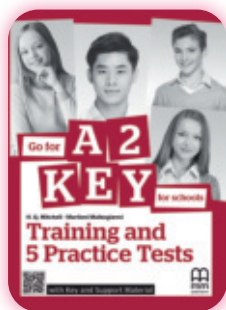
## Practice Tests



View additional  
series details

Go for A2 Key Practice Tests consists of five complete tests for the A2 Key (KET) 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 Audio Material.

### KEY FEATURES

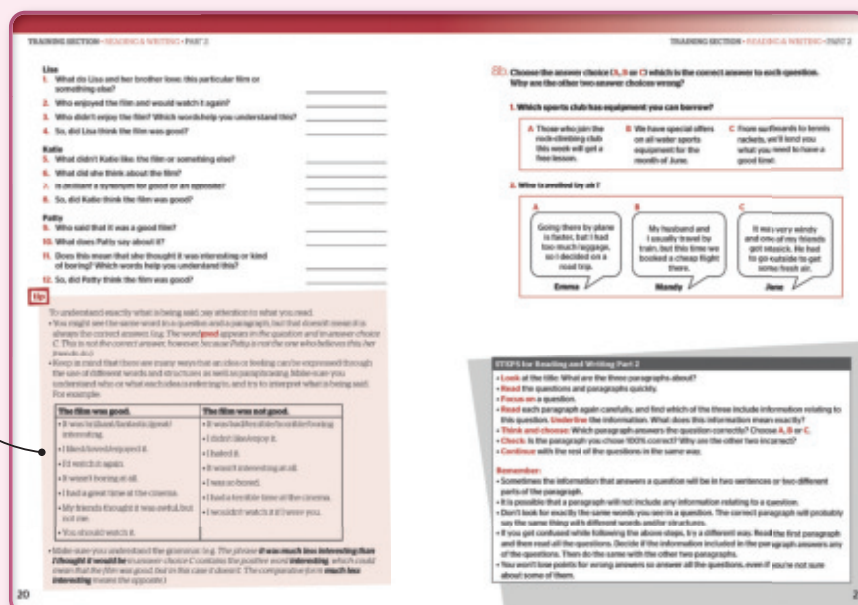
- An introduction with detailed information about the test
- A step-by-step training section which focuses on specific features of the test (including activities, tips and test-taking strategies) and is divided into three parts: Reading & Writing (Paper 1), Listening (Paper 2), Speaking (Paper 3)
- Comprehensive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

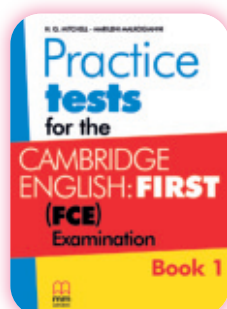
## for the Cambridge English: First (FCE) Examination



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



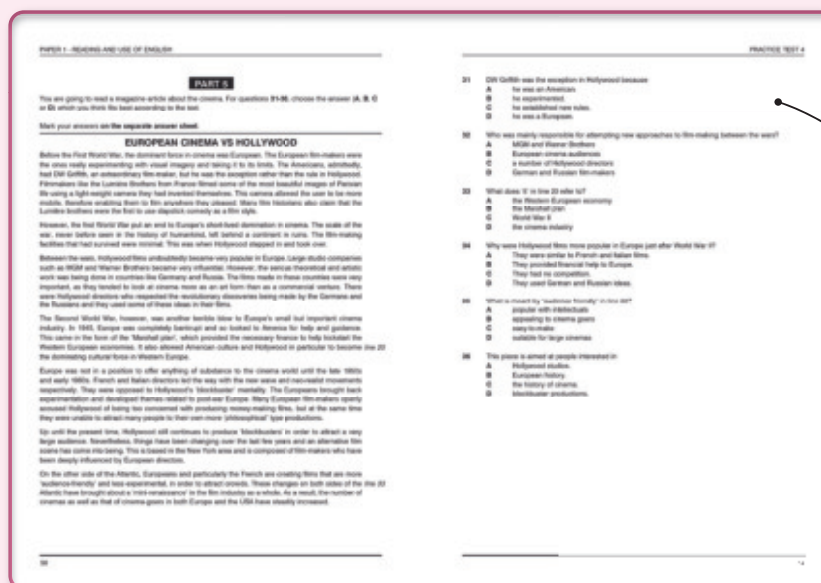
- Class Audio Material

### 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 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

# Michigan ECCE/ECPE

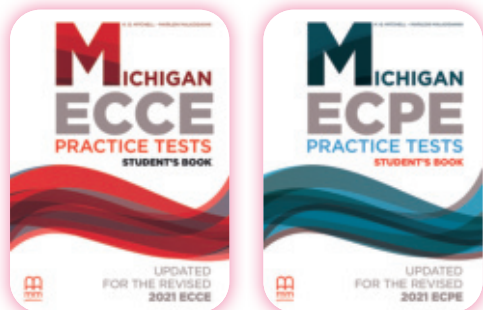


View additional series details

## Practice Tests

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

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

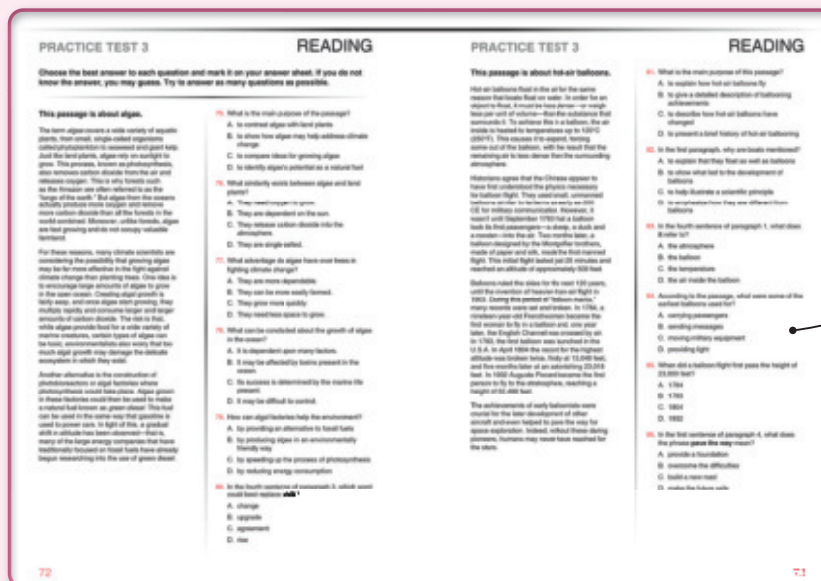
## ALSO FOR ECPE

- 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

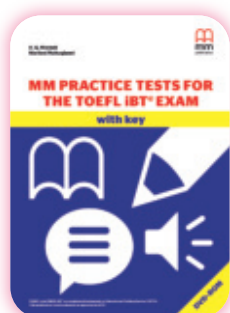
# MM Practice Tests for the TOEFL iBT® Exam



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



• Class Audio Material  
• Extra Online Test

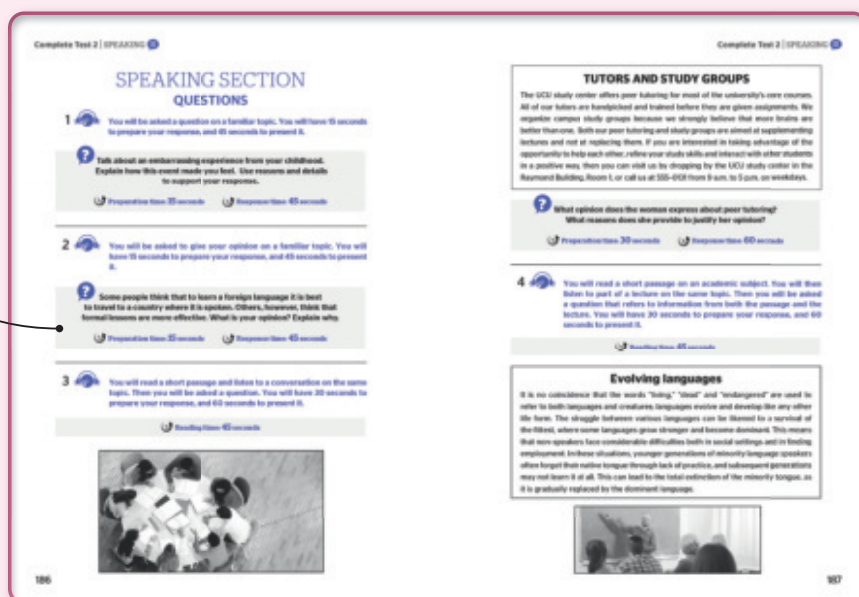
## KEY FEATURES

- 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

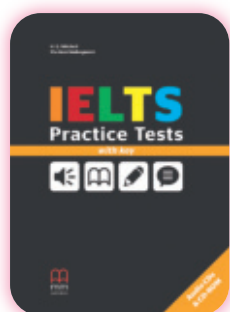
## Practice Tests



View additional  
series details

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

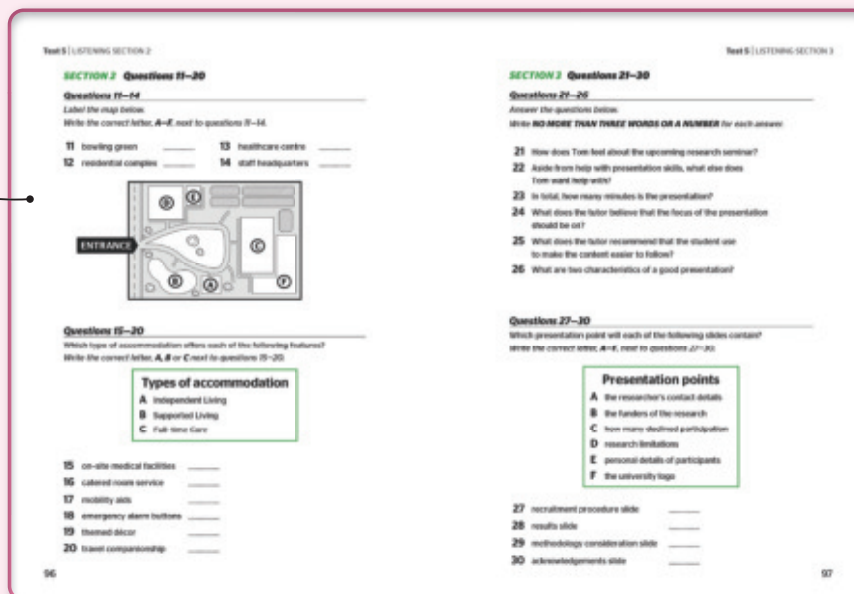
- Student resource pages including speaking practice, vocabulary consolidation and a writing appendix
- Key and transcripts
- Suggested answers to writing and speaking tasks
- Justifications for answers to all reading and listening tasks
- Learning strategies and useful tips preparing students for the exam
- Scoring reference

# Examinations

### SAMPLE PAGES

*IELTS Practice Tests, Student's Book*

exam-type  
exercises



# Digital Resources

Enhance the learning experience!



# Digital Resources

<b>Student's Digital Material</b>	p. 112
<b>Teacher's Digital Resources</b>	p. 112
<b>Online Tests</b>	p. 112
<b>English Placement Test</b>	p. 113
<b>Interactive Whiteboard Material</b>	p. 113
<b>ELT Platform</b>	p. 114
<b>ELT Skills</b>	p. 115

# Student's Digital Material

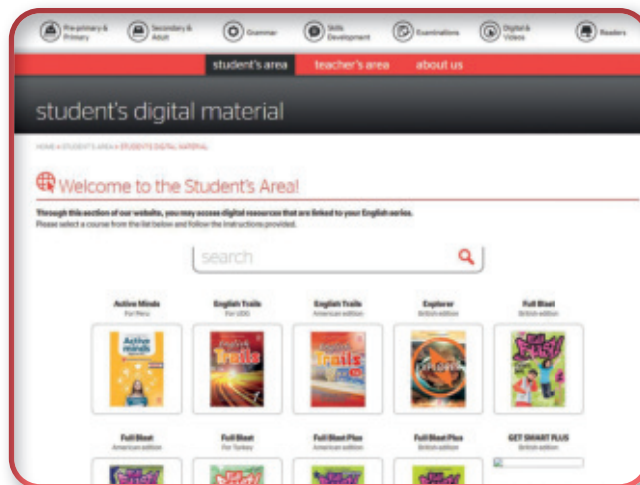


Access digital resource

The Student's Digital Material is now accessible online.

## KEY FEATURES

- Presentations and songs from the Student's Book
- Videos
- Digital vocabulary list
- Games



# Teacher's Digital Resources



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

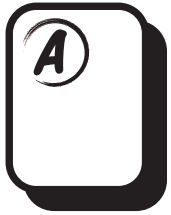


Access digital resource

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 Reference (CEFR) – from Beginner (Leading to A1) to Advanced (C1).



## KEY FEATURES

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

Visit [www.mmplacement.com](http://www.mmplacement.com) to access the English Placement Test!



# Interactive Whiteboard Material



View demo  
IWB

## Engage your students and make your lessons 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 every lesson.



## KEY FEATURES

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

BFF 3, Interactive Whiteboard Material



# 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](http://www.eltplatform.com)



ELTSKILLS 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
- Illustrated grammar section with audios and examples of the grammatical item in use
- Language review following the guidelines of the Common European Framework of Reference
- Audio clips for extra practice
- Student's Activity Book that is integrated into the program
- Interactive graded readers with audio and reading comprehension activities

## Practise your English anywhere anytime

### 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  
in the fascinating  
world of literature!**



# Readers

**\*New**

## CEFR LEVELS

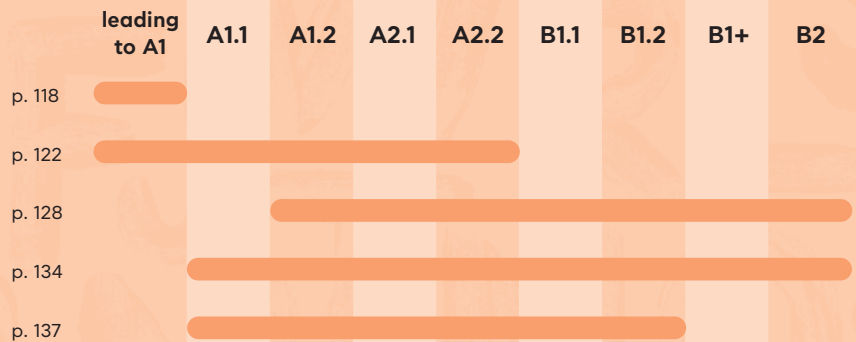
Little Books

**Primary Readers**

**Top Readers**

**Graded Readers** CLASSIC STORIES

**Graded Readers** ORIGINAL STORIES



# Little Books

The series is aimed at kindergarten learners of English. The stories are based on topics which children love. The illustrations are colourful and attractive, making children want to listen.



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

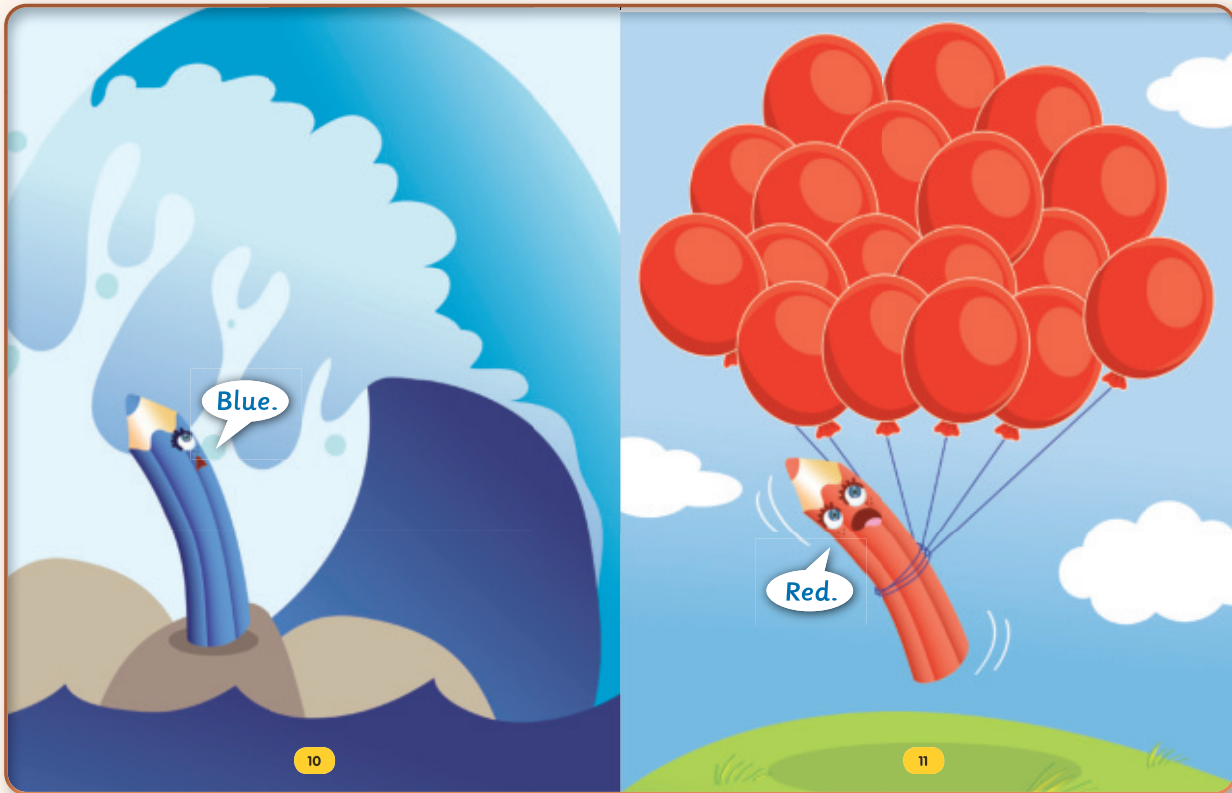


- Class Audio Material



STORY PAGES

Simple text with lively dialogues.

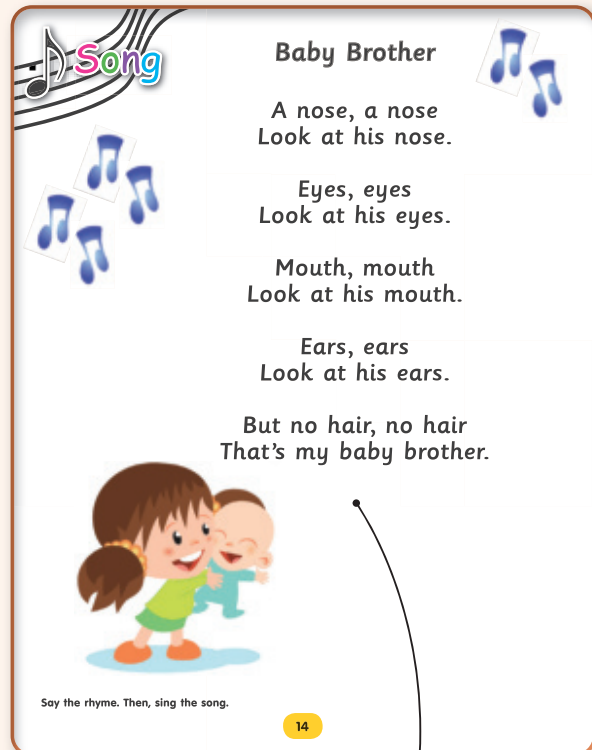


ACTIVITY PAGES

Fun and motivating activities.



instructions for the teacher



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!



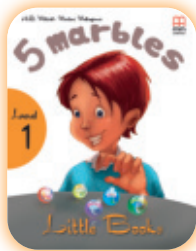
## Yellow & Green

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?



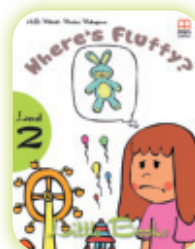
## Let's Go Home

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



## My Family

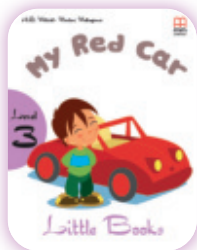
When Amy accidentally destroys her friend's painting, she has an idea which makes Maria happy again.



## Where's Fluffy?

Little Emma loses her toy rabbit at the amusement park. But something will make her smile again!

# Level 3



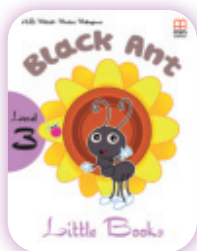
## My Red Car

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?



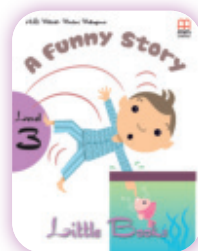
## Snowy

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

The series is aimed at young learners of English and consists of six carefully graded levels that can be used throughout primary school. These charming short stories will make reading both pleasurable and educational.



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 Material
- Song
- Instructions for staging a performance of the story provided in the Teacher's Book

## COMPONENTS



- Student's Book
- Teacher's Book



- Class Audio Material

Audio Material in British and American English



Simple text with lively dialogues.

## Teacher's Book

The Teacher's Book provides teachers with plenty of useful material and ideas to ensure that students are motivated and that readers are used in an effective way.

The Teacher's Book includes the entire story, complete with illustrations, exactly as it appears in the Student's Book and all the activity pages with answers overprinted.

[illegible]

Suggested lesson plans which offer pre-reading, while-reading and post-reading activities including projects and games.

<p>The shepherd boy runs to the tree, looking fearful and pretends to climb it. The wolf chases the scared sheep around the stage.</p>	<p><b>Narrator:</b></p> <p>The next day, the shepherd boy is on the hill with his sheep. <b>Shepherd boy:</b> Mother is right! I'm going to be a good boy from now on!</p>
<p>The shepherd boy pretends to hide his stick, holding his crook and shouting.</p>	<p><b>Narrator:</b></p> <p>Suddenly a hungry wolf jumps out from behind a tree. <b>Shepherd boy:</b> Oh, no! It's the wolf! I need help!</p>
<p>The shepherd boy pretends to be a tree, holding his crook and shouting.</p>	<p><b>Narrator:</b></p> <p>The wolf is chasing the sheep. The shepherd boy climbs up a tree and shouts. <b>Shepherd boy:</b> Help! Help! A big bad wolf is eating my sheep! Quick! Help me from this wolf!</p>

Lights dim.

**Scene Six**

The lights come up. The tree and rock have been removed and the village backdrop is in place. There are two choirs downstairs **choir 1** central. The farmer and the old man are sitting on them. The farmer is reading a newspaper and the old man a book.

<p><b>Narrator:</b></p> <p>But this time, the people in the village don't believe him and they just laugh.</p>	<p><b>Farmer:</b></p> <p>Did you hear the shepherd boy? He's been playing games again. He lies so we can run up the hill.</p>
<p><b>Old man:</b></p> <p>Well, not this time!</p>	<p><b>Narrator:</b></p> <p>Soon it is dark. The shepherd boy goes home.</p>
<p><b>Father:</b></p> <p>The two men then pick up their lights and exit <b>choir 1</b> central. The choirs are dressed differently, to imply that it is the evening. Then the shepherd boy enters, downstage right. He has his father and mother enter downstage left and they meet <b>choir 2</b> central stage. Mother has her hands on her hips and looks worried.</p>	<p><b>Shepherd boy:</b></p> <p>Oh, Dad, I am sorry! The big bad wolf came and chased our sheep. I shouted for help, but the people did not come. They thought I was lying!</p>

Suggestions for staging a performance of the story including tips for costumes, lists of props and the script.

A variety of simple activities and a picture glossary every four pages.

## picture glossary

Activity Page

**1** Look and say.



cat



run



stop



boy



hungry



COW

**2** Who says what? Look, read and match.



Mmm...

Phew! I

I am h

How sta

•

fun activities

Activity Page

**1** Match 1-6 with a-f.

1. say
2. run
3. do
4. fall
5. blame
6. want
7. send

a letter  
more power  
to my knees  
goodbye  
somebody  
away  
my best

**2** Complete the sentences with the names below.

the Duke of Buckingham	D'Artagnan	Milady	Constance
King Louis	Cardinal Richelieu		

\_\_\_\_\_ was brave at La Rochelle, and \_\_\_\_\_ thanked him  
for his help.

\_\_\_\_\_ wanted more power, and he decided to kill \_\_\_\_\_

So, he sent \_\_\_\_\_ to London; but she wanted something in return – she wanted \_\_\_\_\_ dead.

**3** Answer these questions. Circle a and b.

1. Who paid the two men to kill d'Artagnan?
  - a. The king
  - b. Milady
2. Who prepared the delicious food for d'Artagnan?
  - a. The musketeers
  - b. Milady
3. What did d'Artagnan do with the man the Milady sent?
  - a. He let him live.
  - b. He put poison in his food

38

more advanced  
activities in  
upper levels

## Readers • Primary Readers

# Level 1

Leading to A1 (CEFR\*) / Pre A1 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.



## The Velveteen Rabbit

A little boy has got a new toy, the Velveteen Rabbit. The boy and the rabbit spend a lot of time together and become best friends. The love the boy gives his friend is so strong that it makes the rabbit real.

New!

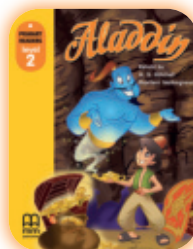
# Level 2

Leading to A1 (CEFR\*) / Pre A1 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 for Languages

\*\*Young Learners English Tests (Cambridge)



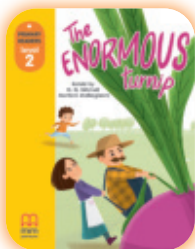
### The Selfish Giant

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.



### 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

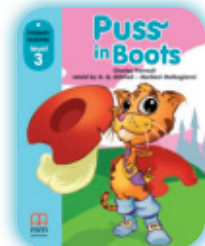
This classic story will capture the reader's heart and imagination. The Tin Soldier is a delightful character.

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!



### 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.



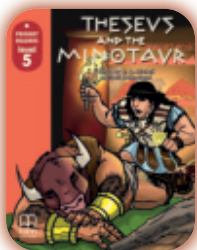
## The Wind in the Willows

Four animal friends, Rat, Mole, Badger and Toad have fun adventures together while enjoying life and nature near the river. An amusing story with a lesson to learn.

New!

# Level 5

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



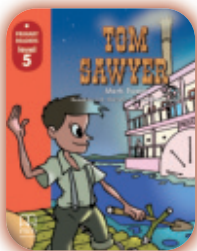
## Theseus and the Minotaur

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

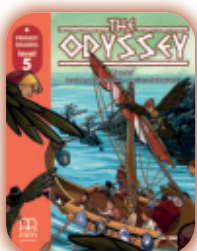
During their adventures around the Mississippi River, Tom and his friend Huckleberry Finn find out a lot about the real world.



New!

## Sinbad the Sailor

Sinbad sets sail on his ship, seeking thrill and adventure. On his seven voyages, he finds danger and monsters but also riches and excitement.



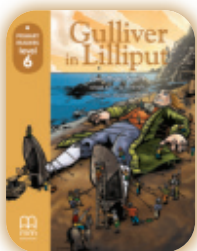
## The Odyssey

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.



# Level 6

A2.2 (CEFR) / A2 Flyers (YLE) / A2 KEY\* | Headwords: 430



## Gulliver in Lilliput

Read about Gulliver's amazing journey to Lilliput.



## 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.



## Robin Hood

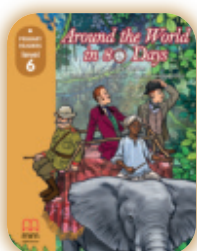
Read about Robin Hood's exciting adventures in Sherwood Forest.



New!

## Jason and the Golden Fleece

In the city of Iolcus, Pelias takes the throne of his brother Aeson by force. Years later, Aeson's son Jason, returns to claim his father's throne. Pelias agrees, but not before Jason brings him the Golden Fleece, the most precious treasure in the world.



## 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?

\*the Cambridge English A2 Key test

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

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- Teacher's Book



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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*.

20



21

## 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

60

- I \_\_\_\_\_ with you, Mum; I must study harder next year if I want to get into medical school.  
a. gather                      b. continue                      c. agree
- I really love chocolate cake, but the piece she gave me was \_\_\_\_\_; I couldn't eat it all.  
a. wide                      b. enormous                      c. broad
- My father is a big man with broad \_\_\_\_\_ and large hands and feet.  
a. chest                      b. collarbones                      c. shoulders
- I found this mobile phone in the gym. Does it \_\_\_\_\_ to you, Shelly?  
a. belong                      b. cover                      c. remove

#### 4 Find words in Chapter 2 which mean the same as:

- Moved the head up and down as a sign of understanding \_\_\_\_\_ (page 8)
- Another word for glasses \_\_\_\_\_ (page 8)
- Pieces of old and/or torn cloth \_\_\_\_\_ (page 10)
- A bag that you carry on your back \_\_\_\_\_ (page 10)
- A person \_\_\_\_\_ (page 11)
- Evidence to support the truth of a statement, theory, etc. \_\_\_\_\_ (page 12)

### Follow-up activities

#### 5 Discuss.

- How do you think Edward felt on his way to the professor's house? How would you feel? Why?
- What do you think about Professor Challenger's appearance? Would you be as surprised as Edward if you met him?
- Do you think that Maple White really did see a dinosaur? Do you think that it is possible for dinosaurs to exist? Why / Why not?
- The Indians believed there were evil spirits haunting the cliffs. Do you believe in the supernatural? Why / Why not?
- Why do you think that people did not believe Professor Challenger? Are you surprised that Edward believed him? What do you think about the proof he has to support his claim? Is it enough or not?

#### 6 Imagine that you are Edward and you are keeping a diary. Write a page about your interview with Professor Challenger. (100-120 words)

61

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.



New!

## Anne of Green Gables

Anne is an orphan girl who goes to live on a farm that belongs to an elderly brother and sister. Her adventures are full of fun and laughter.

# Level 2

A2.1 (CEFR) / A2 Key\*\* (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.

for the holidays!



## 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 moors, 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.

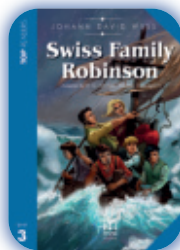
\*Common European Framework of Reference for Languages

\*\*formerly known as Cambridge English: Key (KET)



## 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?



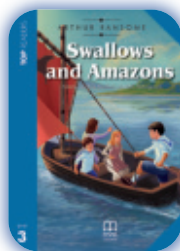
## Swiss Family Robinson

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.



New!

## A Journey to the Centre of the Earth

During their fantastic journey, the three men in Verne's classic often have to use their skills of invention to take them through various situations until they are safe back on the surface. It is a story of persistence and of man's battle both against nature and against his own fears.

## Level 4

B1 (CEFR) / \*B1 Preliminary (Cambridge) | Headwords: 1200

**Jekyll and Hyde**

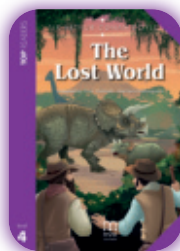
Few Victorian mysteries are more haunting and sinister than that of Dr. Jekyll and Mr. Hyde.

**The African Queen**

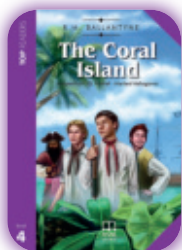
During World War One, missionary Rose Sayer and mechanic Charlie Allnutt travel down the Ulunga River in a small steamboat, the *African Queen*, to escape the Germans...

**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.

**New!****Twelfth Night**

Twins Sebastian and Viola were separated in a shipwreck. Their close resemblance creates lots of funny misunderstandings.

\* formerly known as Cambridge English: Preliminary (PET)



## The Creeping Man

In this exciting Sherlock Holmes adventure, the famous detective's powers of deduction are put to the test when he is called in to investigate the bizarre behaviour of a highly-respected professor...



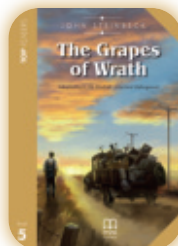
## The Count of Monte Cristo

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.



## 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 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.



## 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.



New!

## Twelve Years a Slave

Solomon was sold as a slave in New Orleans and sent to work in plantations in the Deep South. For the next 12 years, he went from one master to another, and faced hardships that varied from hard work and hunger to being whipped and even attempts against his life.



## 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.



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



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

## ORIGINAL STORIES



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 → B1

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- Activity Book
- Multilingual Glossary
- Teacher's Book



- Class Audio Material

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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) / A2 Key\*\* (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.

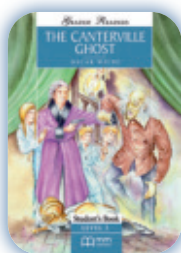


#### White Fang

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.

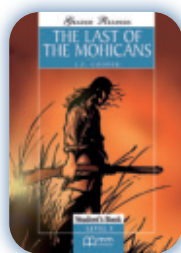
### Level 3

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 for Languages

\*\*formerly known as Cambridge English: Key (KET)



### 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) / \*B1 Preliminary (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.

\* formerly known as Cambridge English: Preliminary (PET)

\*\*formerly known as Cambridge English: First (FCE)

## ORIGINAL STORIES



## Starter

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.

## Elementary

A2.1 (CEFR) / A2 Key (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.

## Pre-Intermediate

A2.2 (CEFR) / A2 Key (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.

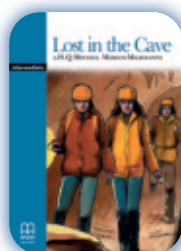
## Intermediate

B1 (CEFR) / B1 Preliminary (Cambridge) | Headwords: 1200 - 1250



### Back to the Dreamtime

In this contemporary story, Richard, a teenage Aboriginal boy raised in white Australian society, is compelled to come to terms with his past by forces outside his control.



### Lost in the Cave

Three teenage girls, Ellise, Fran and Agnes, join a potholers' club in Derbyshire and go with other club members on a trip to the Peak District National Park.

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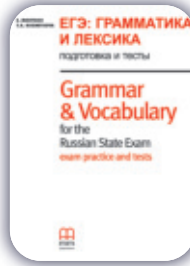
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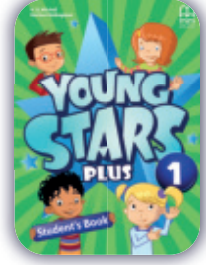
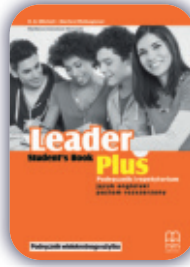
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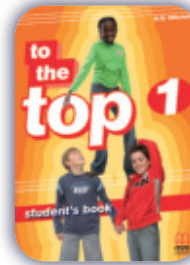
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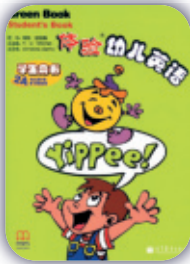
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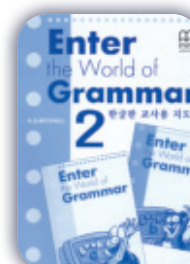
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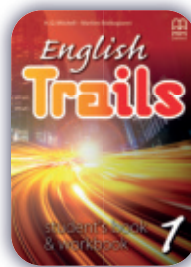
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# Common European Framework of Reference for Languages (CEFR)

One of the aims of the Common European Framework (CEFR) is to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the CEFR Levels have been developed. The table below summarises the set of proposed CEFR Levels in single holistic paragraphs and provides teachers and curriculum planners with orientation points.

## CEFR LEVELS: Global Scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express himself/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

*Throughout this catalogue, the correspondence of MM Publications books to the CEFR is presented in order to facilitate teachers.*

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