

Catalogue 2023



**Learn, share,
inspire.**



*English makes the world
come together!*



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.

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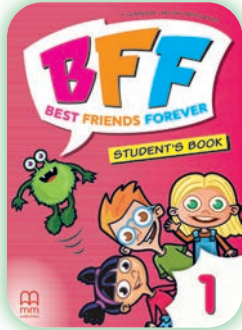




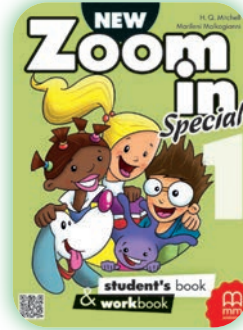
Pre-Primary & Primary Courses



LEADING TO A1 → B1.1 | p.20
BRITISH & AMERICAN EDITION

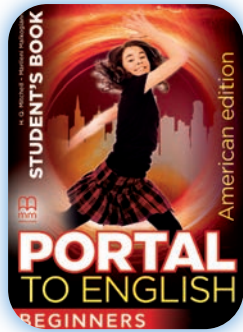


LEADING TO A1 | p.32
BRITISH EDITION

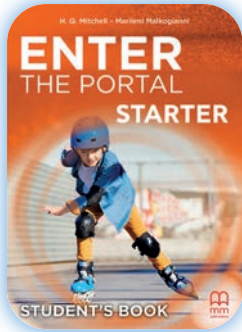


LEADING TO A1 → A1 | p.37
BRITISH EDITION

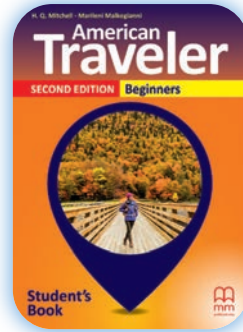
Secondary & Adult Courses



A1 → B1 | p.44
BRITISH & AMERICAN EDITION

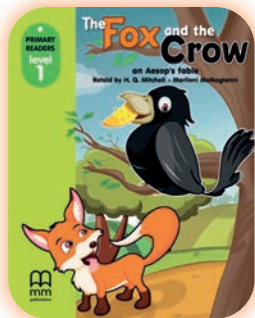


LEADING TO A1 → A2 | p.50
BRITISH EDITION



A1 → C1 | p.74
BRITISH & AMERICAN EDITION

Primary Readers



LEADING TO A1 | p.128



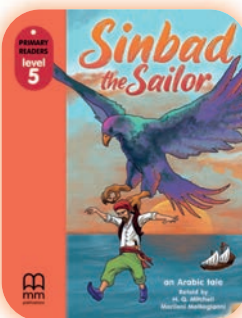
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- Product customisation

Learn, Share, Inspire

Our motto constitutes the cornerstone of our endeavours:

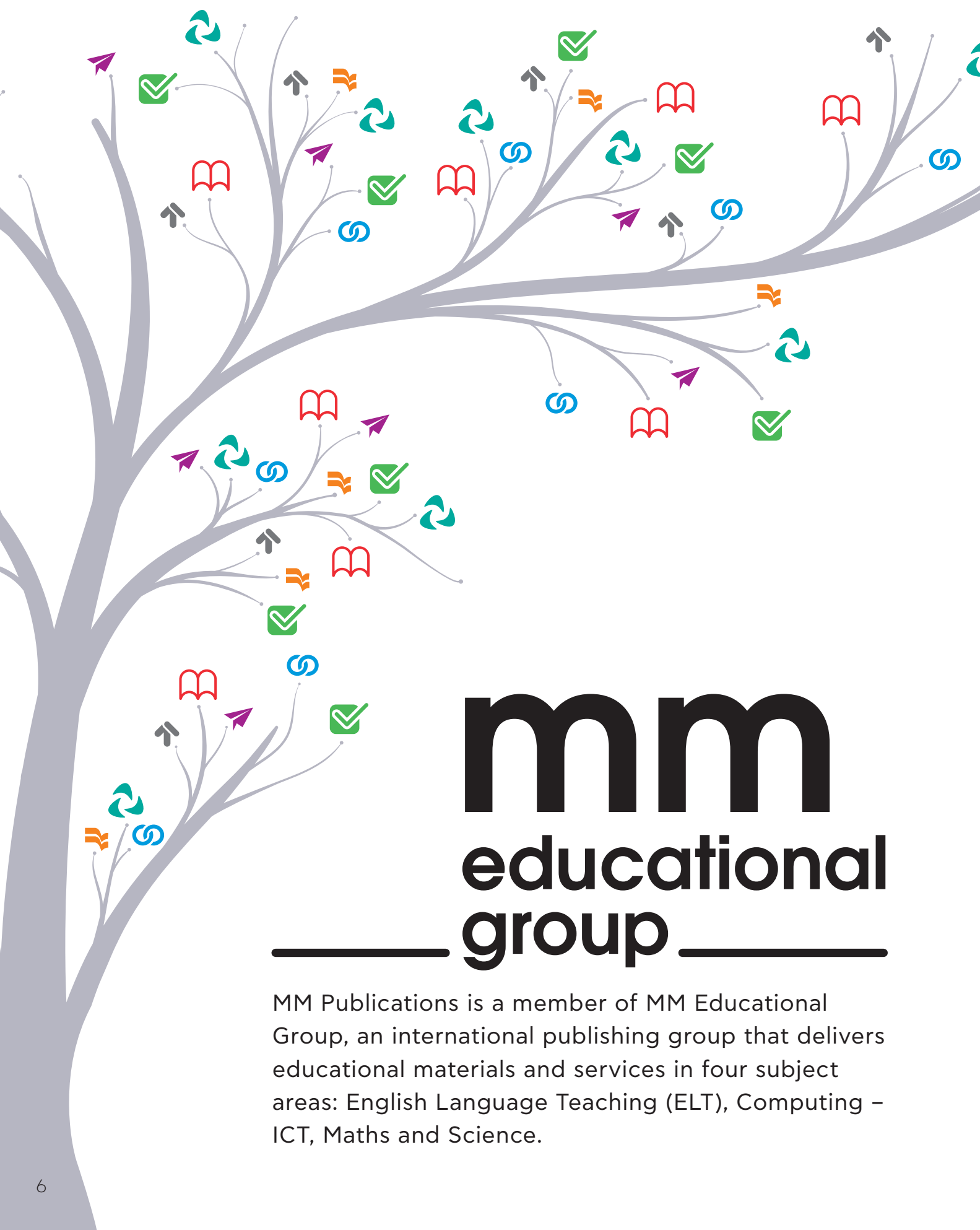
We help students **LEARN** better by enhancing the learning experience with the latest educational tools and methods.

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

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

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Beyond English Language Teaching...



mm educational group

MM Publications is a member of MM Educational Group, an international publishing group that delivers educational materials and services in four subject areas: English Language Teaching (ELT), Computing – ICT, Maths and Science.

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!



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



Pre-Primary Primary



8

Pre-Primary & Primary

***New**

CEFR LEVELS			leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Hi Kids!	BRIT. & AMER. ED.	p. 12	█						
New Yippee!	BRIT. & AMER. ED.	p. 14	█						
Funny Phonics	BRIT. & AMER. ED.	p. 16	█						
Top Stars	BRIT. & AMER. ED.	p. 20	████████████████████						
Get Smart Plus	BRIT. ED.	p. 24	████████████████████						
New Get Smart	AMER. ED.	p. 26	████████████████████						
Get Smart	BRIT. & AMER. ED.	p. 28	████████████████████						
BFF	BRIT. ED.	p. 32	█						
Young Stars	BRIT. & AMER. ED.	p. 34	██████████████████						
Smart Junior	BRIT. ED.	p. 36	██████████████████						
New Zoom In Special	BRIT. ED.	p. 37	██████████████████						
Zoom	BRIT. ED.	p. 38	██████████████████						
Zoom In	BRIT. ED.	p. 38	██████████████████						
Zoom In Special	BRIT. ED.	p. 38	██████████████████						
Time Flash	BRIT. ED.	p. 38	█						
Pop Up	AMER. ED.	p. 39	████████████████████						
Pop Up Special	AMER. ED.	p. 39	████████████████████						
Pop Up Now	BRIT. ED.	p. 39	████████████████████						

Courses that make learning fun and teaching a delight!

Hi Kids!

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



View additional series details



Browse sample module



3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1



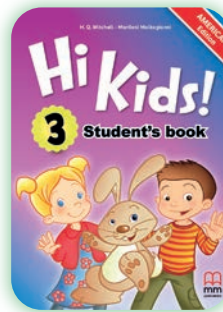
3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1



Teacher's Resource Pack

Split Edition

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



3 LEVELS | BEGINNER | LEADING TO A1



COURSE FEATURES

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



COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Flashcards
- Posters
- Puppet
- Teacher's Resource Pack*



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

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

SAMPLE PAGES

Hi Kids! 1, Student's Book

clear photos
introducing
new vocabulary

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

Unit 12 - Lesson 2

humorous
episodes with
attractive
illustrations

about the pictures. 3. Listen, point and repeat. 4. Role play.
5. Do the activity 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 approach is based on the Multiple Intelligences Theory and its aim is to guide children in learning English the same way that native speakers do - by listening and speaking first, before they learn to read and write.



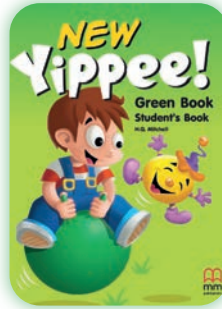
View additional series details



3 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1

COURSE FEATURES

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

COMPONENTS



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



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

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



attractive illustrations

lively illustrations introducing new vocabulary

4. My family

Lesson 1

stickers

Lesson 1

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

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Lesson 1

1. Hello friends

Lesson 1

2a

Lesson 1

1. Introduce objects.
2. Play games.
3. Listen and repeat.

extra activity for Lesson 1

TOOLS

Funny Phonics

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



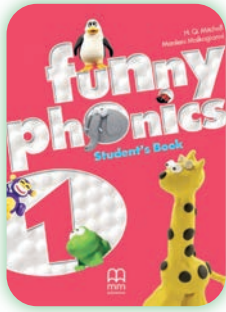
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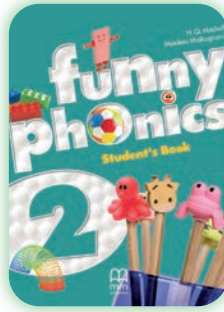
Browse sample module



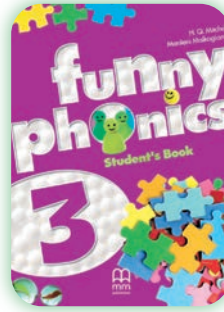
5 LEVELS | BEGINNER | LEADING TO A1



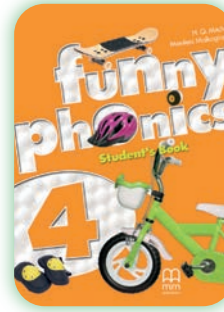
Leading to A1



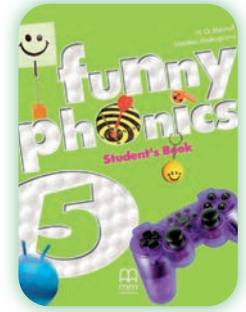
Leading to A1



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 CDs
- 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 chart.

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

Look

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!

Make it to the top with **Top Stars!**

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

TOP STARS



Top Stars

New!

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



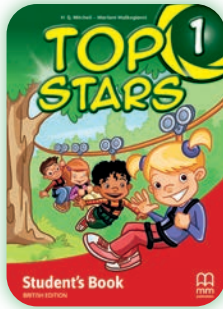
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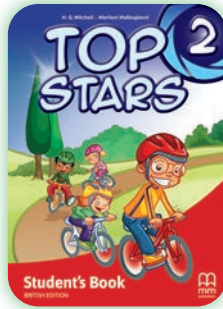
Browse sample module



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



Leading to A1



Leading to A1



A1.1



A1.2



A2.1



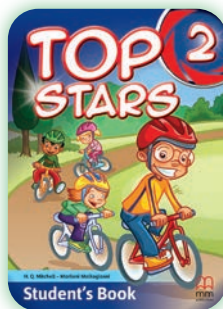
A2.2



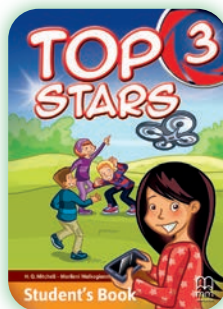
6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 ▾ A2



Leading to A1



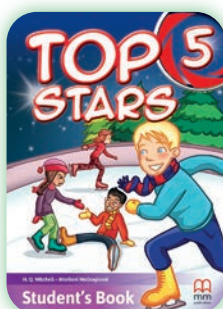
Leading to A1



A1.1



A1.2



A2.1



A2.2

Split Edition

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



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 P A2



COURSE FEATURES

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

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 95)
- Online Tests



View demo IWB

Top Stars 3 British Edition, Interactive Whiteboard Material

SAMPLE PAGES

vocabulary presented with clear illustrations

Top Stars 2 American Edition, Student's Book

3 LET'S PLAY

1 spell count write sing paint

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

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

Can you spell 'pencil'?

No, I can't. Yes, I can. P.E.N.C-I-L.

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

30

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

Science **CLIL 3**

1 lizard frog duck pond brown

2 Listen and read.

What's in a pond?

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

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

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

PROJECT [Go to Workbook](#) 31

cross-curricular information

Top Stars 2 American Edition, Workbook

8 ONCE UPON A TIME

1 Look and write A-D.

1. He plays soccer. A

2. She plays volleyball. C

3. She plays tennis. B

4. He plays basketball. D

2 Follow the paths and complete the sentences.

Tom

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.

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5 Food and drink

SONG

list of objectives, vocabulary and structures introduced in each lesson

materials needed for each lesson

Language focus

Objectives

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

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

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

Materials

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

Lesson plan

Warm-up

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

1 Vocabulary CD2 Track 2

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

Activity 2 CD2 Track 3

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

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

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

clearly staged step-by-step guidelines for each activity

key to Workbook activities

5 OUR WORLD

Language focus

Objectives

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

Vocabulary

Meals: breakfast, lunch

Food: soup, fish, cereal

Drinks: milk

Structures

I like (fish). It's good for you.

I don't like (fries). They're bad for you.

Materials

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

Review

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

Lesson plan

Warm-up

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

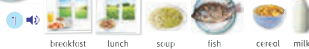
1 Vocabulary CD2 Track 8

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

Activity 2 CD2 Track 9

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

5 OUR WORLD



Breakfast anyone?

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

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

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

- Direct Ss' attention to the Look! box at the top of p.49. Read the sentences aloud and have Ss repeat.
- Explain to Ss that we use it's good for you to refer to healthy food, whereas we use it's bad for you to refer to unhealthy food.

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

- | |
|-----------------------|
| 1. cereal with milk ✓ |
| 2. fish ✓ |
| 3. soup ✓ |

- | |
|-------------|
| 1. A C 2. B |
|-------------|

- #### Activity 4 CD2 Track 10

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

5 OUR WORLD

- Read activity 2 again and match what they like for breakfast.
- Listen and check (✓) what the people like for breakfast or lunch. (✗)

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

I like fish or soup or chicken for lunch.

I don't like soup or chicken for lunch.

I don't like spaghetti or fries for lunch. I like soup for lunch.

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

Optional PRACTICE

Make a food poster

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

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

- In the corresponding half and write the name of the food/drink.
- Ss can also draw the food/drink.
- When all groups have finished, they take turns presenting their poster to the rest of the class.
- Display Ss' posters around the classroom.

Before leaving

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

Workbook

- Activity 1**
1. fish 2. soup 3. cereal 4. milk
- Activity 2**
1. breakfast 2. lunch 3. lunch
- Activity 3 Track 11**
Listening transcript
1. Boy 1: Do you like eggs for breakfast?
Boy 2: No, I don't. I like cereal with milk.
2. Girl 1: Do you like chicken?
Girl 2: No, I don't. I like fish.
3. Boy 1: Do you like chocolate?
Boy 2: No, I don't. It's bad for you. I like orange juice.
4. Girl 1: Do you like rice?
Girl 2: Yes, I do. It's good for you.
- Activity 4**
good for you: orange juice, salad, fish
bad for you: chocolate, fries
- Note**
For the next lesson, bring:
• a basket with fruit and vegetables (bananas, lemons, oranges, carrots and tomatoes)

clearly staged step-by-step guidelines for each activity

optional activities making the lesson more enjoyable and giving further practice

audioscripts and key to activities

Get Smart Plus

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



View additional series details



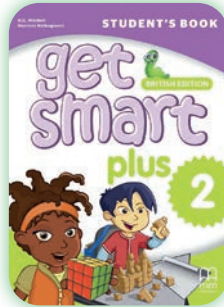
Browse sample module



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



Leading to A1



Leading to A1



A1.1



A1.2



A2.1



A2.2

What's New!

- Ethical values in stories that promote critical thinking and social responsibility
- CLIL (Content and Language Integrated Learning) lessons that increase students' opportunities to practise the English language in other fields (such as geography, maths, etc.)
- Videos (p. 117)
- A digital vocabulary list

COURSE FEATURES

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



COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Grammar (p. 88)
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs

- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 117)
- 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.



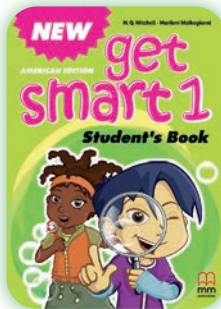
View additional series details



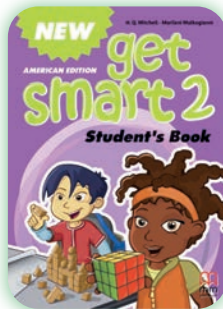
Browse sample module



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



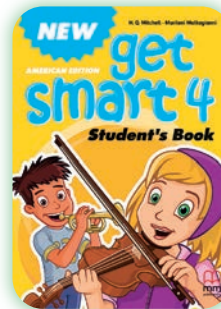
Leading to A1



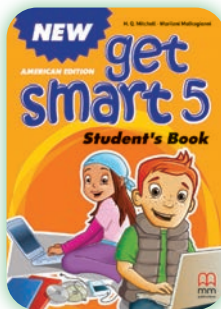
Leading to A1



A1.1



A1.2



A2.1



A2.2

Split Edition

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



3 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 P 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 (p. 117)
- A digital vocabulary list

COURSE FEATURES

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

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Grammar (p. 88)
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform
- Videos (p. 117)

New Get Smart 3, Interactive Whiteboard Material



View demo
IWB

Get Smart

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



View additional series details



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

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



3 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 ▸ A1.1



COURSE FEATURES

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

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Grammar (p. 88)
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform

SAMPLE PAGES

storyline with attractive characters in everyday situations

grammar

game providing a meaningful context for practice

Get Smart 1 British Edition, Student's Book

The sample pages show a lesson on 'What's this?' and a game. The lesson is divided into three parts: 1. Look and listen, 2. Listen and circle, and 3. Play. The game involves a student with a blindfold identifying objects by touch.

2 Smart kids

1 Look and listen. bag pencil book ruler pen

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

2 Listen and circle.

1. pen pencil 3. ruler pencil

2. book ruler 4. bag pen

3 Play.

What's this? It's a ruler.

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

New!

Best friends forever! Learn English together!

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

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

Students may nurture their friendships in the classroom through

cooperation

honesty

support

encouragement

respect

kindness

trust

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

BEST FRIENDS FOREVER!

BFF

BEST FRIENDS FOREVER



BFF - Best Friends Forever

New!

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



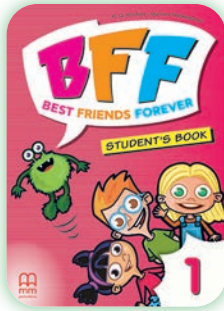
View additional series details



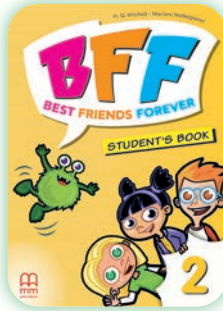
Browse sample module



4 LEVELS | BEGINNER | LEADING TO A1



Leading to A1



Leading to A1



Leading to A1



Leading to 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)
- Activities designed to develop 21st century skills
- Revision units
- A play
- Super Skills sections
- Super Moves sections that develop higher-order thinking skills
- Self-evaluation sections
- Short videos (teasers) introducing the topic of the module
- Videos consolidating each module

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 117)
- Online Tests



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

critical thinking

presentation of new vocabulary always with pictures

grammar box highlighting grammatical structures

4 SONG

1 Listen, point and say.

A Watch the video and discuss.

B Flick through the module and find:

1 p. ___

2 p. ___

3 p. ___

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?

GRAMMAR

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

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.

song that presents vocabulary and grammatical structures in a pleasant way

communication

practice of vocabulary and structures

grammar activity

BFF 3 BEST FRIENDS FOREVER

Press F11 to enter/exit the full screen mode and Ctrl+/Ctrl- to zoom in/zoom out.

EXTRA INTERACTIVE ACTIVITIES

PLAYS

TESTS

STUDENT'S BOOK

WORKBOOK

VOCABULARY LIST

SPECIAL DAYS

SELF EVALUATION

VIDEOS AND WORKSHEETS

GAMES

Modules & more



View demo IWB

BFF 3, Interactive Whiteboard Material

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!



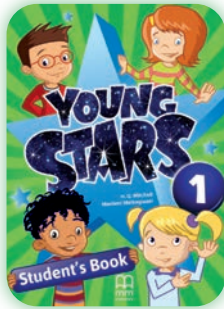
View additional series details



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



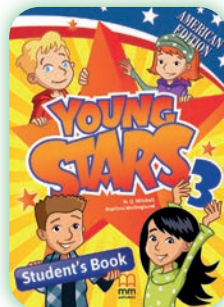
6 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 ▷ A1



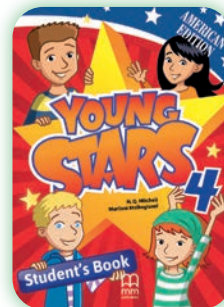
Leading to A1



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 (inc. Audio CD/CD-ROM)
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 117)
- 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

banana lemon orange carrot tomato

Look!

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

2 Act out the dialogue.

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

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

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

pronunciation activity

Home Science Module 5 Cross-curricular

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?

3 Now draw your plate.

cross-curricular information

Smart Junior



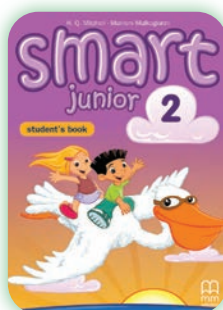
View additional series details



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



Leading to A1



Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2

COURSE FEATURES

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

COMPONENTS



- Student's Book
- Workbook
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book
- Flashcards



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform

New Zoom In Special

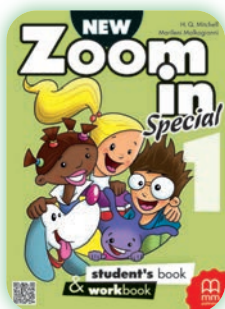
New!



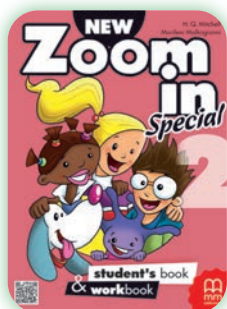
View additional series details



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

COMPONENTS



- Student's Book (inc. Workbook)
- Alphabet Book (inc. Audio CD/CD-ROM)
- Teacher's Book



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



Zoom

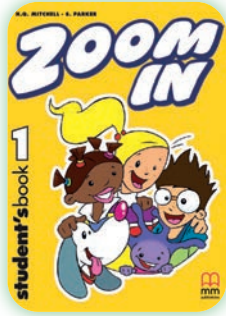
Zoom is an exciting three-level primary English course specially designed for absolute beginners. Its well-organised syllabus presents language in a variety of realistic situations, while gradually developing all four language skills.



[View additional series details](#)



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



Zoom In

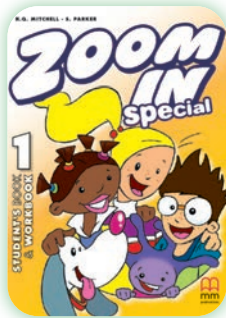
Zoom In is a primary English course specially designed for children who are complete beginners. This series is the Split Edition of Zoom, and it consists of six books.



[View additional series details](#)



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



Zoom In Special

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



[View additional series details](#)



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



Time Flash

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



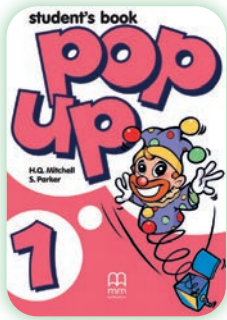
[View additional series details](#)



2 LEVELS | BEGINNER | LEADING TO A1



View additional series details



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.



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

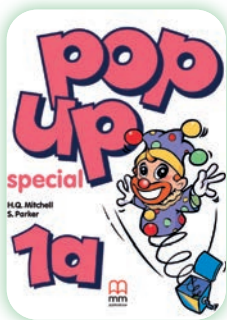


3 LEVELS | BEGINNER | LEADING TO A1

Split edition available



View additional series details



Pop Up Special

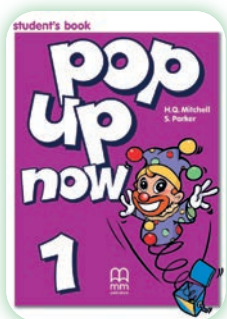
Pop Up Special is a Special Edition of Pop Up, in which the Student's Books and Workbooks have been combined and their contents have been broken down to four books per level. Each Pop Up Special contains three units from the Student's Book and three units from the Workbook.



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



View additional series details



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.



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
(inc. Audio CD/CD-ROM)
- Teacher's Book
- Flashcards



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

Secondary & Adult



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

Secondary & Adult

***New**

CEFR LEVELS

Portal to English

BRIT. & AMER. ED.

p. 44

Enter the Portal

BRIT. ED.

p. 50

Full Blast! Plus

BRIT. & AMER. ED.

p. 54

Full Blast!

BRIT. & AMER. ED.

p. 56

Get to the Top Revised Edition

BRIT. ED.

p. 58

English Trails

AMER. ED.

p. 60

The English Hub

BRIT. & AMER. ED.

p. 62

Explorer

BRIT. ED.

p. 66

Pioneer

BRIT. & AMER. ED.

p. 68

Traveller Second Edition

BRIT. & AMER. ED.

p. 74

Traveller

BRIT. & AMER. ED.

p. 78

New Destinations

BRIT. & AMER. ED.

p. 80

Blue Skies

AMER. ED.

p. 82

Open Skies

AMER. ED.

p. 82

New Let's Speed Up

AMER. ED.

p. 83

On Track

AMER. ED.

p. 83

To the Top

BRIT. ED.

p. 84

American To the Top

AMER. ED.

p. 84

Get to the Top

BRIT. ED.

p. 84

Say Yes!

BRIT. ED.

p. 84

Channel your English

BRIT. ED.

p. 85

American Channel

AMER. ED.

p. 85

American Channel

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+

Coming Soon!

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



Portal to English

New!



View additional series details

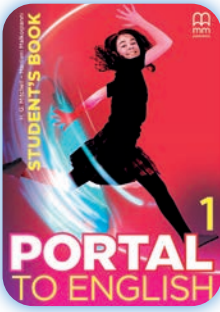


Browse sample module

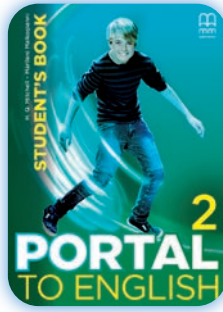
Portal to English is an inspiring course for teenagers, taking learners from Beginner to Intermediate level. The course focuses on the systematic development of key competencies and follows the requirements of the Common European Framework of Reference. Organised in topic-based modules, the course allows 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.



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



A1.1



A1.2



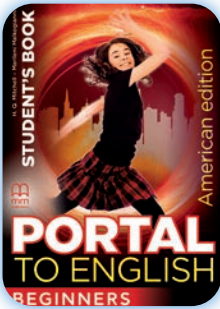
A2



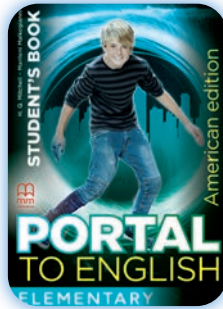
B1



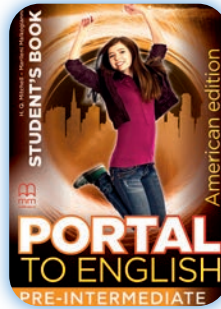
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



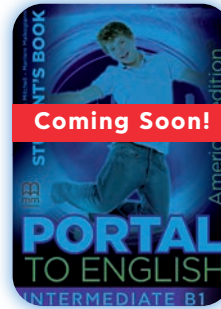
A1.1



A1.2



A2



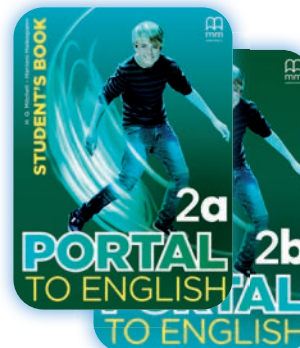
B1

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

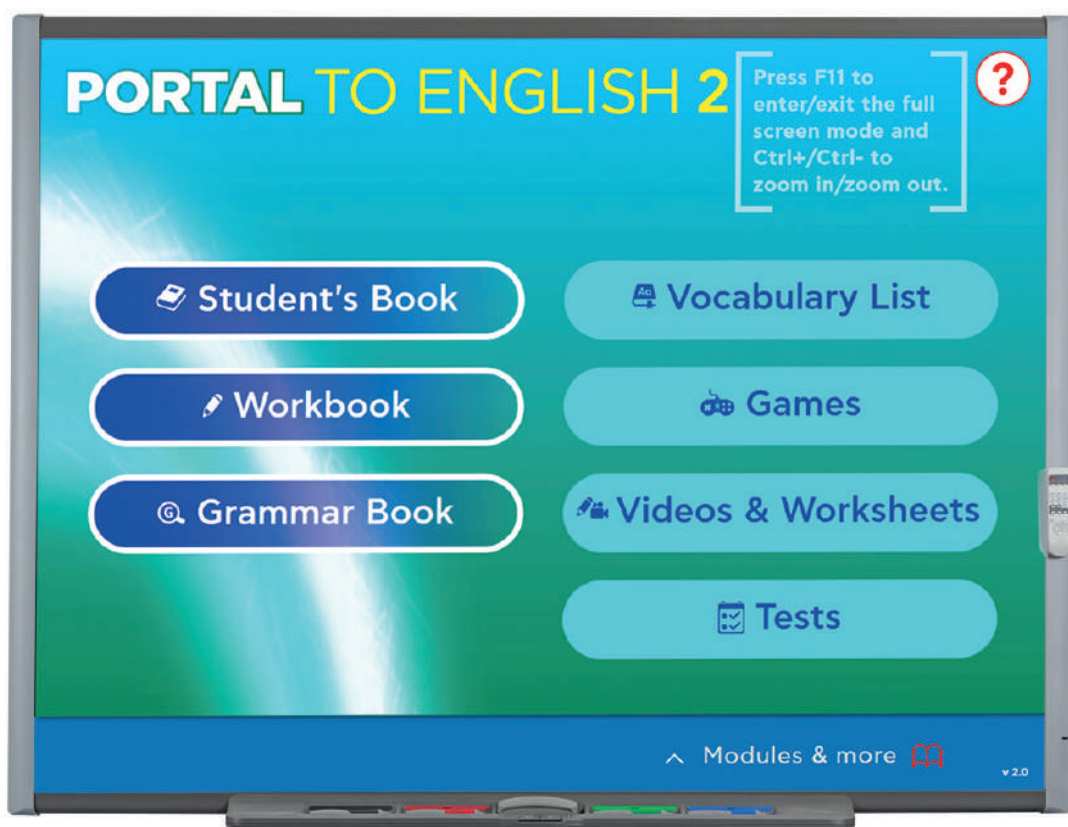


- Student's Book
- Workbook
- Teacher's Book
- Grammar (p. 94)



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 117)
- 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

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 where 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 in 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. Check the answers that we use the Present Simple for the time clauses and the Future Will for the main clauses.
- Refer Ss to the Grammar Reference.
- Have Ss do the activity.

Check the answers with the class.

KEY
1. 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

A CD1 24

AIMS: to have Ss differentiate between the /s/, /z/ and /ʒ/ 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 /ʒ/ sound.

B CD1 25

AIMS: to give Ss practice in differentiating between the /s/, /z/ and /ʒ/ 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
/ʒ/: site, exhibition

OPTIONAL ACTIVITY
Tongue Twister

- Write the following on the board and highlight the /s/ and /ʒ/ 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.
- Refer Ss to the Grammar Reference.
- Ask Ss to read through the speech bubble.
- Have Ss report their group's answers to the class.

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.
- I'll call you as soon as I finish work.

Match the two halves of the sentences.

- If I ever meet my favourite tennis player.
 - a. as soon as she graduates from university.
- I can drive you to the airport.
 - b. if you have a sore throat.
- My sister wants to get a job.
 - c. I won't speak to her again.
- Kelly will decide what to buy.
 - d. after she sees the prices.
- When I reach the top of the mountain,
 - e. I will ask her for an autograph.
- If you're in a hurry,
 - f. if you're in a hurry.
- Unless Jane says sorry,
 - 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 /ʒ/
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

questions to activate students' background knowledge

communication

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

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

4a Read

A Discuss:
• If it were possible, would you like to travel into space? Why? / Why not?

B Read the questions 1-3 and the responses a-c. Then match them.

Q&A ALL ABOUT SPACE TOURISM

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

2 My brother keeps talking about how suborbital space flights are the future of tourism. If I managed to get a seat or one, what would the experience be like?
Terry, 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 **average** people fit in?
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 will be half the price they were in the early days, they're still much too expensive for most people. However, space flights are going to become cheaper. After all, as technology gets older, prices drop. Of course, even if you can afford the cost of a space flight, you still have to go through the necessary training and health checks.

5 A while ago, actually, the first space holiday was back in 2001. American tourist Dennis Tito joined two Russian cosmonauts, travelled into space on a Russian Soyuz spacecraft and spent six days as a flyby on the International Space Station, which orbits the earth. A lot of people **objected** because they didn't think it was safe, and Tito had to work hard to persuade the unwilling space agencies that he was **capable** of handling the experience. He was in his 60s at the time, but he managed to get through a tough eight-month training period before he was allowed to fly... and he had to hand over \$20 million to pay for his seat.

6 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 **lifted** in comfortable seats into a 'spaceplane'. The 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 **break** up into space **above**. 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.

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

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

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

- ordinary
- object
- capable
- attached
- heid
- float

a. to move through the air
b. joined to sth else
c. able to do sth
d. not special or different in any way
e. to disagree with sth
f. to go towards

Grammar

Future will

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

Future be going to

- Ron and Len **are going to** travel to Sweden in September.
- Oh, not I forgot to wear sunscreen. I **am 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** / **it'll have closed** by the time you finish work.
- There's a lot of traffic on the way to the beach. **It will be** / **it'll 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'll be training** / **will have trained** for the marathon.
- I **won't have returned** / **won't be returning** home by dinner time, so I don't think I **am going to get** / **will get** a chance to meet Ralph.
- A: I'm afraid Mum 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.
- Hopelily, 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.

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

What is speaker B's job?

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

What is speaker A's job?

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

Where are the people?

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

critical thinking
critical thinking skill: inference

visual representations facilitate Ss' acquisition of the critical thinking skill

New!

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

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

Empower them with the mindset of "I can" and "I will".

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

ENTER THE PORTAL



Enter the Portal

New!



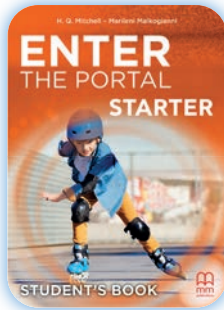
View additional series details



Browse sample module



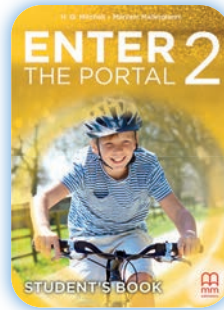
5 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 ▸ A2



Leading to A1



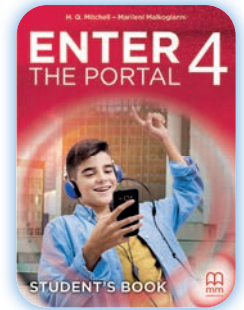
A1.1



A1.2



A2.1



A2.2

COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
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- 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 (inc. Audio CD/CD-ROM)
- Teacher's Book



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Videos (p. 117)
- ELT Platform

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

critical thinking 

grammar practised in context



5b Vocabulary Read
A Listen and repeat.
A Read the text and match the questions a-c with the paragraphs 1-3. 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?

Grammar Portal to Grammar
Present Simple (negative-questions)

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

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

1. A: _____ your dad work at weekends?
B: Yes, he _____ . He's a doctor at Mayfield Hospital.
A: What about your mum?
B: My mum _____ work at weekends. She's a teacher.

2. A: _____ you like football?
B: Yes, I _____ . I'm crazy about it.
A: _____ your brother like football, too?
B: No, he _____ . He _____ like sports.

3. A: _____ your cousins live in London?
B: No, they _____ . They live in England. They live in Paris.

Listen
Listen to three dialogues and choose a or b.
Dialogue 1
Diane's sister is a _____ a pizza restaurant.
a. waitress b. chef



Dialogue 2
Ted finishes work at _____ on Tuesdays.
a. 5.00 b. 8.00

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



Speak
GUESSING GAME
Go to the Speaking Activities section.

a variety of listening activities

game-like activities practising new language items

communication 
critical thinking 

various types of texts

communication 
cooperation 

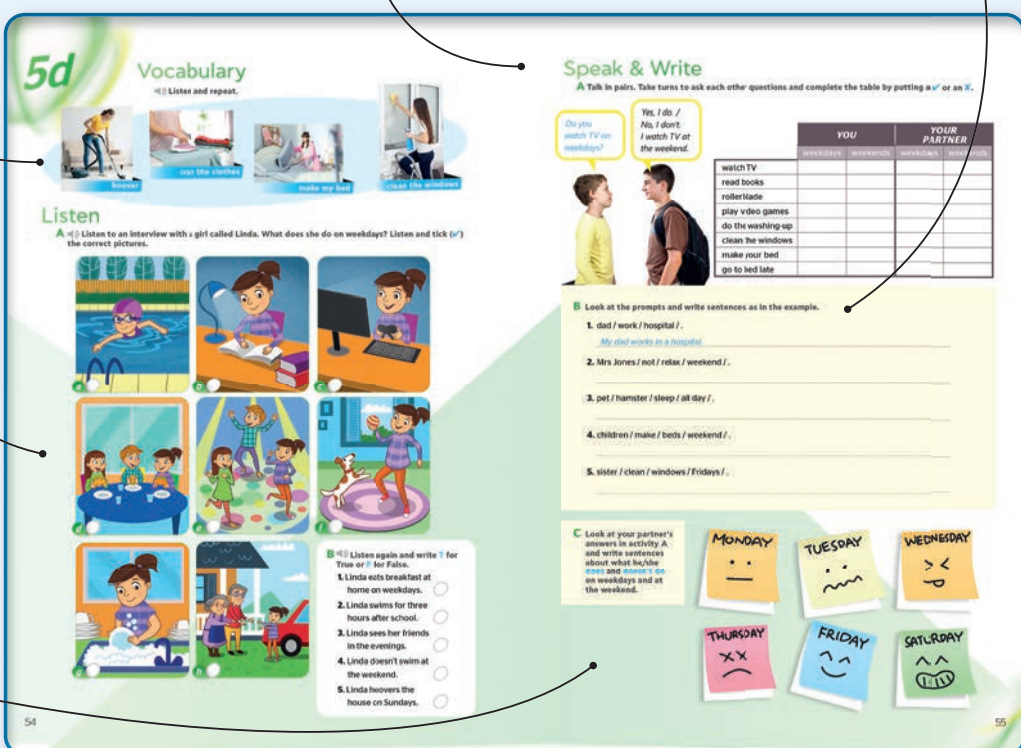
speaking activity preparing Ss for the writing task

systematic development of writing skills

vocabulary presented through visual prompts

a variety of listening tasks

Creativity 



5d Vocabulary
Listen and repeat.

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

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

Do you watch TV on weekdays? Yes, I do / No, I don't / I watch TV at the weekend.

	YOU	YOUR PARTNER
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.
1. dad / work / hospital / .
My dad works in a hospital.
2. Mrs Jones / not / relax / weekend / .
3. pet / hamster / sleep / all day / .
4. children / make / beds / weekend / .
5. sister / clean / windows / Fridays / .

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

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

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

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

6a Read

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

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!

- The youth club is open every day.
- You can go to the book club in the mornings.
- Twelve-year-olds can't join the youth club.
- One week at the youth club is £40.

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.

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

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

6c Grammar Practice

A Complete the questions with the correct question word.

- _____ is she?
She's our new classmate.
- _____ are you from?
I'm from Italy.
- _____ is your surname?
It's Roberts.
- _____ tablet is that?
It's Huawei's.
- _____ does Barry start work?
At nine o'clock.
- _____ are you?
Fine, thanks.
- _____ is George?
He's at school.
- _____ do they watch TV?
In the evenings.

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

- A:** _____ are they?
B: They are my cousins Karen and Rita.
a. How
b. Who
c. Where
- A:** _____ your mother with the housework, Sandy?
B: Do you help sometimes
c. Do you sometimes help
- A:** _____ is the chef?
B: He's in the kitchen.
a. When
b. How
c. Where
- A:** Hi, I'm Mark. _____ your name?
B: Who
c. What
- A:** _____ old is your mother?
B: She's 40 years old.
a. Who
b. How
c. Where
- A:** _____ dinner with his grandparents at the weekend.
B: Jason never has
b. never have
c. has never
- A:** _____ time _____ to bed at night?
B: a. does Ian go usually
b. does Ian usually go
c. does usually Ian go
- A:** I _____ DVDs on Tuesday nights.
B: a. always watches
b. watch always
c. always watch

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

- A:** _____ (Ian / often / go) to the park on weekdays?
B: No, on weekdays he _____ (do) his homework.
- A:** Julia _____ (always / brush) her teeth in the morning.
B: My sister _____ (not like) maths but she _____ (love) history.
- A:** He _____ (never / play) football. He _____ (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

I'm Vera and I live in London. On weekdays, I'm very busy! I do lots of things and I haven't got time to relax. I go to school, I play sports and I do my homework. In my free time, I usually watch TV, read or listen to music. My friend Tina and 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. I never stay at home! On Saturday mornings, I always go shopping with my brother. Saturday 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 with my family. We go out of London and visit the countryside. We always have a meal in a restaurant. The weekend is never boring!

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

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

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

- busy
- stay
- countryside
- have a meal

Over to you...

Discuss:

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

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.

critical thinking

emphasis on vocabulary building

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

functions and structures presented along with a list of active vocabulary

5a

Vocabulary

Listen and repeat.

- get up
- have a shower
- brush my teeth
- get dressed
- go to school
- have breakfast/lunch/dinner
- get home
- do homework
- go to bed

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

STUDENT OR TEACHER?

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

FUNCTIONS
Talking about one's daily routine

STRUCTURES
Present Simple (affirmative)
Prepositions of time

VOCABULARY
after again boring class correct (v) early every fun (adj.) get ready hard homework late learn make play (e.g. a sport) study test (n.) then want to watch TV work (s.)

Daily routines
Brush my teeth do my homework get dressed get home get up go to bed get to school have a shower have breakfast/lunch/dinner

Phrases
What about you?

Vocabulary CD2 40 4
AIMS: 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 9 in the order they do them and present them to their partners.

Read A CD2 40 4
AIMS: to present vocabulary, functions and structures in the context of a comic strip.
- give Ss practice in identifying the main idea of a text
- to encourage Ss to make predictions.

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.

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 table.
- The rug / poster is on the wall next to the window.
- Is there a flat / bin? It's under the desk.
- The book is on the shelf / wall next to the globe.
- Put your clothes in the bookcase / 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 _____ for money before she goes shopping.
- Mum always goes to the _____ with her sister.
- Mary lives in a small _____.

Unit 7

D Match.

- fring _____ a. room
- coffee _____ b. station
- washing _____ c. game
- board _____ d. machine
- police _____ e. table

E Choose a or b.

- There is a beautiful view from our _____ a. balcony b. present
- I usually eat lunch in the _____. a. kitchen b. cooker
- We've got a _____ with lots of flowers. a. garden b. garage
- I want to _____ oranges from the supermarket. a. check out b. buy
- Sit on the _____, please. a. sofa b. bridge
- Bill and Steve usually go to school _____. a. together b. only

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 dog.
- There is a fridge _____ the kitchen.
- The lamp is _____ the bookcase.
- 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

Full Blast! Plus

Full Blast! Plus is an extraordinary six-level course with exciting, contemporary topics and unique features. It takes learners from Beginner to B2 level, while demonstrating how English is used in real-life situations and enabling students to communicate fluently, accurately and most importantly with confidence!



View additional series details



Browse sample module



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



A1.1



A1.2



A2



B1



B1+



B2

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



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



A1.1



A1.2



A2



B1



B1+



B2

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



Split Edition

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



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



What's New!

- Activities designed to develop 21st century competencies
- CLIL (Content and Language Integrated Learning) lessons that increase students' opportunities to practise the English language in other fields, such as geography, maths, etc.
- A project skills section
- Videos (p. 117)
- 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 (p. 93)



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 117)
- Online Tests

Full Blast!



View additional series details



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



A1.1



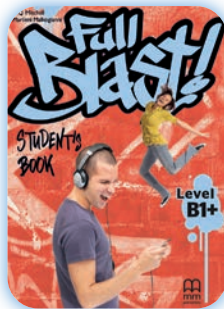
A1.2



A2



B1



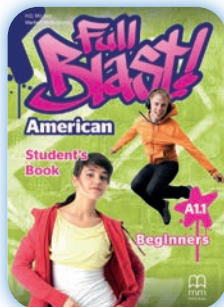
B1+



B2



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



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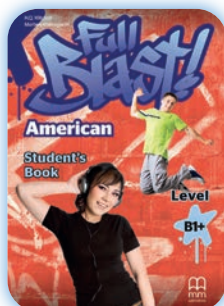
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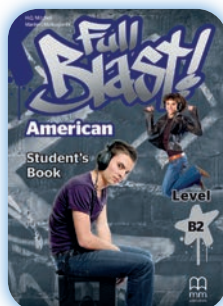
A2



B1



B1+



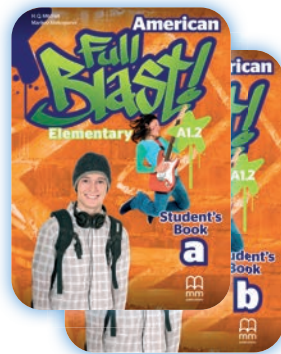
B2

Split Edition

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



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



COURSE FEATURES

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

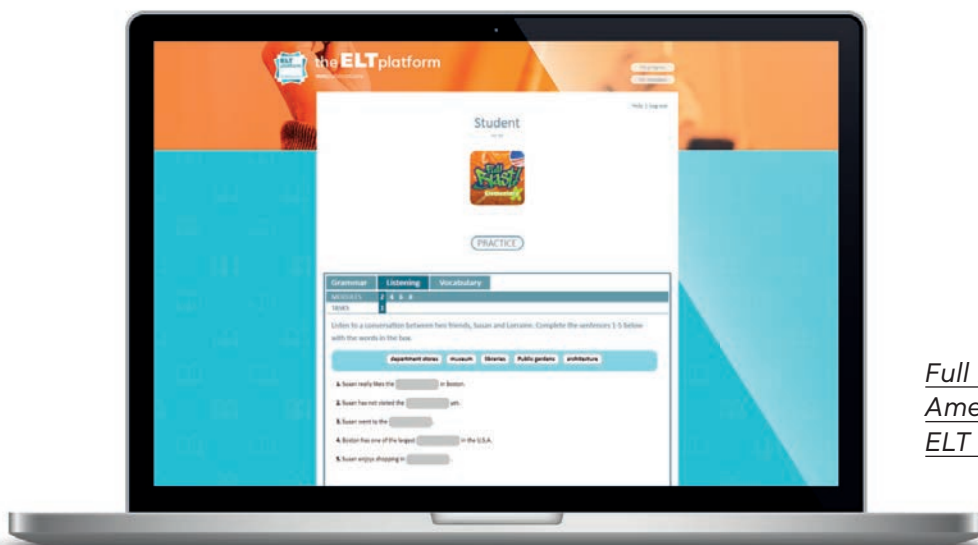
COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Workbook Teacher's Edition
- Grammar (p. 93)



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Online Tests



*Full Blast! 2
American Edition,
ELT Platform*

Get to the Top Revised Edition

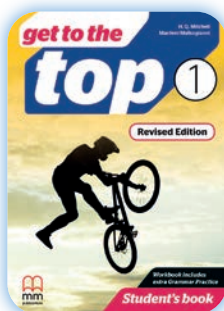


View additional
series details

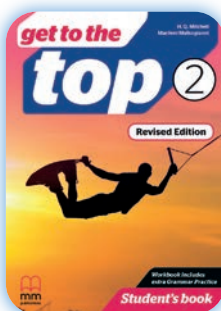
Get to the Top Revised Edition is an updated version of the outstanding series Get to the Top (p. 84). It follows the requirements of the Common European Framework of Reference.



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
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- 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

vocabulary activity

pairwork activity

3d Daily routines

1 Vocabulary

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

1. She has dinner at half past seven.

2. She gets up at a quarter past seven.

3. She has lunch at ten past twelve.

4. He goes to bed at ten o'clock.

5. He gets home at a quarter to five.

6. He has breakfast at twenty to eight.

Country vs City

3 Grammar

Adverbs of frequency

always	0%	100%
usually		
often		
sometimes		
never		

Adverbs of frequency go

- before the main verb: *Jack never walks to school.*
- after the verb *be*: *Heleen 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 walk 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.

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 afternoon?

Stacey Well, I get home at about 4:00 and help my father on the farm. I love animals. There's a dog, my horse, Funch.

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 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.

graded activities

TOP SKILLS

Connecting people 3

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 letter to

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 emails than 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 realize that it's a much better way for us to communicate:

(5) _____ your computer

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

Yours,

Ash

C. Choose a or b.

1. Good afternoon, everyone! _____ let me introduce myself.

a. To begin with
b. In conclusion

2. On the one hand, I love shopping. _____ 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.

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.



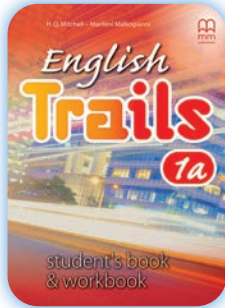
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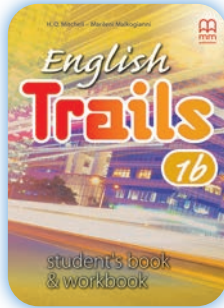
Browse sample module



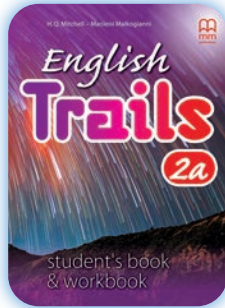
3 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



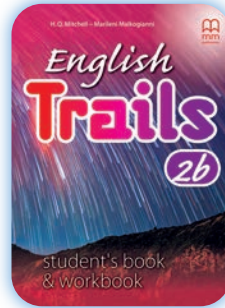
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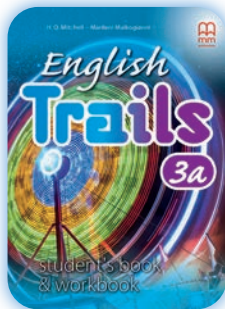
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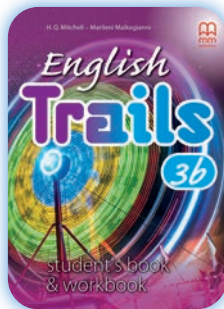
A1.2



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

4.4 Animals in danger

Vocabulary
Match. Then listen and check your answers.

horn spots trunk stripes
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.

- Mountain gorillas are an endangered species. 8
- They live in Asia. 8
- They sleep on grass. 8
- They can live for over 100 years in the wild. 8
- There are about 800 mountain gorillas today. 8

THE MOUNTAIN GORILLA
There are many animals on the endangered species 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.

The mountain gorilla of Central East Africa is one of the world's endangered species. For years hunters have killed them for their fur and bones. Mountain gorillas live in groups in the tropical forests of the Virunga Mountains in Africa. They eat leaves, fruit and small animals, and sleep high in the trees. A gorilla can live about 35 years in the wild. Most of what we know about the mountain gorilla is thanks to American zoologist Dian Fossey. She spent her life studying and protecting the mountain gorilla. She was the first person to get close to them and she lived with them for 18 years. In 1978, the organization Dian Fossey Gorilla Fund International started. Since then, it has done a lot of research and saved many gorillas. People can give money and you can even adopt a gorilla. Today, there are about 800 mountain gorillas living safely in the forests of Central East Africa.

Grammar
4.4 Animals in danger
A. Read the rule and the examples.
Present Perfect Simple
Have/has + a past participle
for a period of time since + a point in time
A. How long have you been here?
B. I've been here for one hour. / I've been here since she started.
B. Complete the dialogues with the Present Perfect Simple of the verbs in parentheses and circle the correct options.
1. A: How _____ (you / see) Mary this week? She _____ (be) to school since / for the last two days.
B: _____ (not see her since / for Sunday, but I think she _____ (go) to Miami to see her sister.
2. A: Hi, and how long _____ (you / be) home?
B: Since / For an hour. I took the early train so _____ (be) here since / for two o'clock. Are you hungry?
A: Of course I am! _____ (eat / eat anything since / for this morning).
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?
Large animals (mostly antelopes)
WHY ARE THEY IN DANGER?
Hunting, people destroy their habitat
WHY DO THEY HUNT THEM?
For their fur
HOW MANY ARE THERE TODAY?
about 2000
Cheetahs are an endangered species. They are yellowish brown with... They live...

grammar practice in context

a variety of writing activities

a variety of reading comprehension activities

critical thinking
personal and social responsibility

COURSE FEATURES

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

COMPONENTS



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



- Interactive Whiteboard Material
- Teacher's Resource CD/ CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform

English Trails 3A, Interactive Whiteboard Material



View demo
IWB

The English Hub



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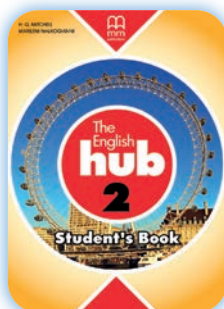
The English Hub is an incredible course for teenage and young adult learners, taking them from Beginner to Intermediate level. It follows the requirements of the Common European Framework of Reference.



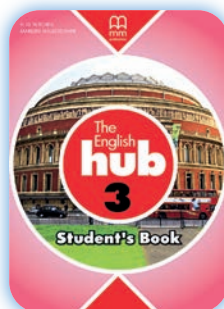
3 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



A1



A2



B1



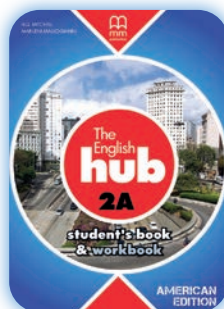
3 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



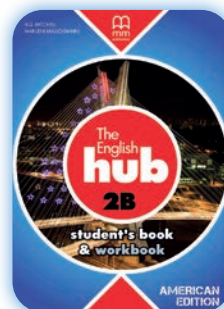
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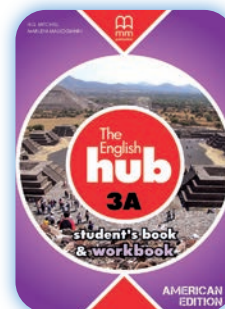
A1.2



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 Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform

SAMPLE PAGES

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

vocabulary presented through visual prompts

warm-up activities introducing the topic

various types of texts

4.5

Amazing countries

VOCABULARY

Match. Then, listen and check your answers.

a river

b national park

c island

d ocean

e desert

f volcano

g mountain range

h waterfall

LISTEN

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

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

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 KILIMANGARU

Mount Kilimanjaro is 19,341 feet high. It is actually an extinct volcano. It is near the equator, but there is snow and ice on its peak all year round. Go on a hike 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 (24,630 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

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

ZANZIBAR

Just off the coast of Tanzania are the beautiful islands of Zanzibar. They are rich in history and sights and beaches, coral clear waters and exotic birds: these islands are truly a tourist's paradise.


SPEAK

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



Your compass through an exciting journey in English!

Teenagers and young adults often find themselves at a crossroads.

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

Explorer allows them to achieve just that!

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



EXPLORER

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.



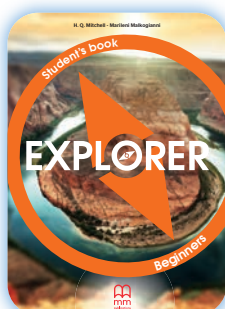
View additional series details



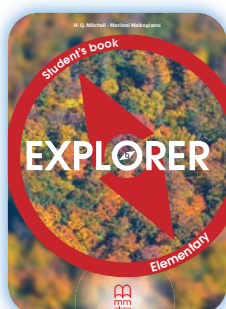
Browse sample module



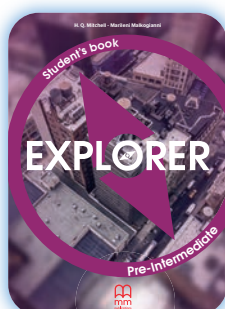
5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 ▸ B2



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
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform

special emphasis on vocabulary building

grammar presented in context

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?

a She has broken her leg. **b** He has burnt his arm. **c** She has cut her foot.

d She has cut her finger. **e** He has hit his head. **f** He has sprained his ankle.

Listening and reading

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

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

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

1. Rick broke his ankle at the gym.

2. He went to the hospital alone.

3. He's taking medication because his ankle hurts.

4. Rick has to stay in bed for a week.

5. The doctor told Rick not to go to the gym for a week.

Grammar

Reported Speech (commands - requests)

A. Read the example and complete the rules.

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

• We use the verb _____ to report requests and the verb _____ to report commands.

• Don't changes to _____.

B. Read the messages and report them.

1. Martin's mother asked him to _____.

2. Mr Rogers told _____.

3. Martha _____.

4. Harry's father _____.

Pronunciation

A. Listen and repeat. Which words are stressed?

a. Mark asked his friends to take him home.

b. Regina told her students not to go very far.

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

1. The teacher asked us to be quiet. 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.

realistic dialogues

pronunciation activity

a variety of speaking activities

EXPLORER Elementary

Student's Book

Vocabulary List

Workbook

Videos & Worksheets

Units & more



View demo IWB

Explorer Elementary, Interactive Whiteboard Material

Pioneer

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



View additional series details



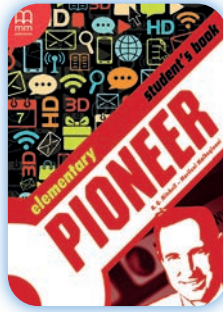
Browse sample module



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



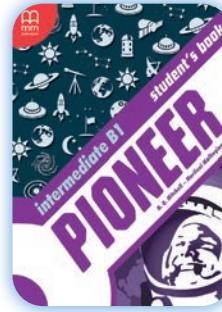
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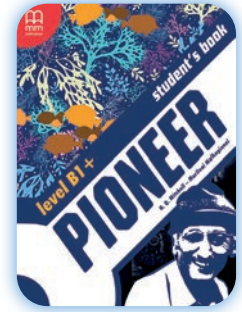
A1.2



A2



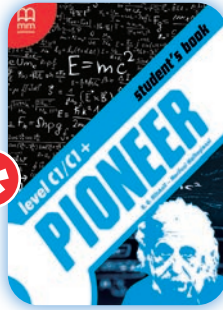
B1



B1+



B2



C1/C1+

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



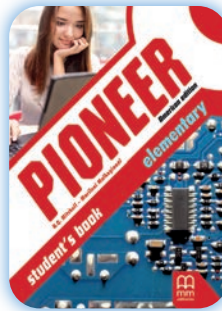
8 LEVELS | BEGINNER TO ADVANCED | LEADING TO A1 ▶ C1/C1+



Leading to A1



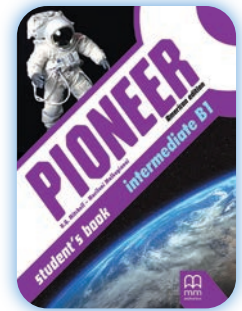
A1.1



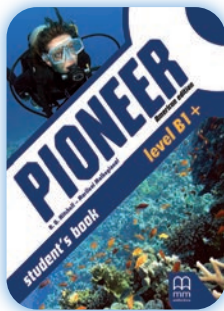
A1.2



A2



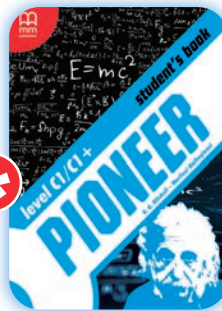
B1



B1+



B2



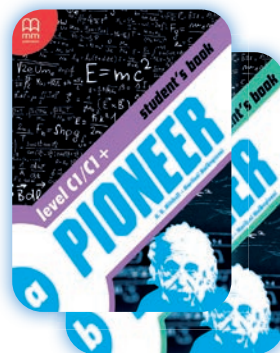
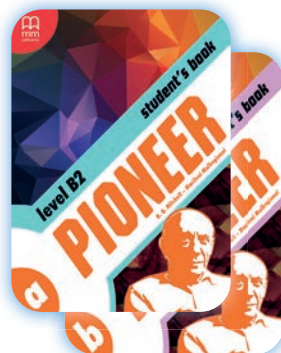
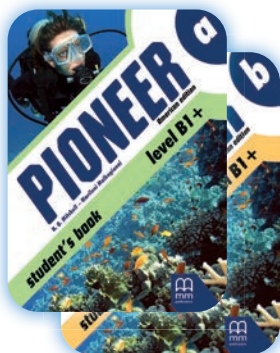
C1/C1+

Split Edition

A Split Edition of Pioneer American Edition is also available.



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



Secondary & Adult

COURSE FEATURES

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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Grammar (p. 94)
- Pioneer Online Pack *



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Resources
- Teacher's Digital Resources
- ELT Platform
- Videos (p. 117)
- Online Tests
- Pioneer Online Pack

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

warm-up activity introducing the topic and encouraging personal response

vocabulary presented through visual prompts

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

7c

1 Vocabulary & Speaking (4)

A. Discuss.

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

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

2 Reading (4)

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

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

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

C. Discuss.

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

3 Vocabulary (4)

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

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

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

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

Task

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

1 INGREDIENTS

- potatoes
- tuna
- corn
- butter
- salt
- ketchup

2 INGREDIENTS

- potatoes
- tuna
- corn
- butter
- salt
- mayonnaise

3 INGREDIENTS

- potatoes
- mushrooms
- cheese
- butter
- salt
- meat

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

PREPARATION

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

TIPS

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

C. In pairs, create a recipe of your own.

Think about:

- The ingredients
- The steps
- Any helpful tips

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

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

various types of speaking activities

guessing the meaning of unknown words in context

performance evidence

1d

1 Vocabulary (4)

B. Complete the gaps, or circle and months with the missing words. Then listen and check your answers.

1st Jan 2nd Feb 3rd Mar 4th Apr 5th May 6th Jun 7th Jul 8th Aug 9th Sep 10th Oct 11th Nov 12th Dec

C. Think about the academic year in your country and discuss:

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

6c. Who's your birthday? My birthday is... How do you spell your name?

3 (Listening 4)

Listen to a recording of a woman talking about her trip to Peru. Circle the correct answer.

- Lucas is a **new** / an old student.
- Lucas lives two **small** / mailing addresses.
- Lucas is from **Peru** / Argentina.
- The date today is June 14th / July 15th.

4 Writing (4) Complete the form.

Capital letters

- use capital letters at the beginning of a sentence
- with first and last names
- with Mr, Mrs, Miss, Ms, and Dr
- with the first letter of names, etc.
- with cities/countries/nationalities
- with languages
- with months and days of the week
- with the personal pronoun I

1. This year is my favorite because I went to school in the city.

1. This year is my favorite because I went to school in the city.
1. I love to go to school.
1. My parents live in the city.
1. I don't speak two languages, French and Chinese.
1. I don't go to college, so I can't be a teacher.
1. When I go to school, it is my second or third year.
1. I don't go to school in the city.

Don't be afraid to ask for help when completing a form. A wrong mistake could cause problems. Can your partner help you with what you don't know?

2 Speaking (4)

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

6c. Who's your birthday? My birthday is... How do you spell your name?

APPLICATION FORM

First name _____ Middle name _____

Last name _____

Gender: Male Female

Date of birth _____

Nationality _____ Country of birth (if different) _____

Occupation _____

Preferred mailing address _____

Home address _____

Country _____

e-mail address _____

Preferred telephone Home Cell

Phone _____

Passport / identity card number _____

Language Proficiency (Check which you speak)

English Spanish Arabic Italian Japanese Other

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

Signature _____ Date _____

a variety of listening activities

useful tips enabling students to develop skills and strategies

useful guidance enabling students to develop their writing skills

writing activities which help students become independent writers

tables of functions, structures and vocabulary introduced in each lesson

1 Vocabulary & Listening (4)

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

Words in the box: husband • wife, parents • father • mother, brother • sister, children • kids, son • daughter, grandparents • grandfather • grandmother, grandchildren • granddaughter • grandson, uncle • aunt, nephew • niece, cousin.

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

2. Listen and find the person who's talking.

2 Reading (4)

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

where I come from

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

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

I'm Antonio and I'm 38. I'm from Castellón, Spain, but I live in Mexico City with my brother, Pedro. I'm a college student and Pedro works at a bank. He speaks three languages but I only speak English and Spanish.

1. Vocabulary & Listening (CD) 1, 12

A. Aim: To present and practice vocabulary related to family.

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

1. aunt, **2.** grandson, **3.** wife, **4.** cousin, **5.** grandfather, **6.** nephew, **7.** daughter

Optional activity

- Tell Ss to make some more sentences using the family tree.

B. Aim: To give Ss practice in transferring from verbal to visual.

1. to give Ss practice in listening for specific information.

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

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

key to all activities

PIONEER level B2

Press F11 to enter/exit the full screen mode and Ctrl+/Ctrl- to zoom in/zoom out.

Student's Book

Vocabulary List

Workbook

Videos & Worksheets

Modules & more



View demo
IBW

Pioneer B2 British
Edition, Interactive
Whiteboard Material

Secondary & Adult

New!

An extraordinary quest for language proficiency!

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

When preparing to visit a country for the first time, what is one of the anxieties upon arriving?
Will I be able to communicate with anyone there?
Does anybody speak English?

When going for an interview, are you prepared if it will be conducted in English? Or will you get nervous if you make a mistake in front of the interviewer?

Do you want to create new opportunities regarding your career path and professional development?
Of course! We all do. And learning English will take us one step further in reaching those opportunities!

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

American Traveler

SECOND EDITION



Traveller

Second Edition

New!

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



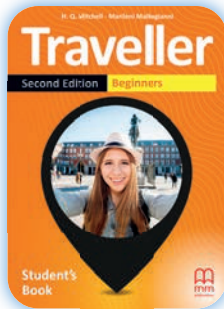
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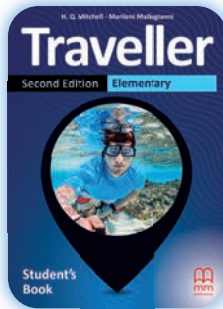
Browse sample module



7 LEVELS | BEGINNER TO ADVANCED | A1 ▸ C1



A1.1



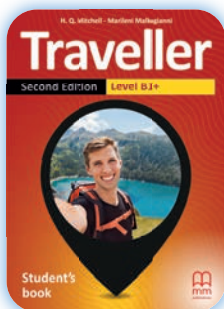
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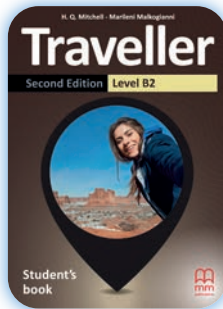
A2



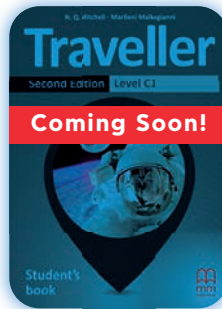
B1



B1+



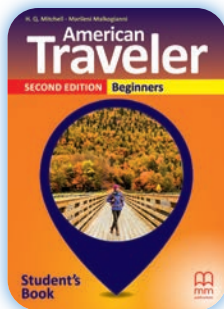
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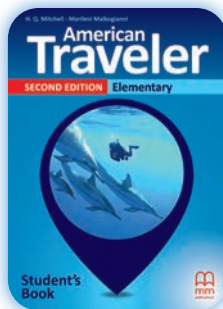
C1



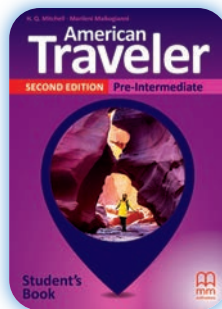
5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 ▸ B1+



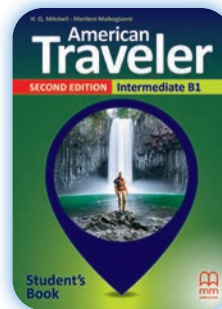
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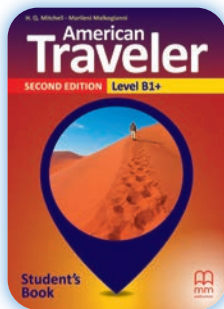
A1.2



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 (p. 117)
- Workbook key
- A digital vocabulary list

COMPONENTS



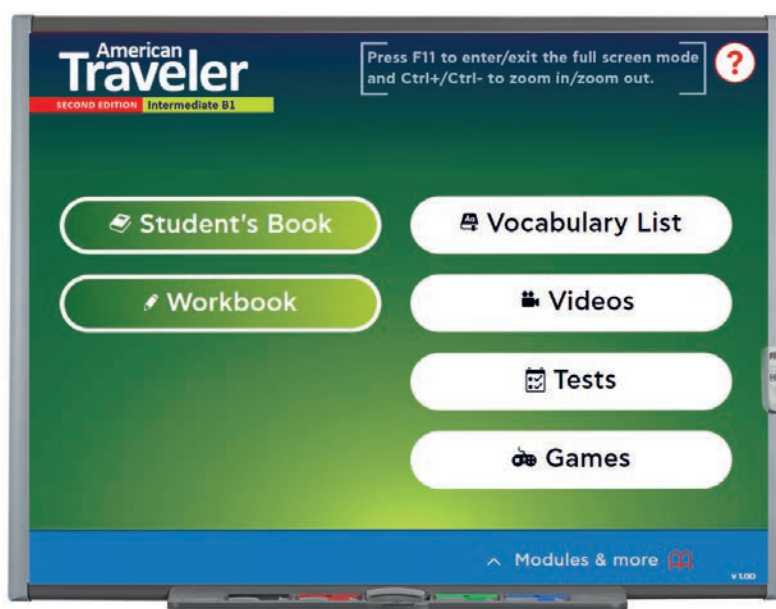
- Student's Book
- Workbook
- Teacher's Book
- Grammar (p. 95)



- Interactive Whiteboard Material
- Teacher's Resource CD/ CD-ROM
- Class CDs
- Student's Digital Material
- Teacher's Digital Material
- ELT Platform
- Videos (p. 117)
- 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. 1. *Should and had better are followed by to + base form.*

Keith Maybe you **should** visit a doctor. 2. *We use should and had better to give advice.*

Anne I did last week, and he told me it's stress. 3. *Should and had better refer to the past.*

Keith Well, then you **had better** find ways to reduce your stress. 4. *The negative form of should and had better is formed by adding not.*

Tom Sorry I'm late. 5. *We use should and had better to give our opinion.*

Jane You'd better not be late again. This is the fifth time this month. 6. *Had better can sometimes imply a warning.*

Tom I know, but I couldn't find a parking space. 7. *Should and had better are followed by to + base form.*

Jane Well, then maybe you **shouldn't** take your car to work. 8. *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(n't)* 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.

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

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

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

WRITING TASK

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.

TIP
When writing to someone asking for advice: explain the problem and say how you feel. use set phrases.
When writing to someone giving advice: be friendly and show that you understand the problem. make various suggestions to help solve the problem. use set phrases.

For phrases, go to the Writing Section.

a variety of listening tasks

a variety of writing activities

creativity

practical tips helping Ss to develop skills and become autonomous learners

6 Get busy


6a What can you do?

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 my sister, Karen.
- Charlie is a horrible _____. He can't draw.
- Amita can play the piano and she plays very well. She's a great _____
- E.K. Rowling writes books. She is a profe_____


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




1. they / dance / Latin / ?




4. she / play / guitar / ?




2. she / sing / well / ?



5. he / swim / well / ?



3. they / speak / Spanish / ?



6. he / ride / motorbike / ?

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

	Neville	Alice	George and Claire	You
speak three languages	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
draw well	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
drive a car	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
cook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Alice: _____

George and Claire: _____

D. Complete the dialogue with the sentences.

Mr Wilson Hello.

Mr Baker Hello. Hi.

Mr Wilson Right. So, what's your talent?

Mr Baker Tod Baker.

Mr Wilson (2) _____

Mr Baker Yes, I am.

Mr Wilson (3) _____

Mr Baker The guitar.


Mr Wilson I see. (4) _____

Mr Baker No, 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

- 1. plays musical instrument
- 2. sings well
- 3. dances well



Sandy

Traveller Second Edition Beginners, Workbook

functions and structures presented along with a list of active vocabulary

the aims of each activity clearly stated

5a How are you feeling?

1. LISTENING & READING

A. Discuss.

- When did you last go to the doctor? What for?
- What do you usually do when you have a cold?

B. Read the three dialogues quickly and put them in the correct order. Write 1-3. Then listen and check your answers.

1 Doctor: Let me take your temperature. You seem a bit warm... Yes, you have a bit of a temperature. Well, Mr Smith, you seem to have a cold.
Patient: Really? It's not my allergy then. I hope I won't be too ill to go to my brother's wedding on the 19th.
Doctor: Don't worry. You'll get over it in about a week. Just get some rest and drink lots of fluids.
Patient: I will. What about my head and bones? Can you give me something to take away the pain?
Doctor: I'll prescribe some pain medication.
Patient: Thank you. I'll go to the chemist's straight after.

2 Doctor: So, Mr Smith what seems to be the problem?
Patient: I think my allergy's back and I've run out of pills. Can you give me another prescription?
Doctor: I need to examine you first. What exactly are your symptoms?
Patient: Well, I have a terrible headache, a runny nose and I keep sneezing.
Doctor: Do you have a sore throat or a cough?
Patient: No, but my bones hurt.
Doctor: I see. Come and lie down here.

3 Receptionist: Good afternoon, Dr Barkley's surgery. How may I help you?
Patient: Hello. My name is Mary Smith. I would like to make an appointment with the doctor for today.
Receptionist: Today I'm afraid she's booked up for the day.
Patient: What about tomorrow morning?
Receptionist: Hang on a minute, please. Let me check her schedule... Tomorrow the doctor is available at 10.30 and then again at 11.30. Which do you prefer?
Patient: Half past ten is more convenient for me.

Functions
Learning how to make a doctor's appointment
Talking about medical problems

Structures
Infinitives
Verbals
available, booked up, convenient, fluid, get rest, make an appointment, schedule

Words/Phrases related to medical problems
allergy, bones, chemist's, cough, examine, have a cold, hurt (to), illness, pain, patient (n), pill, prescribe, prescription, runny nose, sneeze, sore throat, surgery, treatment
What exactly are your symptoms?
What seems to be the problem?

Phrasal verbs
get over, hang on, lie down, run out of, take away

WARM-UP
Aims: to help Ss make predictions about the lesson by activating their background knowledge

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you when we ask this question (when we have a cold/hurt/illness/pain/patient (n)/pill/prescribe/prescription/runny nose/sneeze/sore throat/surgery/treatment)
- Ask Ss the question and elicit answers (e.g. I'm fine, I'm not very well, Not too bad, etc.).
- Ask Ss to tell you what they think the lesson is about.

1. LISTENING & READING

A. Aims: to introduce the topics of the dialogues by relating it to Ss' personal experience

- Ask Ss to read and initiate a short discussion.

Suggested answers:

- I went to the doctor's last month because I had a continuous cough that wouldn't let me sleep at night.
- I usually stay at home and try to rest. I drink lots of hot drinks and may take some medication too.

If necessary, you can ask Ss some further questions:

- Do doctors make you feel nervous?
- What makes a good doctor?

B. Aims: to present vocabulary, functions and structures in the context of the dialogues to give Ss practice in reading for gist and understanding sequence

- Draw Ss' attention to the picture and ask them to tell you what they can see (a doctor and a patient).
- Ask Ss to read through the three dialogues and put them in the correct order.
- Play the recording and ask Ss to listen to the dialogues carefully and check their answers.

5a

2. VOCABULARY
Aim: to present some phrasal verbs

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the dialogues and draw their attention to the highlighted phrasal verbs.
- Encourage Ss to deduce the meaning of the phrasal verbs from the context.
- Ask Ss to read through the meanings etc. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

10:30 Mary Smith / terrible headache, runny nose, sneezing, bones hurt, temperature / rest, lots of fluids, pain medication

Exp: in any unknown words and choose Ss to read out the dialogues.

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Aim: to present some phrasal verbs

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- Have Ss do the activity and check answers.

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

Ask higher-performing Ss to write sentences using the phrasal verbs from the matching activity. This will challenge them.

Write some of these sentences on the board without writing the phrasal verbs, and ask lower-performing Ss to complete them. This will give them extra practice.

symbols representing the 21st century competencies featured

further comprehension questions to enhance Ss' understanding of the text

step-by-step guide to teaching

suggested answers to activities where oral production is required

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

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 underline the difference between the full and the bare infinitive (full infinitive is a base form of the verb, bare infinitive is a form of the verb without to).
- Have Ss read through the first dialogue and explain that we use the full infinitive after certain verbs such as seem, want, would like, enjoy, plan, promise, etc. For more verbs refer Ss to the Grammar Reference at the back of the book.
- Point out to Ss that the bare infinitive is used with the verbs let and make in the Active Voice. Ask Ss for a few examples (He let me read some words he set).
- Draw Ss' attention to the second dialogue and explain that we use the full infinitive after certain verbs such as seem, want, would like, enjoy, plan, promise, etc. For more verbs refer Ss to the Grammar Reference at the back of the book.
- Point out to Ss that we use the full infinitive after the verb something/somebody/someone/somebody do.
- Draw Ss' attention to the third dialogue and explain to them that we use the full infinitive with certain verbs (with the meaning 'more than necessary') and with infinitives (verbs) through with the meaning 'necessary'.
- Write the following on the board:
It's not easy to have dinner.
It's not easy to see a friend.
Ask Ss to read through the rules containing the rules.
- Make sure that Ss can read the questions and answer the questions.
- Have Ss do the activity and check answers.

2. VOCABULARY
Aim: to present some phrasal verbs

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

Ask higher-performing Ss to write sentences using the phrasal verbs from the matching activity. This will challenge them.

Write some of these sentences on the board without writing the phrasal verbs, and ask lower-performing Ss to complete them. This will give them extra practice.

3. GRAMMAR
Aims: to give Ss practice in using stress to convey a specific meaning

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

1. Does Robert have a toothache?
2. Did Alice go to the dentist?
3. Are you visiting the dentist on Monday?
4. Is the doctor's surgery open today?

4. SPEAKING
Aims: to give Ss practice in using the functions, structures and vocabulary presented in this lesson by simulating conversations between a receptionist, a doctor, a receptionist and a patient

- Ask Ss to read through the instructions.
- Draw Ss' attention to the functions, structures and vocabulary presented in this lesson by simulating conversations between a receptionist, a doctor, a receptionist and a patient.
- Ask Ss to read through the instructions.
- Draw Ss' attention to the functions, structures and vocabulary presented in this lesson by simulating conversations between a receptionist, a doctor, a receptionist and a patient.
- Ask Ss to read through the instructions.
- Draw Ss' attention to the functions, structures and vocabulary presented in this lesson by simulating conversations between a receptionist, a doctor, a receptionist and a patient.

Suggested answers:

1. Hi, Mr. Smith. How may I help you?
SA: Yes, I do. I'd like to make an appointment to see the doctor.
SB: Is he open today?
SA: No, he isn't. He's not feeling well. He has a temperature.
SB: Oh, sorry. Is he back for another day?
SA: Yes, that's fine.
SB: When is he back?
SA: He's back on Monday.
SB: OK. My brother will be there tomorrow at 1 pm.
SA: That's fine.
SB: Yes, please.
SA: Yes, please. What seems to be the problem?
SA: Well, I'm not feeling well. I have a temperature and a sore throat.
SB: Do you have any other symptoms?
SA: No, really. I'm very tired, though.
SB: Let me take a look, shall I?
SA: All right.
SB: Well, it looks as if you've caught the flu.
SA: That's what I think.
SB: I'll write you a prescription for some medicine. Take it four times a day for five days.
SA: Anything else?
SB: Make sure you drink lots of fluids and get plenty of rest.

2. VOCABULARY
PHRASAL VERBS

NOTE
A phrasal verb consists of a verb (e.g. get, draw) and an adverb (e.g. back) and/or one or more prepositions (e.g. for, on, with). The meaning of the phrasal verb is different from the meaning of the verb it includes.

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

- get over
- take away
- run out of
- hang on
- be booked up

- not have any left
- become better again, e.g. after an illness
- wait
- make something disappear
- have no time available

3. GRAMMAR
INFINITIVES

Read the examples and complete the rules.

- As I would like to make an appointment with the doctor for today.
- As I'd better see the problem?
- As I'd better see the problem? Could you tell me what she says? Give me something to take away the pain?
- As I'd better see the problem? I'd like to see the doctor.

4. PRACTICE
Complete with the full or the bare infinitive of the verbs in brackets.

- As I could you (call) a doctor? I feel ill.
- Do you want me (take) you to hospital?
- As No, just call a doctor.

5. INTONATION

- Listen and repeat. Notice the stressed words and how the stress affects the meaning.
John is allergic to cats. (John, not his brother or anybody else.)
John is allergic to cats. (He's not allergic to rabbits.)
- Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.
1. Does Robert have toothache?
a. No, Lisa has toothache.
b. No, he has a sore throat.
2. Did Alice go to the dentist?
a. No, Brenda went to the bank.
b. No, she went to the chemist's.
3. Are you visiting the doctor on Monday?
a. No, my aunt is visiting the doctor on Monday.
b. No, I'm visiting the doctor on Friday.

6. SPEAKING
WORK IN PAIRS
Talk in groups of three. Act out the conversations.

- Student A: Imagine that you are not feeling well and that you want to see your doctor. Call the doctor's surgery and make an appointment.
Student B: Imagine that you are the doctor's receptionist. Answer Student A's phone call and help him/her make an appointment with the doctor.
- Student A: Imagine that you are at the doctor's surgery. Student C is the doctor. Describe and discuss your problem with him/her and ask for advice.
Student C: Imagine that you are a doctor. Listen to Student A's problem, ask him/her anything you want to know and tell him/her what to do.

Traveller



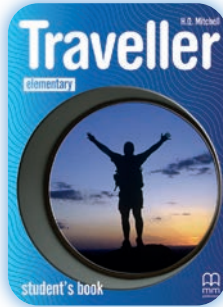
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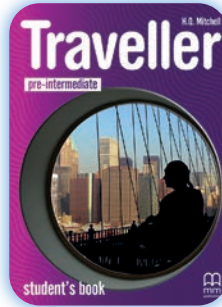
7 LEVELS | BEGINNER TO ADVANCED | A1 ▶ C1



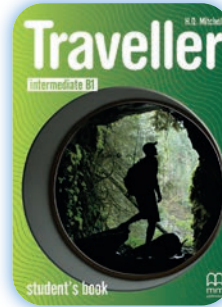
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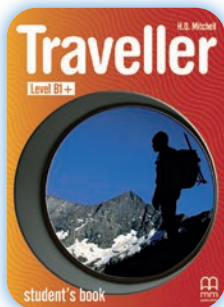
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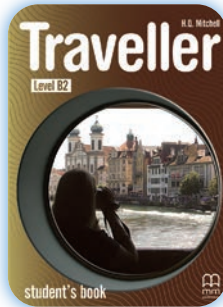
A2



B1



B1+



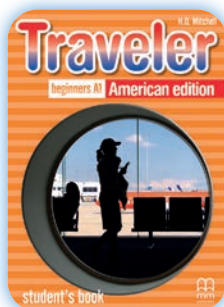
B2



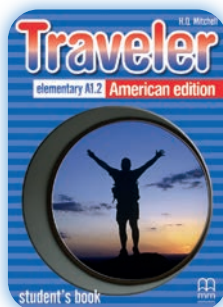
C1



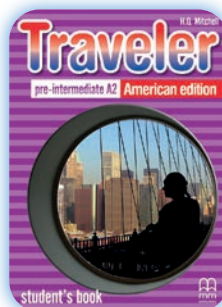
5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 ▶ B1+



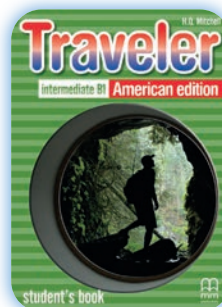
A1.1



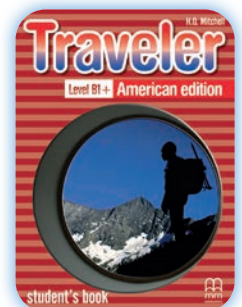
A1.2



A2



B1

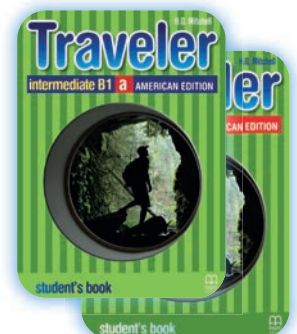
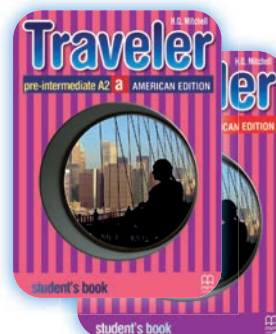
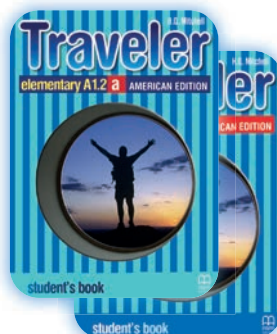
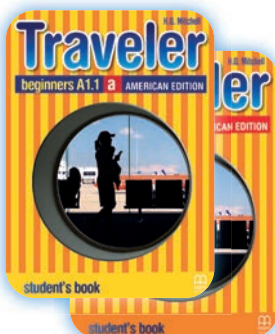


B1+

Split Edition

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▶ B1

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



COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- 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 CLIL pages
- Songs

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Workbook Teacher's Edition
- Grammar (p. 95)



- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform
- Online Tests

SAMPLE PAGES

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

warm-up activity
introducing the topic

grammar presented and
practised in context

5b When in danger...

1. READING

A. Discuss.

If you were on a desert island, or on a sinking ship, how would you call for help?

How well do you think you would react in an emergency situation?

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

Sending out an SOS

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

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

Did you know?

The German *Titanic* was the first to use the SOS signal at the beginning of the 20th century (in 1912). It became an international distress signal by 1906.

Some people believe that SOS stands for "Save Our Souls" or "Save Our Selves," but that's not true. In fact, the letters don't stand for anything. They were just the simplest letters in International Morse code. However, people probably used these phrases to help them remember the letters.

People have used SOS as a visual distress signal by spelling it with three short, three long and three short light flashes or by writing it in the sand or snow. The fact that you can read SOS right side up and upside down is very useful and has made SOS more popular than the word HELP.

When the *Titanic* hit an iceberg in 1912, and started sinking, two of the ship's wireless telegraph operators used SOS to ask for help. They also tried sending an SOS message to a nearby ship, the *Californian*, by using a Morse lamp. Unfortunately, the crew of the *Californian* didn't realize what was happening until it was too late.

2. VOCABULARY

PREPOSITIONAL PHRASES WITH "IN"

Complete the sentences with the phrases in the box.

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

1. _____, we should buy a house in the country. What do you think?

2. I used to work downtown. _____ I used to work in the building across from the city hall.

3. I fell asleep during the movie. What happened _____?

4. You can find lots of information about animals on this website. _____, you can find different organizations that help save animals in danger.

5. Tony left the house _____. He didn't want to miss his flight.

6. My sister and I have nothing _____, but we're going to get a long well.

7. Kelly didn't want to go camping _____, but now she's quite excited.

8. Light a fire only when you are _____.

3. GRAMMAR

-ing FORM

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

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

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

is + s = subject

is + ing = subject

b. after certain verbs (e.g. like, love, enjoy, hate, finish, start), and expressions (How about, it's worth)

c. after prepositions

Grammar Reference p. 131

4. PRACTICE

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

1.

A: We're lost! What should we _____ (do)?

B: Don't panic.

A: But it's getting dark. How about _____ (light) a fire? Someone will see it.

B: _____ (make) a fire near a forest is a crazy thing to do.

A: Wait! I can _____ (hear) something!

B: It's a car! Quick, start _____ (run) this way.

2.

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

B: No, thanks.

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

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

A: OK.

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

A: That's a good idea.

1. READING

A. Discuss.

If you were on a desert island, or on a sinking ship, how would you call for help?

How well do you think you would react in an emergency situation?

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

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Grammar Reference p. 131

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B: _____ (make) a fire near a forest is a crazy thing to do.

A: Wait! I can _____ (hear) something!

B: It's a car! Quick, start _____ (run) this way.

2.

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

B: No, thanks.

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

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

A: OK.

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

A: That's a good idea.

various types of texts

systematic development of reading strategies

79

New Destinations



View additional series details

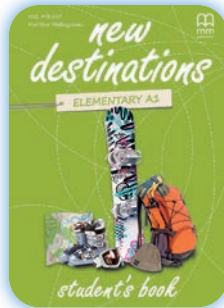
New Destinations is a secondary course for teenage and young adult learners, taking them from Beginner to B2 level. It follows the requirements of the Common European Framework of Reference.



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



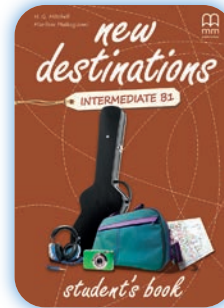
A1.1



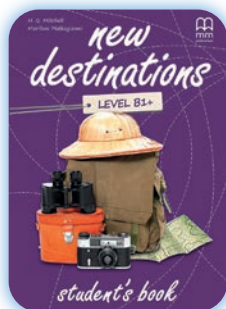
A1.2



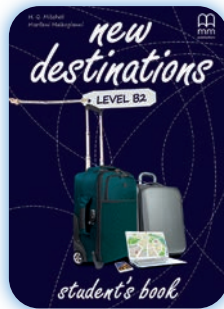
A2



B1



B1+



B2



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



A1.1



A1.2



A2



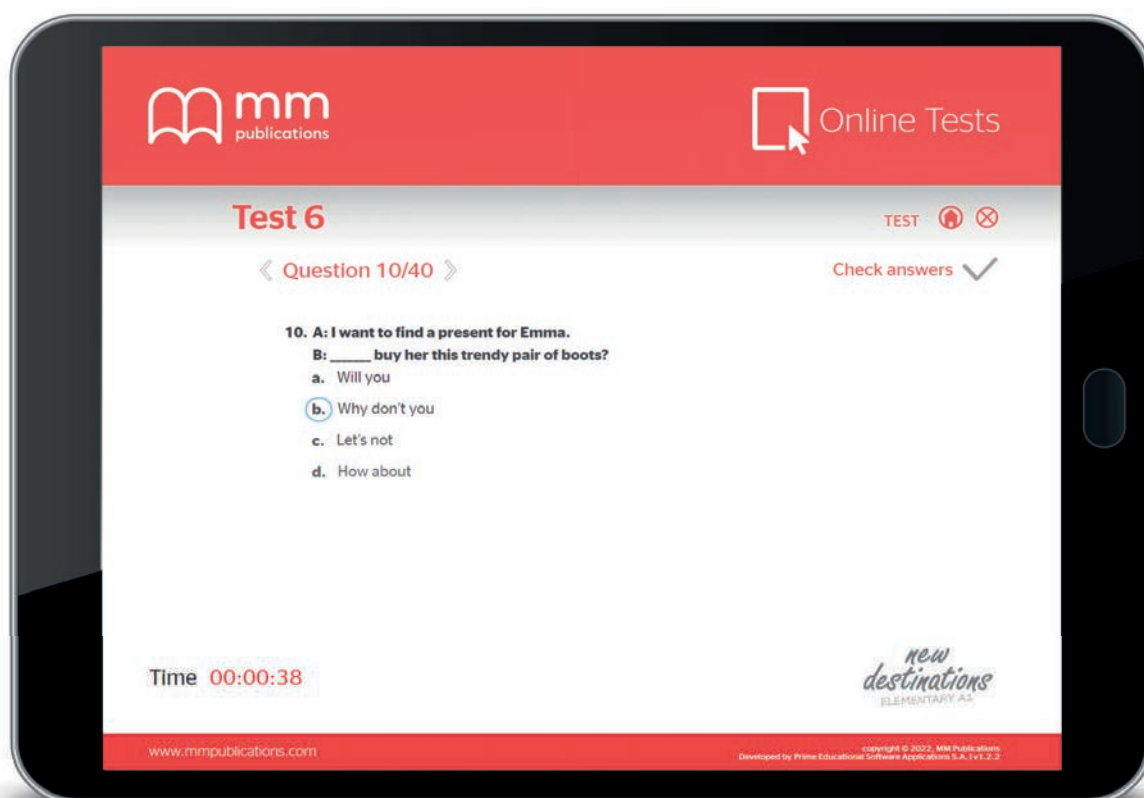
B1



B1+



B2



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 Resource CD/ CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform
- Online Tests

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 P 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 P 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 Resource CD/CD-ROM
- Class CDs
- Student's Digital Material
- ELT Platform

New Let's Speed Up



View additional series details

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



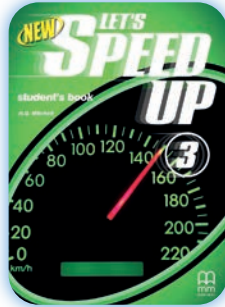
5 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | A1 ▸ B2.1



A1.1



A2.1



A2.2



B1



B2.1

On Track

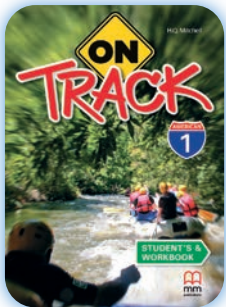


View additional series details

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



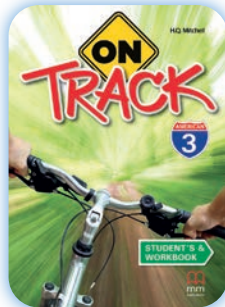
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



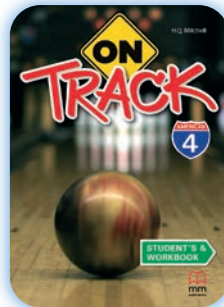
A1.1



A2.1



A2.2



B1

COURSE FEATURES & COMPONENTS

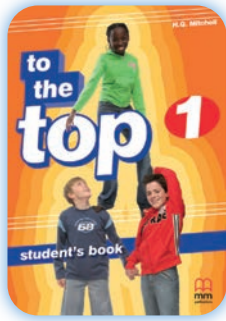
- Well-organised modules, a closing activities section (Workbook) and a revision section
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pairwork and groupwork communication activities
- A step-by-step guide to writing
- Culture and cross-curricular pages
- Songs
- Useful learning tips (*New Let's Speed Up*)
- Projects (*On Track*)



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



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



To the Top

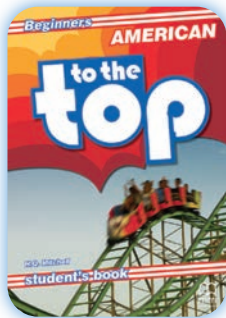
To the Top is a course designed for young teenagers, taking learners from Beginner to Intermediate level. It follows the modular approach enabling students to manage real-life topics in depth. Its multi-dimensional syllabus combines lexis, grammar structures, language functions, skills work and pronunciation.



[View additional series details](#)



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▶ B1



American To the Top

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

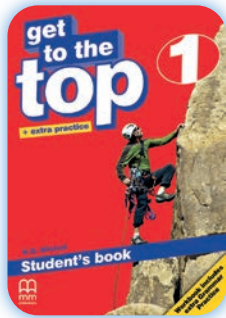


[View additional series details](#)



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▶ B1

Split edition available



Get to the Top

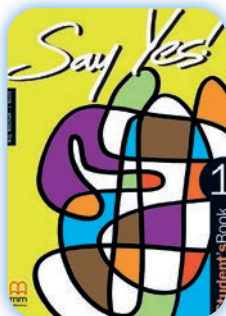
Get to the Top is an excellent English course taking students from Beginner to Pre-Intermediate level. It follows the requirements of the Common European Framework of Reference.



[View additional series details](#)



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



Say Yes!

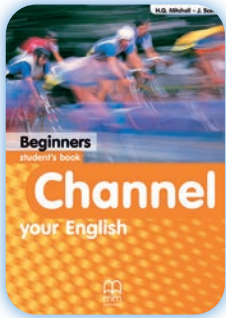
Say Yes! is a three-level secondary English course designed for children and young teenagers. It takes learners from Beginner to Pre-Intermediate level enabling them to practise English in real-life situations. The course is based on a well-organised, multi-dimensional syllabus combining and integrating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



[View additional series details](#)



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



Channel your English

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



View additional series details



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



American Channel

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

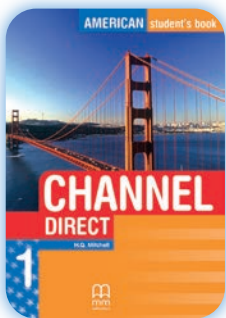


View additional series details



4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▶ B1

Split edition available



American Channel Direct

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



View additional series details



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

COMPONENTS



- Student's Book
- Workbook
- Teacher's Book
- Workbook Teacher's Edition
not available for Get to the Top
- Grammar (p. 92)
not available for Get to the Top, Say Yes and American Channel Direct



- Interactive Whiteboard Material
not available for Say Yes, American Channel and American Channel Direct
- Teacher's Resource CD/CD-ROM
not available for Say Yes
- Class CDs
- Student's Digital Material
- Online Tests
only available for To the Top



Grammar



Grammar

***New**

CEFR LEVELS

		leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	
Smart Grammar and Vocabulary	p. 88	[Progress bar from leading to A1 to A2.1]									
Enter the World of Grammar	p. 89	[Progress bar from leading to A1 to B2]									
Junior English Grammar	p. 89	[Progress bar from leading to A1 to A1.1]									
Live English Grammar	p. 90	[Progress bar from leading to A1 to B1.2]									
Grammar and Vocabulary Practice	p. 91						[Progress bar from B1.1 to B2]				
Use of English B2	p. 91								[Progress bar from B1+ to B2]		
Top Grammar	p. 92	[Progress bar from leading to A1 to B1.2]									
Channel Grammar Handbook	p. 92	[Progress bar from leading to A1 to A2.1]									
Full Blast! Plus Grammar	p. 93	[Progress bar from leading to A1 to B1.2]									
Full Blast! Grammar	p. 93	[Progress bar from leading to A1 to B1.2]									
Portal to English Grammar	p. 94	[Progress bar from leading to A1 to B1.2]									
Pioneer Grammar	p. 94	[Progress bar from leading to A1 to A2.1]									
Traveller Second Edition Grammar	p. 95	[Progress bar from leading to A1 to A2.1]									
Traveller Grammar	p. 95	[Progress bar from leading to A1 to A2.1]									

Comprehensive coverage of language structures and vocabulary!

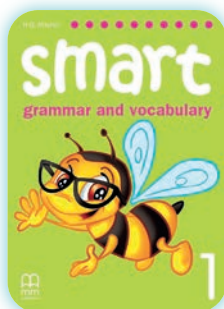
Smart Grammar and Vocabulary



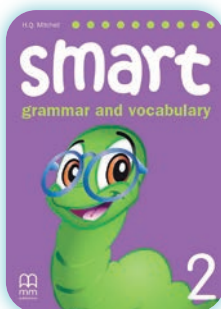
View additional series details

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

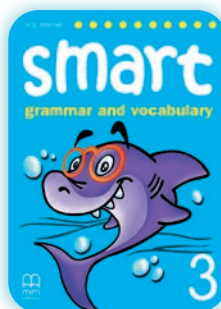
6 LEVELS | BEGINNER TO PRE-INTERMEDIATE | LEADING TO A1 ➤ A2.1



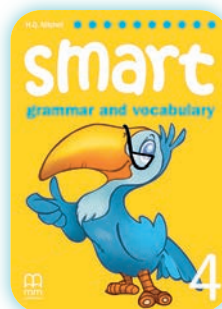
Leading to A1



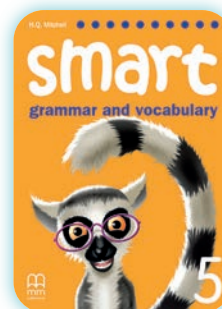
Leading to A1



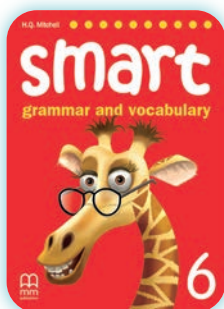
Leading to A1



A1.1



A1.2



A2.1

KEY FEATURES

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

COMPONENTS



- Student's Book
- Teacher's Book

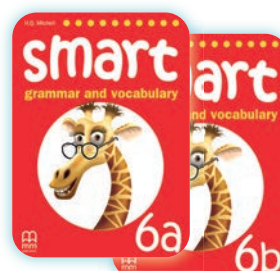
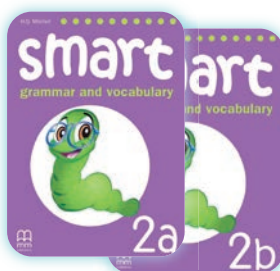


- Class CD

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



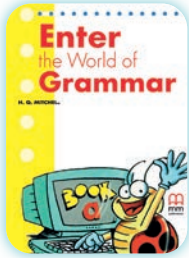
Enter the World of Grammar



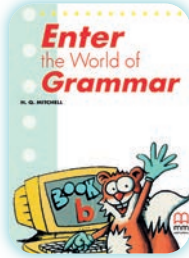
View additional series details

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.

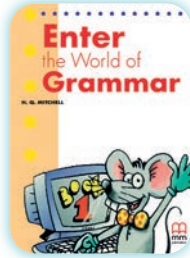
7 LEVELS | BEGINNER TO UPPER-INTERMEDIATE | LEADING TO A1 ▾ B2



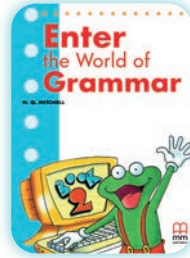
Leading to A1



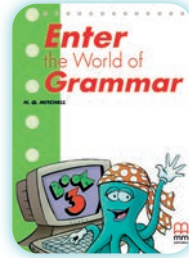
Leading to A1



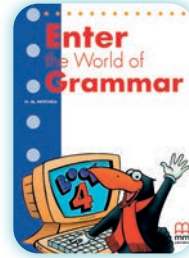
A1.1



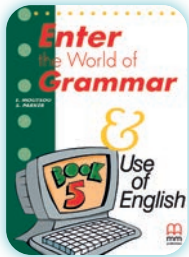
A1.2



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

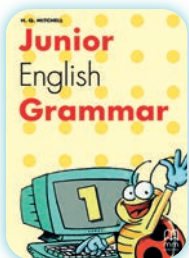
Junior English Grammar



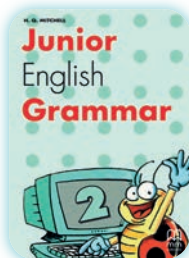
View additional series details

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.

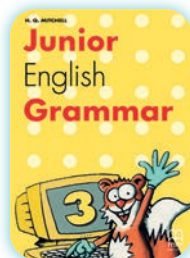
6 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1 ▾ A1.1



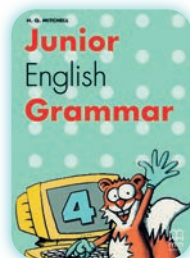
Leading to A1



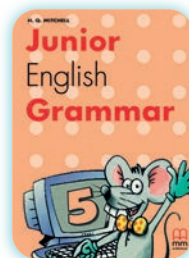
Leading to A1



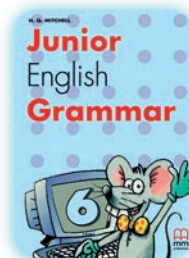
Leading to A1



Leading to A1



A1.1



A1.1

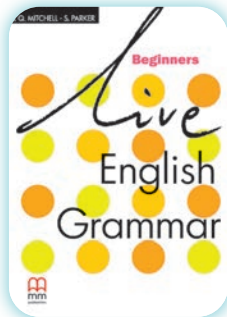
Live English Grammar

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.

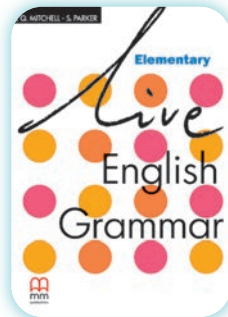


View additional series details

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



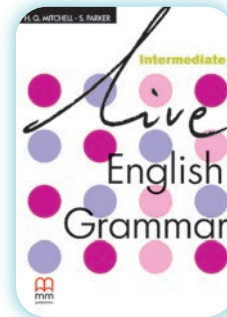
A1.1



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

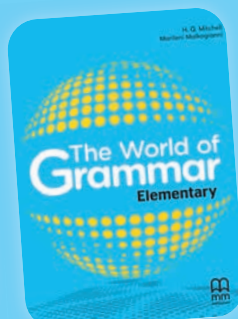
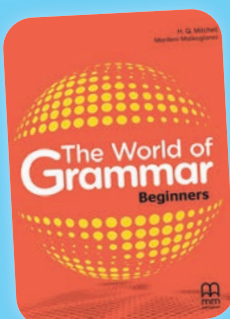


- Student's Book
- Teacher's Book



- Teacher's Resource CD/CD-ROM

NEW GRAMMAR SERIES COMING SOON!



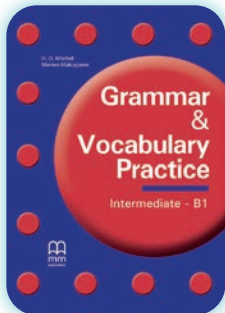
Grammar and Vocabulary Practice

Grammar and Vocabulary Practice prepares students for all exams.

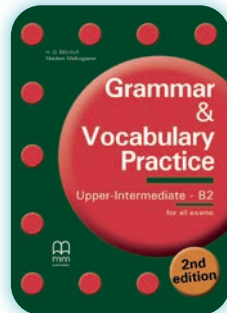


View additional series details

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 Resource CD/CD-ROM
- Interactive Whiteboard Material

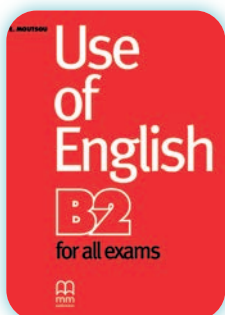
Use of English B2

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

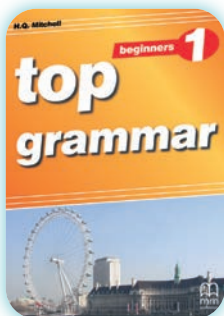
Top Grammar

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.

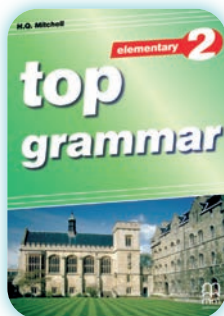


View additional series details

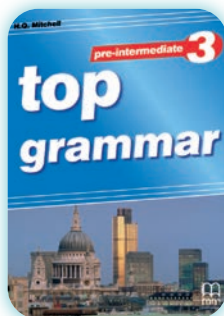
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▶ B1



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 Resource CD/CD-ROM

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

KEY FEATURES

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

COMPONENTS



- Student's Book



- Key
available in the Channel your English / American Channel Teacher's Resource CD/CD-ROM

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 Resource CD/CD-ROM

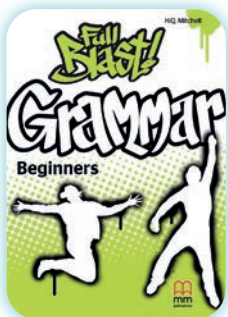
Full Blast! Grammar

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

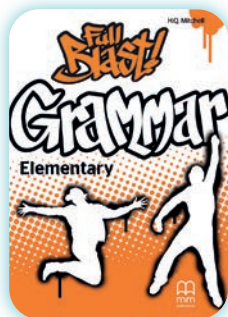


View additional series details

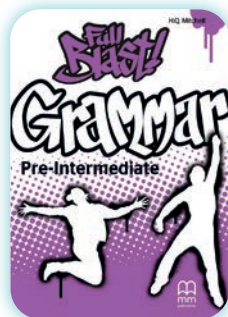
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▸ B1



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
- Teacher's Book



- Tests & Key available in the Full Blast! Teacher's Resource CD/CD-ROM

Portal to English Grammar

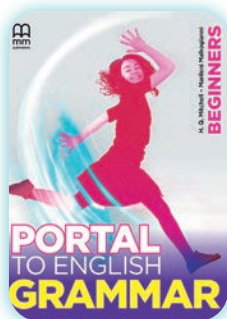
New!



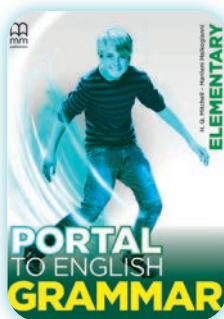
View additional series details

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.

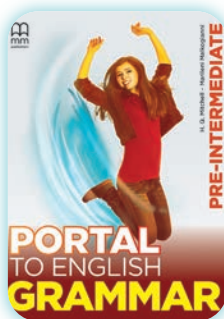
4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▶ B1



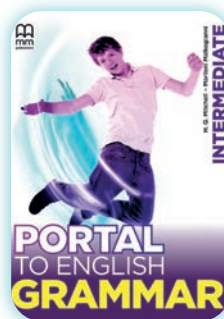
A1.1



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 Resource CD/CD-ROM

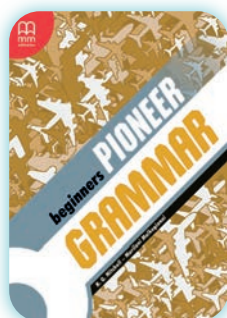
Pioneer Grammar



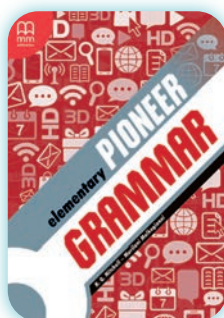
View additional series details

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.

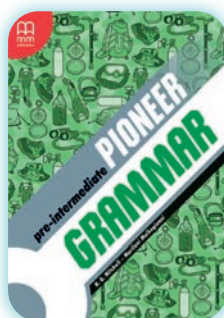
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 ▶ A2



A1.1



A1.2



A2

KEY FEATURES

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

COMPONENTS



- Student's Book



- Key
available in the Pioneer Teacher's Resource CD/CD-ROM

Traveller Second Edition Grammar

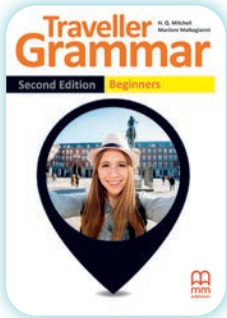
New!



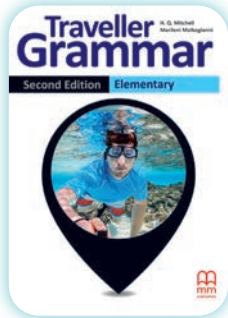
View additional series details

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.

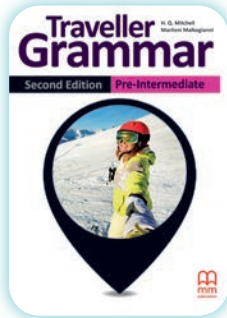
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 ▸ A2



A1.1



A1.2



A2

COMPONENTS



- Student's Book



- Key
available in the Traveller Second Edition Teacher's Resource CD/CD-ROM

KEY FEATURES

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

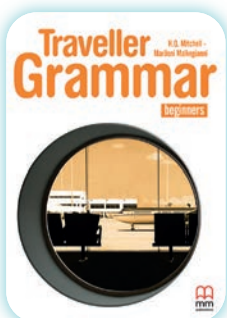
Traveller Grammar



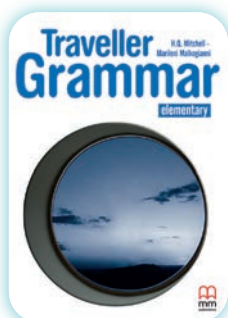
View additional series details

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

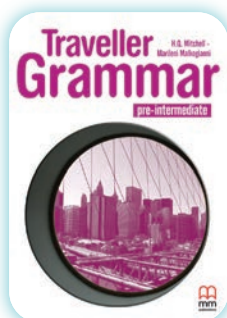
3 LEVELS | BEGINNER TO PRE-INTERMEDIATE | A1 ▸ A2



A1.1



A1.2



A2

COMPONENTS



- Student's Book



- Teacher's Resource CD/CD-ROM

KEY FEATURES

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

Skills

Development





Skills Development

CEFR LEVELS

A1.1

A1.2

A2.1

A2.2

B1.1

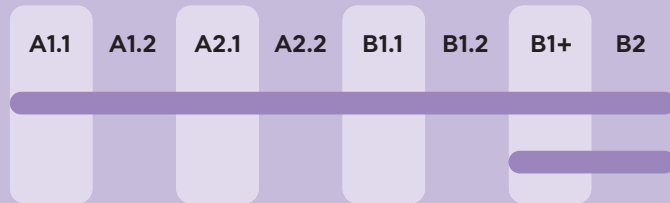
B1.2

B1+

B2

New Plus p. 98

Double Plus p. 100



Practice makes perfect!

New Plus



View additional series details



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



A1.1



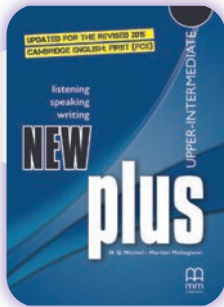
A1.2



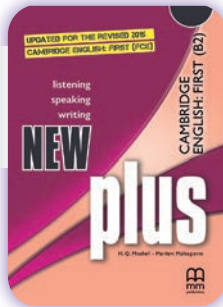
A2



B1



B1+



B2

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

Suitable for Cambridge and other exams

KEY FEATURES

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

COMPONENTS



- Student's Book
- Teacher's Book



- Class CDs
- Teacher's Resource CD/CD-ROM

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

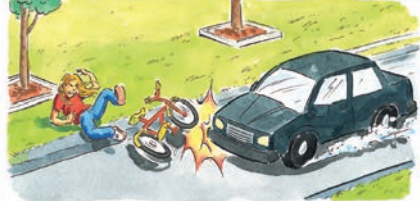
writing activity for further practice

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.



Remember!


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

when	after	while	later	because
as	before	as soon as	just after	so
after	there	but	however	for this reason

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 men 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.



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

When / they / cross bridge / parrot / land on / tree / rear / chirp
 Children / stop
 Just then / they / hear / someone / calling for help

They / look around / see / man / edge of cliff
 He / lie down / because / fell / 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

Notes

Write about:

- raising awareness of dangers
- encouraging responsible behaviour
- ... (your own idea)

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

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

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

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

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

2. Answer these questions.

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

3. Look at the highlighted sentences in the text. 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 sentences?

Plan

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

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

Guide to writing

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

Tip

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

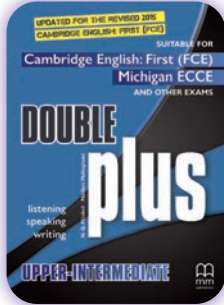
Double Plus



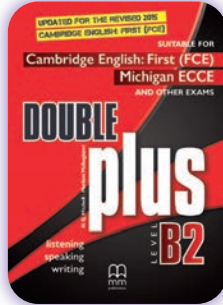
View additional series details



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 CDs



speaking activity preparing Ss for the writing task

WRITING
a letter asking for information

Discuss the topic

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

Sample writing

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

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

Then why not join us?

GREENPLANET
ASSOCIATION FOR ENVIRONMENTAL PROTECTION

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

230 SHIPKIN RD
BRISTOL, BS2 5SR GREENPLANET@MAIL.COM MEMBERSHIP FEE £30

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.

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

Guide to writing

- Decide on the order in which you are going to make your requests. If possible, group them into categories. If not, state the most important points first. Make sure you mention all the points referred to in the rubric.
- Don't forget to write in paragraphs.
- Make sure you follow the layout of formal letters explained in Appendix I, 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

WRITING
an article

Discuss the topic

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

Sample writing

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

ARTICLES WANTED

Write about: An interesting place to visit.

We will publish the best articles next month.

You see this announcement in your school magazine.

Write your article (140-190 words).

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

It's a dream come true! The park is dominated by 190 square kilometres of dense rainforest. Take a stroll and see some of Africa's most typical wildlife, including leopards, baboons, meerkats and crocodiles, just to name a few.

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

Wildwater 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 holiday, don't put it off any longer. Book your adventure holiday to Victoria Falls National Park, and you won't be disappointed.

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

2. Answer these questions.

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

1 A holiday in Africa
that's suitable for everyone

2 Work out while on safari!

3 Time for an African adventure!

Plan

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

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

Guide to writing

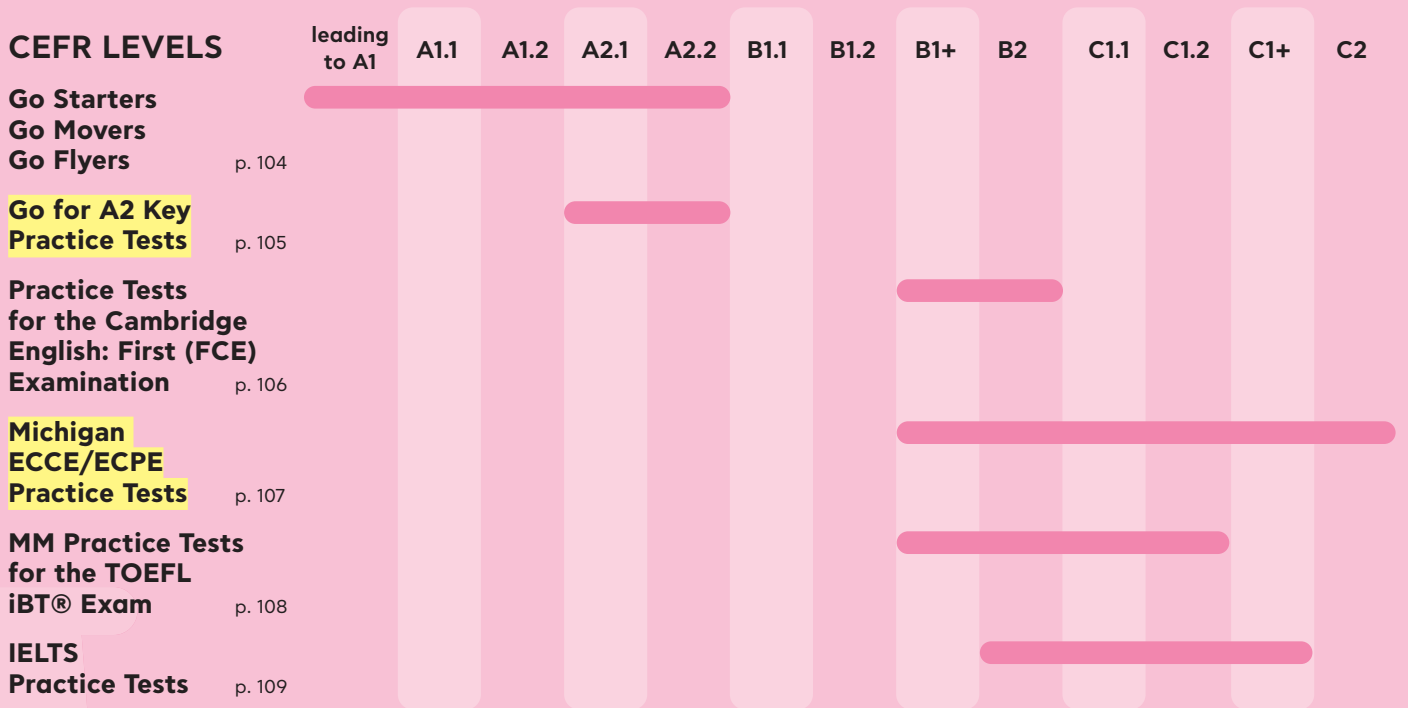
- Write an original headline to attract the reader's interest. The headline should be short and it can be in the form of an exciting word or phrase (Get ready for fun!), a summary of the article (A trip to Paris), a question (Would you go?) or a surprising fact (Two million holidaymakers a year!).
-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

Examinations



Examinations

***New**



Maximize your chances
of success!

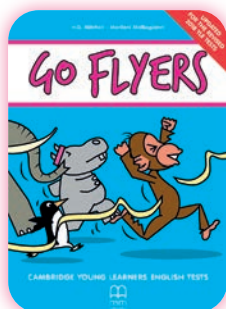
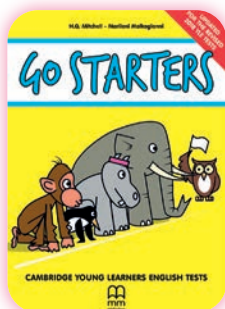
Go Starters / Go Movers / Go Flyers



View additional series details

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

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



Updated for the Revised 2018 YLE Tests

KEY FEATURES

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

COMPONENTS



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



- Class CDs

SAMPLE PAGES

Go Starters, Student's Book

Unit 3
School, Numbers 1-10

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

A. Look at the pictures. Look at the letters. Write the words.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

B. Look at the picture and read the questions. Listen and write a name or a number. There is one example.

What's the boy's name?
Alex

1 Which class is he in? _____

2 What's his friend's name? _____

3 What's his teacher's name? _____

4 How many children are in his class? _____

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

1 How many green desks are there? _____

2 How many children are there? _____

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

4 Is the teacher in the classroom? _____

5 How many books are there? _____

D. Answer the questions about yourself.

1 Which class are you in? _____

2 How many children are in your classroom? _____

3 What colour is your schoolbag? _____

grammar clearly presented and practised

Go for A2 Key

Practice Tests

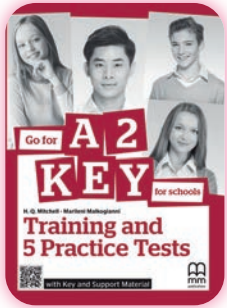
New!



View additional series details

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

1 LEVEL | PRE-INTERMEDIATE | A2



COMPONENTS



- Student's Book
- Self-study Pack *



- Class CDs
- Student's Digital Material

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

KEY FEATURES

- An introduction with detailed information about the test
- A step-by-step training section which focuses on specific features of the test (including activities, tips and test-taking strategies) and is divided into three parts: Reading & Writing (Paper 1), Listening (Paper 2), Speaking (Paper 3)
- Comprehensive appendices for reference purposes
- Key and justifications for answers to reading and listening tasks, listening transcripts, sample answers for the writing tasks and suggested points for the speaking tasks
- Vocabulary list
- Grammar reference
- Audio material for Papers 3 and 4

Examinations

SAMPLE PAGES

Go for A2 Key Practice Tests, Student's Book

exam tips

The image shows two sample pages from the Student's Book. The left page is titled 'TRAINING SECTION • READING & WRITING • PART 2' and contains exercises for Lisa, Katie, and Patty. The right page is titled 'TRAINING SECTION • READING & WRITING • PART 2' and contains a multiple-choice exercise (8) and a listening exercise (9). Below the exercises, there are 'exam tips' and 'STEPS for Reading and Writing Part 2'.

exam tips

To understand exactly what is being said, pay attention to what you read.

- You might see the same word in a question and a paragraph, but that doesn't mean it is always the correct answer. (eg. The word **good** appears in the question and in answer choice C. This is not the correct answer. However, because Patty is not the one who believes this, her friends do.)
- Keep in mind that there are many ways that an idea or feeling can be expressed through the use of different words and structures as well as punctuation. Make sure you understand who or what each idea is referring to, and try to interpret what is being said. For example:

The film was good.	The film was not good.
• It was brilliant/amazing/great!	• It was bad/terrible/bombastic/boring/sloppy.
• I liked/loved/enjoyed it.	• I didn't like/enjoy it.
• I loved it.	• I hated it.
• I watched it again.	• I wasn't interested at all.
• It wasn't boring at all.	• It was so boring.
• I had a great time at the cinema.	• I had a terrible time at the cinema.
• My friends thought it was awful, but not me.	• I wouldn't watch it if I were you.
• You should watch it.	

Make sure you understand the grammar. (eg. The phrase **it was much less interesting than I thought it would be** in answer choice C contains the positive word **interesting**, which could mean that the film was good, but in this case it doesn't. The comparative form **much less interesting** means the opposite.)

STEPS for Reading and Writing Part 2

- Look at the title. What are the three paragraphs about?
- Read the questions and paragraphs quickly.
- Focus on a question.
- Read each paragraph again carefully, and find which of the three include information relating to this question. Underline the information. What does this information mean exactly?
- Think and choose: Which paragraph answers the question correctly? Choose A, B or C.
- Check: Is the paragraph you chose 100% correct? Why are the other two incorrect?
- Continue with the rest of the questions in the same way.

Remember!

- Sometimes the information that answers a question will be in two sentences or two different parts of the paragraph.
- It is possible that a paragraph will not include any information relating to a question.
- Don't look for exactly the same words you see in a question. The correct paragraph will probably say the same thing with different words and/or structures.
- If you get confused while following the above steps, try a different way: Read the first paragraph and then read all the questions. Decide if the information included in the paragraph answers any of the questions. Then do the same with the other two paragraphs.
- You won't lose points for wrong answers so answer all the questions, even if you're not sure about some of them.

Practice Tests

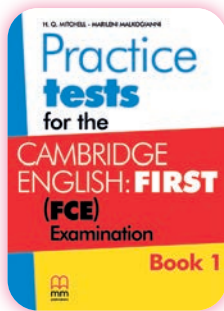
for the Cambridge English: First (FCE) Examination



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



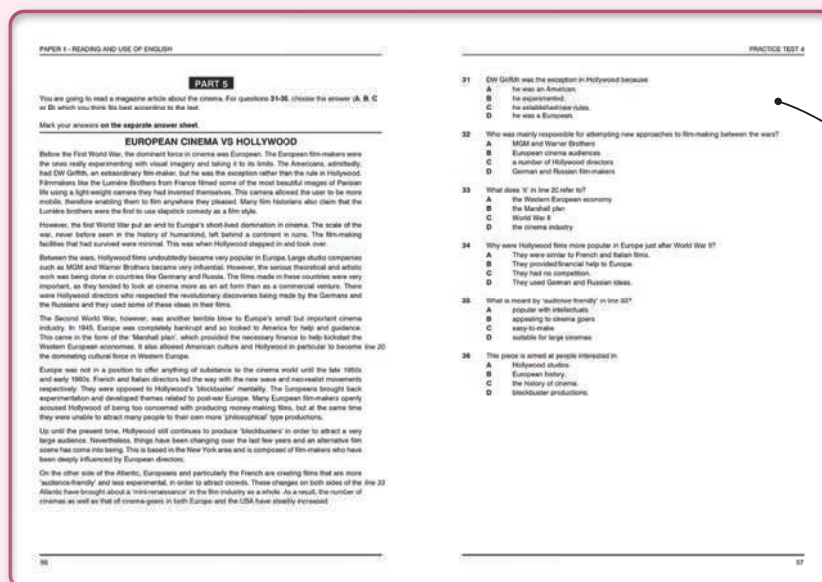
- Class CDs

KEY FEATURES

- A wide range of authentic materials which reflect the variety used in the Cambridge English: First (FCE) examination
- A table including information on the layout of each paper
- Vocabulary definitions for Paper 1, Part 1
- Visual materials for speaking practice
- Sample answer sheets
- Full-length exam standard CDs including instructions
- Tests which have been pre-tested on students
- A Teacher's Book which includes the key, listening transcripts, justification of answers for Paper 1, Parts 5-6, suggested speaking points for Paper 4 and instructions for Paper 4

SAMPLE PAGES

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



exam-type exercises

New!

Michigan ECCE/ECPE

Practice Tests

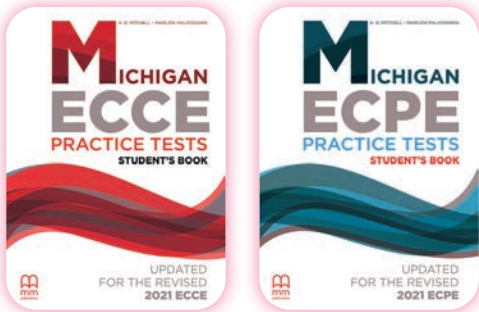
Michigan Practice Tests consist of six complete tests for the ECCE (B2 level) and eight complete tests for the ECPE (C2 level).



View additional series details

Updated for the Revised 2021 ECCE/ECPE

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



COMPONENTS



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



- Audio Material

KEY FEATURES

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

ALSO FOR ECCE

- Suggested answers for the speaking tasks

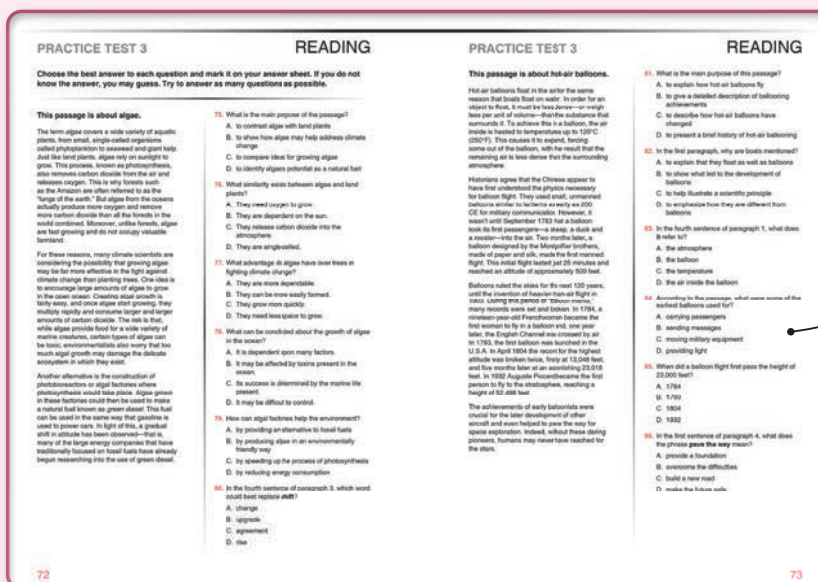
ALSO FOR ECPE

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

Examinations

SAMPLE PAGES

Michigan ECCE Practice Tests, Student's Book



exam-type exercises for the revised 2021 ECCE/ECPE

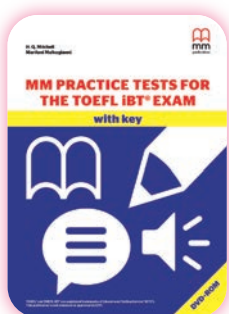
MM Practice Tests for the TOEFL iBT® Exam



View additional series details

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

1 LEVEL | ADVANCED | B2 | C1



COMPONENTS



- Student's Book



- Resource DVD-ROM
- Extra Online Test

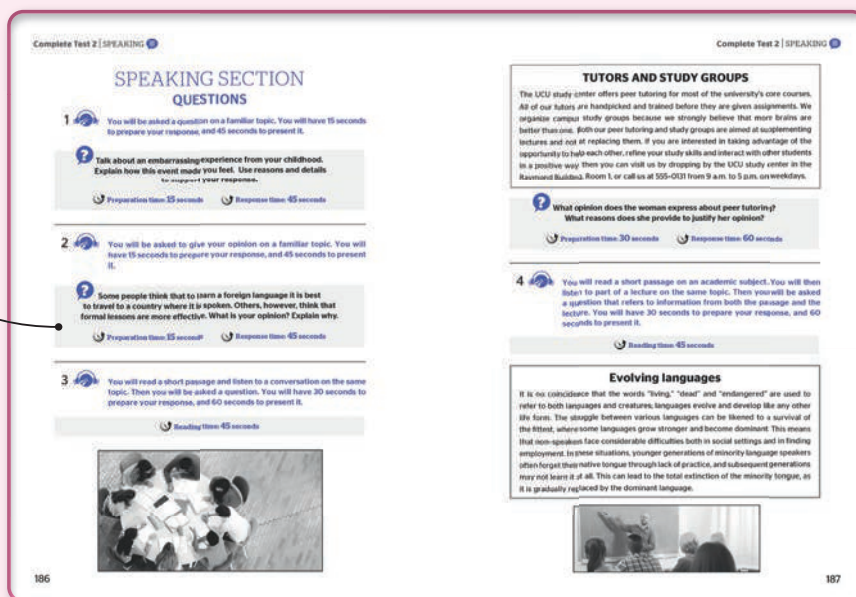
KEY FEATURES

- A speaking appendix with extra speaking practice
- Learning strategies and useful tips preparing students for the exam
- Key and justifications for all reading and listening tasks
- Suggested answers to all speaking and writing tasks
- Listening transcripts
- A scoring section
- Interactive glossary
- Animated videos demonstrating typical TOEFL iBT® questions and responses

SAMPLE PAGES

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

systematic development of speaking skills



IELTS

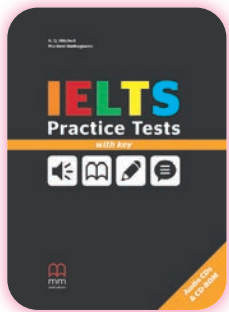
Practice Tests



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+ P C1+



COMPONENTS



• Student's Book



• Audio CDs

KEY FEATURES

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

SAMPLE PAGES

IELTS Practice Tests, Student's Book

exam-type exercises

SECTION 2 Questions 11-20

Questions 11-14

Label the map below.
Write the correct letter, A-F, next to questions 11-14.

11 bowling green 13 healthcare centre
12 residential complex 14 staff headquarters

ENTRANCE

Types of accommodation

A Independent Living
B Supported Living
C Full-time Care

15 on-site medical facilities
16 catered rooms service
17 mobility aids
18 emergency alarm buttons
19 themed décor
20 travel companionship

SECTION 3 Questions 21-30

Questions 21-26

Answer the questions below.
Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

21 How does Tom feel about the upcoming research seminar?
22 Aside from help with presentation skills, what else does Tom want help with?
23 In total, how many minutes is the presentation?
24 What does the tutor believe that the focus of the presentation should be or?
25 What does the tutor recommend that the student use to make the content easier to follow?
26 What are two characteristics of a good presentation?

Questions 27-30

Which presentation point will each of the following slides contain?
Write the correct letter, A-F, next to questions 27-30.

Presentation points

A the researcher's contact details
B the funders of the research
C how many declined participation
D research limitations
E personal details of participants
F the university logo

27 recruitment procedure slide
28 results slide
29 methodology consideration slide
30 acknowledgements slide



Digital Resources



Digital Resources ***New**

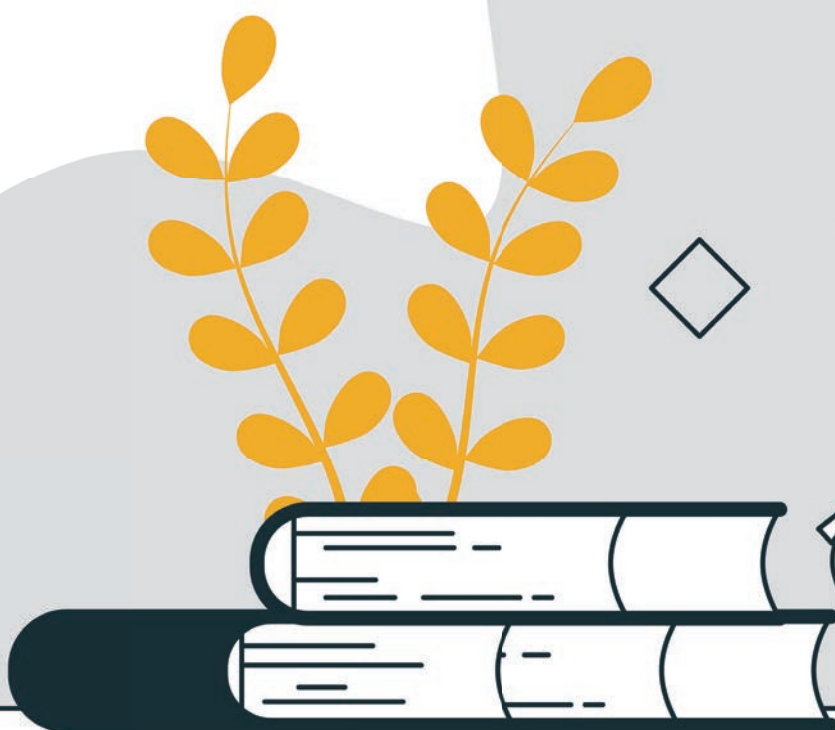
Student's Digital Material	p. 114
Teacher's Digital Material	p. 114
English Placement Test	p. 115
Online Tests	p. 115
Interactive Whiteboard Material	p. 116
Videos	p. 117
ELT Platform	p. 118
ELT Skills	p. 119

Enhance the learning
experience!

New!

Digital Material for Students and Teachers

Access to all coursebook resources in
just a few clicks!





Student's Digital Material

New!

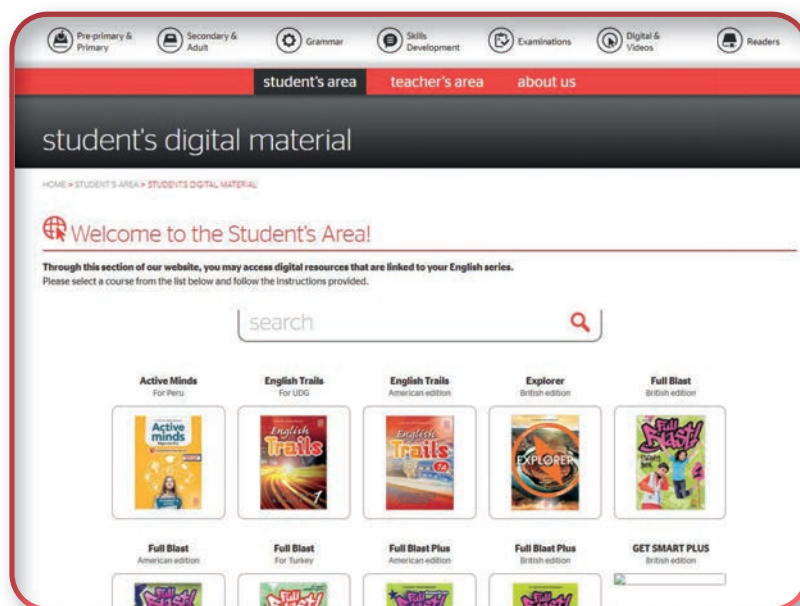


Access digital resource

The Student's Digital Material provides online access to all content from the Interactive Student's CD.

KEY FEATURES

- Songs, audio, and videos from the Student's Book
- Digital vocabulary list
- Games (one per module)



Teacher's Digital Material

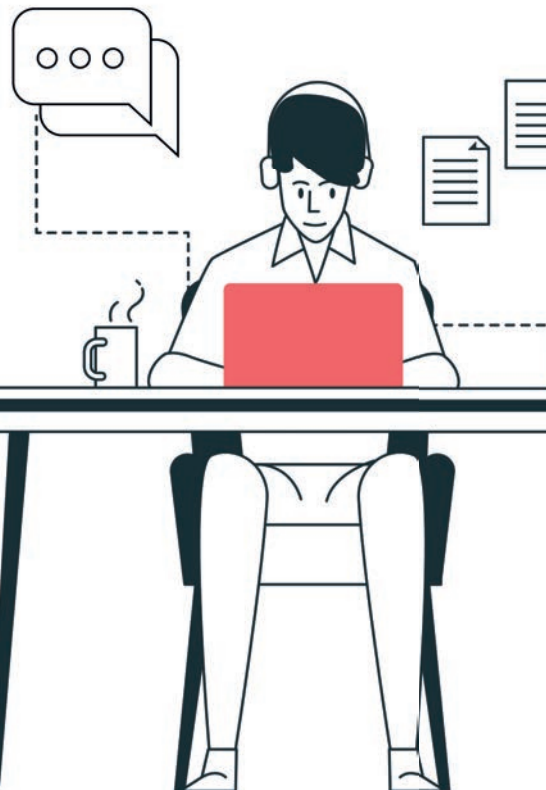
New!



Access digital resource

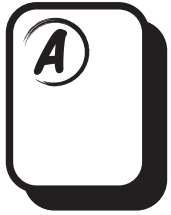
The Teacher's Digital Material provides easy online access to the content of the following components:

- Class CDs
- Teacher's Resource CD/CD-ROM
- Interactive Whiteboard Material



What are you waiting for?

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



mmpublications English Placement Test

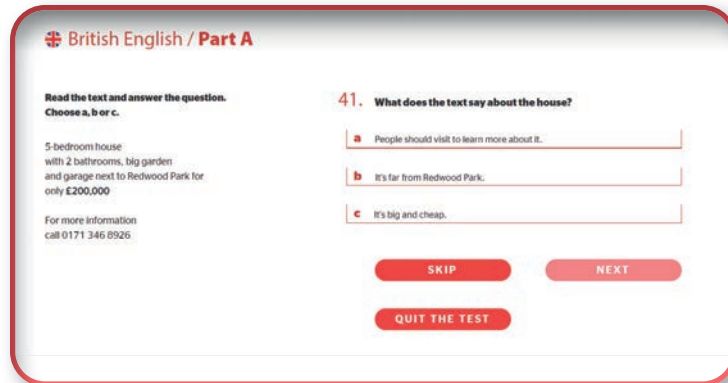


Access digital
resource

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

KEY FEATURES

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



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



Online Tests

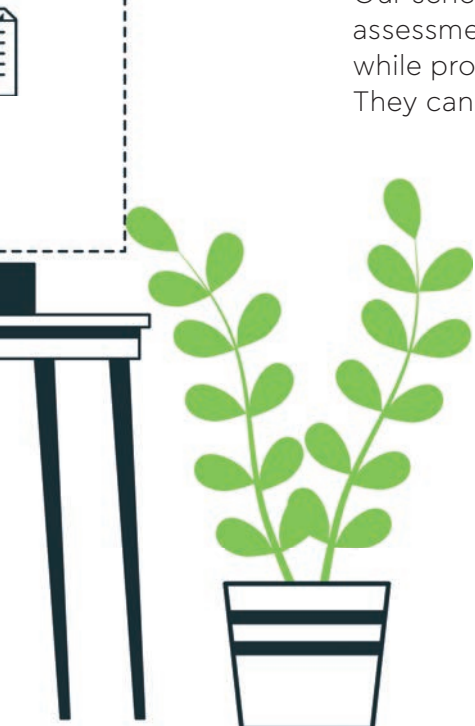


Access digital
resource

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



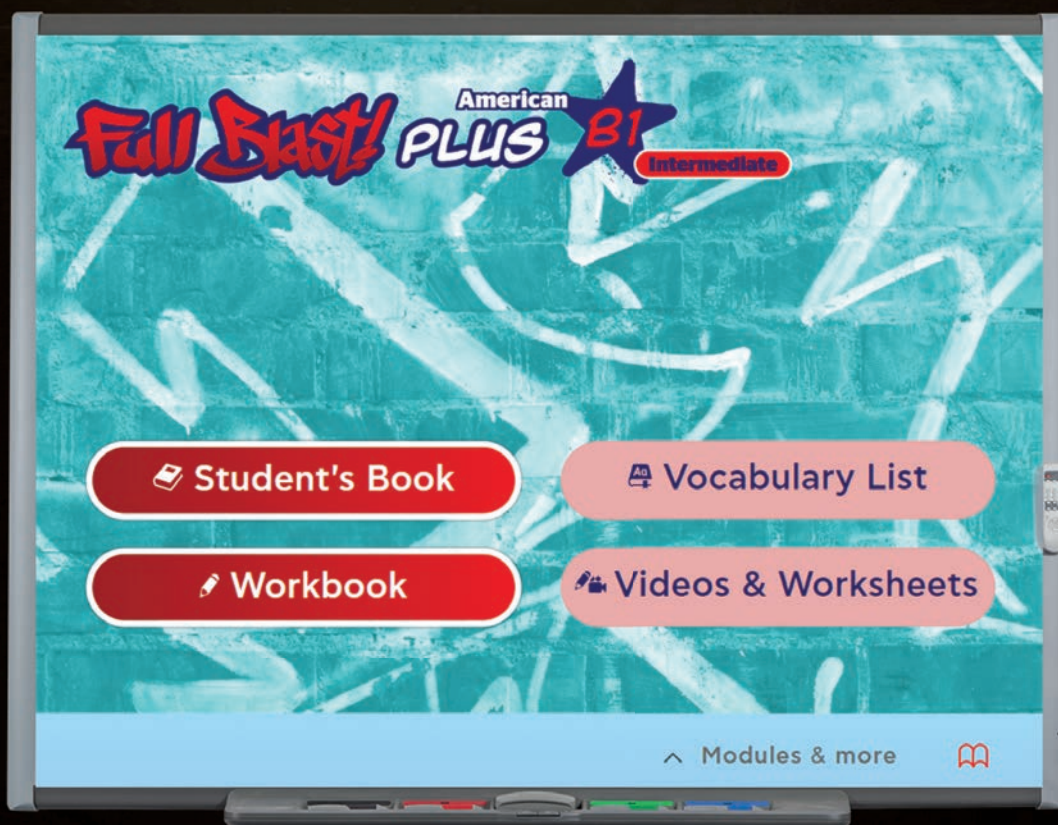
Interactive Whiteboard Material



View demo
IWB

Engage your students and make your lesson come to life!

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



Full Blast! Plus B1 American Edition, Interactive Whiteboard Material

KEY FEATURES

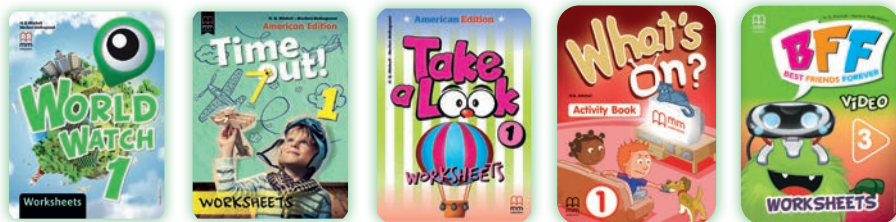
- Key and justifications
- Audio
- Listening transcripts
- Animated stories

- Videos and video activities
- Digital vocabulary list
- Games

Videos

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


PRE-PRIMARY & PRIMARY COURSES



World Watch  

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

World Watch is included in the Young Stars Interactive Whiteboard Material.

Time Out!  / Take a Look 

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

Time Out! is included in the Top Stars and New Get Smart Interactive Whiteboard Material.
Take a Look is included in the Top Stars and Get Smart Plus Interactive Whiteboard Material.

Whats On? / BFF Videos 

4 LEVELS | BEGINNER TO ELEMENTARY | LEADING TO A1

What's On? is a stand-alone video course series.
BFF Videos are included in the BFF Interactive Whiteboard Material.

SECONDARY & ADULT COURSES



Switch On 

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

Switch On is included in the Full Blast! Plus and Traveller Second Edition Interactive Whiteboard Material.

Pioneer Clips & On View / Video Master  

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

These videos are included in the Pioneer and Traveller Second Edition Interactive Whiteboard Material.

Network  / Portal to English Videos 

4 LEVELS | BEGINNER TO INTERMEDIATE | A1 ▷ B1

Network is a stand-alone video course series.
Portal to English Videos are included in the Portal to English and Enter the Portal 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



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

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



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

KEY FEATURES

- Integrated skills: reading, listening, writing, speaking and grammar
- Videos and animations with or without subtitles presenting the English language in real-life situations
- Carefully designed and graded activities
- Online picture or photo dictionary with audio and examples of the word in use
- Interactive roleplay activities
- Speaking activities and accent trainer in downloadable apps for offline practice
- Topic related songs for primary levels
- 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



Readers

*New

CEFR LEVELS

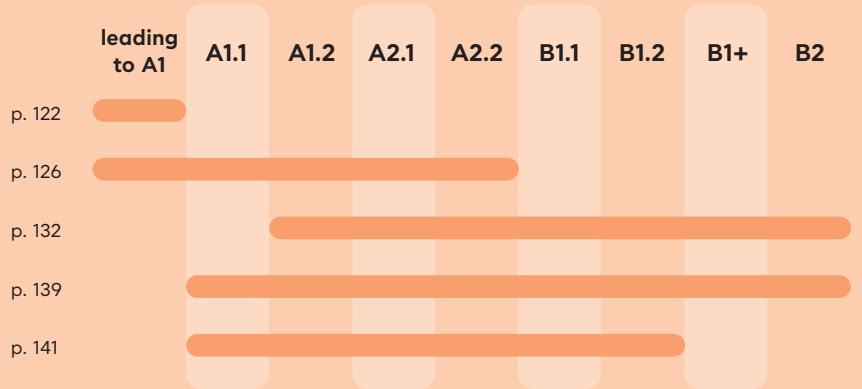
Little Books

Primary Readers

Top Readers

Graded Readers CLASSIC STORIES

Graded Readers ORIGINAL STORIES



Immerse your students
into the fascinating world
of literature!

Little Books



View additional series details



3 LEVELS | EARLY BEGINNER | LEADING TO A1

LEVEL 1

Red & Blue
Yellow & Green
5 Marbles
Baby Brother
Cookies
Where's Lucy? *

LEVEL 2

Yellow Ted
The Old House
My Family
Toy Party
Let's go home
Where's Fluffy? *

LEVEL 3

My Red Car
Black Ant
Big Shoes
The Jumping Hat
Snowy
A Funny Story *

* Revision story that revises vocabulary and structures presented in previous Little Books

KEY FEATURES

- Designed for very young learners (3-7 years of age)
- Three levels available
- Stories that feature high-frequency words
- Full-colour illustrations
- Rhyme/Song at the end of each reader
- An activity page to practise the main vocabulary

COMPONENTS



- Student's Book
- Teacher's Notes

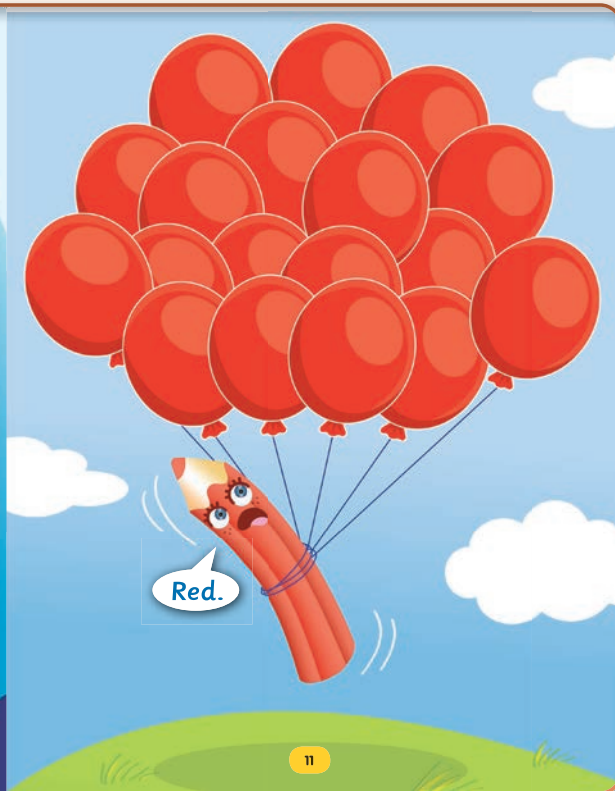


- Audio CD



STORY PAGES

Simple text with lively dialogues.

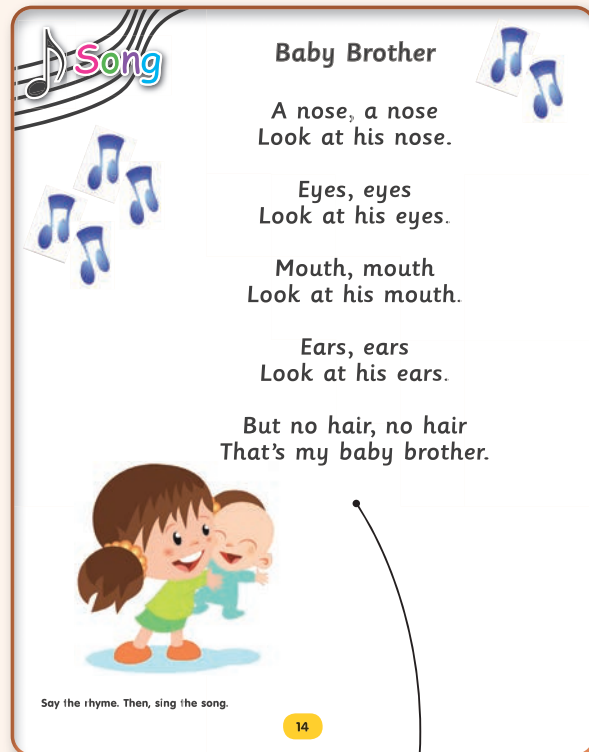


ACTIVITY PAGES

Fun and motivating activities.



instructions for the teacher



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!



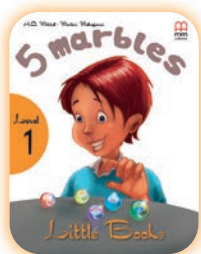
Yellow & Green

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



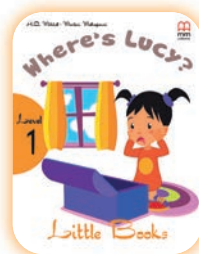
Cookies

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



5 Marbles

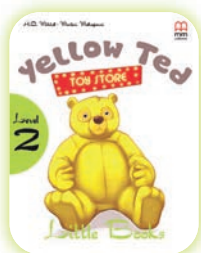
A boy is playing with his marbles... but wait... where are the marbles?



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!



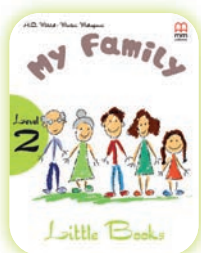
The Old House

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



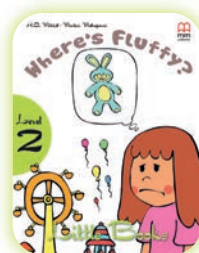
Let's Go Home

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



My Family

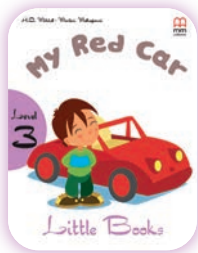
When Amy accidentally destroys her friend's painting, she has an idea which makes Maria happy again.



Where's Fluffy?

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

Level 3



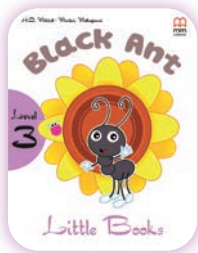
My Red Car

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

COMPONENTS



- Student's Book
- Teacher's Book



- Audio CD

Audio CD in British and American English



SAMPLE PAGES

STORY PAGES

Simple text with lively dialogues.

The Gingerbread Man,
Student's Book

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.

glossy, detailed illustrations



charming characters

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.

ACTIVITY PAGES

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

picture glossary

Activity Page

1 Look and say.

cat run stop
boy hungry cow

2 Who says what? Look, read and match.

Mmm...
Phew! I...
I am hu...
Hey, sto...

14

fun activities

more advanced activities in upper levels

Activity Page

1 Match 1-6 with a-f.

1. say a letter
2. run more power
3. do to my knees
4. fall goodbye
5. blame somebody
6. want away
7. send my best

2 Complete the sentences with the names below.

the Duke of Buckingham 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

TEACHER'S NOTES

Primary Readers are designed to provide young learners of Primary Level with enjoyable reading material. They are carefully graded and the language has been carefully chosen to ensure that the 5c understanding of the text is not impeded by vocabulary and grammatical structures which are too advanced for their level. The story has been divided into six parts with two Activity Pages at the end of each part.

A variety of exercises such as comprehension, vocabulary, colouring, matching and listening exercises, as well as games such as riddles, are included. The reader can be approached in various ways, depending on the 5c needs, the teacher's preferences and the resources. Some ways to use the book are: approach the reader, including a suggested lesson plan and a number of extra pre-reading and post-reading activities are presented below. The use of it is recommended, whenever necessary, in an English as a foreign language classroom.

THE FOX AND THE GOOSE (AN Aesop's FABLE)
PRIMARY READER LEVEL 5

SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the 5c interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading.

It is also advisable to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the 5c some general questions about the title and encourage them to guess what the story is about.
- Invite the 5c to look at the cover of the reader and ask them some general questions about it, e.g.
 - Can you identify the animals in the cover?
 - What kind of relationship do they have?
 - How do they get?
 - Where are they?
 - What are they doing?

It is important to remember that, at this stage, you should not confirm or reject any of the 5c's hypotheses nor reveal what actually happens in the story.

SUGGESTED LESSON PLAN

It is advisable to devote one lesson to each part of the story and the corresponding Activity Pages. However a more flexible approach – determined by the 5c level and their specific needs – can be followed. If time is limited, you can have the 5c do some of the activities of one part.

Before reading

1 At the beginning of each lesson, revise the previous part of the story by asking the 5c questions about the story.

2 Ask the 5c to guess what will happen in the part they are about to read.

- Ask the 5c to look at the pictures and describe them. You may also ask them questions in order to help them, e.g.
 - Who is in the picture?
 - Where is he/she?
 - What is he/she doing?
- Afterwards, they should be encouraged to guess what is going to happen next. Remember that all the 5c guesses and predictions should be accepted at this stage and make sure you don't reveal what actually happens in each part of the story.
- Ask the 5c to keep their books closed and to listen carefully to the tape. They can talk to the friend that sits next to them. This will help them to concentrate. Play the tape. Then ask the 5c a few general questions about the part of the story that they have just heard, e.g.
 - What was the character's name?
 - What was he/she doing?

After the 5c have listened to the story once, refer them to the picture vocabulary which is included in the Activity Pages. These words are accompanied by illustrations in order to make their meanings clear. Encourage the 5c to look at the illustrations so that they can guess the meanings of the words. You can check the unknown words aloud and have the 5c repeat them.

41

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

Activity Page

The shepherd boy says to the fox: 'The well is empty and the sheep are dead.' The well of the fox is empty and the sheep are dead.

The shepherd boy pretends to climb the tree, holding his crook and staff.

light dim.

Scene 5c:

The lights come up. The fox and the sheep are removed and the village is back in place. There are two clocks on the stage. One is for the fox and the other is for the sheep.

1. The fox says to the sheep: 'The well is empty and the sheep are dead.' The sheep says to the fox: 'The well is empty and the sheep are dead.' The fox says to the sheep: 'The well is empty and the sheep are dead.' The sheep says to the fox: 'The well is empty and the sheep are dead.'

2. The fox says to the sheep: 'The well is empty and the sheep are dead.' The sheep says to the fox: 'The well is empty and the sheep are dead.' The fox says to the sheep: 'The well is empty and the sheep are dead.' The sheep says to the fox: 'The well is empty and the sheep are dead.'

3. The fox says to the sheep: 'The well is empty and the sheep are dead.' The sheep says to the fox: 'The well is empty and the sheep are dead.' The fox says to the sheep: 'The well is empty and the sheep are dead.' The sheep says to the fox: 'The well is empty and the sheep are dead.'

47

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

Level 1

Leading to A1 (CEFR*) / Starters (YLE**) | Headwords: 80-85



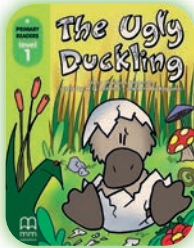
Cookie Land

Join Ricky, Lulu and Sam as they journey to Cookie Land to save the cookie population from the terrifying Big Mouth!



Pinocchio

Pinocchio is very naughty and keeps getting in trouble. How will he manage to become a real boy? An entertaining story that also teaches how important it is to be good and honest.



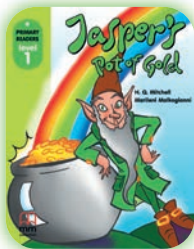
The Ugly Duckling

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



The Gingerbread Man

One day, a woman makes a yummy gingerbread man. But when she opens the oven door, the gingerbread man runs away... What will become of the gingerbread man?



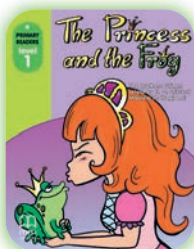
Jasper's Pot of Gold

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



The Fox and the Crow

One day, a hungry fox comes across a crow which has a yummy piece of cheese. What will the fox think of to get the cheese from the crow? Will its plan work?



The Princess and the Frog

A beautiful princess drops her favourite golden ball in the palace well. How will she get it back? A little frog offers to help her.

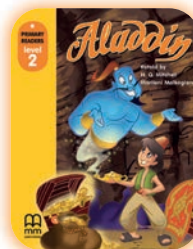
Level 2

Leading to A1 (CEFR) / Starters (YLE) | Headwords: 100-120



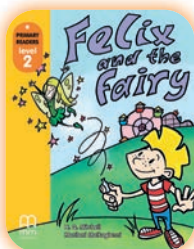
The Fox and the Dog

One day, a hungry little fox is walking in the forest...



Aladdin

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



Felix and the Fairy

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



The King's New Suit

The King has a new suit, and it's the most beautiful one anyone has seen. Or is it? Read this amusing story and see what happened to the silly King.



The Selfish Giant

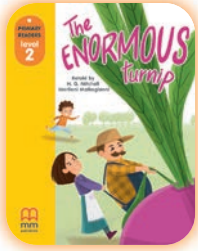
A big giant lives in a big house with a beautiful garden. Everybody likes his garden but the giant is selfish and wants it all to himself.

New!



The Princess and the Pea

A prince is trying to find the right princess. But how does he know which princess is just right? A little green pea is the answer!



The Enormous Turnip

In the farmer's garden, something big is growing. And it's not just big, but enormous! How will the farmer and his family manage to take the turnip out?

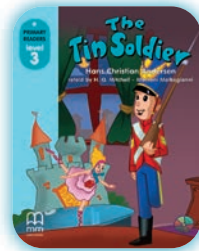
Level 3

A1.1 (CEFR) / Starters (YLE) | Headwords: 150-160



Rumpelstiltskin

The miller's daughter is in trouble. A strange little man with a funny hat offers her his help, but he wants a lot in return...



The Tin Soldier

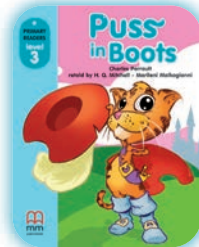
This classic story will capture the reader's heart and imagination. The Tin Soldier is a delightful character.

for the holidays!



Jingle's Christmas Adventure

Jingle, one of Santa's elves, disappointed by the children's selfishness, sets off for an adventure in the world of humans.



Puss in Boots

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



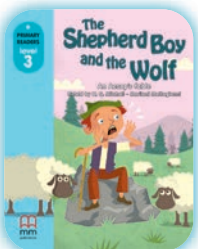
Sleeping Beauty

A wicked witch curses a beautiful princess and she pricks her finger on a spindle stick. The princess falls into a deep sleep. However, a handsome prince arrives to save the day...



The Emperor's Nightingale

The Emperor hears the Nightingale sing, and takes it to his palace. But then another bird comes... What will the Emperor do? Find out how the Emperor learned to appreciate true beauty.



The Shepherd Boy and the Wolf

The shepherd boy thinks it's funny to make all the villagers run to him when he cries 'wolf'. But when the real wolf arrives, the shepherd boy will learn a lesson!

New!

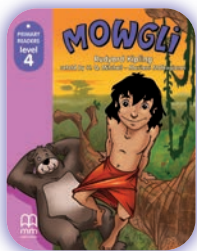


Little Red Riding Hood

Little Red Riding Hood goes to her grandma's house with her basket full of treats. In the forest, she meets the wolf and she's in for a surprise. Or is he?

Level 4

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



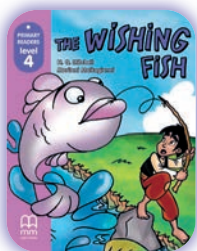
Mowgli

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



The Short-Necked Giraffe

One day, a little giraffe is born in the jungle. But Jumaane is not like the other giraffes; he is different. Follow Jumaane's story and find out what it means to be different and how this 'difference' will make a difference.



The Wishing Fish

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



Heidi

Heidi is a little girl who goes to live with her difficult old grandfather up in the Alps. Heidi will love her new life on the mountains and Grandfather will love Heidi and her appetite for adventure.



Peter Pan

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



The Country Mouse and the City Mouse

The city mouse visits his cousin in the country for the first time and experiences a lifestyle he had never imagined. What will happen when the country mouse repays the visit and goes to the city?



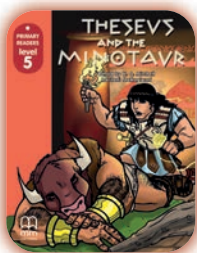
Ali Baba and the 40 Thieves

Ali Baba discovers the forty thieves' treasure by chance and becomes very rich. However, he will find himself in trouble.



Level 5

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



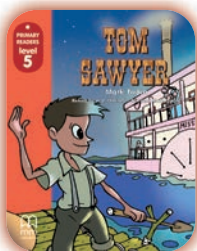
Theseus and the Minotaur

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



The Three Musketeers

D'Artagnan wants to become a musketeer in the king's army. With Athos, Porthos and Aramis he will have many adventures because now they are 'one for all and all for one'!



Tom Sawyer

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



Sinbad the Sailor

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



The Odyssey

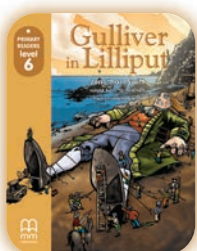
On his way to Ithaca, after the end of the Trojan War, Odysseus encounters mythical creatures, frightening monsters, and even the anger of the god Poseidon.



Readers • Primary Readers

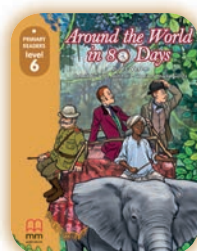
Level 6

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



Gulliver in Lilliput

Read about Gulliver's amazing journey to Lilliput.



Around the World in 80 Days

Phileas Fogg and his faithful servant, Passepartout, will leave London. They will try to travel around the world in eighty days for a bet. Will they make it? Or will the many adventures on the way make them lose the bet?



Robin Hood

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



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language carefully adapted to level

realistic, full-colour illustrations stimulate students and help understanding

CHAPTER 4

WE SPENT SEVERAL DAYS ROWING DOWN THE RIVER; ON TWO occasions we had to carry our canoes through the woods to avoid the dangerous rapids. One afternoon, we heard the sound of drums beating in the distance.

'What is that?' I asked.

'War drums,' replied Lord John. 'I've heard them before.'

'Yes,' said Gomez. 'They're war drums... The Indians are watching us; they'll kill us if they can.'

I turned to look at the dark green trees that surrounded us, imagining the eyes of the Indians upon us. The river was as still as glass and emerald in colour, and as we moved slowly along it, our paddles sent a thousand ripples across its shiny surface. Eventually, the sound of the drums faded away.

'No Indians here,' said Gomez. 'They're afraid of *Curupuri*.'

'That's the evil spirit of the cliffs,' explained Lord John.

I nodded, remembering my first conversation with Professor Challenger.

In time, the river became too shallow to navigate, so we hid our canoes in the bushes and continued the rest of our journey on foot. We filled our backpacks with guns, ammunition, blankets, food and other provisions, and made our way north. Two days later, we arrived at an open plain – the red cliffs were clearly visible in the distance.

'There are the cliffs!' I said.

Professor Challenger smiled and said nothing. As we approached the cliffs, we saw trees and bushes on the summit, but no other signs of life. Exhausted from our journey, we set up camp at the foot of the cliffs, and went to sleep.

The next morning, we discussed how we were going to climb to the plateau at the top of the cliffs. 'This side is too steep to climb,' said Challenger, peering up at the cliffs. 'We need to walk around the cliffs and look for a way up.'

The ground at the foot of the cliffs was rocky and broken, and the going was slow and difficult. At around midday, we made a surprising discovery: an old, abandoned campsite. We found empty meat tins and bottles and a newspaper, the *Chicago Democrat*.



comprehension activities

The Lost World, Student's Book

CHAPTER 2

Reading Comprehension

1 Match the two halves of the sentences.

- | | |
|------------------------------------------|----------------------------------------------------------------|
| 1. Professor Challenger was a large man | a. on the last page of Maple White's sketchbook |
| 2. The professor went to South America | b. at the village in a state of exhaustion. |
| 3. Maple White had arrived | c. give a talk at eight o'clock that night. |
| 4. A sketch of a very strange animal was | d. the professor is telling the truth. |
| 5. The professor showed Edward | e. the wing of a flying reptile of the Jurassic period. |
| 6. Edward believes that | f. with enormous hands which were covered in long black hairs. |
| 7. Professor Challenger was going to | g. to study the animals of the Amazon. |

2 Complete the following sentences with the names in the box.

- | | | |
|----------------------|------------------|------------------------|
| Professor Challenger | Edward Malone | Maple White |
| The Indians | The Indian chief | The professor's butler |
- _____ found a letter from the professor on his desk.
 - _____ took the professor to a hut to help a sick man.
 - _____ opened the door at the professor's house to let Edward in.
 - _____ was dressed in rags when he died.
 - _____ guided the professor to the red cliffs.
 - _____ showed Edward a photo of a strange bird in an enormous tree.

Vocabulary

3 Choose a, b or c to complete the sentences below.

- Her new shoes were quite expensive, but they were made of the finest _____.
a. chalk b. leather c. paint
- The zoologists are _____ the birds' eggs that they found in the forest.
a. inhabiting b. exploring c. examining
- You can borrow my paintbrushes, but please do not _____ them.
a. damage b. identify c. persuade

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

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

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

Follow-up activities

5 Discuss.

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

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

vocabulary activities

writing activities and projects

speaking and prediction activities

Level 1

A1.2 (CEFR*) | Headwords: 400



Lisa in New York

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

Level 2

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



20,000 Leagues Under the Sea

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



Lisa in China

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



Huck Finn

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



A Christmas Carol

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



The Railway Children

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



Alice in Wonderland

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



A Connecticut Yankee in King Arthur's Court

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



The Secret Garden

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

for the holidays!

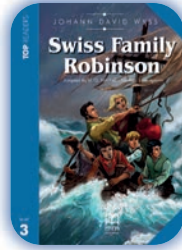
Level 3

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



Oliver Twist

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



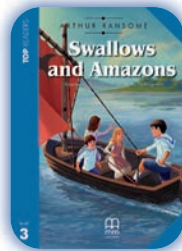
Swiss Family Robinson

On their way to Australia, a Swiss family ends up on a remote island, because of a storm. The four boys and their parents use all their skills and craftsmanship to transform the place into a cosy new home.



Treasure Island

Jim Hawkins is a young boy working at the family inn. He discovers a treasure map in a dead man's chest and his adventure begins.



Swallows and Amazons

Four children are exploring the Lake District in their sailing boat, the *Swallow*, when they encounter another boat, the *Amazon*. Join the Walker children in this thrilling tale of adventure.



Kidnapped

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



Black Beauty

Black Beauty starts out as a happy young horse, but he later experiences difficult times. He meets both good and cruel people and manages to keep his gentle nature in spite of many hardships.



Level 4

B1 (CEFR) / PET* (Cambridge) | Headwords: 1200



Jekyll and Hyde

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



The African Queen

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



The Turn of the Screw

A new governess comes to a large country house to care for two young children. Small but strange events begin to happen. The new governess tries to find answers, and is pulled deeply into the strange history of Bly house and its inhabitants.



The Lost World

Four intrepid adventurers travel to the Amazon jungle to find evidence of living dinosaurs. Trapped on an isolated plateau, the men must battle with terrifying prehistoric creatures and menacing ape-men – will they survive the dangers of the lost world?



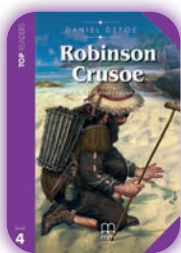
The Coral Island

When three young friends are shipwrecked on an island in the Pacific, they're forced to use all their intelligence and courage to survive. Their tropical paradise is then threatened when dangerous natives and bloodthirsty pirates arrive on the island, and a thrilling adventure in the South Seas begins.



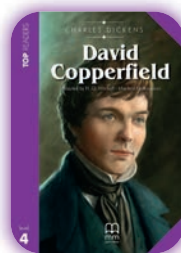
The Man Who Would Be King

Peachey Carnehan and Daniel Dravot, two former British soldiers, decide to travel to Kafiristan to become kings. Their journey is difficult, but the men achieve their goal and manage to become kings and gods in the land of Kafiristan.



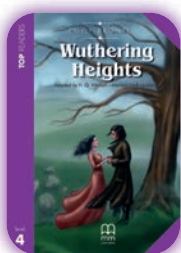
Robinson Crusoe

Robinson Crusoe wants to live a life of adventure, so at the age of twenty he leaves his home to become a sailor. After many adventures at sea, he buys a farm in Brazil, and then he decides to journey to Guinea as a tradesman. But a tornado destroys his ship and he finds himself on the beach of an uninhabited island...



David Copperfield

When young David's mother dies, his cruel stepfather sends him to work in a factory in London. The working conditions are appalling and David decides to run away and start a new life in Dover... Join David Copperfield as he journeys from heartbreak to happiness in this extraordinary tale of courage and determination.



Wuthering Heights

Wuthering Heights is the powerful tale of the love between Heathcliff, a poor boy, and Catherine, a wealthy young woman. However, Catherine decides to marry her rich neighbour, Edgar Linton, to maintain her social status and reputation. Hurt by her rejection, Heathcliff seeks revenge, with tragic consequences.

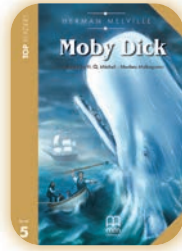
Level 5

B2 (CEFR) / *FCE (Cambridge) | Headwords: 1500



The Creeping Man

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



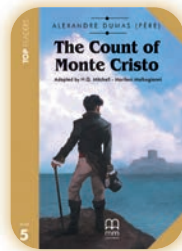
Moby Dick

When Captain Ahab loses his leg to a white whale named Moby Dick, he devises a plan to destroy the animal – at any cost; but Ahab's quest for justice ends in tragedy.



The Tempest

Prospero, former Duke of Milan, has been living with his daughter Miranda on a remote island for fifteen years. When a ship carrying his greatest enemies approaches the island, Prospero has his chance for revenge.



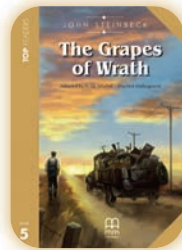
The Count of Monte Cristo

Edmond Dantes spends fourteen years in prison for a crime he has not committed. When he manages to escape, he seeks revenge. As the Count of Monte Cristo, he punishes each and every one of those who made him suffer.



A Midsummer Night's Dream

Hermia and Lysander are in love with each other. However, Demetrius also loves Hermia and Helena loves Demetrius. A fairy named Puck causes a lot of trouble among the couples. A night of chaos and confusion follows, but with a little magic, order is finally restored.



The Grapes of Wrath

In America during the Great Depression, the Joads, a poverty-stricken family from Oklahoma, travel to California in search of a better life. The journey across the country quickly becomes a struggle for survival. This famous novel examines the troubles of an ordinary family facing extraordinary circumstances during one of America's darkest times.

*Cambridge English: First



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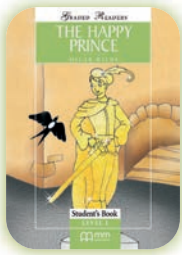
The Student's Pack contains the Student's Book, the Activity Book, the Multilingual Glossary, and the Audio CD!

CLASSIC STORIES



Level 1

A1.1 - A1.2 (CEFR*) | Headwords: 400-500



The Happy Prince

A beautiful sad tale unfolds when an unusual friendship between a statue of a prince and a swallow is developed.



The Table, the Ass and the Stick

The main characters in this amusing fairy tale are a carpenter, his three sons and a naughty goat that has difficulty telling the truth.

Level 2

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



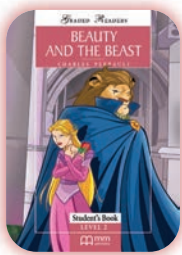
The Magic Ring

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



The Wizard of Oz

This famous fairy tale follows the adventures of Dorothy and her dog, Toto, who are carried away by a twister to the magical land of Oz.



Beauty and the Beast

This moving tale of love and devotion tells the story of a rich man and his family. He loves all his children but his youngest child is so pretty that everyone simply calls her Beauty.



White Fang

White Fang is a wolf-dog growing up in the cold wilderness of the Canadian North, often facing hunger and the dangers of living in the wild.

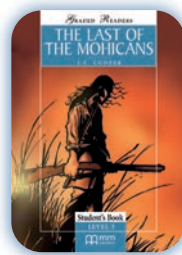
Level 3

A2.2 (CEFR) / KET (Cambridge) | Headwords: 1100 - 1150



The Canterville Ghost

In this story, set in Victorian England, a wicked old ghost tries in vain to terrify an American family who have settled in his house.



The Last of the Mohicans

In this story, Cora and Alice Munro start a journey through the forest to see their father, Colonel Munro, at Fort William Henry but they face many dangers.

*Common European Framework of Reference

**Key English Test



Excalibur

The story is set in war-ravaged England a long time ago. When the old king is killed, everyone is surprised when a young boy named Arthur shows that he is brave and strong enough to become the country's new king.



The Mysterious Island

A four-year adventure begins when five men and a dog escape the American Civil War in a hot-air balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there.

Level 4

B1 (CEFR) / PET* (Cambridge) | Headwords: 1200



Great Expectations

In this classic Dickensian story, the life of an orphan boy named Pip is sealed by his encounter with a convict, his acquaintance with the mysterious Miss Havisham and his great love for Estella.



The Phantom of the Opera

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



Captain Grant's Children

In this classic Jules Verne adventure story, a message that the passengers and crew of the *Duncan* find in a shark's belly launches the search for the missing Captain Grant.



Dracula

Jonathan Harker visits Count Dracula's castle in Transylvania on business. At the beginning of the journey, he cannot imagine what trouble he's got himself into.



Frankenstein

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

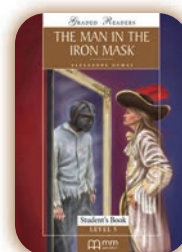
Level 5

B2 (CEFR) / FCE** (Cambridge) | Headwords: 1600



The Picture of Dorian Gray

When the handsome Dorian Gray has his portrait painted, he jokes that it is unfair for him to grow old and the portrait to stay young.



The Man in the Iron Mask

The former Musketeers return for yet another adventure. Their motto is still the same: 'All for one and one for all' – but this time the four good friends find themselves on different sides.

ORIGINAL STORIES



Level 1

A1.1 (CEFR) | Headwords: 400



Paul and Pierre in Paris

Paul, a young English boy, travels through the Chunnel to Paris. There, he meets his pen-friend Pierre Dupont, Monsieur and Madame Dupont and Pierre's cousin Sylvie.

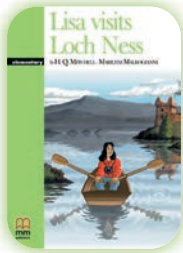


Lisa Goes to London

In this story, a young girl goes on a trip to London in order to take part in the final of an international short story competition.

Level 2

A2.1 (CEFR) / KET (Cambridge) | Headwords: 600 - 800



Lisa Visits Loch Ness

Lisa continues her adventures, this time along the banks of the beautiful but mysterious Loch Ness in Scotland.

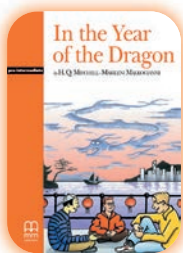


The Mix-Up

In this contemporary story, four American teenage musicians are invited to one of the most prestigious music awards in New York and expect to have the time of their lives.

Level 3

A2.2 (CEFR) / KET (Cambridge) | Headwords: 1000



In The Year of the Dragon

In this contemporary story, two brothers, Jason and Nicholas, get lost in the midst of Hong Kong's colourful New Year celebrations after Jason's plans are intercepted by his curious younger brother.



Save the Forest

Christopher Andrews lives in Aylesworth. He finds out that his favourite place, Aylesworth forest, will be cut down to build blocks of flats. He decides that he has to do something to save this beautiful old forest.

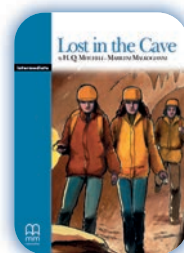
Level 4

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



Back to the Dreamtime

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



Lost in the Cave

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



Localised Materials



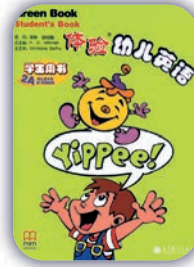
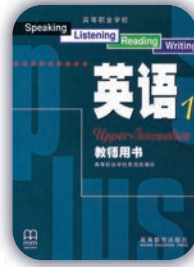
Localised Materials

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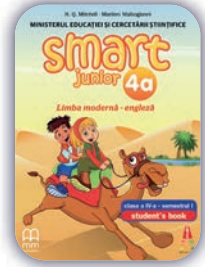
State-of-the-art materials
customised to meet the unique
needs of local markets!



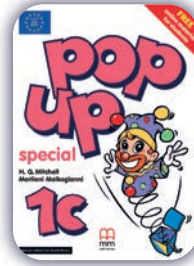
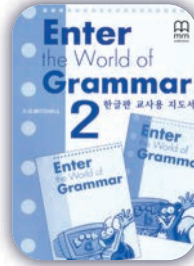
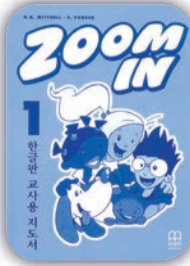
China



Romania



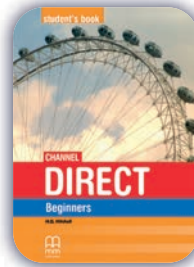
Korea



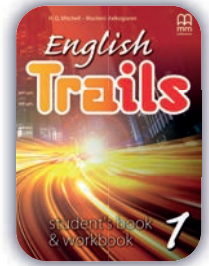
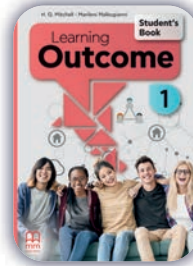
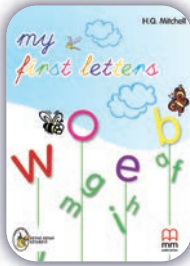
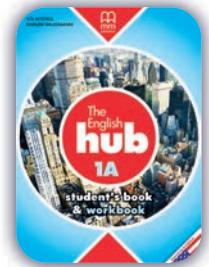
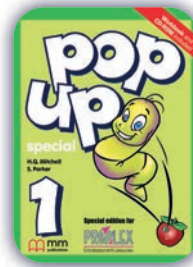
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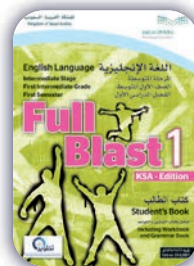
Turkey



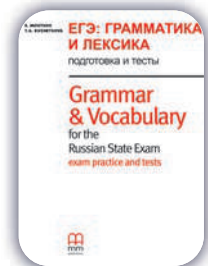
Mexico



Kingdom of Saudi Arabia



Russia



Kazakhstan



Germany



Poland



Spain



Albania



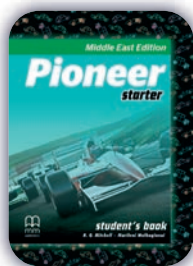
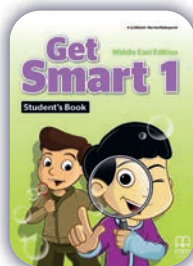
Peru



Egypt



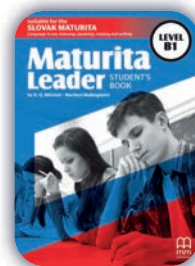
Middle East



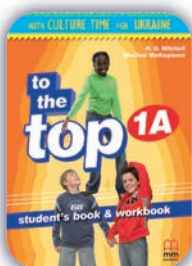
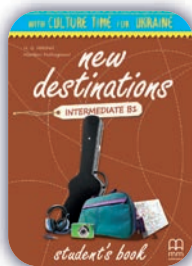
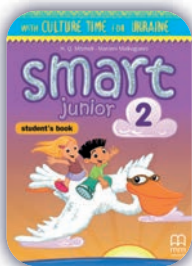
Colombia



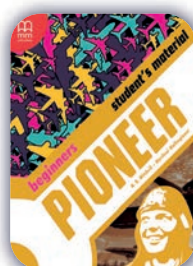
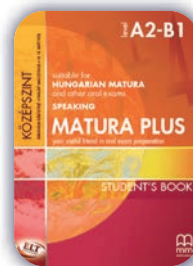
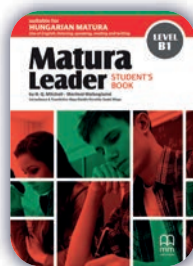
Slovakia



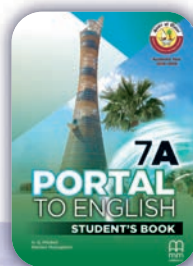
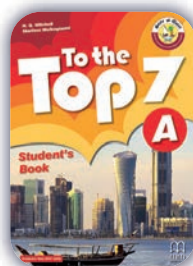
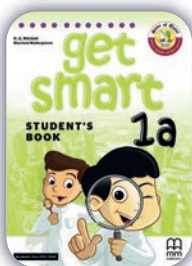
Ukraine



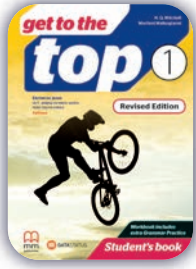
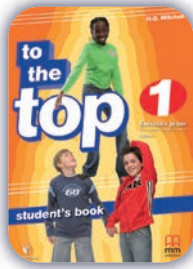
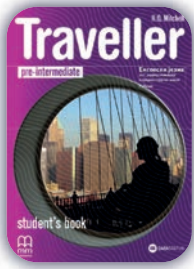
Hungary



Qatar



Serbia



Italy



Localised Materials

Common European Framework of Reference for Languages (CEFR)

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

CEFR LEVELS: Global Scale

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

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Student's Book (Brit. Ed.)	9789605737085
Student's Book (Amer. Ed.)	9789605739096
Workbook (Brit. Ed.)	9789605737092
Workbook (Amer. Ed.)	9789605739102
Teacher's Book	9789605737108
Flashcards	9789605737115
Class CD (Brit. Ed.)	9789605737214
Class CD (Amer. Ed.)	9786180500271
Teacher's Resource Pack (Brit. Ed.)	9786180501513
Teacher's Resource Pack (Amer. Ed.)	9786180501544
IWB (Brit. Ed.)	9789605737238
IWB (Amer. Ed.)	9786180500196

Hi Kids! 2

Student's Book (Brit. Ed.)	9789605737139
Student's Book (Amer. Ed.)	9789605739881
Workbook (Brit. Ed.)	9789605737146
Workbook (Amer. Ed.)	9789605739898
Teacher's Book	9789605737153
Flashcards	9789605737160
Class CD (Brit. Ed.)	9789605737245
Class CD (Amer. Ed.)	9786180500219
Teacher's Resource Pack (Brit. Ed.)	9786180501520
Teacher's Resource Pack (Amer. Ed.)	9786180501551
IWB (Brit. Ed.)	9789605737269
IWB (Amer. Ed.)	9786180500233

Hi Kids! 3

Student's Book (Brit. Ed.)	9789605737177
Student's Book (Amer. Ed.)	9789605739904
Workbook (Brit. Ed.)	9789605737184
Workbook (Amer. Ed.)	9789605739911
Teacher's Book	9789605737191
Flashcards	9789605737207
Class CD (Brit. Ed.)	9789605737276
Class CD (Amer. Ed.)	9786180500240
Teacher's Resource Pack (Brit. Ed.)	9786180501537
Teacher's Resource Pack (Amer. Ed.)	9786180501568
IWB (Brit. Ed.)	9789605737290
IWB (Amer. Ed.)	9786180500264

Alphabet Book 1-2

Alphabet Book 1-2 (Brit. Ed.)	9789605737122
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Alphabet Book Audio CD/CD-ROM 1-2 (Brit. Ed.)

Alphabet Book Audio CD/CD-ROM 1-2 (Brit. Ed.)	9789605738983
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Alphabet Book Audio CD/CD-ROM 1-2 (Amer. Ed.)

Alphabet Book Audio CD/CD-ROM 1-2 (Amer. Ed.)	9789605738914
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Alphabet Book 3

Alphabet Book 3	9789605738754
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Alphabet Book Audio CD/CD-ROM 3 (Brit. Ed.)

Alphabet Book Audio CD/CD-ROM 3 (Brit. Ed.)	9786180500806
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Alphabet Book Audio CD/CD-ROM 3 (Amer. Ed.)

Alphabet Book Audio CD/CD-ROM 3 (Amer. Ed.)	9786180500813
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Hi Kids! 1A

Student's Book	9786180511888
Workbook	9786180511895
IWB	9786180512588

Hi Kids! 1B

Student's Book	9786180511901
Workbook	9786180511918
IWB	9786180512595

Hi Kids! 2A

Student's Book	9786180511925
Workbook	9786180511932
IWB	9786180512601

Hi Kids! 2B

Student's Book	9786180511949
Workbook	9786180511956
IWB	9786180512618

Hi Kids! 3A

Student's Book	9786180511963
Workbook	9786180511970
IWB	9786180512625

Hi Kids! 3B

Student's Book	9786180511987
Workbook	9786180511994

IWB	9786180512632
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NEW YIPPEE! (BRIT. & AMER. ED.) p. 14

New Yippee! Red

Student's Book (inc. Fun Book)	9789604781768
Teacher's Book	9789604781775
Flashcards	9789604782116
Class CD (Brit. Ed.)	9789604782710
Class CD (Amer. Ed.)	9789604783397
IWB	9789605738662

New Yippee! Green

Student's Book	9789604782031
Fun Book	9789604782062
Teacher's Book	9789604782079
Flashcards	9789604782130
Class CD (Brit. Ed.)	9789604782758
Class CD (Amer. Ed.)	9789604783410
IWB	9789605738679

New Yippee! Blue

Student's Book	9789604781614
Fun Book	9789604781744
Teacher's Book	9789604781751
Flashcards	9789604782123
Class CD (Brit. Ed.)	9789604782734
Class CD (Amer. Ed.)	9789604783434
IWB	9789605738686

FUNNY PHONICS (BRIT. & AMER. ED.) p. 16

Funny Phonics 1

Student's Book	9789604787364
Activity Book	9789604788187
Teacher's Book	9789604788309
Class CD (Brit. Ed.)	9789604788781
Class CD (Amer. Ed.)	9789605091491
IWB (Brit. Ed.)	9789605093099
IWB (Amer. Ed.)	9789605097189

Funny Phonics 2

Student's Book	9789604787371
Activity Book	9789604788316
Teacher's Book	9789604788323
Class CD (Brit. Ed.)	9789604788798
Class CD (Amer. Ed.)	9789605091507
IWB (Brit. Ed.)	9789605094430
IWB (Amer. Ed.)	9786180544350

Funny Phonics 3

Student's Book	9789604787388
Activity Book	9789604788330
Teacher's Book	9789604788347
Class CD (Brit. Ed.)	9789604788804
Class CD (Amer. Ed.)	9789605093457
IWB (Brit. Ed.)	9789605094447
IWB (Amer. Ed.)	9789605097202

Funny Phonics 4

Student's Book	9789604787395
Activity Book	9789604788354
Teacher's Book	9789604788361
Class CD (Brit. Ed.)	9789604788811
Class CD (Amer. Ed.)	9789605094522
IWB (Brit. Ed.)	9786180542752
IWB (Amer. Ed.)	9789605097219

Funny Phonics 5

Student's Book	9789604787401
Activity Book	9789604788378
Teacher's Book	9789604788385
Class CD (Brit. Ed.)	9789604788828
Class CD (Amer. Ed.)	9789605094539
IWB (Brit. Ed.)	9786180542776
IWB (Amer. Ed.)	9789605097226

TOP STARS (BRIT. ED.) p. 20

Top Stars 1

Student's Book	9786180552973
Workbook	9786180552980
Teacher's Book	9786180552997
Flashcards	9786180542691
Class CD	9786180554946
TR CD/CD-ROM	978618055127
IWB	9786180555066

Top Stars 2

Student's Book	9786180553000
Workbook	9786180553017
Teacher's Book	9786180553024

Flashcards	9786180542707
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Class CD	9786180554953
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TR CD/CD-ROM	9786180555134
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IWB	9786180555073
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Top Stars 3

Student's Book	9786180553031
Workbook	9786180553048
Teacher's Book	9786180553055
Flashcards	9786180542714
Class CD	9786180554960
TR CD/CD-ROM	9786180555141
IWB	9786180555080

Top Stars 4

Student's Book	9786180558548
Workbook	9786180558555
Teacher's Book	9786180558562
Flashcards	9786180542721
Class CD	9786180554977
TR CD/CD-ROM	9786180555158
IWB	9786180555097

Top Stars 5

Student's Book	9786180558630
Workbook	9786180558647
Teacher's Book	9786180558654
Flashcards	9786180542738
Class CD	9786180554984
TR CD/CD-ROM	9786180555165
IWB	9786180555103

Top Stars 6

Student's Book	9786180558760
Workbook	9786180558777
Teacher's Book	9786180558784
Flashcards	9786180542745
Class CD	9786180554991
TR CD/CD-ROM	9786180555172
IWB	9786180555110

Alphabet Book	9786180524598
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Alphabet Book Audio CD/CD-ROM	9786180524406
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TOP STARS (AMER. ED.) p. 20

Top Stars 1

Student's Book	9786180510942
Workbook	9786180510959
Teacher's Book	9786180512885
Flashcards	9786180542691
Class CD	9786180512472
TR CD/CD-ROM	9786180512496
IWB	9786180512489

Top Stars 2

Student's Book	9786180510966
Workbook	9786180510973
Teacher's Book	9786180512892
Flashcards	9786180542707
Class CD	9786180512519
TR CD/CD-ROM	9786180512533
IWB	9786180512526

Top Stars 3

Student's Book	9786180512908
Workbook	9786180512915
Teacher's Book	9786180512922
Flashcards	9786180542714
Class CD	9786180512557
TR CD/CD-ROM	9786180512571
IWB	9786180512564

Top Stars 4

Student's Book	9786180513028
Workbook	9786180513035
Teacher's Book	9786180513042
Flashcards	9786180542721
Class CD	9786180513226
TR CD/CD-ROM	9786180513240
IWB	9786180513233

Top Stars 5

Student's Book	9786180513059
Workbook	9786180513066
Teacher's Book	9786180513073
Flashcards	9786180542738
Class CD	9786180513165
TR CD/CD-ROM	9786180513189
IWB	9786180513172

Top Stars 6

Student's Book	9786180513080
Workbook	9786180513097
Teacher's Book	9786180513103
Flashcards	9786180542745
Class CD	9786180513196
TR CD/CD-ROM	9786180513219
IWB	9786180513202
Alphabet Book	9786180524598
Alphabet Book Audio CD/CD-ROM	9786180524406

TOP STARS SPLIT EDITION (AMER. ED.) p. 29

Top Stars 1A

Student's Book	9786180566253
Workbook	9786180566239

Top Stars 1B

Student's Book	9786180566246
Workbook	9786180566222

Top Stars 2A

Student's Book	9786180566215
Workbook	9786180566192

Top Stars 2B

Student's Book	9786180566208
Workbook	9786180566185

Top Stars 3A

Student's Book	9786180566178
Workbook	9786180566154

Top Stars 3B

Student's Book	9786180566161
Workbook	9786180566147

Top Stars 4A

Student's Book	9786180566130
Workbook	9786180566116

Top Stars 4B

Student's Book	9786180566123
Workbook	9786180566109

GET SMART PLUS (BRIT. ED.) p. 24

Get Smart Plus 1

Student's Book	9786180521498
Workbook	9786180521504
Teacher's Book	9786180522228
Flashcards (Standard)	9786180522655
Flashcards (A4)	9786180549133
Class CD	9786180522402
TR CD/CD-ROM	9786180522433
IWB	9786180549393

Get Smart Plus 2

Student's Book	9786180521511
Workbook	9786180522242
Teacher's Book	9786180522235
Flashcards (Standard)	9786180523034
Flashcards (A4)	9786180549140
Class CD	9786180522440
TR CD/CD-ROM	9786180522471
IWB	9786180549409

Get Smart Plus 3

TR CD/CD-ROM	9786180522594
IWB	9786180549430
Get Smart Plus 6	
Student's Book	9786180521559
Workbook	9786180522310
Teacher's Book	9786180522303
Class CD	9786180522600
TR CD/CD-ROM	9786180522631
IWB	9786180549447
Alphabet Book	9786180524598
Alphabet Book Audio CD/CD-ROM	9786180524406

NEW GET SMART (AMER. ED.) p. 26

New Get Smart 1

Student's Book	9786180513004
Workbook	9786180513011
Teacher's Book	9786180515794
Flashcards (Standard)	9786180515787
Flashcards (A4)	9786180545111
Class CD	9786180515572
TR CD/CD-ROM	9786180515596
IWB	9786180549331

New Get Smart 2

Student's Book	9786180515916
Workbook	9786180515909
Teacher's Book	9786180515893
Flashcards (Standard)	9786180517804
Flashcards (A4)	9786180545128
Class CD	9786180516814
TR CD/CD-ROM	9786180516852
IWB	9786180549348

New Get Smart 3

Student's Book	9786180517651
Workbook	9786180517668
Teacher's Book	9786180517675
Flashcards (Standard)	9786180518122
Flashcards (A4)	9786180545135
Class CD	9786180518078
TR CD/CD-ROM	9786180518115
IWB	9786180549355

New Get Smart 4

Student's Book	9786180517682
Workbook	9786180517699
Teacher's Book	9786180517705
Flashcards (Standard)	9786180518955
Flashcards (A4)	9786180545142
Class CD	9786180519594
TR CD/CD-ROM	9786180519563
IWB	9786180549362

New Get Smart 5

Student's Book	9786180518962
Workbook	9786180518979
Teacher's Book	9786180518986
Class CD	9786180519600
TR CD/CD-ROM	9786180519570
IWB	9786180549379

New Get Smart 6

Student's Book	9786180518993
Workbook	9786180519006
Teacher's Book	9786180519013
Class CD	9786180519617
TR CD/CD-ROM	9786180519587
IWB	9786180549386
Alphabet Book	9786180524598
Alphabet Book Audio CD/CD-ROM	9786180524406

NEW GET SMART SPLIT EDITION (AMER. ED.) p. 26

New Get Smart 1A

Student's Book	9786180565867
Workbook	9786180565782

New Get Smart 1B

Student's Book	9786180565829
Workbook	9786180565775

New Get Smart 2A

Student's Book	9786180565850
Workbook	9786180565768

New Get Smart 2B

Student's Book	9786180565812
Workbook	9786180565751

New Get Smart 3A

Student's Book	9786180565843
Workbook	9786180565744

New Get Smart 3B

Student's Book	9786180565805
Workbook	9786180565737

New Get Smart 4A

Student's Book	9786180565836
Workbook	9786180565720

New Get Smart 4B

Student's Book	9786180565799
Workbook	9786180565713

GET SMART (BRIT. ED.) p. 28

Get Smart 1

Student's Book	9789604788415
Workbook	9789604788422
Teacher's Book	9789604788439
Flashcards	9789604438112
Class CD	9789604788651
IWB	9789605737740

Get Smart 2

Student's Book	9789604788446
Workbook	9789604788453
Teacher's Book	9789604788460
Flashcards	9789604438372
Class CD	9789604788668
IWB	9789605737757

Get Smart 3

Student's Book	9789604788477
Workbook	9789604788484
Teacher's Book	9789604788491
Flashcards	9789604436941
Class CD	9789604788675
IWB	9789605737764

Get Smart 4

Student's Book	9789604788507
Workbook	9789604788514
Teacher's Book	9789604788521
Flashcards	9789604436965
Class CD	9789604788682
IWB	9789605737771

Get Smart 5

Student's Book	9789604788538
Workbook	9789604788545
Teacher's Book	9789604788552
Class CD	9789604788699
IWB	9789605737788

Get Smart 6

Student's Book	9789604788569
Workbook	9789604788576
Teacher's Book	9789604788583
Class CD	9789605096755
IWB	9789605737795
Alphabet Book	9786180524598
Alphabet Book Audio CD/CD-ROM	9786180524406
TR CD/CD-ROM 1-4	9789605094911
TR CD/CD-ROM 4-6	9789605094928

GET SMART (AMER. ED.) p. 28

Get Smart 1

Student's Book	9789604435265
Workbook	9789604435272
Teacher's Book	9789604435296
Flashcards	9789604438112
Class CD	9789604435302
IWB	9789605737689

Get Smart 2

Student's Book	9789604435326
Workbook	9789604435333
Teacher's Book	9789604435340
Flashcards	9789604438372
Class CD	9789604781065
IWB	9789605737696

Get Smart 3

Student's Book	9789604435371
Workbook	9789604435388
Teacher's Book	9789604435395
Flashcards	9789604436941
Class CD	9789604435401
IWB	9789605737702

Get Smart 4

Student's Book	9789604435425
Workbook	9789604435432
Teacher's Book	9789604435449
Flashcards	9789604436965
Class CD	9789604780983
IWB	9789605737719

Get Smart 5

Student's Book	9789604435470
Workbook	9789604435487
Teacher's Book	9789604435494
Class CD	9789604435500
IWB	9789605737726

Get Smart 6

Student's Book	9789604435524
Workbook	9789604435531
Teacher's Book	9789604435548
Class CD	9789604435555
IWB	9789605737733
Alphabet Book	9786180524598
Alphabet Book Audio CD/CD-ROM	9786180524406
TR CD/CD-ROM 1-4	9786180518016
TR CD/CD-ROM 4-6	9789604781225

GET SMART SPLIT EDITION (AMER. ED.) p. 29

Get Smart 1A

Student's Book	9789604783601
Workbook	9789604783618

Get Smart 1B

Student's Book	9789604783625
Workbook	9789604783632

Get Smart 2A

Student's Book	9789604783649
Workbook	9789604783656

Get Smart 2B

Student's Book	9789604783663
Workbook	9789604783670

Get Smart 3A

Student's Book	9789604783687
Workbook	9789604783694

Get Smart 3B

Student's Book	9789604783700
Workbook	9789604783717

BFF - BEST FRIENDS FOREVER (BRIT. ED.) p. 32

BFF 1

Student's Book (inc. Alphabet Book)	9786180554335
Workbook	9786180554342
Workbook (w. writing activities)	9786180554359
Teacher's Book	9786180554366
Flashcards	9786180554373
Class CD	9786180554298
TR CD/CD-ROM	9786180554311
IWB	9786180538854
IWB (w. writing activities)	9786180554328

BFF 2

Student's Book	9786180558722
Workbook	9786180558739
Teacher's Book	9786180558746
Flashcards	9786180561043
Class CD	9786180559125
TR CD/CD-ROM	9786180559149
IWB	9786180559156

BFF 3

Student's Book	9786180560848
Workbook	9786180560855
Teacher's Book	9786180560831
Flashcards	9786180560909
Class CD	9786180560916
TR CD/CD-ROM	9786180560930
IWB	9786180560947

BFF 4

Student's Book	9786180560879
Workbook	9786180560886
Teacher's Book	9786180560862
Flashcards	9786180560893
Class CD	9786180560954
TR CD/CD-ROM	9786180560978
IWB	9786180560985

YOUNG STARS (BRIT. ED.) p. 34

Young Stars 1

Student's Book	9789605737542
Workbook	9789605737559
Teacher's Book	9789605737566
Flashcards	9786180550849
Class CD	9786180503760
TR CD/CD-ROM	9786180502268
IWB	9786180549232

Young Stars 2

Student's Book	9789605736996
Workbook	9789605737009
Teacher's Book	9786180560640
Flashcards	9786180550856
Class CD	9789605737382
TR CD/CD-ROM	9786180503685
IWB	9786180561913

Young Stars 3

Student's Book	9789605734534
Workbook	9789605734541
Teacher's Book	9789605734558
Flashcards	9786180550863
Class CD	9789605737412
TR CD/CD-ROM	9786180504538
IWB	9786180561920

Young Stars 4

Student's Book	9789605737313
Workbook	9789605737320
Teacher's Book	9789605737337
Flashcards	9786180550870
Class CD	9789605737443
TR CD/CD-ROM	9786180506785
IWB	9786180549485

Young Stars 5

Student's Book	9789605737023
Workbook	9789605737030
Teacher's Book	9789605737047
Flashcards	9786180550887
Class CD	9789605737474
TR CD/CD-ROM	9786180503999
IWB	9786180549492

Young Stars 6

Student's Book	9789605737054
Workbook	9789605737061
Teacher's Book	9789605737078
Flashcards	9786180550894
Class CD	9789605737504
TR CD/CD-ROM	9786180504002
IWB	9786180551655

Alphabet Book

Alphabet Book	9786180524598
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Alphabet Book Audio CD/CD-ROM

Alphabet Book Audio CD/CD-ROM	9786180524406
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YOUNG STARS (AMER. ED.) p. 34

Young Stars 1

Student's Book	9786180503791
Workbook	9786180503807
Teacher's Book	9786180503814
Flashcards	9786180550849
Class CD	9786180504200
TR CD/CD-ROM	9786180504224
IWB	9786180504231

Young Stars 2

Student's Book	9786180503838
Workbook	9786180503845
Teacher's Book	9786180503852
Flashcards	9786180550856
Class CD	9786180504248
TR CD/CD-ROM	9786180504262
IWB	9786180504279

Young Stars 3

Student's Book	9786180503876
Workbook	9786180503883
Teacher's Book	9786180503890
Flashcards	9786180550863
Class CD	9786180504286
TR CD/CD-ROM	9786180504309
IWB	9786180504316

Young Stars 4

Teacher's Book	9786180503937	Teacher's Book	9786180546415	Student's Book & Workbook	9789604437061	Student's Book	9789603794158
Flashcards	9786180550870	Class CD	9786180544800	Workbook	9789604437078	Workbook	9789603794165
Class CD	9786180504323	New Zoom In Special 4		Zoom In Special 2		Pop Up 3B	
TR CD/CD-ROM	9786180504347	Student's Book & Workbook	9786180546422	Student's Book & Workbook	9789604437085	Student's Book	9789603794172
IWB	9786180504354	Teacher's Book	9786180546439	Student's Book & Workbook	9789604437085	Workbook	9789603794189
Young Stars 5		Class CD	9786180544824	Zoom In Special 3		POP UP SPECIAL (AMER. ED.)	<i>p. 39</i>
Student's Book	9786180503951	New Zoom In Special 5		Student's Book & Workbook	9789604437108	Pop Up Special 1A	
Workbook	9786180503968	Student's Book & Workbook	9786180547993	Student's Book & Workbook	9789604437108	Student's Book & Workbook	9789603794035
Teacher's Book	9786180503975	Teacher's Book	9786180548006	Zoom In Special 4		Pop Up Special 1B	
Flashcards	9786180550887	Class CD	9786180544848	Student's Book & Workbook	9789604437115	Student's Book & Workbook	9789603794042
Class CD	9786180504361	New Zoom In Special 6		Student's Book & Workbook	9789604437115	Pop Up Special 1C	
TR CD/CD-ROM	9786180504385	Student's Book & Workbook	9786180548013	TIME FLASH (BRIT. ED.)	<i>p. 38</i>	Student's Book & Workbook	9789603794059
IWB	9786180504392	Teacher's Book	9786180548020	Time Flash A		Pop Up Special 1D	
Young Stars 6		Class CD	9786180544862	Student's Book	9789603798873	Student's Book & Workbook	9789603794066
Student's Book	9786180504156	Alphabet Book	9789604430178	Workbook	9789603798880	Pop Up Special 2A	
Workbook	9786180504163	Alphabet Book Audio		Teacher's Book	9789603798897	Student's Book & Workbook	9789603794370
Teacher's Book	9786180504170	CD/CD-ROM	9789604430185	Flashcards	9789604437719	Pop Up Special 2B	
Flashcards	9786180550894	ZOOM (BRIT. ED.)	<i>p. 38</i>	Class CD	9789603798934	Student's Book & Workbook	9789603794387
Class CD	9786180504408	Zoom A		Time Flash B		Pop Up Special 2C	
TR CD/CD-ROM	9786180504422	Student's Book	9789603790389	Student's Book	9789603798972	Student's Book & Workbook	9789603794394
IWB	9786180504439	Workbook	9789603790396	Workbook	9789603798989	Pop Up Special 2D	
Alphabet Book	9786180524598	Teacher's Book	9789603790426	Teacher's Book	9789603798996	Student's Book & Workbook	9789603794400
Alphabet Book Audio		Flashcards	9789604437719	Flashcards	9789604437726	Pop Up Special 3A	
CD/CD-ROM	9786180524406	Class CD	9789604439973	Class CD	9789603799030	Student's Book & Workbook	9789603794417
SMART JUNIOR (BRIT. ED.)	<i>p. 36</i>	Zoom B		Alphabet Book	9789604430178	Pop Up Special 3B	
Smart Junior 1		Student's Book	9789603790488	Alphabet Book Audio		Student's Book & Workbook	9789603794424
Student's Book	9789604438129	Workbook	9789603790495	CD/CD-ROM	9789604430185	Pop Up Special 3C	
Workbook	9789604438136	Teacher's Book	9789603790525	Test CD-ROM A-B	9789603798941	Student's Book & Workbook	9789603794431
Teacher's Book	9789604438143	Flashcards	9789604437726	POP UP (AMER. ED.)	<i>p. 39</i>	Pop Up Special 3D	
Flashcards	9789604438150	Class CD	9789603790556	Pop Up 1		Student's Book & Workbook	9789603794448
Class CD	9789604438167	Zoom C		Student's Book	9789603791720	Pop Up Special 4A	
IWB	9789605737832	Student's Book	9789603791348	Workbook	9789603791737	Student's Book & Workbook	9789603794455
Smart Junior 2		Workbook	9789603791331	Teacher's Book	9789603791744	Pop Up Special 4B	
Student's Book	9789604438181	Teacher's Book	9789603791324	Flashcards	9789603791799	Student's Book & Workbook	9789603794462
Workbook	9789604438198	Class CD	9789603791287	Class CD	9789603791768	Pop Up Special 4C	
Teacher's Book	9789604438204	Alphabet Book	9789604430178	Pop Up 2		Student's Book & Workbook	9789603794479
Flashcards	9789604438211	Alphabet Book Audio		Student's Book	9789603791829	Pop Up Special 4D	
Class CD	9789604438228	CD/CD-ROM	9789604430185	Workbook	9789603791836	Student's Book & Workbook	9789603794486
IWB	9789605737849	Teacher's CD-ROM A-C	9789603798002	Teacher's Book	9789603791843	Pop Up Special 5A	
Smart Junior 3		ZOOM IN (BRIT. ED.)	<i>p. 38</i>	Flashcards	9789603791898	Student's Book & Workbook	9789603794493
Student's Book	9789604438242	Zoom In 1		Class CD	9789603791867	Pop Up Special 5B	
Workbook	9789604438259	Student's Book	9789603792581	Pop Up 3		Student's Book & Workbook	9789603794509
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Beginners-Intermediate	9789604787357

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Workbook	9789603799764

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Workbook	9789603799788

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Workbook	9789603799801

American Channel Elementary B	
Student's Book	9789603799818
Workbook	9789603799825

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Workbook	9789603799931

American Channel Pre-Intermediate B	
Student's Book	9789604430000
Workbook	9789604430017

American Channel Intermediate A	
Student's Book	9789604430192
Workbook	9789604430208

American Channel Intermediate B	
Student's Book	9789604430260
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Workbook	9789604432639
Workbook Teacher's Edition	9789604432660
Teacher's Book	9789604433032
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Workbook	9789604432370
Workbook Teacher's Edition	9789604432677

Teacher's Book	9789604433049
Class CD	9789604432394

American Channel Direct 3	
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Workbook	9789604433063
Workbook Teacher's Edition	9789604433070
Teacher's Book	9789604433087
Class CD	9789604433100

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Student's Book	9789604433117
Workbook	9789604433124
Workbook Teacher's Edition	9789604433131
Teacher's Book	9789604433148
Class CD	9789604433162

American Channel Direct 5	
Student's Book	9789604434527
Workbook	9789604434534
Workbook Teacher's Edition	9789604434541
Teacher's Book	9789604434558
Class CD	9789604434572

American Channel Direct 6	
Student's Book	9789604434596
Workbook	9789604434602
Workbook Teacher's Edition	9789604434619
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Teacher's Book	9789604432479
Class CD	9789604432530

Smart Grammar and Vocabulary 3	
Student's Book	9789604432486
Teacher's Book	9789604432493
Class CD	9789604432547

Smart Grammar and Vocabulary 4	
Student's Book	9789604432509
Teacher's Book	9789604432516
Class CD	9789604432554

Smart Grammar and Vocabulary 5	
Student's Book	9789604434947
Teacher's Book	9789604434954
Class CD	9789604434961

Smart Grammar and Vocabulary 6	
Student's Book	9789604434978
Teacher's Book	9789604434985
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Student's Book A	9789604434480
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Teacher's Book A-B	9789608536180
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Teacher's Book 1-2	9789608536166

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Teacher's Book	9789603793540

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Student's Book	9789603793199
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Student's Book	9789603793205
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Beginners-Intermediate	9789604780600

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Student's Book	9786180519358
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5 Marbles	9789604783465
Baby Brother	9789604783472
Cookies	9789604783458
Where's Lucy?	9789604783823
Level 2 - Student's Book (inc. CD)	
Yellow Ted	9789604783878
The Old House	9789604783885
My Family	9789604783793
Toy Party	9789604783816
Let's Go Home	9789604783809
Where's Fluffy?	9789604783830
Level 3 - Student's Book (inc. CD)	
My Red Car	9789604783892
Black Ant	9789604783908
Big Shoes	9789604783922
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Snowy	9789604783915
A Funny Story	9789604784363
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Cookie Land	
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Student's Book (inc. CD)	

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Student's Book (Amer. Ed.)	9789603794950
Student's Book (inc. CD)	
(Amer. Ed.)	9789603794363
Teacher's Book	9789603794592

The Ugly Duckling	
Student's Book	9789604432875
Student's Book (inc. CD)	9789604432868
Teacher's Book	9789604432882

Jasper's Pot of Gold	
Student's Book (Brit. Ed.)	9789604430130
Student's Book (inc. CD)	
(Brit. Ed.)	9789604430123
Student's Book (Amer. Ed.)	9789603796749
Student's Book (inc. CD)	
(Amer. Ed.)	9789603796732
Teacher's Book	9789603796756

The Princess and the Frog	
Student's Book	9789604434664
Student's Book (inc. CD)	9789604434671
Teacher's Book	9789604434688

Pinocchio	
Student's Book	9789604783038
Student's Book (inc. CD)	9789604783021
Teacher's Book	9789604783045

The Gingerbread Man	
Student's Book	9786180520903
Student's Book (inc. CD)	9786180525168
Teacher's Book	9786180525052

The Fox and the Crow	
Student's Book	9786180542820
Student's Book (inc. CD)	9786180542943
Teacher's Book	9786180542882

Level 2

The Fox and the Dog	
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Student's Book (inc. CD)	
(Brit. Ed.)	9789604430086
Student's Book (Amer. Ed.)	9789603794943
Student's Book (inc. CD)	
(Amer. Ed.)	9789603794349
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Felix and the Fairy	
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Student's Book (inc. CD)	
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Teacher's Book	9789603794677

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Student's Book	9789604783069
Student's Book (inc. CD)	9789604783052
Teacher's Book	9789604783076

The Selfish Giant	
Student's Book	9789604436491
Student's Book (inc. CD)	9789604436507
Teacher's Book	9789604436514

The Enormous Turnip	
Student's Book	9786180520910
Student's Book (inc. CD)	9786180525175
Teacher's Book	9786180525069

The Princess and the Pea	
Student's Book	9786180542837
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Teacher's Book	9786180542899

Level 3

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Student's Book (Brit. Ed.)	9789604430055
Student's Book (inc. CD)	
(Brit. Ed.)	9789604430048
Student's Book (Amer. Ed.)	9789603794998
Student's Book (inc. CD)	
(Amer. Ed.)	9789603794691
Teacher's Book	9789603794707

Jingle's Christmas Adventure	
Student's Book (inc. CD)	9789604430369

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Sleeping Beauty	
Student's Book	9789604436538
Student's Book (inc. CD)	9789604436545
Teacher's Book	9789604436552

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Student's Book	9786180520927
Student's Book (inc. CD)	9786180525182
Teacher's Book	9786180525076

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Student's Book (Brit. Ed.)	9789603799986
Student's Book (inc. CD)	
(Brit. Ed.)	9789603799979
Student's Book (Amer. Ed.)	9789603794974
Student's Book (inc. CD)	
(Amer. Ed.)	9789603794639
Teacher's Book	9789603794646

Puss in Boots	
Student's Book	9789604432837
Student's Book (inc. CD)	9789604432820
Teacher's Book	9789604432813

The Emperor's Nightingale	
Student's Book	9789604783090
Student's Book (inc. CD)	9789604783083
Teacher's Book	9789604783106

Little Red Riding Hood	
Student's Book	9786180542844
Student's Book (inc. CD)	9786180542967
Teacher's Book	9786180542905

Level 4

Mowgli	
Student's Book (Brit. Ed.)	9789604430031
Student's Book (inc. CD)	
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Student's Book (Amer. Ed.)	9789603794967
Student's Book (inc. CD)	
(Amer. Ed.)	9789603794356
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The Wishing Fish	
Student's Book (Brit. Ed.)	9789603798323
Student's Book (inc. CD)	
(Brit. Ed.)	9789603798316
Student's Book (Amer. Ed.)	9789603796787
Student's Book (inc. CD)	
(Amer. Ed.)	9789603796770
Teacher's Book	9789603796794

Peter Pan	
Student's Book	9789604434343
Student's Book (inc. CD)	9789604434350
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Ali Baba and the 40 Thieves	
Student's Book (Brit. Ed.)	9789604432929
Student's Book (inc. CD)	
(Brit. Ed.)	9789604432912
Student's Book (Amer. Ed.)	9789604432905
Student's Book (inc. CD)	
(Amer. Ed.)	9789604432899
Teacher's Book	9789604432936

The Short-Necked Giraffe	
Student's Book	9789605736972
Student's Book (inc. CD)	9789605736965
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Heidi	
Student's Book	9786180520934
Student's Book (inc. CD)	9786180525199
Teacher's Book	9786180525083

The Country Mouse and the City Mouse	
Student's Book	9786180542851
Student's Book (inc. CD)	9786180542974
Teacher's Book	9786180542912

Level 5	
Theseus and the Minotaur	
Student's Book (Brit. Ed.)	9789604430154
Student's Book (inc. CD)	
(Brit. Ed.)	9789604430147
Student's Book (Amer. Ed.)	9789603796824
Student's Book (inc. CD)	
(Amer. Ed.)	9789603796817
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Tom Sawyer	
Student's Book (Brit. Ed.)	9789603798347

Student's Book (inc. CD)	
(Brit. Ed.)	9789603798330
Student's Book (Amer. Ed.)	9789603796862
Student's Book (inc. CD)	
(Amer. Ed.)	9789603796855
Teacher's Book	9789603796879

The Odyssey	
Student's Book	9786180508956
Student's Book (inc. CD)	9786180508963
Teacher's Book	9786180508970

The Three Musketeers	
Student's Book	9786180520941
Student's Book (inc. CD)	9786180525205
Teacher's Book	9786180525090

Sinbad the Sailor	
Student's Book	9786180542868
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Teacher's Book	9786180542929

Level 6

Gulliver in Lilliput	
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Student's Book (inc. CD)	
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Student's Book (Amer. Ed.)	9789603796909
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Robin Hood	
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Student's Book (inc. CD)	
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Around the World in 80 Days	
Student's Book	9786180520958
Student's Book (inc. CD)	9786180525212
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Student's Book	9789604433308
Student's Pack	9789604434275
Teacher's Pack	9789604433315

Huck Finn	
Student's Book	9789604434701
Student's Pack	9789604436637
Teacher's Pack	9789604434718

The Railway Children	
Student's Book	9789604782970
Student's Pack	9789604783014
Teacher's Pack	9789604782987

A Connecticut Yankee in King Arthur's Court	
Student's Book	9789604780099
Student's Pack	9789604780280
Teacher's Pack	9789604780105

Lisa in China	
Student's Book	9789604788231
Student's Pack	9789604788262
Teacher's	

Student's Book	9786180502459	Teacher's Pack	9789605731465	Audio CD	9789604431656	The Man in the Iron Mask	
Student's Pack	9786180502473	Level 5		Student's Pack	9789604431663	Student's Book	9789604431571
Teacher's Pack	9786180506792	The Creeping Man		Level 3		Activity Book	9789604783854
Level 3		Student's Book	9789604433278	The Canterville Ghost		Teacher's Book	9789604780419
Oliver Twist		Student's Pack	9789604434299	Student's Book	9789603797203	Audio CD	9789604431601
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Student's Pack	9789604434305	The Tempest		Teacher's Book	9789604780365		
Teacher's Pack	9789604433254	Student's Book	9789604434824	Audio CD	9789603797463	GRADED READERS - ORIGINAL STORIES	p. 141
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Teacher's Pack	9789604434756	Student's Book	9789604781133	Activity Book	9789604439614	Activity Book	9789604781485
Kidnapped		Student's Pack	9789604781355	Teacher's Book	9789605090951	Teacher's Book	9789605735623
Student's Book	9789604780228	Teacher's Pack	9789604781324	Audio CD	9789603797449	Audio CD	9789603793311
Student's Pack	9789604780297	Moby Dick		Student's Pack	9789603794721	Student's Pack	9789603794844
Teacher's Pack	9789604780235	Student's Book	9789604780044	Excalibur		Lisa Goes to London	
Swiss Family Robinson		Student's Pack	9789604780181	Student's Book	9789604430383	Student's Book	9789607955586
Student's Book	9789605091002	Teacher's Pack	9789604780051	Activity Book	9789604780372	Activity Book	9789604781560
Student's Pack	9789605091637	The Count of Monte Cristo		Teacher's Book	9789604780389	Teacher's Book	9789604782161
Teacher's Pack	9789605091019	Student's Book	9786180512083	Audio CD	9789604430451	Audio CD	9789603793243
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Student's Book	9789605090968	Teacher's Book	9789604786299	Audio CD	9789603797470	Teacher's Book	9789607955746
Student's Pack	9789605091606	Audio CD	9789603797456	Student's Pack	9789603794738	Audio CD	9789603793274
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