

EXPLORER

A1.1



A1.2



A2



B1



B2



sample pages catalogue



is a new, exciting and easy-to-use course that effectively meets the needs of teenage and young adult learners.

builds 21st century competencies

5 LEVELS

Beginner to Level B2

A1.1, A1.2, A2, B1, B2

IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**.
- the **modular approach**, which enables students to deal with topics in depth.

Course Features:

- Well-organised units, each of which is clearly divided into three lessons
- Motivating and contemporary topics with multicultural and cross-curricular information related to the interests of teenagers and young adults
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities designed to develop 21st century competencies
- Activities encouraging critical thinking and personal response
- A revision section after every four units in the Beginners, Elementary and Pre-Intermediate levels, and after every three units in the Intermediate B1 level and Level B2, 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 for students

- Student's Book
- Full-colour Workbook
- Student's Digital Material (CD, Online) including a vocabulary list



Components for teachers

- Interleaved Teacher's Book
- Class Audio Material (CDs, Online)
- Teacher's Digital Resources (CD, Online) including Portfolio with projects, Quizzes, Revision Tests, key to the Quizzes and Revision Tests and video worksheets with teacher's guide
- Interactive Whiteboard material (also including videos and a vocabulary list)

Contents

Explorer Beginners

	Units	Structures
	Hello	
1	Nice to meet you	<ul style="list-style-type: none"> The verb <i>be</i> (<i>I am, you are</i>) Possessive adjectives (<i>my, your</i>) The article <i>a/an</i>
2	Home and abroad	<ul style="list-style-type: none"> The verb <i>be</i> (<i>he is, she is, we are, you are</i>) Possessive adjectives (<i>his, her, our, your</i>) Question Words (<i>Who? / What? / Where? / How? / How old?</i>)
3	My favourite things	<ul style="list-style-type: none"> The verb <i>be</i> (<i>it is, they are</i>) Possessive adjectives (<i>its, their</i>) Plural nouns this/these - that/those
4	Whose are these clothes?	<ul style="list-style-type: none"> The verb <i>have got</i> Possessive case Whose?
5	Upstairs downstairs	<ul style="list-style-type: none"> Prepositions of place the Articles <i>a/an</i> vs <i>the</i> <i>There is / There are</i>
6	Work and leisure	<ul style="list-style-type: none"> Present Simple (I, we, you, they)
7	Lifestyles	<ul style="list-style-type: none"> Present Simple (he, she, it) Adverbs of frequency Prepositions of time Question words (<i>What time? / When?</i>)
8	In town	<ul style="list-style-type: none"> Prepositions of place and movement Imperative Object personal pronouns

	Units	Structures
9	What would you like?	<ul style="list-style-type: none"> <i>some/any</i> Countable and uncountable nouns <i>would like</i>
10	April showers	<ul style="list-style-type: none"> Present Progressive <i>in vs on</i>
11	How much is that?	<ul style="list-style-type: none"> <i>How much? / How many?</i> Present Simple vs Present Progressive
12	You can do it!	<ul style="list-style-type: none"> The verb <i>can</i> Let's... / How about?
13	Looking back	<ul style="list-style-type: none"> Past Simple of the verb <i>be</i> Past Simple of regular and irregular verbs (affirmative)
14	Techno world	<ul style="list-style-type: none"> Past Simple of regular and irregular verbs (negative, questions and short answers) Past Simple vs Present Simple
15	Not my lucky day	<ul style="list-style-type: none"> <i>Why? / Because...</i> The verb <i>should</i>
16	Pack your bags	<ul style="list-style-type: none"> Future <i>be going to</i> <i>want to - would like to</i>

Contents

Explorer Elementary

	Units	Structures
	Hello!	<ul style="list-style-type: none"> • a/an • this/that • Imperative
1	What's your name?	<ul style="list-style-type: none"> • The verb <i>be</i> • Possessive Adjectives • The verb <i>have got</i> • Question words
2	How's work?	<ul style="list-style-type: none"> • Present Simple (affirmative and questions) • Prepositions of time (<i>at, on, in, until, from... to</i>) • Question words (<i>When? / What time?</i>)
3	Have a good time!	<ul style="list-style-type: none"> • Present Simple (negative and short answers) • <i>How often...?</i> • The verb <i>can</i> • <i>want to, would like to</i> • <i>like, love, hate, enjoy, can't stand + -ing</i>
4	Nearest and dearest	<ul style="list-style-type: none"> • Whose...? • Possessive case • Possessive pronouns • Articles (<i>a/an vs the</i>) • Plural nouns • Adjectives
5	My home is my castle	<ul style="list-style-type: none"> • Present Progressive • Present Simple vs Present Progressive • <i>How about? / Let's / Why don't we/you?</i> • <i>Why...? / Because...</i>
6	In the city	<ul style="list-style-type: none"> • <i>There is / There are</i> • Prepositions of place • Prepositions of movement • Object personal pronouns
7	Nice and tasty	<ul style="list-style-type: none"> • Countable and uncountable nouns • <i>some/any/no</i> • <i>How much...? / How many...?</i> • <i>much / many / a lot of / lots of / a few / a little</i>
8	Ready to wear	<ul style="list-style-type: none"> • <i>Which...?</i> • <i>one/ones</i> • <i>this/these - that/those</i> • <i>too/very</i>

	Units	Structures
9	School days	<ul style="list-style-type: none"> • Past Simple of regular and irregular verbs
10	Do your best!	<ul style="list-style-type: none"> • Past Simple of the verb <i>be</i> • <i>There was / There were</i> • The verb <i>could</i> • Adverbs of manner
11	Fiesta time!	<ul style="list-style-type: none"> • Future <i>be going to</i> • Present Progressive with future meaning • Compounds of <i>some, any, no</i> and <i>every</i>
12	Best mates	<ul style="list-style-type: none"> • <i>can / could / will / would / may</i> • The verb <i>have to</i>
13	Mother Nature	<ul style="list-style-type: none"> • Comparative form • Superlative form
14	Take a break	<ul style="list-style-type: none"> • Present Perfect Simple • Present Perfect Simple vs Past Simple
15	Doctor, doctor	<ul style="list-style-type: none"> • The verb <i>should</i> • Reported Speech (commands - requests)
16	Online	<ul style="list-style-type: none"> • <i>yet, already, still</i> • Full Infinitive - Bare Infinitive

Contents

Explorer Pre-Intermediate

Units	Structures
1 Window on the world	<ul style="list-style-type: none"> • Present Simple • Present Progressive • Stative verbs • Past Simple
2 How strange!	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs Past Progressive • Time clauses (<i>when, while, as, as soon as</i>)
3 Food for thought	<ul style="list-style-type: none"> • Quantifiers • <i>too/enough</i>
4 Time on your hands	<ul style="list-style-type: none"> • Present Perfect Simple • Indirect questions • Present Perfect Simple with <i>how long, for</i> and <i>since</i> • Present Perfect Simple vs Past Simple
5 Get the message	<ul style="list-style-type: none"> • Relative pronouns (<i>who, which, that</i>) • <i>used to</i>
6 Urban life	<ul style="list-style-type: none"> • Comparative form • Superlative Form • Other forms of comparison
7 Bon voyage!	<ul style="list-style-type: none"> • <i>can / can't</i> • <i>must / mustn't</i> • <i>have to / don't have to</i> • <i>should / shouldn't</i> • <i>need to / don't need to / needn't</i>
8 Down to earth	<ul style="list-style-type: none"> • Future <i>will</i> • Time clauses (<i>when, before, after, as soon as, until</i>)

Units	Structures
9 Cash in hand	<ul style="list-style-type: none"> • Infinitives • <i>-ing</i> forms
10 Oldies but goodies	<ul style="list-style-type: none"> • Passive Voice (Present Simple - Past Simple)
11 A good sport	<ul style="list-style-type: none"> • Conditional Sentences Type 1 • <i>if vs when</i> • <i>may/might/could</i>
12 Working your way	<ul style="list-style-type: none"> • <i>so/neither/too/either</i> • Present Perfect Progressive • Present Perfect Simple vs Present Perfect Progressive
13 Health matters	<ul style="list-style-type: none"> • Negative questions • Question tags • Reflexive pronouns
14 In person	<ul style="list-style-type: none"> • Conditional Sentences Type 2 • Wishes • Conditional Sentences Type 1 vs Conditional Sentences Type 2
15 Watch out!	<ul style="list-style-type: none"> • Exclamatory sentences • Clauses of result • Past Perfect Simple
16 On holiday	<ul style="list-style-type: none"> • Reported Speech (Statements, questions, commands and requests)

Contents

Explorer Intermediate B1

Units	Structures
1 On your marks	<ul style="list-style-type: none"> • Present Simple • Present Progressive • Stative verbs • Adverbs of frequency
2 Go for it!	<ul style="list-style-type: none"> • Past Simple • Past Progressive • Prepositions of time
3 What are you like?	<ul style="list-style-type: none"> • Present Perfect Simple • Present Perfect Progressive • Comparisons
4 Learning zone	<ul style="list-style-type: none"> • Future <i>will</i> • Future <i>be going to</i> • Future Progressive • Future Perfect Simple • <i>must / mustn't - have to / don't have to - need / needn't - need to / don't need to</i>
5 The place to be	<ul style="list-style-type: none"> • Defining relative clauses • Non-defining relative clauses
6 What on earth...?	<ul style="list-style-type: none"> • Zero Conditional • Conditional Sentences Type 1 • Conditional Sentences Type 2 • Articles
7 That's strange!	<ul style="list-style-type: none"> • Past Perfect Simple • Past Perfect Progressive • Time clauses
8 Teen age	<ul style="list-style-type: none"> • <i>Would rather</i> • <i>Had better</i> • <i>should/shouldn't</i>

Units	Structures
9 What a laugh!	<ul style="list-style-type: none"> • Modal verbs (used for expressing possibility and making deductions) • Clauses of concession (although / even though / despite / in spite of)
10 That's life!	<ul style="list-style-type: none"> • Passive Voice I • Present participle • Participle clauses
11 Job hunting	<ul style="list-style-type: none"> • Infinitives • <i>-ing</i> form
12 Hi-tech	<ul style="list-style-type: none"> • Causative form • Passive voice II
13 Famous people	<ul style="list-style-type: none"> • Reported Speech (statements, questions, commands and requests)
14 Connecting people	<ul style="list-style-type: none"> • Unreal past • Clauses of result
15 Travellers' tales	<ul style="list-style-type: none"> • Conditional Sentences Type 3 • Wishes in the past

Contents

Explorer Level B2

Units	Structures
1 Around the world?	<ul style="list-style-type: none"> • Present Simple • Present Progressive • Habits in the present (Present Simple + adverbs of frequency / be used to + <i>-ing</i> form) • Stative verbs
2 Rewind	<ul style="list-style-type: none"> • Past Simple • Past Progressive • Past habits (used to / would + base form) • Past intentions (was/were going to + base form)
3 Eureka!	<ul style="list-style-type: none"> • Present Perfect Simple • Present Perfect Progressive • Past Perfect Simple • Past Perfect Progressive
4 Fast forward	<ul style="list-style-type: none"> • Future <i>will</i> • Future <i>be going to</i> • Future Progressive • Future Perfect Simple • Zero Conditional • Conditional Sentences Type 1 • Time clauses (present/ future)
5 Your cup of tea?	<ul style="list-style-type: none"> • Must, have to, need, may, might, could • Should, ought to, had better
6 Guilty as charged	<ul style="list-style-type: none"> • Must, can't (making deductions) • Can, could, be able to (expressing ability)
7 Mother Nature	<ul style="list-style-type: none"> • Infinitives and <i>-ing</i> form
8 Let the fun begin!	<ul style="list-style-type: none"> • Passive Voice

Units	Structures
9 Dig in!	<ul style="list-style-type: none"> • Subject and object questions • Question tags • Whoever, whatever, whichever, whenever, wherever
10 Our four-legged friends	<ul style="list-style-type: none"> • Reported speech • Special introductory verbs
11 What's up, Doc?	<ul style="list-style-type: none"> • Conditional Sentences Types 2 and 3 • Wishes in the present and past
12 Where the heart is	<ul style="list-style-type: none"> • Quantifiers • Comparisons
13 Art works	<ul style="list-style-type: none"> • Relative clauses • Participle clauses • Determiners
14 On the couch	<ul style="list-style-type: none"> • Causative form • Clauses of time, reason and concession
15 Stop to shop	<ul style="list-style-type: none"> • Clauses of result • Clauses of purpose

H. Q. Mitchell - Marileni Malkogianni

Student's book

EXPLORER

Elementary



vocabulary presented through visual prompts

14 Take a break

LESSON ONE

Vocabulary

Means of transport

Look and label the pictures with the words in the box. Then listen and check your answers.



1

2

3

4

5

6

7

motorcycle
aeroplane
coach
underground
ship
train
bicycle

Listening and reading

- A. Look at the picture and guess. Where are the people? What are they talking about?
B. Listen, read and check your answers.

Travel agent Have a look at these brochures. Have you ever thought of visiting North Africa?

Jim Well, I've travelled to Morocco on business twice, and I'd really like to go there again on holiday.

Joanna I've always wanted to visit Morocco and Tunisia!

Travel agent Great! There's a flight on 25 April and...

Joanna Flight? Aeroplanes? No way! Forget it!

Travel agent Excuse me?

Jim You have to excuse my wife. You see, she's never flown before. She's afraid of flying.

Travel agent Oh, in that case, Blue Seas Liners are offering a Mediterranean cruise. And it includes Morocco.

Joanna A cruise? Sorry, I can't do it. I get seasick when I travel by ship.




Travel agent Then North Africa is out of the question.

Jim I guess so. What else can you suggest?

Travel agent What about a coach tour around Europe? It includes different Mediterranean countries and it's quite cheap. What do you think?

- C. Read again and combine the words in the three columns to form as many true statements as you can.

Jim	is afraid of	has always wanted to visit	Morocco	flying
Joanna	has visited	suggests	by aeroplane	by ship
The travel agent	has never travelled	doesn't like travelling	a Mediterranean cruise	a coach tour

 critical thinking

realistic dialogues

 critical thinking

grammar presented and practised in context

 critical thinking

14 Take a break

Grammar

Present Perfect Simple

A. Read the examples and the table and notice the words in bold. Then complete the rules about the formation and the use of the Present Perfect Simple.

A: I haven't seen this man before. Do you know him?
B: Yes, actually we've travelled together once or twice.

A: Have you ever eaten Indian food?
B: No, I've never tried it, but I've always wanted to.

Have they ever suggested it? *Yes, they have.*
No, they haven't.

Has he flown before? *Yes, he has.*
No, he hasn't.

Irregular Verbs		
Base Form	Past Simple	Past Participle
read	read	read
see	saw	seen
eat	ate	eaten
think	thought	thought
meet	met	met
fly	flew	flown

Present Perfect Simple: _____ + past participle

	Past Participle
Regular Verbs	verb + _____ e.g. _____
Irregular Verbs	irregular form e.g. _____

Use the Present Perfect Simple to talk about past experiences, usually with the words always, _____, _____, _____, once / _____ / three times, etc.

B. Complete the dialogues with the Present Perfect Simple of the verbs in brackets.

- a. **A:** You know, Ian (1) _____ (decide) to have a party tomorrow. Are you free?
B: I am, but he (2) _____ (not invite) me.
- b. **A:** (1) _____ (you / ever / think) of going to Canada on holiday?
B: Actually, I (2) _____ (read) a lot of books about Canada, and I (3) _____ (always / want) to go there.

Pronunciation

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

- a. **Have** you ever visited New Orleans? b. Yes, I **have**. / No, I **haven't**.

B. Listen and repeat.

1. **A:** Has your sister ever travelled by aeroplane?
B: Yes, she has, actually.
2. **A:** Have you ever wanted to climb a mountain?
B: No, I haven't.
3. **A:** Have you worked as a secretary before?
B: No, I haven't, but I can learn.


Speaking

Complete the table about yourself. Then work in groups of four. Take turns to ask each other questions about things you have done. Use the ideas given and your own. Then report your answers to the class.

	You	Student A	Student B	Student C
travel to Africa				
climb a mountain				
see a wild animal				
eat prawns				
ride a motorcycle				

Have you ever travelled to Africa?
 Yes, I have... once, etc. / No, I've never...

Two people in my group have...

 communication
 cooperation

pronunciation activities

14

vocabulary presented through visual and verbal prompts

LESSON TWO

Vocabulary


Holiday activities

Match the pictures with the phrases in the box. Then listen and check your answers.



- a sunbathe
- b go hiking
- c go camping
- d explore caves
- e buy souvenirs
- f taste local food
- g go scuba diving
- h visit ancient ruins

Listening and reading

 critical thinking

- A. Look at the picture and guess what the people want to do next.
 B. Listen, read and check your answers.

Ron Right, where do you want to go now?
Bill Well, Nick and Louise have gone to Kildrummy Castle today. Why don't we walk there and meet them?
Ron But we've been there before.
Bill No, we haven't. We visited Lumsden Village last week, but we didn't go to the castle.
Ron You're right. But it's a nice day. I don't want to go sightseeing. I want to go swimming.
Bill Good idea. Have you ever swum in a lake?
Ron No, I haven't.
Bill Well, I have. I went to the Lake District last year and it was something else! You have to try it.
Ron OK. How about doing a bit of fishing too?
Bill Great idea. There's a lake somewhere near here. Now, where's the map?
Ron I don't know. I haven't seen it today.
Bill Wait a minute. I'm sure I saw it on the



table at breakfast this morning.
Ron But you didn't take it with you.
Bill No, I didn't.
Ron So, we're hiking without a map.
Bill Looks like it. What now?
Ron Well, I don't want to get lost, so let's go to that village over there and ask someone.

- C. Read again and answer the questions.

1. Where are Nick and Louise?
2. Who has swum in a lake before?
3. What do Ron and Bill want to do at the lake?
4. Who saw the map last?
5. Where was it?
6. What are Ron and Bill going to do in the village?

 critical thinking

realistic dialogues

 critical thinking

14 Take a break

Grammar

Present Perfect Simple vs Past Simple

grammar presented and practised in context

A. Read the examples. What's the difference between the two sentences?

That's an interesting book. I've read it.
I read that book last week, but I didn't like it.

Note

- Sheila **has gone to** Paris on business. = She is still there.
- Frank **has been to** Paris twice this year. = He has visited the place twice, but he is not there now.

B. Complete the dialogues with the Present Perfect Simple or the Past Simple of the verbs in brackets. Give short answers where possible.

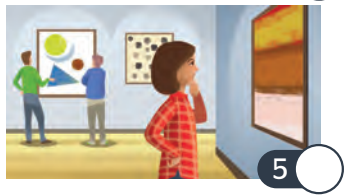
a.
A: Kate, (1) _____ (you / see) the film *Avengers: Infinity War*?
B: Yes, (2) _____. In fact, I (3) _____ (see) it last week. I (4) _____ (go) to the cinema with Judy.
A: (5) _____ (you / like) it?
B: Yes, (6) _____.

b.
A: Where's Ted?
B: He's not here. He (1) _____ (go) scuba diving.
A: So early?
B: Yes. He (2) _____ (get) up at 8.00 a.m. and (3) _____ (leave).
c.
A: Do you know anything about Finland?
B: Not much. I (1) _____ (not be) there. Ask Philip. He (2) _____ (go) there two years ago.

Listening 

Listen to Diane and Clive talking and look at the pictures. Who has done each activity? Write **D** for Diane, **C** for Clive or **B** for Both.

a variety of listening activities



Speaking



Work in pairs. Take turns to ask each other questions using the prompts in the box.

- you / ever / climb / swim / visit, etc.?
- where / go?
- when / go?
- who / go with?
- what / else / do / there?
- you / see / interesting sights?

Have you ever climbed...?
 Yes, ...
 Where did you go?
 I went...

 communication
 cooperation

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

 critical thinking
 communication

14

LESSON THREE

Reading

A. Discuss.

- What do you like doing when you are on holiday?
- Do you like adventure holidays?

B. Why did Calvin Gillian go to Norway? Listen, read and find out.



Holidays abroad

A NORWEGIAN ADVENTURE

Calvin Gillian didn't believe that Norway was the place for an adventurous holiday. However, some friends told him to go there and he didn't regret it...

Norway is famous for its fjords

I'm an extreme-sports maniac. I've travelled to many different countries looking for excitement, but I didn't expect Norway to be a good place for an extreme holiday. Tourists usually visit Norway because of its ancient Viking history or to enjoy a relaxing holiday and go salmon fishing in the famous fjords. But I didn't go for salmon, I wanted adventure!

I've skied in some amazing places so far but I have to say, nothing compares to skiing on Svartisen. The Black Ice glacier, as it is also called, is unbelievable. The ice is not the usual white but a deep blue colour, like the sea.

Then there is the Hunderfossen Family Park or 'Fairy Tale Park'. A nice quiet day out, you probably think. It certainly is a beautiful place, but there's lots more you can do there. For example, you can go white-water rafting. Perfect for an adventure-seeker like me.

I also visited the Holmenkollen Ski Jump in Oslo. The view from the top of the ski jump was wonderful and the ski museum was very interesting. I wanted to try a jump, but unfortunately, it's only for professional ski jumpers. Anyway, one of Oslo's top restaurants is at Holmenkollen. So, I took a break from all the adventure and tried some salmon, instead!

white-water rafting at Hunderfossen Family Park

the Holmenkollen Ski Jump in Oslo

Svartisen

C. Read the text again and match the activities with the places.

- | | | |
|------------------------|-----------------------|----------------------------|
| 1. salmon fishing | <input type="radio"/> | a Svartisen |
| 2. skiing | <input type="radio"/> | b Hunderfossen Family Park |
| 3. white-water rafting | <input type="radio"/> | c fjords |
| 4. ski jumping | <input type="radio"/> | d Holmenkollen |

various types of texts

a variety of reading comprehension activities

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


a variety of listening activities

 critical thinking

14 Take a break

Listening

Listen to two people having a conversation on an aeroplane and answer the questions. Choose **a** or **b**.

 communication
 cooperation



1. Who's afraid of flying?
a. Sheila b. Tom
2. What does Sheila think of planes?
a. They're safe. b. They're the fastest means of transport.
3. Where is the plane going?
a. to Oxford b. to New York City
4. How long is the flight?
a. 7 hours b. 17 hours
5. Where has Sheila been before?
a. New York City, USA b. Rio de Janeiro, Brazil

Speaking

Work in pairs.

Student A

Imagine that you are on holiday in China or Mexico. Read the information and decide what you have done so far, what you did yesterday and what you are going to do tomorrow. Student B is calling you to see how you are. Answer his/her questions.

Student B

Student A is away on holiday. Call him/her to see how he/she is. Ask him/her what he/she has done so far, what he/she did yesterday and what he/she is going to do tomorrow. Use the prompts in the box.

- which places / visit / so far?
- taste / local food?
- what / do / yesterday?
- go / sightseeing / hiking, etc.?
- what / do / tomorrow?
- buy / souvenirs?

CHINA



- taste Chicken Chow Mein
- walk along The Great Wall of China
- go shopping in Beijing
- visit the Forbidden City in Beijing
- see the Terra-Cotta army of Emperor Qin

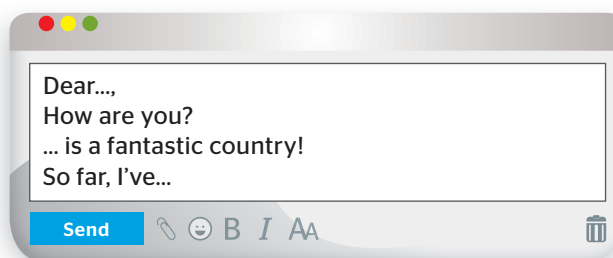
MEXICO



- taste traditional enchiladas
- visit the Mayan ruins
- swim with the dolphins in Acapulco
- go hiking in the Sierra Madre Mountains
- visit the National Palace in Mexico City


Writing

Imagine that you are on holiday in one of the countries in the Speaking activity. Write an email to a friend saying what you've done so far, what you did yesterday and what you're going to do tomorrow.



 creativity

guided writing task

 **critical thinking**

**reading and communication
revision activities**

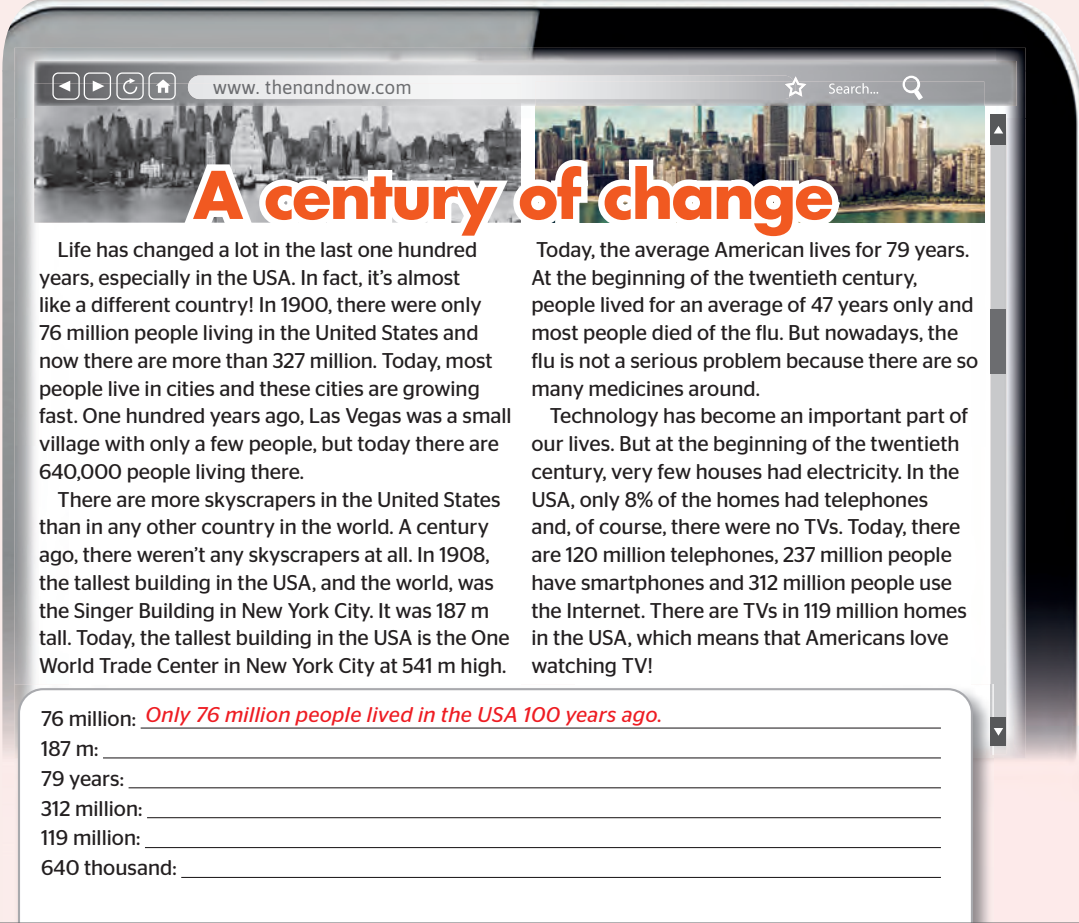
Revision: Units 13-16

A. Read and match.

1. What seems to be the problem?
2. What did the doctor say?
3. Why wasn't Keith at the gym?
4. Have you seen my hairdryer?
5. Have you been to the pet shop yet?
6. How big is Lake Erie?
7. Which is the highest mountain in the world?
8. Why did you buy this smartphone?
9. Have you ever been to North America?
10. Where are Tim and Pam?

- a** She told me to get some rest.
- b** He's sprained his ankle.
- c** It's in your bag.
- d** No, I'm going to go later.
- e** It's 25,700 km².
- f** Mt Everest.
- g** I've got toothache.
- h** Yes, and I had a wonderful time!
- i** They've gone sightseeing.
- j** Because it's easy to use.

B. Read the text and write what each number refers to, as in the example.



A century of change

Life has changed a lot in the last one hundred years, especially in the USA. In fact, it's almost like a different country! In 1900, there were only 76 million people living in the United States and now there are more than 327 million. Today, most people live in cities and these cities are growing fast. One hundred years ago, Las Vegas was a small village with only a few people, but today there are 640,000 people living there.

There are more skyscrapers in the United States than in any other country in the world. A century ago, there weren't any skyscrapers at all. In 1908, the tallest building in the USA, and the world, was the Singer Building in New York City. It was 187 m tall. Today, the tallest building in the USA is the One World Trade Center in New York City at 541 m high.

Today, the average American lives for 79 years. At the beginning of the twentieth century, people lived for an average of 47 years only and most people died of the flu. But nowadays, the flu is not a serious problem because there are so many medicines around.

Technology has become an important part of our lives. But at the beginning of the twentieth century, very few houses had electricity. In the USA, only 8% of the homes had telephones and, of course, there were no TVs. Today, there are 120 million telephones, 237 million people have smartphones and 312 million people use the Internet. There are TVs in 119 million homes in the USA, which means that Americans love watching TV!

76 million: *Only 76 million people lived in the USA 100 years ago.*

187 m: _____

79 years: _____


312 million: _____

119 million: _____

640 thousand: _____

 communication
cooperation

a self-evaluation section
promoting learner autonomy

- C. Listen to four short conversations and answer the questions. Choose a, b or c. 
- Which mountain has Roy not climbed yet?
 - Snowdon
 - Ben Nevis
 - Mont Blanc
 - Why are Nick's parents buying him a Spanish dictionary?
 - Because he's learning Spanish.
 - Because he's gone to Spain.
 - Because he's going to Spain.
 - What's wrong with Claire?
 - She's got a headache.
 - She's got the flu.
 - She's got a stomach ache.
 - Why does Joanna want a laptop?
 - Because it's got more programs than a tablet.
 - Because it's got a large screen.
 - Because it's easier to use than a tablet.
- D. Work in pairs. Imagine that you are having a telephone conversation with your partner, who is a friend you haven't spoken to for some time. Tell each other your news and your friends' news. Use some of the ideas below and your own.

- I / come back from / Australia, USA, etc.
- Philip / buy / new computer, smartphone, etc.
- Rachel / sell / car, motorcycle, bicycle, etc.
- Brian / have / new pet (parrot, cat, fish, etc.)
- Ruth / break / leg, arm, etc.

listening,
speaking and
writing revision
activities


Hello... How are you?
I'm fine. I've just come back from Australia. I had a great time. What about you?
Well, I've...
And what about Philip?
He's...

 autonomous learning



Now I can...

- make comparisons
- talk about animals
- talk about distance and measurements
- talk about experiences
- narrate past events
- link past and present time
- describe a holiday
- ask for and give advice
- talk about health problems
- express sympathy
- make suggestions
- report commands and requests
- talk about appliances and devices
- express purpose

 **Culture page**
Seaside holidays in Britain in the past

- E. Write an email to a friend giving him/her your and your friends' news. Use ideas from activity D.


 creativity

text focusing on cultural aspects of the English-speaking world in a special section at the back of the book

 **critical thinking**

a real-life task which helps students revise and consolidate the language presented


Task 4

A. Jack Reece is discussing his lifestyle with a health advisor at a health club. Listen to the dialogue and write T for True or F for False. 

- 1. Jack doesn't work out in a gym.
- 2. Jack's doctor thinks he has health problems.
- 3. The only fruit Jack eats is bananas.
- 4. Jack sometimes eats unhealthy food.
- 5. Jack is a vegetarian.



B. Talk in pairs. Your partner wants to start a healthier lifestyle and he/she has to fill in this form. Ask him/her questions to help him/her complete the form.

APPLICATION FORM **Superfit Health Club** 

Name

Weight

Height

• exercises times a week

• plays

• usually gets around town

• **does / doesn't** do housework

• drinks glasses of water a day

• eats fruit and vegetables:


- everyday
- sometimes
- never

• eats meat / fish times a week



• has a **little** / a **lot of** stress

• sleeps hours every day

How much do... ?
I weigh...
How tall... ?
I am...
How many times a week... ?
I...

 **communication cooperation**


texts giving cultural information about English-speaking countries and allowing for comparison with students' own culture

 critical thinking
 intercultural awareness

Culture Page

2

Food from Scotland

A. Look at the pictures and the names. Have you tried any of these? Can you guess how they are made? Listen, read and check your answers. 



PORRIDGE

Porridge is a popular dish for breakfast in lots of countries around the world. People usually cook oats in water or milk or both, and then add sugar, fruit, nuts or even chocolate. Traditional Scottish porridge is different: you cook oats with water and lots of salt. People usually eat it with a bowl of cream.

[Click here for full recipe](#)

CLOOTIE DUMPLING

To make a cake, you put the cake mix in the oven, right? Well, to make clotie dumpling, you don't. First, you mix all the ingredients together and put them in a cloth bag. Then you put the bag in boiling water, and you cook it for about 3-4 hours. This traditional dessert is delicious!

[Click here for full recipe](#)

SHORTBREAD

Shortbread is a kind of biscuit and a very famous Scottish dessert. You make shortbread with flour, sugar and lots of butter. Millions of people visit Scotland every year and they often take packets of shortbread back home for their friends and family.

[Click here for full recipe](#)

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

1. Traditional Scottish porridge is not sweet.
2. Traditional Scottish porridge has got milk in it.
3. You cook clotie dumpling in an oven.
4. It takes an hour to cook clotie dumpling.
5. Shortbread is a kind of bread.
6. Many visitors to Scotland take shortbread back to their country.



PROJECT

Make a cooking blog!

Think of a famous dessert from your country and do some research into how to make it. Write the recipe for your blog and present it to the class.



137

motivating project work

 creativity
 ICT literacy

extra vocabulary and grammar practice

14

Take a break

LESSON ONE

14 Take a break

A. Circle the correct options.

1. Have you **ever** / never sung in front of 1,000 people?
2. Peter has **never** / before flown by plane.
3. I've **ever** / always wanted to go to Morocco.
4. We've travelled to New Zealand **three times** / always.
5. I've **never** / ever met a famous athlete.
6. I haven't won a gold medal **ago** / before. This is my first one.

B. Complete the dialogues with the **Present Perfect Simple** of the verbs in brackets. Give short answers where possible.

1. A: _____ (you / see) Lisa?
 B: No, I _____ Why?
 A: Well, she _____ (borrow) my MP4 player and I want it back.
 B: Oh!
 A: Can you give me yours?
 B: I'm sorry, I can't. My brother _____ (take) mine, and he _____ (not give) it back to me.
 A: OK, don't worry about it.



2. A: Look, there's Max Ronalds. _____ (you / ever / meet) him?
 B: Who's he? I _____ (never / hear) of him before in my life.
 A: He's a table tennis champion. You _____ (see) him on TV for sure.
 B: No, I _____ I don't watch table tennis.
 A: Oh! Well, he _____ (win) the world championship three times. I _____ (always / want) to meet him, so I'm going. Are you coming?
 B: OK, why not?



C. Look at the pictures and the prompts and write questions and answers with the **Present Perfect Simple**, as in the example.



Lisa / visit

1. **Has Lisa ever visited an art gallery?**
 No, she hasn't, but she has visited a museum.



Mr and Mrs Wallace / travel



Frank and Ben / play



Tony / ride



Julie / take part

D. Put the dialogue in the correct order. Write 2-8.

- 2. No, not this time. I'm going on holiday for two weeks.
- 3. Really? Are you going there on business?
- 4. I'm jealous! I've visited Madrid once. It's a beautiful city. So, what time is your flight?
- 5. I'm leaving for Spain tomorrow.
- 6. I'm not going by plane. I'm travelling by ship.
- 7. That's out of the question. I have never travelled by plane. I'm afraid of flying.
- 8. By ship? Why don't you go by plane? It's faster.
- 9. In that case, the ship is better. Have a nice holiday!

communication activities practising key language functions in the lesson

vocabulary, grammar and communication revision activities

Revision: Units 13-16

A. Complete the sentences with the words/phrases in the boxes.

explored seasick sore noisy castles suggest coach least agent camera rest medicine sightseeing terrible unforgettable

1. During our holiday, we went _____ every day. We visited lots of _____ and _____ a few caves too. It was a(n) _____ experience! Unfortunately, I didn't have a(n) _____ with me to take pictures.
2. You get _____ easily, so let's avoid going on a cruise. I _____ asking our travel _____ about a _____ tour.
3. I have a _____ headache and a _____ throat. Do you think I should take some _____?
4. Children, you're very _____ and I need to get some _____. Could you at _____ play outside?

lost look after trouble embarrassing advice snored files USB flash drive without save business annoying

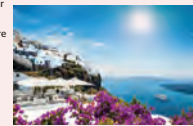
1. When I went to London on _____, I had a very _____ experience. I got _____ in the city centre and I couldn't find the way to my hotel!
2. You have to go to the cinema _____ me, Jack. My parents are away and I have to _____ my baby sister.
3. I had _____ sleeping last night because my husband _____ all night long! It was very _____!
4. My brother gave me some useful _____. He told me to _____ all my important _____ on a(n) _____ in case my laptop breaks down.

B. Circle the correct options.

- Josh How's your tooth, Ted? Is it (1) **better** / good than yesterday?
 Ted No, it's (2) **worse** / worse. I'm going home (3) **take** / to take some medicine right now.
 Josh You know something, you (4) **should** / **shouldn't** take so much medication. You should (5) **see** / to see a dentist. Why don't you go to Dr Samuels? He's the (6) **better** / **best** dentist in town.
 Ted OK, OK. Can you give me your smartphone?
 Josh Why do you want my smartphone?
 Ted (7) **to call** / Call him and make an appointment. Give me his phone number.
 Josh Sorry, but I haven't got it. You (8) **should** / **shouldn't** ask my mum for it.
- Ted Do you know his address?
 Josh No, I don't, but I can tell you where the surgery is. It's easy (9) **for** / to find.
 Ted It's somewhere near Belmont Park, right?
 Josh It's a bit (10) **further** / **farthest** than the park. It's next to the Galaxy Cinema.
 Ted Oh, I see. OK, I'll go today.
 Josh Well, what did Dr Samuels say?
 Ted He told me (11) **to not** / **not to** worry.
 Josh What else?
 Ted He told me (12) **go** / **to go** back again tomorrow.
 Josh But what's wrong with your tooth?
 Ted He didn't have a look at it. He was fully booked and I left.

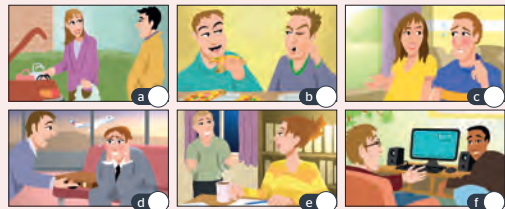
C. Complete the dialogues with the **Present Perfect Simple** or the **Past Simple** of the verbs in brackets.

- Mandy (1) _____ (you / finish) the article on Greece for the website yet?
 Nick Well, I (2) _____ (start) it, but I need some more information about the islands.
 Mandy Well, let's go to the library.
 Nick I (3) _____ (already / be) there. I (4) _____ (go) yesterday, but I (5) _____ (not find) much.
 Mandy (6) _____ (you / check) the Internet?
 Nick No, because my computer (7) _____ (break down) and I can't use it.
 Mandy When (8) _____ (it / break down)? You only (9) _____ (buy) it a month ago.
 Nick It (10) _____ (break down) this morning. Can you believe it?
 Mandy Anyway, let's go to my house and use my computer.
 Nick Thanks. I hope we find something.
 Mandy Well, you know what? We can always go to Greece and visit the islands.
 Nick Ha ha ha! Great idea! I (11) _____ (never / be) there, but I (12) _____ (always / want) to go, you know!



D. Complete the dialogues with the sentences in the box. Then match the dialogues with the correct picture.

But I'm afraid of flying! To stay awake. I feel sorry for you, mate. It's definitely worth a visit! That's out of the question. It's too expensive. You should take them back to the shop then.



1. A: Have you ever thought of getting an air conditioner?
 B: _____
2. A: There's something wrong with the speakers.
 B: _____
3. A: Come on, planes are the safest means of transport.
 B: _____
4. A: What did you think of the new shopping centre?
 B: _____
5. A: I've got a terrible toothache and I've lost my appetite.
 B: _____
6. A: Why are you drinking coffee?
 B: _____

11 Fiesta time!

LESSON ONE

Vocabulary 1

Months and seasons

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

1	December January February	2	March April May	3	June July August	4	September October November
a	AUTUMN	b	WINTER	c	SPRING	d	SUMMER

in + seasons, in + months
BUT on + dates

Vocabulary 2

Phrases related to time

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

yesterday next month two years ago in five minutes

last week tomorrow later tonight this weekend

Listening and reading

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



Liz So many wedding dresses! I love them all! What am I going to do? I can't choose.

Fay Don't worry, Liz. There's lots of time. The wedding's in July.

Liz Yes, that's true. It's in three months, but there are so many things to arrange. There's the reception, the flowers, the invitations...

Fay Wait a minute. Isn't Nick going to help?

Liz He is, but...

Fay Then calm down. The wedding's on the twenty-first, right?

Liz Yes.

Fay Right in the middle of summer. That's great! Where are you going on your honeymoon?

Liz To Portugal.

Fay Portugal! I'm jealous! And how long are you going to stay there?

Liz Ten days. We're coming back on 2 August. And believe it or not, we aren't going to stay in a five-star hotel, but in a cottage, in a little fishing village.

Fay But you both enjoy luxury...
Liz I know, but it was Nick's idea.
Fay Wow! People change when they get married, after all!

B. Read again and answer the questions.

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

functions and structures presented along with a list of active vocabulary

FUNCTIONS
Making plans
Talking about arrangements

STRUCTURES
Future, be going to
Present Progressive with future meaning

VOCABULARY
arrange cottage date fishing five-star flower get married honeymoon invitation jealous luxury next reception tomorrow true village wait wedding

The months of the year
January February March April May June July August September October November December

Seasons
autumn spring summer winter

Phrases
after all, how long, right in the middle, Wait a minute.

11 Fiesta time!

Vocabulary 2

Phrases related to time

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

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

Warm-up

- Aims: • to expand on the topic of the previous activity and prepare Ss for the dialogue

- Say, 'I'm going to travel to France in June. Point to a student and ask, 'Where are you going to go in the summer? What are you going to do next month / on 25 September, etc.?'
- Elicit answers.

Listening and reading

CD 2

- A. Aims: • to present vocabulary, structures and functions in the context of a dialogue between two women talking about wedding arrangements
- to read for gist

- Play the recording, and tell Ss to follow in their books, and answer the question given.
- Check Ss' answers.

KEY
They're talking about Liz's wedding arrangements.

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

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

KEY

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

Language Plus

Point out that we write: on 9 December or on 9th December, but we say: on the ninth of December.

TB 78

the aims of each activity are clearly stated

symbols representing the 2^{1st} century competencies

key for all the activities

Language Plus boxes with information about the new linguistic items presented in the lesson

ideas of optional activities helping students get a better understanding of what was introduced in the lesson

necessary background information about texts

step-by-step guide to teaching

LESSON ONE

Grammar

Future be going to

- A. Aims:**
- to introduce the future *be going to*
 - Have Ss read the examples and point out the words in bold.
 - Ask Ss what they notice about the formation of *be going to* and elicit the answer that it is preceded by the verb *be* and it is followed by an infinitive. Point out to Ss that *going to* remains the same in all persons.
 - Ask Ss to guess when we use the future *be going to*.
 - Elicit the answer that we use the future *be going to* to express future plans, or actions that we intend to do in the future.
 - Refer Ss to the Grammar Reference at the back of the book.

B. Aims:

- to practise the future *be going to*

- Ask Ss to look at the pictures and write what the people are going to do in each one, using the verbs in brackets.
- Have Ss do the activity.
- Check answers.

KEY

- a. He's going to do the washing-up.
 b. They're going to visit a museum.
 c. He's going to play tennis.

Present Progressive with future meaning

- A. Aims:**
- to distinguish between the Present Progressive and the Present Progressive with future meaning
 - Ask Ss to read the examples and point out the words in bold.
 - Ask Ss the question given and elicit the answer that the first example refers to the present while the second one refers to the future.
 - Point out to Ss that we use the Present Progressive to talk about future arrangements as well.
 - Refer Ss to the Grammar Reference at the back of the book.

B. Aims:

- to practise the different uses of the Present Progressive

- Explain the activity to Ss.
- Have Ss do the activity.
- Check answers.

KEY

- a. P, P, F b. F, F, P

Listening CD 2

- Aims:**
- to listen for specific information
 - to practise note-taking

- Draw Ss' attention to the calendar, and ask them if they make notes on calendars to remember what they have to do and what they usually write.
- Explain to Ss that they have to listen and complete the missing notes. Point out that they have to write notes and not full sentences.
- Point out that they should both circle the dates and write the missing activities.
- Play the recording twice.
- Check answers.

KEY

13. The French are coming
 5. lunch with Mr Tucker
 11 and 12. Rome
 14. dinner at the Red Lion

LISTENING TRANSCRIPT

- Mark:** Amanda, I think you need a rest. You're working too hard these days. How about going on a holiday, just the two of us?
Amanda: Mark, I'm really busy with this presentation. Please, don't interrupt me.
Mark: But the French are coming on the thirteenth of March and it's the end of the month. You have plenty of time. Why don't we go away this weekend?
Amanda: This weekend? Sorry dear, I'm having lunch with Mr Tucker from London on the fifth and that's on Sunday.
Mark: OK, then, enjoy your lunch... with Mr. Ltd. Let's go away next weekend, then. You're not busy on the eleventh, right?
Amanda: The eleventh? I'm going to Rome on the eleventh for the whole weekend. Don't you remember? I told you about it.
Mark: Well, I hope you're free on the fourteenth.
Amanda: The fourteenth? Oh, you're so sweet, Mark. Where are you taking me?
Mark: We're having dinner at the Red Lion... with my parents, of course.
Amanda: Your parents? But it's my birthday!
Mark: Yes, but it's also my mother's birthday.

Speaking

- Aims:**
- to give Ss practice in discussing their plans for the weekend

- Divide Ss into pairs.
- Explain the activity to Ss.
- Point out the prompts and the example.
- Choose a student and act out part of the dialogue.
- Have Ss do the activity.

11 Fiesta time!

Grammar

Future be going to

- A. Read the examples and notice the words in bold. How do we form the Future be going to?**
- a. **A: What are you and Nancy going to do this summer?**
B: Well, we aren't going to stay here. That's for sure! We're going to travel around Europe.
- b. **A: Is Ben going to go to the Netherlands next week?**
B: Yes, he is. What about you?
A: I can't go. I'm going to stay here and work!

- B. Look at the pictures. What are the people going to do? Write sentences using the correct form of the Future be going to and the verbs in brackets.**



1. _____ 2. _____ 3. _____

Present Progressive with future meaning

- A. Read the examples. What's the difference in meaning between the two sentences?**
- Stewart isn't here at the moment. He's having lunch with his colleagues.** **Stewart is having a party next Saturday.**

- B. Read the dialogues and decide whether the sentences refer to the present or the future. Write P for Present or F for Future.**
- a. **A: What are you doing, Ted?**
B: I'm fixing the car. We need it for tonight, remember?
A: Oh, yes. We're going to your brother's party.
B: She's studying at the moment.
- b. **A: Are you coming with us to the cinema this Saturday?**
B: No, I'm not. I'm playing football with my colleagues.
A: Oh, where's Jenny? I want to ask her too.
B: She's studying at the moment.

Listening

Listen to a husband and wife talking. Complete the notes on the calendar and match them with the appropriate date.

MARCH

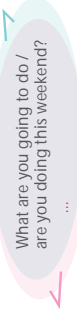
M	T	W	T	F	S	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

the French are coming dinner at Red Lion

Speaking

Work in pairs. Talk about your plans for the weekend using the prompts in the box and the Future be going to or the Present Progressive.

- What / do?
- Where / go?
- Who / with?
- When / exactly?















3

LESSON THREE

Vocabulary

Lexical set: International cuisine

A. Look at the pictures and the words in the boxes and match each food with the country it comes from.

			
1 spaghetti bolognese	2 tortillas	3 crêpes	4 moussaka
			
Mexico	Italy	France	Greece
			
China	England	Greece	Greece

B. Think of the ingredients that are used to make each food and tick (✓) the correct boxes.

	spaghetti bolognese	tortillas	crêpes	moussaka	stir-fry	roast beef
INGREDIENTS						
oil						
herbs						
meat						
flour						
aubergines						
spices						

Listening

A. Discuss.

- What do you think a floating restaurant is?
- Would you like to go to one?

B. Listen to two people, Lily and Derek, talking about floating restaurants on the Nile. Tick (✓) the names of the restaurants Derek visited while he was on holiday in Egypt.

The Nile Pharaohs The Nile Maxim The Andrea Manastery and Nile Peking



C. Listen again and write NP for The Nile Pharaohs, NM for The Nile Maxim or • for The Andrea Manastery and Nile Peking.

- Which restaurant...
- serves traditional Egyptian food? and
 - serves food not only from Egypt? and
 - has decoration based on ancient Egypt?
 - is expensive?
 - has different kinds of music?

a variety of listening activities

guided writing task

creativity

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

Speaking

Work in groups of four. Imagine that you're doing a survey on people's eating habits. Take turns to ask the other members of the group the questions in the box.

SURVEY

- How often do you cook?
- What kinds of food do you cook?
- How often do you eat out?
- What types of restaurants do you go to?
- What's your favourite dish?
- What's your favourite foreign cuisine?

Student A	Student B	Student C

3 Food for thought

Reading and writing

A. Jenny Bull has written an article about food in the country she is currently living in for her university website. Read the article and answer the questions.

1. What is the topic of each paragraph?
2. What kind of language does Jenny use to make the text more interesting?



Food from down under
by Jenny Bull

In Australia, people eat a lot of fish, meat, fruit and vegetables and it's usually all very fresh, so it's very healthy. However, Australia is probably most famous for its barbecues. Barbecuing is a great way to cook meat and seafood, and it's cheaper than eating out. Also, it's a great way to meet people. Australians love their barbecues, and it's not unusual to see them taking barbecues with them to the beach or park.

Australia is a multicultural country, so you can find lots of different kinds of food from around the world. You can find restaurants that serve food from nearly every country. English meat pies, Chinese stir-fries and Turkish kebabs are all very popular.

They also have some unusual food in Australia. In some restaurants, you can eat kangaroo or emu. Believe it or not, they're both very tasty. And for the really adventurous, there is traditional Aboriginal bush tucker, a delicious variety of local vegetables, spices and... wait for it... lizards and insects! Mmm. Yummy!

B. Writing task

Imagine that you have been asked to write an article about food in your country for your university website. Your article should be between 100 and 120 words.



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