

ELT

Catalogue 2021

Learn, share, inspire.

mm publications



mmpublications specialises in
English Language Teaching (ELT) books and
e-learning materials.

Since our first steps in 1974, we have been committed to **excellence in education**, an idea which we continuously uphold through our innovative content and high-quality educational services.

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

Our team is committed to the design of an **ideal educational experience**. We offer continuous customer support in the form of online learning and testing solutions, in-service teacher training, syllabus design and customised materials creation.

Our portfolio consists of best-selling titles around the world, ranging from Asia, the Middle East and Africa to Europe and the Americas. In close collaboration with Ministries of Education, we have also produced special editions of our series in compliance with local standards and specifications.

Our slogan, “Learn, Share, Inspire” constitutes the keystone of our endeavours. We are committed to the provision of quality ELT materials and services of lasting value.

THE MM PUBLICATIONS TEAM

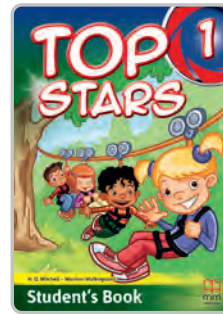
Learn more at mmpublications.com

Find us on social media



New Releases

PRE-PRIMARY & PRIMARY COURSES



LEADING TO A1 → B1.1
AMERICAN EDITION
p.20



LEADING TO A1 → A2
BRITISH EDITION
p.24

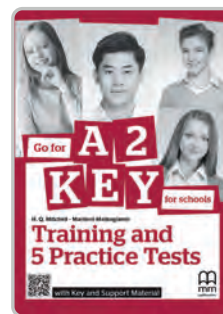
SECONDARY & ADULT COURSES



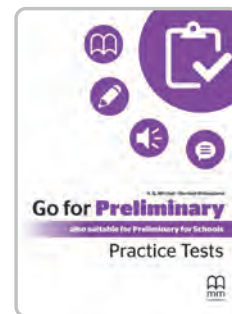
A1 → B1
BRITISH EDITION
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A1 → B2
BRITISH EDITION
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A2 | p.108

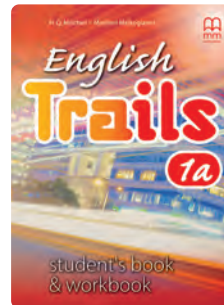


B1 | p.109

PRIMARY READERS



A1 → B2
AMERICAN EDITION
p.46



A1 → B1
AMERICAN EDITION
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LEADING TO A1
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LEADING TO A1
p.129



A1.1
p.130



A1 → B2
BRITISH EDITION
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A1 → C1
BRITISH EDITION
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A1.2
p.131



























A2.1
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A2.2
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	Student's Book		Student's Audio CD/ CD-ROM / DVD-ROM / E-book		Readers
	Workbook / Activity Book / Fun Book		Class CDs / Class CDs Tests / Class CD/CD-ROM		Flashcards
	Teacher's Book / Resource Book / Notes		Teacher's Resource CD/CD-ROM / Test CD-ROM / Tests Guide / DVD Guide		Test Booklet
	Workbook Teacher's Edition / Workbook Key Booklet		Interactive Whiteboard Material		Multilingual Glossary
	Alphabet Book		Alphabet Book CD / Audio CD/CD-ROM		Student's Pack / Teacher's Resource Pack / Self-study Pack / Online Pack
	Video Activity Book		Videos		Posters
	Grammar		Audio CD		Puppet
	MM Series Teacher's Resources		MM Series Student's Resources		ELT Platform



MM Publications is a world-leading publisher that offers educational solutions to support the teaching and learning of English. Our work is driven by one mission: providing innovative **ELT books** and **e-learning** materials that work for **EVERYONE**.

We make more than simple educational products:

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

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

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

LEARN SHARE INSPIRE

We pilot our educational solutions with students whose first language is not English. This allows us to understand the unique needs of our international markets and develop additional customised materials upon request.

We offer teachers and learners complete digital support, addressing their needs and aspirations in and out of the classroom.

Last year, we gave back to students and educators by offering digital solutions aimed at easing their transition to the digital world.

Specifically, we provided:

A plethora of free digital resources on our website

600 webinars with viewers from more than 130 countries

Over one million free ELT Skills access codes for students in 100 countries

Complementary support packages to 26 Ministries of Education

24 / 7 digital support by our local distributors and international consultants

Providing certainty to educational institutions around the world!

No matter the place, the time, or the conditions, you can rely on MM Publications for materials suited to:

- Online Learning
- Classroom Learning
- Blended Learning

Digital Solutions:

- Online access to digital and printed materials
- Various assessment options
- Two online platforms

Free Resources:

- Digital readers, video courses, games and more available on our website
- Webinars and other professional development opportunities for teachers

Even from a distance,
MM Publications remains

#ByYourSide

mm publications is the core of a bigger family...

MM Educational Group is a content creator with a global presence that delivers complete educational solutions. It consists of seven distinct companies that collectively develop content and provide educational materials and services in four subject areas:

English Language Teaching (ELT), Computing and ICT, Maths and Science.

MM Educational Group is committed to **spreading knowledge** – a mission which it continuously attains through the provision of localised educational solutions with global standards. Since its foundation in 1974, MM Educational Group has achieved an ever-growing global presence. With offices in 7 countries and distributors in more than 110 countries, its materials and services are now available on every continent. It has published tens of coursebook series, thousands of components, and a wide range of e-learning solutions. In collaboration with ministries, universities, schools, and publishers around the world, it has released hundreds of special editions.

mm educational group



mmpublications

MM Publications is an international publishing house that specialises in ELT books and materials, as well as services to support teachers and educational institutions worldwide. It was established in 1993 but has grown substantially since then. Today, materials by MM Publications are used in state and private schools at all levels of education. In fact, various customised editions have been developed to suit the diverse needs of unique markets.

MM Publications collaborates with highly regarded ELT consultants and teacher trainers around the world, who provide continuous customer support and training services. With offices, agents and distributors in more than 110 countries, MM Publications is a world leader in ELT books and e-learning materials.



vectormaths&science

Vector Maths & Science was founded in 2017. Its mission is to nurture learners' inquisitive spirits with innovative, creative and practical materials that encourage them to dive deep into mathematical and scientific ideas in order to develop the necessary skills for success!



combobooks

The marketing department's operation in Greece created a need for local market support. Thus, Combo Books was founded, in 2013, for the sale, promotion, handling and support of products by MM Educational Group in Greece, Cyprus and the Balkans. Today, Combo Books also organises and administers language examinations in collaboration with Palso, Europalso, and the Greek Ministry of Education.



binarylogic

Binary Logic has been at the forefront of technology since 1982, building a global reputation through quality educational resources and support services. The founders of Binary Logic are educators who invested in technology early on, as they recognised the need to enrich the learning experience with new ways and methods of instruction. Hence, they developed a Computing & ICT curriculum for K-12 and tertiary education, changing the way the subject has been taught and learnt over the last 20 years.

Today, Binary Logic collaborates with schools, universities and ministries around the world, in order to provide complete assessment solutions. With a presence in more than 40 countries, it has become a global leader in the field of ICT solutions for schools.



mmschools

MM Schools is the birthplace of MM Educational Group. Since 1974, this state-of-the-art educational institution has offered substantial insights on ELT methodologies. To this day, it continues to be a source of inspiration and provides unique opportunity to pilot educational products with students whose first language is not English.



focusondigitalservices

Focus on Digital Services was founded in 2013 with the purpose of designing and developing books and e-learning materials for students and teachers worldwide. The creative, top notch members of this team deliver both superior quality and contemporary design.



arguslogistics

In an attempt to achieve optimal efficiency in the delivery of its educational offerings, MM Educational Group introduced Argus Logistics in 2017. The company specialises in the distribution of educational materials around the world, and it directly connects the company with its global network of partners and customers.

spreading knowledge

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



**Pre-Primary
& Primary**

CEFR		A1		A2		B1	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Hi Kids! BRITISH & AMERICAN EDITION p. 12							
New Yippee! BRITISH & AMERICAN EDITION p. 14							
Funny Phonics BRITISH & AMERICAN EDITION p. 16							
Top Stars BRITISH & AMERICAN EDITION p. 20	New!						
Get Smart Plus BRITISH EDITION p. 24	New!						
New Get Smart AMERICAN EDITION p. 26							
Get Smart BRITISH & AMERICAN EDITION p. 28							
Young Stars BRITISH & AMERICAN EDITION p. 30							
Smart Junior BRITISH EDITION p. 32							
Time Flash BRITISH EDITION p. 34							
Zoom BRITISH EDITION p. 34							
Zoom in BRITISH EDITION p. 35							
Pop up AMERICAN EDITION p. 36							
Pop up Now BRITISH EDITION p. 37							

BRITISH

Leading to A1



Leading to A1



Leading to A1

3 LEVELS BEGINNER

LEADING TO A1



Hi Kids!

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



Teacher's
Resource Pack

COURSE FEATURES

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

AMERICAN

Leading to A1



Leading to A1



Leading to A1





Hi Kids! Split edition

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



Fly high with Fluffy and Hi Kids!

SAMPLE PAGES



COMPONENTS



Student's Book



Workbook



Student's Audio CD/CD-ROM



Teacher's Book



Alphabet Book (1&2), 3



Alphabet Book Audio CD/CD-ROM (1&2), 3



Class CDs



Interactive Whiteboard Material



Flashcards



Posters



Puppet



Readers p. 120



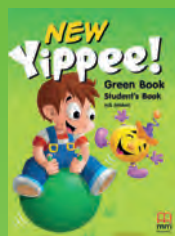
Teacher's Resource Pack *

* Teacher's Resource Pack:

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



Leading to A1



Leading to A1



Leading to A1

New Yippee!

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



COURSE FEATURES

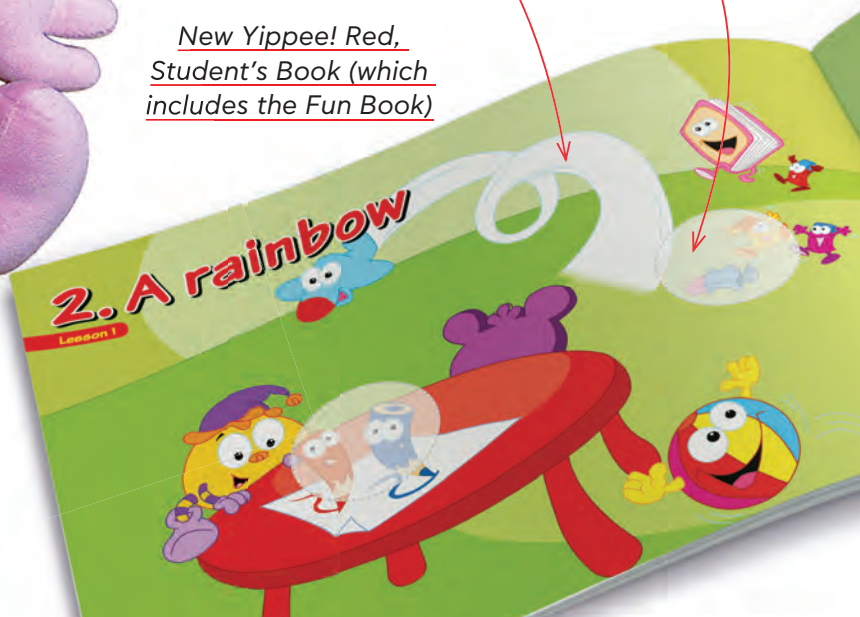
- 8 topic-based units which include songs, stories, listening activities, picture dictionary, stickers, as well as a wide range of hands-on activities
- 4 revision units to recycle and consolidate through songs and games
- Cross-curricular activities
- Extra activities



humorous
episodes

stickers

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



COMPONENTS

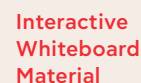
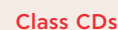
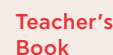
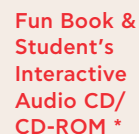
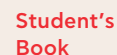
lively illustrations
introducing new vocabulary



New Yippee! Green, Student's Book

lively illustrations
introducing new
vocabulary

New Yippee! Red,
Interactive Whiteboard Material



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

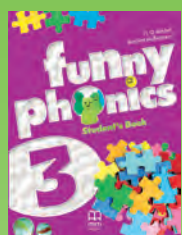




Leading to A1



Leading to A1



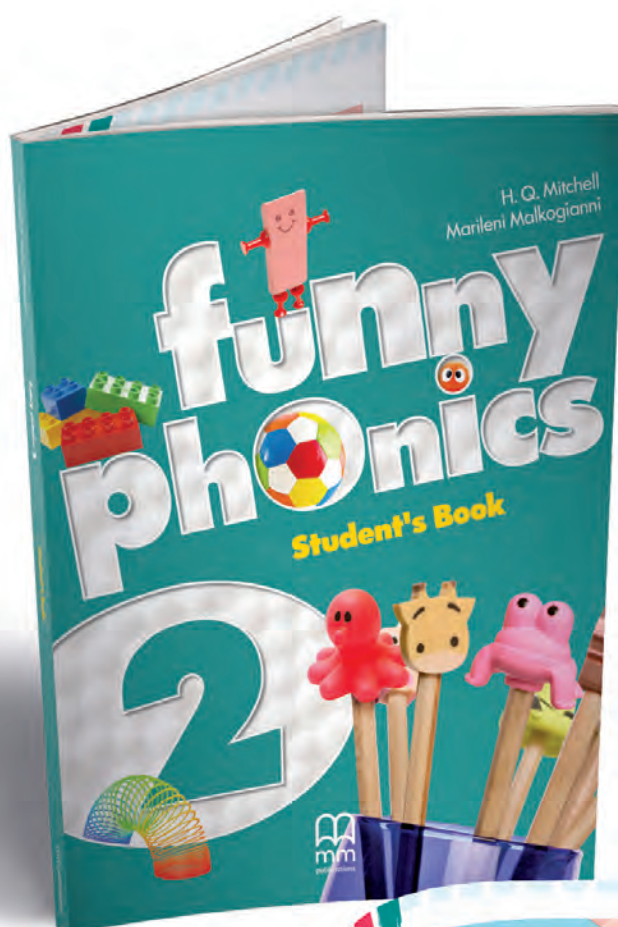
Leading to A1



Leading to A1



Leading to A1



Funny Phonics

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

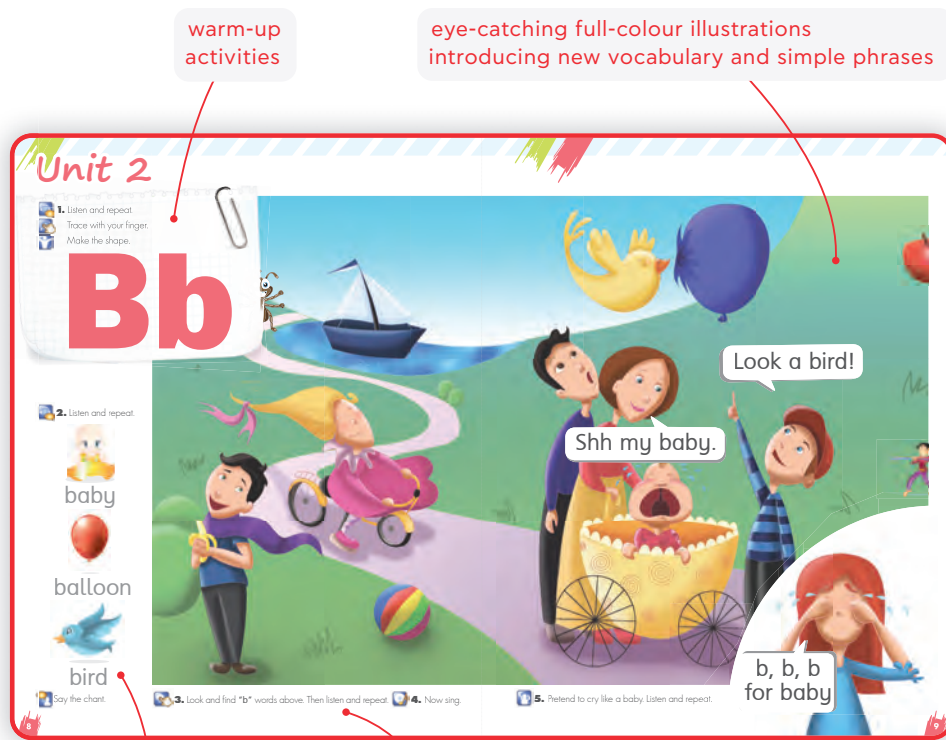


*Ff...fun
with Funny Phonics!*

COURSE FEATURES

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

SAMPLE PAGES



COMPONENTS



Student's Book



Activity Book



Teacher's Book



Student's Audio CD/CD-ROM



Class CD/CD-ROMs



Interactive Whiteboard Material

Funny Phonics 1, Student's Book

vocabulary presented with clear illustrations

song

activities for practice and consolidation



Funny Phonics 1, Student's Book



Make it to the top with "Top Stars"

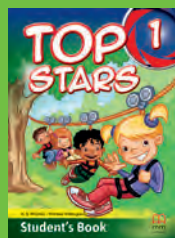
Young learners *strive to do the best* they can,
whenever they are given the opportunity.
They sometimes try to *make it to the top*
but find the journey difficult. That is where
teachers become super heroes for each and
every student, inspiring them to always do
their best and *never give up!*

New

TOP STARS



AMERICAN



Leading to A1



Leading to A1



A1.1



A1.2



A2



B1.1

BRITISH EDITION
COMING SOON!

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → B1.1

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.



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



Screenshot from *Top Stars 1, Interactive Whiteboard Material*

Make it to the top
with 'Top Stars'

story
including
lively
dialogues

vocabulary
presented
with clear
illustrations



*Top Stars 2,
Student's Book*

COMPONENTS



Student's Book



Workbook
with Student's
Audio CD/
CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book
CD/CD-ROM



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



Flashcards



Videos p.117



Posters



Readers p. 117



MM Series
Student's
Resources



MM Series
Teacher's
Resources



ELT Platform

* Teacher's Resource CD/CD-ROM:

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

SAMPLE PAGES

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

cross-curricular information

3 LET'S PLAY

1 spell count write sing paint

2 Talk in groups of three. Put a 4 or an 8. Then ask and answer.

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

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

spell count to 10 write your name sing paint

30

Science

1 lizard frog duck pond brown

2 Listen and read.

What's in a pond?

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

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

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

PROJECT

Go to Workbook

31

Top Stars 2, Student's Book

8 ONCE UPON A TIME

1 Look and write A-D.

1. He plays soccer. ☐ A ☐ B ☐ C ☐ D

2. She plays volleyball. ☐ A ☐ B ☐ C ☐ D

3. She plays tennis. ☐ A ☐ B ☐ C ☐ D

4. He plays basketball. ☐ A ☐ B ☐ C ☐ D

2 Follow the paths and complete the sentences.

Tom Betty Chelsea

1. Tom plays soccer.

2. Betty _____.

3. Chelsea _____.

80

Project

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.

PROJECT

CLIL 7

73

Top Stars 2, Workbook

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 made of yellow construction paper and a sad face made of blue construction paper
- a packet of rice, some onions and eggs
- blindfolds (enough for each pair of Ss)

Lesson plan

Warm-up

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

1 Vocabulary

CD2 Track 2

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

Activity 2

Track 3

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

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

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Top Stars 2, Teacher's Book

key to Workbook activities

5 OUR WORLD

Language focus

Objectives

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

Vocabulary

Meals: breakfast, lunch

Food: soup, fish, cereal

Drinks: milk

Structures

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

Materials

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

Review

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

Lesson plan

Warm-up

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

1 Vocabulary

Track 8

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

Activity 2

Track 9

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

5 OUR WORLD

OUR WORLD

1 Listen and read.

breakfast lunch soup fish cereal milk

Breakfast anyone?

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

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

48

5 OUR WORLD

OUR WORLD

1 Listen and read.

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

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

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

5 Put a 4 if the food/drink item is good for you or an 8 if the food/drink item is bad for you. Then discuss with your partner.

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5 OUR WORLD

OUR WORLD

1 Listen and read.

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

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

EXPANSION

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

Before leaving

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

Workbook

Activity 1

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

Activity 2

1. breakfast 2. lunch 3. lunch

Activity 3

Track 11

Listening transcript

1. Boy 1: Do you like eggs for breakfast?
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.

1 A 2 A 3 B 4 B

Activity 4

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

Note

For the next lesson, bring:

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

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optional activities making the lesson more enjoyable and giving further practice

audioscripts and key to activities

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

 LEADING TO A1 → A2
 

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.

On your marks, get set, GET SMART!



Leading to A1



Leading to A1



A1.1



A1.2



A2.1



A2.2



COURSE FEATURES

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

What's New!

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

SAMPLE PAGES

presentation of vocabulary always with pictures

listening activity practising new language items and structures

grammar box highlighting new structures and providing models of language use

3 Smart kids

1 Look and listen. me grandmother grandfather friend teacher

Who's that? It's my grandmother. Who's that? It's my grandfather.

2 Listen and tick (✓). Who's = Who is It's = It is

1. a ☒ b ☐ 3. a ☐ b ☐

2. a ☐ b ☐ 4. a ☐ b ☐

3 Ask and answer. Who's that? It's my friend.

26

storyline with attractive characters in everyday situations

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

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

10 Smart kids

1 Look and listen. monkey bear crocodile

Dad! Let's go to the zoo!

2 Listen and number (1-5). zoo

Look, there are monkeys at the zoo.

Yes, there are! And there are rabbits, too.

3 Look at activity 2 and say. There are two bears at the zoo.

John, look at the parrots. Hello! Hello!

1. Wh 2. Wh 3. Wh 4. Whe 5. Whe 6. Whe

94 96

COMPONENTS

Student's Book

Workbook

Student's CD-ROM

Teacher's Book

Alphabet Book

Alphabet Book CD/CD-ROM

Class CDs

Interactive Whiteboard Material

Teacher's Resource CD/CD-ROM *

Grammar p. 90

Videos p. 117

Flashcards

Posters

Readers p. 120

MM Series Teacher's Resources

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

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



Leading to A1



Leading to A1



A1.1



A1.2



A2.1



A2.2

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2

New Get Smart

New!

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



COURSE FEATURES

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

What's New!

- Additional activities for the gradual development of all four skills
- Ethical values in stories that promote critical thinking and social responsibility
- CLIL (Content and Language Integrated Learning) lessons that increase students' opportunities to practise the English language in other fields, such as geography, maths, etc.
- Handwriting activities for students to further practise their handwriting skills
- Videos p.117
- A digital vocabulary list

SAMPLE PAGES

New Get Smart 2, Student's Book

texts that promote critical thinking

presentation of vocabulary always with pictures

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

activity practising the new vocabulary

5 Our world

1. Look and listen. It's raining. sunny. cloudy. hot. cold.

What's the weather like in your city?

I'm Mei. I'm from Beijing, China. It's raining here today.

I'm Maria. I'm from Mexico City. It's cloudy here today.

I'm Hassan. I'm from Marrakech, Morocco. It's hot and sunny here today.

I'm Pedro. I'm from Buenos Aires, Argentina. It's cold here today.

LOOK! What's the weather like? It's sunny. It's cold. It's raining.

What's = What is. It's = It is.

2. Read, look and write. What's the weather like? hot cold raining sunny cloudy

1. It's cloudy. 2. It's. 3. It's. 4. It's. 5. It's.

3. Look at activity 1 and match.

1. Buenos Aires. 2. Marrakech. 3. Mexico City. 4. Beijing.

4. Play. Use the cut-outs on page 129. What's the weather like in Marrakech? It's hot.

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

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

Screenshot from New Get Smart 1, Interactive Whiteboard Material

3 Family and friends

Sing a song WB

Smart kids WB

Our world WB

Let's play WB

Project WB

Story time WB

Review 3 WB

Phonics 3 WB

Take a Look 1

Video Worksheet

Games

Memory game Bubbles

back

COMPONENTS



Student's Book



Workbook



Student's CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book CD/CD-ROM



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM *



Grammar p. 90



Videos p. 117



Flashcards



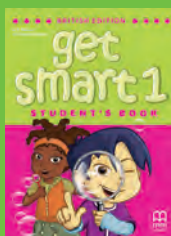
Posters



Readers p. 120

* Teacher's Resource CD/CD-ROM:

- Tests
- Take a Look Video worksheets and Teacher's Guide
- Flashcards
- Special Days

BRITISH

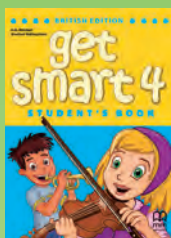
Leading to A1



Leading to A1



A1.1



A1.2



A2.1



A2.2

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2



Get Smart

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



COURSE FEATURES

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



Leading to A1



Leading to A1



A1.1



A1.2



A2.1



A2.2

6 LEVELS BEGINNER TO ELEMENTARY

LEADING TO A1 → A1

Get Smart **Split edition**

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



SAMPLE PAGES

Get Smart 1 British edition, Student's Book

2 Smart kids

1 Look and listen.

bag pencil book ruler pen

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

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

14

2 Listen and circle.

What's this? It's a pen. What's this? It's a ruler.

1. pen pencil 3. ruler pencil

2. book ruler 4. bag pen

3 Play.

What's this? It's a ruler.

15

storyline with attractive characters in everyday situations

game providing a meaningful context for practice

Get Smart 1 American edition, Student's Book



enjoyable games enabling students to vividly experience and retain new language

COMPONENTS

- Student's Book
- Workbook with Student's Audio CD/CD-ROM
- Teacher's Book
- Alphabet Book
- Alphabet Book CD/CD-ROM
- Class CDs
- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM *
- Grammar p. 90
- Videos p. 112
- Flashcards
- Posters
- Readers p. 120
- ELT Platform

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

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

BRITISH

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

Young Stars

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



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

AMERICAN

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

SAMPLE PAGES

5 Let's play

1 banana lemon orange carrot tomato

Look!

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

2 Act out the dialogue.

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

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

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

58

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

cross-curricular information

pronunciation activity

*Young Stars 3,
Student's Book*

Home Science **Module 8 | Cross-curricular**

1 bread potato cheese meat drinks crisps

2 Listen and read.

The healthy plate

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

Bread, rice, cereal, potatoes, spaghetti

Fruit and vegetables

Meat, fish, eggs, beans

Crisps, cakes, drinks, chocolate

Milk, cheese

3 Now draw your plate.

59

COMPONENTS



Student's Book



Workbook with Student's Audio CD/CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book CD/CD-ROM



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM *



Flashcards



Videos p. 117



Posters



Readers p. 120



MM Series Teacher's Resources



ELT Platform

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

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

6 LEVELS BEGINNER TO ELEMENTARY

LEADING TO A1 → A1 

Smart Junior

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



Leading to A1



Leading to A1



Leading to A1



Leading to A1



A1.1



A1.2



SAMPLE PAGES

vocabulary presented
with clear illustrations



story including
lively dialogues

Smart Junior 3, Student's Book

COURSE FEATURES

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

Get Smart
with
Smart Junior!

activity based
on the presentation

listening exercise
practising vocabulary
and pronunciation



craft and fun activities
practising the new language
in an enjoyable way

COMPONENTS



Student's Book



Workbook
with Student's
Audio CD/
CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book
CD/CD-ROM



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



Grammar p. 90



Videos p. 112



Flashcards



Posters



Readers p. 120



ELT Platform

* Teacher's Resource CD/CD-ROM:

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



COMPONENTS



Student's Book



Workbook
with Student's
CD-ROM



Teacher's Book



Alphabet Book



Alphabet Book
CD/CD-ROM



Class CDs



Flashcards



Posters



Readers p. 120



Videos p. 112
(Time Flash)



Test CD-ROM
(Time Flash)



Test Booklet
(Zoom)



Teacher's
CD-ROM
(Zoom) *

* Teacher's CD-ROM (Zoom):

- Tests
- Extra material

2 LEVELS BEGINNER



LEADING TO A1



Time Flash

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

Move with the times with 'Time Flash'!

COURSE FEATURES

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

3 LEVELS BEGINNER TO ELEMENTARY



LEADING TO A1 → A1



Zoom

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

COURSE FEATURES

- Well-organised syllabus, presenting language in a variety of realistic situations / stories
- Eighteen well-balanced units
- Vocabulary explained through visual prompts
- Gradual development of all four language skills
- Songs, chants and games
- Constant revision and recycling of language
- Gradual development of the basic structures of English
- Ample practice through realistic, activity-based situations

3 LEVELS BEGINNER TO ELEMENTARY

LEADING TO A1 → A1

Zoom in

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

Zoom In Special

Student's Book including Workbook



'Zoom in' and discover a creative learning environment!

COURSE FEATURES

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

COMPONENTS



Student's Book



Workbook with Student's Audio CD/CD-ROM



Teacher's Book



Alphabet Book



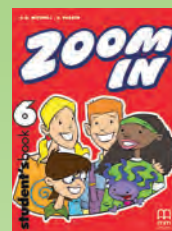
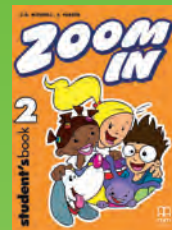
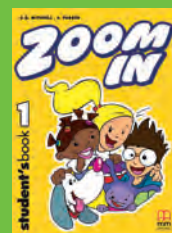
Alphabet Book CD/CD-ROM



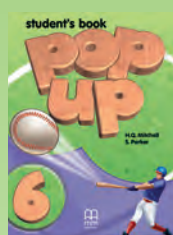
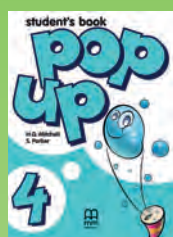
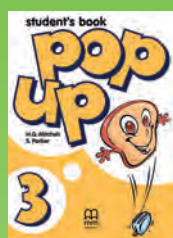
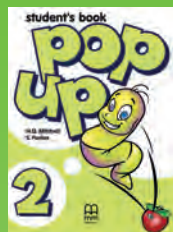
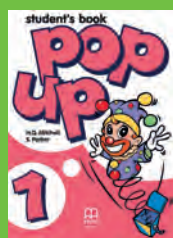
Class CDs



Readers p. 120



Pre-Primary & Primary



6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2



Pop up

Every lesson is an exciting surprise!

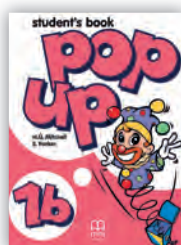
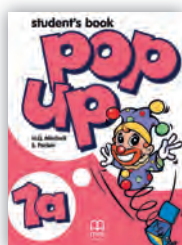
Pop up is a six-level primary course focusing on American English. It takes students from Beginner to Pre-intermediate level, all while considering students' particular needs and interests at each stage. It is based on the modular approach enabling students to deal with topics in depth. In addition,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

3 LEVELS BEGINNER

LEADING TO A1



Pop up Split edition



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

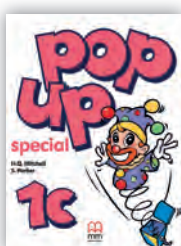
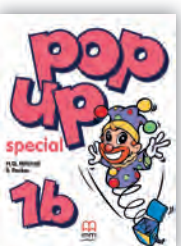
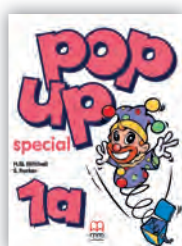
6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2



Pop up special

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



COURSE FEATURES

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

COMPONENTS



Student's Book



Workbook with Student's Audio CD/CD-ROM



Teacher's Book

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2

Pop up now

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

3 LEVELS BEGINNER TO ELEMENTARY

A1

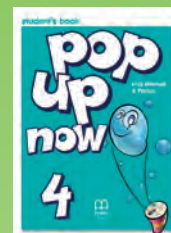
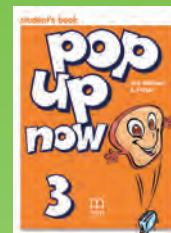
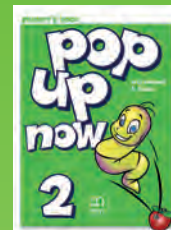
Pop up now **Split edition**

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



COURSE FEATURES

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



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



Secondary & Adult

[illegible]



New

Enter Portal
and open your
mind to a new
world!

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

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

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

PORTAL
TO ENGLISH

BRITISH

4 LEVELS BEGINNER TO INTERMEDIATE

A1 → B1



Portal to English

New!

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

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

grammar presented and practised in context

animated comic strips presenting language in an engaging and motivating manner

AMERICAN EDITION COMING SOON!

Grammar Video
from Portal
to English 1,
Interactive
Whiteboard
Material

SAMPLE PAGES

dialogues presenting real spoken English

systematic development of speaking skills

sample text functioning as a model

useful guidance enabling students to develop their writing skills

Portal to English 1,
Student's Book

3e

Vocabulary

Listen and repeat. Do you do any of the following? What?

Listen

A Listen to two friends, Jill and Jill, talking about sports in the table below, put a 1 for the sport they like and a 2 for the sport they don't like.

Jill	1	2
tennis		
table tennis		
volleyball		

B Read the sentences below and put the dialogue in the correct order. Write 1-5. Use the answers in the table above for help. Then listen and check your answers.

Really? I love it. I think it's fun.
I don't like volleyball very much. What about you?
Ugh... No, I don't. I think it's boring.
What about volleyball? Do you like volleyball?
Hey, Jill, do you like tennis?
I like it very much. I play in a team.

Speak

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

Yes, very much. It's OK. Not.

Over to you...

Discuss.

Which sports are team sports and which are individual sports?
Which sports are popular in your country?

Speak & Write

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

I love Saturday!

My favourite day of the week is Saturday. In the morning, after breakfast, I go to the youth club with my cousin, Jenna. We have a tennis lesson at 10.30. We're both crazy about tennis! In the afternoon, I do my homework, but after that I don't stay at home. I go to the park with my friends. We usually play basketball or volleyball. In the evening, my family and I often have dinner at our favourite pizza restaurant or we go to the cinema. Saturdays are busy but I think they're great!

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

WORD ORDER

In English, we always put the subject of a sentence before the verb in affirmative and negative sentences.

subject + verb + object + complement

1. watches / in / time / TV / afternoon / the
2. don't / much / sports / very / like / I
3. comics / cousin / read / my / doesn't
4. goes / Ken / school / swimming / after
5. 8.15 / starts / at / school

E Write a paragraph about your favourite day of the week. Use the information in activity C.

My favourite day of the week is ...
In the morning, ...
In the afternoon, ...
In the evening, ...

TIP! Remember: to include phrases that show that you like this day. - to check the word order in your writing (subject + verb, adjectives of frequency)

guided writing task

COMPONENTS



Student's Book



Workbook



Student's CD-ROM



Teacher's Book



Grammar p. 93



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM



Readers p. 120



MM Series Student's Resources



MM Series Teacher's Resources



ELT Platform

speaking activities practising useful language functions

useful tips enabling students to develop skills and strategies

COURSE FEATURES

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

SAMPLE PAGES

strategies to support lower-performing Ss

suggested answers to activities where oral production is required

symbols representing the 21st century competencies featured

2b

Check the answers with the class.

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

AIM: to give Ss practice in identifying specific information in a text

Have Ss do the activity.

Check the answers with the class.

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

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

Over to you

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

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

KEY

Suggested answers

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

Did you do anything to show that you were sorry? If yes, what?
Yes, I 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. Explain the use of the present/future. Also, we use the Present Simple in the main clause while we use the Future will / some modal verbs in the imperative in the main clause.

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

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

Time Clauses (Present - Future)

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

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

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

Refer Ss to the Grammar Reference.

Have Ss do the activity.

Check the answers with the class.

KEY
1.b 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

AIM: to have Ss differentiate between the /i/, /i:/ and /j/ sounds

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

Click the answer that eat has a /i/ sound, easy a /i:/ sound and shop a /j/ sound.

KEY
1.i misa, price, upset
/i/ realise, organise, reason
/i:/ sure, exhibition

OPTIONAL ACTIVITY

Tongue Twister

Write the following on the board and highlight the /i/ and /j/ sounds. See self-activity for the answer.

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

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

Speak & Present

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

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.

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

Develop Ss' presentation skills.

Ask Ss to read through the speech bubble.

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

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

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

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

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

D Read again and write T for true or F for False.

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

Grammar

Conditional Sentences Type 1

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.

1. If I ever meet my favourite tennis player.
2. I can drive you to the airport.
3. My sister wants to get a job.
4. Kelly will decide what to buy.
5. When I reach the top of the mountain.
6. Drink some warm milk.
7. Unless Jane says sorry.

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

Pronunciation

a. Listen and repeat. What's the difference between a, b and c?
a. sell b. easy c. shop

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

miss sell /i/ easy /i:/ shop /j/

miss
sure
realise
price
exhibition
organise
upset
reason

Speak & Present

GROUP SURVEY

Go to the Speaking Activities section.

optional activities to develop useful skills and promote collaborative learning

Portal to English 3, Student's Book

Portal to English 3, Workbook

extra vocabulary and grammar practice for each lesson

2c

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

character animated continue birth awards dream came out successful company

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

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

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

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

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

2. I hope I _____ well in my history test!

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

4. Don't _____ noise! The kids are sleeping.

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

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

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

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

C Choose a, b or c.

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

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

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

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

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

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

questions to activate students' background knowledge

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

communication

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

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

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

activities encouraging personal response

4a Read (1)

ALL ABOUT Q&A SPACE TOURISM

Read

A Read the text and answer the questions.

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

1. It's possible, would you like to travel into space? Why? / Why not?

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

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 do it?

4. 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?

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

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

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

Read

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

1. Prices for orbital space flights have already dropped.

2. Passengers with enough money don't have to worry about health checks.

3. Tito travelled to space on his own.

4. In the beginning, space agencies didn't want to fly Tito to space.

5. Some companies have managed to offer suborbital space flights to people.

6. During a suborbital space flight, passengers will be able to float around outside the plane.

Read

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.

1. ordinary

2. object

3. capable

4. attached

5. head

6. float

a. to go through the air

b. joined to sth else

c. able to do sth

d. no special or different way

e. disagree with sth

f. to go towards

Over to you...

Discuss.

What else would you like to know about space tourism?

Grammar

Future will

I'll book the hotel, but **will** you book the flight?

I'm sure John **will** visit the Louvre while he's in Paris.

Future be going to

Ronda and Ian **are going to travel** to Sweden in September.

Oh no! I forgot to wear sunscreen. I'm **going** to burn.

Future Perfect Simple

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

Future Progressive

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

Future Perfect Simple

At this time tomorrow, we **will have sailed** around the Mediterranean.

You should go to the supermarket now. It's **going to close** / **will have closed** by the time you finish work.

There's a lot of traffic on the way to the beach. It **will be** / **will have been** crowded there.

I don't have any holiday plans. I **stay** / **am going to stay** at home.

Philip can't make it tomorrow morning. At ten o'clock, he **will be training** / **will have trained** for the marathon.

I **won't have returned** / **won't be returning** home by dinner time, so I don't think I'm **going to get** / **will get** a chance to meet Ralph.

At I'm afraid Mum **yells** / **will yell** at me when she finds I **will** find out I broke her tablet.

Don't worry. I **talk** / **will talk** to her.

Hopefully, by the year 2050, space tourism **will become** / **will have become** possible for everyone.

Circle the correct options.

Read the dialogue and match the verbs in bold with their functions a-e.

A: How nice. **Imagining** going to a space station. Has anyone ever **tried** it?

B: Well, you know Dennis and my kind of thing.

A: He was the first person to **travel** in a spacecraft. Is he **still** coming?

B: He did **come** to this one. He **was** with you.

A: I **remember** that.

B: Something that **reminded** me of a past holiday to do.

Write examples and answer the questions. Choose a verb.

Circle the correct options.

1. This time tomorrow, we **will sail** / **will be sailing** around the Mediterranean.

2. You should go to the supermarket now. It's **going to close** / **will have closed** by the time you finish work.

3. There's a lot of traffic on the way to the beach. It **will be** / **will have been** crowded there.

4. I don't have any holiday plans. I **stay** / **am going to stay** at home.

5. Philip can't make it tomorrow morning. At ten o'clock, he **will be training** / **will have trained** for the marathon.

6. I **won't have returned** / **won't be returning** home by dinner time, so I don't think I'm **going to get** / **will get** a chance to meet Ralph.

7. At I'm afraid Mum **yells** / **will yell** at me when she finds I **will** find out I broke her tablet.

8. Don't worry. I **talk** / **will talk** to her.

9. Hopefully, by the year 2050, space tourism **will become** / **will have become** possible for everyone.

Portal to English 4, Student's Book

Portal to English 2, Workbook

critical thinking

critical thinking

Ss are introduced to the skill

Ss delve deeper into the skill

Ss apply the skill they have acquired

visual representations facilitate Ss' acquisition of the critical thinking skill

Think it through 6

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

1. Emma probably...

a. does water sports.

b. plays volleyball.

2. Emma's favourite subject might be...

a. science.

b. history.

3. Perhaps Emma has been to...

a. London, UK.

b. Paris, France.

4. Tomorrow, Emma's probably going to...

a. go to school.

b. go on a trip.

B Read the dialogues and answer the questions.

1 A: I've got a flat tyre.

B: Don't worry, I'll have a look at it.

A: Will it be expensive to fix?

B: About £40.

2 A: Now you can see the Great Pyramid of Giza - the largest pyramid in the world!

B: Wow! Can we go inside?

A: Yes. But first let me tell you a bit about its history.

3 A: It's windy today... and there are big waves, too.

B: Yeah. What about going windsurfing?

A: Sorry, I don't feel like it. I'll just sunbathe.

What is speaker B's job?

What is speaker A's job?

Where are the people?

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

BRITISH



A1.1



A1.2



A2



B1



B1+



B2



A1.1

6 LEVELS BEGINNER TO UPPER-INTERMEDIATE

A1 → B2



Full Blast PLUS

New!

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

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

Revised edition of
our best seller!

Exciting! Fresh! Contemporary!



What's New!

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

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



A1.2



A2



B1



B1+



B2

COURSE FEATURES

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

SAMPLE PAGES

Full Blast PLUS 1, Student's Book

vocabulary presented
through visual prompts

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

3a Day in day out

Vocabulary
Listen and repeat.

get up, have a shower, brush my teeth, go to school, have breakfast, lunch, dinner, get home, do homework, go to bed.

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

TAMMY TURNER
A young Picasso

Tammy Turner isn't a normal school girl. She loves Art and she's a very good artist. On weekdays, she gets up at 6 o'clock and paints pictures. At 7.30 she has a shower and has her breakfast. Then she goes to school. Art is her favourite subject, of course. She gets home at 4.30 and does her homework. In the evenings after dinner, she paints again! At the weekend it's different. Every Saturday, I visit galleries and on Sundays, I watch TV or make pictures and designs on my computer. Her Art teacher says: 'She's amazing! She's even got paintings in the local art gallery.'

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

- Tammy gets up at 7.30 on Mondays.
- Tammy's favourite subject is Art.
- Tammy goes to school in the morning and in the evening.
- Tammy goes to galleries on weekdays.
- Tammy's teacher likes her paintings.

3 Grammar
Present Simple (affirmative)

I paint, you watch, he does, she studies, it rains, we go, they play.

We use the Present Simple for habits or actions that happen regularly.

Complete with the Present Simple of the verbs in brackets.

- Fred and Liz (brush) their teeth every morning and evening.
- My mum (get up) at 7 o'clock every day.
- Alan (do) his homework in the afternoons.
- I (play) computer games at the weekend.
- My best friend (watch) TV after dinner and (go) to bed at midnight.

Prepositions of time

at: ten o'clock, half past one, etc.
on: the weekend, moon/midday/night/midnight
in: the morning, the afternoon, the evening
Monday, Tuesday, etc.
on: Sunday morning/afternoon/evening/night/weekdays

4 Pronunciation
A. Listen and repeat. What's the difference between a, b and c?
a gets - b plays - c travels

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

	gets /v/	plays /z/	travels /v/
paints			
does			
dances			
has			
goes			
watches			
visits			
makes			

5 Speak
Talk in pairs about your daily routine.
I get up at 7.30. What about you?
I get up at...

6 Write
Write a few sentences about your daily routine and about a friend's daily routine.
I get up at 7.30. I have...
John gets up at 8.00. He has...

activities focusing
on reading for gist

various types
of texts

pronunciation
activity

speaking
activity

short writing
activity

COMPONENTS



Student's Book



Workbook



Student's
CD-ROM
(British)



Teacher's Book



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



Grammar p. 94



Readers p. 120



MM Series
Student's
Resources



Videos p. 117



MM Series
Teacher's
Resources



ELT Platform

* Teacher's Resource CD/CD-ROM:

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

SAMPLE PAGES

Questions activating Ss' background knowledge

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

Various types of texts

Grammar clearly presented and practised

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

Activities focusing on listening for detail

Practical tips helping Ss to develop skills and become autonomous learners

A variety of speaking activities

3a A learning experience

1 Read

A. Discuss.

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

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

2 Grammar

Present Perfect Simple

- Danny *hasn't been to* a summer camp *before*, but he *has decided where he wants to go*.
- A: *Have you ever tried water skiing?*
- B: *No, I haven't*, but *I've always wanted to*.
- A: *I've done it twice*.

NOTE

- Thelma *has gone to* camp. (She's still there.)
- Thelma *has been to* camp twice. (She has stayed at the camp twice but she isn't there now.)

LET'S GO TO CAMP

Bored of the same summer camp every year? Why not try something a bit out of the ordinary?

A. SPACE CAMP

Have you always wanted to be an astronaut? Here's your chance!

- Ages 12-15
- 6 days/5 nights
- Available all year round

Do scientific experiments

- Design your own space station in the computer lab
- Build your own lunar robot which you can take home!

€899 per person (Cost includes meals, housing, clothing and activities)

B. Filmmaking Camp

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

C. MARTIAL ARTS CAMP

Are you one of those people who have always wanted to take up karate or taekwondo but have never had the chance? Well, this camp is for you!

- From 7am to 6pm every day during the summer holidays
- Children of all ages are welcome
- Students train for 2 hours a day and learn skills which can help protect them in dangerous situations
- Lots of other summer camp activities available
- Students need to bring a packed lunch every day
- Bus service home every day

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

- out of the ordinary (title)
- similar (ad A)
- opportunity (ad B)
- produce (ad B)
- accommodation (ad B)
- extra (ad B)
- martial arts (ad C)
- train (ad C)
- monthly (ad C)

- practise an activity
- make
- fighting sports such as karate
- a place to stay
- unusual or different
- the chance to do something
- more than is expected
- like someone or something but not exactly the same
- lasting for a month

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

- You can't sleep at the camp unless...

Full Blast PLUS 3 Student's Book

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

Communication

Full Blast PLUS 3 Workbook

3c Do you speak English?

A. Choose a, b or c.

- Kathy has come _____ a great idea for the school magazine.
 - round
 - up with
 - after
- The _____ of Russia is about 140,000,000.
 - business
 - population
 - definition
- We need more _____ in our diet. I'm bored of eating the same things all the time.
 - panic
 - series
 - variety
- Have you ever been to a(n) _____ country before?
 - foreign
 - official
 - international
- Will these changes _____ your decision or not?
 - enter
 - develop
 - affect
- I'm really looking _____ to the football match on Saturday.
 - forward
 - up
 - out
- Don't worry. Buses come _____. There will be one here soon.
 - throughout
 - frequently
 - several
- I was cleaning my garage when I _____ across my old school books.
 - came
 - looked
 - took

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

- We / not see / Gavin / since / he / get / new job
- Natalie / ring / me / four times / since / I / see / her / this morning
- Kelly / not check / her / e-mails / since / she / arrive / home
- I / not speak / Spanish / since / I / travel / Spain / last year
- Oliver / enter / many competitions / since / he / leave / school
- We / visit / Sandra / three times / since / she / move / Poland

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

Lee / surf the Net / four hours

Ian and Henry / watch TV / twenty minutes

3

Ace / sleep / six o'clock

4

Tom / look after / little brother / this morning

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

1

Jack / drive / four hours
290km

2

Jack / play / tennis / be / eleven years old
10 tournaments

3

Mike and Jude / make / paper planes / all morning
20 planes

4

Samantha / read / ten o'clock
50 pages

E. Tick the correct sentence.

- Dale has cleaned the house all morning. ☐
Dale has been cleaning the house all morning. ☐
- How long have you known Pamela? ☐
How long have you been knowing Pamela? ☐
- Harry has just been leaving to go to the shop. ☐
Harry has just left to go to the shop. ☐
- Ann is tired because she's been riding her bike all day. ☐
Ann is tired because she's ridden her bike all day. ☐
- I don't want to see that film because I've seen it three times. ☐
I don't want to see that film because I've been seeing it three times. ☐
- How long have you talked on the phone? ☐
How long have you been talking on the phone? ☐
- Mindy and Ed haven't decorated the house yet. ☐
Mindy and Ed haven't been decorating the house yet. ☐

3b

Express yourself!

1 Read

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

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

On the train...



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

Later at Liv's home...

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



- C. Look at the expressions 1-6 from the dialogue and match them with the meanings a-f.**
- | | |
|--------------------|--------------------------|
| 1. Big deal | a. It's excellent! |
| 2. I doubt it. | b. It's nothing serious. |
| 3. Beats me. | c. I don't think so. |
| 4. It's wicked! | d. Include me. |
| 5. I'll have a go. | e. I have no idea. |
| 6. Count me in. | f. I'll try it. |

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

FUNCTIONS

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

STRUCTURES

Present Perfect Simple vs Past Simple

VOCABULARY

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

Expressions

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

Warm-up

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

1 Read

A. Aim: to prepare Ss for the reading activity

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

Background note

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

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

KEY

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

- Ask Ss some comprehension questions.

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

- Choose Ss to read the dialogues aloud.

C. Aim: to help Ss understand conversational English

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

KEY

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

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

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

KEY

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

- Explain any unknown words.

3b

2 Vocabulary

Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read through each set of sentences and do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

Language Plus

look (at) = to direct your eyes in order to see
watch = to look at sth for a period of time and observe what is happening, especially on TV
notice = to become aware of sth especially by looking
stare = to look at sth for a long time, often impolitely
talk (about) = to communicate and exchange ideas or information

speak = to communicate in a specific language
say = to state / to tell sth (goodbye, etc.)
tell = to say sth to sb, to give information or instructions
discuss = to have a conversation with sb
wonder = to ask yourself questions about sth
think = to believe, have an opinion about sth
imagine = to form an idea or picture of sth in your mind

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

3 Pronunciation

A. Aim: to have Ss differentiate between the /aʊ/ and /aʊ/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *know* and *now*.
- Elicit the answer that *know* has an /aʊ/ sound and *now* has an /aʊ/ sound.

B. Aim: to give Ss practice in differentiating between the /aʊ/ and /aʊ/ sounds

- Play the CD and pause after each word.
- Ask Ss to tick the sound they hear.
- Play the CD again so that Ss can repeat what they hear.
- Check the answers with the class.

KEY

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

4 Grammar

Aims:

- to have Ss differentiate between the Present Perfect Simple and the Past Simple
- to present and give Ss practice in using the Present Perfect Simple and the Past Simple in context

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

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

KEY

- hasn't come, went, hasn't returned
- have already watched, watched
- Did... talk, didn't see
- have visited

Optional activity

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

5 Speak

Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson

- Divide Ss into pairs.
- Ask Ss to read the questions.
- Draw Ss' attention to the questions given as ideas.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

2 Vocabulary

Complete with the words in the boxes.

look watch notice stare

- Are you going to _____ the game tonight?
- Did you _____ what Jane was wearing?
- Marial Don't _____ at people. It's rude.
- _____ under that bush! There's a grey cat.
- How many languages does Betty _____?
- Lee has decided to _____ the problem with his parents.
- _____ me about the party. I'm curious!
- Did you _____ goodbye to Greg? He left a few minutes ago.
- Let's _____ about something else.

talk speak say tell discuss

- I _____, I haven't come, went, hasn't returned
- Have _____ already watched, watched
- Did... talk, didn't see
- have visited

wonder think imagine

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

3 Pronunciation

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

a. know b. now

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

know /aʊ/ now /aʊ/

doubt

home

over

crowded

council

show

totally

allow

4 Grammar

Present Perfect Simple vs Past Simple

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

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

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

5 Speak

Talk in pairs. Discuss the following.

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

PHOTOGRAPHY COURSE

DRAMA COURSE

COOKERY COURSE

COMPUTER COURSE

iHOLA! SPANISH COURSE

BRITISH



A1.1



A1.2



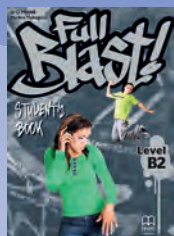
A2



B1



B1+



B2

6 LEVELS BEGINNER TO UPPER-INTERMEDIATE

A1 → B2



Full Blast!

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



COURSE FEATURES

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

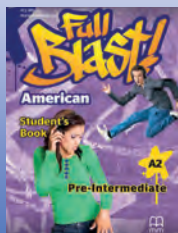
AMERICAN



A1.1



A1.2



A2



B1

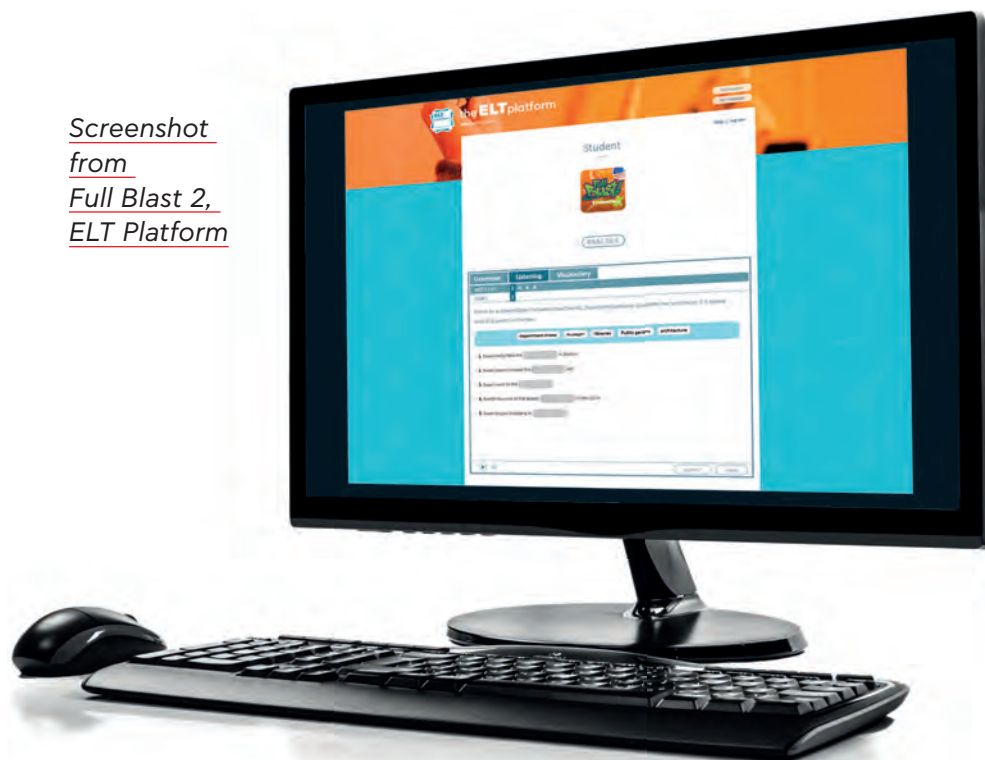


B1+



B2

Screenshot
from
Full Blast 2,
ELT Platform



COMPONENTS



Student's Book



Workbook
with Student's
Audio CD/
CD-ROM



Teacher's Book



Workbook
Teacher's
Edition



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



Grammar p. 95



Readers p. 120



MM Series
Student's
Resources



MM Series
Teacher's
Resources



ELT Platform

* Teacher's Resource CD/CD-ROM:

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

4 LEVELS BEGINNER TO INTERMEDIATE A1 → B1



Full Blast **Split edition** **AMERICAN**

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



SAMPLE PAGES

Full Blast! 1 British edition, Student's Book



To The Top

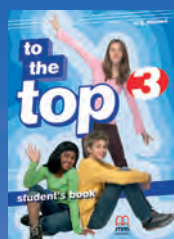
To the Top is a course designed for young teenagers, taking learners from Beginner to Intermediate level. It follows the modular approach enabling students to manage real-life topics in depth. Its multi-dimensional syllabus combines lexis, grammar structures, language functions, skills work and pronunciation.



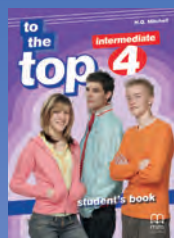
A1.1



A1.2



A2



B1



To The Top 1, Student's Book

COURSE FEATURES

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

COMPONENTS



Student's Book



Workbook
with Student's
Audio CD/
CD-ROM



Teacher's Book



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.



A1.1



A1.2



A2



B1



American To The Top Split edition

A split edition of the above books is also available.



Workbook
Teacher's
Edition



Teacher's
Resource
CD/CD-ROM *



Class CDs



Grammar p. 96



Interactive
Whiteboard
Material



Readers p. 120

* Teacher's Resource CD/CD-ROM:

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



A1.1



A1.2



A2.1

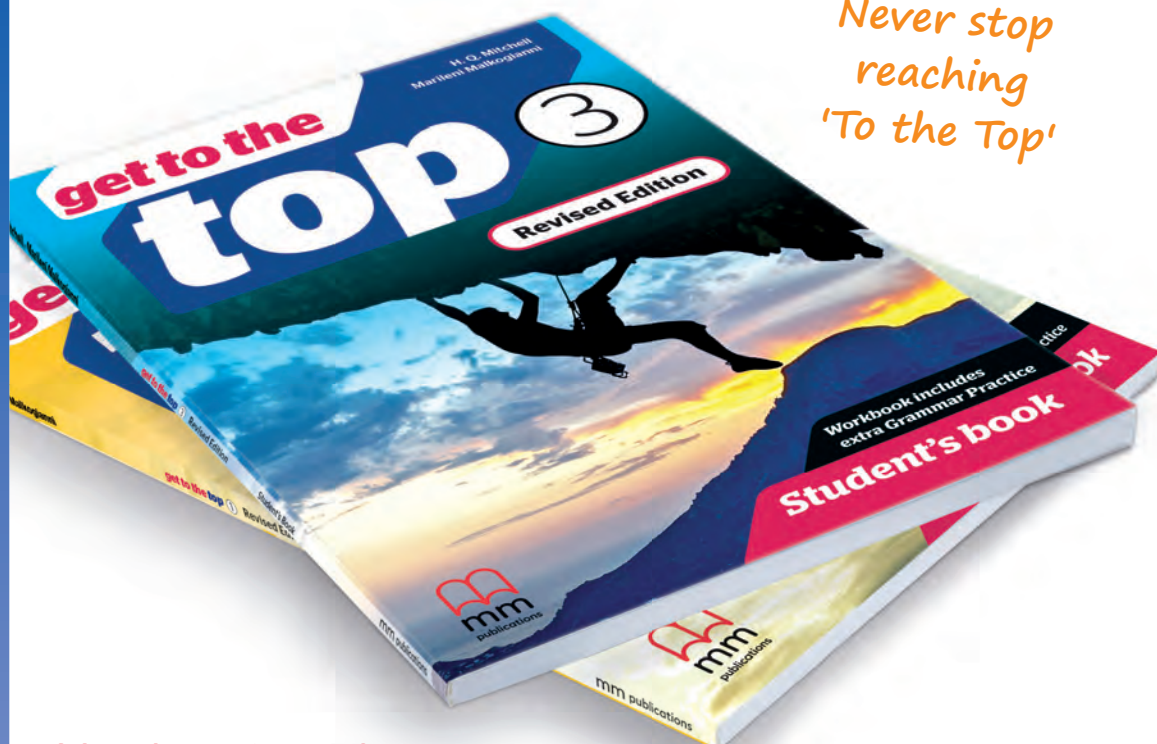


A2.2

Get To the Top Revised edition

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

Never stop reaching 'To the Top'



COURSE FEATURES

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

What's New!

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

SAMPLE PAGES

vocabulary activity engaging students and encouraging them to think critically

various types of texts: an interview

focus on reading for gist

grammar box focusing on key grammatical structures

3d Daily routines

1 Vocabulary

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

- She has dinner at half past seven.
- She gets up at a quarter past seven.
- She has lunch at ten past twelve.
- He goes to bed at ten o'clock.
- He gets home at a quarter to five.
- He has breakfast at twenty to eight.

2 Read

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

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

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

And in the evenings?
Stacey My friends live far away, so we don't meet on weekdays. After dinner, I sometimes watch a DVD but I never stay up late. I'm usually very tired. On Saturday nights my friends and I go into town. 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.

Angela I usually feed the animals. Then, I sometimes visit a friend.

3 Grammar

Adverbs of frequency

	0%	100%
always	100%	
usually	80%	
often	60%	
sometimes	40%	
never	0%	100%

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

Write the sentences using the adverb of frequency in brackets.

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

4 Vocabulary

Complete the sentences with the words in the box.

time lunch early walks soon

- Lucy has _____ with her brother.
- I always _____ my friends at the weekend.
- What _____ do you go to school?
- My father gets up very _____ in the morning.
- I _____ visit my grandparents.
- Harry never takes the bus to the cinema. He usually _____.

5 Speak

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

COMPONENTS



Student's Book



Workbook including extra Grammar Practice and Projects



Student's CD-ROM



Teacher's Book



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM *



Readers p. 120



MM Series Teacher's Resources



MM Series Student's Resources



ELT Platform

* Teacher's Resource CD/CD-ROM:

- Tests
- Grammar tests
- Portfolio

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

pairwork activity

TOP SKILLS

Connecting people 3

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

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

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

firstly receive what is more to sum up advantages access literate

Dear Jack,

I can't believe that you've had your computer for six months and you still don't have it! (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 realise that it's a much better way to communicate. (5) _____ you're computer. (6) _____ and you've got all the equipment you need, so get connected. Hope to (7) _____ an email from you soon. Yours, Alan

C. Choose a or b.

- Good afternoon, everyone. _____ let me introduce myself.

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

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

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

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

Get To The Top 4, Revised Edition, Workbook

graded activities

3 PROJECT

Me & my country

DOs and DON'Ts in the UK

In the UK It's polite to shake hands.

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

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



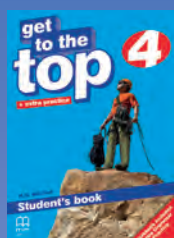
A1.1



A1.2



A2.1



A2.2

COMPONENTS



Student's Book



Workbook
including
Grammar
Practice &
Student's
Audio CD/
CD-ROM



Teacher's Book



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



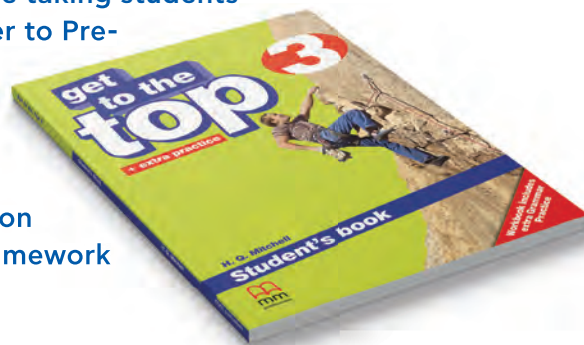
Readers p. 120

* Teacher's Resource CD/CD-ROM:

- Tests
- Grammar tests
- Portfolio

Get To the Top

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



COURSE FEATURES

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

SAMPLE PAGES

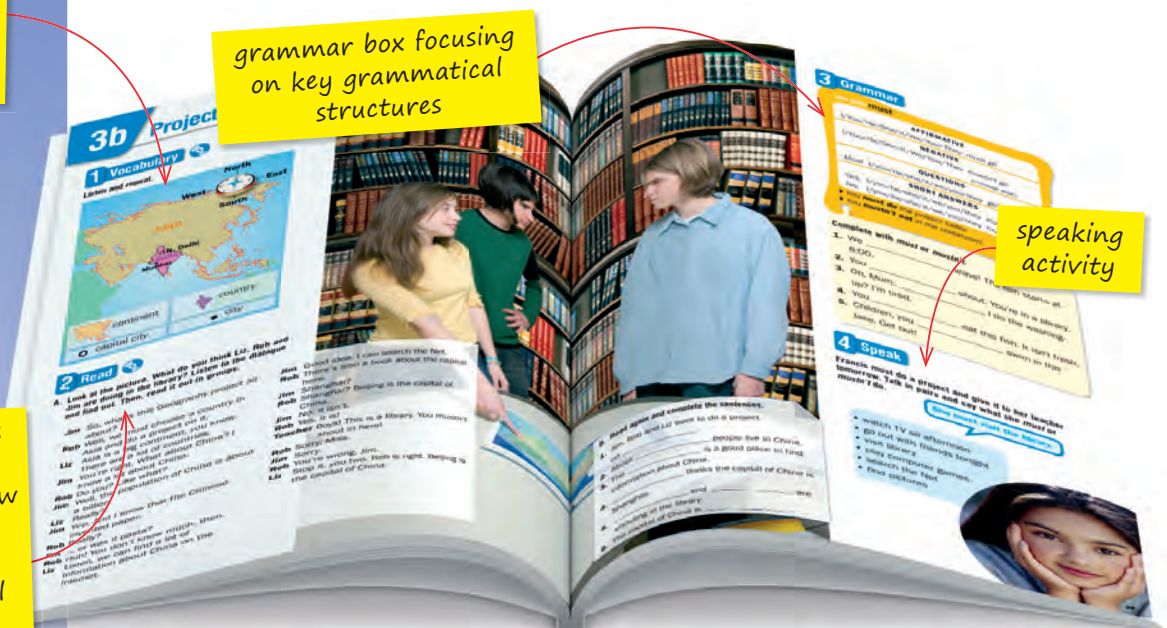
Get To The Top 1, Student's Book

vocabulary
presented
through
visual
prompts

grammar box focusing
on key grammatical
structures

speaking
activity

various types
of texts
presenting new
vocabulary
items and
grammatical
structures



Say Yes!

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

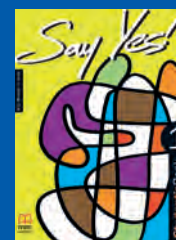
Just 'Say Yes' to an exciting learning experience!



COMPONENTS

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

> CDs available in British and American English



A1.1



A2.1



A2.1

COURSE FEATURES

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



English **Trails**

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

New

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



English Trails

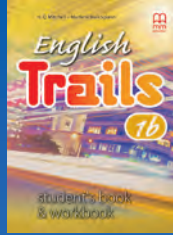
New!

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

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



A1.1



A1.1



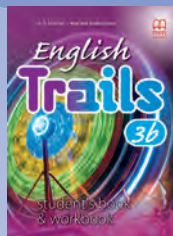
A1.2



A2.1



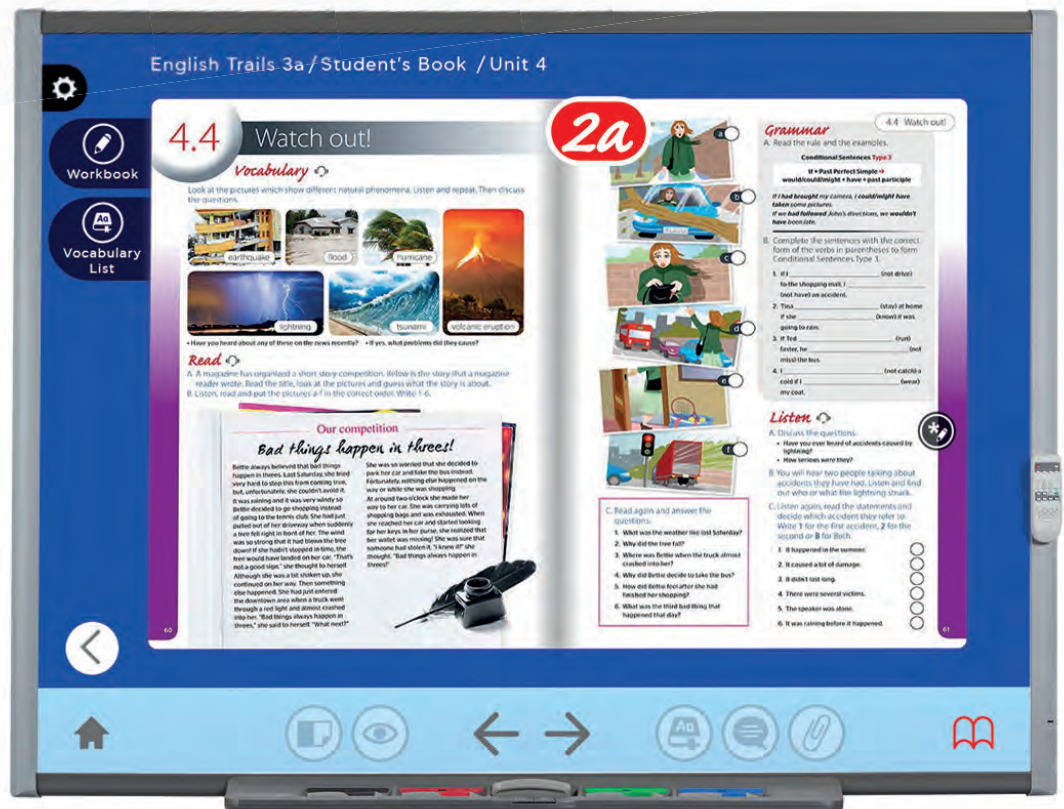
A2.2



B1



Screenshot from English Trails 3a, Interactive Whiteboard Material



SAMPLE PAGES




English Trails 3A, Student's Book & Workbook

COURSE FEATURES

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

COMPONENTS

 **Student's Book**
including
Workbook

 **Teacher's Book**

 **Class CDs**

 **Interactive Whiteboard Material**

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

 **Readers p. 120**

 **MM Series Student's Resources**

 **MM Series Teacher's Resources**

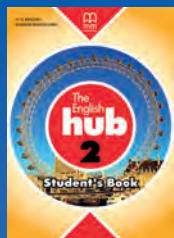
 **ELT Platform**

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

- Tests
- Extra material

BRITISH

A1



A2



B1

3 LEVELS BEGINNER TO INTERMEDIATE

A1 → B1



The English Hub

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

Don't miss a moment in learning!

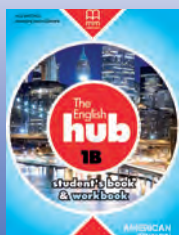


COURSE FEATURES

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

AMERICAN

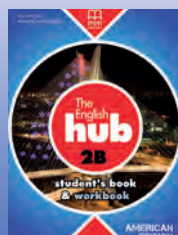
A1.1



A1.2



A2.1



A2.2



B1.1



B1.2

The English Hub **Split edition**

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



SAMPLE PAGES

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

vocabulary presented through visual prompts

warm-up activities introducing the topic

various types of texts

4.5 Amazing countries

VOCABULARY
Match. Then, listen and check your answers.

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

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

READ
A. Look at the map and the pictures. What do you know or can you guess about Tanzania?
B. Read the text quickly and check (✓) the topics that are mentioned.

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

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

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

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

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

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

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

a variety of speaking and writing activities

COMPONENTS



Student's Book



Workbook



Student's Book including Workbook (American edition)



Teacher's Book including Workbook Key



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM *



Readers p. 120



MM Series Student's Resources



ELT Platform

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

- Tests
- Extra material

Teenagers and young adults often find themselves at a crossroads.

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

***Explorer** allows them to achieve just that!*

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

Your compass
through an
exciting journey
in English!

New



Explorer

New!

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.

*Your compass
through an
exciting journey
in English!*



A1.1



A1.2



A2



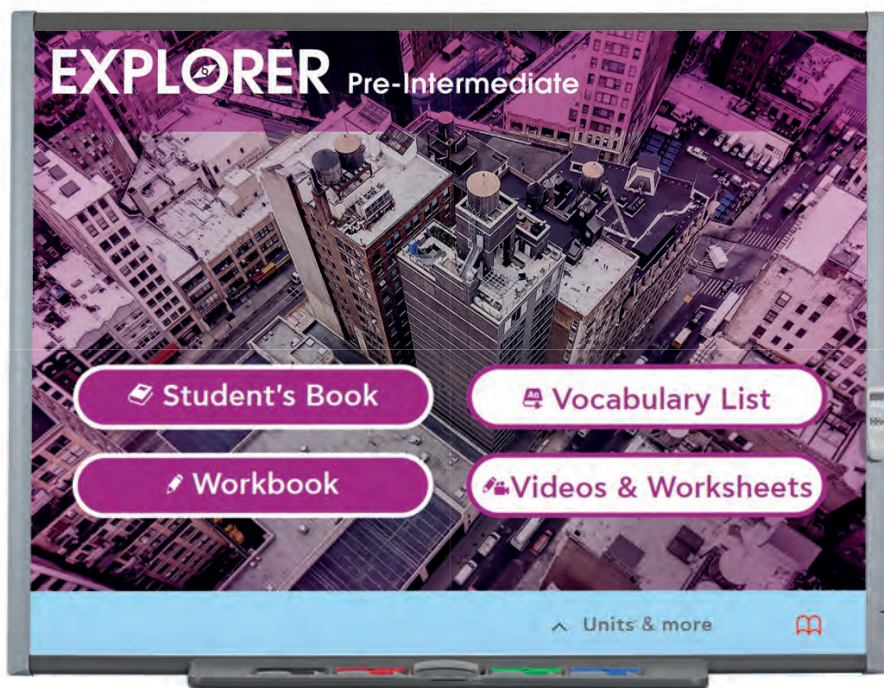
B1



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 in the Beginners, Elementary and Pre-Intermediate levels, and after every three units in the Intermediate and Upper-Intermediate levels, providing regular revision and consolidation
- Culture pages including projects
- Tasks after each revision section
- A grammar reference section
- A writing reference section
- A project skills section
- Videos
- A digital vocabulary list



Screenshot from Explorer Pre-Intermediate,
Interactive Whiteboard Material

COMPONENTS



Student's Book



Workbook



Student's
Audio CD/
CD-ROM



Teacher's
Book



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM



Readers p. 120



MM Series
Student's
Resources *



MM Series
Teacher's
Resources **

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

** **Online Teacher's Resources**

- Portfolio with projects
- Quizzes
- Revision Tests
- Key to Quizzes
- Key to Revision Tests
- Video worksheets with Teacher's Guide



SAMPLE PAGES

warm-up activity
introducing the topic

vocabulary presented
through visual prompts

a variety of speaking
and writing activities

listening activity

11

LESSON THREE

Vocabulary

Places to shop

Match. Then listen and check.

- shopping centre ☐
- supermarket ☐
- department store ☐
- street market ☐



Reading

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

Shopping in MARRAKECH

Marrakech in Morocco is famous for its big central square, Jamaa el-Fna, and its souks or street markets. A souk is a maze of small streets with stalls and small shops. There are different things for sale in each street. For example, in one street they sell carpets and in the next traditional clothes, like kaftans (long dresses for women) or a fez (a round red hat for men).

Jewellery and leather products are also very popular. Sometimes craftsmen sit outside and make their products in front of the customers. The craftsmen and shop assistants invite people into their shops and say 'Come in and have a look,' in different languages. Then they usually offer customers some sweet mint tea. The prices of the products are not fixed. The answer to the question 'How much is this?' is usually 'How much do you want to pay?'

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

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

Listening

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

- The bracelet is £75. ☐
- The woman buys the black shoes. ☐
- The black shirt is a medium size. ☐
- The women are in a department store. ☐

Speaking

Work in pairs.

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

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

Then swap roles.

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

Writing

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

Explorer Beginners Student's Book

various types of texts

Explorer Pre-intermediate Workbook

Explorer Pre-intermediate Workbook

4

LESSON TWO

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

raise make vet organised improve responsibility vaccinate daily

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

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

- I _____ (try) to call Sally Smith ten times _____ (yesterday). Do you know where she is?
B: No, I _____ (not see) her _____ (a week).
- We _____ (visit) quite a few museums _____ (we got here). What else is there to see?
B: You can go to the palace. _____ (you / be) there yet?
- That's a great laptop. How long _____ (you / have) it?
A: _____ (not have) it _____ (very long). My dad bought it for me two weeks ago.
- Who's that with Simon?
A: That's Tim, his best friend.
B: How long _____ (they / know) each other?
A: They _____ (know) each other _____ (1992).
B: Wow! They _____ (be) friends _____ (over ten years).

vocabulary and
grammar
activities

3 Food for thought

B. Read the text and answer the questions.

Mmm... smells good!

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

What is coffee?

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

Who tried coffee first?

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

Has coffee always been popular?

In the past, people believed that coffee was 'old fashioned' and that only old people drank it. However, the famous French writer, Voltaire, didn't seem to share that opinion. He was a great fan of

coffee. He drank, believe it or not, fifty to seventy cups of coffee a day!

What about today?

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

How do you take it?

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

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

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

extra
reading
practice

Explorer Elementary Student's Book

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 a really bad shape, so I asked the guys to take me to the hospital.
Bill Poor you! Does it hurt?
Rick Yeah, a lot. I've taken some medication, but it hasn't helped much so far.
Bill What did the doctor say?
Rick He told me to stay in bed for a couple of days and not to work out for a week.
Bill Oh, no. That's too bad. I feel sorry for you, mate.
Rick Well, don't. I'll be OK. Anyway, I'm not going to work for the next three days, so I guess that's something!



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

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

special emphasis on vocabulary building

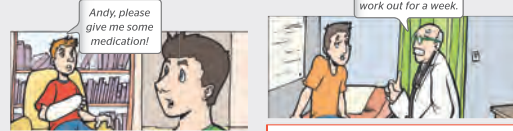
grammar presented in context

15 Doctor, doctor

Grammar

Reported Speech (commands - requests)

A. Read the examples and complete the rules.



He asked Andy to give him some medication.

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

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

B. Read the messages and report them.



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

Pronunciation

A. Listen and repeat. Which words are stressed?

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

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

1. The teacher asked us to be quiet. 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

tables of functions, structures and vocabulary introduced in each lesson

11

Fiesta time!

LESSON ONE

Vocabulary 1

Months and seasons

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



in + seasons, in + months
BUT on + dates

1 AUTUMN 2 WINTER 3 SPRING 4 SUMMER

Vocabulary 2

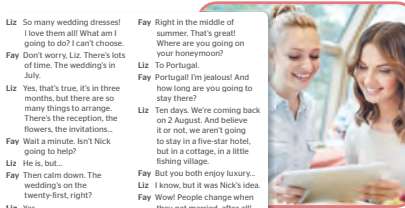
Phrases related to time

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

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

Listening and reading

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



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

FUNCTIONS

Making plans
Talking about arrangements

STRUCTURES

Future 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.

Vocabulary 1

Months and seasons

Aims - to introduce the months and the seasons

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

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

BACKGROUND NOTE

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

OPTIONAL

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

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 20 September, etc.?
- Elicit answers.

Listening and reading

CD 2 49

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.

key for Student's Book

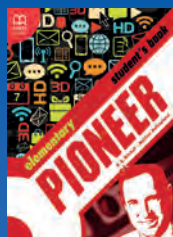
step-by-step guide to each stage of the lesson

ideas for optional activities

BRITISH



A1.1



A1.2



A2



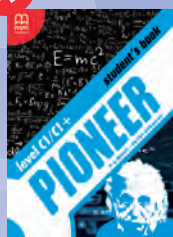
B1



B1+



B2



C1/C1+

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

7 LEVELS BEGINNER TO ADVANCED



A1 → C1/C1+



Explore! Discover! Succeed! Be a Pioneer!

Pioneer

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

COURSE FEATURES

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

8 LEVELS BEGINNER TO ADVANCED



LEADING TO A1 → C1/C1+



AMERICAN



Leading to A1



A1.1



A1.2



A2



B1



Pioneer **Split edition**

A split edition of Pioneer American edition is also available.



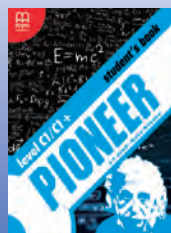
useful tips
enabling
students
to develop
skills and
strategies



B1+



B2



C1/C1+

*Pioneer Intermediate B1,
Student's Book*

COMPONENTS



Student's Book

Workbook (also
available with
Key booklet)

Teacher's Book

Workbook Key
Booklet

Class CDs

Interactive
Whiteboard
Material

Grammar p. 94



Readers p. 120



Videos p. 117

Pioneer Online
Pack *Teacher's
Resource
CD/CD-ROM **MM Series
Student's
ResourcesMM Series
Teacher's
Resources

ELT Platform

* Pioneer Online Pack:

- e-Workbook (online version of the Workbook with interactive activities, a digital vocabulary list, extra interactive activities, videos & video activities)
- Workbook print edition

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

- Tests
- Extra material
- Video worksheets and Key
- Key to Grammar Book activities (British edition)

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

Discuss.

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

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

2 Reading

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

truly TRADITIONAL

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

Reema's Kabsa - Jeddah, Saudi Arabia

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

Maria's Ceviche - Lima, Peru

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

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

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

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

Discuss.

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

3 Vocabulary

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

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

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

TIP

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

Task

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
- margarine

3 INGREDIENTS

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

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

PREPARATION

- ☐ Mix the tuna, margarine and corn.
- ☐ Take some large potatoes and wash them well.
- ☐ Add the topping to the potatoes.
- ☐ Bake the potatoes for 1.5-2 hours.
- ☐ Take the potatoes out of the oven and cut them open.

TIPS

- Put butter or oil on the potatoes and put them in aluminum foil.
- Add some salt.
- Make holes in them with a fork.
- Use a fork to see when the potatoes are ready.
- Keep the potatoes warm in the oven while you make the topping.

In pairs, create a recipe of your own. Think about:

- The ingredients
- The steps
- Any helpful tips

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

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

Pioneer Elementary
American edition,
Student's Book

guessing the meaning of
unknown words in context

performance evidence

1d

1 Vocabulary

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

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

2 Speaking Game

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

Classmate Search!

- Who's birthday is in September?
- Who's birthday is in the same month as my birthday?
- Who's birthday is on the same date as my birthday?
- Who is over twenty years old?
- Who is the same age as I am?
- Who is from another town/city?
- Who is from abroad?
- Whose first name starts with the letter 'P'?
- Whose first name starts with the letter 'Z'?
- Whose last name ends with the letter 'K'?
- Whose last name has six letters?
- Whose last name has over six letters?

3 Listening 4)

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

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

4 Writing Complete a form

Read the notes and add capitals to the sentences 1-2.

Capital letters

Use capital letters:

- at the beginning of a sentence
- with first and last names
- with street names and buildings
- with other countries/nationalities
- with months and days of the week
- with the personal pronoun I

1. one Jones is married to a woman from Brazil.
2. hi how's it going, greg?
3. i'm spanish but i live in canada.
4. ms. anderson speaks two languages, french and chinese.
5. jack's a college student in barcelona.
6. what's the date today? is it may second or third?
7. our english teacher lives on park avenue.

Application FORM

SPRINGFIELD LANGUAGE INSTITUTE

First name _____ Middle name _____
Last name _____ Gender Male ☐ Female ☐
Date of birth _____ Country of birth (if different) _____
Nationality _____ Occupation _____
Preferred mailing address _____
Phone at home _____ Cell phone _____
e-mail address _____ Home ☐ Cell ☐
Preferred telephone Home ☐ Cell ☐
Home _____ Cell _____
Passport / Identity card number _____
Language Proficiency (Check which apply)
speak read write speak language spoken at home
☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐
I certify that the information given on this form is, to the best of my knowledge, correct and complete.
Signature _____ Date _____

5 Speaking

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

various types of speaking activities

a variety of listening activities

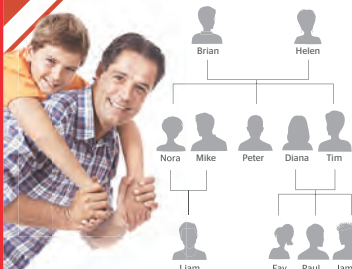
useful tips enabling students to develop skills and strategies

useful guidance enabling students to develop their writing skills

writing activities which help students become independent writers

1 Vocabulary & Listening

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



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

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

Listen and find the person who's talking.

2 Reading

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. Imagine that!

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

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

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

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

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

1. Vocabulary & Listening

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

Optional activity

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

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

to give Ss practice in listening for specific information

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

2. Reading

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

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

- Draw Ss' attention to the pictures and ask them the question in the rubric.
- Tell Ss to think about these people's nationality, age, job, marital status, etc.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books. Tell them to check their predictions and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Where is Bianca from? From Brazil.
Is she married? No, she isn't.
Where do her parents live? In Brazil.
Where does her brother live? In Paris.
Is he married? Yes, he is.
Where is his wife from? From the U.S.A.
Do they have a son? Yes, they do.
How old is he? 10.

How old is Antonio? 18.
What does he do? He's a college student.
Where does he live? In Mexico City.
How many languages does he speak? Two.
What languages does he speak? English and Spanish.
Does he live alone? No, he doesn't.
Who does he live with? With his brother.
What is his brother's name? Pedro.
How many languages does Pedro speak? Three.
Where does Alfredo live? In London.
Does his mother have any brothers and sisters? No, she doesn't.
How many brothers and sisters does his father have? Six.
Where are Alfredo's cousins? In Rome.
Why does one of his cousins live with them?
Because he goes to college in London.

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

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

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

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

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

Pioneer Elementary American edition,
Teacher's Book

Screenshot from
Pioneer Elementary,
e-workbook



An extraordinary quest for language proficiency!

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

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

Will I be able to communicate with anyone there?

Does anybody speak English?

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

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

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

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

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

New

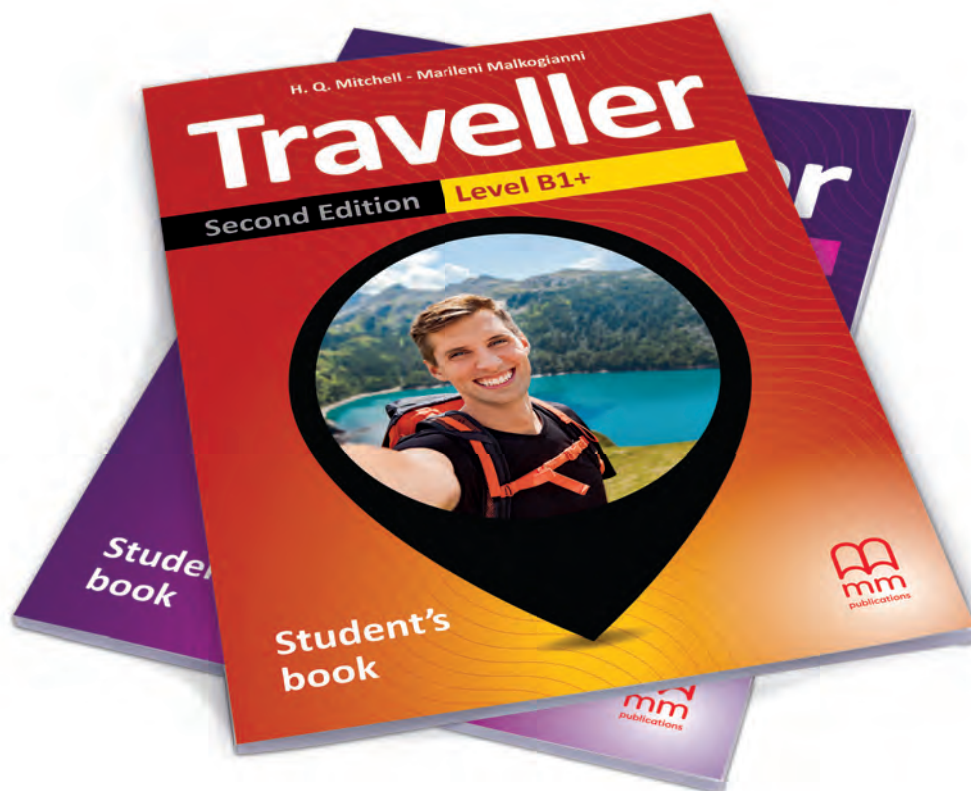
Traveller

Second Edition



Traveller Second Edition

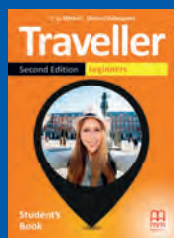
Traveller Second Edition is an exciting course for teenage and young adult learners organised into eight topic-based modules. It follows the requirements of the Common European Framework of Reference and the modular approach.



*An extraordinary
quest for language
proficiency!*

What's New!

- Development of 21st century competencies
- A video lesson for each module with video activities
- The Culture and CLIL pages are now enriched with projects which give students the opportunity to integrate technology into their work
- A Project Skills section with instructions on how to make a project
- Suggested answers for all the speaking activities and model answers for all the writing tasks
- Classroom strategies adjusted for higher-performing students and lower-performing students
- Videos p.117
- Workbook key
- A digital vocabulary list



A1.1



A1.2



A2



B1



B1+



B2



C1

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 practiced 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 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
- CLIL and Culture pages with projects
- Songs
- A digital vocabulary list

SAMPLE PAGES

6e Click here

1. VOCABULARY

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

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

2. READ

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

1. How many people use the Internet in the US?
a. 35% of the population b. 73% of the population c. 86% of the population

2. What's the average age of computer game players in the US?
a. 13 b. 23 c. 35

A digital world: Computers

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

Amazing facts: USA

- Almost 3,000,000,000 of about 7,000,000,000 people around the world are Internet users. In the US, there are over 325 million people and about 280 million (86%) of them use the Internet. That's over half the population.
- 2/3 of the population (212,000,000) play computer and video games. The average age of these people is 35. About half of them are women.
- Over half of US office workers check their emails about five times a day during their working hours. About half of them check their emails when they are on holiday.

3. LISTEN

You will hear three monologues. Circle the correct options.

1. The population of Berlin is 3,600,000 / 1,700,000.

2. At Click Here they don't have keyboards / printers.

3. There are 4,000 / 400,000 people working for Computer Tec.

4. WRITE

Set phrases for emails

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

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

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

how's Louisa bye fine dear

To: briangreen@mail.com
From: louiskompkris@mail.com

(1) _____ Brian,

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

(4) _____ for now,

(5) _____

B. Write an email to a friend.

Don't forget to:

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

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

COMPONENTS



Student's Book



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



Teacher's Book



Workbook Teacher's Edition



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM *



Grammar p. 95



Videos p. 117



Readers p. 120



ELT platform

* Teacher's Resource CD/CD-ROM:

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

Systematic development of vocabulary skills

Communication
Cooperation

Sample texts functioning as models

5c

A word of advice

1. VOCABULARY

WORDS RELATED TO EMOTIONAL PROBLEMS

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

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

2. GRAMMAR

should / had better

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

- Anne** I have a stomach ache again.
Keith Maybe you **should** visit a doctor.
Anne I did last week, and he told me it's stress.
Keith Well, then you **had better** find ways to reduce your stress.
- Tom** Sorry I'm late.
Jane You'd **better not** be late again. This is the fifth time this month.
Tom I know, but I couldn't find a parking space.
Jane Well, then maybe you **shouldn't** take your car to work.
- Should and had better are followed by to + base form. ☐
 - We use should and had better to give advice. ☐
 - Should and had better refer to the past. ☐
 - The negative form of should and had better is formed by adding not. ☐
 - We use should and had better to give our opinion. ☐
 - Had better can sometimes imply a warning. ☐

3. PRACTICE

Rewrite the sentences using the words given.

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

4. LISTENING

A. Discuss.

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

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

arachnophobia claustrophobia
agoraphobia dental phobia

C. Listen again and complete the sentences.

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

5. SPEAKING

Talk in pairs.

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

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

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

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

I feel terrible.
Why? What's wrong?
...
Well, I 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

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

www.drwilson/advice/column.com

Dr Fred Wilson's corner

Dear Dr Wilson,
I need your advice because I feel helpless and don't know what to do. Last week I had to give a presentation at university with a fellow student. As we walked to the front of the lecture theatre, I could feel my heart beating fast and I was sweating. When it was time for me to talk, I just stood there looking at everyone. I couldn't remember what to say! Fortunately, my fellow student gave the presentation for me. But who will save me next time? What should I do? Anxiously waiting for your reply.

Nervous Ned

Dear Nervous Ned,
Many people are afraid of public speaking. You're not the only one so don't worry. Here are some tips to help you deal with your problem. First of all, you should practise giving your presentation in front of a mirror until you feel confident. This way you'll have less stress. There are also certain things you can do right before and during your presentation. Before starting, you should do some kind of physical activity to help reduce your anxiety. Taking a walk is a good idea. Also, while you're giving your presentation, choose a few friendly faces from the audience and focus on them. And don't forget to take deep breaths to feel calm. If all this doesn't work, I advise you to take a training course in public speaking. It will help you get over your fear.

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

Creativity

A variety of writing activities

Practical tips helping Ss to develop skills and become autonomous learners

Traveller Second Edition Beginners, Workbook

Extra vocabulary and grammar practice for each lesson

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.
 - Annie can play the piano and she plays very well. She's a great _____.
 - J.K. Rowling writes books. She is a popular _____.

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

- they / dance / Latin / ? ☒
- she / sing / well / ? ☒
- he / play / guitar / ? ☒
- he / swim / well / ? ☒
- they / speak / Spanish / ? ☒
- 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.

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

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

Alice _____

George and Claire _____

I _____

D. Complete the dialogue with the sentences.

- Mr Wilson: Hello.
Mr Baker: Hello. (1) _____
Mr Wilson: Right. So, what's your name?
Mr Baker: Ted 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.
- a. What musical instrument can you play?
b. I'm here about the job.
c. Can you play the piano too?
d. Can you sing or dance?
e. So, Mr Baker you're a musician.

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.

1. plays musical instruments ☐

2. sings well ☐

3. dances well ☐

Kevin

Sandy

The aims of each activity clearly stated

Functions and structures presented along with a list of active vocabulary

5a

How are you feeling?

1. LISTENING & READING

A. Discuss.

- When did you last go to the doctor's? 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, Ms Smith, you seem to have a cold.
- 2** 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 13th.
- 3** Doctor: Don't worry. You'll get over it in about a week. Just get some rest and drink lots of fluids.
- 4** Patient: I will. What about my head and bones? Can you give me something to take away the pain?
- 5** Doctor: I'll prescribe some pain medication.
- 6** Patient: Thank you. I'll go to the chemist's straight after.

C. Read again and complete the missing information.

File | Edit | View

Friday 4th March

Appointments

Name: _____

Time: _____

Symptoms: _____

Treatment: _____

- 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
Vocabulary
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 (v.) 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 want to find out about one's health).
- 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

Aims: • to introduce the topic of the dialogues by relating it to Ss' personal experience

- Ask Ss the questions 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 three 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

a. 3 b. 2 c. 1

- Ask Ss to tell you what is happening in each dialogue.
- Elicit answers (the woman is making a doctor's appointment - c, the woman is at the doctor's telling her her symptoms - b, the doctor is telling the woman what is wrong with her and what she should do - a).
- Ask Ss some comprehension questions:

What is the doctor's name? Dr Barkley
Does Ms Smith make an appointment for the same day? No, she doesn't.
Why can't she make an appointment for the same day? Because the doctor is booked up for the day.
When is her appointment? The following morning at 10.30.
What does Ms Smith think her problem is? She thinks that her allergy is back.
Does Ms Smith have a temperature? Yes, she does.
When is her brother's wedding? On the 13th.
Will she be all right on her brother's wedding? Yes, she will.
How long will it take her to get over her cold? About a week.
Where is Ms Smith going straight after the doctor's? To the chemist's.

C. Aims: • to give Ss practice in identifying specific information in the dialogue through a note-taking activity

- Ask Ss to look at the computer screen.
- Ask Ss to tell you what they can see (a file where the doctor keeps her patient's data).
- 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

- Explain any unknown words and choose Ss to act out the dialogues.

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 a-c. Make sure that Ss do not have any unknown words.
- 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

Suggested answers to activities where oral production is required

5a

Step-by-step guide to teaching

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 there are some examples of full and bare infinitives.
- Ask Ss to tell you the difference between the full and the bare infinitives (full infinitive = a base form of the verb without to; bare infinitive = base 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 some, would like, decide, plan, promise, etc. For more verbs refer to the Grammar Reference at the back of the book.
- Point out that the bare infinitive is used with the verbs let and make in the Active Voice. Ask Ss for a few examples (My father made me wash his car).
- Have Ss read through the second dialogue and point out that we use the bare infinitive after modal verbs (can, could, must, should, may, might, etc.). Ask Ss for a few examples (You mustn't be rude to your friends).
- Also, point out to Ss that we use the full infinitive after the words something/somebody/doing/anything, etc.
- Draw Ss' attention to the third dialogue and explain that we use the full infinitive with non-adjacent subject with the meaning 'never there necessary' and with adjectives/adverbs/through with the meaning 'adjective/adverb'.
- Write the following on the board: It's too late to have dinner.
- Ask Ss to read through the rules containing the rules.
- Make sure that Ss do not have questions and/or unknown words.
- Have Ss do the activity and check answers.

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

Refer Ss to the Grammar Reference at the back of the book.

Ask higher-performing Ss to make sentences using the full and bare infinitives. This will challenge them.

Ask lower-performing Ss to give them prompts to make sentences (e.g. use money / buy a new mobile phone).

4. PRACTICE

Aims: to give Ss practice in using the full and the bare infinitive in the context of four short dialogues

- Have Ss do the activity and check answers.

5. INTONATION

Aims: to present how stress affects meaning

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

1. call, to take

2. show, to use, finish

3. to visit, to come, to go

4. study, to help, to do

B. 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 toothache?

2. Did Alicia go to the bank?

3. Are you seeing the dentist on Monday?

4. Is it an emergency?

5. Do you want to make an appointment to see the doctor for today?

6. Let me check her schedule. Can you come to tomorrow at 1 p.m.?

7. Yes, that's fine.

8. What is your name?

9. My name is Mary Young.

10. OK, Ms Young, we'll see you tomorrow at 1 p.m.

11. Thank you, bye.

12. OK, Maria, what seems to be the problem?

13. Well, I'm not feeling well and I have a temperature.

14. Do you have any other symptoms?

15. Yes, I do. I feel sick.

16. OK, let's take a look. Say ahhh.

17. Well, it looks as if you have caught the flu.

18. What should I do?

19. I'll write you a prescription for some medicine.

20. Take them three times a day for five days.

21. Anything else?

22. Make sure you drink lots of fluids and get plenty of rest.

2. VOCABULARY

PHRASAL VERBS

A phrasal verb consists of a verb (e.g. get, arrive) and an adverb (e.g. back) and/or one of 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.

- 1. get over
- 2. take away
- 3. run out of
- 4. be booked up
- 5. hang on

a. not have any left

b. become better again, e.g. after an illness

c. wait

d. make something disappear

e. have no time available

3. GRAMMAR

INFINITIVES

Read the examples and complete the rules.

- A: I would like to make an appointment with the doctor for today.
- B: Let me check her schedule.
- A: What seems to be the problem?
- B: My bones hurt. Could you give me something to take away the pain?
- A: I hope I won't be too ill to go to my brother's wedding on the 13th.
- B: Don't worry. You'll be well enough to go.

Use the full infinitive (e.g. to go).

to express purpose

after certain verbs: e.g. want, decide, need, offer, after and enough

after questions with (e.g. who, what, how) in indirect questions.

Use the bare infinitive (e.g. go).

after the verbs make and let

4. PRACTICE

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

- 1. A: Could you (call) a doctor? I feel ill.
- B: Do you want me (take) you to hospital?
- A: No, just call a doctor.

2. VOCABULARY

PHRASAL VERBS

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- 5. hang on

a. not have any left

b. become better again, e.g. after an illness

c. wait

d. make something disappear

e. have no time available

5. INTONATION

A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

John is allergic to cats. (John isn't allergic to rabbits.)

John is allergic to cats. (He isn't allergic to rabbits.)

B. 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 Alicia go to the bank?
- a. No, Brenda went to the bank.
- b. No, she went to the chemist's.
- 3. Are you seeing the dentist on Monday?
- a. No, my mum is seeing the dentist on Monday.
- b. No, I'm seeing the dentist on Friday.

6. SPEAKING

ROLE PLAY

Talk in groups of three. Act out the conversations.

- 1. 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.
- 2. 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.

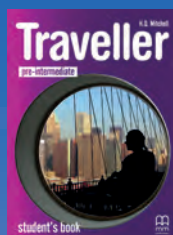
Strategies to support lower-performing Ss and challenge higher-performing Ss

BRITISH


A1.1



A1.2



A2



B1



B1+



B2



C1

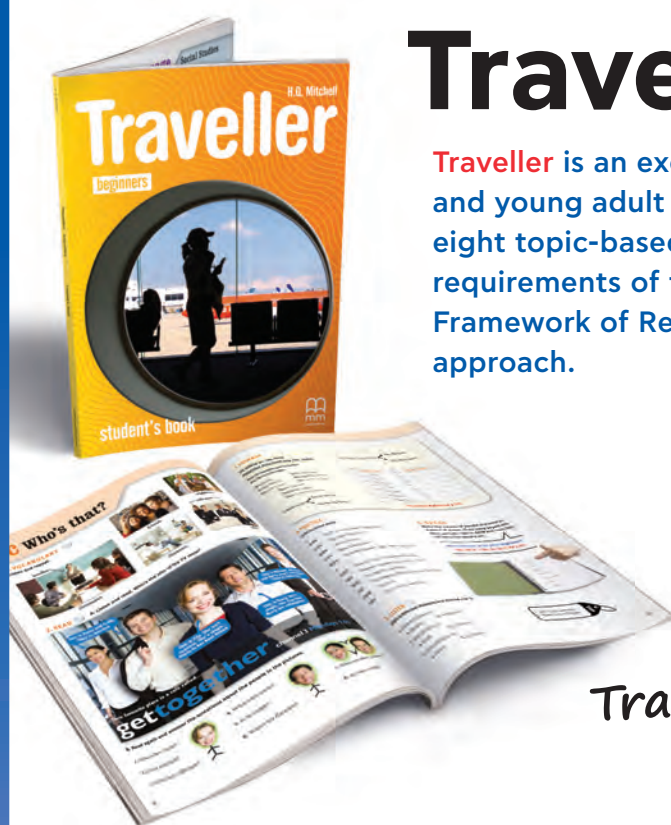
7 LEVELS BEGINNER TO ADVANCED


A1 → C1



Traveller

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



Travel the world of English!

COURSE FEATURES

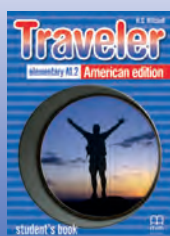
- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic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

5 LEVELS BEGINNER TO UPPER-INTERMEDIATE

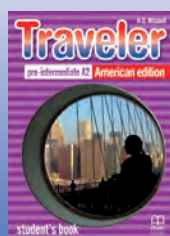

A1 → B1+


AMERICAN


A1.1



A1.2



A2



B1

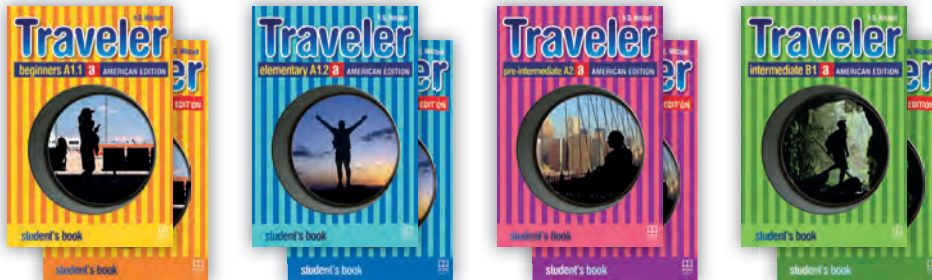


B1+



Traveler Split edition

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



SAMPLE PAGES

warm-up activity
introducing the topic

grammar presented and
practised in context

5b When in danger...

1. READING

A. Discuss.

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

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

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

Sending out an SOS

Before the development of radio communication, when a ship was in danger there were a number of ways to signal for help. Lighting signal flares to show the location of the ship or flying 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:

... ..

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

1. What is Morse code?

a. a code which uses sound or light
b. a useful distress signal
c. a code which sends signals with flares

2. Why did SOS become an international distress signal?

a. Because it stands for "Save Our Souls".
b. Because the letters in SOS are simple.
c. Because SOS means HELP.

3. What is true about SOS?

a. You can send it with flares of light.
b. You can read it upside down.
c. Both of the above.

4. Why didn't the Californian help the Titanic on time?

a. The Titanic didn't send an SOS.
b. The Californian didn't understand the SOS.
c. The crew of the Californian didn't know what to do.

2. VOCABULARY

PREPOSITIONAL PHRASES WITH "IN"

Complete the sentences with the phrases in the box.

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

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 in danger _____ 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 amazingly we got along well.

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

8. Light a flare only when you are _____

NOTE

_____ at the beginning of the century
_____ at the end of the road

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).

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

Grammar Reference p. 131

4. PRACTICE

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

1. A: We're lost! What should we _____ (do)?
B: Don't panic.
A: But it's getting dark. How about _____ (light) a fire? Someone will see it.
B: _____ (smoke) 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

Traveler American
Pre-Intermediate
A2, Student's Book

COMPONENTS



Student's Book



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



Teacher's Book



Workbook
Teacher's
Edition



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



Grammar p. 95



Videos p. 115
(Network)



Readers p. 120



ELT Platform

* Teacher's Resource
CD/CD-ROM:

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

5d In the news

1. READING

A. Discuss.

1. Do you know of any serious transportation accidents?

2. How do you usually listen about serious accidents?

THE DAILY NEWS - Friday, November 15

Train Derailed by Sheep!

An hourly train was derailed near Mapleview yesterday. The train was traveling through a tunnel at 100 miles per hour when it hit a flock of sheep that was going in the opposite direction. The train came off its tracks, fell onto its side and skidded for another 400 feet before coming to a stop. Fortunately, nobody was killed, but 20 people were injured. 3 of them seriously. The police, fire department and the ambulance arrived within minutes to rescue the people. The injured that it was not a greater tragedy. "I saw Sheep Jones, coming out of the tunnel and we thought that the train matter, but lucky it was only the engine and we got it away very quickly."

Amazingly, the train driver was not hurt in the accident. He said later: "As soon as I noticed the two sheeps, I pulled the emergency brake, but it was almost completely destroyed. Overall, 2 million dollars of damage was caused. All the sheep except one died in the crash. The lucky survivor was rescued by a police officer and is now called Lucky Lucy. The local farmer who owned the sheep has no idea how the accident happened. "I was surrounded by a fence. I don't know how these sheep got out." How this accident happened is a mystery.

2. VOCABULARY

WORDS EASILY CONFUSED

Complete with the words in the boxes.

discovered injured

1. One of the players was _____ to the hospital.

2. The theater was _____ by the fire.

3. Thousands of people around the country _____ the plane crash.

4. I always take a window seat on the train. I _____ outside and think while traveling.

5. Did you _____ the size of _____ this _____

4. PRACTICE

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

1. Every year an end-of-the-_____ (be) the students.

2. The furniture _____ (deliver) to our house in a car, but luckily, he _____ (not injure).

3. Nowadays, cell phones _____ (use) by almost everyone.

4. Mandarin _____ (speak) in China.

5. All the people _____ (rescue) from the burning building, but the building _____ (completely destroy).

6. The _____ (destroy).

7. The _____

BRITISH

6 LEVELS BEGINNER TO UPPER-INTERMEDIATE

🇪🇺 A1 → B2



New Destinations

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.

*Broaden your horizons with
New Destinations!*



A1.1



A1.2



A2



B1



B1+



B2

AMERICAN



A1.1



A1.1



A1.2



A1.2



A2



A2



COMPONENTS



Student's Book



Workbook



Teacher's Book



Workbook
Teacher's
Edition



Class CDs



Interactive
Whiteboard
Material



Teacher's
Resource
CD/CD-ROM *



Videos p. 115
(Network)



Readers p. 120



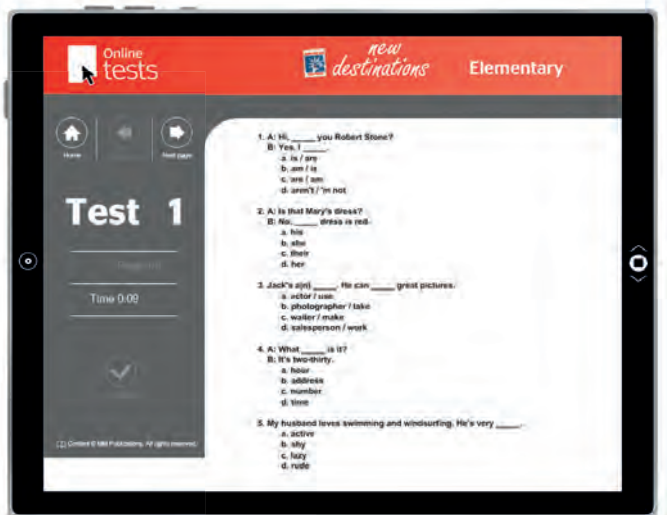
MM Series
Student's
Resources



ELT Platform

* Teacher's Resource CD/CD-ROM:

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



Online tests from
New Destinations
Elementary

COURSE FEATURES

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



B1



B1



B1+



B1+



B2



B2

Channel your English

*Communicate fluently,
accurately and confidently!*

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

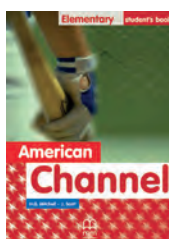
COURSE FEATURES

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

American Channel



A1.1



A1.2



A2



B1

American Channel **Split edition**

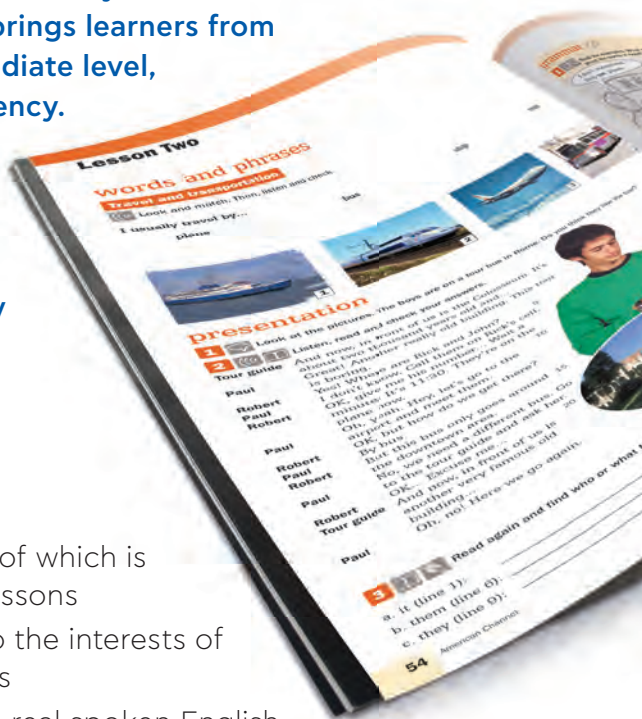
A split edition of the above books is also available.





American Channel Direct

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



COURSE FEATURES

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

COMPONENTS



Student's Book



Readers p. 120



Grammar p. 96
(**Channel your English, American Channel**)



Workbook with Student's Audio CD/CD-ROM



Class CDs



Videos p. 112



Teacher's Book



Teacher's Resource CD/CD-ROM *

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

- Tests
- Portfolio with projects



Workbook Teacher's Edition



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

Secondary & Adult



A1.1



A1.2



A2.1



A2.2



B1



B2

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.



A1.1



A2.1



A2.2



B1



B2.1

COMPONENTS



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



Teacher's Book



Class CDs



Interactive Whiteboard Material



Teacher's Resource CD/CD-ROM *



Readers p. 120



MM Series Student's Resources (*Open Skies*)



ELT Platform

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

Development of generic and disciplinary competencies

Reach for the skies with Blue Skies!

COURSE FEATURES

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

5 LEVELS BEGINNER TO UPPER-INTERMEDIATE

A1 → B2.1



Open Skies

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



A1



A2.1



A2.2



B1



B2.1

New Let's Speed Up

You're on the move with 'Let's Speed Up'!

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

COURSE FEATURES

- 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/Cross-curricular pages
- Songs
- Useful learning tips (New Let's Speed Up)
- Projects (On Track)

4 LEVELS BEGINNER TO INTERMEDIATE

On Track

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

Stay on course with this series!

COMPONENTS



Student's Book including Workbook with Student's Audio CD/CD-ROM*



Teacher's Resource Book **



Class CDs (Tests are also included)



Interactive Whiteboard Material



Readers p. 120

* Student's Audio CD/CD-ROM:

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

** Teacher's Resource Book:

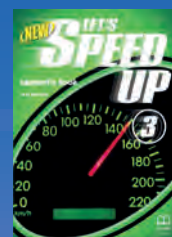
- Pacing charts
- Tests
- Web projects



A1



A2.1



A2.2



B1



B2.1



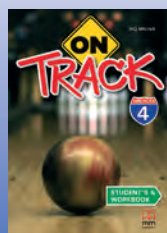
A1



A2.1



A2.2



B1

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



Grammar

CEFR		A1		A2		B1		B2	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2
Smart Grammar and Vocabulary p. 90									
Enter the World of Grammar p. 91									
Junior English Grammar p. 92									
Live English Grammar p. 93									
Portal To English Grammar p. 93	New!								
Pioneer Grammar p. 94									
Full Blast PLUS Grammar p. 94	New!								
Full Blast! Grammar p. 95									
Traveller Grammar p. 95									
Top Grammar p. 96									
Channel Grammar Handbook p. 96									
Grammar & Vocabulary Practice p. 97									
Use of English B2 p. 97									

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2.1

Smart Grammar and Vocabulary

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

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

COMPONENTS



Student's Book



Teacher's Book



Class CD

KEY FEATURES

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

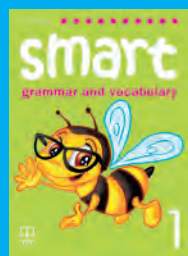
- Spelling and writing techniques
- Lively material for learning phonics

6 LEVELS BEGINNER TO PRE-INTERMEDIATE

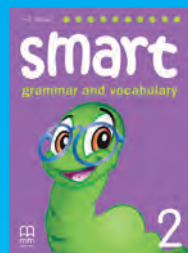
LEADING TO A1 → A2.1

Smart Grammar and Vocabulary Split edition

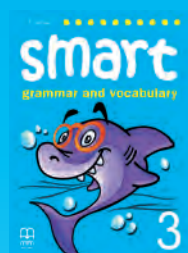
A split edition is also available for schools that have limitations on instruction hours or the depth of the curriculum.



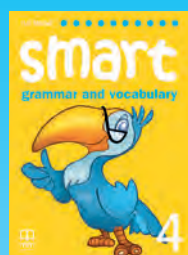
Leading to A1



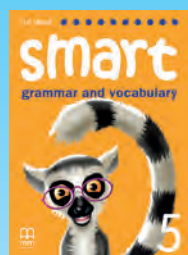
Leading to A1



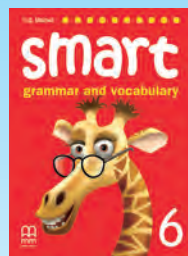
Leading to A1



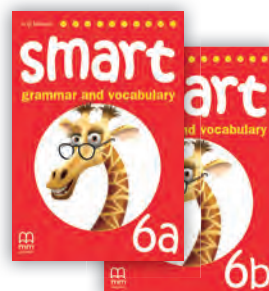
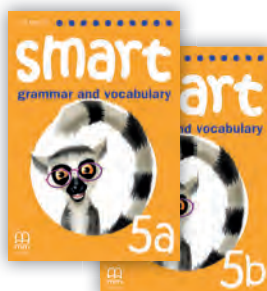
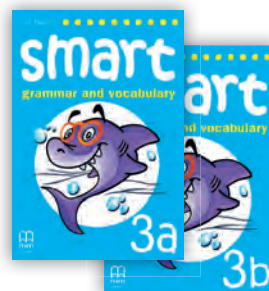
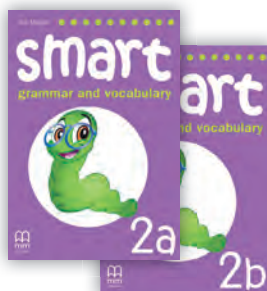
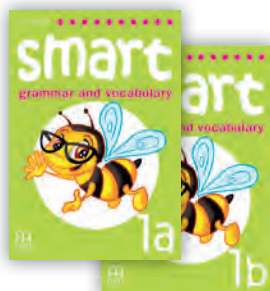
A1.1



A1.2



A2.1



Enter the World of Grammar

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

KEY FEATURES

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

COMPONENTS



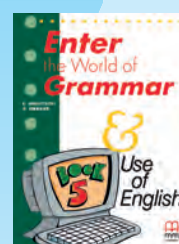
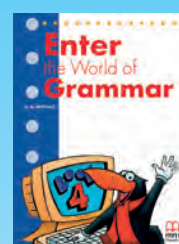
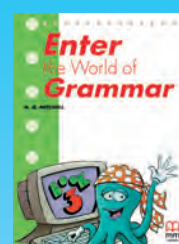
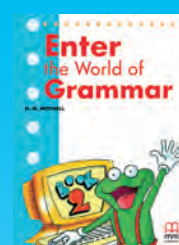
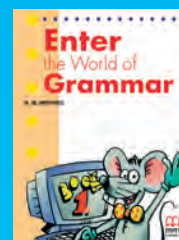
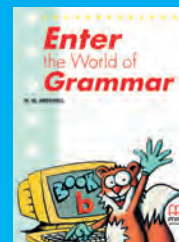
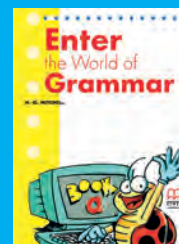
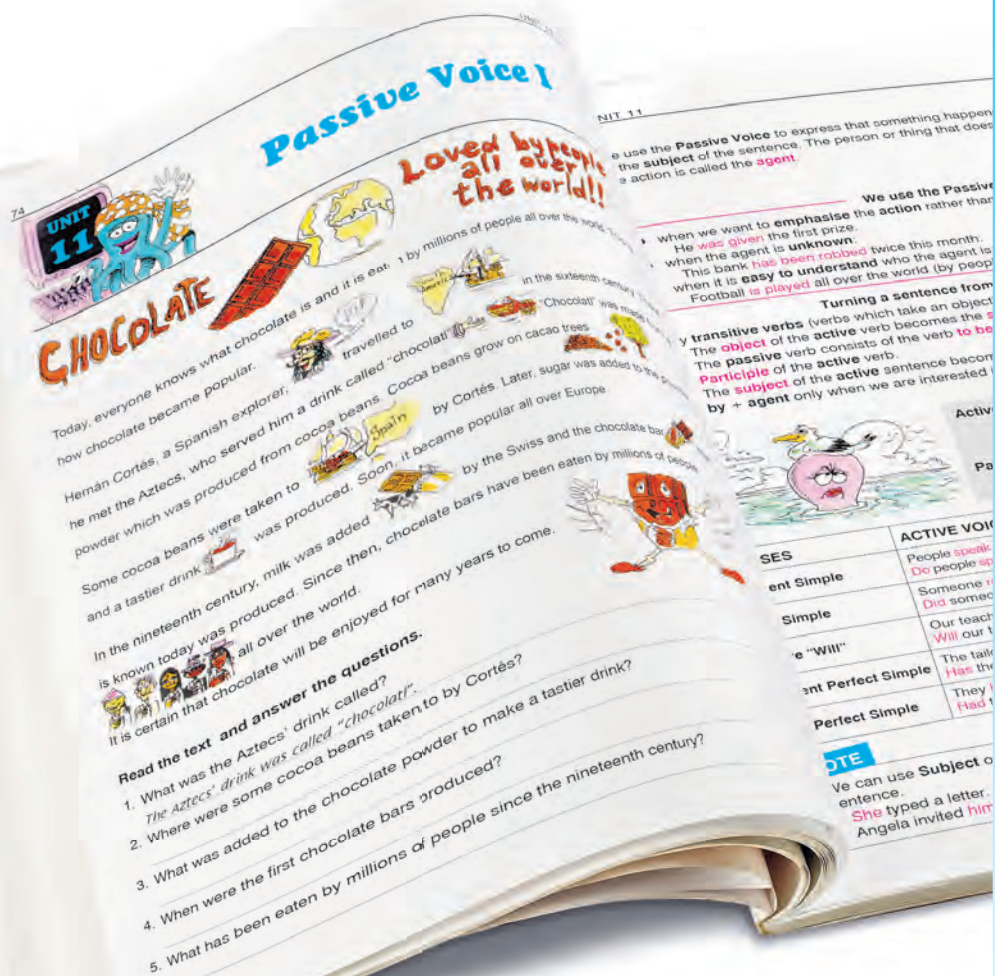
Student's Book



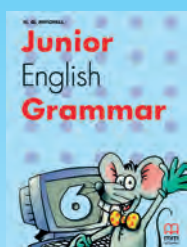
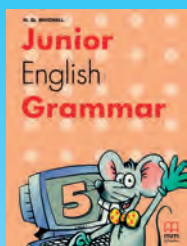
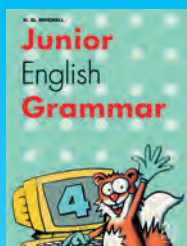
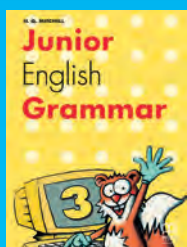
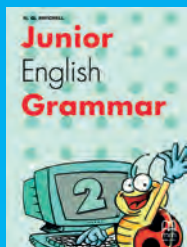
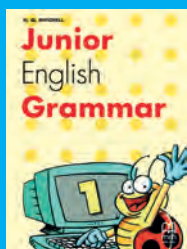
Teacher's Book *

* Teacher's Book:

- Flashcards
- Worksheets
- Tests



Junior English Grammar



COMPONENTS



Student's Book



Teacher's Book

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.



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

Live English Grammar

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

KEY FEATURES

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

COMPONENTS



Student's Book



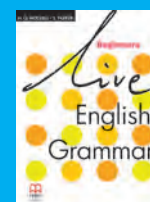
Teacher's Book



Teacher's Resource CD/CD-ROM *

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

- Tests
- Key to tests



A1.1



A1.2



A2



B1/B1+

Grammar

Portal To English Grammar

New!

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

KEY FEATURES

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

COMPONENTS



Student's Book

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



A1.1



A1.2



A2



B1

Pioneer Grammar

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



A1.1



A1.2



A2

COMPONENTS



Student's Book

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

KEY FEATURES

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

Full Blast PLUS Grammar

New!

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



A1.1



A1.2



A2



B1

COMPONENTS



Student's Book

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

KEY FEATURES

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

Full Blast! Grammar

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

KEY FEATURES

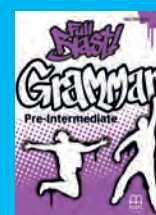
- 21 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision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



A1.1



A1.2



A2



B1

COMPONENTS

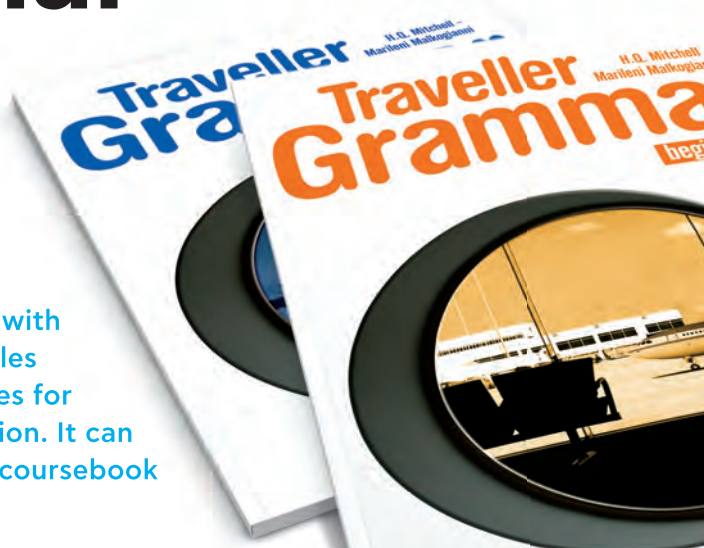


Student's Book

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

Traveller Grammar

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



A1.1



A1.2



A2

4 LEVELS BEGINNER TO INTERMEDIATE

A1 → B1

Top Grammar

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



A1.1



A1.2



A2



B1

COMPONENTS



Student's Book

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

KEY FEATURES

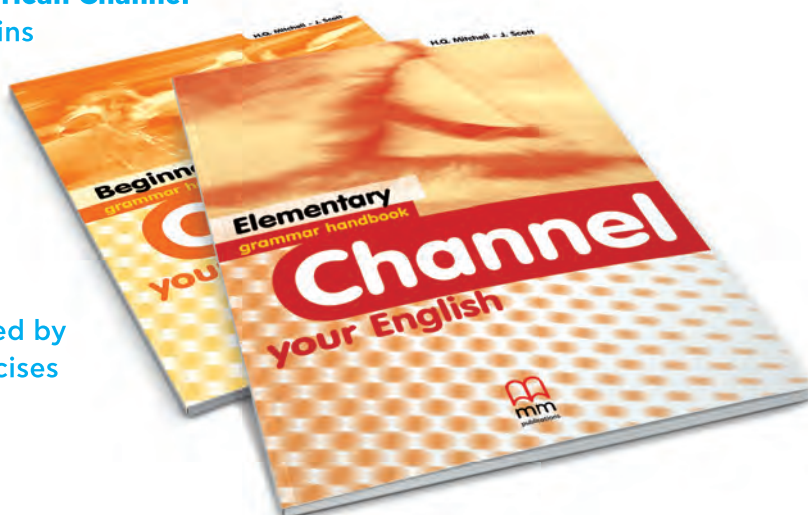
- 21 units that follow the syllabus of the Student's Book
- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Colourful photographs and illustrations
- Carefully graded exercises
- Communicative activities
- Oral and written practice in every unit
- Revision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

3 LEVELS BEGINNER TO PRE-INTERMEDIATE

A1 → A2

Channel Grammar Handbook

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



A1.1



A1.2



A2

Grammar and Vocabulary Practice

Grammar and Vocabulary Practice prepares students for all exams.

KEY FEATURES

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

COMPONENTS



Student's Book



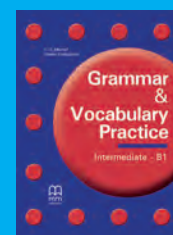
Teacher's Book



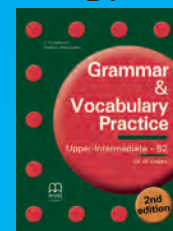
Teacher's Resource CD/CD-ROM *

* Teacher's Resource CD-ROM:

- Tests
- Key to Grammar & Vocabulary Practice activities



B1



B2

Grammar

Use of English B2

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

KEY FEATURES

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

COMPONENTS



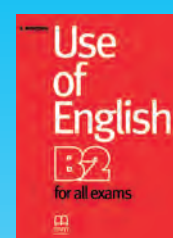
Student's Book



Teacher's Book *

* Teacher's Book:

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



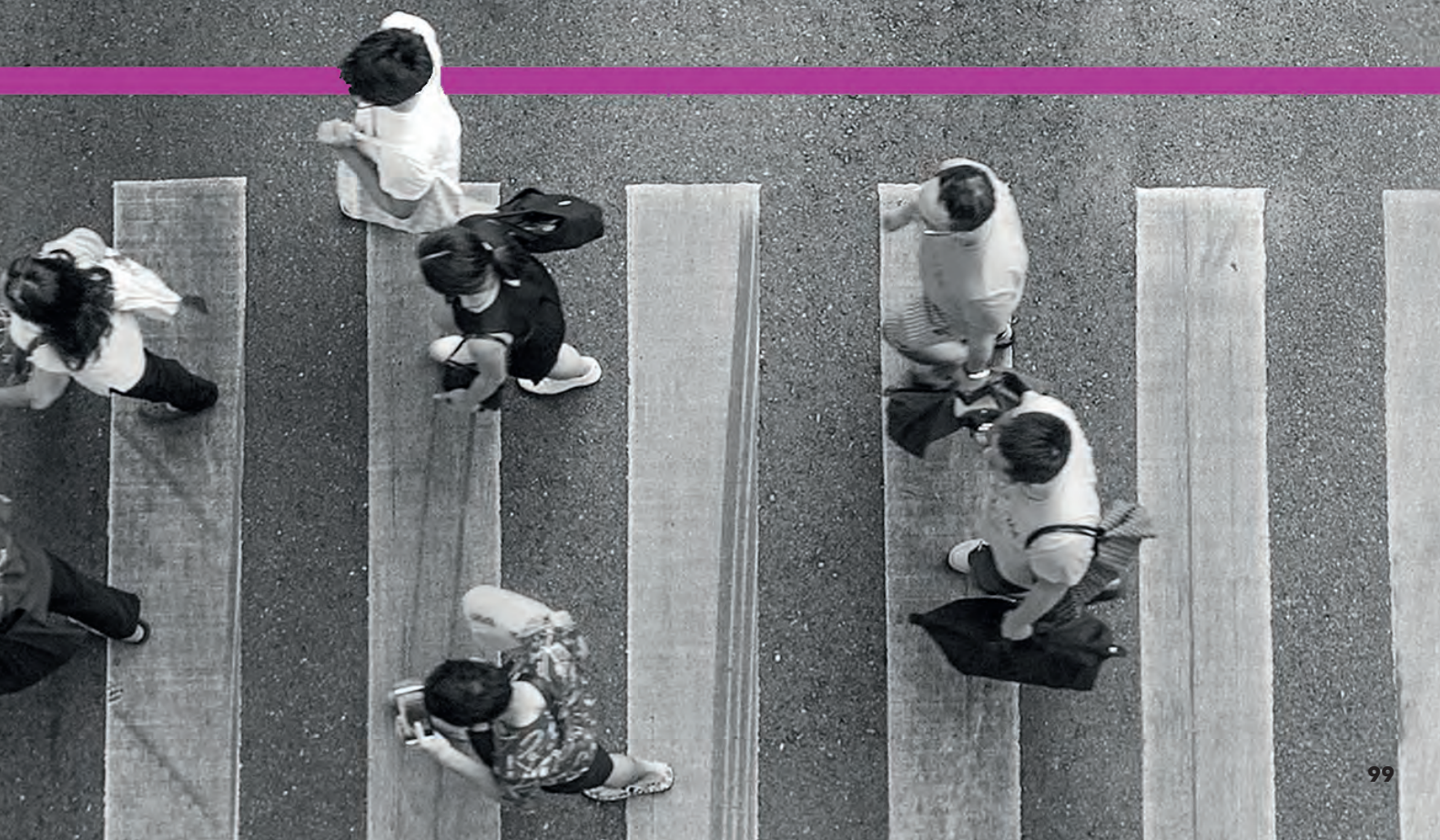
B2

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



Skills Development

CEFR	A1		A2		B1		B2		C1		C2	
LEVELS	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	C1.1	C1.2	C1+	C2
New Plus BRITISH EDITION p. 100												
Double Plus BRITISH & AMERICAN EDITION p. 102												
New Plus Michigan AMERICAN EDITION p. 103												



BRITISH**8 LEVELS** BEGINNER TO PROFICIENCY

A1 → C2



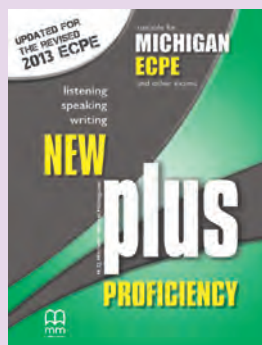
New Plus

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

Suitable for **Cambridge** and other Exams



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

AMERICAN

Suitable for
Michigan Exams

KEY FEATURES

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

SAMPLE PAGES

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


writing activity for further practice

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


09 3 Below is the first and last paragraph of a story. Look at the pictures and use the notes given to complete the main part of the story.

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


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




As / they / walk / through forest / see / large parrot
It / 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 / near cliff
Children / stop
Just then / they / hear / someone / calling for help



They / look around / see / man / edge of cliff
He / lie down / because / fall / break leg

useful tips

New Plus Elementary, Student's Book

COMPONENTS

-  Student's Book
-  Teacher's Book
-  Class CDs
-  Teacher's Resource CD/CD-ROM *

* Teacher's Resource CD/CD-ROM:

- Tests
- Key to tests

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

07 **WRITING**

a problem/solution essay

Discuss the topic

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

Sample writing

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

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

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

Notes:

- 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 responsibly. Responsible behaviour can 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 safely. Leaving children alone to access 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 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.

- What is the writer's opinion on the topic? Underline the part of the essay that indicates this.
- 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 essay, you are given a problem and you are asked to present a solution. To present your argument you have to address both given ideas with questions to help you develop your plan.

Introduction	Main Part (1-3 paragraphs)	Conclusion
<ul style="list-style-type: none"> Introduce the subject of your essay and state your opinion. 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. 	<ul style="list-style-type: none"> Develop the subject of your essay and state your opinion. 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. 	<ul style="list-style-type: none"> Summarise your opinion by summarising your points and make a general comment on the issue.

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.
- Develop the introduction, state the problem clearly and make a general statement on the topic. You can use the notes to help you.
- Use a separate paragraph for each solution you propose.
- Use a topic sentence to introduce the central idea of each paragraph.
- Use additional sentences to develop the idea in the topic sentence by expanding on it, giving reasons, examples or evidence.
- In the conclusion, restate your opinion in your own words.
- Use formal language (do not use short forms or abbreviations).
- Write your essay in an appropriate way: formal, semi-formal, or informal.
- Use a range of vocabulary and grammatical structures.
- Use linking words/phrases to express contrast, addition, and conclusion.

Tip:

- In the introduction do not talk about the solutions; specific ideas should be given in the main part of the essay.
- Ensure that your topic sentence relates directly to and is clearly stated.
- Do not make your topic sentence too general or broad.
- Do not make your topic sentence too limited or narrow.
- Do not make your topic sentence too long or short.
- Do not just mention the solution you are proposing; justify, clarify and explain its relevance.

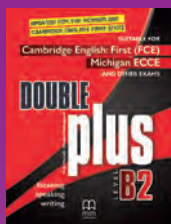
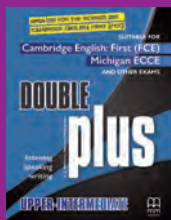
sample writing highlighting certain features that are essential to the task

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

New Plus Upper-Intermediate, Student's Book

Double Plus

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



COMPONENTS



Student's Book



Teacher's Book



Class CDs
including tests



KEY FEATURES

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

New Plus Michigan

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

KEY FEATURES

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

COMPONENTS



Student's Book



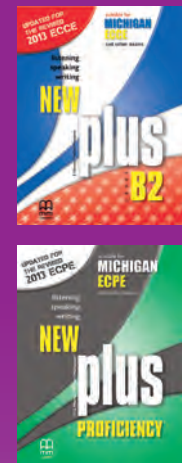
Teacher's Book



Class CDs



Tests



SAMPLE PAGES

New Plus Michigan Proficiency, Student's Book

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

useful tips and suggested essay plans

06 WRITING

Discuss the topic

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

Sample writing

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

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

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

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

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

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

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

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

Focus on vocabulary

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

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

06 PLUS

07 WRITING

Writing tips

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

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

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

Writing practice

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

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

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

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

79

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

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

Our exam-preparation books, familiarise students of all levels with various examination formats, while providing them with the opportunity to adequately prepare and practise in order to maximise their chances of success.



Examinations

CEFR		A1		A2		B1		B2		C1		C2	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	C1.1	C1.2	C1+	C2
Go Starters Go Movers Go Flyers p. 106													
Practice tests for the Cambridge English: First (FCE) Examination p. 107													
Plus Michigan ECCE/ECPE Practice Tests p. 107													
Go for A2 Key Practice Tests p. 108													
Go for Preliminary Practice Tests p. 109													
MM Practice Tests for the TOEFL iBT® exam p. 110													
IELTS Practice Tests p. 111													

3 LEVELS BEGINNER TO PRE-INTERMEDIATE

 LEADING TO A1 → A2

COMPONENTS



Student's
Book with
Student's
CD

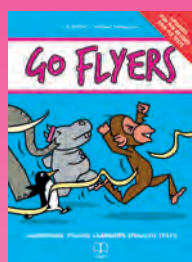


Class CDs
including
Teacher's Notes

Go Starters Go Movers Go Flyers

(Updated for the
Revised 2018 YLE Tests)

Go Starters / Go Movers / Go Flyers is a
preparatory course for the 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
- One Final Test in the exact layout of the YLE Test
- Object Cards cut-outs
- An alphabetical Word List at the back of the Student's Book
- Teacher's notes (included in the second Class CD/CD-ROM)

Practice tests

for the Cambridge English: First (FCE) Examination

Practice tests for the Cambridge English: First (FCE) Examination, **consists of six complete tests, which follow the style and format of the Cambridge English: First (FCE) Examination.**

KEY FEATURES

- A wide range of authentic materials which reflect the variety used in the Cambridge English: First (FCE) examination
- A table including information on the layout of each paper
- Vocabulary definitions for Paper 1, Part 1
- Visual materials for speaking practice
- Sample answer sheets
- Full-length exam standard CDs including instructions
- Tests which have been pre-tested on students

COMPONENTS



Student's Book



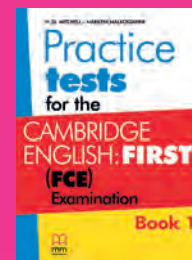
Teacher's Book *



Class CDs

* Teacher's Book:

- Key
- Listening transcripts
- Justification of answers for Paper 1, Parts 5-7
- Suggested speaking points for Paper 4
- Instructions for Paper 4



Plus Michigan ECCE/ECPE

Practice Tests

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

KEY FEATURES

- A detailed presentation of each part of the examination in the first practice test with exam tips, strategies and techniques, composition plans
- Plus Michigan ECCE includes extra grammar practice of major structures in each test
- Extra vocabulary practice through revision tests
- Glossary

COMPONENTS

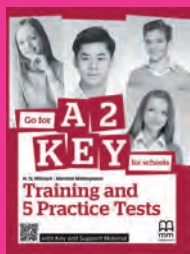


Student's Book



Teacher's Book *





Go for A2 Key

Practice Tests

for the revised exam starting in 2020

New!

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

COMPONENTS



Student's Book & Student's CD-ROM with vocabulary list



Self-study Pack: Student's Book & Resource CD-ROM *



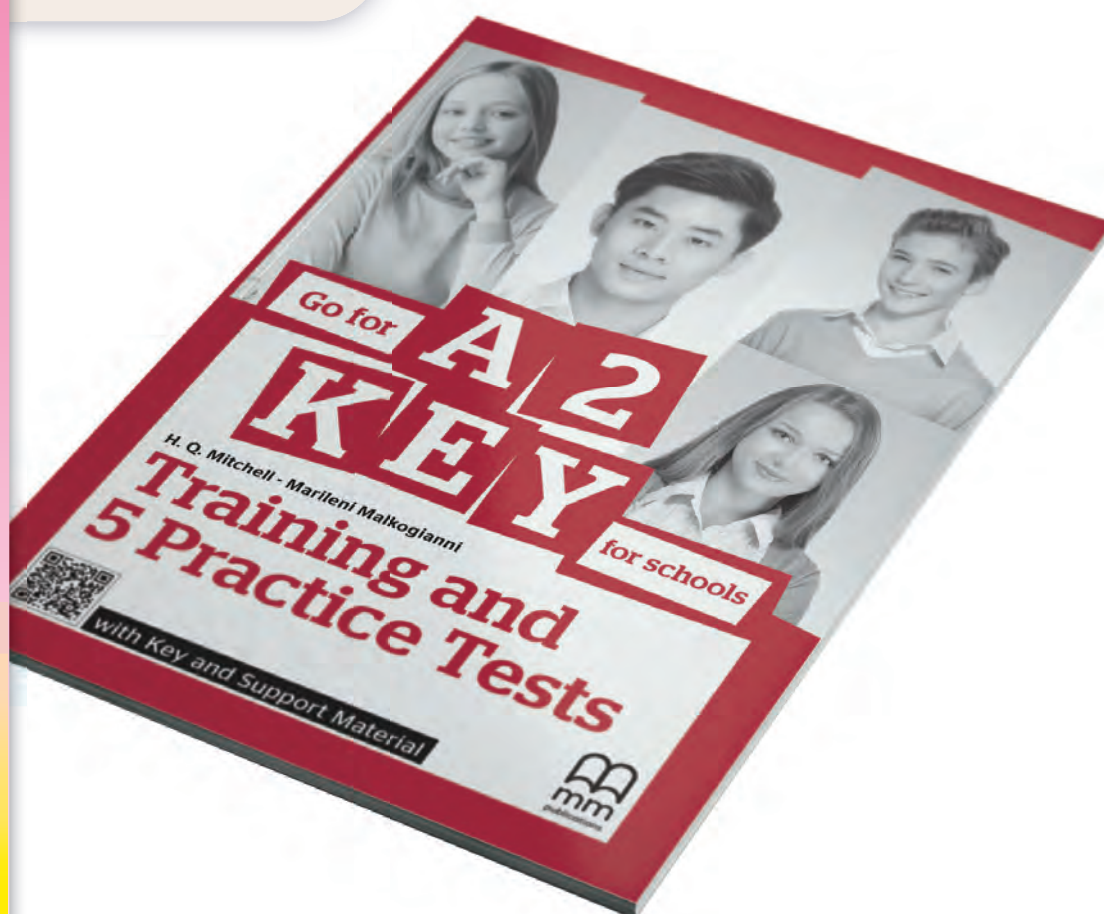
Class CDs

* Resource CD-ROM:

- Vocabulary list
- grammar reference
- audio material in MP3 format for Papers 3 & 4

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



Go for Preliminary

Practice Tests

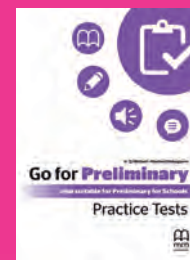
for the revised exam starting in 2020

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

KEY FEATURES

- an introduction with detailed information about the test
- a step-by-step training section which focuses on specific features of the test — including activities, tips and test-taking strategies — and is divided into four parts:
Reading (Paper 1), Writing (Paper 2), Listening (Paper 3), Speaking (Paper 4)
- comprehensive appendices for reference purposes
- key and justifications for answers to reading and listening tasks, listening transcripts, sample answers for the writing tasks and suggested points for the speaking tasks

New!



COMPONENTS



Student's Book & Student's CD-ROM with vocabulary list



Self-study Pack:
Student's Book & Resource CD-ROM *

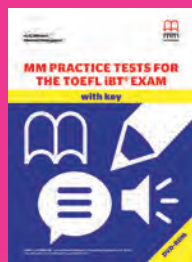


Class CDs

* Resource CD-ROM:

- Vocabulary list
- grammar reference
- audio material in MP3 format for Papers 3 & 4





MM Practice Tests for the TOEFL iBT® exam

COMPONENTS



Student's Book



DVD-ROM *



There is also an online version of the additional complete practice test for PC, tablet and smartphone.

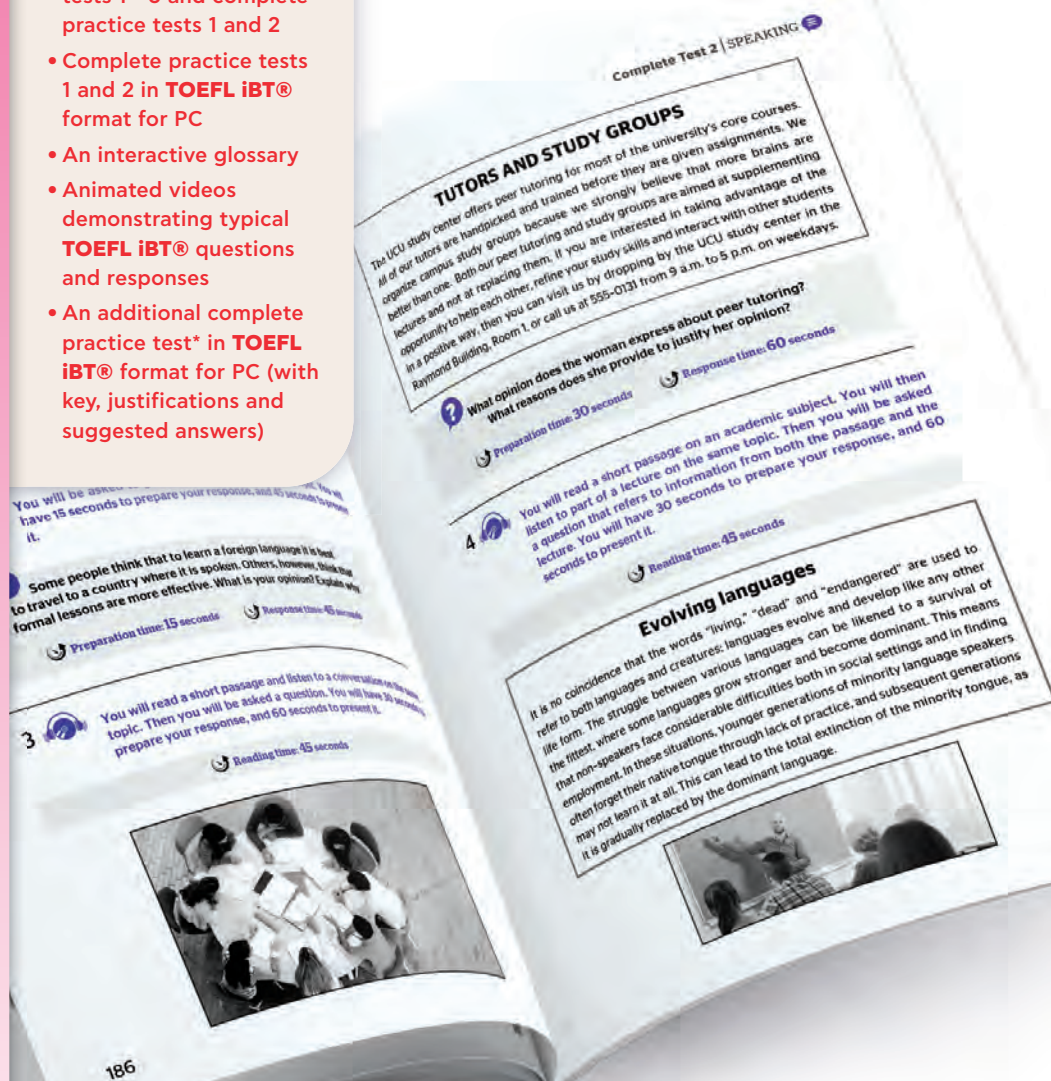
* DVD-ROM:

- Audio files (MP3) for mini tests 1—6 and complete practice tests 1 and 2
- Complete practice tests 1 and 2 in **TOEFL iBT®** format for PC
- An interactive glossary
- Animated videos demonstrating typical **TOEFL iBT®** questions and responses
- An additional complete practice test* in **TOEFL iBT®** format for PC (with key, justifications and suggested answers)

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

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



IELTS Practice Tests

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

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
- A resource CD-ROM including a vocabulary list and animated videos

COMPONENTS



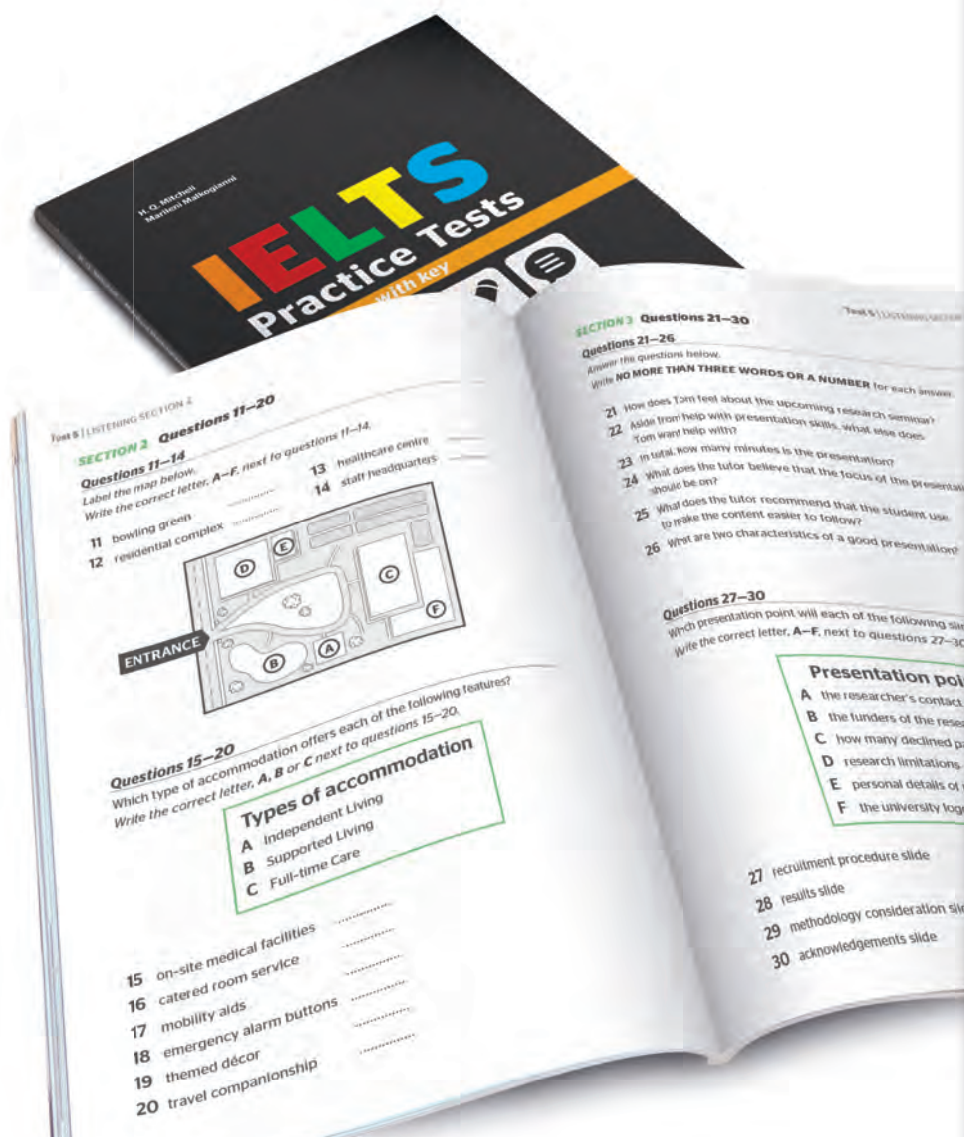
Student's Book



Resource CD-ROM



Audio CDs



We offer teachers and learners enhanced digital support, including new interactive whiteboard material, video-based courses designed to consolidate all language skills covered in the related Student's Books, and extra online material addressing the needs of both teachers and students.

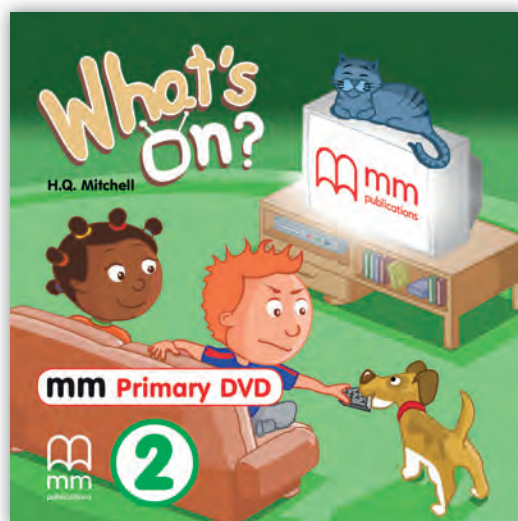


Digital & Video

CEFR		A1		A2		B1		B2		C1		C2	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2	C1.1	C1.2	C1+	C2
What's on? p. 114													
Network p. 115													
Pioneer DVD Video Material BRITISH & AMERICAN VERSION p. 115													
Interactive Whiteboard Material BRITISH & AMERICAN VERSION p. 116													
ELT Platform BRITISH & AMERICAN VERSION p. 118													
MM online placement test BRITISH & AMERICAN VERSION p. 118													
ELT Skills BRITISH & AMERICAN VERSION p. 119													

What's on?

What's on? is a four-level video course for young learners of English. Leading to A1 of the Common European Framework, this video course can be used to supplement any primary series.



COMPONENTS



Videos



Video Activity Book

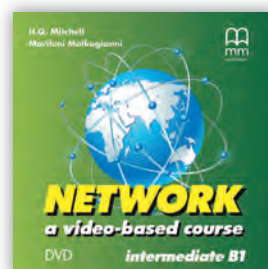
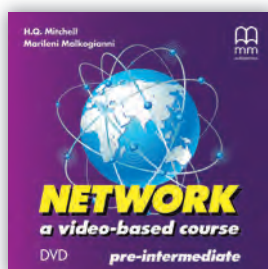
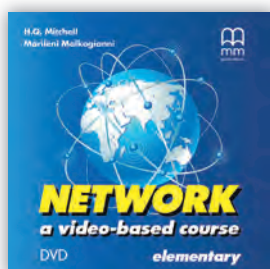


Teacher's Video Guide (for all 4 levels) which includes teacher's notes and transcripts

KEY FEATURES

- Each level consists of twelve episodes
- Each episode includes:
 - ✓ the presentation of the key vocabulary
 - ✓ the presentation of the language through fun animated characters
 - ✓ a special section highlighting the language presented in the episode and providing additional practice
- Activity Book with activities for each episode

Network



Network is a four-level video course for teenage and young adult learners of English. It can be used to supplement any course at these levels or as an independent video-based course, providing additional practice for all four skills.

Pioneer DVD Video Material

Pioneer DVD Video Material is a six-level video series for teenage and adult learners of English. It can be used to supplement our course series at the secondary level. It includes Pioneer Clips and Pioneer On View. Pioneer Clips feature fun animated cartoons while Pioneer On View consists of factual videos presented in a documentary style.



COMPONENTS



Videos



Video
Activity Book
(**Network**)



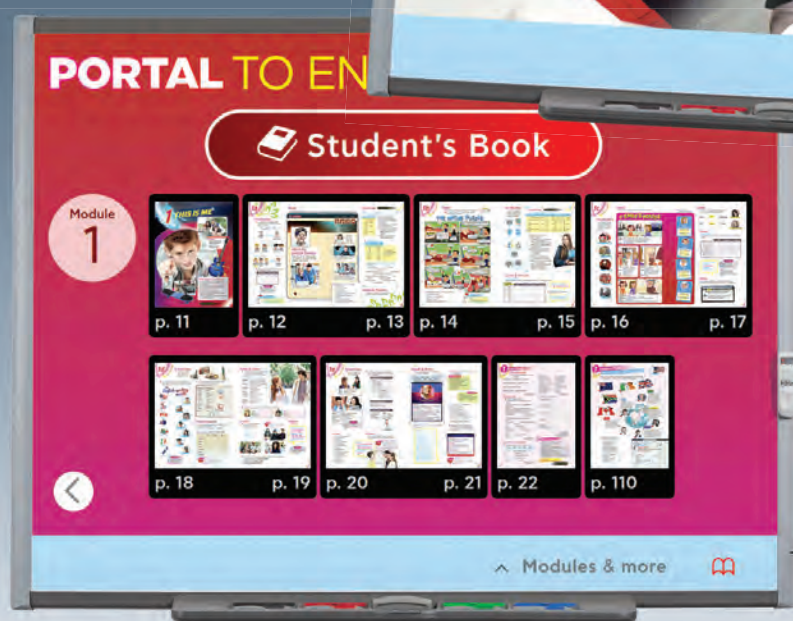
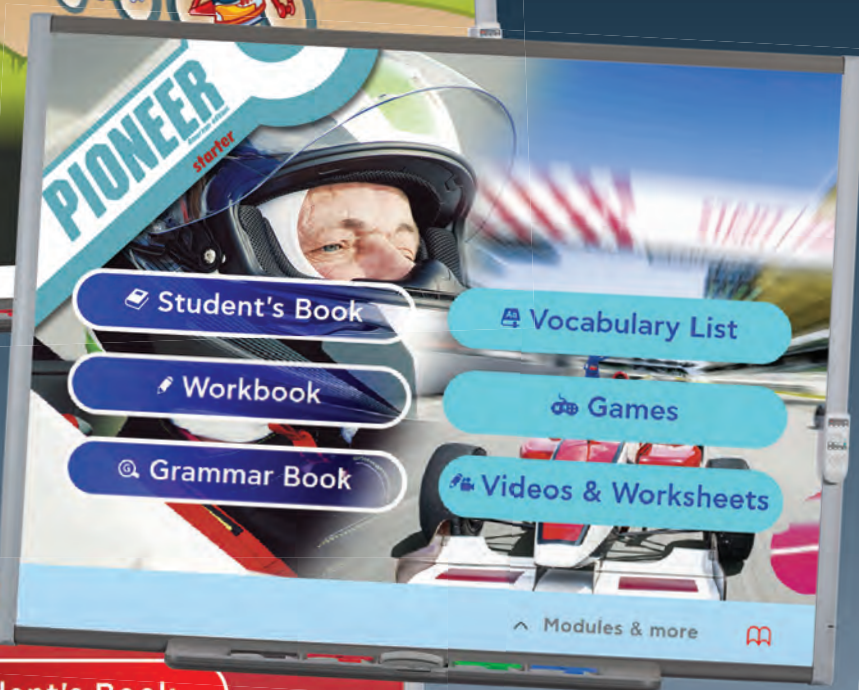
Teacher's
Guide (for
all 4 levels)
including
transcripts
and key to the
Activity Book
exercises
(**Network**)

Interactive Whiteboard Material

Engage your students and make your lesson come to life with our interactive whiteboard material!



Available for all of our coursebooks!



Enhance your delivery with:

- An interactive version of the Student's Book, Workbook and Grammar Book
- Games
- Videos and video activities
- A Digital vocabulary list

Extra videos included in the IWB material

Great tool for remote teaching!

The Interactive Whiteboard Material contains extra videos and activities that supplement our coursebooks. These have been specifically designed to match the learners' ages and interests.

PRE-PRIMARY & PRIMARY COURSES



World Watch

6 LEVELS BEGINNER TO ELEMENTARY

LEADING TO A1 → A1



Included in the Interactive Whiteboard Material for Young Stars.



Time out / Take a Look

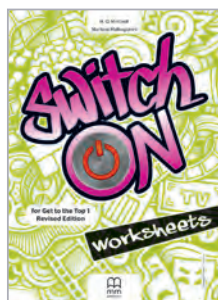
6 LEVELS BEGINNER TO PRE-INTERMEDIATE

LEADING TO A1 → A2



Included in the Interactive Whiteboard Material of Top Stars, New Get Smart and Get Smart Plus.

SECONDARY AND ADULT COURSES



Switch On

4 LEVELS BEGINNER TO PRE-INTERMEDIATE

A1 → A2



Included in the Interactive Whiteboard Material of Full Blast Plus and Traveller Second Edition.



Pioneer Clips & On View / Video Master

6 LEVELS BEGINNER TO UPPER-INTERMEDIATE

A1 → B2



Included in the Interactive Whiteboard Material of Pioneer and Traveller Second Edition.

7 LEVELS BEGINNER TO ADVANCED

A1 → C1/C1+



ELT Platform

A Learning Management System (LMS) that offers a **blended mode of learning and teaching** English in one online place.

KEY FEATURES

- Practice (extra activities)
- Tests
- Vocabulary lists
- Games

Enhance your learning experience!

3 LEVELS BEGINNER TO ADVANCED

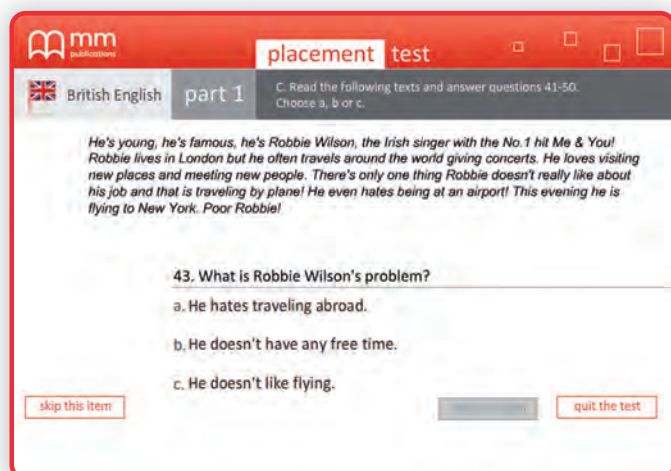
TESTING A1 → C1



MM Online Placement Test

The **MM Online Placement Test** is a unique means of determining students' level of proficiency in the English language, and placing them at the appropriate level, from Beginner (pre-A1) to Advanced (C1). Apart from being reliable, straightforward, and easy to take, the MM Online Placement Test is a particularly effective tool for placing students, as it tests not only grammar and vocabulary, but also listening, reading, and communication skills.

Students can visit our website www.mmpublications.com (Student's Area), take the test and have their level determined automatically according to their score.



Reading Comprehension

KEY FEATURES

- The MM Online Placement Test consists of three parts which are available in British and American English.
- The test places students, depending on their scores, at a level ranging from Elementary (A1) to Advanced (C1).
- Students receive their placement results by email.

12 LEVELS EARLY BEGINNER TO UPPER-INTERMEDIATE

LEADING TO A1 → B2



ELT Skills



Video & Digital



Includes
interactive graded readers

*Practise your English
anywhere anytime*

Blended Learning in action!

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

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

ELTSKILLS 1-6

6 levels for young learners
early beginners to pre-intermediate

ELTSKILLS

Beginners-Upper Intermediate

5 levels for teenagers and young adults

ELTSKILLS B2

Exams preparation

for any device,
for any platform



- > Integrated skills: Reading / Listening / Writing / Speaking / Grammar
- > Animations or videos with or without subtitles presenting the English language in real-life situations
- > Carefully designed and graded activities
- > Online picture or photo dictionary with audio and examples of the word in use
- > Interactive Roleplay activities
- > Speaking activities and Accent Trainer in downloadable apps for offline practice
- > Topic related songs for primary levels
- > Illustrated grammar section with audios and examples of the grammatical item in use
- > Language Review following the Common European Framework of Reference guidelines
- > Audio clips for extra practice on iPods and other MP3 players
- > Student's Activity Book that is integrated into the program
- > Extra graded reading with audio and reading comprehension activities

Binary Logic is an associated company of MM Publications, but it operates its own independent distribution network. In certain countries the network of MM Publications is used to distribute Binary Logic products.

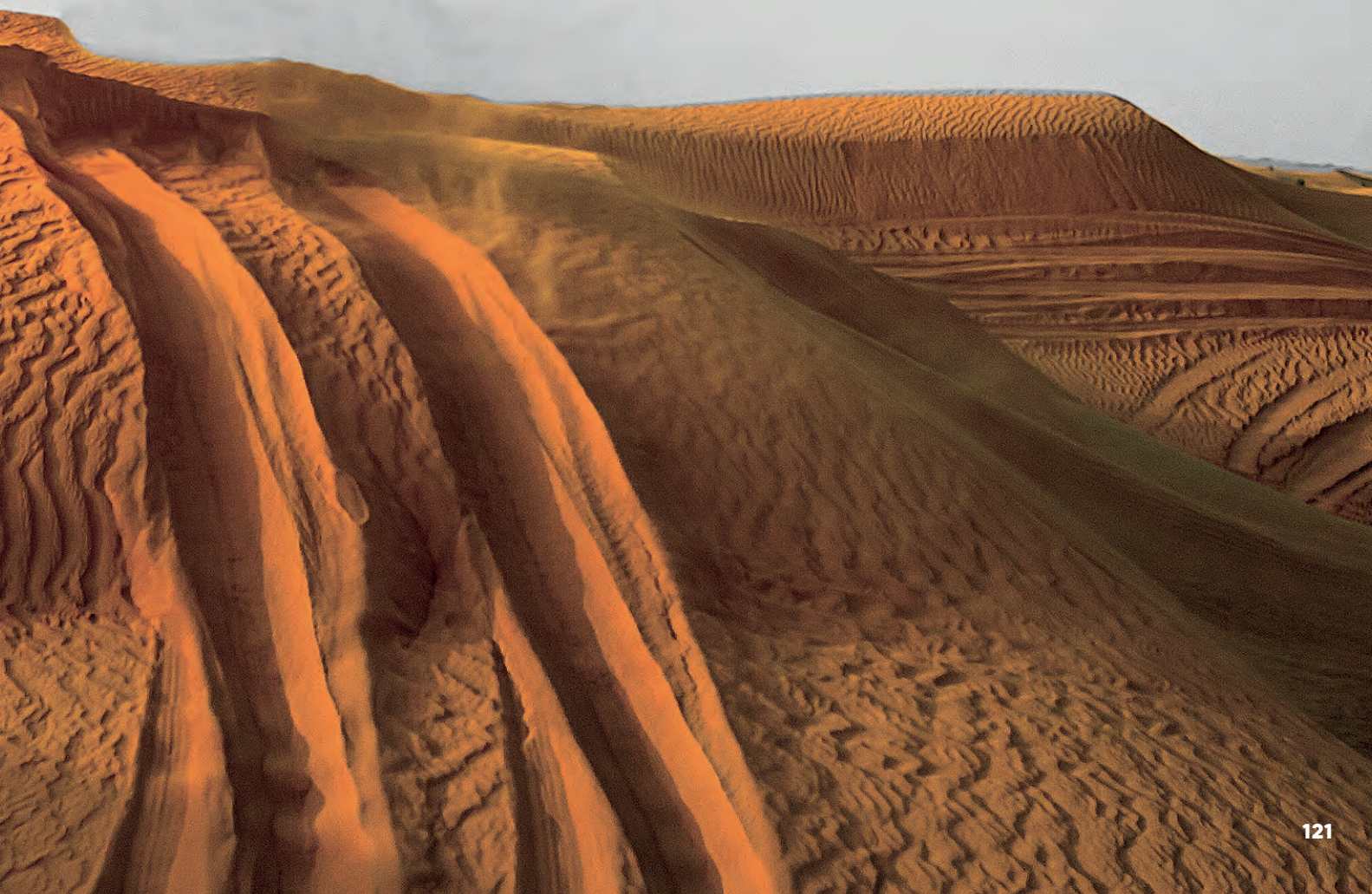
BINARY
ELTSKILLS

**Colourful, charming, magical,
delightful... whatever you
call them, our readers inspire
an enthusiasm for reading
and complement our courses
perfectly.**



Readers

CEFR		A1		A2		B1		B2	
LEVELS	leading to A1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	B1+	B2
Little Books p. 124									
Primary Readers BRITISH & AMERICAN EDITION p. 128									
Top Readers BRITISH & AMERICAN EDITION p. 134									
Graded Readers CLASSIC STORIES p. 141									
Graded Readers ORIGINAL STORIES p. 143									



PRE-PRIMARY & PRIMARY COURSES

PRE-PRIMARY 1

- Red and Blue (Little Books)
- Yellow and Green (Little Books)
- 5 Marbles (Little Books)
- Baby Brother (Little Books)
- Cookies (Little Books)
- Where's Lucy? (Little Books)

PRE-PRIMARY 2

- Yellow Ted (Little Books)
- The Old House (Little Books)
- My Family (Little Books)
- Toy Party (Little Books)
- Let's Go Home (Little Books)
- Where's Fluffy? (Little Books)

PRE-PRIMARY 3

- My Red Car (Little Books)
- Black Ant (Little Books)
- Big Shoes (Little Books)
- Jumping Hat (Little Books)
- Snowy (Little Books)
- A Funny Story (Little Books)

PRIMARY 1

- Red and Blue (Little Books)
- Yellow and Green (Little Books)
- 5 Marbles (Little Books)
- Baby Brother (Little Books)
- Cookies (Little Books)
- Where's Lucy? (Little Books)

PRIMARY 2

- Yellow Ted (Little Books)
- The Old House (Little Books)
- My Family (Little Books)
- Toy Party (Little Books)
- Let's Go Home (Little Books)

- Where's Fluffy? (Little Books)
- My Red Car (Little Books)
- Black Ant (Little Books)
- Big Shoes (Little Books)
- Jumping Hat (Little Books)
- Snowy (Little Books)
- A Funny Story (Little Books)
- Cookie Land (Primary)
- The Ugly Duckling (Primary)

PRIMARY 3

- Jasper's Pot of Gold (Primary)
- The Princess and the Frog (Primary)
- Pinocchio (Primary)
- The Gingerbread Man (Primary)
- The Fox and the Crow (Primary)
- The Enormous Turnip (Primary)
- The Fox & the Dog (Primary)
- Aladdin (Primary)
- The Princess and the Pea (Primary)
- Felix and the Fairy (Primary)
- The Selfish Giant (Primary)
- The King's New Suit (Primary)

PRIMARY 4

- The Shepherd Boy and the Wolf (Primary)
- The Tin Soldier (Primary)
- Puss in Boots (Primary)
- Rumpelstiltskin (Primary)
- Jingle's Christmas Adventure (Primary)
- Little Red Riding Hood (Primary)
- Sleeping Beauty (Primary)
- The Emperor's Nightingale (Primary)

- The Wishing Fish (Primary)
- Mowgli (Primary)
- Ali Baba & the 40 Thieves (Primary)
- Peter Pan (Primary)
- The Short-necked Giraffe (Primary)
- Heidi (Primary)
- The Country Mouse and the City Mouse (Primary)

PRIMARY 5

- Tom Sawyer (Primary)
- Theseus and the Minotaur (Primary)
- The Odyssey (Primary)
- The Three Musketeers (Primary)
- Sinbad the Sailor (Primary)
- The Happy Prince (Graded)
- Paul and Pierre in Paris (Graded)
- Lisa goes to London (Graded)

PRIMARY 6

- Robin Hood (Primary)
- Gulliver in Lilliput (Primary)
- Around the World in 80 Days (Primary)
- From the Earth to the Moon (Primary)
- Lisa in New York (Top)
- The Table, the Ass and the Stick (Graded)
- Lisa visits Loch Ness (Graded)
- The Mix-up (Graded)
- White Fang (Graded)
- The Magic Ring (Graded)
- Beauty and the Beast (Graded)
- The Wizard of Oz (Graded)

SECONDARY & ADULT COURSES

BEGINNERS (A1.1)

- The Happy Prince (Graded)
- Lisa in New York (Top)
- The Table, the Ass and the Stick (Graded)

ELEMENTARY (A1.2)

- The Mix-up (Graded)
- Beauty and the Beast (Graded)
- The Wizard of Oz (Graded)
- White Fang (Graded)
- Huck Finn (Top)
- 20,000 Leagues Under the Sea (Top)
- The Magic Ring (Graded)
- A Connecticut Yankee in King Arthur's Court (Top)
- The Railway Children (Top)
- Lisa in China (Top)
- The Secret Garden (Top)
- A Christmas Carol (Top)
- Alice in Wonderland (Top)

PRE-INTERMEDIATE (A2)

- Save the Forest (Graded)

- In the Year of the Dragon (Graded)
- The Canterville Ghost (Graded)
- The Mysterious Island (Graded)
- Treasure Island (Top)
- Oliver Twist (Top)
- Kidnapped (Top)
- Swiss Family Robinson (Top)
- Swallows and Amazons (Top)
- Black Beauty (Top)

INTERMEDIATE (B1)

- The Last of the Mohicans (Graded)
- Excalibur (Graded)
- Lost in the Cave (Graded)
- Frankenstein (Graded)
- David Copperfield (Top)
- The Lost World (Top)
- Robinson Crusoe (Top)

LEVEL B1+

- Captain Grant's Children (Graded)
- The Turn of the Screw (Top)

- The Phantom of the Opera (Graded)
- Dracula (Graded)
- Great Expectations (Graded)
- The Count of Monte Cristo (Top)

LEVEL B2

- The Man Who Would Be King (Top)
- Back to the Dreamtime (Graded)
- Jekyll and Hyde (Top)
- The African Queen (Top)
- Wuthering Heights (Top)
- The Coral Island (Top)
- Moby Dick (Top)
- The Picture of Dorian Gray (Graded)
- The Man in the Iron Mask (Graded)
- The Tempest (Top)
- The Creeping Man (Top)
- A Midsummer Night's Dream (Top)
- The Grapes of Wrath (Top)

Little Books

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



LEVEL 1

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

LEVEL 2

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

LEVEL 3

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

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



KEY FEATURES

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

COMPONENTS



Student's
Book with
E-Book



Teacher's
Notes

Delightful stories for the littlest of readers!

Level 1



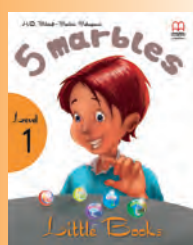
Red & Blue

Two curious coloured pencils set off to explore the world.



Yellow & Green

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



5 Marbles

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



Baby Brother

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



Cookies

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



Where's Lucy?

Mandy is looking for her doll, Lucy, and she is in for a surprise!

Level 2



Yellow Ted

Mum can't buy the teddy bear the kids want, but Yellow Ted will manage to come to them.



The Old House

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



My Family

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



Toy Party

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



Let's go home

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

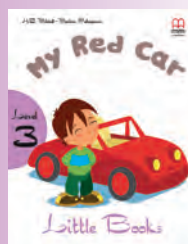


Where's Fluffy?

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



Level 3



My Red Car

Mark loves cars. And his father has the perfect surprise for him!



Black Ant

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



Big Shoes

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



Jumping Hat

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



Snowy

On a cold winter's day a brother and sister make Snowy, the snowman, to play. But what happens when the sun comes out?



A Funny Story

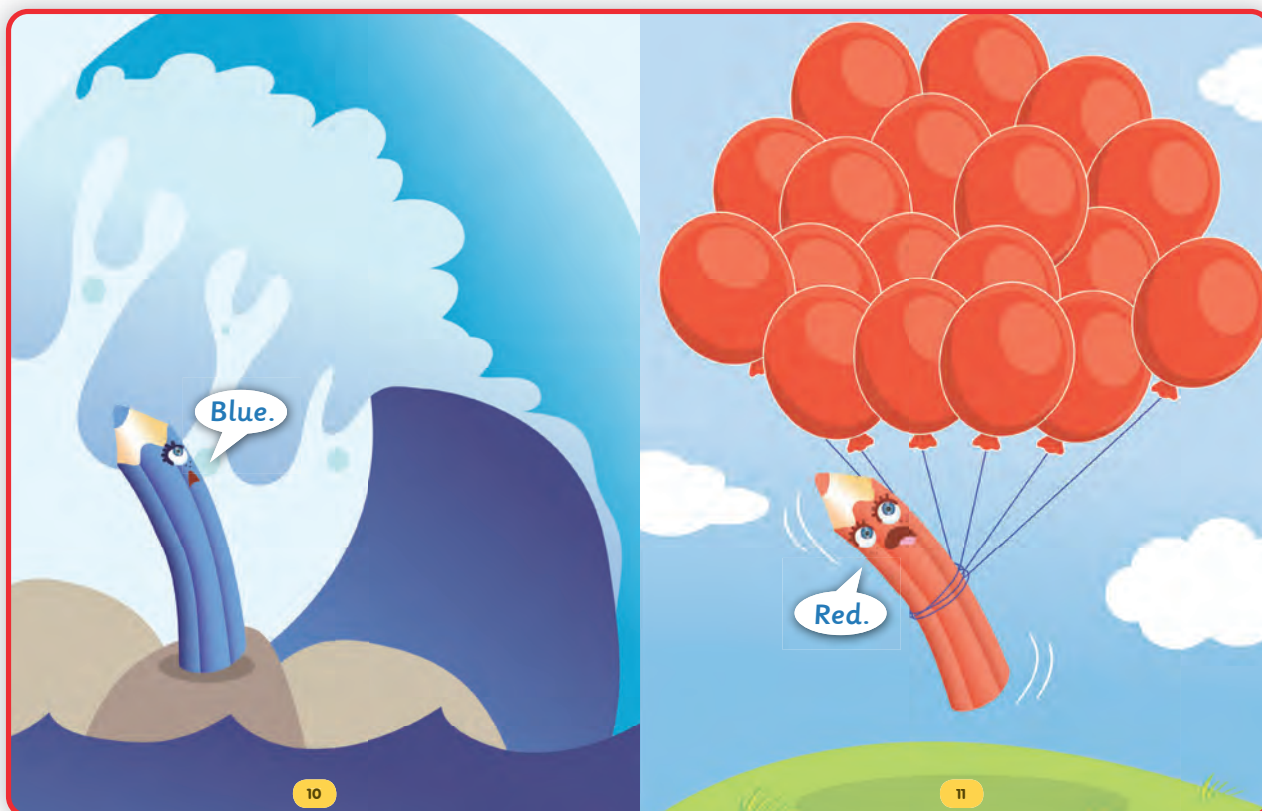
Rick goes to bed and has a strange dream. Or does he?

SAMPLE PAGES

Red & Blue, level 1, Student's Book

Story Pages

Simple text with lively dialogues.

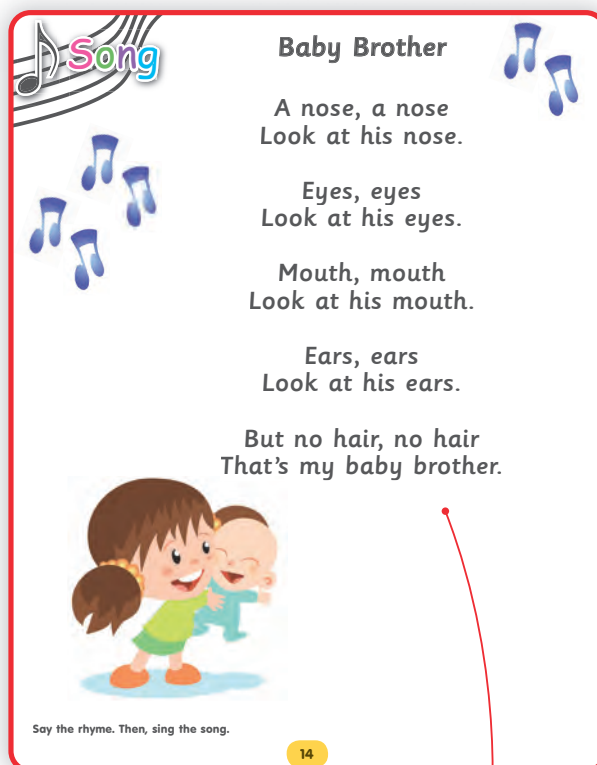


Activity Pages

Fun and motivating activities.



instructions for the teacher



rhyme/song

6 LEVELS EARLY BEGINNER TO ELEMENTARY

 LEADING TO A1 → A2
  

Primary Readers

The series is aimed at young learners of English and consists of six carefully graded levels. These charming short stories will make reading both pleasurable and educational.

Charming short stories that make reading both pleasurable and educational!



for the holidays !

COMPONENTS



Student's Book



Teacher's Book



Audio CD/ CD-ROM

CD-ROMS
in British and
American English

KEY FEATURES

- Use of basic grammatical structures and limited vocabulary
- Glossy detailed illustrations on each page
- Simple activities and a picture glossary every four pages
- Fully dramatised version of the story and picture glossary on Audio CD/CD-ROM
- Song
- Instructions for staging a performance of the story provided in the Teacher's Book

Level 1

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



Cookie Land

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



The Ugly Duckling

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



Jasper's Pot Of Gold

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



The Princess And The Frog

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



Pinocchio

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



The Gingerbread Man

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

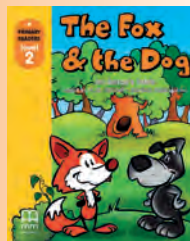


The Fox and the Crow **New!**

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?

Level 2

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



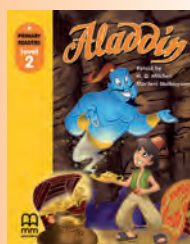
The Fox And The Dog

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



Felix And The Fairy

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



Aladdin

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



The King's New Suit

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



The Selfish Giant

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



The Enormous Turnip

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



The Princess and the Pea **New!**

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!

Level 3

A1.1 (CEFR) / Starters (YLE)

Headwords: 150-160



Rumpelstiltskin

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



Jingle's Christmas Adventure

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



Sleeping Beauty

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



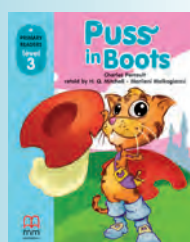
The Shepherd Boy And The Wolf

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!



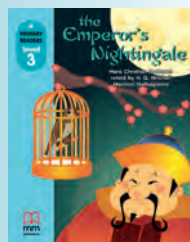
The Tin Soldier

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



Puss In Boots

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



The Emperor's Nightingale

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



Little Red Riding Hood

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

New!



Level 4

A1.2 (CEFR) / Movers (YLE)

Headwords: 225



Mowgli

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



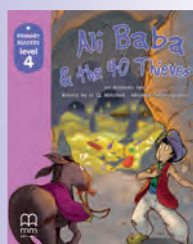
The Wishing Fish

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



Peter Pan

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



Ali Baba And The 40 Thieves

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



The Short-Necked Giraffe

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



Heidi

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



The Country Mouse and the City Mouse

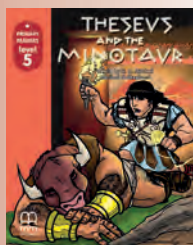
New!

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?



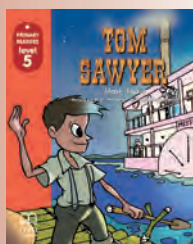
Level 5

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



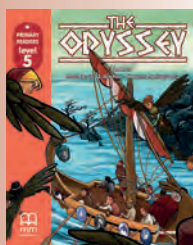
Theseus And The Minotaur

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



Tom Sawyer

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



The Odyssey

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



The Three Musketeers

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



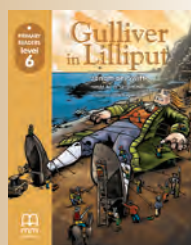
Sinbad the Sailor

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

New!

Level 6

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



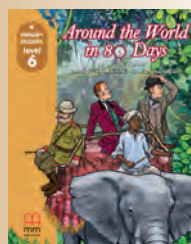
Gulliver In Lilliput

Read about Gulliver's amazing journey to Lilliput.



Robin Hood

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



Around The World In 80 Days

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



From the Earth to the Moon

A group of men decide to build a spaceship and travel to the moon. It is not an easy task, and the road is full of adventures and difficulties.

New!

*Key English Test

SAMPLE PAGES

Story Pages

Simple text with lively dialogues.

glossy, detailed illustrations



charming characters

Activity Pages

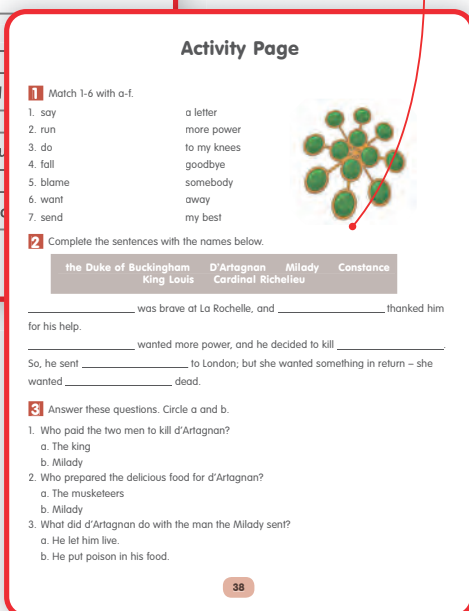
A variety of simple activities and a picture glossary every four pages.

picture glossary



fun activities

more advanced activities in upper levels



SAMPLE PAGES

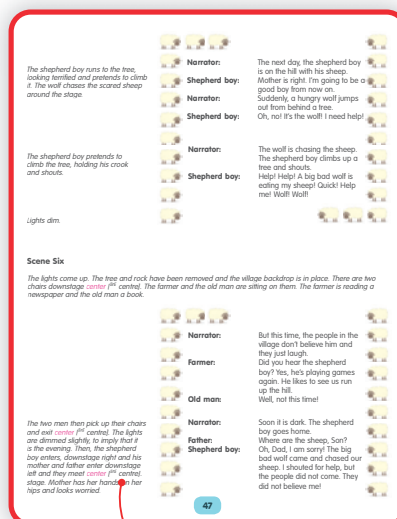
Teacher's Book

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

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



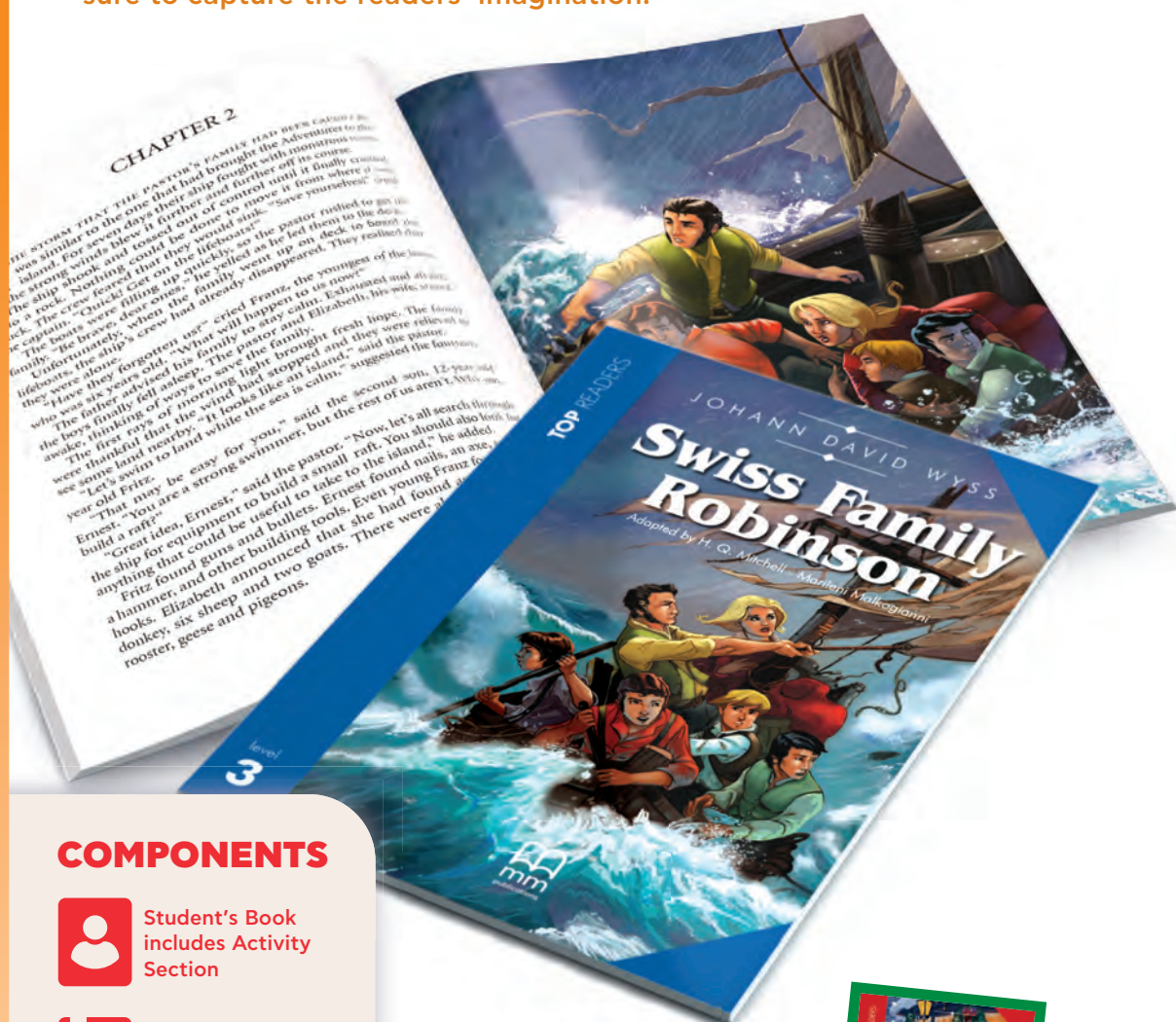
Suggested lesson plans which offer pre-reading, while-reading and post-reading activities including projects and games.



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

Top Readers

A fascinating new series of classic and original stories which are sure to capture the readers' imagination.



COMPONENTS



Student's Book includes Activity Section



Separate multilingual glossary



Teacher's Book *



Audio CD

* Teacher's Book:

- Teacher's Notes
- Step-by-step guidance for teachers
- Factfiles with background information and characters' descriptions
- Games
- Revision Tests
- Key to Tests

New and exciting worlds that await to be entered!

for the holidays!



KEY FEATURES

(CLASSIC & ORIGINAL STORIES)

- Top Readers aspire to involve Ss from Beginner to Upper-Intermediate in the study of literature and the exploitation of language through interesting texts
- Full-colour illustrations
- Two pages of activities for each chapter, including a variety of comprehension, vocabulary, speaking and writing exercises

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.



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.



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.



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.



Alice In Wonderland

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

New!



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*...



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 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 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.



Level 3

A2.2 (CEFR) / KET (Cambridge)

Headwords: 1100

Oliver Twist

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



Treasure Island

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



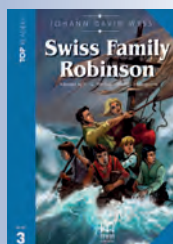
Kidnapped

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



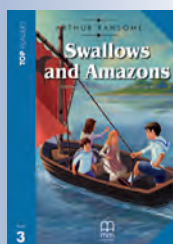
Swiss Family Robinson

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



Swallows And Amazons

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



Black Beauty

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



Level 4

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



Jekyll And Hyde

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



The Turn Of The Screw

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



The African Queen

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



The Coral Island

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

arrive on the island, and a thrilling adventure in the South Seas begins.



David Copperfield

When young David's mother dies, his cruel stepfather sends him to work in a factory in London. The working conditions are appalling and David decides to run away and start a new life in Dover... Join David Copperfield

as he journeys from heartbreak to happiness in this extraordinary tale of courage and determination.



Wuthering Heights

Wuthering Heights is the powerful tale of the love between Heathcliff, a poor boy, and Catherine, a wealthy young woman. However, Catherine decides to marry her rich neighbour, Edgar Linton, to

maintain her social status and reputation. Hurt by her rejection, Heathcliff seeks revenge, with tragic consequences.



The Man Who Would Be King

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

and gods in the land of Kafiristan.



The Lost World

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

they survive the dangers of the lost world?



Robinson Crusoe

Robinson Crusoe wants to live a life of adventure, so at the age of twenty he leaves his home to become a sailor. After many adventures at sea, he buys a farm in Brazil, and then he decides

to journey to Guinea as a tradesman. But a tornado destroys his ship and he finds himself on the beach of an uninhabited island...

New!

Level 5

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



The Creeping Man

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



The Tempest

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



Moby Dick

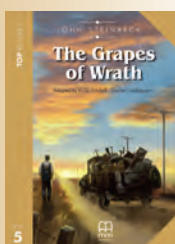
When Captain Ahab loses his leg to a white whale named Moby Dick, he devises a plan to destroy the animal – at any cost; but Ahab's quest for justice ends in tragedy.



A Midsummer Night's Dream

Hermia and Lysander are in love with each other. However, Demetrius also loves Hermia and Helena loves Demetrius. A fairy named Puck causes a lot of trouble among the couples.

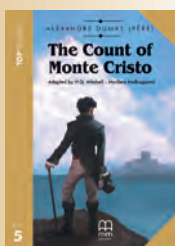
A night of chaos and confusion follows, but with a little magic, order is finally restored.



The Grapes Of Wrath

In America during the Great Depression, the Joads, a poverty-stricken family from Oklahoma, travel to California in search of a better life. The journey across the country quickly becomes a struggle for survival. This famous

novel examines the troubles of an ordinary family facing extraordinary circumstances during one of America's darkest times.



The Count Of Monte Cristo

Edmond Dantes spends fourteen years in prison for a crime he has not committed. When he manages to escape, he seeks revenge. As the Count of Monte Cristo, he punishes each

and every one of those who made him suffer.

New!



language carefully adapted to level

realistic, full-colour illustrations stimulate students and help understanding

CHAPTER 4

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

'What is that?' I asked.

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

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

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

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

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

I nodded, remembering my first conversation with Professor Challenger.

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

'There are the cliffs!' I said.

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

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

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

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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 |
|---|----------------------|---------------|-------------|
| 1. _____ found a letter from the professor on his desk. | | | |
| 2. _____ took the professor to a hut to help a sick man. | | | |
| 3. _____ opened the door at the professor's house to let Edward in. | | | |
| 4. _____ was dressed in rags when he died. | | | |
| 5. _____ guided the professor to the red cliffs. | | | |
| 6. _____ showed Edward a photo of a strange bird in an enormous tree. | | | |

Vocabulary

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

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

60

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

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

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

Follow-up activities

5 Discuss.

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

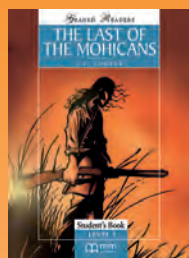
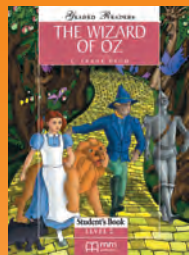
6 Imagine that you are Edward and you are keeping a diary. Write a page about your interview with Professor Challenger. (100-120 words)

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speaking and prediction activities

vocabulary activities

writing activities and projects



Graded Readers

CLASSIC STORIES

5 LEVELS BEGINNER TO UPPER-INTERMEDIATE

🇪🇺 A1 → B2



Enjoyable reading material providing a rich context for language practice.

ORIGINAL STORIES

4 LEVELS BEGINNER TO INTERMEDIATE

🇪🇺 A1 → B1



COMPONENTS



Student's Book



Activity Book with multilingual glossary



Student's Pack *



Teacher's Book **



Audio CD

* Student's Pack:

- Student's book
- Activity book
- Audio CD

** Teacher's Book:

- Story book
- Activity book with overprinted answers
- Teacher's notes
- Revision tests
- Key to tests

Classic and original stories which are sure to hook each reader's imagination!

KEY FEATURES

(CLASSIC & ORIGINAL STORIES)

- Stories which have been carefully graded for each level according to vocabulary, grammatical structures, sentence length and plot complexity
- Full-colour illustrations closely integrated with the text which stimulate learners and facilitate understanding
- The ideal springboard for the development of learners' reading, writing, listening and speaking skills

Level 1

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



The Happy Prince

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



The Table, The Ass And The Stick

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

Level 2

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



The Magic Ring

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



Beauty And The Beast

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



The Wizard Of Oz

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



White Fang

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

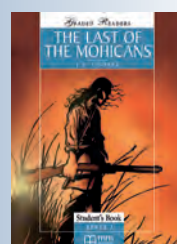
Level 3

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



The Canterville Ghost

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



The Last Of The Mohicans

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



Excalibur

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



The Mysterious Island

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

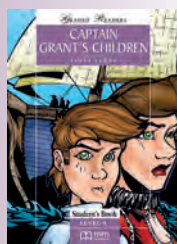
Level 4

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



Great Expectations

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



Captain Grant's Children

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



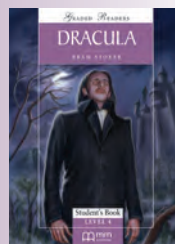
Frankenstein

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



The Phantom Of The Opera

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

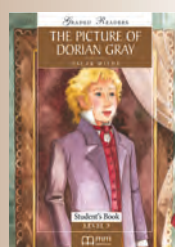


Dracula

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

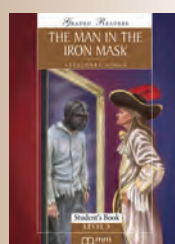
Level 5

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



The Picture Of Dorian Gray

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



The Man In The Iron Mask

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



*Preliminary English Test
**Cambridge English: First



Level 1

A1.1 (CEFR)
Headwords: 400



Paul And Pierre In Paris

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



Lisa Goes To London

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

Level 3

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



In The Year Of The Dragon

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



Save The Forest

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

Level 2

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



Lisa Visits Loch Ness

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



The Mix-Up

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

Level 4

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



Back To The Dreamtime

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



Lost In The Cave

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

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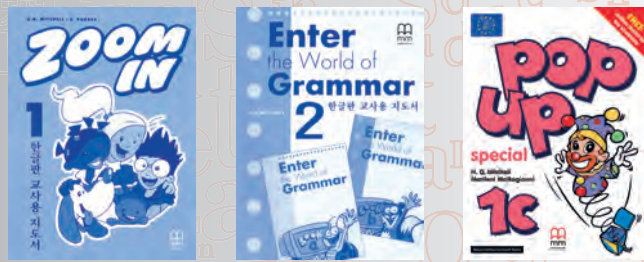
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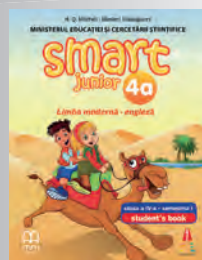
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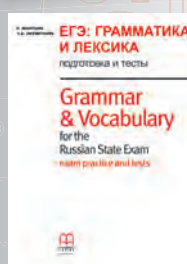
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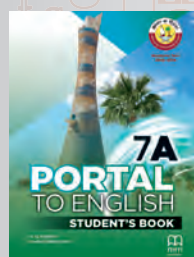
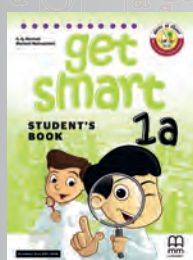
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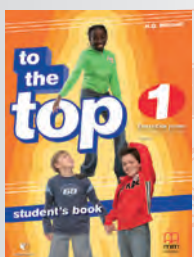
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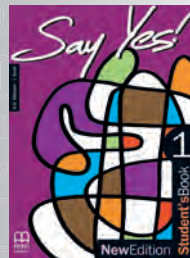
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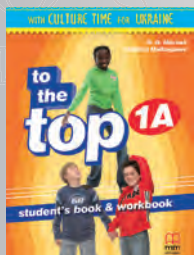
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Common European Framework of Reference for Languages (CEFR)

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

CEFR LEVELS: Global Scale

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

In the previous pages the correspondence of MM Publications books to the CEFR Levels is presented in order to facilitate teachers.

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PRE-PRIMARY & PRIMARY COURSES

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Flashcards	978-960-443-024-6
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Workbook	978-618-05-2747-6
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Grammar Book	978-618-05-1340-0
Class CDs	978-618-05-1332-5
IWB	978-618-05-3201-2
TR CD/CD-ROM	978-618-05-3103-9
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Student's Book	978-618-05-1046-1
Workbook	978-618-05-2690-5

Teacher's Book	978-618-05-1048-5
Grammar Book	978-618-05-2695-0
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IWB	978-618-05-3202-9
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Class CDs	978-618-05-2280-8
IWB	978-618-05-2282-2
TR CD-ROM	978-618-05-2283-9
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Workbook	978-618-05-2325-6
Teacher's Book	978-618-05-2487-1
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IWB	978-618-05-2286-0
TR CD-ROM	978-618-05-2287-7
Full Blast PLUS 3	
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Workbook	978-618-05-2326-3
Teacher's Book	978-618-05-2488-8
Class CDs	978-618-05-2288-4
IWB	978-618-05-2290-7
TR CD-ROM	978-618-05-2291-4
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Student's Book	978-618-05-2131-3
Workbook	978-618-05-2134-4
Teacher's Book	978-618-05-2341-6
Class CDs	978-618-05-2292-1
IWB	978-618-05-2294-5
TR CD-ROM	978-618-05-2295-2
Full Blast PLUS B1+	
Student's Book	978-618-05-2135-1
Workbook	978-618-05-2217-4
Teacher's Book	978-618-05-2216-7
Class CDs	978-618-05-2512-0
IWB	978-618-05-2513-7
TR CD-ROM	978-618-05-2514-4
Full Blast PLUS B2	
Student's Book	978-618-05-2132-0
Workbook	978-618-05-2327-0
Teacher's Book	978-618-05-2489-5
Class CDs	978-618-05-2584-7
IWB	978-618-05-2585-4
TR CD-ROM	978-618-05-2586-1
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Workbook	978-618-05-3275-3
Teacher's Book	978-618-05-3276-0
Class CDs	978-618-05-3488-7
IWB	978-618-05-3489-4
TR CD-ROM	978-618-05-3491-7
Full Blast PLUS Elementary	
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Teacher's Book	978-618-05-3476-4
Class CDs	978-618-05-3508-2
IWB	978-618-05-3509-9
TR CD-ROM	978-618-05-3511-2
Full Blast PLUS Pre-Intermediate A2	
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Workbook	978-618-05-3408-5
Teacher's Book	978-618-05-3409-2
Class CDs	978-618-05-3512-9
IWB	978-618-05-3513-6
TR CD-ROM	978-618-05-3515-0
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Student's Book	978-618-05-3375-0
Workbook	978-618-05-3376-7
Teacher's Book	978-618-05-3377-4
Class CDs	978-618-05-3504-4
IWB	978-618-05-3505-1
TR CD-ROM	978-618-05-3507-5
Full Blast PLUS B1+	
Student's Book	978-618-05-3277-7
Workbook	978-618-05-3278-4
Teacher's Book	978-618-05-3279-1
IWB	978-618-05-3517-4
TR CD-ROM	978-618-05-3519-8
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Full Blast 1	
Student's Book	978-960-443-877-8
Workbook	978-960-443-878-5
Workbook Teacher's Edit.	978-960-443-879-2
Teacher's Book	978-960-443-880-8
Class CDs	978-960-478-215-4

IWB	978-960-573-791-7
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Student's Book	978-960-443-885-3
Workbook	978-960-443-886-0
Workbook Teacher's Edit.	978-960-443-887-7
Teacher's Book	978-960-443-888-4
Class CDs	978-960-478-671-8
IWB	978-960-573-792-4
Full Blast 3	
Student's Book	978-960-443-893-8
Workbook	978-960-443-894-5
Workbook Teacher's Edit.	978-960-443-895-2
Teacher's Book	978-960-443-896-9
Class CDs	978-960-443-900-3
IWB	978-960-573-793-1
Full Blast 4	
Student's Book	978-960-443-901-0
Workbook	978-960-443-902-7
Workbook Teacher's Edit.	978-960-443-903-4
Teacher's Book	978-960-443-904-1
Class CDs	978-960-443-908-9
IWB	978-960-573-794-8
Full Blast B1+	
Student's Book	978-960-509-520-8
Workbook	978-960-509-535-2
Workbook Teacher's Edit.	978-960-509-536-9
Teacher's Book	978-960-509-522-2
Class CDs	978-960-509-543-7
IWB	978-960-509-932-9
Full Blast B2	
Student's Book	978-960-509-538-3
Workbook	978-960-509-540-6
Workbook Teacher's Edit.	978-960-509-541-3
Teacher's Book	978-960-509-539-0
Class CDs	978-960-509-544-4
IWB	978-960-573-443-5
TR CD/CD-ROM 1-3	978-960-573-394-0
TR CD/CD-ROM 3-4	978-960-573-916-4
TR CD/CD-ROM B1+	978-960-509-766-0
TR CD/CD-ROM B2	978-960-573-439-8
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Workbook	978-960-478-924-5
Workbook Teacher's Edit.	978-960-478-925-2
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IWB	978-960-573-657-6
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Workbook Teacher's Edit.	978-960-478-930-6
Teacher's Book	978-960-478-928-3
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Workbook	978-960-478-934-4
Workbook Teacher's Edit.	978-960-478-935-1
Teacher's Book	978-960-478-933-7
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IWB	978-960-573-659-0
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Workbook Teacher's Edit.	978-960-478-940-5
Teacher's Book	978-960-478-938-2
Class CDs	978-960-478-959-7
IWB	978-960-573-660-6
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Workbook	978-960-478-944-3
Workbook Teacher's Edit.	978-960-478-945-0
Teacher's Book	978-960-478-943-6
Class CDs	978-960-478-960-3
IWB	978-960-573-799-3
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Workbook Teacher's Edit.	978-960-478-949-8
Teacher's Book	978-960-478-947-4
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Workbook	978-960-573-021-5
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Workbook	978-960-573-024-6
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Workbook	978-960-573-025-3
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Student's Book	978-960-573-230-1
Workbook	978-960-573-231-8
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Workbook	978-960-573-233-2
Full Blast Intermediate B1 a	
Student's Book	978-960-573-234-9
Workbook	978-960-573-235-6
Full Blast Intermediate B1 b	
Student's Book	978-960-573-236-3
Workbook	978-960-573-237-0
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To The Top 1	
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Workbook Teacher's Edit.	978-960-379-850-7
Teacher's Book	978-960-379-851-4
Class CDs	978-960-379-857-6
IWB	978-960-573-810-5
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Workbook	978-960-379-862-0
Workbook Teacher's Edit.	978-960-379-863-7
Teacher's Book	978-960-379-864-4
Class CDs	978-960-379-870-5
IWB	978-960-573-811-2
To The Top 3	
Student's Book	978-960-379-873-6
Workbook	978-960-379-874-3
Workbook Teacher's Edit.	978-960-379-875-0
Teacher's Book	978-960-379-876-7
Class CDs	978-960-379-882-8
IWB	978-960-573-812-9
To The Top 4	
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Workbook	978-960-443-098-7
Workbook Teacher's Edit.	978-960-443-099-4
Teacher's Book	978-960-443-100-7
Class CDs	978-960-478-743-2
IWB	978-960-573-813-6
TR CD/CD-ROM 1-3	978-960-478-751-7
TR CD/CD-ROM 3-4	978-960-478-964-1

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American To The Top Beginners	
Student's Book	978-960-443-865-5
Workbook	978-960-443-866-2
Workbook Teacher's Edit.	978-960-443-197-7
Teacher's Book	978-960-443-198-4
Class CDs	978-960-443-914-0
IWB	978-960-573-814-3

American To The Top Elementary

Student's Book	978-960-443-867-9
Workbook	978-960-443-868-6
Workbook Teacher's Edit.	978-960-443-201-1
Teacher's Book	978-960-443-202-8
Class CDs	978-960-443-915-7
IWB	978-960-573-815-0

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Workbook	978-960-443-870-9
Workbook Teacher's Edit.	978-960-443-375-9
Teacher's Book	978-960-443-387-2
Class CDs	978-960-573-570-8
IWB	978-960-573-816-7

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Workbook Teacher's Edit.	978-960-443-401-5
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Class CDs	978-960-443-917-1
IWB	978-960-573-817-4

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TR CD/CD-ROM (Pre-Intermediate - Intermediate B1)

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American To The Top Beginners B

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Workbook	978-960-443-200-4

American To The Top Elementary A

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IWB	978-960-573-818-1

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Teacher's Book	978-960-478-286-4
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IWB	978-960-573-821-1

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TR Pack	978-960-379-116-4
Test Booklet	978-960-379-013-6

Say Yes! 2

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Workbook	978-960-379-020-4
Workbook Teacher's Edit.	978-960-379-024-2
Teacher's Book	978-960-379-023-5
Class CDs	978-960-443-919-5
TR Pack	978-960-379-117-1
Test Booklet	978-960-379-022-8

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Workbook	978-960-379-029-7
Workbook Teacher's Edit.	978-960-379-033-4
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TR Pack	978-960-379-123-2
Test Booklet	978-960-379-031-0

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TR CD/CD-ROM	978-618-05-2526-7
IWB	978-618-05-2525-0

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Teacher's Book	978-618-05-2879-4
Class CDs	978-618-05-2527-4
TR CD/CD-ROM	978-618-05-2529-8
IWB	978-618-05-2528-1

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Teacher's Book	978-618-05-2765-0
Class CDs	978-618-05-2530-4
TR CD/CD-ROM	978-618-05-2532-8
IWB	978-618-05-2531-1

English Trails 2b

Student's Book & Workbook	978-618-05-2912-8
Teacher's Book	978-618-05-2913-5
Class CDs	978-618-05-2533-5
TR CD/CD-ROM	978-618-05-2535-9
IWB	978-618-05-2534-2

English Trails 3a

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Teacher's Book	978-618-05-2877-0
Class CDs	978-618-05-2536-6
TR CD/CD-ROM	978-618-05-2538-0
IWB	978-618-05-2537-3

English Trails 3b

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Teacher's Book	978-618-05-2915-9
Class CDs	978-618-05-2539-7
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IWB	978-618-05-2540-3

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Teacher's Book	978-960-509-872-8
Class CDs	978-960-509-861-2
IWB	978-960-573-807-5

The English Hub 2

Student's Book	978-960-509-875-9
Workbook	978-960-509-878-0
Teacher's Book	978-960-509-876-6
Class CDs	978-960-509-862-9
IWB	978-960-573-808-2

The English Hub 3

Student's Book	978-960-509-879-7
Workbook	978-960-509-882-7
Teacher's Book	978-960-509-880-3
Class CDs	978-960-509-863-6
IWB	978-960-573-809-9

TR CD/CD-ROM

978-960-573-089-5

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Workbook	978-960-573-102-1

The English Hub 1b

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Workbook	978-960-573-104-5

The English Hub 2a

Student's Book	978-960-573-105-2
Workbook	978-960-573-106-9

The English Hub 2b

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Workbook	978-960-573-108-3

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Teacher's Book	978-960-509-164-4
Class CDs	978-960-509-461-4

The English Hub 2a

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Teacher's Book	978-960-509-167-5
Class CDs	978-960-509-384-6

The English Hub 2b

Student's Book & Workbook	978-960-509-458-4
Teacher's Book	978-960-509-170-5
Class CDs	978-960-509-462-1

The English Hub 3a

Student's Book & Workbook	978-960-509-340-2
Teacher's Book	978-960-509-173-6
Class CDs	978-960-509-385-3

The English Hub 3b

Student's Book & Workbook	978-960-509-459-1
Teacher's Book	978-960-509-176-7
Class CDs	978-960-509-463-8

TR CD/CD-ROM	978-618-05-3124-4
Pioneer C1/C1+	
Student's Book	978-618-05-1072-0
Workbook	978-618-05-1073-7
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Pioneer B2	
Student's Book a	978-618-05-1817-7
Student's Book b	978-618-05-1819-1
Workbook a	978-618-05-1818-4
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Student's Book a	978-618-05-1075-1
Student's Book b	978-618-05-1082-9
Workbook a	978-618-05-1076-8
Workbook b	978-618-05-1083-6
Teacher's Book a	978-618-05-1078-2
Teacher's Book b	978-618-05-1085-0
Class CD a	978-618-05-1070-6
Class CD b	978-618-05-1071-3
IWB a	978-618-05-1079-9
IWB b	978-618-05-1086-7
TR CD/CD-ROM a	978-618-05-1081-2
TR CD/CD-ROM b	978-618-05-2075-0
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Pioneer Starter	
Student's Book	978-618-05-2096-5
Workbook	978-618-05-2097-2
Teacher's Book	978-618-05-2098-9
Class CDs	978-618-05-2100-9
IWB	978-618-05-2102-3
TR CD/CD-ROM	978-618-05-2101-6
Pioneer Beginners	
Student's Book	978-960-509-011-1
Workbook	978-960-509-012-8
Teacher's Book	978-960-509-014-2
Class CDs	978-960-509-023-4
IWB	978-618-05-0192-6
Videos	978-960-573-196-0
TR CD/CD-ROM	978-960-509-529-1
Pioneer Elementary	
Student's Book	978-960-478-884-2
Workbook	978-960-478-890-3
Teacher's Book	978-960-478-902-3
Class CDs	978-960-478-914-6
IWB	978-618-05-3052-0
Videos	978-960-573-197-7
TR CD/CD-ROM	978-618-05-3332-3
Pioneer Pre-Intermediate	
Student's Book	978-960-478-885-9
Workbook	978-960-478-891-0
Teacher's Book	978-960-478-903-0
Class CDs	978-960-478-915-3
IWB	978-618-05-3106-0
Videos	978-960-573-198-4
TR CD/CD-ROM	978-960-509-946-6
Pioneer Intermediate B1	
Student's Book	978-960-478-886-6
Workbook	978-960-478-892-7
Teacher's Book	978-960-478-904-7
Class CDs	978-960-478-916-0
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Videos	978-960-573-199-1
TR CD/CD-ROM	978-618-05-3218-0
Pioneer B1+	
Student's Book	978-960-478-887-3
Workbook	978-960-478-893-4
Teacher's Book	978-960-478-905-4
Class CDs	978-960-478-917-7
IWB	978-618-05-0468-2
Videos	978-960-573-894-5
TR CD/CD-ROM	978-618-05-3405-4
Pioneer B2	
Student's Book	978-960-509-903-9
Workbook	978-960-509-906-0
Teacher's Book	978-960-509-904-6
Class CDs	978-960-509-924-4
IWB	978-618-05-3105-3
Videos	978-960-573-895-2
TR CD/CD-ROM	978-618-05-3124-4
Pioneer C1/C1+	
Student's Book	978-618-05-1072-0
Workbook	978-618-05-1073-7

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Pioneer Beginners	
Student's Book a	978-618-05-1361-5
Student's Book b	978-618-05-1362-2
Workbook a	978-618-05-1363-9
Workbook b	978-618-05-1364-6
Pioneer Elementary	
Student's Book a	978-618-05-1357-8
Student's Book b	978-618-05-1358-5
Workbook a	978-618-05-1359-2
Workbook b	978-618-05-1360-8
Pioneer Pre-Intermediate	
Student's Book a	978-618-05-1673-9

Student's Book b	978-618-05-1643-2
Workbook a	978-618-05-1642-5
Workbook b	978-618-05-1644-9
Pioneer Intermediate B1	
Student's Book a	978-618-05-1645-6
Student's Book b	978-618-05-1647-0
Workbook a	978-618-05-1646-3
Workbook b	978-618-05-1648-7
Pioneer B1+	
Student's Book a	978-618-05-1813-9
Student's Book b	978-618-05-1815-3
Workbook a	978-618-05-1814-6
Workbook b	978-618-05-1816-0
Pioneer B2	
Student's Book a	978-618-05-1817-7
Student's Book b	978-618-05-1819-1
Workbook a	978-618-05-1818-4
Workbook b	978-618-05-1820-7
Pioneer C1/C1+	
Student's Book a	978-618-05-1075-1
Student's Book b	978-618-05-1082-9
Workbook a	978-618-05-1076-8
Workbook b	978-618-05-1083-6
Teacher's Book a	978-618-05-1078-2
Teacher's Book b	978-618-05-1085-0
Class CD a	978-618-05-1070-6
Class CD b	978-618-05-1071-3
IWB a	978-618-05-1079-9
IWB b	978-618-05-1086-7
TR CD/CD-ROM a	978-618-05-1081-2
TR CD/CD-ROM b	978-618-05-2075-0

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Traveller Second Edition Beginners	
Student's Book	978-618-05-3480-1
Workbook	978-618-05-3482-5
Teacher's Book	978-618-05-3481-8
Class CDs	978-618-05-4327-8
Student's CDs	978-618-05-4328-5
IWB	978-618-05-4329-2
TR CD/CD-ROM	978-618-05-4330-8
Traveller Second Edition Elementary	
Student's Book	978-618-05-4213-4
Workbook	978-618-05-4214-1
Teacher's Book	978-618-05-4215-8
Class CDs	978-618-05-4331-5
Student's CDs	978-618-05-4332-2
IWB	978-618-05-4333-9
TR CD/CD-ROM	978-618-05-4334-6
Traveller Second Edition Pre-Intermediate	
Student's Book	978-618-05-4356-8
Workbook	978-618-05-4357-5
Teacher's Book	978-618-05-4358-2
Class CDs	978-618-05-4335-3
Student's CDs	978-618-05-4336-0
IWB	978-618-05-4337-7
TR CD/CD-ROM	978-618-05-4338-4
Traveller Second Edition Intermediate B1	
Student's Book	978-618-05-4306-3
Workbook	978-618-05-4307-0
Teacher's Book	978-618-05-4308-7
Class CDs	978-618-05-4339-1
Student's CDs	978-618-05-4340-7
IWB	978-618-05-4341-4
TR CD/CD-ROM	978-618-05-4342-1
Traveller Second Edition B1+	
Student's Book	978-618-05-4309-4
Workbook	978-618-05-4310-0
Teacher's Book	978-618-05-4311-7
Class CDs	978-618-05-4343-8
Student's CDs	978-618-05-4344-5
IWB	978-618-05-4345-2
TR CD/CD-ROM	978-618-05-4346-9
Traveller Second Edition B2	
Student's Book	978-618-05-4312-4
Workbook	978-618-05-4313-1
Teacher's Book	978-618-05-4314-8
Class CDs	978-618-05-4347-6
Student's CDs	978-618-05-4348-3
IWB	978-618-05-4349-0
TR CD/CD-ROM	978-618-05-4350-6
Traveller Second Edition C1	
Student's Book	978-618-05-4300-1
Workbook	978-618-05-4301-8
Teacher's Book	978-618-05-4302-5

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Student's Book	978-960-443-565-4
Workbook	978-960-443-566-1
Workbook Teacher's Edit.	978-960-443-567-8
Teacher's Book	978-960-443-568-5
Class CDs	978-960-478-576-6
IWB	978-960-573-822-8
Traveller Elementary	
Student's Book	978-960-443-573-9
Workbook	978-960-443-574-6

Workbook Teacher's Edit.	978-960-443-575-3
Teacher's Book	978-960-443-576-0
Class CDs	978-960-478-577-3
IWB	978-960-573-823-5
Traveller Pre-Intermediate	
Student's Book	978-960-443-581-4
Workbook	978-960-443-582-1
Workbook Teacher's Edit.	978-960-443-583-8
Teacher's Book	978-960-443-584-5
Class CDs	978-960-443-586-9
IWB	978-960-573-824-2
Traveller Intermediate B1	
Student's Book	978-960-443-589-0
Workbook	978-960-443-590-6
Workbook Teacher's Edit.	978-960-443-591-3
Teacher's Book	978-960-443-592-0
Class CDs	978-960-443-594-4
IWB	978-960-573-825-9
Traveller B1+	
Student's Book	978-960-443-607-1
Workbook	978-960-443-608-8
Workbook Teacher's Edit.	978-960-443-609-5
Teacher's Book	978-960-443-610-1
Class CDs	978-960-443-611-8
IWB	978-618-05-1069-0
Traveller B2	
Student's Book	978-960-443-614-9
Workbook	978-960-443-615-6
Workbook Teacher's Edit.	978-960-443-616-3
Teacher's Book	978-960-443-618-7
Class CDs	978-960-478-107-2
IWB	978-618-05-0891-8
Traveller Advanced C1	
Student's Book	978-960-443-623-1
Workbook	978-960-443-624-8
Workbook Teacher's Edit.	978-960-443-625-5
Teacher's Book	978-960-443-626-2
Class CDs	978-960-443-628-6
IWB	978-960-573-828-0
TR CD/CD-ROM (Beginners - Pre-Intermediate)	978-960-509-144-6
TR CD/CD-ROM (Intermediate B1)	978-960-509-178-1
TR CD/CD-ROM B1+	978-960-509-179-8
TR CD/CD-ROM (B2 - Advanced C1)	978-960-478-265-9

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Traveler American Edition Beginners	
Student's Book	978-960-443-944-7
Workbook	978-960-443-945-4
Workbook Teacher's Edit.	978-960-443-946-1
Teacher's Book	978-960-443-948-5
Class CDs	978-960-443-949-2
IWB	978-960-573-834-1
Traveler American Edition Elementary	
Student's Book	978-960-443-954-6
Workbook	978-960-443-955-3
Workbook Teacher's Edit.	978-960-443-956-0
Teacher's Book	978-960-443-958-4
Class CDs	978-960-509-206-1
IWB	978-960-573-835-8
Traveler American Edition Pre-Intermediate	
Student's Book	978-960-443-964-5
Workbook	978-960-443-965-2
Workbook Teacher's Edit.	978-960-443-966-9
Teacher's Book	978-960-443-968-3
Class CDs	978-960-443-969-0
IWB	978-960-573-836-5
Traveler American Edition Intermediate B1	
Student's Book	978-960-443-974-4
Workbook	978-960-443-975-1
Workbook Teacher's Edit.	978-960-443-976-8
Teacher's Book	978-960-443-978-2
Class CDs	978-960-443-979-9
IWB	978-960-573-837-2
Traveler American Edition B1+	
Student's Book	978-960-478-484-4
Workbook	978-960-478-485-1
Workbook Teacher's Edit.	978-960-478-486-8
Teacher's Book	978-960-478-487-5
Class CDs	978-960-478-489-9
IWB	978-960-509-319-8
TR CD/CD-ROM (Beginners - Pre-Intermediate)	978-960-478-159-1
TR CD/CD-ROM (Intermediate B1)	978-960-478-277-2
TR CD/CD-ROM (B1+)	978-960-509-215-3

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Workbook	978-960-478-759-3
Traveler American Beginners B	
Student's Book	978-960-478-758-6
Workbook	978-960-478-760-9
Traveler American Elementary A	

Student's Book	978-960-478-764-7
Workbook	978-960-478-766-1
Traveler American Elementary B	
Student's Book	978-960-478-765-4
Workbook	978-960-478-767-8
Traveler American Pre-Intermediate A	
Student's Book	978-960-478-770-8
Workbook	978-960-478-772-2
Traveler American Pre-Intermediate B	
Student's Book	978-960-478-771-5
Workbook	978-960-478-773-9
Traveler American Intermediate A	
Student's Book	978-960-478-776-0
Workbook	978-960-478-778-4
Traveler American Intermediate B	
Student's Book	978-960-478-777-7
Workbook	978-960-478-779-1

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Workbook	978-960-478-989-4		
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Student's Book	978-960-478-991-7		
Workbook	978-960-478-992-4		
New Destinations American Beginners			
Teacher's Book	978-960-478-988-7		
Workbook Teacher's Edit.	978-960-509-122-4		
Class CDs	978-960-478-994-8		
IWB	978-960-573-844-0		
New Destinations American Elementary A			
Student's Book	978-960-509-036-4		
Workbook	978-960-509-038-8		
New Destinations American Elementary B			
Student's Book	978-960-509-037-1		
Workbook	978-960-509-039-5		
New Destinations American Elementary			
Teacher's Book	978-960-509-035-7		
Workbook Teacher's Edit.	978-960-509-137-8		
Class CDs	978-960-509-015-9		
IWB	978-960-573-845-7		
New Destinations American Pre-Intermediate A			
Student's Book	978-960-509-046-3		
Workbook	978-960-509-048-7		
New Destinations American Pre-Intermediate B			
Student's Book	978-960-509-047-0		
Workbook	978-960-509-049-4		
New Destinations American Pre-Intermediate			
Teacher's Book	978-960-509-045-6		
Workbook Teacher's Edit.	978-960-509-141-5		
Class CDs	978-960-509-016-6		
IWB	978-960-573-846-4		
New Destinations American Intermediate A			
Student's Book	978-960-509-056-2		
Workbook	978-960-509-058-6		
New Destinations American Intermediate B			
Student's Book	978-960-509-057-9		
Workbook	978-960-509-059-3		
New Destinations American Intermediate			
Teacher's Book	978-960-509-055-5		
Workbook Teacher's Edit.	978-960-509-138-5		
Class CDs	978-960-509-017-3		
IWB	978-960-573-847-1		
New Destinations American Level B1+ A			
Student's Book	978-960-509-066-1		
Workbook	978-960-509-068-5		
New Destinations American Level B1+ B			
Student's Book	978-960-509-067-8		
Workbook	978-960-509-069-2		
New Destinations American Level B1+			
Teacher's Book	978-960-509-065-4		
Workbook Teacher's Edit.	978-960-509-139-2		
Class CDs	978-960-509-018-0		
IWB	978-960-573-848-8		
New Destinations American B2 A			
Student's Book	978-960-509-086-9		
Workbook	978-960-509-088-3		
New Destinations American Level B2 B			
Student's Book	978-960-509-087-6		
Workbook	978-960-509-089-0		
New Destinations American Level B2			
Teacher's Book	978-960-509-085-2		
Workbook Teacher's Edit.	978-960-509-140-8		
Class CDs	978-960-509-019-7		
IWB	978-960-573-849-5		
TR CD/CD-ROM Beginners - Pre-Intermediate			978-960-509-431-7
TRCD/CD-ROM Intermediate B1			978-960-509-432-4
TR CD/CD-ROM Level B1+			978-960-509-433-1
TR CD/CD-ROM Level B2			978-960-509-434-8
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Student's Book	978-960-509-959-0		

Workbook	978-960-509-961-9
Workbook Teacher's Edit.	978-960-509-962-6
Teacher's Book	978-960-509-960-2
Class CDs	978-960-509-967-1
IWB	978-618-05-0462-0
New Destinations Elementary	
Student's Book	978-960-509-963-3
Workbook	978-960-509-965-7
Workbook Teacher's Edit.	978-960-509-966-4
Teacher's Book	978-960-509-964-0
Class CDs	978-960-509-145-3
IWB	978-618-05-0463-7

New Destinations Pre-Intermediate	
Student's Book	978-960-509-118-7
Workbook	978-960-509-120-0
Workbook Teacher's Edit.	978-960-509-121-7
Teacher's Book	978-960-509-119-4
Class CDs	978-960-509-146-0
IWB	978-618-05-0464-4

New Destinations Intermediate	
Student's Book	978-960-509-155-2
Workbook	978-960-509-157-6
Workbook Teacher's Edit.	978-960-509-158-3
Teacher's Book	978-960-509-156-9
Class CDs	978-960-509-177-4
IWB	978-960-573-765-8

New Destinations Level B1+	
Student's Book	978-960-509-985-5
Workbook	978-960-509-987-9
Workbook Teacher's Edit.	978-960-509-988-6
Teacher's Book	978-960-509-986-2
Class CDs	978-960-509-982-4
IWB	978-960-573-842-6

New Destinations Level B2	
Student's Book	978-960-509-075-3
Workbook	978-960-509-077-7
Workbook Teacher's Edit.	978-960-509-078-4
Teacher's Book	978-960-509-076-0
Class CDs	978-960-509-147-7
IWB	978-960-573-843-3

TR CD/CD-ROM Beginners - Pre-Intermediate	978-960-509-971-8
TRCD/CD-ROM Intermediate B1	978-960-509-972-5
TR CD/CD-ROM Level B1+	978-960-509-974-9
TR CD/CD-ROM Level B2	978-960-509-976-3

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Channel Your English Beginners	
Student's Book	978-960-379-360-1
Workbook	978-960-379-361-8
Workbook Teacher's Edit.	978-960-379-362-5
Grammar Handbook	978-960-379-704-3
Teacher's Book	978-960-379-363-2
Class CDs	978-960-443-597-5
IWB	978-960-573-850-1

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Student's Book	978-960-379-372-4
Workbook	978-960-379-373-1
Workbook Teacher's Edit.	978-960-379-374-8
Grammar Handbook	978-960-379-705-0
Teacher's Book	978-960-379-375-5
Class CDs	978-960-443-598-2
IWB	978-960-573-851-8

Channel Your English Pre-Intermediate	
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Workbook	978-960-379-385-4
Workbook Teacher's Edit.	978-960-379-386-1
Grammar Handbook	978-960-379-706-7
Teacher's Book	978-960-379-387-8
Class CDs	978-960-443-599-9
IWB	978-960-573-852-5

Channel Your English Intermediate	
Student's Book	978-960-379-191-1
Workbook	978-960-379-192-8
Workbook Teacher's Edit.	978-960-379-193-5
Teacher's Book	978-960-379-194-2
Class CDs	978-960-443-600-2
IWB	978-960-573-853-2

Channel Your English Upper-Intermediate	
Student's Book	978-960-379-226-0
Workbook	978-960-379-227-7
Workbook Teacher's Edit.	978-960-379-228-4
Teacher's Book	978-960-379-229-1
Class CDs	978-960-443-601-9
IWB	978-960-573-854-9
TR CD/CD-ROM	978-960-478-680-0

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American Channel Beginners	
Student's Book	978-960-379-608-4
Workbook	978-960-379-609-1
Workbook Teacher's Edit.	978-960-379-610-7
Grammar Handbook	978-960-379-704-3
Teacher's Book	978-960-379-611-4
Class CDs	978-960-379-615-2
American Channel Elementary	

Student's Book	978-960-379-620-6
Workbook	978-960-379-621-3
Workbook Teacher's Edit.	978-960-379-622-0
Grammar Handbook	978-960-379-705-0
Teacher's Book	978-960-379-623-7
Class CDs	978-960-379-627-5

American Channel Pre-Intermediate	
Student's Book	978-960-379-632-9
Workbook	978-960-379-633-6
Workbook Teacher's Edit.	978-960-379-634-3
Grammar Handbook	978-960-379-706-7
Teacher's Book	978-960-379-635-0
Class CDs	978-960-379-639-8

American Channel Intermediate	
Student's Book	978-960-379-644-2
Workbook	978-960-379-645-9
Workbook Teacher's Edit.	978-960-379-646-6
Teacher's Book	978-960-379-647-3
Class CDs	978-960-379-651-0
TR CD/CD-ROM	978-960-478-735-7

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American Channel Direct 1	
Student's Book	978-960-443-262-2
Workbook	978-960-443-263-9
Workbook Teacher's Edit.	978-960-443-266-0
Teacher's Book	978-960-443-303-2
Class CDs	978-960-443-265-3

American Channel Direct 2	
Student's Book	978-960-443-236-3
Workbook	978-960-443-237-0
Workbook Teacher's Edit.	978-960-443-267-7
Teacher's Book	978-960-443-304-9
Class CDs	978-960-443-239-4

American Channel Direct 3	
Student's Book	978-960-443-305-6
Workbook	978-960-443-306-3
Workbook Teacher's Edit.	978-960-443-307-0
Teacher's Book	978-960-443-308-7
Class CDs	978-960-443-310-0

American Channel Direct 4	
Student's Book	978-960-443-311-7
Workbook	978-960-443-312-4
Workbook Teacher's Edit.	978-960-443-313-1
Teacher's Book	978-960-443-314-8
Class CDs	978-960-443-316-2

American Channel Direct 5	
Student's Book	978-960-443-452-7
Workbook	978-960-443-453-4
Workbook Teacher's Edit.	978-960-443-454-1
Teacher's Book	978-960-443-455-8
Class CDs	978-960-443-457-2

American Channel Direct 6	
Student's Book	978-960-443-459-6
Workbook	978-960-443-460-2
Workbook Teacher's Edit.	978-960-443-461-9
Teacher's Book	978-960-443-462-6
Class CDs	978-960-443-464-0
TR CD/CD-ROM	978-960-443-688-0

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Blue Skies 1	
Student's Book	978-618-05-0737-9
Teacher's Book	978-618-05-0819-2
Class CDs	978-618-05-0828-4
TR CD/CD-ROM	978-618-05-0830-7
IWB	978-618-05-0831-4

Blue Skies 2	
Student's Book	978-618-05-1217-5
Teacher's Book	978-618-05-1218-2
Class CDs	978-618-05-1239-7
TR CD/CD-ROM	978-618-05-1241-0
IWB	978-618-05-1240-3

Blue Skies 3	
Student's Book	978-618-05-0842-0
Teacher's Book	978-618-05-0843-7
Class CDs	978-618-05-0832-1
TR CD/CD-ROM	978-618-05-0834-5
IWB	978-618-05-0835-2

Blue Skies 4	
Student's Book	978-618-05-1264-9
Teacher's Book	978-618-05-1265-6
Class CDs	978-618-05-1243-4
TR CD/CD-ROM	978-618-05-1245-8
IWB	978-618-05-1244-1

Blue Skies 5	
Student's Book	978-618-05-1314-1
Teacher's Book	978-618-05-1315-8
Class CDs	978-618-05-1325-7
TR CD/CD-ROM	978-618-05-1928-0
IWB	978-618-05-1327-1

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Open Skies 1	
Student's Book & Workbook	978-960-509-734-9
Teacher's Book	978-960-509-744-8
Class CDs	978-960-509-733-2
IWB	978-960-573-667-5

Open Skies 2	
Student's Book & Workbook	978-960-509-911-4
Teacher's Book	978-960-509-914-5
Class CDs	978-960-509-866-7
IWB	978-960-573-668-2

Open Skies 3	
Student's Book & Workbook	978-960-509-742-4
Teacher's Book	978-960-509-743-1
Class CDs	978-960-509-751-6
IWB	978-960-573-669-9

Open Skies 4	
Student's Book & Workbook	978-960-509-912-1
Teacher's Book	978-960-509-915-2
Class CDs	978-960-509-867-4
TR CD/CD-ROM 5	978-960-573-670-5

Open Skies 5	
Student's Book & Workbook	978-960-509-913-8
Teacher's Book	978-960-509-916-9
Class CDs	978-960-509-868-1
IWB	978-960-573-026-0
TR CD/CD-ROM 1-4	978-960-573-044-4
TR CD/CD-ROM 5	978-960-573-325-4

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New Let's Speed Up 1	
Student's Book	978-960-478-411-0
Teacher's Book	978-960-478-412-7
Class CDs	978-960-478-438-7
IWB	978-960-478-793-7

New Let's Speed Up 2	
Student's Book	978-960-478-413-4
Teacher's Book	978-960-478-414-1
Class CDs	978-960-478-439-4
IWB	978-960-509-104-0

New Let's Speed Up 3	
Student's Book	978-960-478-415-8
Teacher's Book	978-960-478-416-5
Class CDs	978-960-478-440-0
IWB	978-960-478-794-4

New Let's Speed Up 4	
Student's Book	978-960-478-417-2
Teacher's Book	978-960-478-418-9
Class CDs	978-960-478-441-7
IWB	978-960-509-467-6

New Let's Speed Up 5	
Student's Book	978-960-478-419-6
Teacher's Book	978-960-478-420-2
Class CDs	978-960-478-442-4
IWB	978-960-478-795-1

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Student's Book & Workbook	978-960-478-027-3
Teacher's Book	978-960-478-030-3
Class CDs	978-960-478-033-4
IWB	978-960-509-214-6

On Track 2	
Student's Book & Workbook	978-960-478-062-4
Teacher's Book	978-960-478-063-1
Class CDs	978-960-478-064-8
IWB	978-960-478-682-4

On Track 3	
Student's Book & Workbook	978-960-478-066-2
Teacher's Book	978-960-478-067-9
Class CDs	978-960-478-068-6
IWB	978-960-478-491-2

On Track 4	
Student's Book & Workbook	978-960-478-070-9
Teacher's Book	978-960-478-071-6
Class CDs	978-960-478-072-3
IWB	978-960-509-105-7

GRAMMAR

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Teacher's Book	978-960-443-052-9

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Teacher's Book	978-960-379-695-4
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Teacher's Book	978-618-05-2510-6
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With Audio CD/CD-ROM	978-618-05-4287-5
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Teacher's Book	978-618-05-4293-6

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Student's Book	978-960-443-657-6
Teacher's Pack	978-960-443-658-3
Student's Book + CD	978-960-443-661-3

Level 2	
20.000 Leagues Under The Sea	
Student's Book	978-960-443-330-8
Teacher's Pack	978-960-443-331-5
Student's Book + CD	978-960-443-427-5

Huck Finn	
Student's Book	978-960-443-470-1
Teacher's Pack	978-960-443-471-8
Student's Book + CD	978-960-443-663-7

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Student's Book	978-960-478-009-9
Teacher's Pack	978-960-478-010-5
Student's Book + CD	978-960-478-028-0

Railway Children	
Student's Book	978-960-478-297-0
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Student's Book	978-960-478-823-1
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Student's Book	978-618-05-0245-9
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A Christmas Carol	
Student's Book	978-618-05-1271-7
Teacher's Pack	978-618-05-1553-4
Student's Book + CD	978-618-05-1273-1

Alice in Wonderland	
Student's Book	978-618-05-1274-8
Teacher's Pack	978-618-05-1554-1
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Student's Book + CD	978-960-443-430-5

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Teacher's Pack	978-960-443-475-6
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Swiss Family Robinson	
Student's Book	978-960-509-100-2
Teacher's Pack	978-960-509-101-9
Student's Book + CD	978-960-509-163-7

Swallows and Amazons	
Student's Book	978-960-573-176-2
Teacher's Pack	978-960-573-251-6
Student's Book + CD	978-960-573-179-3

Black Beauty	
Student's Book	978-618-05-0892-5
Teacher's Pack	978-618-05-1548-0
Student's Book + CD	978-618-05-0894-9

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Jekyll And Hyde	
Student's Book	978-960-443-333-9
Teacher's Pack	978-960-443-334-6
Student's Book + CD	978-960-443-428-2
The Turn Of The Screw	
Student's Book	978-960-478-012-9
Teacher's Pack	978-960-478-013-6
Student's Book + CD	978-960-478-019-8
The African Queen	
Student's Book	978-960-443-478-7
Teacher's Pack	978-960-443-479-4
Student's Book + CD	978-960-443-662-0

The Man Who Would Be King	
Student's Book	978-960-478-136-2
Teacher's Pack	978-960-478-137-9
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Teacher's Pack	978-960-478-624-4
Student's Book + CD	978-960-478-627-5

The Coral Island	
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Teacher's Pack	978-960-509-097-5
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Teacher's Pack	978-960-443-328-5
Student's Book + CD	978-960-443-429-9

The Tempest	
Student's Book	978-960-443-482-4
Teacher's Pack	978-960-443-483-1
Student's Book + CD	978-960-443-723-8

Moby Dick	
Student's Book	978-960-478-004-4
Teacher's Pack	978-960-478-005-1
Student's Book + CD	978-960-478-018-1

A Midsummer Night's Dream	
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Teacher's Pack	978-960-478-132-4
Student's Book + CD	978-960-478-135-5

The Grapes Of Wrath	
Student's Book	978-960-573-449-7
Teacher's Pack	978-960-573-569-2
Student's Book + CD	978-960-573-568-5

The Count of Monte Cristo	
Student's Book	978-618-05-1208-3
Teacher's Pack	978-618-05-1552-7
Student's Book + CD	978-618-05-1210-6

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The Table, The Ass And The Stick	
Student's Book	978-960-379-714-2
Activity Book	978-960-478-278-9
Teacher's Book	978-960-478-629-9
Audio CD	978-960-379-745-6
Pack	978-960-379-474-5

The Happy Prince	
Student's Book	978-960-379-723-4
Activity Book	978-960-478-157-7
Teacher's Book	978-960-443-971-3
Audio CD	978-960-379-749-4
Pack	978-960-379-482-0

Level 2	
The Magic Ring	
Student's Book	978-960-379-717-3
Activity Book	978-960-478-591-9
Teacher's Book	978-960-478-200-0
Audio CD	978-960-379-742-5
Pack	978-960-379-475-2

The Wizard Of Oz	
Student's Book	978-960-379-729-6
Activity Book	978-960-478-209-3
Teacher's Book	978-960-478-163-8
Audio CD	978-960-379-743-2
Pack	978-960-379-483-7

Beauty And The Beast	
Student's Book	978-960-443-081-9
Activity Book	978-960-509-471-3
Teacher's Book	978-960-478-165-2
Audio CD	978-960-443-046-8
Pack	978-960-443-056-7

White Fang	
Student's Book	978-960-443-162-5
Activity Book	978-960-478-149-2
Teacher's Book	978-960-478-040-2
Audio CD	978-960-443-165-6
Pack	978-960-443-166-3

Level 3	
The Cantervile Ghost	
Student's Book	978-960-379-720-3
Activity Book	978-960-478-035-8
Teacher's Book	978-960-478-036-5
Audio CD	978-960-379-746-3
Pack	978-960-379-476-9

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Activity Book	978-960-443-961-4
Teacher's Book	978-960-509-095-1
Audio CD	978-960-379-744-9
Pack	978-960-379-472-1

Excalibur	
Student's Book	978-960-443-038-3
Activity Book	978-960-478-037-2
Teacher's Book	978-960-478-038-9
Audio CD	978-960-443-045-1
Pack	978-960-443-054-3

The Mysterious Island	
Student's Book	978-960-443-152-6
Activity Book	978-960-478-158-4
Teacher's Book	978-960-478-172-0
Audio CD	978-960-443-155-7
Pack	978-960-443-156-4

Level 4	
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Student's Book	978-960-379-726-5
Activity Book	978-960-478-204-8
Teacher's Book	978-960-509-367-9
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Captain Grant's Children	
Student's Book	978-960-379-732-6
Activity Book	978-960-478-632-9
Teacher's Book	978-960-573-864-8
Audio CD	978-960-379-747-0
Pack	978-960-379-473-8

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Activity Book	978-960-478-578-0
Teacher's Book	978-960-478-055-6
Audio CD	978-960-379-809-5
Pack	978-960-379-811-8

The Phantom Of The Opera	
Student's Book	978-960-443-029-1
Activity Book	978-960-478-020-4
Teacher's Book	978-960-478-021-1
Audio CD	978-960-443-044-4
Pack	978-960-443-055-0

Dracula	
Student's Book	978-960-443-147-2
Activity Book	978-960-478-057-0
Teacher's Book	978-960-478-054-9
Audio CD	978-960-443-150-2
Pack	978-960-443-151-9

Level 5	
The Picture Of Dorian Gray	
Student's Book	978-960-443-028-4
Activity Book	978-960-478-208-6
Teacher's Book	978-960-478-164-5
Audio CD	978-960-443-043-7
Pack	978-960-443-053-6

The Man In The Iron Mask	
Student's Book	978-960-443-157-1
Activity Book	978-960-478-385-4
Teacher's Book	978-960-478-041-9
Audio CD	978-960-443-160-1
Pack	978-960-443-161-8

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Level 1	
Paul And Pierre In Paris	
Student's Book	978-960-379-079-2
Activity Book	978-960-478-148-5
Teacher's Book	978-960-573-562-3
Audio CD	978-960-379-331-1
Pack	978-960-379-484-4

Lisa Goes To London	
Student's Book	978-960-7955-58-6
Activity Book	978-960-478-156-0
Teacher's Book	978-960-478-216-1
Audio CD	978-960-379-324-3
Pack	978-960-379-477-6

Level 2	
Lisa Visits Loch Ness	
Student's Book	978-960-379-083-9
Activity Book	978-960-509-834-6
Teacher's Book	978-960-509-835-3
Audio CD	978-960-379-332-8
Pack	978-960-379-485-1

The Mix-up	
Student's Book	978-960-7955-59-3
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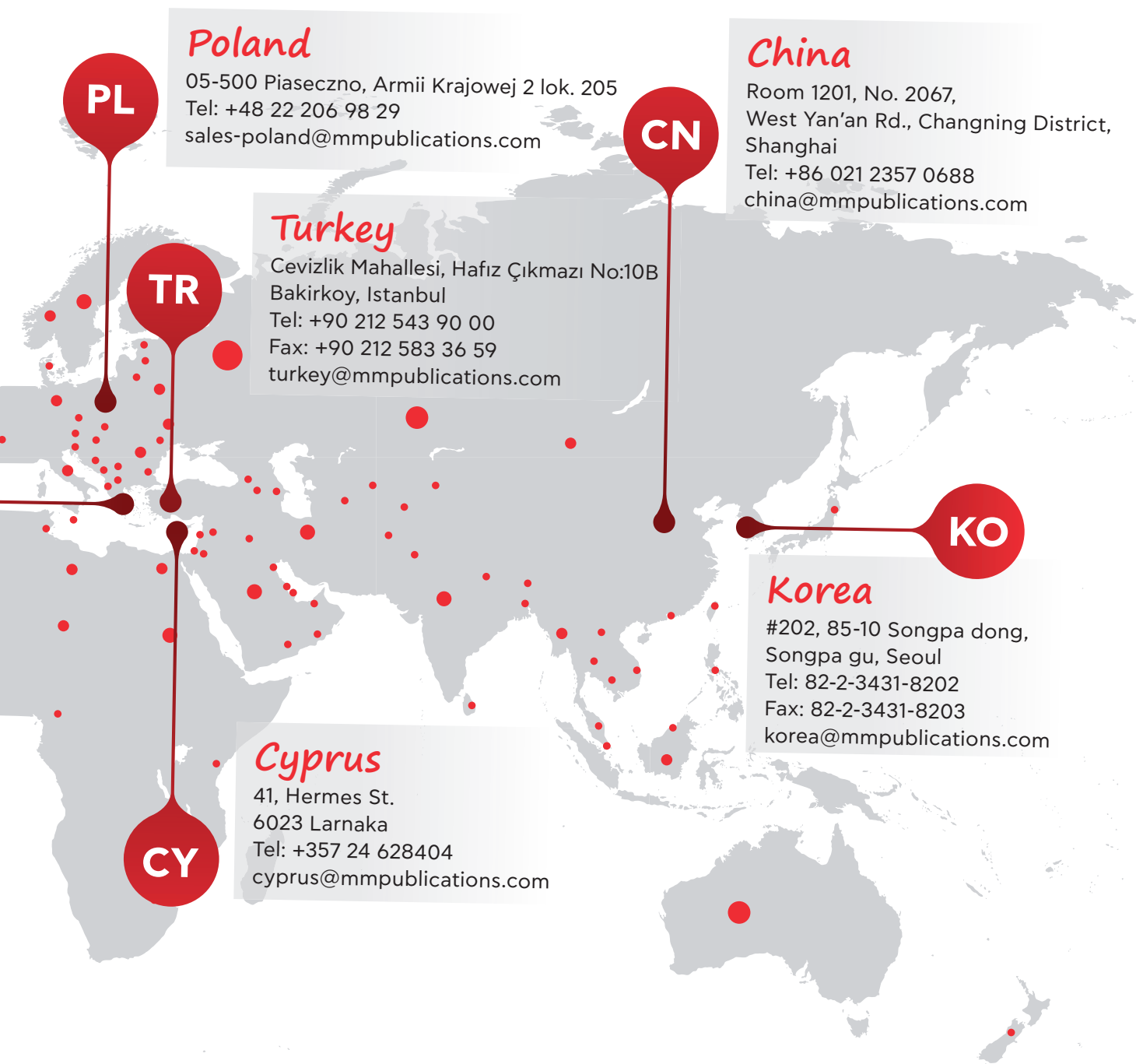
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