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The screenshot shows the Express Publishing eshop website. At the top, there's a navigation bar with links like 'New Releases', 'My Account', and 'My Shopping Cart'. Below this is a search bar and a 'Country or Region' dropdown menu set to 'United Kingdom'. The main content area features a large banner for 'Smileys' with the text 'Learning with a Smile is Learning for Life!' and 'Smileys 1 - 4 Beginner Level'. Below the banner, there's a 'New Releases' section displaying four books: 'Beauty Salon', 'Fairyland 1', 'Fun with English 3 Primary', and 'Happy Hearts 1'. Each book has its price, a 10% discount, and an 'Add to Shopping Cart' button. On the right side, there's a 'Newsletter' sign-up form and a 'FREE DELIVERY' banner. At the bottom, there's a '10% Discount' banner.

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Express Publishing

Search: Advanced Search

Primary Secondary Supplementary Exams Grammar Skills Resource Books Readers Multimedia ESP

Smileys Learning with a Smile is Learning for Life!
Smileys 1 - 4 Beginner Level
Smileys is a series that provides a well-designed learning environment where young learners can develop their competencies in English...
[More »](#)

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FREE DELIVERY
for more information click [here!](#)

10% Discount
on all our Products!

New Releases

Book Title	Price	Discount	Final Price	Action
Career Paths: Beauty Salon	13,79 £	10% Discount	12,41 £	Add to Shopping Cart
Fairyland 1	21,13 £	10% Discount	19,02 £	Add to Shopping Cart
Fun with English 3 Primary	8,02 £	10% Discount	7,22 £	Add to Shopping Cart
Happy Hearts 1	18,37 £	10% Discount	16,54 £	Add to Shopping Cart

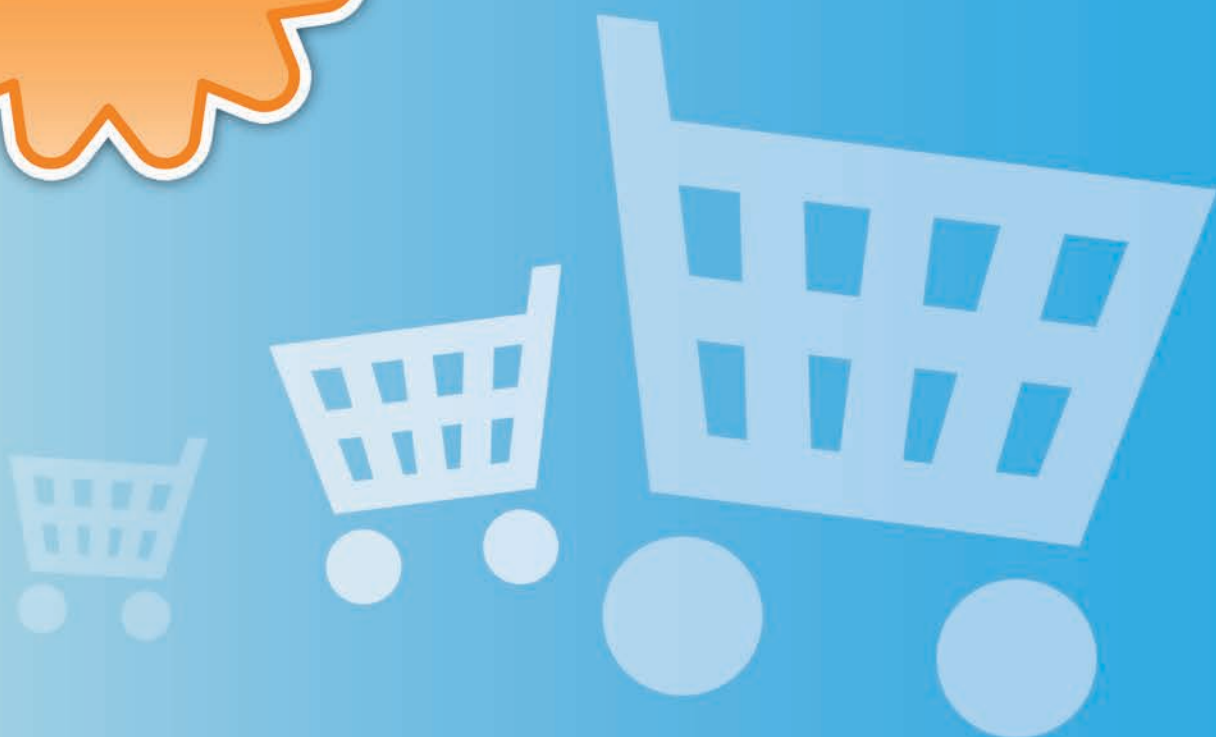
On Screen Prime Time Reading Stars SPARK 1



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English Language Teaching
Catalogue 2014-2015



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For more information and sample modules visit www.expresspublishing.co.uk

Key to symbols



Titles in accordance with the Common European Framework (CEF) see p. 118



American English



Audio CD



DVD Video



DVD Video/DVD-ROM



DVD Video/Audio CD



DVD-ROM/Audio CD



CD-ROM



DVD-ROM



Interactive eBook



Interactive Whiteboard Software

Pre-Primary Courses

Happy Hearts

2



Web Companion

Visit <http://www.expresspublishing.co.uk/elt/happyhearts> for free resources.



Happy Hearts

PRE-PRIMARY LEVEL

Jenny Dooley – Virginia Evans

Happy Hearts is a three-level course for three-to six-year-old children.



Key Features:

- appealing, well-designed, child-centred materials to engage children's imagination and stimulate learning
- *Kenny the cat* puppet to interact with and instruct children
- 'Kenny's basket' poster, an interactive poster to introduce new language
- colourful picture flashcards to present and review language
- posters to introduce the characters and explore cross-curricular themes
- songs and chants based on traditional tunes to encourage active participation through TPR and other circle-time activities
- tear-out activity worksheets to develop pre-reading and pre-writing skills
- story cards to present the stories in a classroom setting
- stickers to promote a hands-on approach to language learning
- character press outs to consolidate the new language and help perform the songs
- easy-to-follow Teacher's Book with additional activities to allow flexibility of lesson length and teaching hours
- *Showtime & Across the Curriculum*: optional lessons in the Teacher's Book to help children explore and understand the world around them
- Activity Books (in *Happy Hearts 1 & 2*) for use in the classroom or at home to reinforce the language of each unit
- fully dramatised CDs & animated DVDs



Pupil's Pack includes:



Pupil's Book



Multi-ROM



Stickers



Press-outs

The Teacher's Bag includes:

- Pupil's Book
- Activity Book
- Teacher's Book
- Interactive poster
- Routine poster
- Cross-curricular posters (set of 6)
- Flashcards
- Characters poster
- Story Cards
- Teacher's Resource CD-ROM
- DVD
- Class CD
- Interactive Whiteboard Software
- Puppet
- Stamps



sample page from *Happy Hearts 1 Pupil's Book*



sample page from *Happy Hearts 2 Activity Book*



Posters

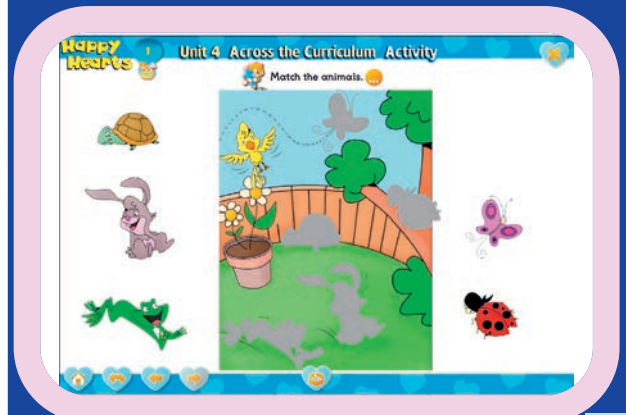
Interactive
Whiteboard
Software



**Bring your
lessons to life!**

Engage learners' senses with the *Happy Hearts* IWB software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities & games
- cross-curricular posters & activities



Early Primary/ Primary Courses

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Little Smileys, Smileys 1 – 4



PRIMARY LEVEL

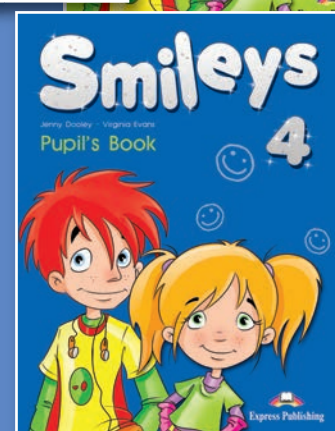
Jenny Dooley – Virginia Evans

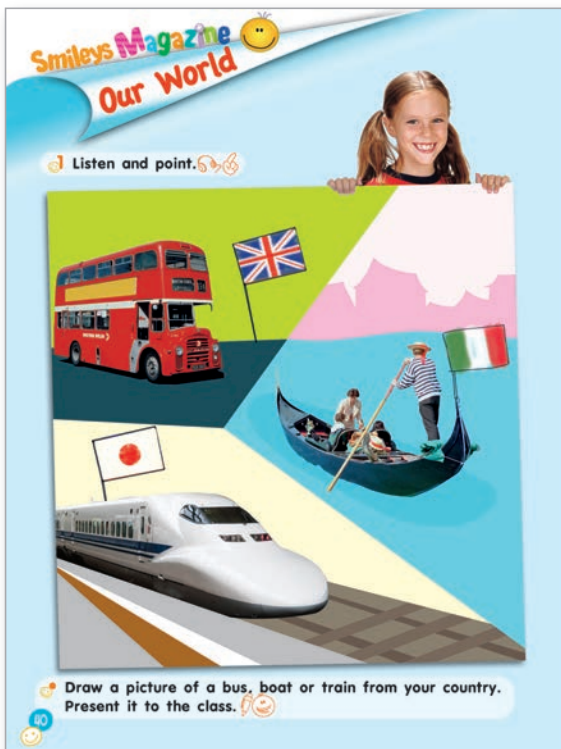
Smileys is a series that provides a well-designed learning environment where young learners can develop their competencies in English in a structured yet creative manner. This unique course will motivate pupils and assist them in connecting to their inner passions while achieving their full potential!

Key Features

- carefully graded development of all four skills
- specially designed material to promote environmental, social and emotional awareness
- lively songs and chants
- learning activities which boost pupils' language development and their desire to learn
- cross-curricular and cross-cultural material to awaken pupils' natural curiosity for the world around them
- stories from around the world to promote reading for pleasure as well as teach values
- the perfect combination of print and digital resources to help teachers and pupils alike

Note: Little Smileys is the same as Smileys 1 but it focuses only on **listening** and **speaking** and it does not include any reading or writing.



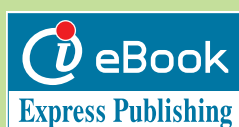


sample page from *Smileys 1* Pupil's Book



sample page from *Smileys 3* Pupil's Book

The pupil's
interactive
study partner!



Homework is cool
with the **ieBook!**

see p. 6

Interactive
Whiteboard
Software



Bring your
lessons to life!

Engage learners' senses with
the *Smileys* IWB software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities
- Picture Dictionary with audio
- games & puzzles to revise the language presented in each module in a fun way



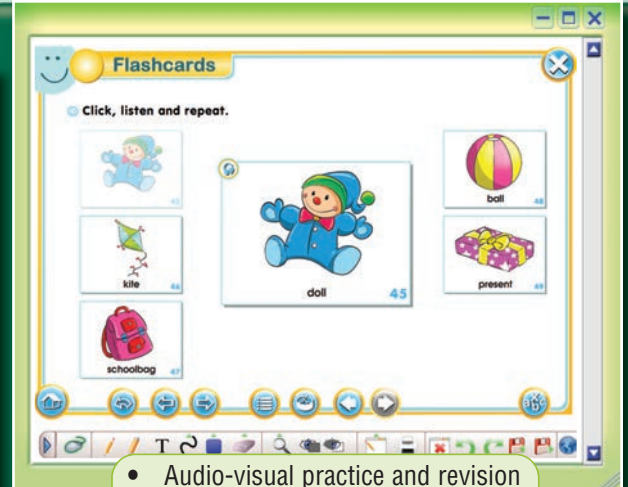
Smileys interactive eBooks

The pupil's interactive study partner!

"Homework is cool with the ieBook!"



- Read-along dialogues and texts help pupils improve their reading skills



- Audio-visual practice and revision of new vocabulary



- Animated grammar revision and practice



- Portfolio activities with model projects



- Fully animated songs to sing along



- A fully animated reader



- Fully animated dialogues and songs



- Fun vocabulary and grammar games to revise and consolidate the language presented in each module



- Stories from around the world fully animated



- Interactive activities to practise and consolidate the new language in an enjoyable way



- A digital audio-visual dictionary



- Fun quizzes for every module

Early Primary/Primary Courses



Fairyland Starter/1 – 6

PRIMARY LEVEL

Jenny Dooley – Virginia Evans

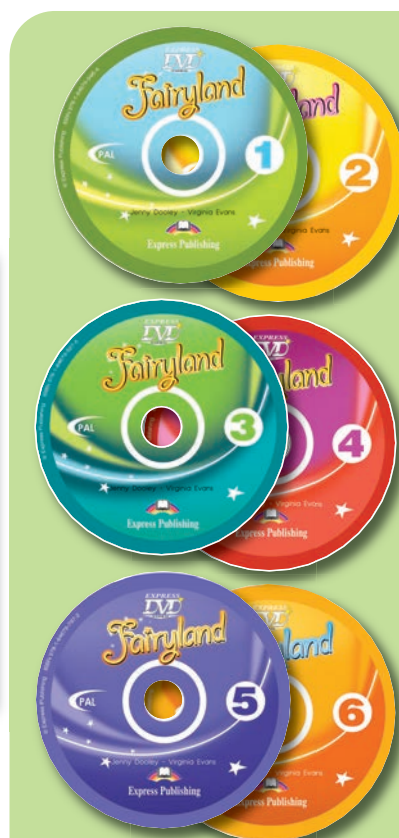


Fairyland is a six-year course at primary level. Young learners enter a world of fantasy and adventure where learning becomes a memorable and rewarding experience!

Key Features

- captivating dialogues that motivate and intrigue pupils
- presentation of vocabulary through posters and flashcards
- catchy songs and chants
- carefully graded development of all four skills
- inspiring texts and contextualised activities that promote active learning
- craftwork, projects and portfolio activities
- cross-curricular & cross-cultural sections
- green sections, promoting respect for the environment
- *Myths & Legends*: a fascinating section where learners are immersed in a world of fantasy and mystery
- cartoon strips to promote reading for pleasure
- Activity Book in full colour
- step-by-step interleaved Teacher's Book
- Teacher's Resource Pack with reinforcement and extension activities

Note: *Fairyland Starter* is the same as *Fairyland 1* with a gentle introduction to reading and writing in addition to the existing listening and speaking practice. *Fairyland Starter* also includes the teaching of the English alphabet.



Web Companion

Visit <http://www.expresspublishing.co.uk/elt/fairyland> for free resources.



sample page from *Fairyland 1* Pupil's Book



sample page from *Fairyland 6* Pupil's Book

Interactive
Whiteboard
Software



**Bring your
lessons to life!**

Engage learners' senses with the *Fairyland 1-6* IWB software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities
- Picture Dictionary with audio
- games & puzzles to revise the language presented in each module in a fun way



The pupil's
interactive
study partner!

eBook
Express Publishing



**Homework is cool
with the eBook!**

see p. 12



Fairyland Primary Course 1 – 6



PRIMARY LEVEL

Jenny Dooley – Virginia Evans

Fairyland Primary Course brings fun to your classrooms with enchanting stories, beautiful illustrations, catchy songs and chants.

Fairyland Primary Course levels 1 & 2 are the same as the full edition (pp. 8-9). Levels 3-6 are the split editions of *Fairyland 3 & 4* full edition (pp. 8-9). They are tailored to suit a need for shorter courses. Its new, appealing layout offers pupils the opportunity to develop their creativity and imagination.

Key Features

- appealing characters in engaging settings
- colourful flashcards and posters to present and practise the core language
- all four skills practice in the Pupil's Book and the Activity Book
- easy-to-sing songs and chants
- craftwork, projects and guided writing tasks
- *Fairyland Club*: an appealing magazine with cultural, cross-curricular and environmental sections as well as cartoon strips
- revision and evaluation at the end of every module
- short plays in the Activity Book (for *Primary Course 3-6*) to consolidate language in a fun way
- step-by-step interleaved Teacher's Book
- Teacher's Resource Pack with reinforcement and extension activities as well as activities for the Language Portfolio and Merit Awards
- posters
- puppets & puppet theatre
- fully dramatised CDs & animated DVDs
- Interactive Whiteboard (IWB) Software and Interactive eBooks

Clear presentation of new vocabulary.

A great variety of activities consolidate the new language.



Fully animated DVDs



sample pages from *Fairyland Primary Course 4 Pupil's Book*

For further information about Pupil's/Teacher's Packs and components see pp. 122-123



sample page from *Fairyland Primary Course 5 Pupil's Book*

Pupils discover the beauty of the world around them through the *Go Green* section.



sample page from *Fairyland Primary Course 5 Pupil's Book*

Interactive Whiteboard Software



Bring your lessons to life!

Engage learners' senses with the *Fairyland Primary Course IWB* software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities, posters, games & puzzles
- animated grammar presentation through picture flashcards



Fairyland interactive eBooks

The pupil's interactive study partner!

"Homework is cool with the ieBook!"



- Read-along dialogues and texts help pupils improve their reading skills



- Audio-visual practice and revision of new vocabulary



- Animated grammar revision and practice



- Portfolio activities with model projects



- Karaoke songs



- A fully animated reader



- Fully animated dialogues and songs



- A fully animated fun story in episodes



- Fun vocabulary and grammar games to revise and consolidate the language presented in each module



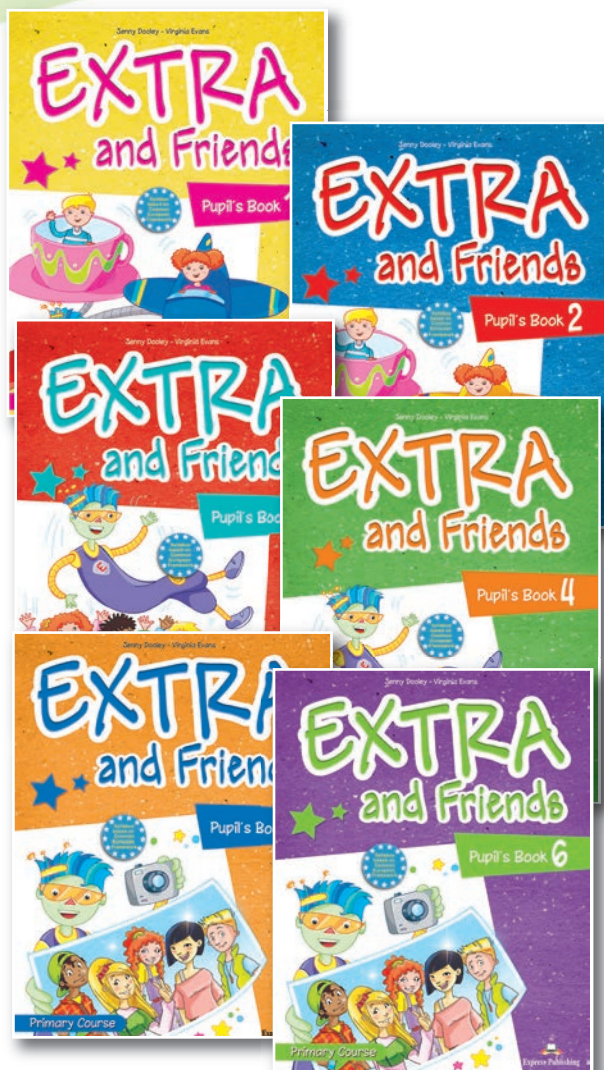
- Interactive activities to practise and consolidate the new language in an enjoyable way



- A digital audio-visual dictionary



- Fun quizzes for every module



Extra and Friends Primary Course 1 – 6



PRIMARY LEVEL

Jenny Dooley – Virginia Evans

Extra and Friends is a bright new six-level course designed for pupils studying English at primary level. *Extra and Friends* enables pupils to use English effectively and ensures that they have fun while learning!

Key Features

- presentation of vocabulary through colour flashcards & posters
- stories, songs & chants with likeable characters and plenty of opportunities for communicative work
- pupil-centred activities
- systematic development of all four skills
- clear and simple grammar presentation
- *Go Green* tips to raise pupils' environmental awareness
- *Culture Channel* sections to introduce cross-cultural information
- checkpoint pages to review language at the end of each module
- a *Special Festivals* section at the end of each book
- Alphabet Book
- interleaved Teacher's Book with step-by-step Teacher's notes
- fully dramatised CDs
- Interactive Whiteboard (IWB) Software
- Interactive eBook (ieBook)

Pupil's Multi-ROMs



Clear presentation of new vocabulary.

A great variety of activities consolidate the new language.

MODULE 2

Cows Are Fatter Than Goats!

Lesson 1

1 Listen, point and repeat.

2 Look and say.

Cows are fatter than goats!

Lesson 2

3 Say. Then complete.

1 tall	6 thin
2 small	7 short
3 big	8 happy
4 fast	9 long
5 heavy	10 fat

4 Look and say. Then complete.

1 The horse is taller than the sheep. (tall)
2 The mouse is _____ the cat. (thin)
3 The sheep is _____ the horse. (fat)
4 The cat is _____ the horse. (short)
5 The duck is _____ the mouse. (big)

5 Talk with your friend.

	Meat	Milk	Eggs
Cows	✓	✓	
Chickens	✓		✓
Ducks	✓		✓
Goats	✓	✓	
Sheep	✓	✓	

A: What do cows give us?
B: They give us meat and milk.

Go GREEN

Farmers can use rain barrels to collect rain and water their farms.

sample pages from *Extra & Friends Primary Course 6 Pupil's Book*



sample page from *Extra and Friends Primary Course 3 Pupil's Book*



sample page from *Extra and Friends Primary Course 5 Pupil's Book*

**The pupil's
interactive
study partner!**

eBook
Express Publishing



**Interactive
Whiteboard
Software**



**Bring your
lessons to
life!**

Engage learners' senses with the *Extra and Friends Primary Course* IWB software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities, posters, games & puzzles
- animated grammar presentation through picture flashcards



Early Primary/Primary Courses



Welcome Starter a & b



EARLY PRIMARY LEVEL

Elizabeth Gray – Virginia Evans

Welcome Starter a and *b* is an early-primary course specially designed to meet the needs of pupils in their first years of English language learning. *Welcome Starter a* focuses mainly on *Listening* and *Speaking*, but also offers pre-writing and pre-reading activities as well as a subtle introduction to the alphabet.

Welcome Starter b provides practice in all four skills. There is also a starter unit on the alphabet.

Key Features

- presentation of vocabulary through colour flashcards & posters
- stickers
- Total Physical Response activities
- circle-time activities
- module check at the end of each module
- full-colour Activity Book
- nursery songs and rhymes
- board games
- Teacher's Book with additional activities and games
- fully dramatised audio CDs
- fully animated DVDs



Fully animated DVDs

For further information about Pupil's/Teacher's Packs and components see p. 124

Picture Flashcards can be downloaded from www.teachers-corner.co.uk/free_resources.



Welcome 1, 2 & 3



PRIMARY LEVEL

Elizabeth Gray – Virginia Evans

Welcome 1, 2 and *3* are designed for children learning English at primary level. A lively group of characters invite pupils to join in the fun as Masid, the magical genie, transports them to new and exciting places.

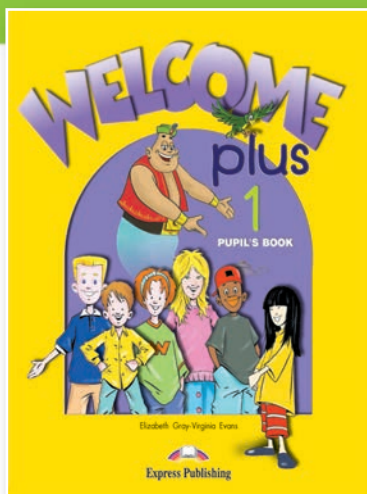
Key Features

- presentation of vocabulary through colour flashcards
- development of vocabulary and grammar through interactive tasks
- language 'twisters'
- songs and games
- projects
- consolidation of vocabulary and grammar
- regular revision units
- Photo File Section
- fully dramatised audio CDs
- a full-colour Workbook with stickers
- photocopiable assessment tests
- posters
- fully animated DVDs
- fully interactive CD-ROMs (compatible with Windows XP & Windows 7 (32 bit))

Welcome Alphabet Book introduces pupils to the English alphabet.



Picture Flashcards can be downloaded from www.teachers-corner.co.uk/free_resources.



Fully animated DVDs



CD-ROMs

Welcome plus 1 – 6

PRIMARY LEVEL

Elizabeth Gray – Virginia Evans



Welcome plus 1-6 are split editions of the *Welcome* series, specifically designed to accommodate a six-level primary course. *Welcome plus 1* and *2* contain the material covered in *Welcome 1*. *Welcome plus 3* and *4* contain the material covered in *Welcome 2*. *Welcome plus 5* and *6* contain the material covered in *Welcome 3*.

Key Features

- a practical, manageable syllabus
- revision units every second unit
- interactive tasks
- Photo File Section
- songs and games
- language 'twisters'
- progress tests in the Workbook
- assessment tests in the Test Booklet
- fully dramatised audio CDs
- Culture Clips at the end of the Pupil's Book in *Welcome plus 5 & 6*
- posters
- CD-ROMs (compatible with Windows XP & Windows 7 (32 bit))
- DVDs





Welcome aboard! 1 – 4



PRIMARY LEVEL

Elizabeth Gray – Virginia Evans

Welcome aboard! follows the adventures of the well-known characters of the *Welcome* series. It helps young learners achieve their full potential by offering practice in all four language skills. Pupils are motivated to learn through tasks that relate to their own experiences and are presented with the appropriate stimuli to develop their creativity and imagination.

Key Features

- presentation of vocabulary through colour flashcards and posters
- revision and evaluation at the end of each module
- full-colour Activity Book with stickers and picture dictionaries
- step-by-step Teacher's Book with additional activities and games
- posters
- fully animated DVDs
- fully interactive CD-ROM (compatible with Windows XP & Windows 7 (32 bit))



Fully animated DVDs

For further information about Pupil's/Teacher's Packs and components see pp. 125-126



Letterfun



PRIMARY LEVEL

Elizabeth Gray – Virginia Evans

Letterfun is an innovative approach to teaching the alphabet for young learners of English.

Key Features

- fine motor skill practice
- presentation of new letters through colour flashcards
- letter blends thoroughly presented and practised
- rhyming words
- wide variety of communicative tasks
- Total Physical Response activities
- picture word cards
- alphabet poster
- fully dramatised audio CD
- CD-ROMs (compatible with Windows XP & Windows 7 (32 bit))
- DVD-ROM (compatible with Windows XP & Windows 7 (32 bit))



Picture Flashcards can be downloaded from www.teachers-corner.co.uk/free_resources.

Early Primary/Primary Courses

DIGI MATERIAL
cross-platform application
(iOS, Android, Windows, MacOSX)

NEW

My Phonics 1 – 5

(EARLY) PRIMARY LEVEL

Jenny Dooley – Virginia Evans

My Phonics is a high quality 5-level phonics programme designed to teach *a phonics first and fast approach*. It can be used before or alongside any English course. *My Phonics* presents high quality systematic, synthetic phonic work with the aim of helping young learners to decode print and become fluent readers and spellers! The series is divided into the following levels:

- 1 **My Phonics 1a & b:** The Alphabet
- 2 **My Phonics 2:** Short Vowels
- 3 **My Phonics 3:** Long Vowels
- 4 **My Phonics 4:** Consonant Blends
- 5 **My Phonics 5:** Letter Combinations

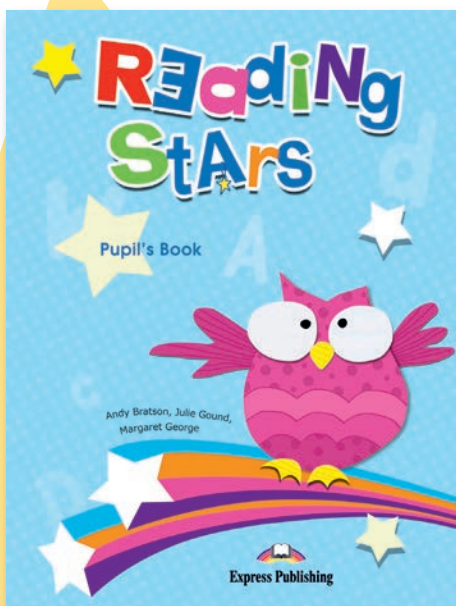
Key Features

- It practises blending and segmenting.
- It presents pupils gradually with *sight words*.
- It offers catchy songs based on traditional tunes.
- It helps pupils develop phonemic strategies in order to decode short cumulative stories and texts.
- *Phonics Flashcards* to help present and practise the new letters/sounds
- *Activity Books* provide extra practice and consolidation.
- The *Teacher's Book* provides step-by-step guidance as well as plenty of resources.

For further information about Pupil's/Teacher's Packs and components see p. 126

**Available
March 2014**

**Available
May 2014**



Reading Stars

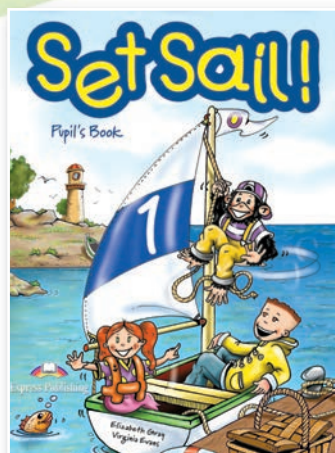
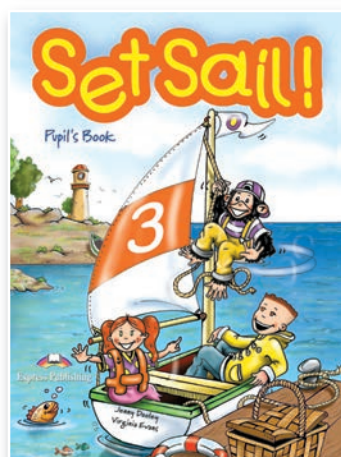
PRIMARY LEVEL

Andy Bratson – Juli Gound – Margaret George

Reading Stars is a course designed for beginners or false beginners who are trying to master the skill of reading and is especially helpful when working with pupils with learning difficulties.

For further information about Pupil's/Teacher's Packs and components see p. 126

Early Primary/Primary Courses



Set Sail 1 – 4



PRIMARY LEVEL

Elizabeth Gray – Virginia Evans

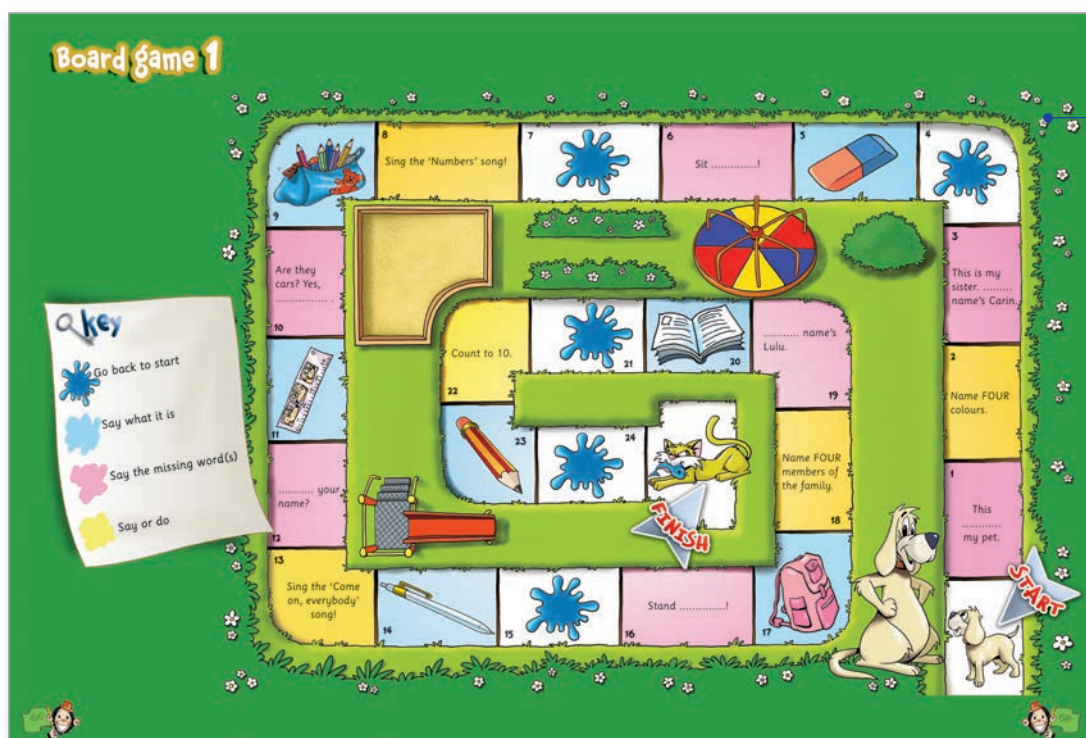
Jenny Dooley – Virginia Evans

The *Set Sail!* series focuses on getting young learners to enjoy communicating in English through a wide variety of activities using all four skills. Its pupil-centred approach motivates young learners, thus ensuring a positive experience in the English language classroom.

Key Features

- presentation of vocabulary through colour flashcards and posters
- songs, chants and games
- projects and guided authentic writing tasks
- craftwork cut-outs
- a look at life in English-speaking countries
- revision and evaluation at the end of each module
- full-colour Activity Book with stickers and Board Games
- step-by-step interleaved Teacher's Book with additional activities and games
- fully animated DVDs/DVD-ROMs
- puppet (Chuckles)

Picture Flashcards can be downloaded from www.teachers-corner.co.uk/free_resources.



board games in the Activity Book

sample pages from *Set Sail! 3* Activity Book



Fully animated DVDs

Sail Away! 1 – 2

PRIMARY LEVEL

Jenny Dooley – Virginia Evans



Sail Away! has been designed for pupils learning English at primary level. In this series, we are reunited with the characters introduced in the *Set Sail!* series.

Key Features

- modular themes
- presentation of vocabulary through colour flashcards and posters
- pronunciation tongue 'twisters'
- consolidation of vocabulary and grammar
- revision and evaluation at the end of each module
- full-colour Activity Book
- stickers
- board games in the Activity Book
- assessment tests in the Test Booklet
- fully dramatised audio CDs
- Story Book: a story told in narrative as well as in play form
- step-by-step interleaved Teacher's Book with additional activities and games
- fully animated DVDs/DVD-ROMs
- puppet (Chuckles)



Hand Puppet



Fully animated DVDs

Songs and chants to present and practise the new language.

UNIT 2

1 Listen and sing. Then, say.

Rosie Henry

Look at me
And my family tree!
Grandma and Grandpa,
you see!
Mum and Dad,
big brother and me
And our new
little sister, Betsy!

Meg Jeff Larry

Betsy

Look! This is my grandma, Rosie!

A New Member!

2 Listen and fill in.
• Now, listen again and read.

1 Look! It's Mum and I!!

Oh, good!

2 Hello, Larry! This is your little sister, Betsy.

Hello, Betsy!

3 Is she my little sister, too? Yes, of course!

4 Nanny! This is our little sister!

She's lovely! What's her name? Betsy!

5 Chuckles, what's this? Is it a little chimp?

No, it isn't. It's a teddy!

UNIT 2

This is my big brother. His name is Bob.

This is my sister. Her name is Jill.

This is my teddy. Its name is Eddy.

3 Look and say. This is my big sister. Her name is Carin.

Carin

Anita Errol Winston

Stella Simon Bubbles

4 Ask and answer.

A: Who's Carin?
B: Her big sister.

brief and clear grammar presentation

New language is presented through lively dialogues and interesting texts.

sample pages from *Sail Away! 1* Pupil's Book

Fun with English 1 – 6



PRIMARY LEVEL

Jenny Dooley – Virginia Evans

Fun with English is a six level course designed for pupils at primary level. The series offers a programme that covers holistic language learning as well as cross curricular instruction. Each level comprises appealing, easy to follow materials in full colour. *Fun with English* is also an ideal self-study course and can be used during school holidays.

Key Features

- appealing topics and engaging characters
- upbeat songs and chants based on traditional tunes
- wide variety of all-four-skill activities to practise the key language in each level
- educational stories from around the world promote reading for pleasure as well as teach moral values
- cross-curricular activities reinforce pupils' experience of other subject areas through English
- listening material, vocabulary games and quizzes, songs, stories and picture dictionary all within an interactive Multi-ROM which motivates pupils and engages them in language learning



Colourful and enjoyable vocabulary presentation and practice



sample pages from *Fun with English 2* Pupil's Book

3 The Gingerbread Man

A story from the UK

1 Listen and read the story.

2 Draw lines to match the pictures to the words.

3 Read the song and write the words. Then, listen and check.

It's cloudy, it's cloudy,
Oh, it's a cloudy day!
Get your 1) _____ and
your 2) _____
Let's go outside and play!

It's sunny, it's sunny,
Oh, it's a sunny day!
Get your 3) _____ and
your 4) _____
Let's go outside and play!

It's snowing, it's snowing,
Oh, it's a snowy day!
Get your 5) _____ and
get your 6) _____ hat,
Let's go outside and play!

It's raining, it's raining,
Oh, it's a rainy day!
Get your big 7) _____
quick!
Let's go outside and play!

4 Now sing the song.

sample pages from *Fun with English 3 Pupil's Book*

Appealing songs based on traditional tunes

Song Time

1 Listen to the song and sing along.

There is a spaceship and there are some aliens.
Let's go and play with the cute little aliens.
We can be friends with the cute little aliens.
Alien friends for me!

One little, two little, three little aliens,
Four little, five little, six little aliens,
Seven little, eight little, nine little aliens,
Ten little friends for me!

2 Do the sums. Then, colour the picture.

eight + one =	
four + two =	
seven + one =	
six + four =	
two + five =	
one + three =	

3 Read the song and write the words. Then, listen and check.

It's cloudy, it's cloudy,
Oh, it's a cloudy day!
Get your 1) _____ and
your 2) _____
Let's go outside and play!

It's sunny, it's sunny,
Oh, it's a sunny day!
Get your 3) _____ and
your 4) _____
Let's go outside and play!

It's snowing, it's snowing,
Oh, it's a snowy day!
Get your 5) _____ and
get your 6) _____ hat,
Let's go outside and play!

It's raining, it's raining,
Oh, it's a rainy day!
Get your big 7) _____
quick!
Let's go outside and play!

4 Now sing the song.

sample pages from *Fun with English 4 Pupil's Book*

Pupils use the English language to explore other subject areas.

My CLIL Activities

SCIENCE

1 Read.

Some animals eat meat or fish. They are called **carnivores**.

Some animals eat plants. They are called **herbivores**.

Some animals eat plants and meat or fish. They are called **omnivores**.

2 Look and classify the animals.

SOCIAL SCIENCE

1 Read and complete. Use Do or Don't.

HELP the Environment!

1 drop litter	7 leave the tap running when you brush your teeth
2 recycle paper, plastic, glass and metal	8 eat fast food
3 write on both sides of a piece of paper	9 ride your bike to school
4 give your old clothes to a charity organisation	10 open the window when the air-conditioner is on
5 turn off your computer when you are not using it	11 surf the Internet all the time
6 use plastic bags to carry shopping	12 plant a tree

2 Choose two things we can do to help the planet. Draw pictures.

sample pages from *Fun with English 6 Pupil's Book*

Offline Cross-platform application Now Available

Primary Supplementary

Skills Builder for Young Learners 24

The Express Picture Dictionary
for young learners 25

Skills Builder for Young Learners

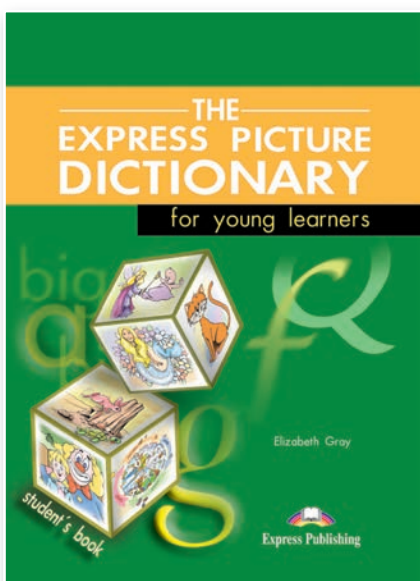
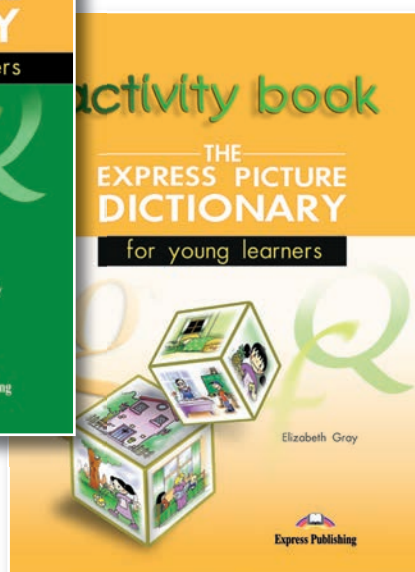


PRIMARY LEVEL

Elizabeth Gray

This exciting new series is designed to develop all four language skills at primary level. The syllabus reflects the language covered in primary courses and material taught around the world. The tasks and activities provide excellent practice in **listening**, **speaking**, **reading** and **writing**. The series is an ideal supplement to any course at primary level. The books can also be used by pupils who are preparing for the **Cambridge ESOL Young Learners Examinations (YLE)** as well as other examinations at the same level.





The Express Picture Dictionary for young learners



PRIMARY LEVEL

Elizabeth Gray

This beautifully illustrated dictionary contains more than 1,500 words most needed by young learners. The book contains 12 topic-based modules of 3-5 units each and presents vocabulary through attractive pictures and meaningful texts. With *The Express Picture Dictionary* students build vocabulary skills through fun activities, puzzles, games and tasks which are designed to motivate them and stimulate their imagination.

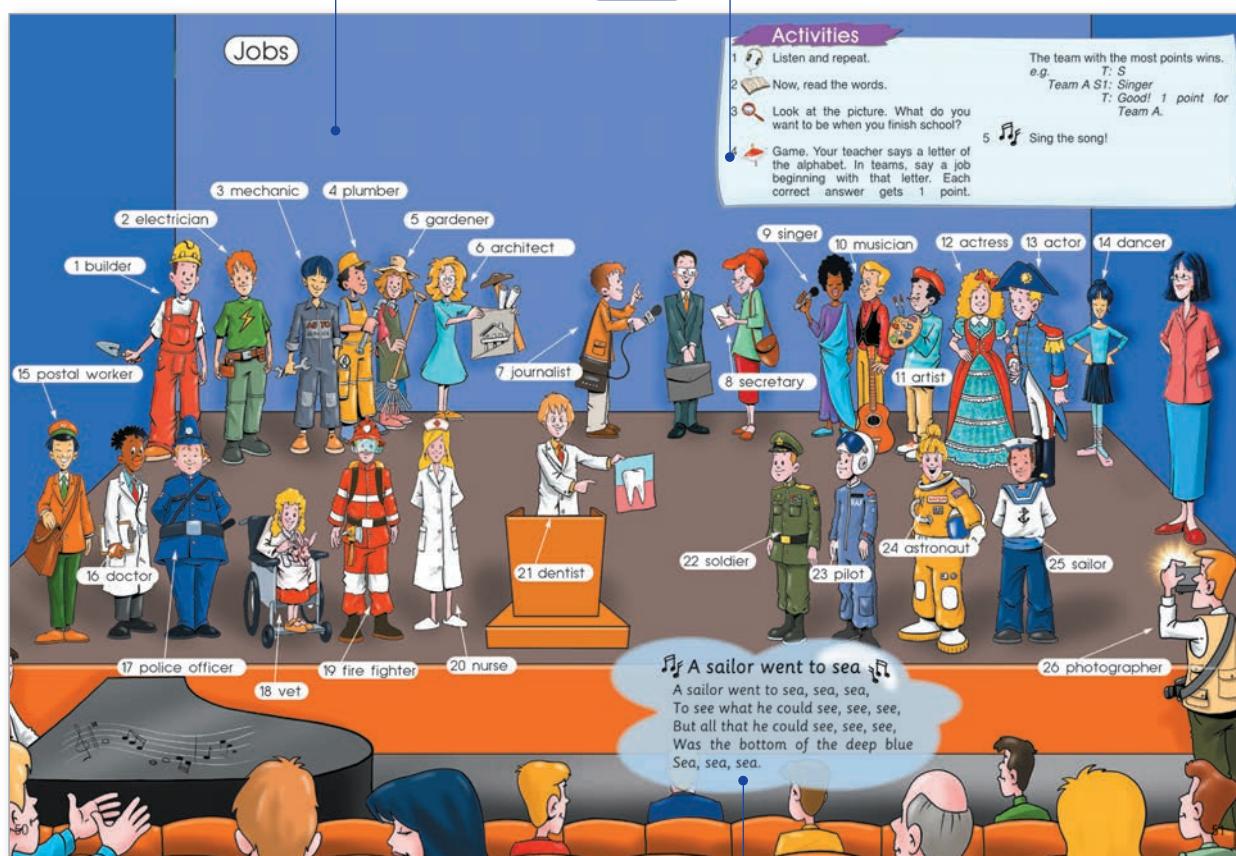


CD-ROM

Compatible with Windows XP & Windows 7 (32 bit)

vocabulary presentation

games



sample pages from *The Express Picture Dictionary Student's Book*

songs

Teenage – Young Adult/Adult Courses

Incredible 5	26
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Upstream	48
Forum	52
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Incredible 5

BEGINNER TO PRE-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Incredible 5 is a brand new three-level amazing course for learners of English at beginner to pre-intermediate level. This highly motivating series will fully engage students and put them at the heart of learning!

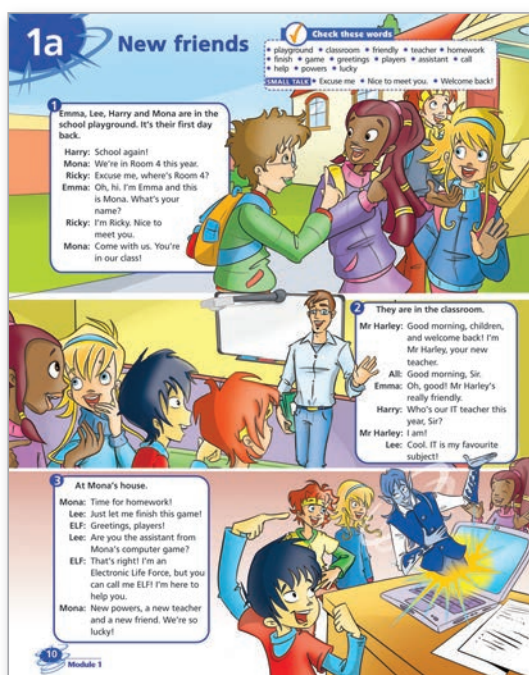
Key Features

- captivating dialogues that motivate and intrigue students
- all four language skills developed systematically in every lesson
- inspiring texts and contextualised activities that promote values and active learning
- catchy songs and chants
- skills work sections encourage students to think critically and use their creativity to master the art of writing
- Across Cultures & CLIL sections
- Go Green sections, promoting environmental awareness
- Myths & Legends: a fascinating section where learners are immersed in a world of fantasy & mystery
- cartoon strips to promote reading for pleasure
- all-inclusive, easy-to-use Teacher's Book (interleaved)
- Teacher's Resource Pack with reinforcement and extension activities



The student's interactive study partner!



sample page from *Incredible 5 1 Student's Book*sample pages from *Incredible 5 2 Student's Book*

sample pages from *Incredible 5 3 Student's Book*

Interactive
Whiteboard
Software



Bring your lessons to life!

Engage learners' senses with the *I5* IWB software.

- vocabulary presentation through visuals
- read-along reading texts
- speaking & writing sections with models & plans
- a Digital Dictionary with audio
- animated grammar presentation through picture flashcards
- interactive activities, games & quizzes
- fully interactive Workbook
- animated readers & reader eBooks
- exclusive videos thematically linked to the topic of each module



Teenage – Young Adult Courses



Spark 1 – 4



BEGINNER TO INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Spark is a four-level course designed for learners studying English at beginner to intermediate level. Each level consists of 8 modules and is designed to be covered in 80 hours.



Key Features

- theme-based units in modules
- variety of reading texts
- realistic everyday dialogue
- writing practice
- pronunciation sections
- listening and speaking skills
- Across Culture and CLIL sections at the end of each module
- self-check sections
- songs and games
- ICT (Information & Communication Technology) research activities
- Interactive Whiteboard (IWB) Software
- Interactive eBooks



Spark edition with an adventure story in episodes – Monstertrackers

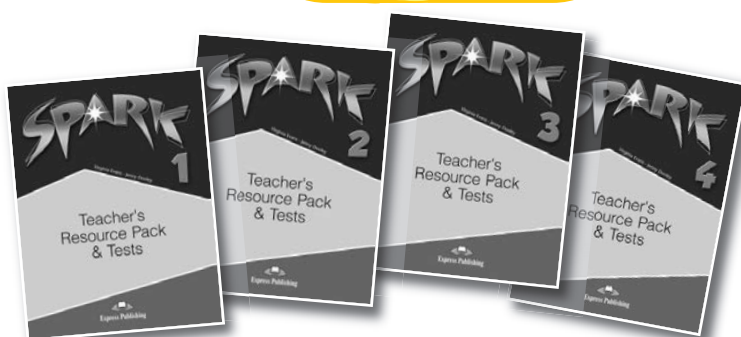


For further information about Student's/Teacher's Packs and components see pp. 129-130

Grammar Books for each level with theory and exercises.



Teacher's Resource Pack with exercises on vocabulary, grammar, reading and writing, Portfolio activities, games and tests



The Monstertrackers

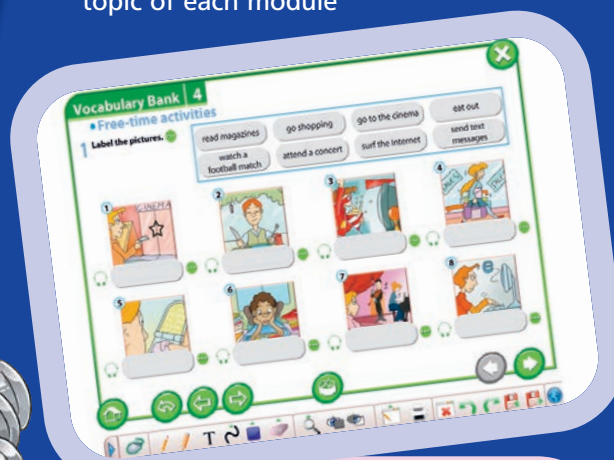
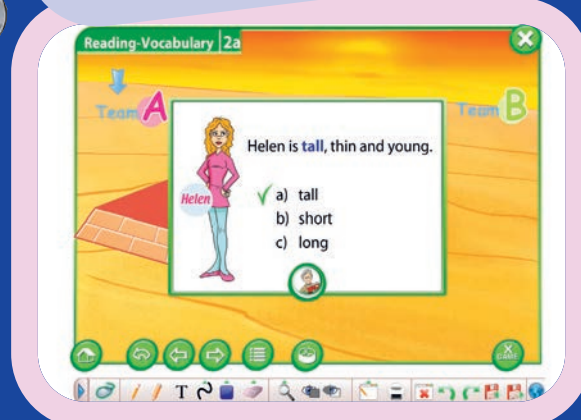
Interactive
Whiteboard
Software



Bring your lessons to life!

Engage learners' senses with the *Spark* IWB software.

- visual vocabulary presentation
- read-along texts
- speaking & writing sections with models & plans
- a Digital Dictionary with audio
- animated grammar presentation through picture flashcards
- interactive activities & games
- fully interactive Workbook
- animated readers & reader eBooks
- exclusive videos thematically linked to the topic of each module



SPARK interactive eBooks

The student's interactive study partner!

"Homework is stress free with the ieBook!"

Reading-Vocabulary 5a

1 Listen and read.

The sea is home to millions of amazing animals. They are beautiful and unique, but most people only know a few of them!

FANTASTIC FISH

Puffer fish are funny-looking but poisonous fish. They are usually quite small and round and have got spikes. They swim very slowly and are sometimes clumsy, but they are very clever. When a puffer fish tries to eat it, the puffer fish never hides. It fills its stomach with water or air so it looks like a big balloon and it frightens the other fish.

Parrotfish are very colourful. They have a lot of teeth and a mouth like a parrot's beak. In fact, their teeth never stop growing. Parrotfish live near coral reefs. They never come out at night, but hide under or between rocks. Parrotfish even wear pyjamas at night! When it's time to sleep they cover their body with a thick liquid. It looks like a coat.

Lionfish are very beautiful fish. They are usually white and red or brown. They have got a lot of long spines with white spots. Lionfish always live alone. They usually hunt at night. They are very curious fish and they like it when divers take pictures of them. They are not always very nice, though. Their spines are very poisonous, and sometimes they eat their own babies.

- Read-along texts help students improve their reading skills

Reading-Vocabulary 1a

2 Complete the sentences.

1 My nearest brother and his 16 years old. I'm from London, England. In this photo, I'm in my ICT class. ICT and Maths are my favourite subjects. My favourite sport is hockey.

2 Hello, I'm Miguel and I'm 14 years old and I'm from Bloemfontein, Mexico. This is a photo of me in my English class with my classmates. My favourite subject is history and my favourite sport is football.

3 Hi, my nearest May, the 12 years old, I'm from Tokyo, Japan. My favourite subject is Science, I'm good at business. This is my friend Lyn. Her favourite subject is Maths and her favourite sport is basketball. In this photo we're on a school trip.

4 My name is Maria and I'm 12 years old, I'm from Madrid, Spain. My favourite subject is History and my favourite sport is basketball. This is my best friend Paula. Her favourite subject is Art. She's very good at drawing and painting. She's also interested in gymnastics.

Check these words

- classmates
- good at
- school trip
- best friend
- drawing
- painting

- Practice and revision of the new vocabulary with definitions, examples & visuals

Grammar 7b

We use a lot of/lots of in affirmative sentences with both uncountable and plural countable nouns.

B: But we've got a lot of cheese and lots of eggs.

- Animated grammar to study and revise the grammar structures presented in

Fun Time 5

4 Song: In one minute, write down as many animals as you can think of.

Listen and read the song. Which of them are in it? Which are in the pictures?

Animals

You can go to China
And see tigers in the sun
Tigers are great hunters
They can jump and they can run
While you are in China
You can see a panda, too
They live in bamboo forests
And they only eat bamboo

Everywhere you travel
There are animals to see
In every different country
On the land or in the sea
There are lots of species
Some are big and some are small
But they are all amazing
And I want to see them all

You can go to Africa
To see some chimpanzees
You can see huge rhinos
And giraffes as tall as trees
Travel to Australia
And meet a kangaroo
Or see a scary spiler
And a cute koala too

- Karaoke songs

Reading-Vocabulary 5a

Describing animals

a) Use the adjectives to complete the descriptions.

1 wide mouth

2 big nose

3 small ears

4 sharp teeth

5 thick fur

1 long neck

2 thin tail

3 small head

1 sharp beak

2 small body

3 sharp claws

4 long tail

5 long legs

- Fully interactive activities to practise and revise grammar & vocabulary

WORD LIST

All by Module by Letter

adventure
alive
alone
amazing
set
any
anytime
appliance
amchair
around
attraction

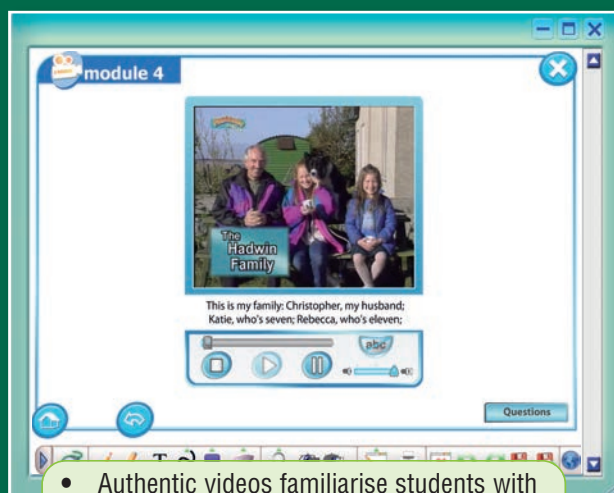
- An easy-to-use Digital Dictionary with audio



- A fully-animated Reader to motivate students



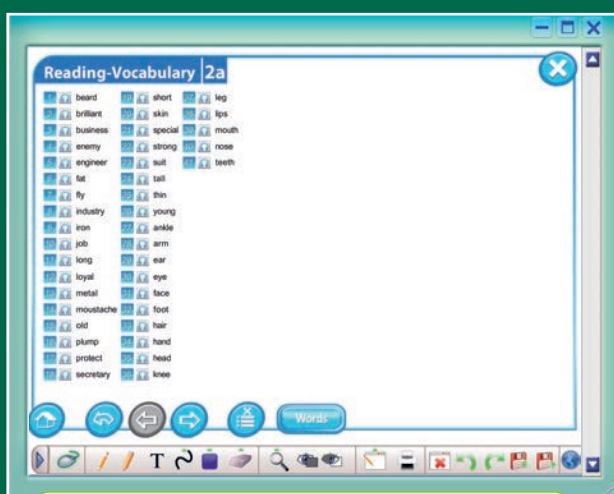
- Fun vocabulary & grammar games to revise the content of each module



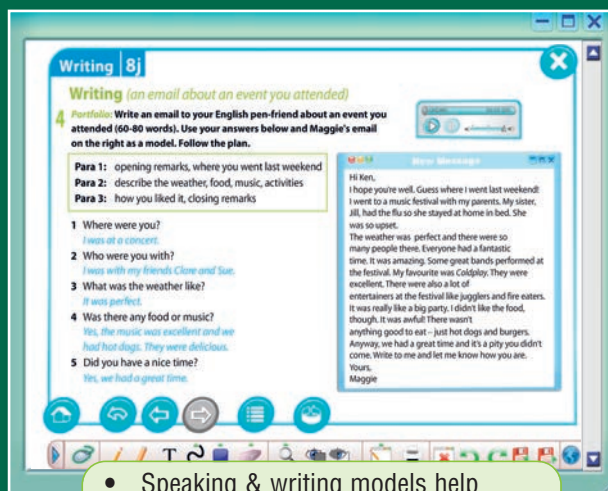
- Authentic videos familiarise students with different aspects of English culture



- A thematic Vocabulary Bank to practise & revise vocabulary through interactive activities



- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation



- Speaking & writing models help students correctly prepare homework without parental involvement



Access 1 – 4

BEGINNER TO INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Access is a four-level course designed for learners studying English at beginner to intermediate level. Each level consists of 10 modules and is designed to be covered in 80 hours.

Key Features

- theme-based units in modules
- variety of reading texts
- realistic everyday dialogue
- writing practice
- pronunciation sections
- listening and speaking skills
- Culture Corner and CLIL sections at the end of each module
- self-check sections
- songs and games
- ICT (Information & Communication Technology) research activities
- Interactive Whiteboard (IWB) Software
- Interactive eBooks

Access Interactive Whiteboard (IWB) Software and Interactive eBooks are available in 2 editions containing the following readers:

Upper Level:

- Access 1 Robin Hood
- Access 2 Journey to the Centre of the Earth
- Access 3 The Canterville Ghost
- Access 4 A Christmas Carol

Lower Level:

- Access 1 The Fisherman & the Fish
- Access 2 The Frog Princess
- Access 3 The Hound of the Baskervilles
- Access 4 The Canterville Ghost

Culture Corner sections familiarise students with the culture of the target language.

Teacher's Resource Pack with exercises on vocabulary, grammar, reading and writing, Portfolio activities, games and tests

CLIL sections at the end of each module

ICT activities help students develop their critical thinking skills through research

Curricular Cut 5f

Science

dragonfly, bee, ladybirds, butterfly, grasshopper, mosquito, ant, fly, wasp, beetle, wing, antenna, leg

It's an insect's life

There are about 10 million types of insects in the world. These little creatures live in our homes and gardens. Some live near water, others live in fields, parks and forests. Some insects come out during the day while others come out at night.

Insects are really important. They keep our gardens clean because they eat dead leaves and other waste. They are also important food for birds and other animals. Some insects, like bees, even make food – honey.

(continued things, nothing)

- Listen and repeat. Say these words in your language.
- Read the text and answer the questions.
 - How many types of insects are there in the world?
 - Where do they live?
 - Why are insects important?
 - What can bees do?
- Which facts from the text do you find interesting? Tell the class.
- Project: Become a garden detective - go on an insect hunt.
 - Make a list of insects that you expect to find.
 - Write down any insects you find on the ground.
 - List any flying insects you see.
 - Take or find pictures of the insects.
 - Describe the insects.
 - Talk to the class about the insects.
- Sing the song!

Bees, bees buzzing in fields
buzzing around wherever they please
There's nothing so sweet as a honey bee
- ICT In groups prepare a short T/F quiz about insects.
 - You can visit this website: <http://www.earthlife.net>
 - Click on: butterfly icon

Workbook 5f 55

Culture corner 5d

Furry Friends

CUTE LITTLE ANIMALS

Koalas

They are cute, they are soft, but they are wild and they don't make good pets. You may think they are bears, but they aren't. Koalas are Australia's most popular marsupial mammals.

DID YOU KNOW THAT...

- koala means 'no water'?
- they never drink, but they get all the liquid they need from eucalyptus leaves?
- they swim very well?
- they sleep during the day?

They have got grey fur.

They have got big round ears and a black nose.

They have got sharp claws for climbing trees.

They have got short, strong arms and legs.

They live in trees.

They eat eucalyptus leaves.

- What is the animal in the picture? Where does it live? What does it eat and drink? Read, listen and check.
- Read again and complete the fact file.

Animal:	Koala
Face:	1
Body:	2
Colour:	3
Home:	4
Food:	5
- You are a zoologist. The class asks you questions about koalas. Use the text to answer them.

Project

Collect information from encyclopaedias, school textbooks or the Internet and write a fact file about an animal that lives in your country.

Workbook 5d 53

Key language is usually presented through pictures.

UNIT 5c My pet

Vocabulary
• Pets

1 Look at the pictures. Listen to the sounds. Which animals can you hear?

1 dog 2 tortoise 3 goldfish 4 hamster 5 cat 6 budgie 7 rabbit

Reading
3 Look at the picture in the text. What is it? Read or listen to find out.
4 Answer the questions.

1 Who's Whipper? 4 Can he fly?
2 Where does he live? 5 How does Mrs Hayward feel about her pet?
3 What does he look like?

Speaking
5 Imagine you have an unusual pet. Tell your partner about it.

Learning to learn
Word order: Adjectives
Read and underline.
My budgie has got yellow feathers.
He's very cute.
Adjectives come before/after nouns.
Adjectives come before/after the verb "to be".

2 Put the words in the correct order.
1 is/my/dog/brown
2 long/his/a/tail/cat/has got
3 goldfish/he/an/orange/has got.

Writing (an article about your pet)
6 Answer the questions. Use your answers to write a short article about your pet for your school magazine. (50-60 words)

1 Have you got a pet? 5 What does he/she look like?
2 What is it? 6 What can he/she do?
3 What's its name? 7 Why is he/she so special?
4 How old is he/she?

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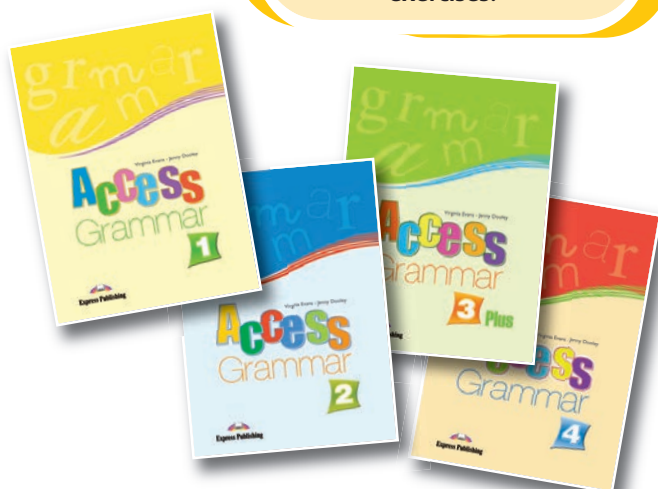
Workbook 5c

sample page from Access 1 Student's Book

Learning to learn boxes help students become autonomous learners.

Activities to help students to prepare their own portfolio throughout the course.

Grammar Books for each level with theory and exercises.



Web Companion

Visit <http://www.expresspublishing.co.uk/elt/access> for free resources.

Interactive
Whiteboard
Software



Bring your lessons to life!

Engage learners' senses with the Access IWB software.

- vocabulary presentation through visuals
- read-along reading texts
- speaking & writing sections with models & plans
- a Digital Dictionary with audio
- animated grammar presentation through picture flashcards
- interactive activities, games & quizzes
- fully interactive Workbook
- animated readers & reader eBooks
- exclusive videos thematically linked to the topic of each module



Access interactive eBooks

The student's interactive study partner!

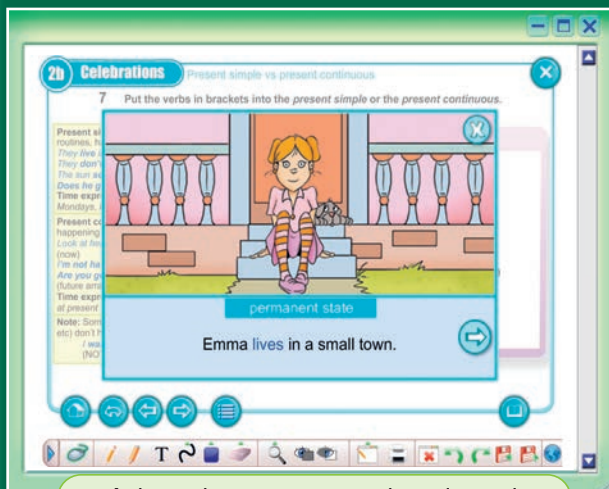
"With the ieBook I never get stuck with



- Read-along texts help students improve their reading skills



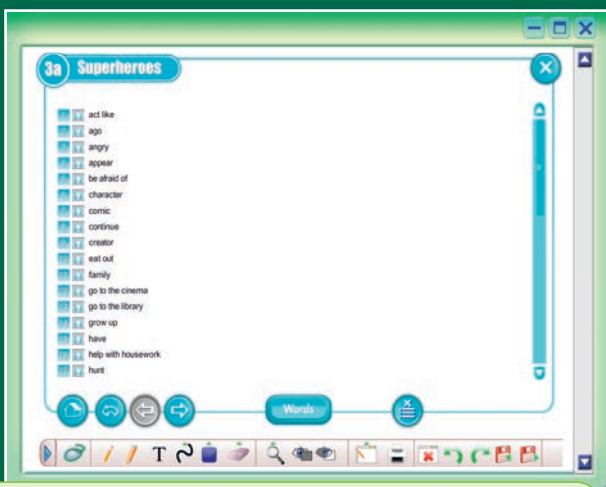
- Fully interactive activities to practise and revise grammar & vocabulary



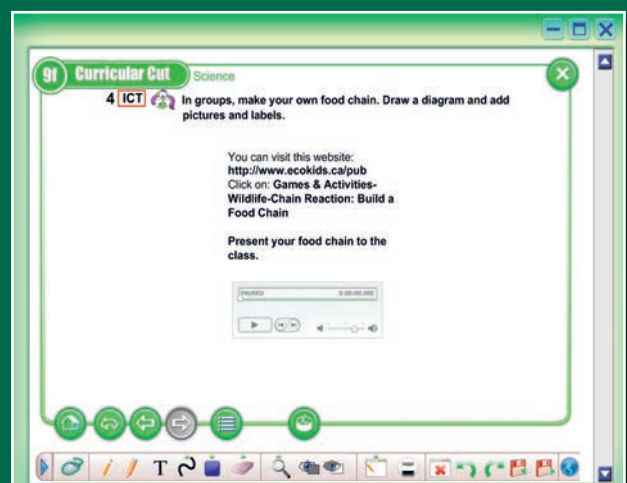
- Animated grammar to study and practise the grammar structures presented in class



- Revision and practice of new vocabulary with definitions, examples & visuals



- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation



- Speaking & writing models help students correctly prepare homework without parental involvement

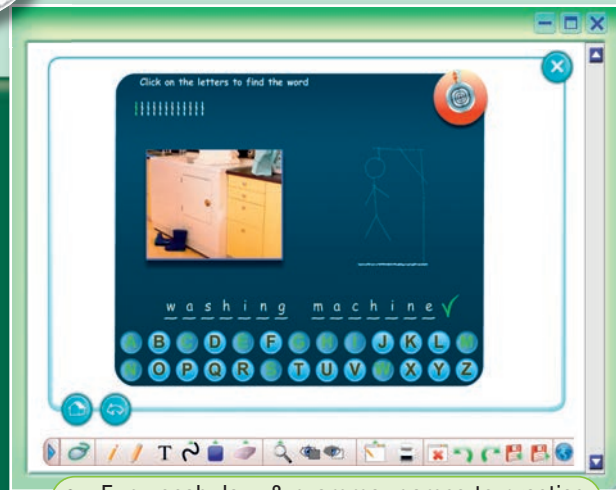


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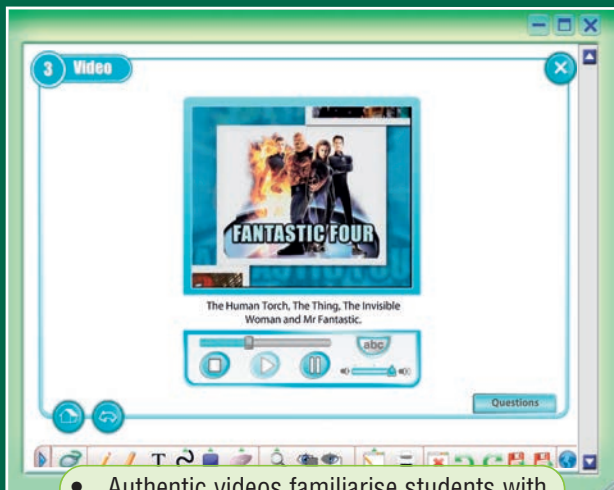
my homework!"



- A fully animated Reader to motivate students



- Fun vocabulary & grammar games to practise and revise the content of each module



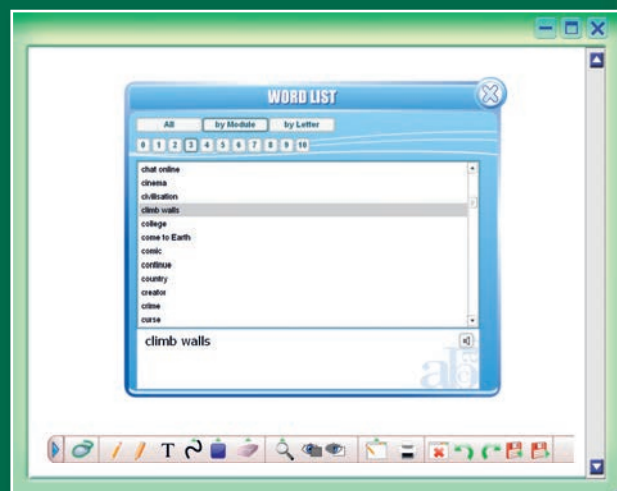
- Authentic videos familiarise students with different aspects of English culture



- Fun quizzes for every module



- A thematic Vocabulary Bank to practise & revise vocabulary through interactive activities



- An easy-to-use Digital Dictionary with audio



Upload 1 – 4 & Skills

BEGINNER TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Upload is a series of five courses for young adult or adult learners of English at beginner to upper-intermediate level. The series combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- an integrated approach to the development of all four language skills
- realistic, stimulating dialogues featuring people in everyday situations
- development of vocabulary and grammar skills through interactive tasks
- clear presentation and thorough practice of the target language
- carefully controlled dialogues for learners to reproduce
- vocabulary presentation and practice
- a variety of stimulating and interesting texts
- a wide variety of listening practice
- systematic development of reading, listening, speaking and writing skills
- activities encouraging critical thinking
- Writing sections containing models and project work
- ICT tasks to help students research a topic further
- Pronunciation and Intonation sections
- study tips to help students become autonomous learners
- Self-Check tests after every module with *Check your progress* sections for students to evaluate themselves
- Cultural and CLIL sections
- a Grammar Reference section
- fully dramatized audio CDs
- Interactive Whiteboard (IWB) Software
- Interactive eBooks

vocabulary presentation through pictures

3.5 Survival

Vocabulary
Accidents

1 Listen and repeat.

2

a) Look at the pictures in the text and listen to the sounds. Where are you? What can you see, hear, smell, touch? How do you feel?

b) What do you know about jungle survival? What else would you like to know about it? Write down two questions.

c) Listen, read, and check if you can answer them.

d) Read the text and mark the sentences T (True), F (False), or D (Doesn't say).

- Trekking in the jungle is expensive.
- Branches are safe to swing from.
- Worms are healthy to eat.
- Hairy insects are dangerous.
- Snakes never sleep during the day.
- Alligators swim in lakes.

Check these words:
go trekking, wildlife experience, exciting, jungle, survival tips, stay safe, remember, swing, branch, injured, fall on, keep to, forest floor, worm, insect, ant, warning, hairy, toxic, poison, put on, leech, nasty, bite, avoid, tracks, trouble-free

Jungle

Survival Tips!

Many people go trekking in the jungle for a great wildlife experience these days. But how can you make sure you enjoy your exciting holiday in the jungle? Here are a few survival tips to help you stay safe...

Tip 1: Remember, you aren't Tarzan so you shouldn't swing from trees; branches can break easily and you can get seriously injured! Also, you shouldn't sleep under dead trees because they can fall on you. You should keep to the forest floor.

Tip 2: Worms and insects such as ants are great to eat if you don't have food in the jungle. A word of warning, though! You shouldn't eat insects that are brightly coloured or very hairy; they are often toxic and you can poison yourself if you eat them!

Tip 3: You should always check your boots and clothing for insects and snakes before you put them on. They love warm comfortable places to sleep in and your clothes are great for this. You should also check your boots during the day as leeches can get in there and can give you a nasty bite.

Tip 4: You should avoid swimming in rivers and lakes. If you are near water, you should always check for alligator tracks.

Follow these simple tips and you should have a trouble-free time in the jungle!

3.5

3 **THINK** 😊 What have you learned from this text? Will you follow the writer's advice? Tell your partner.

Grammar
Should/Shouldn't (advice)

4 a) Read the theory. Find examples in the text. Now, listen to the examples and repeat.

We use *should/shouldn't* to give advice. *You should have a light on when you use your computer.* (It's a good idea) *You shouldn't sit very close to the screen.* (It's not a good idea)

b) Fill in: *should* or *shouldn't*. Read the sentences aloud. Pay attention to the intonation.

- You _____ swing from trees as branches could break.
- You _____ sleep under dead trees.
- You _____ keep to the forest floor.
- You _____ always check your boots.
- You _____ avoid swimming in the river and lakes.

Everyday English
Giving advice

5 a) Use the table to ask for/give/accept or reject advice in the following situations.

Asking	Giving
• What should I do?	• You should/shouldn't ...
• You should/shouldn't ...	• Why don't you ...?
• That's a good idea. Thanks.	• How about ...?
• Thanks for the advice, but ...	• The best thing you can do is ...

• Your friend wants to lose weight.
• Your brother wants to buy a camera, but he doesn't have any money.
• Your cousin wants to get fit, but doesn't really like sports.

4: I wonder ...
5: Why don't you ...?
6: That's a good idea.

Speaking & Writing

b) Use the text to give advice on how to be safe in the jungle. Use *should/shouldn't*.

c) ICT Collect information about how to be safe while surfing the Net. Write sentences using *should/shouldn't*. Read them to the class. You can do some Internet research using the key phrase Internet Safety.

notions & functions

Curricular Cut 4 Science

Equipped to Survive



STUDY SKILLS

Activating prior knowledge
Before you read a text, think about what you already know about the topic and what you would like to learn about it. This will help you get into the topic and follow the text easier.

- Look at the picture. What do you know about this animal? What would you like to learn about it?
- Listen and mark sentences 1-4 as T (true) or F (false). Then explain the words in bold.
 - Sharks can adapt to survive. _____
 - Sharks have a limited supply of teeth. _____
 - Sharks use their teeth to dig for food. _____
 - Sharks don't blend in with their surroundings. _____
- Read the article and chart the shark's adaptations and their effects in the graphic organiser below.

Adaptation

Adaptation	How it helps the animal survive

Many animals can survive in their natural habitats because they can easily get used to their surroundings. One example of this is the shark, which is one of the oldest species on Earth; in fact, sharks are older than dinosaurs! They have uniquely designed bodies, with tiny scales and soft skeletons, which help them swim through the water very quickly. Most sharks have rows of sharp teeth to **tear off the flesh** of their prey; if a shark loses a tooth, another one quickly grows back to replace it.

Almost all sharks are darker on top than underneath. This special **colouration** makes it difficult to see them from above or below. Some sharks disguise themselves on the ocean floor. This **camouflage** is a good way for sharks to get near and catch their prey. Some sharks even have long or strangely-shaped noses so that they can dig for food. Sharks can adapt to their natural environment so well that it's not surprising that they are the greatest predators in the ocean.

Speaking

- Use the completed graphic organiser in Ex. 3 to talk about the shark's adaptations and state how they help it survive in its habitat. Are these adaptations physical or behavioural?

Writing

- Write a short article about an animal found in your country and its unique adaptations that help it survive in its habitat. Use the article in Ex. 3 as a model. Use books in your school library, encyclopaedias, and the Internet to collect information.

101

CLIL sections

Interactive
Whiteboard
Software



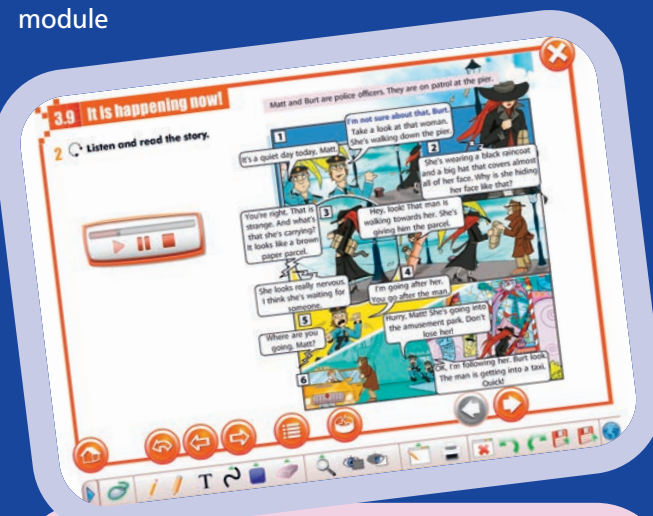
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Prime Time 1 – 5

ELEMENTARY TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Prime Time is a series of five courses for young adult or adult learners of English at elementary to upper-intermediate level. The series combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- an integrated approach to the development of all four language skills
- stimulating, realistic dialogues featuring people in everyday situations
- vocabulary presentation and practice
- variety of reading and listening tasks
- clear presentation and practice of grammar structures
- activities encouraging critical thinking as well as web research
- Writing sections containing models and development of writing skills
- realistic pairwork and groupwork activities
- Pronunciation and Intonation sections
- Study tips to help students become autonomous learners
- Culture Corner and CLIL Sections
- Language Review & Revision Sections at the end of each module
- Grammar Reference section
- Interactive Whiteboard (IWB) Software
- Interactive eBooks



Digital support containing documentary-style videos, thematically related to the topics of the course.

3e Climate change

Reading

- Read the definition and look at the diagram. What causes high temperatures?
- Look at the photographs in the text. How can global warming affect life on our planet? What can we do?
- Read again and mark the sentences T (true), F (false), or DS (doesn't say).

1 Most of the world's mountain glaciers will melt in the next 100 years.

2 It might not be possible to go on holiday to the Maldives in 2100.

3 Ice in Greenland is melting more slowly than five years ago.

4 Polar bears come from Greenland.

5 In a hundred years, polar bears may be extinct.

6 Warmer seas cause more extreme weather.

4 Match the words in bold in the text with their synonyms: changeable, often, getting warmer, be all around sth, die out, in danger, die from hunger, make smaller, catches, disappear.

Check these words

global warming, heat up, fault, fossil fuel, greenhouse gas, surround, blanket, trip, trouble, melt, climate, report, polar ice caps, vanish, low-lying, wave, coastal, under threat, cover, serious, in great danger, starve, drown, extinct, drought, unpredictable, reduce, energy-saving, bulb, turn up, expert

Global Warning!

The Earth is **heating up** and most scientists believe that it's all our fault. When we burn fossil fuels, greenhouse gases such as carbon dioxide **accumulate** and **wrap** the Earth like a thick blanket. This **traps** heat and temperatures rise. Scientists say that in the next 100 years, average temperatures will rise by about 3°C. This doesn't sound like a lot, but it means 100 **trillion** ice is already melting, sea levels are rising and the climate is changing. How **exactly** it will change our world, and what will happen if we don't act in time?

Cities under the sea

According to recent climate reports, melting ice from the polar ice caps and mountain glaciers could cause sea levels to rise by about 1 metre by 2100. If this happens, whole countries such as the Maldives will **vanish** and millions in low-lying areas like parts of Bangladesh will lose their homes. Already, two small Pacific islands have disappeared under the waves. Coastal cities including Shanghai, Bangkok, New York and London will also be under threat. In Greenland, ice is melting three times faster than just a few years ago. If the ice sheets of Greenland and Antarctica ever melt completely, sea levels will rise about 60 m. That's enough to cover almost every major city on Earth!

Wildlife in great danger

Global warming is a serious threat to wildlife, in particular. Arctic polar bears are in great danger. The ice that they hunt from is melting very fast, so they have to swim further and further to find food. Many **starve** or drown. By 2100, summer ice may disappear completely in the Arctic, and polar bears probably won't survive. Changing weather patterns and rising sea levels threaten thousands of other species too. Some people believe that 30-40% of the world's species could become extinct because of climate change.

Wild wild weather!

Heavy rain and snow, storms, heatwaves, drought, more powerful hurricanes and tornadoes – these all happen a lot more frequently these days and more and more climatologists now believe this is because of global warming. When sea temperatures rise, there are changes in the atmosphere. If you live in a chilly place, you might think global warming sounds great. But climate change doesn't just mean hotter temperatures. It means more and more extreme and **unpredictable** weather!

So ... what on earth can we do?

Reduce your carbon footprint! Cycle, walk, or take a bus instead of travelling by car, use energy-saving bulbs, and wear more clothes instead of turning up the heat. Experts say we must do something NOW! If sea levels start rising even faster, it will be impossible to stop!

ICT Find more facts about the effects of global warming. Present your facts to the class.

Speaking & Writing

Think! Why is global warming such a serious problem for our world? In three minutes, write a few sentences. Read your sentences to the class.

Think! If animals could speak, what would they tell us about the problems they face because of global warming? In three minutes write a few sentences. Tell the class.

ICT Find more facts about the effects of global warming. Present your facts to the class.

sample pages from *Prime Time 3 Student's Book*

3i Curricular: Geography

Caves

What do you know about caves? What would you like to know? Write down three questions.
Listen and read the text.
Can you answer your questions?

Read the text again and match the headings (A-E) with the paragraphs (1-4). There is one extra heading. Give reasons.

A HOME TO STRANGE CREATURES
B EXPLORE THEM
C WHAT THEY ARE
D AMAZING FORMATIONS
E HOW THEY FORM

Match the words in bold with their definitions: *until now, remain alive, found, falls in small drops, becomes stiff, develop, changed, melts, eat away.*

Read the text again and find all the words related to water. Write them in the word map below. Compare with your partner.

verbs dissolve **WATER** **adjectives** melting
nouns ice

Check these words
natural, hole, limestone, chalk, lava, acidic rain, cliff, glacier, formation, species, millipede, crab, scorpion, dark, blind, crayfish, crawl, abseil, rafting

These natural holes in the Earth **form** over thousands or even millions of years! There are lots of different types of caves, such as ice, sea, limestone, chalk, salt, and even lava caves.

1 Different caves form in different ways. For example, limestone caves form as acidic rain **dissolves** rock. Sea caves form as ocean waves and heavy rain **erode** cliffs. Ice caves form as melting water runs under glaciers or through cracks in the ice.

2 In many limestone caves, stalactites grow slowly from the ceiling as calcite* from dripping water **hardens**. As water **drips** from them, similar formations called stalagmites grow up from the floor. When stalactites and stalagmites meet in the middle, they form columns.

3 Scientists have **discovered** over 7,700 'troglodites' **so far**. These are unique species of fish, spiders, millipedes, crabs, scorpions, and other creatures that live their whole lives in caves. They have often **adapted** to the dark conditions. Some are blind but have a great sense of smell. Others **survive** for a long time, such as the cave crayfish, which can live for 175 years!

4 Caving is an adventure sport that involves walking, crawling, climbing, abseiling, and even swimming and rafting through caves! It's popular and a lot of fun!

5 **THINK!** Imagine you are in a cave. What can you see, hear and smell? How do you feel? In three minutes, write a few sentences. Tell the class.

6 ICT Collect information about caves. Present your information to the class.

stalactites
column
stalagmites

* a mineral

CLIL Sections

5c Culture Corner

Social Etiquette in the UK

Are you planning to visit the UK in the near future? Since every country has its own set of dos and don'ts, it's worthwhile to find out just what it means to be polite before getting on that plane. Here are a few of the most important rules of behaviour.

1 If you are meeting someone for the first time, extend a hand to say hello. Britons greet each other with firm handshakes. Hugs are rare, but kissing on the cheek is not unusual between friends or relatives. Also, it is important to make eye contact while speaking with someone, otherwise you will seem rude or insincere. Use titles, such as Dr Smith or Mr Norris, to show respect, unless someone invites you to use their first name. Address a woman as Ms (as in Ms Banks) if you aren't sure if she is married or not.

2 When Brits ask how you are, they don't expect a long reply about your recent headaches or your sore throat. "How are you?" is a typical greeting that asks for a simple answer such as "I'm fine." You may compliment a person on their new haircut or shirt, but never tell someone that they look tired or unwell unless you are really afraid that they may be ill. Don't ask someone how much money they make or how much money they've spent on something. Also, never talk loudly on a mobile phone in public and be aware that a phone call during mealtimes is considered to be extremely rude. Also, you should say 'please' and 'thank you' in all situations.

3 Giving a thumbs up or okay sign are all positive gestures. Using your index finger to point at someone is impolite; instead, extend your entire hand, palm facing up. In the UK, a smile is a sign of friendliness and even politeness. So, if someone smiles at you, return the gesture! However friendly Brits may seem, though, they still prefer that you don't get too close to them. Keep a distance of about half a metre from people, unless you are in a crowded place.

4 Sharing a meal with Brits shouldn't be a stressful event. Nevertheless, there are a few things to remember when you find yourself at a dinner table. If someone invites you over for a meal, bring a small gift, like flowers, is a nice token of thanks. Make sure to arrive on time and if you must be late, call your host to apologise. Always wait until everyone has food in front of them before you start eating and remember to keep your mouth closed while chewing. Brits think talking with a mouth full of food is rude and disgusting. If you eat in a restaurant, expect to pay your waiter a tip that is 10 percent of the bill, but not if the service is second-rate.

Check these words
extend, firm handshake, rare, hug, make eye contact, typical, greeting, in public, be aware, crowded place, token, elbow, second-rate

1 Have you ever been to the UK? Do you know the dos and don'ts of British etiquette? Listen and read to find out.

2 Match the headings to the paragraphs. There is one extra heading.

A Learn the Gestures
B Make Small Talk
C Thank your Host
D Say Hello
E Dine with Ease

3 a) Fill in: firm, between, typical, extend, wide, talk (x2), index, token, return, kiss, sharing, make.

1 _____ with your mouth full
2 _____ of thanks
3 _____ a meal
4 _____ greeting
5 _____ a hand
6 _____ finger

7 _____ the gesture loudly
8 _____ friends
9 _____ on the cheek
10 _____ handshake
11 _____ eye contact

b) Use the phrases from Ex. 3a to make sentences giving advice to someone visiting the UK.

4 What are the dos and don'ts of your country? Compare the social etiquette of the UK with that of your country.

Culture Corner Sections

Interactive Whiteboard Software



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2e Special Places

The Floating Islands of Lake Titicaca

What is unusual about the islands of Lake Titicaca? Listen and read the text to find out.

What is it like having a different view from your window every day? Well, it's just like this for the Uros people of Lake Titicaca in Peru. There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 3,812 metres above sea level. These floating islands are home to about 300 people. Their surface is very soft and wet because they make the islands with totora reeds. There are small villages with three to ten families on each island. Uros are small reed huts with one room. There is only one bed for the whole family. There isn't any heating and it is sometimes very cold on the lake.

Life on the islands is very simple. The men are fishermen on the lake. They have reed boats with amazing animal faces to go fishing. The women are at home with the children. There's one school for the children but there isn't a hospital or doctor nearby.

These days, the islands are very popular with tourists. It's only a 30-minute motor boat ride from the city of Puno to the islands. Everyone is welcome to experience this unique way of life!

3a Daily routines

Snake Milking

Read and complete the sentences.

arm (n): the long part of the body that is attached to the shoulder with the hands at the end
e.g. James lifts weights to strengthen the muscles in his arms.

We milk cows, we milk goats, but what about milking snakes? Well, Bill Hernandez does this every day! He works at a snake farm in Florida, USA. His daily routine is dangerous. The snakes often bite Bill on his hands and arms. Every morning, Bill gets up early and walks to the farm. He catches different types of poisonous snakes from their enclosures and 'milks' them in his laboratory. The snakes bite a special glass cup and the venom falls into it from their teeth. In the afternoons, Bill and his team make medicine or 'antivenin' from this venom. Bill knows his job is very important. "Each year, poisonous snakes bite 8,000 people in the USA. They die without antivenin," he says. In the evenings, Bill tries to forget all about snakes! He walks his puppy, Holly, and watches a DVD before he goes to bed.

Check these words
milk, cow, goat, snake farm, dangerous, bite, hand, arm, early, catch, type, poisonous, enclosure, laboratory, venom, teeth, team, make, medicine, antivenin, die, puppy

Excite, educate and inspire
your students **On Screen**



On Screen



B1+ – B2+

INTERMEDIATE TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

On Screen is a series of three courses for learners of English at intermediate to upper-intermediate level. The series combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- an integrated approach to the development of all four language skills
- notions and functions
- vocabulary presentation and practice
- variety of reading, listening and speaking tasks
- clear presentation and practice of grammar structures
- activities encouraging critical thinking as well as web research
- Writing sections containing models and development of writing skills
- realistic pairwork and groupwork activities
- Pronunciation and Intonation sections
- Study Skills to help students become autonomous learners
- practical skills sections preparing students to use the language in real-life situations
- Culture Sections & CLIL Sections for each module
- Language Review
- Grammar Reference section
- Interactive Whiteboard (IWB) Software
- Interactive eBook

Digital support containing documentary-style videos, thematically related to the topics of the course.



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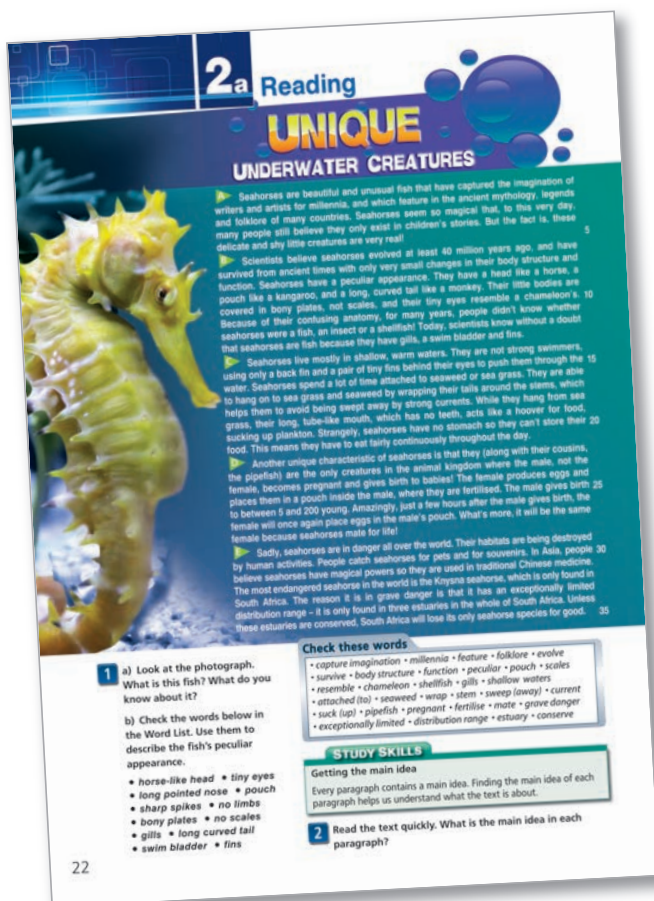
- Recorded texts to help students practise and improve their reading skills
- Fully interactive activities to practise and revise grammar and vocabulary
- Grammar revision, practice and consolidation
- Speaking and listening practice
- Writing activities and model compositions to help students prepare homework
- Fun games to revise the content of each module
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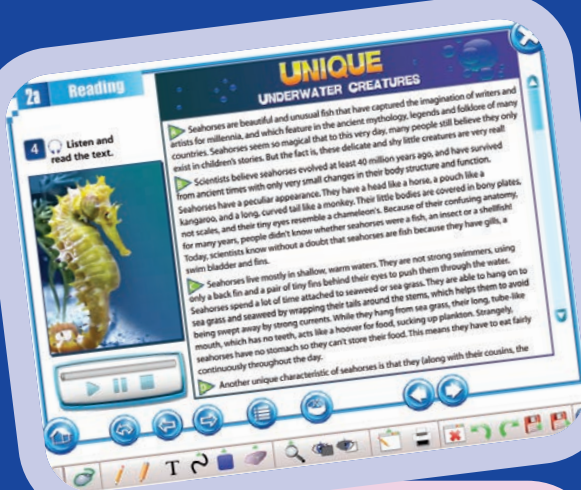
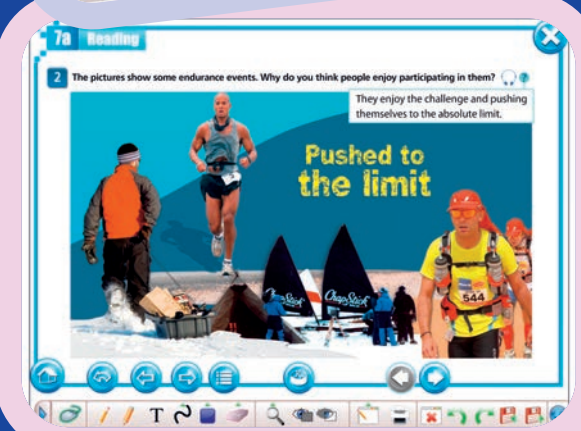
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- Recorded reading texts
- Fully interactive vocabulary & grammar activities
- Grammar sections with theory presentation and interactive exercises
- Speaking sections with model answers
- Listening practice
- Guided writing sections with model compositions and writing techniques
- Fun games to revise the content of each module
- Further practice sections



On Screen interactive eBooks

The student's interactive study partner!

"Homework is stress free with the ieBook!"

6a Reading

4 Listen and read the text.

The Toddler Robot

It is only one metre high, it looks and behaves like a human child of about three. It can crawl and sit up. It can even play the drums. It isn't made of flesh and blood, though; it's made of metal and circuits. What is it? It's the iCub robot - the latest in artificial intelligence and technology! The humanoid iCub robot was created by scientists at the Italian Institute of Technology in Genoa, Italy, in order to understand how human children learn about the world around them. This is important because scientists believe that once they understand how human beings learn, they will be able to apply these principles to robots.

How can a robot teach scientists about how humans learn? Well, many scientists believe that one way humans learn is by physically interacting with objects and other humans. A baby, for instance, learns many things simply by touching, smelling or seeing objects around it. So, by

- Read-along texts help students improve their reading skills

3a Reading

Check these words:

- exploration • circulate • dare
- venture • stumble upon
- witness • gaze • name after
- plunge • gorge • undoubtedly
- unique • spectacular
- magnificence

name after (phr v): to give a child the name of sb else as a mark of respect
e.g. We named our son after his grandfather.

discover its secrets. 1

Dr Livingstone was sent to South Africa in 1840 as a medical missionary. He would end up spending a large part of his life there. Between 1842 and 1846, he explored south and central Africa and became the first European to travel across the entire country West to East. On 16th November 1855, Dr Livingstone stumbled upon a huge waterfall. 2 "No one can imagine the beauty of the view from anything witnessed in England. It had never been seen before by European eyes; but scenes so lovely must have been gazed upon by angels in flight," he later wrote. 3 But Livingstone named it Victoria Falls after his queen.

Victoria Falls is located in the national park of the same name in southern Africa on the border between Zambia and Zimbabwe. While it is neither the highest nor the widest waterfall in the world, it is the largest. The falls itself is 1,708 m wide and 108 m in height. 4 Every minute, 500 million litres of water plunge 100 m into a narrow gorge. The spray from the falls rises to a height of 400 m and can be seen up to 50 km away.

The waterfall is undoubtedly one of the most magnificent

- Practice and revision of the new vocabulary with definitions, examples & visuals

3c Grammar in use

Past Simple vs Past Continuous

Past Simple is used for actions which happened at a specific time (stated, implied or already known) in the past.

Past Continuous is used for an action in progress at a stated time in the past (we don't know when the action started or finished).

The weather was very good so they went sailing last weekend.

Ben was sleeping on the deck of the boat yesterday afternoon.

- Animated grammar to study and revise the grammar structures presented in class

Module 7

2 Listen to the conversations and choose the correct answer A, B or C. CHECK

1

A B C

2

LONDON ALPS PARIS

A B C

3

A B C

4

12 8 22

A B C

5

6€ 12€ 60€

A B C

- A listening skills section helps students develop their listening skills

2c Grammar in use

Team A 1 Team B 0

1

don't have to have to mustn't

You don't have to go to the supermarket. I've already been.

- Fully interactive activities to practise and revise grammar & vocabulary

Word List

Words to learn Irregular Verbs

All By Module By Letter Search

1 2 3 4 5 6 7 8 9 10

a matter of life and death

abuse

accomplishment

adolescence

adopted

adversity

alone

attempt

beat the odds

beneficial

bite my lips

bite my nails

blood flow

bond

break up

breathe new life into sth

bring about

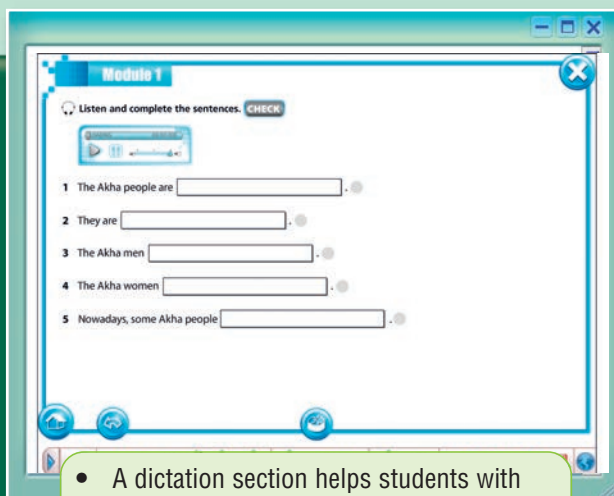
adolescence

(U n) = the period between childhood and adulthood

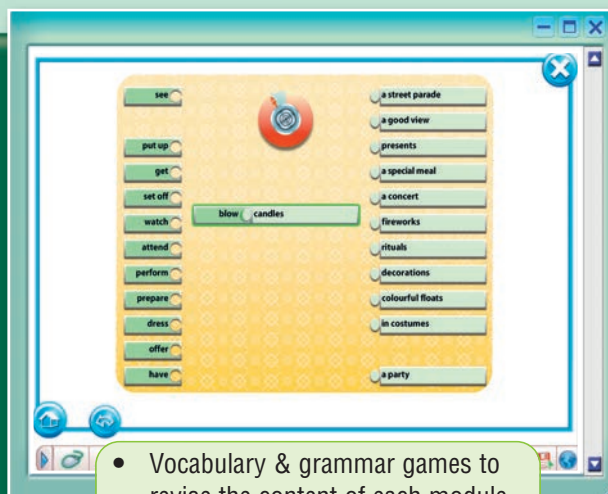
e.g. Adolescence can be a difficult time because of physical and emotional changes.

Der.: adolescent (C n)

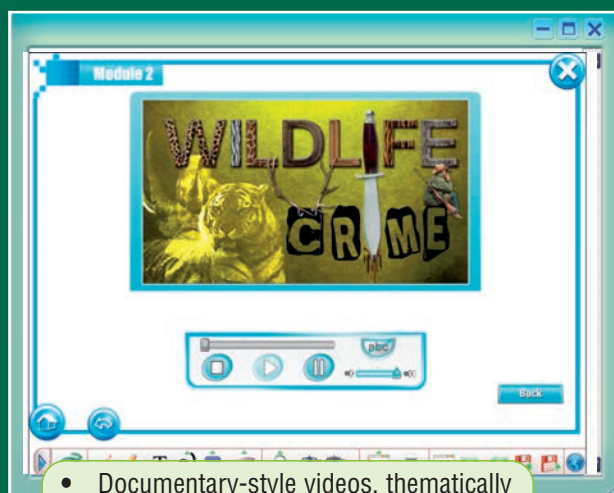
- An easy-to-use Digital Dictionary with audio



- A dictation section helps students with their listening and spelling skills



- Vocabulary & grammar games to revise the content of each module



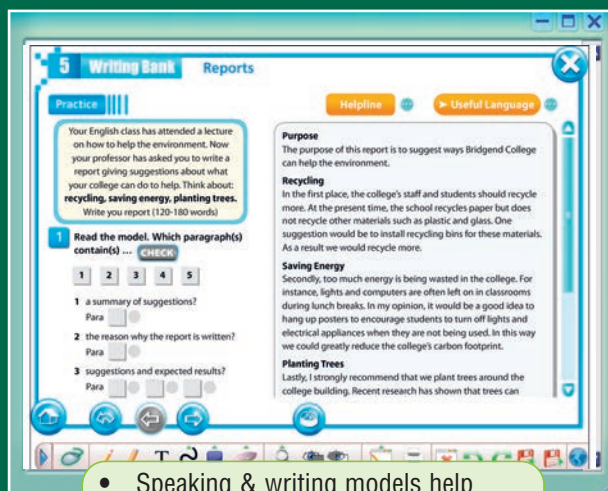
- Documentary-style videos, thematically related to the topics of the course.



- Sections to introduce cross-cultural information

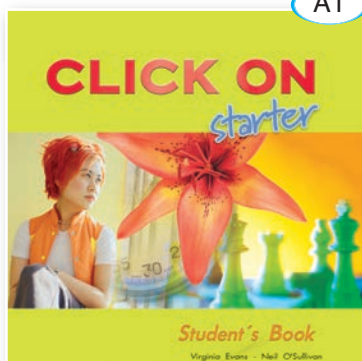


- A vocabulary list with definitions and audio in every lesson helps students learn new words and practise spelling and pronunciation



- Speaking & writing models help students correctly prepare homework without parental involvement

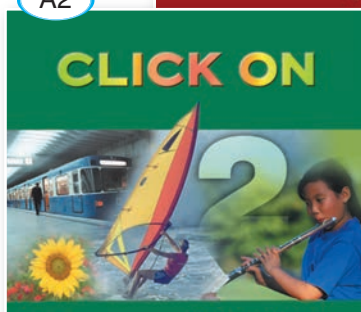
A1



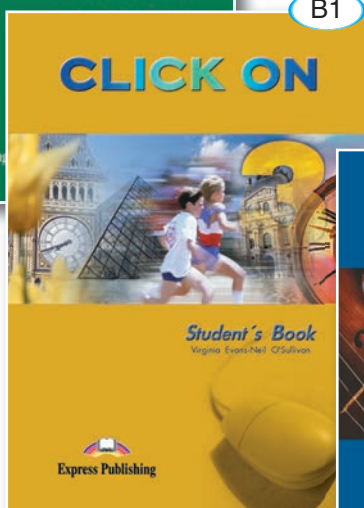
A1+



A2



B1



B2



Click On Starter – 4

BEGINNER TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Neil O'Sullivan



Click On is a five-level course consisting of five modules each for learners of English from complete beginner to upper-intermediate level. The course combines active English language learning with a variety of lively topics presented in themed units printed in full colour. Its well-organised syllabus promotes the gradual development of all four language skills needed by learners to communicate effectively in English. The cross-cultural approach of the course stimulates learners' interest, focusing on topics carefully chosen to motivate. The Student's Book and the Workbook for each level are designed to be covered in approximately 80 to 100 hours of classroom work.

Key Features

- five modules of two units each, per level (Click On Starter has got three modules)
- realistic, stimulating dialogues featuring people in everyday situations
- development of vocabulary skills through interactive tasks
- exploring grammar tasks with thorough practice of grammar structures
- clear presentation and thorough practice of the target language
- a wide variety of listening tasks
- writing sections containing models and project work
- a wide range of stimulating and interesting texts
- games, pronunciation sections and songs
- regular revision units
- a story in episodes giving learners the chance to have fun while learning
- fully dramatised audio CDs
- fully animated DVDs
- special section on British and American culture
- Each level of Click On is accompanied by a DVD presenting the lives and experiences of people in the UK. A DVD Activity Book supports each DVD.

**My Language Portfolios
can be downloaded
from www.teachers-corner.co.uk/free-resources**



Fully animated DVDs

a full colour Workbook with a complete Grammar Book and Progress Tests

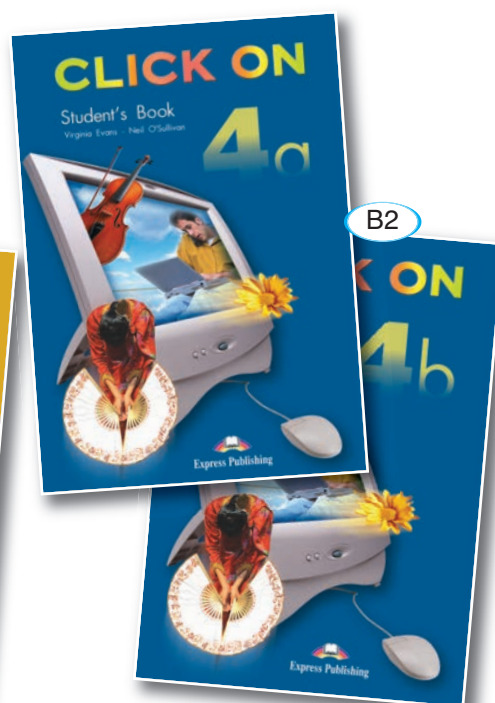


Click On 1a – 4b

BEGINNER TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Neil O'Sullivan

Click On 1a - 4b is the split edition of the *Click On* series. In full colour, the series combines active English language learning with a variety of lively topics in themed modules.



6 Food & Festivities

Lead-in

1 Look at the pictures and number the things in the list. Which of these are - vegetables? - fruit? - drinks? - junk food? - pulses?

an apple ...	cornflakes ...	a peach ...
bagels ...	crisps/chips	a pear ...
bananas ...	a boiled egg ...	peppers ...
beans ...	fruit ...	pizza ...
biscuits ...	grapes ...	rice ...
bread ...	lentils ...	soup ...
bread rolls ...	lettuce ...	spaghetti ...
brussels ...	meat ...	spices ...
a burger ...	milk ...	spring onions ...
carrots ...	olives ...	a strawberry ...
cauliflower ...	an onion ...	sugar ...
cheese ...	an orange ...	tomatoes ...
chicken ...	orange juice ...	
coffee ...	pasta ...	

2 a) What is your favourite dish? What do you usually eat/drink - at school/work? - on a special occasion (e.g. a birthday party)?

b) Do you like eating meat, or are you a vegetarian? Which of the things in Ex. 1 are not suitable for a vegetarian?

c) Which of the things in Ex. 1 are suitable for someone who wants a healthy diet?

3 Listen and repeat.

• Not much.	• Can I take your order?
• It's all gone.	• What about your diet?
• There was a lot left over.	• May I take your order?
• He was starving!	• And for the main course?
• I'll just be bread and cheese for dinner now!	• What's today's special?
	• That sounds nice.

Listening and Reading

4 Listen to the dialogues and tick (✓) the food/drinks mentioned in each.

Dial. A bread ... fish ... cheese ... rice

Dial. B double cheeseburger ... fried eggs ... large serving of fries ... pizza ... side salad ... fruit salad ... apple pie ... Diet Coke ...

Dial. C pasta ... vegetable soup ... grilled chicken ... grilled fish ... carrots ... mineral water ...

5 a) Read the dialogues and say where each one takes place, then answer the questions. Finally, explain the words in bold.

1 What is Sue going to buy from the corner shop?

2 Who ate the chicken left over from last night?

3 Who is on a diet?

4 What does Tim want to drink?

A Sue: I'm going to get some things from the corner shop. Bill: What do we need?

Bill: Let's see ... Well, we need a loaf of bread and some cheese.

Sue: Is there any rice?

Bill: Not much. Perhaps you should get some more.

Sue: Okay. And there's plenty of chicken left from last night, so we can have that.

Bill: Um ... it's all gone, actually.

Sue: All gone? But there was a lot left over!

Bill: Er ... I'm afraid I felt sorry for that stray cat again.

Sue: And you gave him all our chicken?

Bill: He was starving!

Sue: Well, I wanted to make chicken curry - but I think it'll just be bread and cheese for dinner now!

B Waitress: Can I take your order?

Les: Yes - I'd like a double cheeseburger with a large fries, a side salad and an apple pie, please.

Ron: But Les, what about your diet?

Les: Oh, yes, I forgot! Can I have a Diet Coke too, please?

C Waiter: Good evening, sir. May I take your order?

Tim: Yes, please. I'll have the vegetable soup to start with.

Waiter: And for the main course?

Tim: I'm not sure. What's today's special?

Waiter: It's grilled fish with carrots.

Tim: That sounds nice. I'll have that, please.

Waiter: Would you like anything to drink?

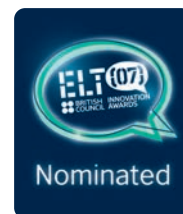
Tim: A large glass of mineral water, please.

Waiter: Thank you.

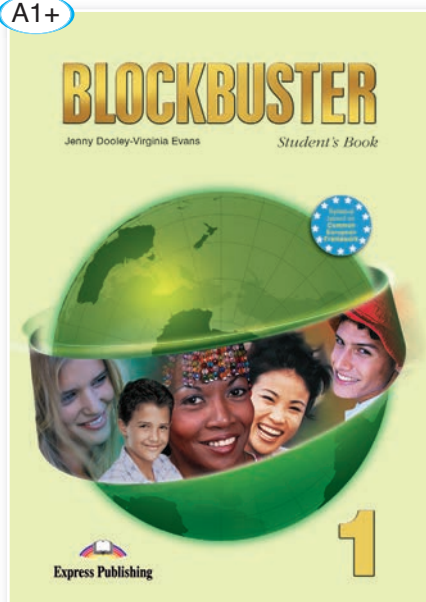
b) In pairs read out the dialogues.

c) Read the dialogues again and underline the phrases/sentences used in Ex. 3. Who said each phrase/sentence?

sample page from *Click On 2b Student's Book*



A1+



Blockbuster 1 – 4



BEGINNER TO INTERMEDIATE LEVEL

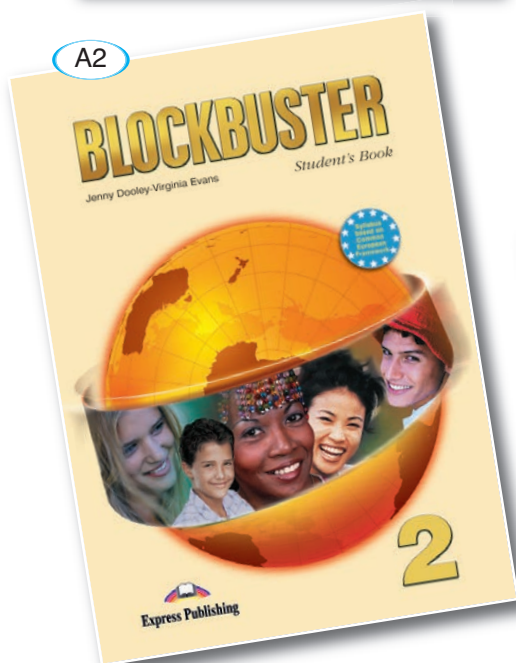
Jenny Dooley – Virginia Evans

Blockbuster is designed for learners studying English at beginner to intermediate level. The series follows the principles of the Common European Framework of Reference and combines active English learning with a variety of lively topics presented in themed modules.

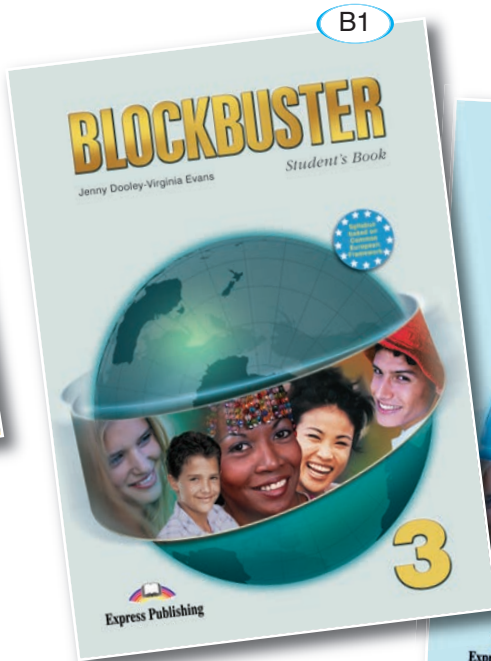
Key Features

- theme-based units in modules
- a varied range of reading texts from authentic contemporary sources with exercises which encourage learners to read extensively as well as intensively
- realistic stimulating dialogues featuring people in everyday situations
- exploring grammar sections covering grammatical areas appropriate for each level plus a Grammar Reference Section
- a wide range of speaking activities
- pronunciation and intonation sections
- study skills and tips to help learners become autonomous
- cartoon strips, jokes and songs
- Culture Corner and CLIL sections at the end of each module
- pairwork activities
- self-check sections at the end of each module

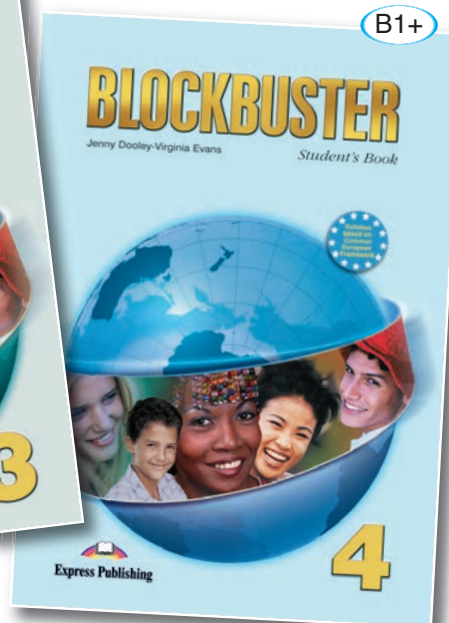
A2



B1



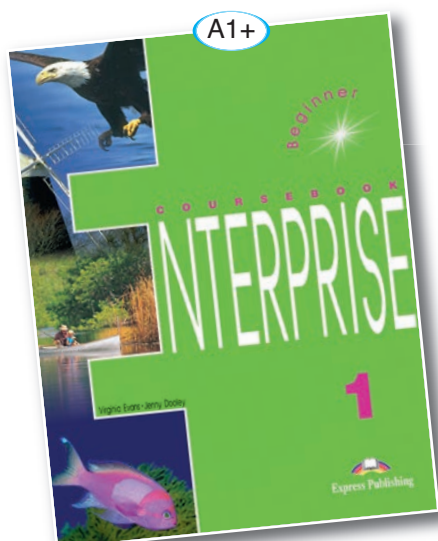
B1+



A Workbook with a complete Grammar Book helps students to reinforce vocabulary and grammar structures presented in the course.

Web Companion

Visit <http://www.expresspublishing.co.uk/elt/blockbuster> for free resources and Portfolio activities.



Enterprise 1 – 4

BEGINNER TO UPPER-INTERMEDIATE LEVEL

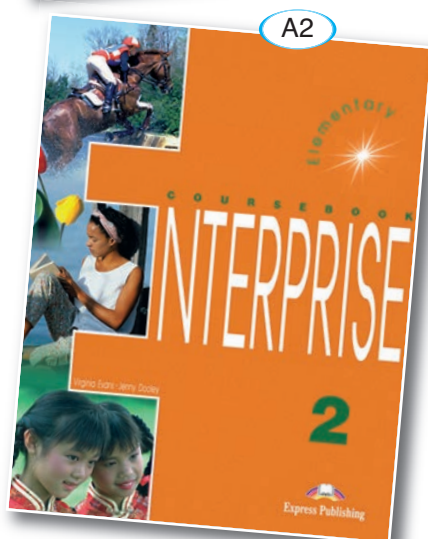
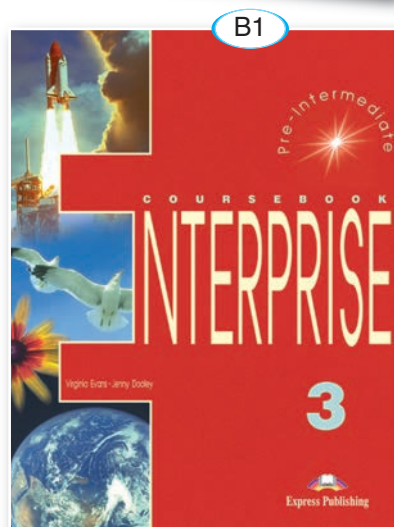
Virginia Evans – Jenny Dooley



Enterprise is a series of five courses for learners of English at elementary to upper-intermediate level. The series focuses on the gradual development of all four language skills – **listening**, **reading**, **speaking** and **writing**. The Student's Book and the Workbook for each level are designed to be covered in approximately 80 to 120 hours of classroom work.

Key Features

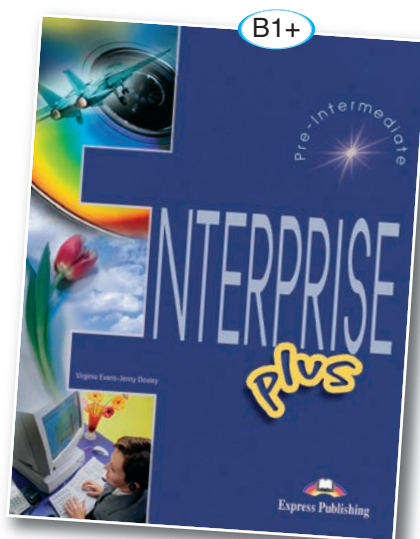
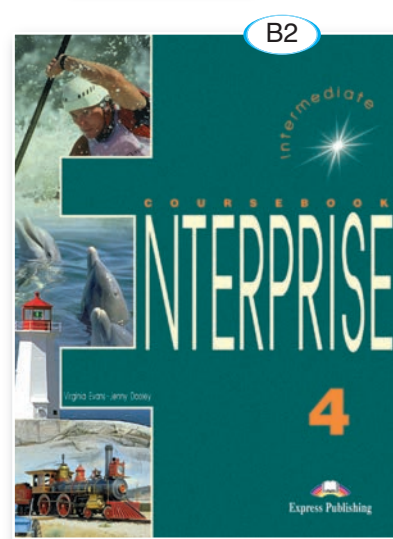
- a variety of carefully selected texts designed to stimulate students' interest through the presentation of thought-provoking subjects and real-life situations
- the development of vocabulary skills through interactive tasks
- exploring grammar tasks with thorough practice of grammar structures
- a broad range of culturally diverse material
- communication sections which recreate everyday situations to teach functional English
- pronunciation practice
- practice in all four language skills
- writing sections and project work
- regular revision units
- cartoon strips
- captivating stories and games which allow students to have fun while learning
- fully dramatised audio CDs
- special section on British and American culture
- DVDs and DVD Activity Books



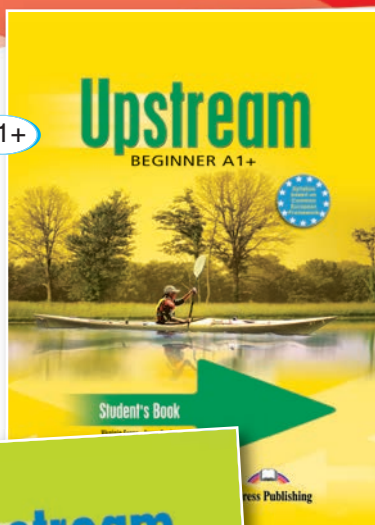
- *Enterprise plus* is an alternative version of *Enterprise 3* and is intended for use at the same level. It has the same core syllabus as *Enterprise 3*, but offers additional supplementary material.



Enterprise 3-4 is accompanied by a DVD presenting the lives and experiences of people in the UK. A DVD Activity Book supports each DVD.



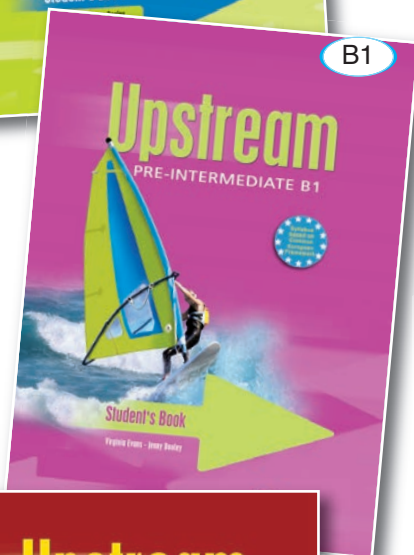
A1+



A2



B1



B1+



Upstream

BEGINNER TO INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley



This series is specially designed for students from absolute beginner to intermediate level. Each book consists of five modules and provides systematic preparation in all four language skills – **listening, speaking, reading and writing** – required at these levels. The Student's Book and the Workbook are designed to be covered in approximately 80 to 100 hours of classroom work.

Key Features

- theme-based units from a wide variety of sources
- a variety of cross-cultural and cross-curricular topics
- systematic development of all four language skills through realistic, challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations and everyday English
- a variety of authentic, stimulating reading and listening tasks
- grammar sections covering all major grammatical areas plus a Grammar Reference Section
- composition analysis and practice on all types of writing with full models
- a wide range of speaking activities
- Culture Clips & CLIL sections
- Literature sections
- fully animated DVDs and DVD Activity Books
- My Language Portfolios (downloadable)
- Interactive Whiteboard (IWB) Software

Interleaved Teacher's Book

Biology

Muscles

Except for thinking, everything we do depends on our muscles. 1) we realise it or not. Without muscles we 2) be able to sit, move, talk, write, read, breathe or even digest our food.

A muscle is a bundle of elastic tissue which contracts (in 3) words, it becomes shorter and thicker) when it receives a signal from the nerves or hormones. There are three kinds of muscle: skeletal muscle, smooth muscle and cardiac muscle.

Skeletal muscles are also called voluntary muscles, because we 4) control their movement when we want to. These muscles vary greatly in size and strength, from the small muscles around our eyes to the large, strong muscles of our thighs. They are attached 5) the bones of our skeleton, and each muscle can move a part of the body in a certain direction. Even quite simple actions, 6) as kicking a ball or smiling, may involve several muscle groups working together.

Smooth muscles are found in most of the body's internal organs. For example, smooth muscles in our stomach and intestine move food through our digestive system. Tiny muscles in our eyes 7) the pupil bigger or smaller in response to light. All smooth muscles contract and relax automatically, 8) our thinking about it, and so they are called involuntary muscles.

The third group, cardiac muscle, is found only in the walls of the heart. These muscles contract and relax automatically in a powerful, regular rhythm to pump blood 9) our body. Our heart beats an average of about 70 times a minute, every 10) minute of our lives, without ever resting.

▶ Reading & Listening

1 What kind of muscle do we use when we move, twist, dance, walk, run, lift weights, etc? Read through and check.

2 Read the text and, for each gap, choose the correct word, A, B, C or D. Compare answers with your partner. Listen and check.

3 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

▶ Speaking

4 Make notes under the headings. Use your notes to give a short presentation about muscles to the class. - why we need muscles - what muscles are made of - what types of muscles there are - what each type can do

▶ Project

In groups, collect information about the human heart muscles. Prepare a Did you know? article for the school magazine. Write a short paragraph explaining what the heart does and how, then list interesting facts.

1 A unless B whether C either D or
2 A weren't B couldn't C wouldn't D mustn't
3 A other B new C different D or
4 A have B need C are D can
5 A with B at C to D on
6 A like B so C same D such
7 A do B make C have D get
8 A without B except C in spite D beside
9 A across B between C around D over
10 A one B single C solitary D lone

CLIL section

Culture Clip 9

Ice Art

Ice Alaska is an amazing event that takes place in Fairbanks, Alaska. It brings the town to life in February and March every year. It is a wonderful event that promotes art, culture, education, international friendship and winter tourism through ice.

It was all started in 1934 by Kay Huffman and Clara Murray West. They used to organise the Fairbanks Winter Carnival, with activities such as parades and dog races. After four years, this became the Ice Carnival and Dog Derby, and artists would carve themes from ice for the carnival queen and king. Each year these themes became more complex and this was the start of the town's ice sculpting tradition.

In 1988 the festival was revived. Teams of ice sculptors came from China and Chicago to create sculptures for the Winter Carnival. They taught local people how to sculpt ice. An exhibition followed, and in 1990 the first competition was held. A team from France won first prize. Today, up to 75 teams from around the world compete in Ice Alaska every year.

Visitors can watch the artists at work and see all the finished sculptures in a fantastic light display. Children can have fun, too, in the Kids' Park, which offers a wide range of activities, including rides, slides, mazes and trains. This is definitely an event that is not to be missed! Find out more at www.icealaska.com

▶ Reading & Listening

Look at the pictures and describe what you see. Then, in pairs, talk about where, when, why and with what you think the sculptures were made.

3 Read the text again and explain the words in bold.

▶ Speaking

4 Make notes under the headings and use them to talk about the festival. - Time & place - Reason for festival - How it began - The competition - What visitors can see & do

▶ Writing

Project: Think of a popular winter festival/event in your country. Does it attract people from all over the world or is it just a local event? Do children participate in this festival? Write an article about it. Use the headings from Ex. 4.

1 Ice Alaska encourages friendships with people from other countries. _____
2 It started as something quite different. _____
3 Some local people know how to sculpt ice. _____
4 It turned into a competition in 1988. _____
5 It is not a festival children can enjoy. _____

Culture Clips

111



Eco-friends 4

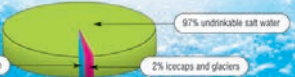
Hydro-Logical

We may take it for granted, but water is the most important resource on Earth. It covers 80% of the Earth's surface and it's the only substance that can be found naturally in three forms: solid, liquid and gas. Water also makes up 66% of the human body and yet we can't live for more than a week.

Although water is the most common substance on Earth, we should use it carefully because only 1% is drinkable and 1/3 of all the people in the world can't get enough clean water. Today, we use 3 times more water than in 1950, and people in rich countries use 10 times more than those in poor ones. So where does it all go? Well, a single **dripping tap** can waste up to 7,600 litres of water in a year and a **leaking toilet** can waste about 260 litres in a day.

At home, we can help by fixing broken taps and toilets. Having showers instead of baths could save about 300 litres of water a week. We should also avoid using **chemicals** that pollute the water supply, because we can't increase the amount of fresh water in the world. We can only change the way we use it.





Category	Percentage
Undrinkable salt water	97%
Icecaps and glaciers	2%
Drinkable	1%

► **Reading & Listening**

- Look at the title and the pictures. What do you think the article is about?
- In pairs, think of five things we use water for. Listen and read the text. Does it mention any of your ideas?
- Read the text again and mark the statements T (true) or F (false).
 - 66% of the Earth's water is drinkable.
 - Humans can live for seven days without water.
 - People use 1/3 of the water on Earth.
 - Having baths instead of showers wastes water.
 - We can't increase the water supply.

b. Explain the words in bold.

► **Speaking**

- Close your book and tell your partner two ways to save water.
- Think of ten words you have learnt in this text. In pairs, make sentences using them.

► **Project**

How much do you know about water? Work in groups. Collect information about water, then prepare a quiz for your classmates.

100

Green Issues to raise students' environmental awareness

CURRICULAR CUT

LITERATURE

4

► Reading

- 1 a. Look at the text, What type is it: a novel, a play, a cartoon strip?
- b. Who wrote it? What is it about? Read the biography and check.

George Bernard Shaw (1856–1950) was born in Dublin, Ireland, to poor parents. In 1870, he moved to London. While there, he became deeply involved in politics and

worked as a

theatre critic. In 1902, he wrote his first play, *Widowers' Houses*. He went on to write many more plays.

Pygmalion (1913) is the story of Professor Henry Higgins, a professor of phonetics who makes a bet that he can turn a common flower girl, Eliza Doolittle, into a lady in six months. He succeeds, and becomes quite fond of Eliza, but she eventually leaves him to marry the upper class Freddy Eynsford-Hill.

Pygmalion

MRS PEARCE. [returning] This is the young woman, sir. **HIGGINS.** Why, this is the girl I jotted down last night. She's no use. [To the girl] Be off with you. I don't want you. **THE FLOWER GIRL.** Don't you be so snooty. You ain't heard what I come for yet. Did you tell him I come in a taxi?

MRS PEARCE. Nonsense, girl! What do you think a gentleman like Mr Higgins cares what you came in?

THE FLOWER GIRL. I ask for a kind word for any compliment, and if my money's not good enough I can go elsewhere.

HIGGINS. Good enough for what?

THE FLOWER GIRL. Good enough for yee–oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for 'em, too.

HIGGINS. Well!!! What do you expect me to say to you?

THE FLOWER GIRL. Well, if you was a gentleman, you might ask me to sit down, I think. Don't I tell you I'm bringing you business?

HIGGINS. Pickering, shall we call this baggage to sit down or shall we throw her out of the window?

THE FLOWER GIRL. I won't be asked a baggage when I've offered to pay like any lady.

PICKERING. [smily] What is it you want, my girl?

THE FLOWER GIRL. I want to be a lady in a flower shop instead of selling at the corner of Tottenham Court Road. But they won't take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him – not asking any favour – and he treats me as if I was dirt.

MRS PEARCE. How can you be such a foolish ignorant girl as to think you need to pay Mr Higgins?

THE FLOWER GIRL. Why shouldn't I? I know what lessons cost as well as you do, and I'm ready to pay.

HIGGINS. How much?

THE FLOWER GIRL. Now you're talking!

HIGGINS. Sit down.

MRS PEARCE. Sit down, girl. Do as you're told.

THE FLOWER GIRL. Ah–ah–ah–om–om–om–oo! Not

PICKERING. Won't you sit down?

THE FLOWER GIRL. Don't mind if I do.

HIGGINS. What's your name?

THE FLOWER GIRL. Liza Doolittle.

- 2 a. Look at the extract. How many people take part in this scene?
- b. Read the first exchange. What does the young woman say? What does she want? Listen and read to find out.
- 3 Read again. Who uses formal, polite language? Who uses slang? How could Eliza express herself in a formal, polite style?

► Speaking

- 4 In groups, take roles and read out the extract.
- 5  What do you think happens next? In groups, continue the scene. Listen and check.

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Literature sections

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each module

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INTERMEDIATE TO PROFICIENCY LEVEL



Virginia Evans – Jenny Dooley Bob Obee – Virginia Evans
Virginia Evans – Lynda Edwards

This series is specially designed for students from upper-intermediate to proficiency level. Each book consists of five modules and provides systematic preparation in all four language skills – **listening, speaking, reading and writing** – required at these levels. The Student's Book and the Workbook are designed to be covered in approximately 100 to 120 hours of classroom work.

Key Features

- theme-based units from a wide variety of sources
- a variety of cross-cultural and cross-curricular topics
- systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations and everyday English
- a variety of authentic stimulating reading and listening tasks
- grammar sections covering all major grammatical areas plus a Grammar Reference Section
- composition analysis and practice on all types of writing with full models
- a wide range of speaking activities
- Culture Clips & CLIL sections
- Literature sections
- My Language Portfolios (downloadable)



Writing a story

Tip

To write a story we first decide on the type of story, the plot and the main characters. Our story can be a comedy, a spy story, a thriller, an adventure story, a detective story, a fairy tale etc.

Introduction

In the first paragraph, we write when and where the event happened, who the people in the story were and what happened first.

Main Body

In the main body paragraphs, we describe the events in the order they happened. One of the events should be the climax event. We can use so, because, and, also etc to join our sentences or ideas.

Conclusion

In the last paragraph, we write what happened in the end and how the people in the story felt. We can use a variety of adjectives or adverbs to make our story more interesting. We normally use past tenses in stories.

Analysing a Model Text

2 a. Read the story and fill in the linkers. What tenses has the writer used?

• by the time • while • then • but • as soon as • as

b. Which scene does the picture show? What happened before/after it? Who do you think the writer is?

The best day of my life

Whenever I look at that photograph, it takes me back to those early years when every new experience was so important that it was almost unbearable. It was towards the end of the school year **1** my first year at primary school **2** that it happened. I had been looking forward to that day with such eagerness.

I can still remember the shouts of the spectators as I went out onto the sports field with my classmates. Earlier that week I had qualified for the finals of the 100 metres. Now, looking around, I was determined to win.

1 I was walking across to the start. I began to feel more and more nervous. I looked at the bustling crowd of spectators, and I saw my proud parents waving enthusiastically. My heart was pounding fast **2** I lined up with the other eager competitors. I felt so excited that my whole body was shaking. I braced myself, took some deep breaths and waited for the signal. **3** the starting pistol sounded and I set off down the track.

I could hear the crowd shouting excitedly. **4** the noise seemed very far away. I sprinted as fast as I could, not looking at anything except the finishing line. **5** I crossed the line I was so exhausted I could hardly breathe. **6** I heard the result announced. I realized I had won! Overjoyed, I collapsed on the soft grass with a broad grin on my face.

"Well done!" said the Headmaster later, as he presented me with the winner's certificate. I had never felt so happy and proud in my life.

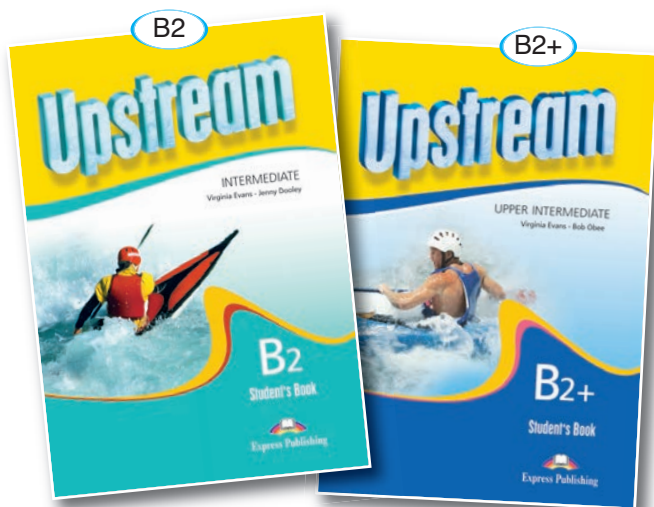
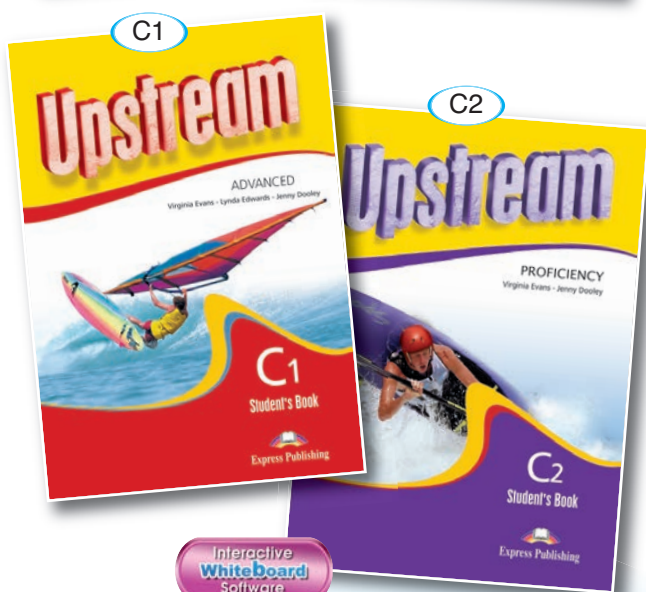
Analysing a Rubric

1 Read the rubric and answer the questions.

ENTER NOW!
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What is your most unforgettable childhood experience? Send in your story (120-180 words) for your chance to win a two-week all-expenses paid trip to Disneyland, Paris. Runners-up will receive a one-year subscription to **TEENS!** Closing date: 10th December. Results announced: 17th February.

- Where would you see this announcement published?
- What is the announcement about?
- Who are you going to write about?
- What could your story be about?



Interactive
WhiteBoard
Software



**NEW
REVISED
EDITION**

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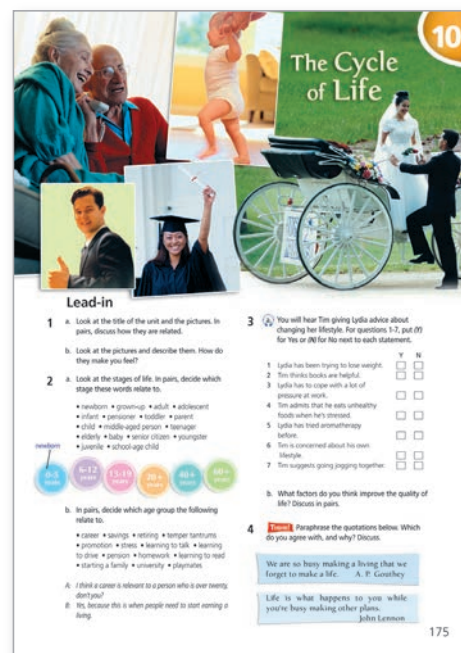
INTERMEDIATE TO PROFICIENCY LEVEL

Virginia Evans – Jenny Dooley Virginia Evans – Bob Obee
Virginia Evans – Lynda Edwards – Jenny Dooley

This series is specially designed for students from intermediate to proficiency level. Each book consists of five modules and provides systematic preparation in all four language skills – **listening, speaking, reading and writing** – required at these levels. The Student's Book and the Workbook are designed to be covered in approximately 100 to 120 hours of classroom work.

Key Features

- theme-based units from a wide variety of authentic sources in five modules
- a variety of cross-cultural topics
- systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations, idioms and fixed phrases, prepositions, phrasal verbs and word formation
- a variety of stimulating reading and listening tasks from authentic sources
- a wide range of speaking activities
- realistic stimulating dialogues featuring people in everyday situations
- grammar sections covering all major grammatical areas plus a Grammar Reference Section
- composition analysis and practice on all types of writing with full models
- exam and study skills tips
- Everyday English sections
- Culture Clips & CLIL sections
- Literature pages
- Further practice section on Use of English



sample page from
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- Grammar revision, practice and consolidation
- Speaking and listening practice
- Writing activities and model compositions to help students prepare homework
- Fun games to revise the content of each module
- Further practice sections

Forum 1 – 3

UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley



Forum is a modular secondary-level course for learners of English at the upper-intermediate level (CEF level B2 and B2+). The course combines active English learning with a variety of lively topics presented in themed modules and it prepares students for the Cambridge English: First (FCE) examination as well as other exams at this level.

Key Features

- systematic development of all four language skills through realistic tasks which encourage the learners' personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs, fixed phrases, prepositional phrases and word formation, as well as Appendices of phrasal verbs and prepositional phrases
- a variety of reading texts from authentic contemporary sources, with exercises which encourage learners to read extensively as well as intensively
- Progress Check sections at the end of each module
- Grammar sections covering all major grammatical areas, with detailed theory & exercises
- Further Practice sections on lexical items and key-word transformations
- Culture, CLIL and Green Issues sections
- Interactive Whiteboard (IWB) Software and Interactive eBooks



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Unit 1.12
Curricular Cut
Geography

Global Warming

1 Look at the picture and the title of the article. What do you think the article is about? Listen, read and check.

2 Read the text and mark the sentences (1-5) as T (true) or F (false).

- 1 Average global temperatures have increased in the last century.
- 2 The 1990s were one of the coldest decades on record.
- 3 Polar bears hunt for seals all year round.
- 4 The Hudson Bay population of polar bears has decreased over the last 10 years.
- 5 Polar bears are at great risk due to global warming.

3 Match the words in bold in the text to their synonyms in the list below.

1 amount of food	10 unclear
2 types	11 consequences
3 fall down	12 states
4 maintain	13 choosing not to eat
5 shrinking	14 discharge
6 exactly	15 lessening
7 disturbing speeds	16 became less
8 gone up	17 places where a wild animal gives birth to its young
9 disastrous	

4 In pairs, write a list of things that must be done to improve environmental conditions and reduce global warming. Share your ideas with the class.

Project!
ICT Research another animal that is affected by global warming. Prepare a short presentation to share your findings with the class. You can visit this website: <http://www.greenpeace.org>

Global warming is a hot topic that shows little sign of cooling down. The Earth's climate is changing, but **precisely** whether we can stop the process is **uncertain**. Over the last century average global temperatures have **increased** by approximately one degree, while in Alaska, North-Western Canada and Eastern Russia it is believed average temperatures have increased by as much as three to four degrees. In the Northern Hemisphere, the spring thaw occurs nine days earlier and the winter freeze happens about ten days later than it did 150 years ago and the last two decades have been the warmest ever recorded since the mid-1800s.

Global warming has serious **repercussions** for life on the planet. One immediate result is that many animal **species** are fighting for survival. One example is the polar bear population that lives in the Hudson Bay area of Northern Manitoba. The **reduction** in ice, as well as a shorter winter season, means that the bears have a reduced hunting period. For some bears, their yearly **food intake** has **decreased** by as much as ten kilograms. Some of them are not able to survive the summer **fast** period because they have not stored enough energy to **sustain** themselves. They need the ice to cover the sea during the winter months so they can hunt for seals, their main source of food. However, the sea ice is melting and breaking up because of global warming. Glaciers and icebergs are **receding** and disappearing at **alarming rates**. Studies suggest that the West Hudson Bay polar bear population has decreased by as much as 20 percent in just 10 years.

Warmer weather in the region also has a **cataclysmic** effect on female bears and their **maternity dens**. Many dens **collapse** in the spring due to heavy rains and trap the mothers and their cubs. In some instances, the increased temperatures melt the frozen ground where the dens are located, also causing them to collapse. Unless the mother and cubs are rescued, most of these animals die.

If we continue to do nothing to reduce the **emission** of greenhouse gases and continue to pollute our environment, ice **conditions** in the Hudson Bay area will not be able to sustain and support its population of polar bears and we will have forced yet another species into extinction.

MODULE 1 | 27

CLIL sections

1.2 Vocabulary & Grammar

Team A 0 Team B 0

This is the policeman _____ asked me to give a detailed account of what happened.

Options: estimate, value, assess, calculate

1.2 Vocabulary & Grammar

Team A 1 Team B 0

This language test is designed to assess a candidate's skills in English.

Options: estimate, value, assess, calculate

3.2 Vocabulary & Grammar

Word power (ways to look)

Check these words.

gaze (v): to stare
e.g. I **gazed** at the painting for a long time, trying to understand what the artist wanted to communicate.

Options: glare, peep, glimpse, glance, gaze, peer, squint, stare

2.6 Vocabulary & Grammar

Modals

Look at the pictures. Make assumptions/ deductions using must, can or might as in the examples.

There must have been an accident. He must have sprained his wrist/broken his arm. He might have fallen over. She must be in pain.

Options: must, can, might

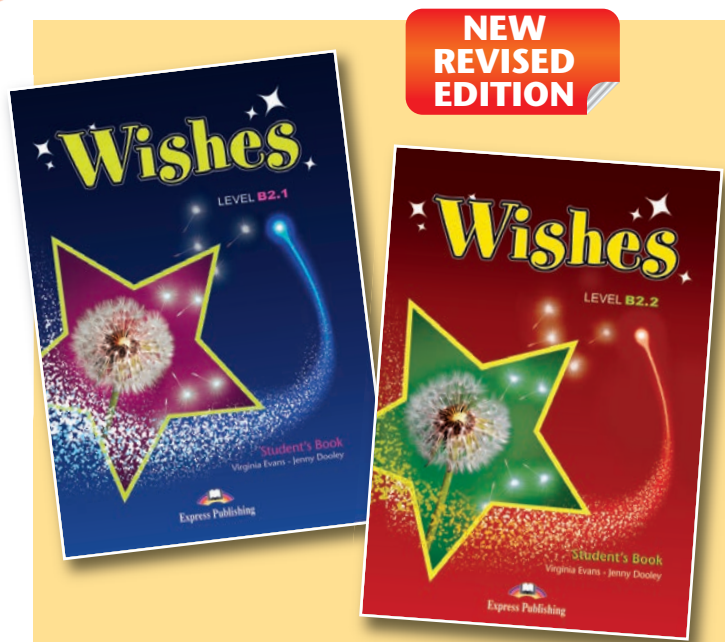
Interactive
Whiteboard
Software



Bring your lessons to life!

Engage learners' senses with the *Forum* IWB software.

- Recorded reading texts
- Fully interactive vocabulary & grammar activities
- Grammar sections with theory presentation and interactive exercises
- Speaking sections with model answers
- Listening practice
- Guided writing sections with model compositions and writing techniques
- Fun games to revise the content of each module
- Further practice sections



Wishes

UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley



Wishes Level B2.1 and *Wishes Level B2.2* effectively combine language development and extensive training for all language skills. *Wishes Level B2.1* and *B2.2* are designed to meet the requirements of the Cambridge English: First (FCE) examinations as well as other exams at this level.

Key Features

- authentic texts, combining stimulating content and cross-cultural topics, followed by a variety of tasks designed to improve the learner's reading skills
- lexical exercises practising and activating vocabulary, as well as collocations, idioms, prepositions and phrasal verbs
- a variety of stimulating listening texts - all the recordings are based on authentic listening material
- speaking sections which aim to develop speaking skills
- grammar sections covering all major grammatical areas, plus a Grammar Reference section with exercises
- detailed composition analysis and models for all types of writing tasks, designed to develop the learner's writing skills
- further practice sections on key word transformations, word formation, multiple-choice and cloze texts
- Culture Clips, CLIL and Green Issues sections
- The Workbooks contain grammar theory and practice
- Interactive Whiteboard (IWB) Software and Interactive eBooks

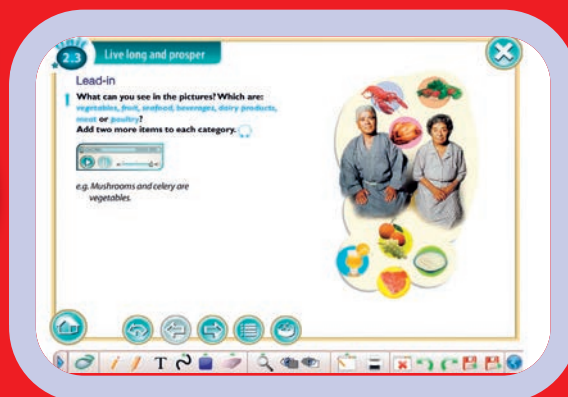
Teacher's Books are overprinted with suggested model answers for the Writing tasks and tapescripts of all the recorded material are provided



The student's interactive study partner!

Wishes ieBooks include:

- Recorded texts to help students practise and improve their reading skills
- Fully interactive activities to practise and revise grammar and vocabulary
- Grammar revision, practice and consolidation
- Speaking and listening practice
- Writing activities and model compositions to help students prepare homework
- Fun games to revise the content of each module
- Further practice sections



Homework is stress free with the ieBook!

Unit 1.8 Speaking Skills

Preparing for Part 1

- Giving personal information

1 Complete the sentences about yourself. Imagine you are new to the class. Use the sentences to talk about yourself to your partner.

My name's There are in my family.
 I'm years old. My dad works as
 I live in My favourite subjects are
 I go to school. In my spare time

- Expressing likes/dislikes

2 Listen to John talking about what he likes doing in his free time and complete the sentences with the correct activity.

1 I really enjoy because we have a lot of fun together.
 2 I like and because I'm a very active person.

3 I'm fond of and I often go with my dad to the lake.
 4 I'm keen on and go regularly with my mum in the park.
 5 I can't stand I don't like to get my hands dirty.
 6 I'm not keen on because I do it a lot at school.
 7 I just hate It's so boring.
 8 I really enjoy It's interesting and fun.

Speaking Part 1 (personal questions)

3 What about you? What do/don't you enjoy doing in your free time? What's your favourite hobby? Why? Tell your partner.

Likes	Dislikes
• I really like/enjoy ...	• I just hate ...
• I'm fond of ...	• I can't stand ...
• I'm keen on ...	• I find ... boring/difficult, etc

notions & functions

Interactive
Whiteboard
Software



Bring your lessons to life!

Engage learners' senses with the *Wishes* IWB software.

- Recorded reading texts
- Fully interactive vocabulary & grammar activities
- Grammar sections with theory presentation and interactive exercises
- Speaking sections with model answers
- Listening practice
- Guided writing sections with model compositions and writing techniques
- Fun games to revise the content of each module
- Further practice sections

4.3 Save the Whales

Lead-in

1 What do you know about humpback whales? Which of these sentences are true about them?

- Humpback whales move gracefully.
- They produce songs that contain rhyme, rhythm and structure.
- They never sing the same song more than once.
- They can hear each other across oceans.
- They face extinction.
- The hunting of humpback whales hasn't been banned yet.

Read the text and check your answers.

CHECK 4/6, 67%

5.8 Speaking Skills

Speaking Part 2 (4 minutes) monologue

Candidate A: Compare the two photographs and say why young people might find these activities enjoyable.

Candidate B: What do you enjoy doing to help you relax?

Making assumptions

- It might be ...
- You could say: ...
- I imagine ...
- It's possible that ...
- I would guess, ...

Topic Vocabulary

Growing Vegetables

- cozy small living room
- friendly atmosphere
- quietly reading
- seems to be enjoying
- relax & enjoy
- enjoying the outdoors
- completely alone
- fresh air
- listening to the sounds of nature
- peaceful & quiet
- relaxing

1 Quiz

TEAM B CHOOSE YOUR PLAYER!

Team A 0 Team B 0

1 2 3 4

1 2 3 4

5.4 Vocabulary & Grammar

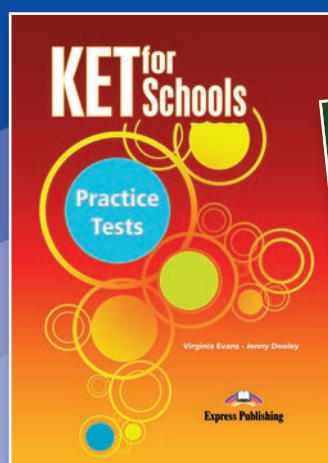
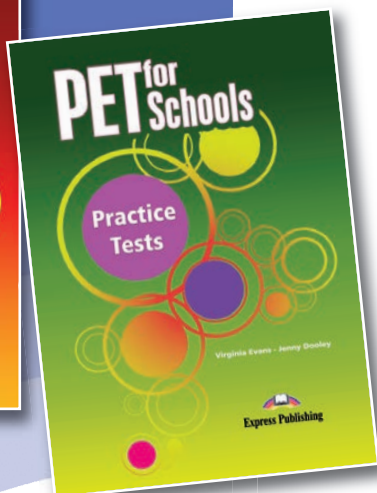
Team A 1 Team B 1

expedition vision journey

His to Australia included short stops at Dubai and Singapore.

Exams

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Practice Tests for the KET and PET



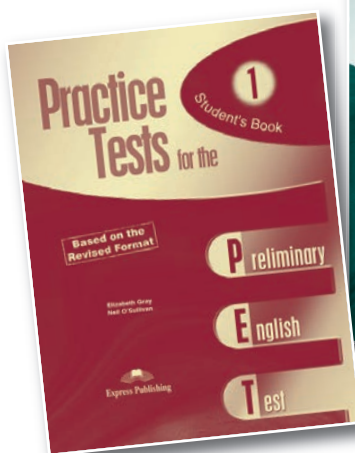
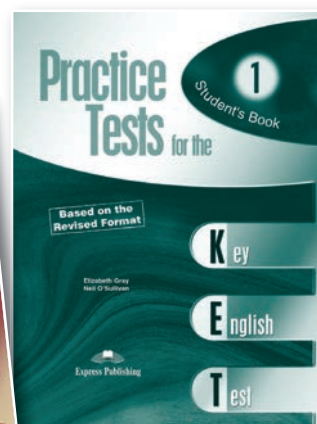
ELEMENTARY TO INTERMEDIATE LEVEL

Elizabeth Gray – Neil O'Sullivan

Each of these practice test books is a collection of four complete practice tests and provides excellent preparation for the revised Cambridge English: Key (KET) & Preliminary (PET) examinations. The books are also appropriate for any other examinations at the same level.

Key Features

- a variety of topics, vocabulary and structures included in the KET/PET syllabus
- authentic recordings which provide genuine examination conditions for the Listening Test
- visual material for the Speaking Test
- sample answer sheets



The Teacher's Books contain all the material provided in the Student's Books with overprinted answers, suggested model answers for the Writing Paper, guidelines on how to conduct the Speaking Part of the test, as well as tapescripts of the recorded material for the Listening Paper.

KET for Schools & PET for Schools



ELEMENTARY TO PRE-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

These books are aimed at learners of the English language at CEF level A2 & B1 preparing for the Cambridge English: Key (KET) & Preliminary (PET) for Schools examination or any other examinations at the same level of difficulty.

Practice Tests for the Michigan ECCE

UPPER-INTERMEDIATE LEVEL

Virginia Evans – John Taylor (Books 1 – 2) – Peter Humphries (Book 3)



ECPE Tests Michigan Proficiency

PROFICIENCY LEVEL

Virginia Evans (Books 1 – 2)
Peter Humphries – Virginia Evans (Book 3)



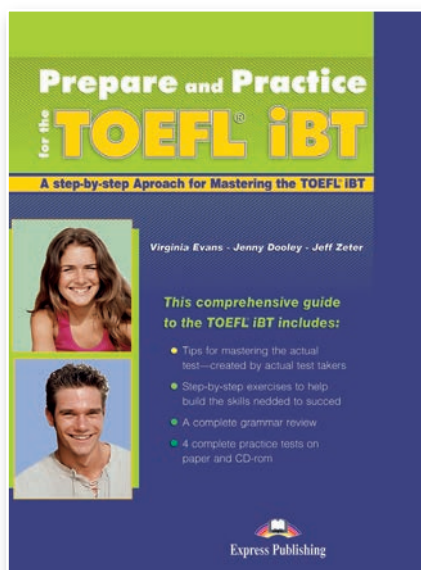
The **Keys** contain answers to all tests, model compositions, suggested answers for oral communication tests and transcripts of all Listening sections.

Prepare and Practice for the TOEFL® iBT

PROFICIENCY LEVEL

Virginia Evans – Jenny Dooley – Jeff Zeter

This comprehensive guide provides complete and accurate TOEFL® iBT preparation and guidance. Providing a thorough and systematic approach for TOEFL® iBT studies, the book guides students, step by step, to success in the actual exam.



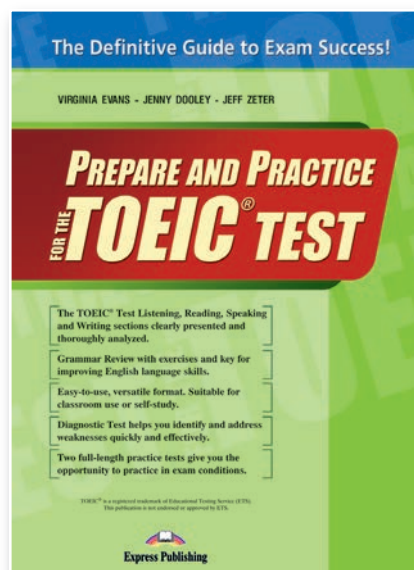
Preparation & Practice for the TOEIC® Test

ADVANCED LEVEL

Virginia Evans – Jenny Dooley – Jeff Zeter

This is the definitive guide for thorough and comprehensive analysis of each aspect of the TOEIC® Test and offers the opportunity for extended practice.

Suitable for classroom use or self-study, Prepare and Practice for the TOEIC® Test can be used as a quick reference practice book, or as a complete course.





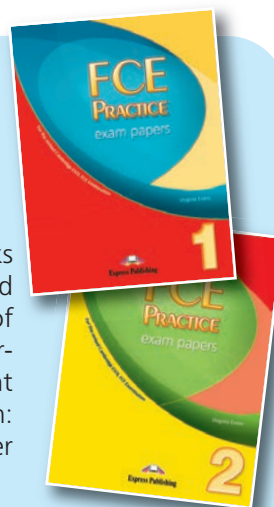
FCE Practice Exam Papers 1, 2



UPPER-INTERMEDIATE LEVEL

Virginia Evans

This series consists of two practice test books and provides systematic practice and development of students' reading, use of English and writing skills at the upper-intermediate level. The series offers excellent preparation for the revised Cambridge English: First (FCE) Examination, as well as any other examinations at the same level.



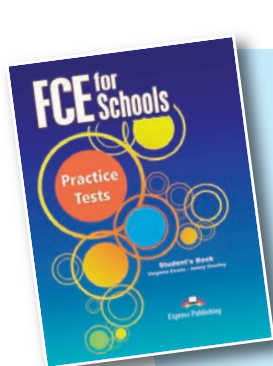
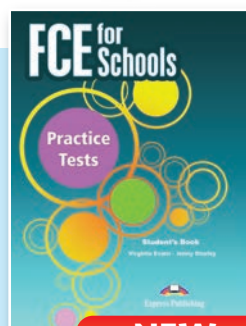
FCE Listening & Speaking Skills 1, 2



UPPER-INTERMEDIATE LEVEL

Virginia Evans – James Milton – Jenny Dooley

This series consists of two practice test books which provide systematic development of students' listening and speaking skills. It also offers excellent preparation for the revised Cambridge English: First (FCE) Examination or any other examinations at the same level.



NEW REVISED EDITION

FCE for Schools



UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

The book is aimed at learners of the English language at CEF level B2 preparing for the Cambridge English: First (FCE) for Schools examination or any other examinations at the same level of difficulty.

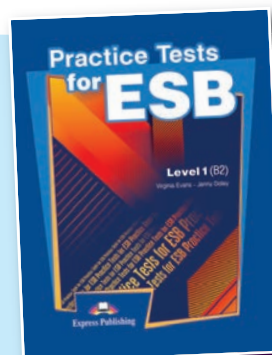
Practice Tests for ESB

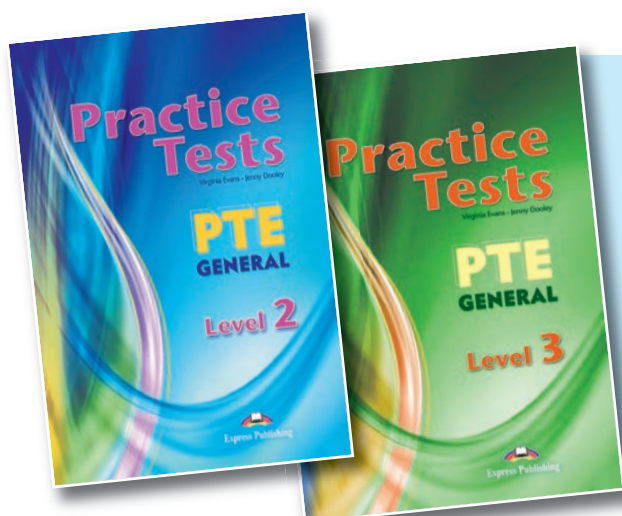


UPPER-INTERMEDIATE TO PROFICIENCY LEVEL

Virginia Evans – Jenny Dooley

The books are aimed at learners of the English language at CEF levels B2-C2 preparing for the ESB examination or any other examinations at the same level of difficulty.





Practice Tests for PTE



INTERMEDIATE TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

The books are aimed at learners of the English language at CEF levels B1-B2 preparing for the PTE General Level 2 - Level 3 examinations or any other examinations at the same level of difficulty.

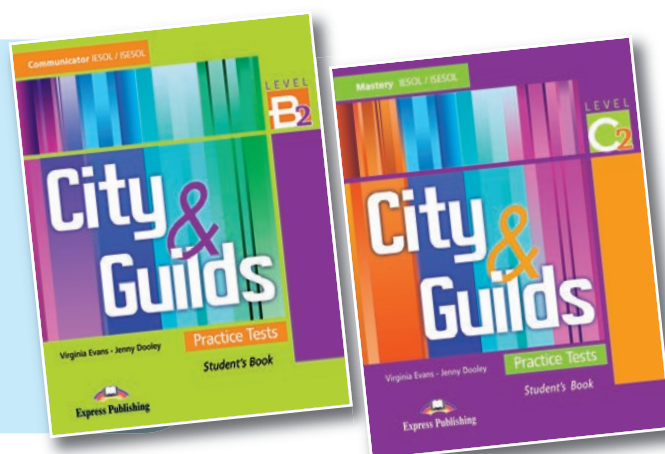
City & Guilds Practice Tests



UPPER-INTERMEDIATE TO PROFICIENCY LEVEL

Virginia Evans – Jenny Dooley

The books are aimed at learners of the English language at CEF levels B2 and C2 preparing for the City & Guilds Mastery IESOL/ISESOL examination or any other examinations at the same level of difficulty.



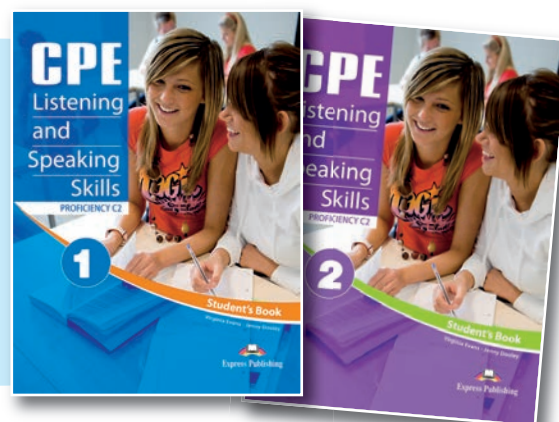
CPE Listening and Speaking Skills Proficiency C2 1 – 2



PROFICIENCY LEVEL

Virginia Evans – Jenny Dooley

The books are aimed at learners of the English language at CEF level C2 preparing for the Cambridge English: Proficiency (CPE) examination or any other examinations at the same level of difficulty.



CPE Practice Tests 1 – 3

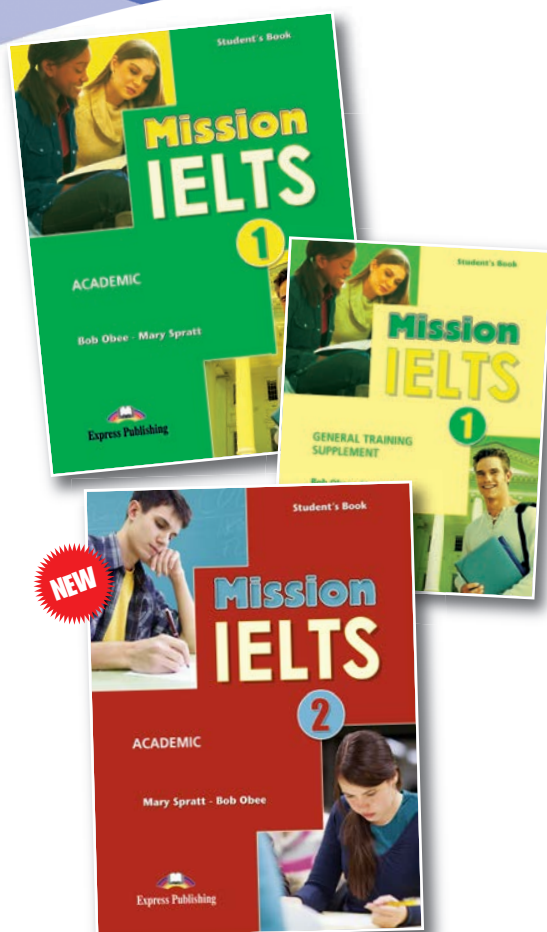


PROFICIENCY LEVEL

Bob Obee – Virginia Evans
Virginia Evans – Jenny Dooley

The books are aimed at learners of the English language at CEF level C2 preparing for the Cambridge English: Proficiency (CPE) examination or any other examinations at the same level of difficulty.





Mission IELTS 1 – 2



ADVANCED LEVEL

• Mary Spratt – Bob Obee

Mission: IELTS is a motivating coursebook series which helps students maximise their score potential for the IELTS examination. Its innovative structure integrates language, skills and exam technique practice and provides a highly focused course platform for students preparing for the IELTS exam. Each thematic unit aims to develop the key language and skills needed for success in one of the IELTS papers and provides thorough exam awareness training and practice for the different tasks in these papers. The series is completed with a General Training course supplement.

Key Features

- extensive thematic coverage of all major IELTS topic areas
- innovative unit structure dovetailing language, skills and exam preparation work
- task-based vocabulary and grammar development sections in every unit
- extensive coverage of exam tasks in all four IELTS papers
- exam tip sections and exam awareness and practice sections in every unit
- regular revision and exam practice units
- Grammar Reference section
- complete IELTS practice test



IELTS Practice Tests 1 – 2



ADVANCED LEVEL

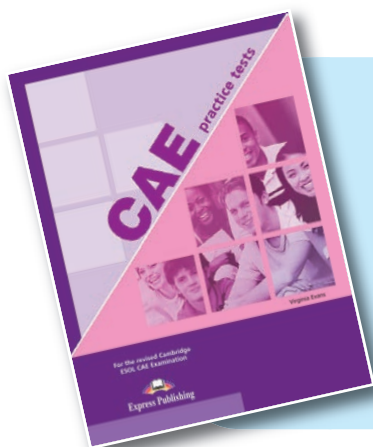
James Milton – Huw Bell – Peter Neville

The *International English Language Testing System (IELTS)* Examination is taken worldwide by those who plan to attend English speaking universities. Written by experienced IELTS examiners, these books contain practice test material for the revised IELTS exams.

Four complete tests are provided in each volume with reading and writing tests for both the Academic and the General Training versions of the test.

The **Student's Books** contain an introduction to the format of the test, as well as details of each of the four sections into which the test is divided: Reading, Writing, Listening and Speaking. **Class Audio CDs** contain the revised listening materials. Practice answer sheets are also included, as well as preparatory materials for the Speaking component.

The Book with Answers contains explanations of the grading and marking systems used in the tests, answers to multiple choice and cloze questions, and specimen answers to essay questions and spoken tests.



CAE Practice Tests



ADVANCED LEVEL

Virginia Evans

The book consists of a collection of six complete practice tests each for the revised Cambridge English: Advanced (CAE) examination 2008. The tests have been designed to reflect the exam type tasks according to the CAE specifications, which were introduced in December 2008. Therefore, it provides excellent preparation for the Cambridge CAE examination as well as any other examinations at the same level.

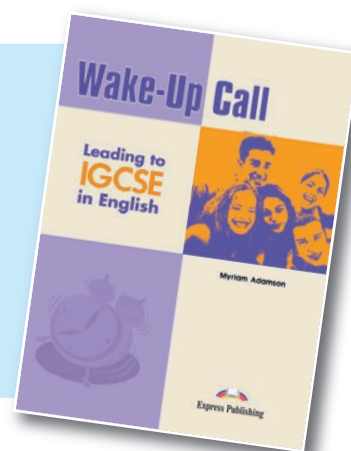
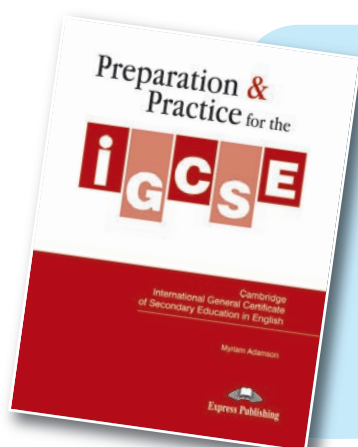
Wake-Up Call Leading to IGCSE in English



ADVANCED LEVEL

Myriam Adamson

This is a student-friendly book designed to give teenage learners of English who wish to take the Cambridge IGCSE examination a wake-up call. The carefully selected material is geared towards enhancing their awareness of a number of contemporary issues as well.



Preparation & Practice for the IGCSE in English



ADVANCED LEVEL

Myriam Adamson

Preparation & Practice for the IGCSE in English is designed to provide thorough preparation for Papers 2 and 5 of the Cambridge International General Certificate of Secondary Education in English as a second language.

The book uses carefully selected authentic texts to develop the students' reading and writing skills through a variety of motivating topics.

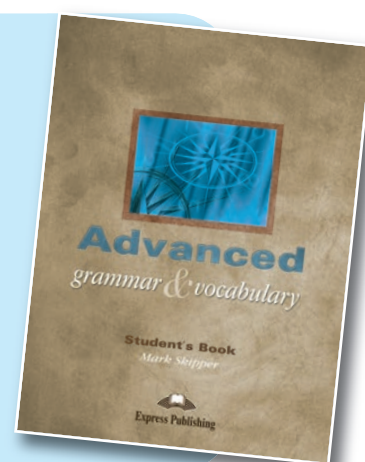
Advanced Grammar & Vocabulary



ADVANCED/PROFICIENCY LEVEL

Mark Skipper

Advanced Grammar & Vocabulary is a comprehensive Use of English manual for students preparing for the Cambridge English: Advanced (CAE) and Proficiency (CPE) in English or any other EFL examination at a similar level. It combines clear and functional presentation of grammar and vocabulary issues with a huge variety of challenging and stimulating exercises. Its unique item-by-item approach makes it ideal supplementary classroom material, and its simplicity of design makes it an invaluable tool for self-study. *Advanced Grammar & Vocabulary* takes a holistic teaching approach, using listening, reading and detailed notes to help learners master all the skills needed at this level.



Grammar

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Grammarway 1 – 4



BEGINNER TO UPPER-INTERMEDIATE LEVEL

Jenny Dooley – Virginia Evans

Grammarway is a series of four grammar books in full colour. Designed for learners of English at beginner to upper-intermediate level, they systematically present, provide practice of and revise English grammar structures. The series can be used to supplement any main coursebook at secondary level and is suitable both for self-study and classroom use.

Key Features

- clear, simple presentation of grammar structures through functional examples
- attractive photographs and illustrations
- comprehensive theory boxes
- a variety of exercises with space for filling in answers
- exercises designed to help the learner use correct and appropriate patterns in everyday situations
- error correction exercises
- speaking and writing activities at the end of each unit using the structures presented
- revision units
- picture flashcards

The **Teacher's Books** provide a full key to the exercises in the Student's Books, notes on how to employ the exercises effectively and photocopiable assessment tests.

The **Picture Flashcards** can be used for classroom presentation and practice of the new structures in each unit.

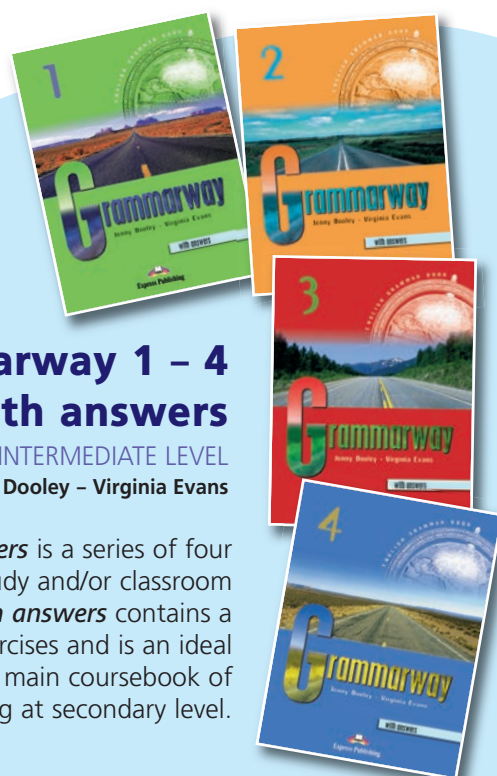


Grammarway 1 – 4 with answers

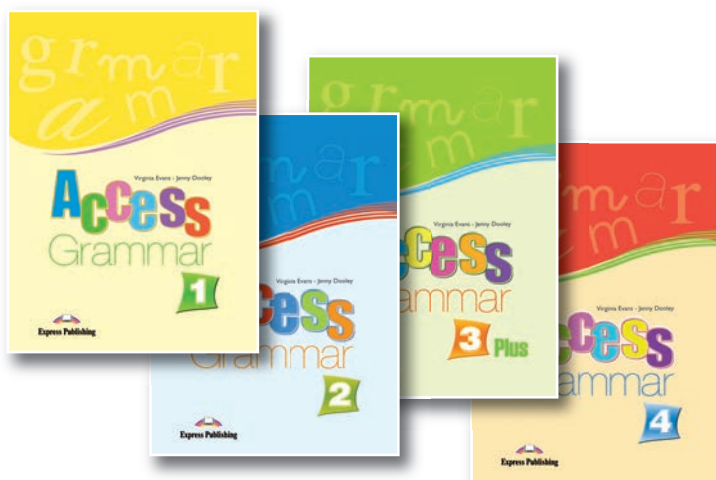
BEGINNER TO UPPER-INTERMEDIATE LEVEL

Jenny Dooley – Virginia Evans

Grammarway with answers is a series of four books for self-access study and/or classroom use. *Grammarway with answers* contains a full key to all the exercises and is an ideal supplement to any main coursebook of English language learning at secondary level.



Picture Flashcards can be downloaded from www.teachers-corner.co.uk/free-resources.



Access Grammar 1 – 4



Virginia Evans – Jenny Dooley

Access 1–4 Grammar Books are in full colour and contain theory and examples of all grammar structures presented. Practice exercises give students the chance to practise the grammar structures and speaking and writing tasks reinforce the students' ability to use the grammar structures. Exploring Grammar sections and Revision Units offer students the chance to review structures previously studied. The books can be used as a supplement to the *Access* series or any other course at the same level.



Grammar Targets 1 – 3



Virginia Evans – Jenny Dooley

Grammar Targets is a three-level series of Grammar Books in full colour. The series provides students at Beginner to Pre-Intermediate level with detailed grammar theory, clear explanations and ample practice of English grammar. Exploring Grammar sections and revision units offer students the chance to review the grammar structures presented. The books can be used as a supplement to any main coursebook at secondary level.



Spark Grammar 1 – 4



Virginia Evans – Jenny Dooley

Spark 1–4 Grammar Books contain theory and graded exercises for students to practise the grammar structures presented. Exploring Grammar sections and Revision Units offer students the chance to review structures previously studied. The books can be used as a supplement to the *Spark* series or any other course at the same level.

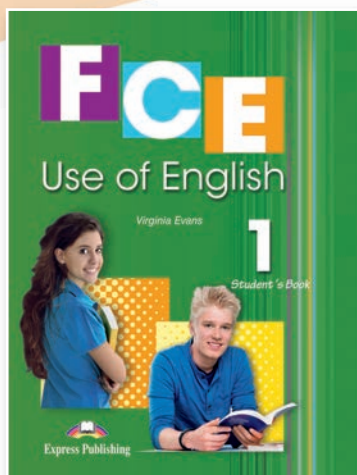


Enterprise Grammar 1 – 4

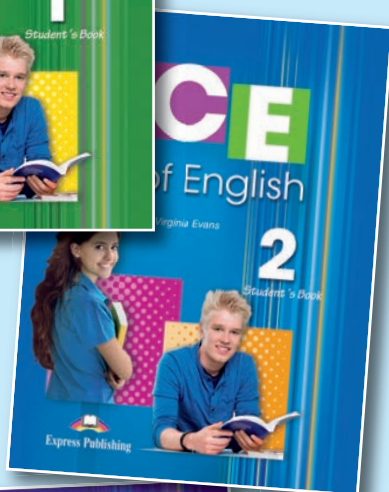
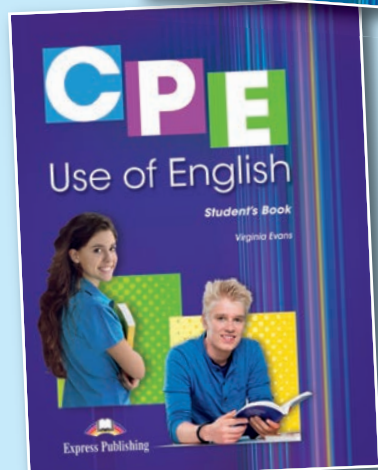
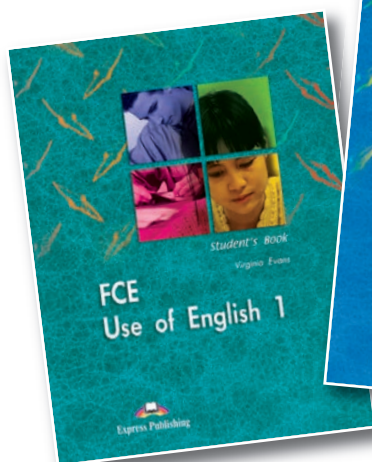
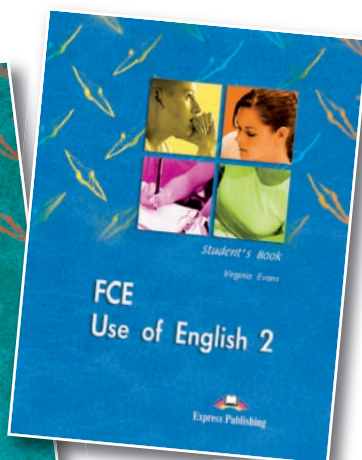


Virginia Evans – Jenny Dooley

Enterprise 1–4 Grammar Books contain clear simple explanations, and examples of all grammar structures presented, as well as a variety of stimulating exercises. Each unit ends with a revision section. At the end of each book there are progress tests for students to revise the grammar structures taught. The books can be used as a supplement to the *Enterprise* series, or any other course at the same level.



**NEW
REVISED
EDITION**



FCE Use of English 1 – 2 CPE Use of English 1



UPPER-INTERMEDIATE TO PROFICIENCY LEVEL

Virginia Evans

These books are designed to offer comprehensive coverage of grammar points, with clear examples and explanations as well as stimulating exercises, suitable for learners at upper-intermediate to proficiency level. Systematic practice of idioms, phrasal verbs, prepositions, collocations and word formation is provided through a variety of tasks. The books can also be used by students who are preparing for the Cambridge English: First (FCE) and Proficiency (CPE) examinations, as well as other examinations at the same level.

Key Features

- condensed presentation of grammatical structures in theory boxes, followed by graded exercises on each structure
- units consisting of cloze texts, phrasal verbs, prepositions, idioms, key word transformations, collocations, word formation and 'words often confused' exercises
- practice material for the Use of English paper
- consolidation units
- useful appendices containing phrasal verbs, prepositions, word formation and idioms
- further practice sections to help students revise

complete Use of English tests
for students to practise

Practice Test 6

Part 1 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:
0 A to B for C like D as

The American Eagle

America's national symbol is that great bird which is known (0) ... the bald eagle. However, the number of this species has dropped from 50,000 in the 1940s to less than 300 today. Fortunately, America has taken (1) ... by starting to breed these eagles. This takes place at a research centre in Oklahoma, where 300 eagles have been bred and then released into the wild. The eggs are (2) ... from wild eagles' nests, found (3) ... the country, and are flown straight to the centre by aeroplane. During the journey, they are kept (4) ... in a special container which (5) ... them from sunlight, which could easily kill them. Once they are at the centre, they are continually (6) ... until they hatch. Eight hours after the birds emerge, they are given their first meal, consisting of little pieces of a special meat. At 6 weeks old, they are taken outside to get used to the cooler temperature. The final stages of the bird's introduction to the wild take place at the top of a high tower, where they are kept in a big cage and fed on fish. As time goes by, the cages are removed and the birds eventually (7) ... to fly. All would agree that the (8) ... of these beautiful birds flying high in the southern skies makes all the effort worthwhile.

1 A measure	B move	C action	D step
2 A assembled	B concentrated	C piled	D collected
3 A throughout	B all	C among	D through
4 A certain	B safe	C sure	D harmless
5 A avoids	B prevents	C hinders	D protects
6 A controlled	B observed	C seen	D noted
7 A learn	B train	C teach	D practise
8 A vision	B picture	C sight	D view

The overprinted Teacher's Book provides a full key to all the exercises in the Student's Book.

sample page from FCE Use of English 2 Student's Book

Practice Test 6

Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS in the answer boxes provided.

Example: 0 **W H E T H E R** [] [] [] [] [] [] [] [] [] []

Tasty Snacks

We all love to eat between meals, (0) it's a bar of chocolate after breakfast or a packet of crisps before dinner. But when we think (9) it, most of these 'snack' foods are (10) of fat, salt and sugar and thus contain a lot of calories. Another disadvantage is that after (11) consumed these foods, there is a temptation to eat more (12) they still leave you feeling hungry. But who says snack foods have to be bad (13) you? They can, in fact, be very healthy if you just choose carefully.

One of the best and healthiest snack options is dried fruit. It's really tasty and makes a brilliant, easy-to-eat snack, as (14) as leaving you satisfied. There is also a wide variety to choose from, with dried bananas, apricots, grapes and apples available at most supermarkets. You can enjoy dried fruit during morning and afternoon breaks, at school or at work, in the car or (15) watching television. Dried fruit also makes the perfect fast food for late-night homework sessions. So next time you fancy (16) sweet, try the healthy option and you'll be pleasantly surprised.

Practice Test 6

Part 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS in the answer boxes provided.

Example: 0 **U N C E R T A I N** [] [] [] [] [] [] [] [] [] []

Rice

the world's most important crop

It is (0) when and where humans first started farming rice, but (17) agree it was being grown in Asia at least 10,000 years ago. Today, rice is the most (18) food crop in the world. About 3 billion people totally depend on it for (19)

The (20) of rice is reflected worldwide in many myths and legends. One Chinese legend tells of a time when a flood destroyed all the crops. One day, starving people saw a dog with (22) yellow seeds on its tail. They planted the seeds in the waterlogged soil and rice grew.



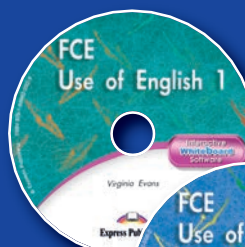
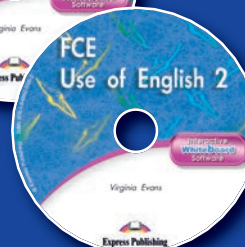
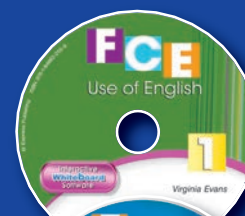
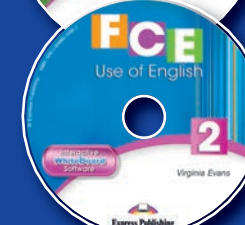
The importance of rice can also be seen in language and culture (23) In Japan and China, the words for 'rice' and 'root' are identical. In Asia, wedding guests throw rice to bring (24) and fertility to the bride and groom. And in China, cheering people welcome in the New Year with the words "May your rice never burn!"

CERTAIN
HISTORY
VALUE
SURVIVE
SIGNIFY
TERRIFY
USUAL

WORLD

PROSPER

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Interactive
Whiteboard
Software

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Designed for students at the Upper Intermediate (B2) level, *FCE Use of English* IWB software increases learners' attention span and actively engages and motivates learners by promoting interaction and improving the flow of lessons. A detailed User's Manual is included in the application.

Folder 8

20 Look at Appendix 2, then fill in the correct particle(s).

- Let's make that island and wait for the storm to pass.
- Can't you use a different pencil? I can hardly make your writing.
- Instead of reading books to her, Mary's father used to make stories.
- He offered to make all the inconvenience by sending them on a free holiday.
- After shouting at each other for an hour, they decided to make
- She passes every time she sees blood.
- We were very sorry to hear that your grandfather passed last week.

- I'll pay you for that!" shouted Johnny to a friend who had played a trick on him.
- I'll have to pay my Visa bill or I'll be charged a fortune in interest.
- If you get caught, you'll have to pay your crime.
- We watched the demolition men pull that old building.
- He waited excitedly on the platform for his friend's train to pull
- Pull yourself and stop crying.
- The company pulled despite the economic crisis.

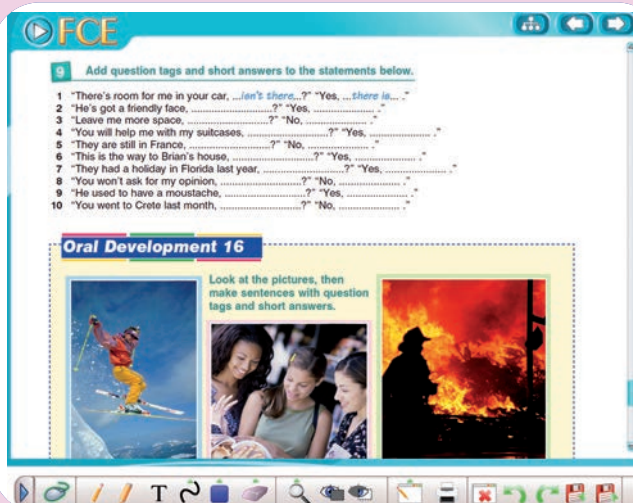
21 Look at Appendix 3, then fill in the correct preposition(s).

- She has a talent music so we try to encourage her as much as possible.
- Why do you waste so much money phone calls?
- My season ticket is valid three months, so I don't have to renew it until February.
- My student card gives me a 10% discount, but it is only valid certain shops.
- She spent a lot of time explaining the project to us.
- I like to spend my money clothes and foreign holidays.
- Peter has terrible taste clothes. He wears flowery shirts with green and orange striped jeans.
- I don't like the taste this juice - it's too sweet and has a funny smell too.
- You should not worry your exam results. After all, there's nothing you can do now to change them.
- I'm very suspicious that man in the corner - I'm sure he's been following me!
- How is your statement relevant this discussion?
- John said he would vouch me if anyone were to suggest that I committed the crime.
- Harry Potter is my favourite film. I never get tired watching it.
- I'm tired listening to you moaning about him all the time.
- I feel obliged be nice to Jack because he's given me so much help.
- I tried to warn you him but you wouldn't listen.
- Your dress is really similar the one I've just bought!
- Could you please refrain talking in the theatre?
- Feel free to make use any of the books on the shelves.
- Now that I've become used all the noise I quite enjoy living here.
- If you don't stop teasing me, I'll throw this book you.
- If you throw fish seals, they are sure to come to eat them.
- You shouldn't let yourself get upset such silly things.
- Her role in the film is definitely worthy an Oscar.
- If you subscribe this magazine now, you get a 30% discount.
- After threatening the shopkeeper a knife, the thief escaped with a bag full of jewellery.
- When Tom saw Julia at the airport, she promised to write him.
- The teacher asked the students to write their summer holidays.

22 Complete the sentences using the words in bold. Use two to five words.

- She said she was sorry she had lost her temper. **losing** She **apologised for losing** her temper.

sections for
students to
practise phrasal
verbs and
prepositions



Skills Books

Reading & Writing Targets	66
A Good Turn of Phrase	66
Successful Writing	67
University Writing Course	67
Business English Marketing and Sales	67

Reading & Writing Targets 1 – 3



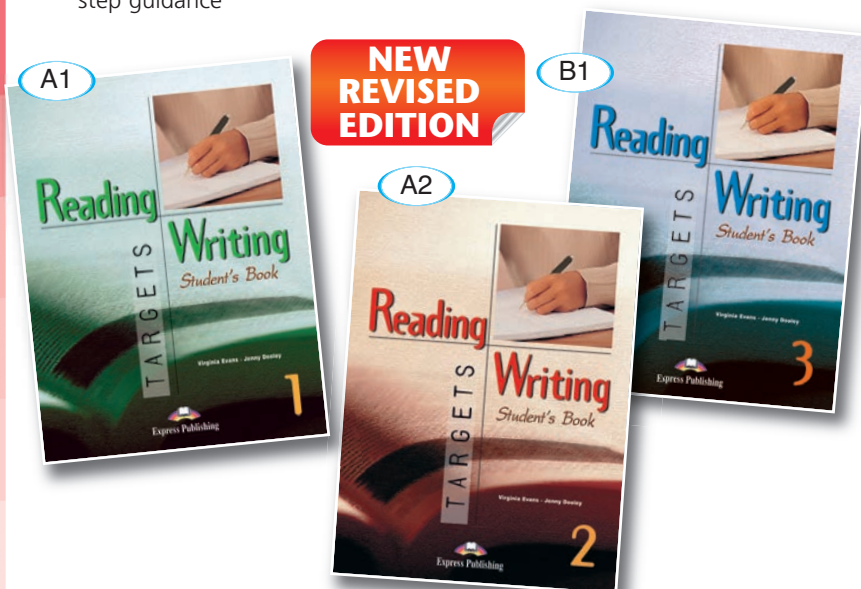
BEGINNER TO PRE-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Reading & Writing Targets is a full-colour, three-level supplementary course which develops reading and writing skills at beginner to pre-intermediate levels. The course can be used alongside a main coursebook at secondary level in order to reinforce the learners' reading and writing skills.

Key Features

- a variety of texts, based on real-life situations, which develop reading skills and provide models for the learners' own written work
- lexical and grammatical exercises which familiarise learners with all the vocabulary and grammatical structures necessary to produce a successful piece of writing
- useful writing tips and paragraph plans which give the learners step-by-step guidance



The Teacher's Books provide useful notes for the teacher and a full key to the exercises in the Student's Books.

A Good Turn of Phrase

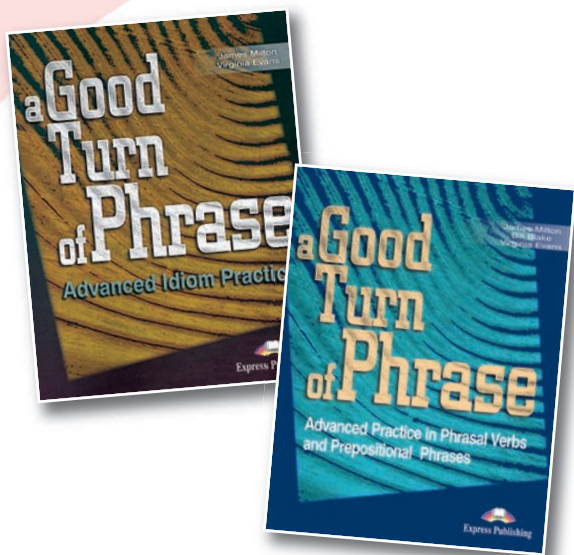


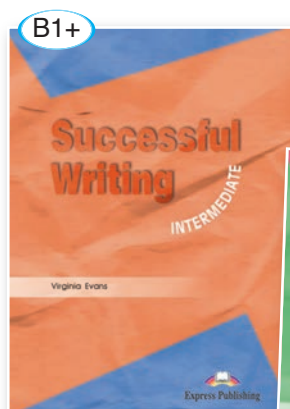
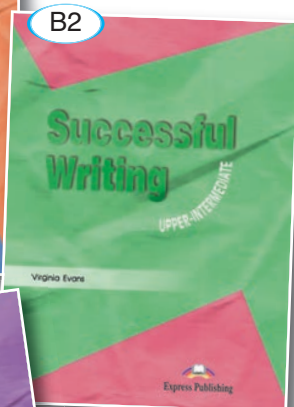
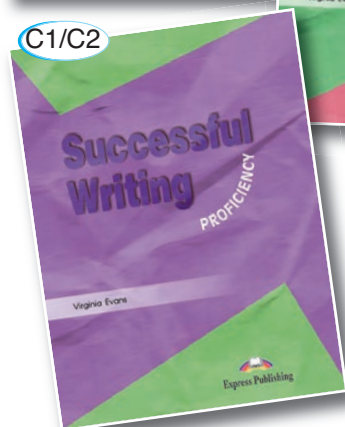
ADVANCED LEVEL

James Milton – Virginia Evans – Bill Blake

These two books offer comprehensive presentation and extensive practice of commonly used idioms, phrasal verbs and prepositional phrases at the advanced level. The books are suitable both for classroom and self-study use.

The Teacher's Books provide a full key to the exercises in the Student's Books as well as photocopiable assessment tests.





Successful Writing

INTERMEDIATE TO PROFICIENCY LEVEL

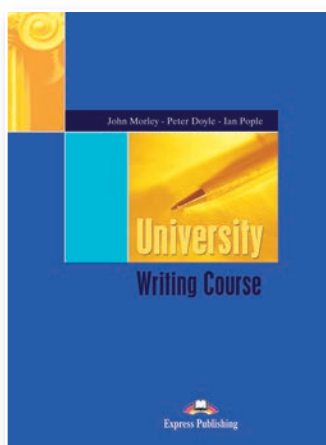


Virginia Evans

These three books consist of well-structured units which develop the skills necessary for effective writing at intermediate to advanced levels. The books can be used alongside a main coursebook, reinforcing the learners' writing skills.

Key Features

- exciting composition-related listening activities to stimulate the students' interest and elicit ideas on various topics
- a wide variety of model texts including narratives, descriptions, reviews, letters, reports, articles and discursive essays, which allow students to analyse the structure of the text type and to practise the necessary vocabulary and language points
- comprehensive theory boxes and plans
- extensive practice of writing techniques
- guided and free writing tasks
- regular **Study Check** sections which can be used for consolidation and revision

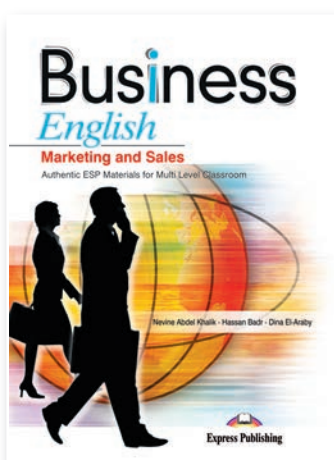


University Writing Course

John Morley – Peter Doyle – Ian Pople

The *University Writing Course* has been written for prospective and current students of English-speaking universities whose first language is not English. It is aimed at the large group of students, undergraduate and postgraduate, whose level of English may be at or around level 6 in IELTS or 550 in TOEFL, and who still need to further refine and enhance their academic writing. It can also be used with students who are at slightly lower levels than this.

Adopting a general 'English for academic purposes' approach, the units cover a broad range of key functional and textual areas. Each unit includes a range of authentic sample texts, controlled and less controlled writing exercises, and a reference list of useful phrases. A Suggested Answers section is included.



Business English Marketing and Sales

Authentic ESP Materials for Multi-Level Classroom

Nevine Abdel Khalik – Hassan Badr – Dina El-Araby

The first in a series of books for learners of English in the business world that primarily promotes reading and writing skills. Learners learn to read and analyse authentic materials including poems and Internet and newspaper articles. They also practise listening to recorded excerpts from actual movie scenes. The structure of the units and subsequent language exercises allows flexibility when there are different levels of learners in the same class who range from high beginners to low intermediate level learners. Texts are colourful, interesting and easy to use. Each booklet is accompanied by a teacher's companion, with instructions on classroom techniques and an audio CD.

English for Specific Purposes

Career Paths

68

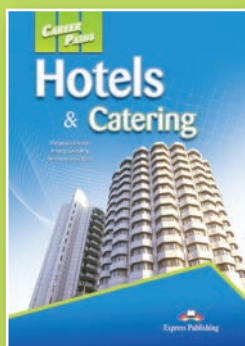
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Career Paths

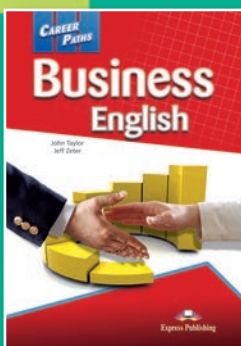


These books are designed for professionals and students in vocational schools and colleges to help them develop the language skills they need to succeed in a professional work situation.

DIGI MATERIAL
cross-platform application
(iOS, Android, Windows, MacOSX)



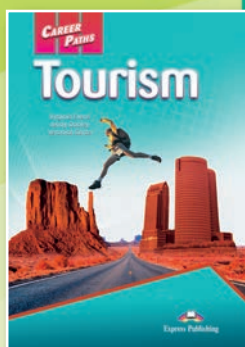
Career Paths Hotels & Catering is designed for adult learners working or studying in the hospitality field to provide the specific language tools they will need to use in a professional work situation.



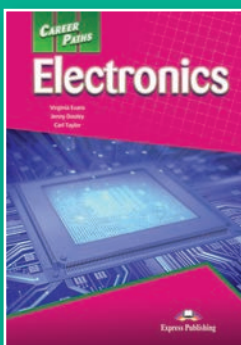
Career Paths Business English is intended for adult learners working or studying this discipline in order to give them the communication tools they need in the professional world.



Career Paths Beauty Salon gives today's beauty professionals and students the effective communication tools they need to use in a professional work situation.



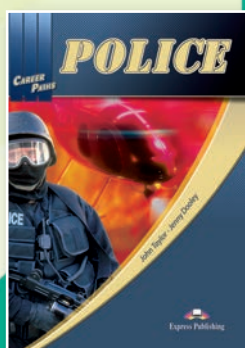
Career Paths Tourism helps professionals and students develop the language skills that will help them succeed in their work or study in the sphere of tourism.



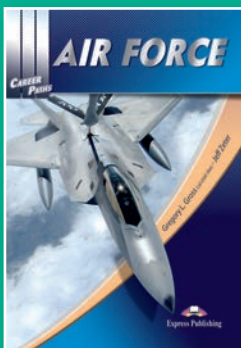
Career Paths Electronics has a distinct theme of job-specific communication for people studying or working in the field of electronics. It contains all the relevant language functions to facilitate effective communication in English.



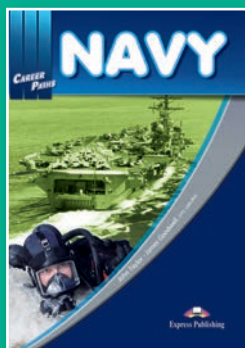
Career Paths Command & Control focuses on English language specifically related to the armed forces. It is a specialist course for people who are or wish to become military professionals.



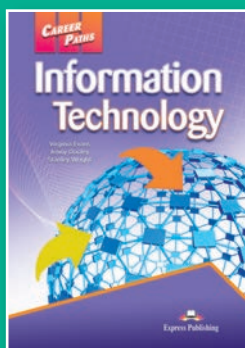
Career Paths Police is specifically designed for adult learners working or studying law enforcement providing the specific language tools needed to use in professional work situations.



Career Paths Air Force is a specialist course to help students communicate more effectively in English, especially related to the aerial division of the armed forces.



Career Paths Navy is intended for professionals working in or intending to join the navy. It provides the communication tools needed in the professional world.



Career Paths Information Technology provides all the tools necessary for effective English communication in an IT workplace or on an IT course.



Career Paths Finance is the essential tool kit for every financier and finance professional to communicate successfully and meet their professional needs.



Career Paths Merchant Navy is intended for professionals working in, or intending to join, the merchant navy. It provides the communication tools needed in the professional world.

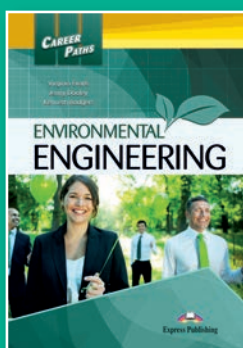
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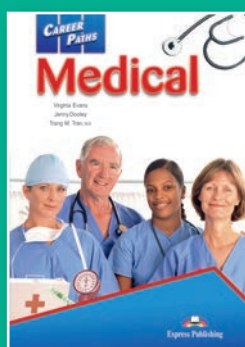
Career Paths Nursing is an invaluable resource for medical professionals and/or students. It focuses on the essential language skills needed in the professional world of nursing.



Career Paths Environmental Engineering is a new educational resource for environmental engineering professionals who want to improve their English communication in a work environment.



Career Paths Civil Aviation is a specialist course to help students communicate more effectively in the English language, especially related to the sphere of private or commercial flying.



Career Paths Medical enables today's medical professionals to learn all the relevant language and functions to allow them to communicate more effectively in English.



Career Paths Environmental Science is a vital tool for adult learners working or studying in this area. It teaches effective communication for professional work situations.



Career Paths Flight Attendant is a new educational resource for cabin crew professionals who want to improve their English communication in a work environment.

1 Hospital departments

Reading

Read the website about a hospital's departments. Then, mark the following statements as true (T) or false (F).

- Dr. Silver's department performs organ transplants.
- Dr. Howard's and Dr. Locke's departments work with all other hospital departments.
- The pharmacy is closed on Sundays.

Vocabulary

Match the words (1-5) with the definitions (A-E).

1 — pediatrics	4 — dermatology
2 — orthopedics	5 — obstetrics
3 — cardiology	

A the hospital department that specializes in the treatment of the heart and heart diseases
 B the hospital department that treats women and unborn children during pregnancy
 C the hospital department that specializes in the treatment of the skin and skin diseases
 D the hospital department that specializes in the treatment of bones and muscles
 E the hospital department that specializes in the treatment of children

Fill in the blanks with the correct words from the word bank.

Word Bank: radiology, pathology, surgery, emergency, pharmacy

- Please take this sample to _____ for testing.
- An ambulance brought the patient to the _____ room.
- Could you get the X-rays from _____?
- The _____ on the first floor should have the medicine you need.
- Take this patient to _____ for her transplant.

Listening

Listen and read the website about a hospital's departments again. What are some of the hospital's departments?

Listen to a conversation between a doctor and a patient. Choose the correct answers.

- Where is the dermatology department?
 A downstairs
 B on the third floor
 C past the pharmacy
 D next to the emergency room
- What will the woman likely do next?
 A visit the pharmacy
 B go to the emergency room
 C make a radiology appointment
 D go to the dermatology department

Speaking

With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I want you to go —
 Where's that —
 It's on the —

Student A: You are a doctor. Talk to Student B about:
 • where to go after an appointment
 • directions for where to go
 • why the patient is going there

Student B: You are a patient. Talk to Student A about where to go after an appointment.

Writing

Use the conversation from Task 8 and the website to fill out the patient's notes.

Mary Coburn
 Hospital visit notes

First stop: _____
 Location: _____
 Reason: _____

Second stop: _____
 Location: _____
 Reason: _____

Get ready!

Before you read the passage, talk about these questions.

- What are some different hospital departments?
- Why is it important to know what different departments do?

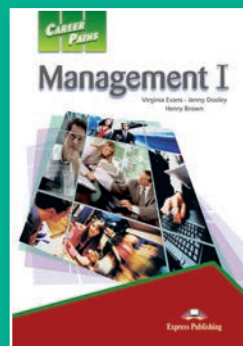
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Career Paths Mechanics is specific to the discipline of mechanics to equip learners with the appropriate language they will encounter and use when working or studying in this field.



Career Paths Architecture is a new educational resource for architectural professionals who want to improve their English communication in a work environment.



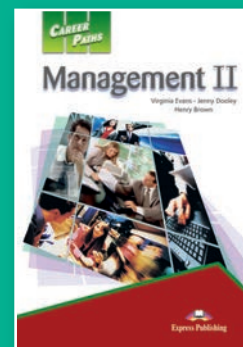
Career Paths Management I is a new educational resource for management professionals who want to improve their English communication in a work environment.



Career Paths Call Centers is a new educational resource for call center professionals who want to improve their English communication in a work environment.



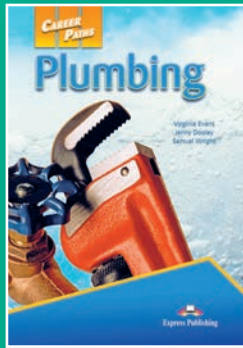
Career Paths Electrician is a new educational resource for electrical professionals who want to improve their English communication in a work environment.



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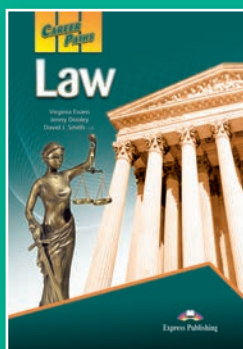
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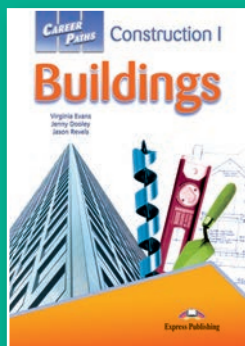


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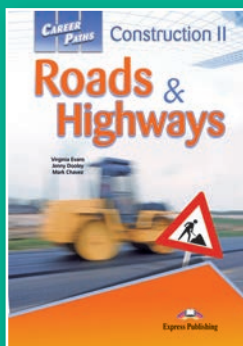


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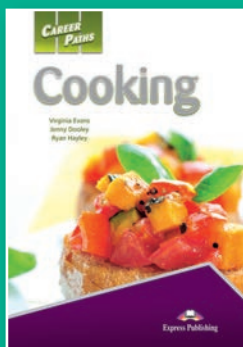
Career Paths Construction II - Roads is a new educational resource for construction professionals who want to improve their English communication in a work environment.



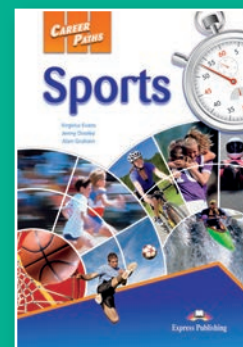
Career Paths Agriculture is specific to the discipline of farming to equip learners with the appropriate language students will encounter and use when working or studying in the field of agriculture.



Career Paths Food Service Industries is a new educational resource food service professionals who want to improve their English communication in a work environment.



Career Paths Cooking is a new educational resource for culinary professionals who want to improve their English communication in a work environment.



Career Paths Sports is a new educational resource for sport professionals and enthusiasts who want to improve their English communication in a work environment.

6 Hockey: Rink and rules of play



The Beginner's Guide to HOCKEY

A team usually consists of twenty players, with six on the ice at a time. Positions include the goalie, the forwards, and the defencemen. The three forwards form a line. There are usually three or four lines that change throughout the game.

The game is played on the rink which is marked with several lines. The game is started by a **faceoff** at the red line, or center line. The red and blue lines are important for rules like offsides and icing.

There are three twenty-minute periods in a match. In play, players must abide by certain rules. Players can body check by using a shoulder, hip, or torso to hit an opponent who is in possession of the puck. A body check to the head or back is illegal. If players break rules, such as body checking illegally, they go to the **penalty box**. Fights that break out between two players are tolerated. The referee must split them up if they fall on the ground. Teams try to score goals against the defense. One shot used to score is called the **slap shot**. To win, a team must score more goals than the other team.

Get ready!

1 Before you read the passage, talk about these questions.

- Where is hockey played?
- How does a hockey game start?

Reading

2 Read the guide to hockey. Then, choose the correct answers.

- What is the main idea of the passage?
 - A an explanation of hockey tactics
 - B a description of required equipment
 - C an overview of the game of hockey
 - D a review of penalties and penalty box times
- Which of the following is NOT a part of the rink?
 - A forward line
 - B center line
 - C blue line
 - D red line
- Which of the following is NOT a rule violation?
 - A changing a line
 - B being offside
 - C icing the puck
 - D body checking illegally

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1 body check	5 period
2 slap shot	6 defenseman
3 rink	7 faceoff
4 penalty box	8 center line

A a frozen body of water where people can skate and play ice sports
 B an area where players in violation of certain rules are sent for an allotted period of time
 C when players from opposite teams compete for a dropped puck
 D a player on the team who helps prevent the other team from scoring
 E a set amount of time the players have to play
 F to use one's shoulder to hit an opponent in possession of the puck in order to gain control of the puck
 G a line on the rink that is used for face-offs and determining calls on icing and offside
 H a difficult shot that is made by a powerful downward swing used for extra speed

4 Read the sentence pair. Choose where the words best fit the blanks.

- goalie / forward
 - A It's a good thing that the _____ stopped the shot from entering the goal.
 - B That _____ has not scored a goal in three games.
- penalty box / rink
 - A He was sent to the _____ for an illegal check.
 - B You need a _____ to skate and play ice sports like hockey.

5 Listen and read the guide to hockey again. What are some rules in hockey?

Listening

6 Listen to a conversation between a new hockey fan and an old hockey fan. Mark the following statements as true (T) or false (F).

- The man thinks there was an offside penalty.
- The woman doesn't understand the offside rule.
- Icing is called when the opposing team touches the puck first.

7 Listen again and complete the conversation.

Fan 1: That was 1 _____. The ref didn't call it.

Fan 2: What is that, anyway?

Fan 1: It's called when a player hits the puck across too many lines. Basically, if it goes across two 2 _____, it's icing.

Fan 2: Doesn't that happen 3 _____?

Fan 1: Well, yes. But in this league, there are times when it's not considered icing.

Fan 2: So then 4 _____ called?

Fan 1: 5 _____ a defensive player hits the puck across his red line and the other team's red line.

Fan 2: Okay, that should be icing.

Fan 1: Yes, unless the 6 _____ gets the puck.

Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

What is ... anyway?
 It's called when ...
 When ...

Student A: You are a fan of hockey. Talk to Student B about:

- a type of penalty
- when it is called
- when it isn't called

Student B: You are a fan of hockey. Talk to Student A about a type of penalty.

Writing

9 Use the guide and the conversation from Task 8 to fill out the hockey rulebook.

Hockey Rulebook

Penalty: _____

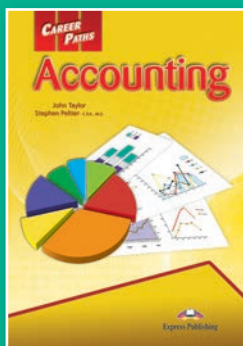
This is called when _____

However, it is NOT called if _____

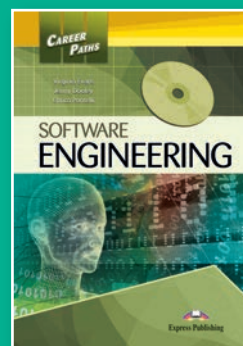
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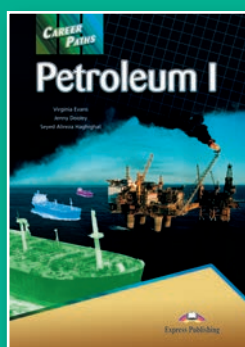
Career Paths Banking focuses on the English language specifically related to banking and finance. It is a specialist course for people who are, or wish to become, banking executives and professionals.



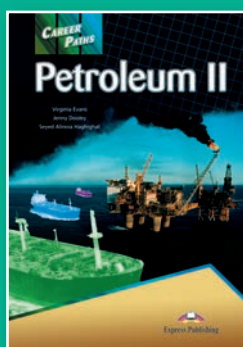
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Career Paths Software Engineering is a new educational resource for software engineering professionals who want to improve their English communication in a work environment.



Career Paths Petroleum I is a new educational resource for petroleum industry professionals who want to improve their English communication in a work environment.

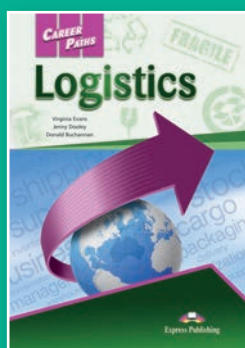


Career Paths Petroleum II is a new educational resource for petroleum industry professionals who want to improve their English communication in a work environment.



Career Paths Engineering gives today's engineering professionals and students everything they need to communicate effectively in English.

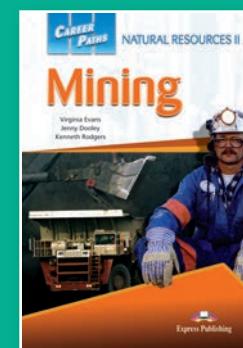
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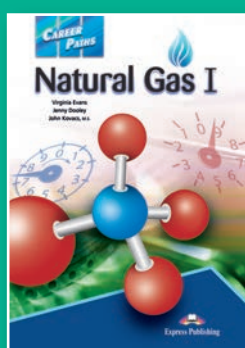
Career Paths Logistics is a new educational source for logistics professionals who want to improve their English communication in a work environment.



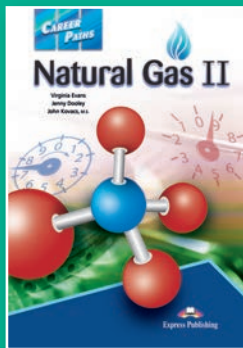
Career Paths Fishing & Seafood Industry is a new educational source for fishing and seafood industry professionals who want to improve their English communication in a work environment.



Career Paths Nature Resources II - Mining is a new educational source for mining professionals who want to improve their English communication in a work environment.



Career Paths Natural Gas I is a new educational resource for petroleum and natural gas industry professionals who want to improve their English communication in a work environment.

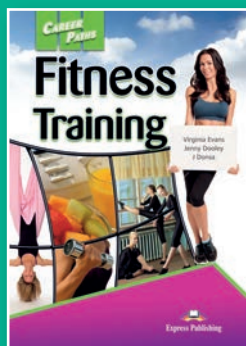


Career Paths Natural Gas II is a new educational resource for petroleum and natural gas industry professionals who want to improve their English communication in a work environment.



Career Paths Railroads is a new educational resource for railroad professionals who want to improve their English communication in a work environment.

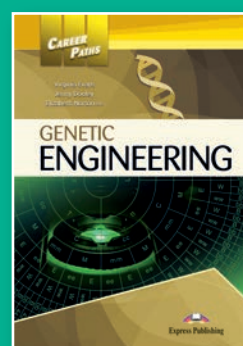
in progress



Career Paths Fitness Training is a new educational resource for fitness training professionals who want to improve their English communication in a work environment.



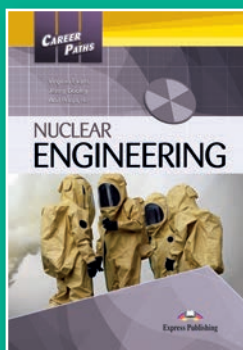
Career Paths MBA English is a new educational source for business professionals who want to improve their English communication in a work environment.



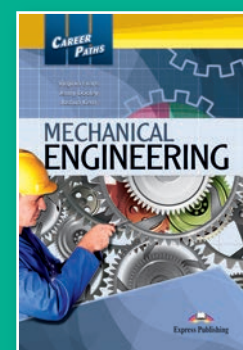
Career Paths Genetic Engineering is a new educational resource for genetic engineering professionals who want to improve their English communication in a work environment.



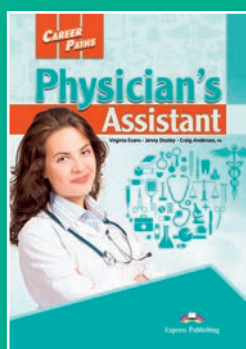
Career Paths Computer Engineering is a new educational resource for computer engineering professionals who want to improve their English communication in a work environment.



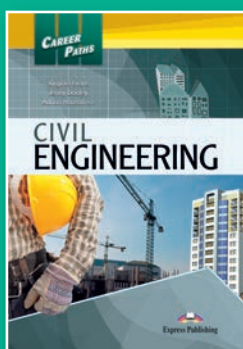
Career Paths Nuclear Engineering is a new educational resource for nuclear engineering professionals who want to improve their English communication in a work environment.



Career Paths Mechanical Engineering is a new educational resource for mechanical engineering professionals who want to improve their English communication in a work environment.



Career Paths Physician's Assistant is a new educational resource for physician's assistants or students who want to improve their English communication in a work environment.



Career Paths Civil Engineering is a new educational resource for civil engineering professionals who want to improve their English communication in a work environment.



Career Paths Biomedical Engineering is a new educational resource for biomedical engineering professionals who want to improve their English communication in a work environment.



Career Paths Human Resources is a new educational source for Human Resources industry professionals who want to improve their English communication in a work environment.



Career Paths Olympics is a new educational resource for Olympic-event support staff who want to improve their English communication in a work environment.



Career Paths World Cup is a new educational resource for football-event support staff who want to improve their English communication in a work environment.

Teacher's Resource Books

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The Teacher's Basic Tools: EFL Methodology Updated	74
Teaching Young Learners Action Songs, Chants & Games	75
Education, Learning & Training in a Digital Society	75

Game On!

ACTIVITY-BASED RESOURCE BOOK

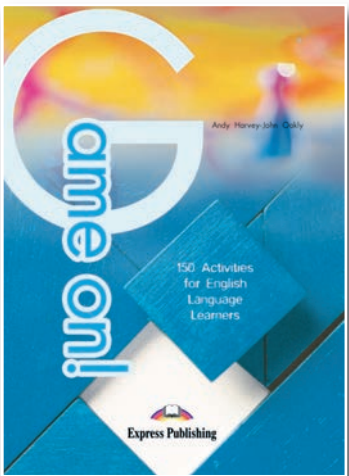
Andy Harvey – John Oakley

Game On! presents a new and exciting approach to using lively, enjoyable game-based language activities in the classroom. It is an indispensable aid for every teacher, giving ideas and examples of motivating interactive activities which can be adapted for use at any level and with any age group.

The book follows the principle of fitting activities to students' needs and involving students in the preparation of activities.

It can be used with any coursebook.

There are six sections in the book, covering classroom space, warm-up and extension, vocabulary, grammar, pronunciation, reading and writing, and speaking.



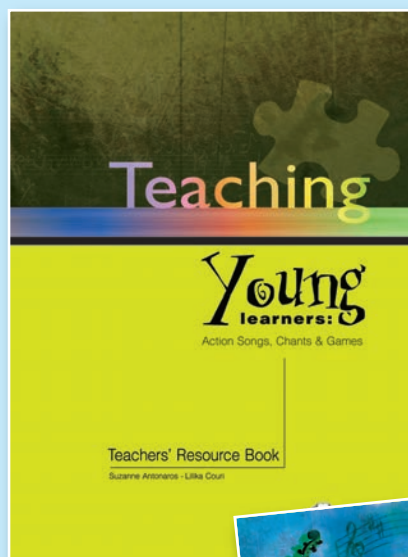
The Teacher's Basic Tools: EFL Methodology Updated

Suzanne Antonaros – Lilika Couri

A series of teacher-training books on introductory methodology for beginner teachers, as well as developing professionals who are interested in updating their skills and teaching techniques. The series covers the most basic and important areas of EFL methodology:

- ☑ The Teacher as Manager
- ☑ Making Our Lessons Memorable





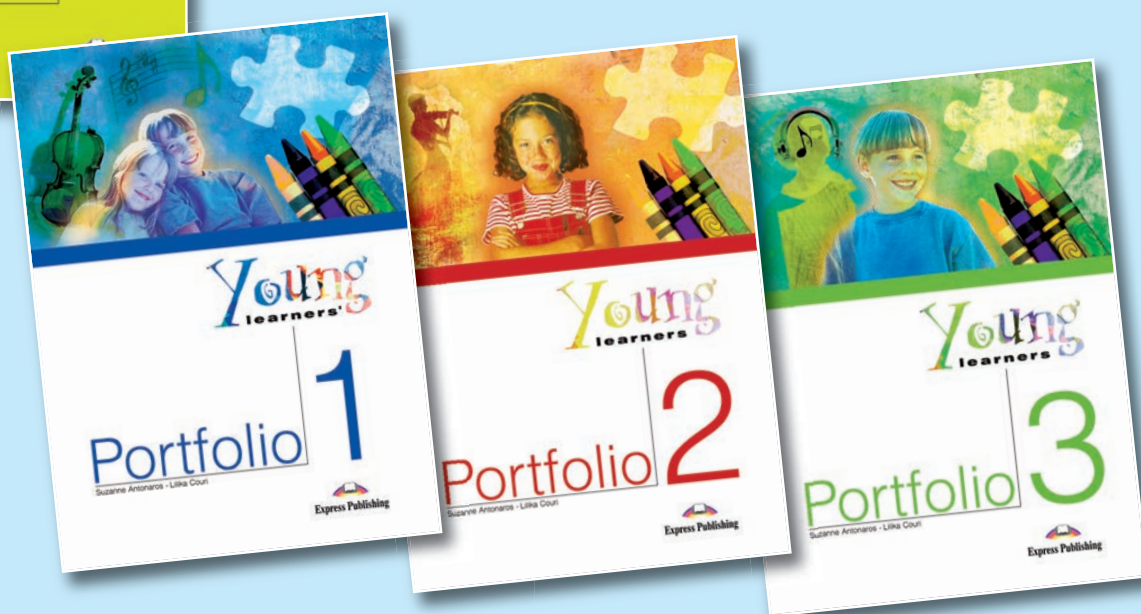
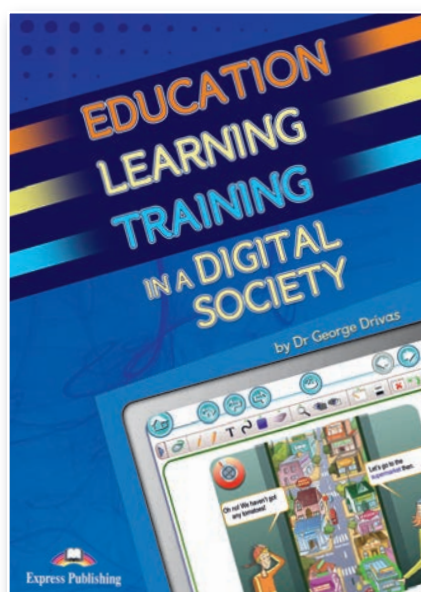
Teaching Young Learners: Action Songs, Chants & Games

PRIMARY LEVEL

Suzanne Antonaros – Lilika Couri

Teachers' Resource Book

A teacher-friendly, practical, enjoyable collection of over 100 original action songs, chants and games for professionals teaching young learners. The book provides step-by-step guidance on why to use action songs and games with children, and on how to integrate them into any EFL primary syllabus, plus photocopiable pages.



Education, Learning & Training in a Digital Society

Dr George Drivas

ICT has been adopted as a means of teaching practice in most schools worldwide. Teachers are required to manage ICT and the digital realities of the 21st century with the aim not only to impart knowledge and to help their students develop their skills, but also to create educational environments and teaching opportunities that will exploit the potential of and benefit from the use of ICT.

The transition from a traditional teaching/learning environment to an environment that uses and exploits ICT seems to create, in principle, a sense of novelty, an enthusiastic response from teachers and students.

This book aims to familiarise teachers with the new ICT classroom environment so that they can educate students effectively and cultivate their ability to deepen the knowledge acquired to adapt it to their own personal, social and professional settings.

American English

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Happy Hearts US



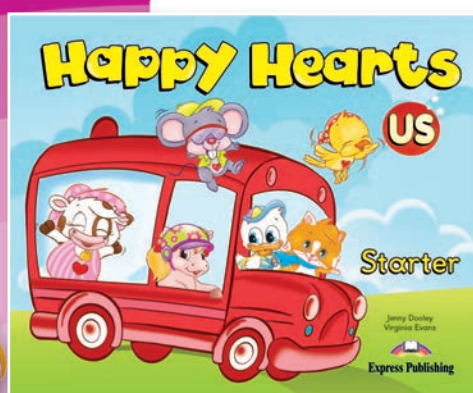
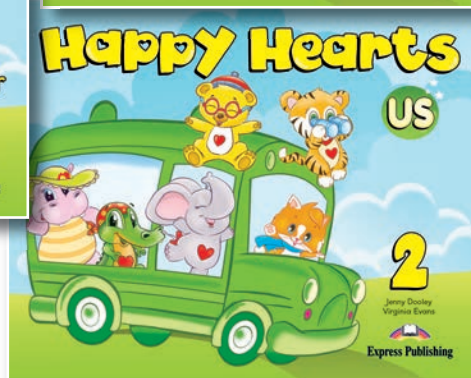
PRE-PRIMARY LEVEL

Jenny Dooley – Virginia Evans

Happy Hearts US is a three-level series for three-to six-year-old children.

Key Features:

- appealing, well-designed, child-centred materials to engage children's imagination and stimulate learning
- *Kenny the cat* puppet to interact with and instruct children
- 'Kenny's basket' poster, an interactive poster to introduce new language
- colorful picture flashcards to present and review language
- posters to introduce the characters and explore cross-curricular themes
- songs and chants based on traditional tunes to encourage active participation through TPR and other circle-time activities
- tear-out activity worksheets to develop pre-reading and pre-writing skills
- story cards to present the stories in a classroom setting
- stickers to promote a hands-on approach to language learning
- character press outs to consolidate the new language and perform the songs
- easy-to-follow Teacher's Book with additional activities to allow flexibility of lesson length and teaching hours
- *Showtime & Across the Curriculum*: optional lessons in the Teacher's Book to help children explore and understand the world around them
- Activity Books (in *Happy Hearts 1 & 2*) for use in the classroom or at home to reinforce the language of each unit
- fully dramatized CDs & animated DVDs
- Interactive Whiteboard (IWB) Software



Happy Hearts Teacher's bags



sample page from *Happy Hearts US Starter Student Book*



sample page from *Happy Hearts US 1 Student Book*

Students can listen to the songs as well as watch the fully animated DVDs!

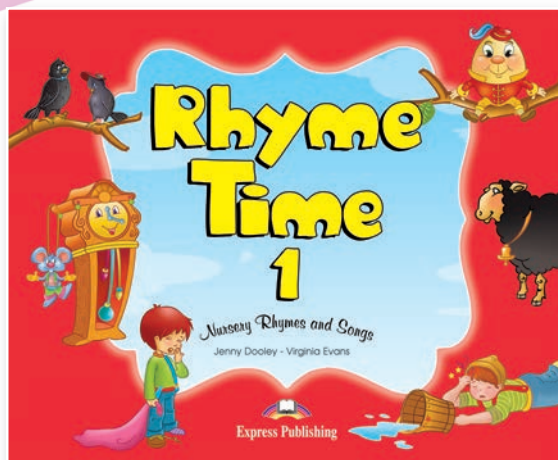
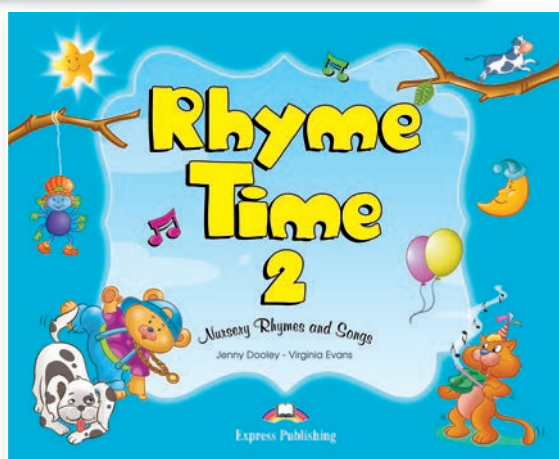
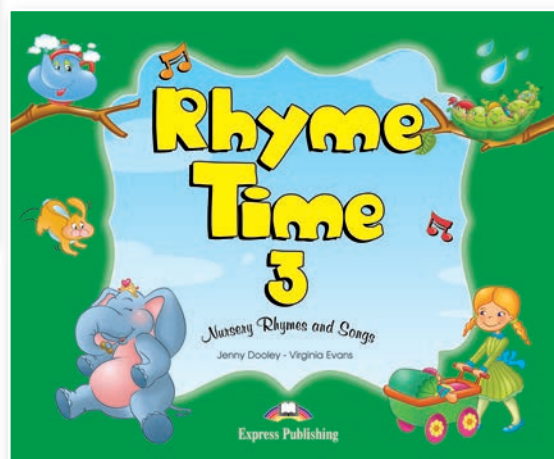


Bring your lessons to life!

Engage learners' senses with the *Happy Hearts US* IWB software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities & games
- cross-curricular posters & activities





Rhyme Time 1 – 3



EARLY PRIMARY LEVEL

Jenny Dooley – Virginia Evans

This is a three-level series for children at early primary/primary level. It contains popular traditional nursery rhymes. Each rhyme is preceded by a story that sets the scene and presents the core language of the rhyme. As a result, children will be able not only to sing traditional nursery rhymes, but also to relate the humorous stories contained within each one.

Key Features:

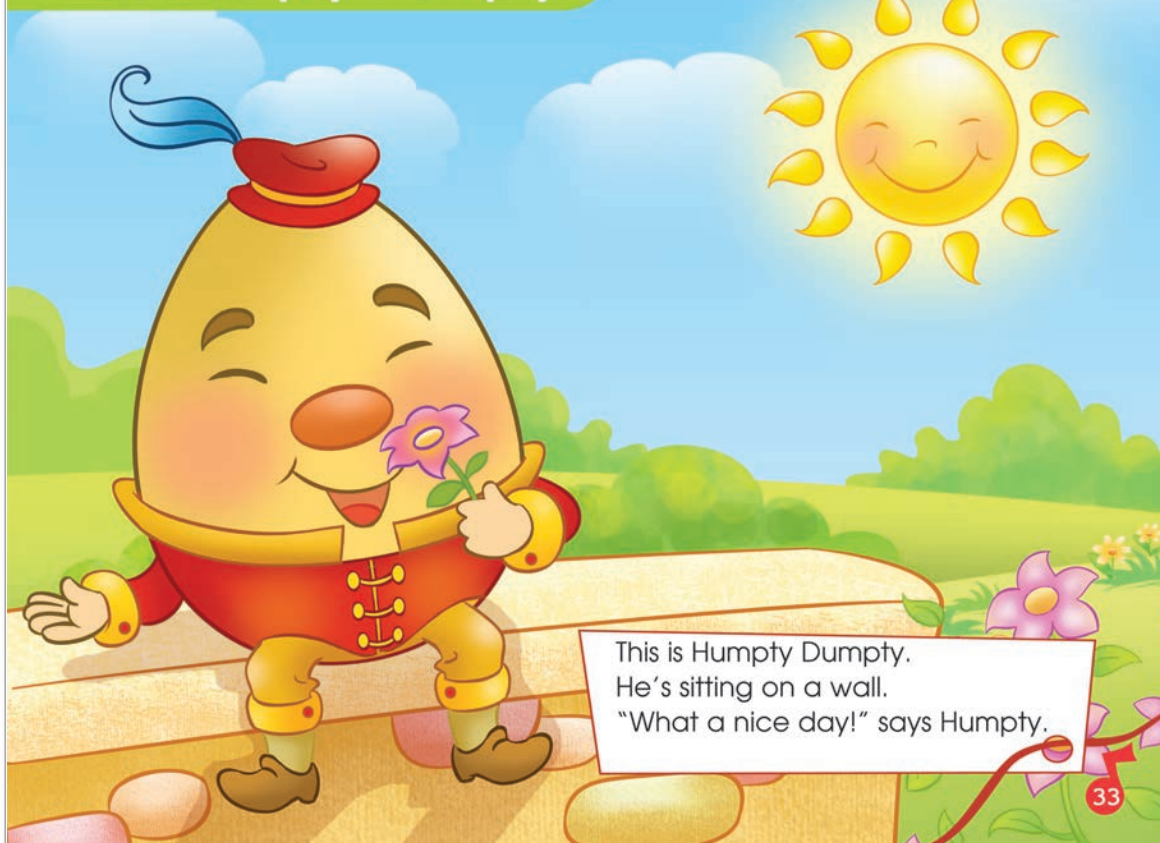
- popular traditional nursery rhymes to provide a foundation for cultural literacy and enhance early reading skills and phonemic awareness
- Big Story Books to help the children focus on the story
- activities to consolidate the rhyme and its language
- easy-to-follow Teacher's Book with additional activities and craftwork to allow flexibility of lesson length and teaching hours



Students can listen to the songs as well as watch the fully animated DVDs!



5. Humpty Dumpty



🎵 Let's sing! 🎵

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.





Letterfun US

ELEMENTARY LEVEL

Jenny Dooley – Virginia Evans



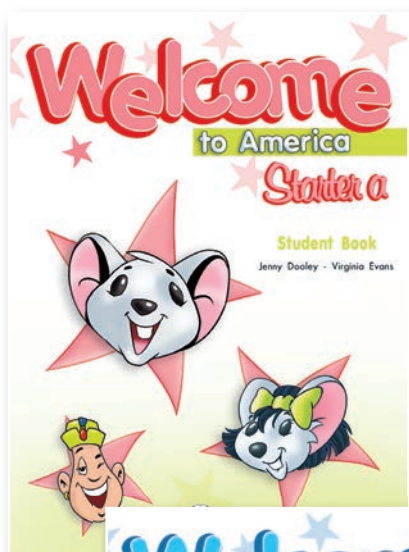
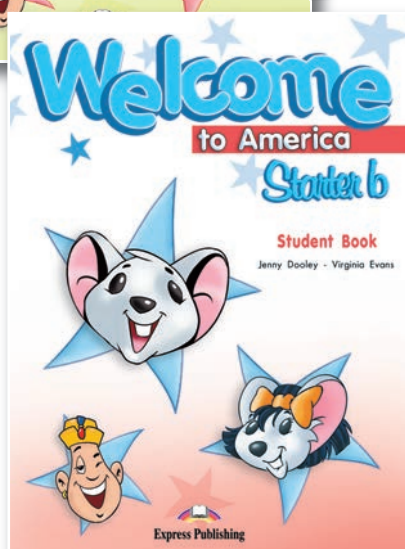
Letterfun is an innovative approach to alphabet teaching for young learners of English. Children are exposed to the English alphabet gradually and meaningfully as they learn the letters **phonically** and through everyday words. Their competency is enhanced by the use of traditional **songs** and **rhymes** and colorful illustrations, which ensure that children have fun while learning.

Key Features

- fine motor skill practice
- presentation of new letters through color flashcards
- letter blends thoroughly presented and practiced
- rhyming words
- songs and traditional rhymes
- stickers
- wide variety of communicative tasks
- Total Physical Response activities
- picture word cards
- alphabet poster
- step-by-step interleaved Teacher's Book with additional activities and games (Kids' Corner)
- fully dramatized audio CD



sample pages from *Letterfun* Student Book



Welcome to America Starter a & b



ELEMENTARY LEVEL

Jenny Dooley – Virginia Evans

Welcome to America Starter is an early-elementary course specially designed to meet the needs of students in their first years of English language learning.

Welcome to America Starter a focuses mainly on Listening and Speaking, but also offers pre-writing and pre-reading activities as well as a subtle introduction to the alphabet.

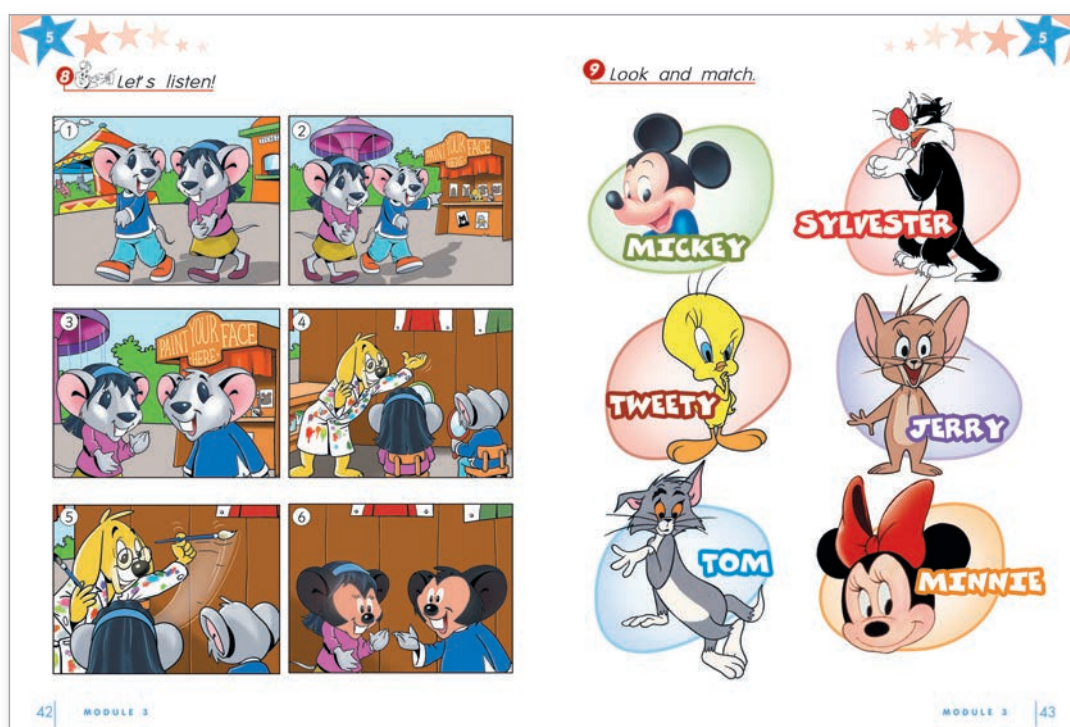
Welcome to America Starter b provides practice on all four skills. There is also a starter unit on the alphabet.

Key Features

- presentation of vocabulary through color flashcards & posters
- songs, chants and games
- stickers
- Total Physical Response activities
- circle-time activities
- cartoon story in every unit
- introduction to the American way of life
- module check at the end of each module
- traditional story told in rhyme within the Student Book
- full-color Activity Book
- nursery songs and rhymes
- board games
- Teacher's Book with additional activities and games
- fully dramatized audio CDs
- fully animated DVDs



Multi-ROMs



sample pages from *Welcome to America Starter a Student's Book*

Welcome to America 1 – 6

ELEMENTARY LEVEL

Jenny Dooley – Virginia Evans



Welcome to America is a six-level language program that features the adventures of a set of characters. Students are led gently into the English language through captivating dialogues, Total Physical Response activities (TPR), songs, chants, pairwork and hands-on projects. It provides all the important basic grammar and communicative activities needed for an appealing and efficient start in English.

The course is accompanied by two **Starter levels** (*Welcome to America Starter a & b*) designed for younger students who need a more gentle introduction to language learning.

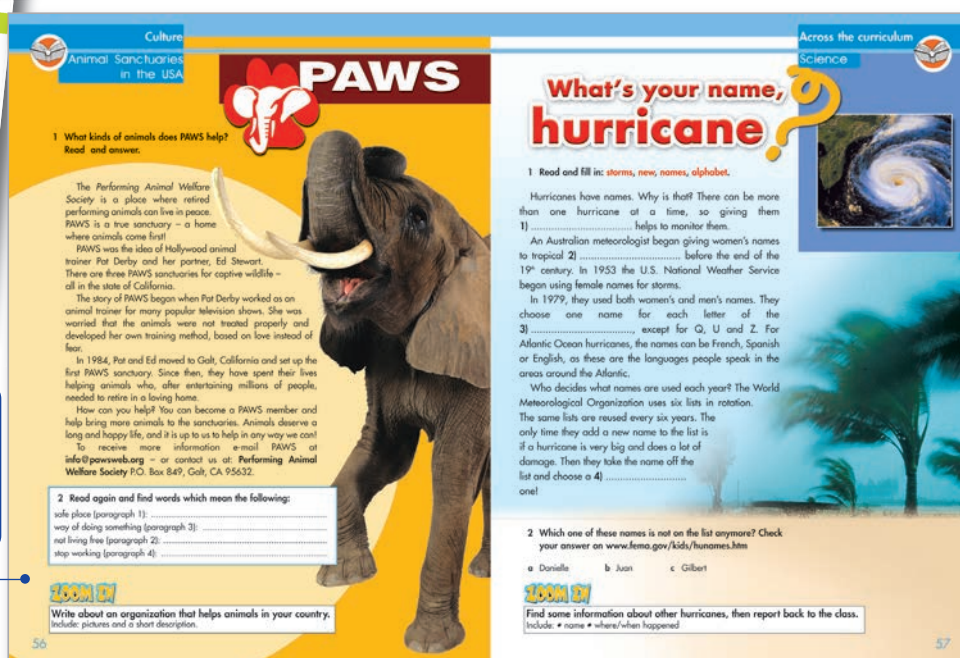
Key Features

- carefully controlled grammatical syllabus integrating all four skills
- presentation of vocabulary through colorful flashcards or posters
- lovable characters in everyday situations
- classroom interaction in English is encouraged from the beginning through short, meaningful exchanges, dialogues, pairwork exercises and communicative games
- songs, chants and games
- constant review and consolidation of the new language
- board games
- stickers
- Teacher's Book (interleaved)
- photocopiable tests
- posters and flashcards
- Class CDs – Student CD
- fully animated DVDs
- fully interactive CD-ROMs (compatible with Windows XP & Windows 7 (32 bit))



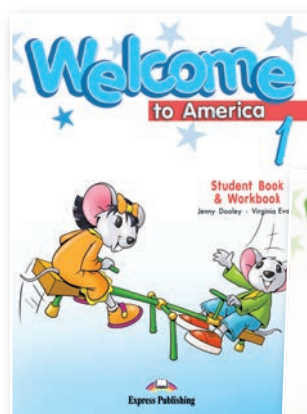
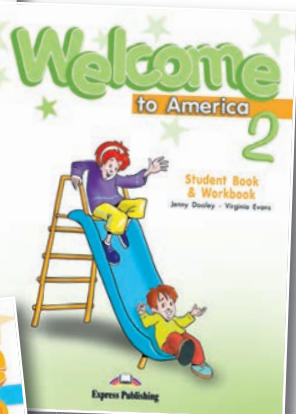
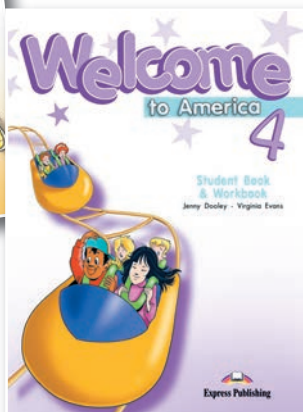
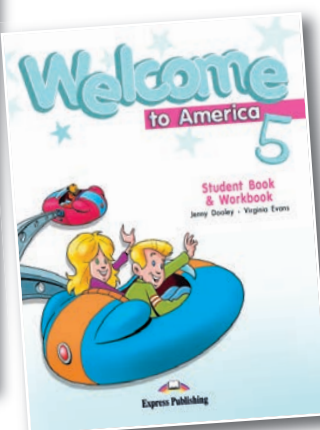
Fully animated DVDs

Students are given the opportunity to explore core areas of the curriculum and the American way of life.



sample pages from *Welcome to America 6* Student Book

Picture Flashcards can be downloaded from www.teachers-corner.co.uk/free_resources.



Welcome to America 1 – 6



Student Book & Workbook

ELEMENTARY LEVEL

Jenny Dooley – Virginia Evans

Welcome to America Student Book & Workbook is a six-level language program for elementary students. It guides students gently into the English language through lively chants and songs and enchanting dialogues and stories.

Key Features

- carefully controlled grammatical syllabus integrating all four language skills
- colorful flashcards and posters to present and practice the new language
- songs, chants and games
- cross-curricular and cultural sections
- built-in workbook

Students are exposed to the new language through entertaining and interesting dialogues.

20 My old town!

1 Listen and read.

2 Read and practice.

3 Listen and check (✓).

4 Now, ask and answer.

5 Grammar

6 Now, ask and answer.

72 MODULE 7

Fairyland US 1 – 6



PRIMARY LEVEL

Jenny Dooley – Virginia Evans



Fairyland US is a six level language program that provides an ideal start to learning English. New language is presented and practiced through engaging dialogues and songs. The lively group of children and their friends from the magic forest will delight young learners and make the learning process an unforgettable experience!

Key Features

- 'Our world' sections inform as well as educate students about the world around them
- Cross-curricular culture sections introduce students to learning other subjects through English
- cartoon strips promote reading for pleasure
- craftwork, projects and guided writing activities
- sections that raise the students' environmental awareness
- a wide variety of resources including flashcards, posters, and extension and reinforcement activities
- the fully animated songs and dialogues reinforce the target language in a fun and memorable way and bring language to life



sample pages from *Fairyland US 1* Student Book



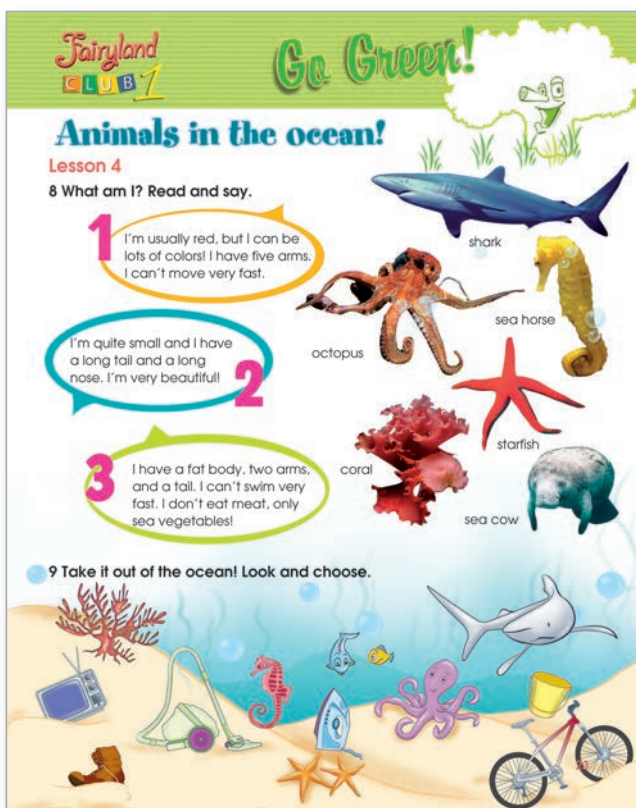
sample pages from *Fairyland US 4* Student Book

The student's
interactive
study partner!





sample page from *Fairyland US 4* Student Book



sample page from *Fairyland US 5* Student Book

Interactive Whiteboard Software



Bring your lessons to life!

Engage learners' senses with the *Fairyland US* IWB software.

- audio-visual presentation of new vocabulary
- enjoyable animated stories & songs
- fully interactive activities, posters, games & puzzles
- animated grammar presentation through picture flashcards



Access US 1a – 4b



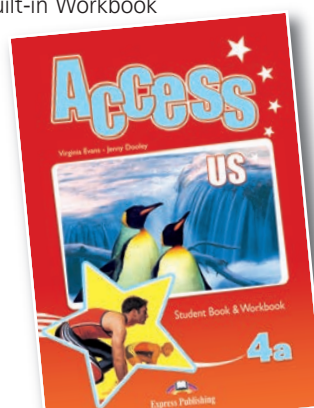
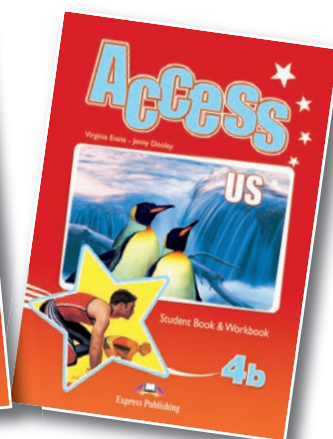
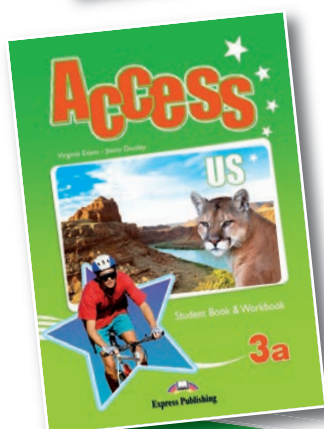
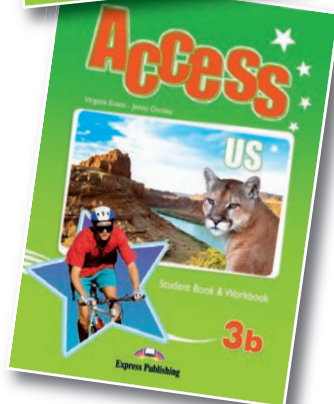
BEGINNER TO INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Access is a series designed for learners studying English at beginner to intermediate level. Each level consists of 10 modules and is designed to be covered in 80 hours.

Key Features

- theme-based units in modules
- variety of reading texts
- realistic everyday dialogue
- writing practice
- pronunciation sections
- listening and speaking skills
- Culture Corner and CLIL sections at the end of each module
- self-check sections
- songs and games
- ICT (Information & Communication Technology) research activities
- Interactive Whiteboard (IWB) Software
- built-in Workbook



UNIT 6a Destinations

Vocabulary

Adjectives describing places

1 Use the words in the list to make sentences about the places in the pictures.

- quiet = noisy/busy place
- clean = dirty streets/beaches
- cheap = expensive stores/restaurants
- modern = historic town/city
- exciting = boring place
- big = small buildings
- crowded = quiet roads/streets

► Coober Pedy is a quiet place while Mexico City is a busy place.

Reading & Speaking

2 Look at the texts. Which is: a diary? a postcard? an email?

3 Listen and read the texts. Complete the questions and answer them. Then explain the words/phrases in bold.

1 Which place has heavy traffic?

2 Is Dave now?

3 Does Coober Pedy mean?

4 Is staying below ground?

5 people can sit in the Maracan Stadium?

Text 1: What is special about each place? Why do you think this makes it special? Find someone in class that disagrees with you and discuss.

Grammar

Comparative – Superlative

4 Read the table. Are there similar structures in your language? Find seven comparative and four superlative forms in the texts on p. 62.

Adjective	Comparative	Superlative
Short Adjectives	cleaner (than)	the cleanest
Long Adjectives	bigger (than)	the biggest
Irregular Adjectives	noisier (than)	the noisiest
very + adjective	more exciting (than)	the most exciting
much + comparative	better (than)	the best
	worse (than)	the worst
	more	the most

5 Complete the sentences with the adjectives in the comparative form.

1 New York City is than Boston with a population of about 8,000,279 people.

2 Boston is than New York City. There aren't as many cars in the streets.

3 With a wide variety of buses, trains, and subway lines, transportation in New York City is than in Boston.

4 There's heavy traffic in New York City, so the streets are than in Boston.

5 It costs more to live in New York City because it is than Boston.

6 New York City has stores than Boston.

Listening

6 Use the following adjectives to make sentences about places in your country: big, cold, small, quiet, modern, noisy, cheap, dangerous, sunny, exciting, dirty, clean, boring, expensive, crowded.

7 Make comparisons in pairs, as in the example.

1 Rome / London / Paris (expensive)

2 New York City / Tokyo / Mexico City (crowded)

3 the Hilton / the Sheraton / the Ritz (luxurious)

4 London / Rome / Athens (old)

5 Sudan / Egypt / Arizona (sunny)

6 cars / trains / airplanes (noisy)

8 Complete the sentences using a place from the list and the superlative form of the adjectives. Then listen and check.

1 The is the most expensive of all rivers.

2 The is the largest place in the world.

3 The is the deepest ocean in the world.

4 The is the biggest desert in the world.

5 The is the oldest language in the world.

6 The is the most famous place in the world.

7 The has the largest population in the world.

9 Writing: You are on vacation. Send your friend a postcard and write where you are, what the place is like, and what is special about it. Use comparative/superlative forms.

sample pages from Access US 2b Student Book & Workbook

Culture corner 6d

Landmarks

The Giant's Causeway is on the north coast of Northern Ireland in Antrim. It is made of 40,000 columns. It looks like a huge staircase leading into the ocean. Legend says that an Irish giant made it to cross the ocean and go to the Scottish coast.

Loch Ness is the largest freshwater lake in the British Isles. It is in the Highlands of Scotland. People say the Loch Ness monster lives in the lake.

Conwy Castle is one of the most impressive castles in the UK. It is part of the walled town of Conwy that Edward I built in the 13th century. He built it to keep the Welsh people in Wales and out of England.

Stonehenge is an ancient stone circle in Wiltshire, England. It is probably the most famous landmark in the country. It dates from 3100 BC. It took about 30 million hours of hard work to build it.

- What would you like to know about the places in the pictures? Write one question for each. Listen, read, and see if you can answer them.
- Read again and replace the words in bold with words/phrases from the texts.
 - He made it to cross the ocean.
 - A monster lives there.
 - He built Conwy.
 - It looks like a ring.
- What do the following numbers refer to?
 - 40,000 • 13th century • 3100 BC
 - 30 million
- Explain the words/phrases in bold. Then ask and answer questions based on the texts.
 - A: Where's the Giant's Causeway?
 - B: In Antrim, Northern Ireland.
- Find the following in the texts:
 - four verbs in the simple past
 - three superlative forms
 - the adjectives which describe the nouns: staircase, castles, lake, landmark, and work.
- Project: Work in groups to prepare a leaflet advertising landmarks in your country. Present it to the class.

Workbook 6d

Culture Corner sections

Cross-Curricular Cut 6f

Geography

THE INUIT

Where are the Inuit?
The Inuit people live in the Arctic, in Canada, Alaska, and Russia. The word "Inuit" means "the real people". A century ago, the Inuit lived very differently than they do today.

Inuit homes
In the winter, the Inuit lived in igloos. They used blocks of ice to build these round houses. They lit their igloos with an oil lamp, called "tukuk". In the summer, when the snow melted, they made tents of animal skins.

Getting Around
The Inuit traveled from one place to another on dog sleds. They also had small boats called kayaks to hunt and larger boats called "umiaq" to transport people and food.

- In one minute, write as many words as possible under the headings. Then use the words to describe your house.
 - furniture
 - rooms
 - appliances
 - special features
- Which of these sentences are true about the Inuit? Decide in pairs.
 - "Inuit" means "snowman".
 - The Inuit lived in igloos in the winter.
 - The Inuit used horses to travel around.
- Listen, read, and check.
- Read the text and answer the questions. Then explain the words/phrases in bold.
 - Where do the Inuit live?
 - How did they build their igloos?
 - Why did they change houses in the summer?
 - How did they travel around?
- Project: Work in groups and gather information about unique houses in your country or other countries. Present it to the class. You can visit the following website: <http://www.hgpho.to/wfest/house/house-e.html>

Learning to learn
Reviewing
Reviewing grammar structures helps you remember them.

Workbook 6f

CLIL sections

Interactive Whiteboard Software



Bring your lessons to life!

Engage learners' senses with the Access US IWB software.

- visual vocabulary presentation
- read-along reading texts
- speaking & writing sections with models & plans
- a Digital Dictionary with audio
- animated grammar presentation through picture flashcards
- interactive activities, games & quizzes
- fully interactive Workbook
- animated readers & reader eBooks
- exclusive videos thematically linked to the topic of each module

2a My favorites! Vocabulary

1 a) Label the parts of the body. Use:

5d Culture corner

1 What is the animal in the picture? Where does it live? What does it eat and drink? Read, listen, and check.

Koalas

They are cute, they are soft, but they are wild and they don't make good pets. You may think they are bears, but they aren't. Koalas are Australia's most popular marsupial mammals.

DID YOU KNOW THAT...

- koala means "no water"
- they never drink, but they get all the liquid they need from eucalyptus leaves?
- they swim very well?
- they sleep during the day?

They have gray fur. They have a round face, big ears, and a black nose. They have sharp claws for climbing trees. They have short, strong arms and legs. They live in trees. They eat eucalyptus leaves.

PAUSED 0:00:00.000

Blockbuster US 1 – 6



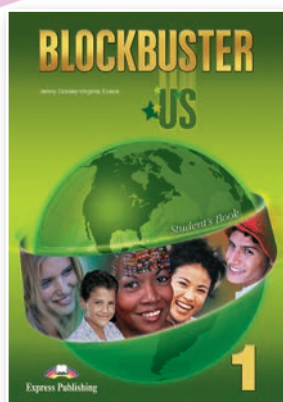
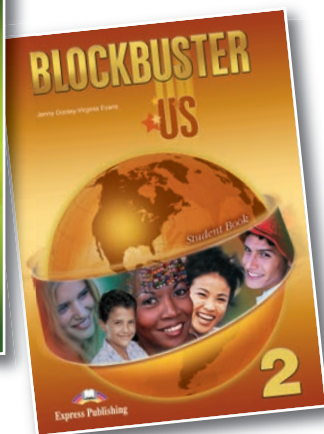
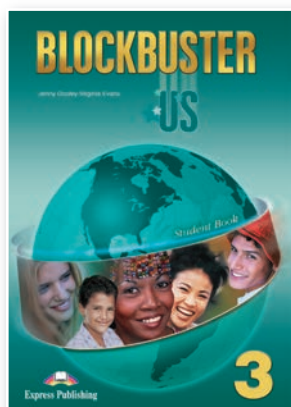
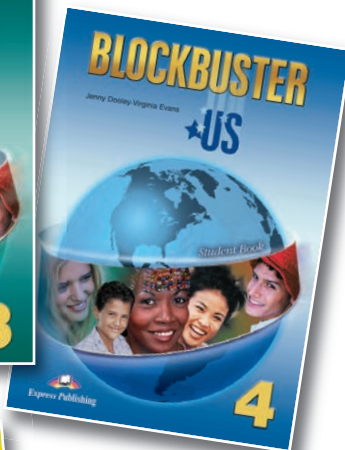
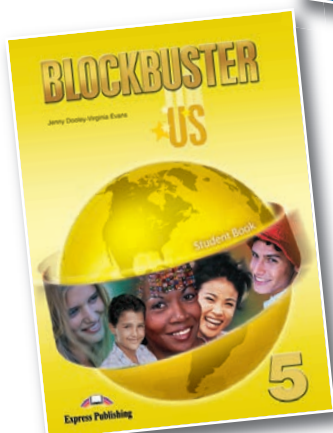
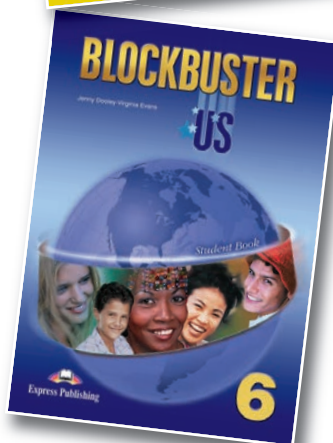
BEGINNER TO UPPER-INTERMEDIATE LEVEL

Jenny Dooley – Virginia Evans

Blockbuster is designed for learners studying English at beginner to upper-intermediate level. The series combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- theme-based units in modules
- a varied range of reading texts from authentic contemporary sources with exercises which encourage learners to read extensively as well as intensively
- realistic stimulating dialogues featuring people in everyday situations
- exploring grammar sections covering grammatical areas appropriate for each level plus a Grammar Reference section
- a wide range of speaking activities
- pronunciation and intonation sections
- study skills and tips to help learners become autonomous
- cartoon strips, jokes and songs
- Culture Corner and CLIL sections at the end of each module
- pairwork activities
- self-check sections at the end of each module
- fully interactive DVD-ROMs for levels 1 – 4
- My Language Portfolios (downloadable)



36 On Vacation!

Vocabulary

Accommodation

1 Match the places to the pictures. Where do you usually stay when you're on vacation?

1 at a hotel	3 at a campsite
2 at a B&B	4 at a ski resort

Listening

2 a) Listen and repeat. Can you explain these sentences in your language?

- How can I help you?
- Certainly, sir. For how long?
- Do I have to pay now?
- Just one last thing.
- One last question.
- Enjoy your stay.

b) Read the sentences. Close your books and try to remember as many as possible.

3 Listen to the dialogue and choose the correct items.

1 The speakers are ...
A at a campsite B at a hotel

2 The dialogue is between
A a manager and a receptionist
B a receptionist and guest

3 The man wants to bring his ...
A bicycle B dog

Reading

4 a) Read the dialogue and complete the sentences.

1 John wants a
2 He wants to stay for
3 The price is \$
4 John can't pay by

Receptionist: Welcome to Sunshine Camping. How can I help you?
John: Do you have space for a small tent?
Receptionist: Certainly, sir. For how long?
John: Four nights would be perfect.
How much is it?
Receptionist: 10 dollars a night. The price includes one meal a day.
John: Do I have to pay now?
Receptionist: No, you must pay by 12 o'clock on the day you leave.
John: Can I pay by credit card?
Receptionist: I'm afraid we don't accept cards, sir. Can you pay by cash or check?
John: OK.
Receptionist: Just one last thing. You mustn't use a campfire or barbecue to cook.
John: One last question. May I bring my dog with me?
Receptionist: No problem. Enjoy your stay.
John: Thank you very much.

b) Explain the highlighted words.

5 Act out the dialogue in pairs. Record your dialogue.

Speaking

6 a) Look at Ex. 2 again. In pairs, say what the other speaker might say.

Exploring Grammar

Can, Must

7 Study the examples below. Then read the dialogue in Ex. 4 again and underline the phrases with *can't* or *mustn't*. What do they mean?

How can I help you? (offer)
Can you open the door, please? (request)
Can I watch TV? (ask for permission)
You can't park here. (prohibition - It's a rule.)
You mustn't swim in the lake. (prohibition)
You must have a passport to visit most foreign countries. (requirement)

Study Skills

Real-life Practice

Learning English does not stop in the classroom. Look at signs, notices, labels, posters, etc. in English. Use your background knowledge to interpret them. This will familiarize you with the language you are studying.

8 Look at the signs and make sentences using *can*, *can't*, *must* or *mustn't*.

1 CHECK OUT 12 NOON

2 NO SWIMMING

3 DANGER NO SMOKING

4 PETS WELCOME

5 STOP

9 Portfolio: Write a short ad for picture C. Include:
• name • location • price • telephone

sample pages from *Blockbuster US 1* Student Book & Workbook

Blockbuster US 1a – 4b



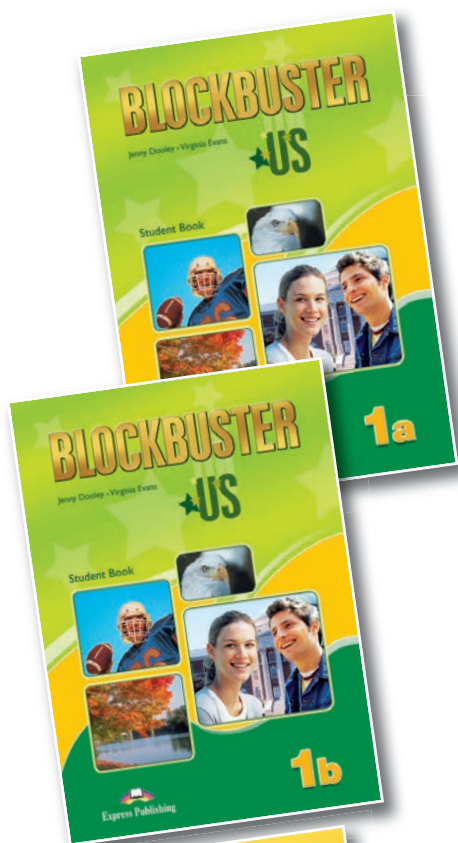
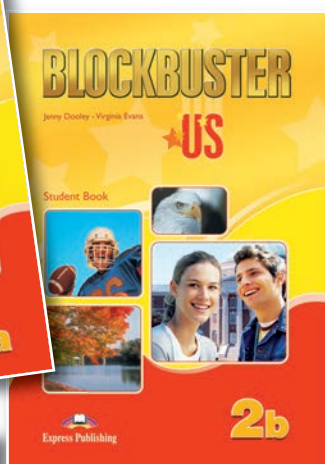
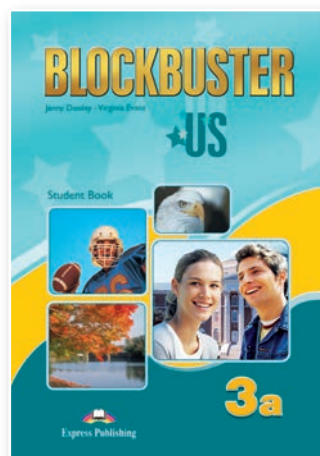
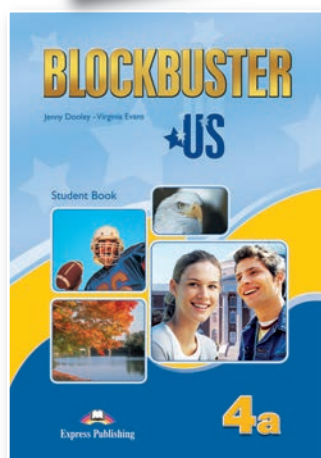
BEGINNER TO INTERMEDIATE LEVEL

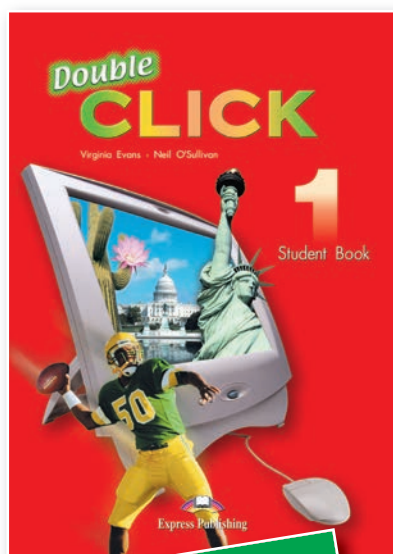
Jenny Dooley – Virginia Evans

Blockbuster 1a – 4b is the split edition of the Blockbuster 1-4 series. It is designed for learners studying English at beginner to intermediate level.

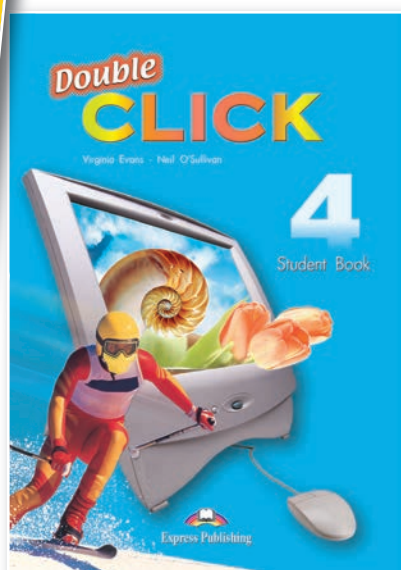
Key Features

- theme-based units in modules
- a varied range of reading texts from authentic contemporary sources with exercises which encourage learners to read extensively as well as intensively
- realistic stimulating dialogues featuring people in everyday situations
- exploring grammar sections covering grammatical areas appropriate for each level plus a Grammar Reference section
- a wide range of speaking activities
- pronunciation and intonation sections
- study skills and tips to help learners become autonomous
- cartoon strips, jokes and songs
- Culture Corner and CLIL sections at the end of each module
- pairwork activities
- self-check sections at the end of each module





DVD Activity Books with factual reports in the style of TV documentaries



Double Click 1 – 4

BEGINNER TO INTERMEDIATE LEVEL

Virginia Evans – Neil O'Sullivan



Double Click is a four-level course consisting of five modules each for learners of English from complete beginner to intermediate level. In full color, the course combines active English language learning with a variety of lively topics presented in themed units. Its well-organized syllabus promotes the gradual development of all four language skills needed by learners to communicate effectively in English. The cross-cultural approach of the course stimulates learners' interest, focusing on topics carefully chosen to motivate. The Student Book and the Workbook for each level are designed to be covered in approximately 70 to 80 hours of classroom work.

Key Features

- five modules of two units each, per level
- realistic, stimulating dialogues featuring people in everyday situations
- development of vocabulary skills through interactive tasks
- exploring grammar tasks with thorough practice of grammar structures
- clear presentation and thorough practice of the target language
- a wide variety of listening tasks
- writing sections containing models and project work
- a wide range of stimulating and interesting texts
- games, pronunciation sections and songs
- regular review units
- a story in episodes giving learners the chance to have fun while learning
- fully dramatized audio CDs
- a full-color Workbook with a Progress Tests section
- special section on British and American culture
- DVDs
- My Language Portfolios (downloadable)



DVDs

7a What's on the menu?

VEGETABLES

green peppers carrots lettuce tomatoes potatoes onions garlic

FRUITS

apples oranges olives cherries bananas strawberries grapes

DRINKS

Coke apple juice water coffee milk tea

MEALS/SNACKS

fish sandwich pasta roast chicken cheeseburger french fries soup pizza

VARIOUS

flour sugar butter eggs bread olive oil salt/pepper cheese cornflakes

DESSERTS

cake ice cream fruit salad apple pie

Vocabulary

• Food & Drinks

- Look at the pictures and name the vegetables, fruits, drinks, etc. Which of these are the same in your language?
- Which is your favorite: dessert? fruit? drink? snack?
- What can you use to make: a cake? a cheese sandwich? a salad?
- Look at the pictures of meals/snacks. Which of these can you find: in a fast food restaurant? in an expensive restaurant?

Listening

Listen and repeat. Which of these sentences would you hear at a restaurant? Who would say them: a customer or a waiter?

- I don't want a burger.
- Can I take your order?
- Would you like anything to drink?
- What size Coke would you like?

• Be careful with the eggs.
• Look at this meat!
• I'm in the mood for something spicy.
• I'm not crazy about fish.
• How much does it cost?
• Don't worry about it.
• This meal is on me.

Reading

Read the dialogues and label the sentences as T (true) or F (false). Then read the dialogues aloud in pairs.

Dialogue A: 1 an expensive restaurant
Dialogue B: 2 a fast food restaurant
Dialogue C: 3 somebody's kitchen

Speaking

Take roles and act out a dialogue similar to dialogue A using sentences from Ex. 5. Record your dialogue.

7a

key language presented & activated through everyday situational practice

real life situational dialogues

Portfolio activities

sample pages from Double Click 1 Student Book

Culture Corner 1 Flags and Colors

STUDY SKILLS

Matching items

When you match items, start with the ones you know and then work on the ones you are not sure of.

Vocabulary

• Countries

- English is the official language of the seven countries listed below. Match the countries (1-7) to the flags (A-G).

1 the United States	5 the United Kingdom
2 Australia	6 New Zealand
3 Canada	7 South Africa
4 Ireland	

Speaking

2 Use the color guide and say what colors are on each country's flag.

The flag of Canada is ...

Reading

3 Read the following text. Which flag is it about?

It is red, white and blue. It has thirteen stripes. Seven are red and six are white. It has fifty white stars in a blue background. Each star is a symbol of one of the fifty states. The thirteen stripes are symbols of the first thirteen colonies.

Writing

4 Portfolio: What color(s) is your country's flag? Draw it and then describe it in writing. Use the text in Ex. 3 as a model.

Cross-Curricular Cut 1 Geography

The United States

Listening

1 In pairs, try to label the sentences as T (true) or F (false). Listen and check your answers.

- The US is in South America.
- There are fifty states in the US.
- New York is the capital city of the US.
- Boston is in the eastern US.

Reading

2 Read the text and label the sentences as C (correct) or I (incorrect). Then explain the words in bold and present the USA to the class.

THE USA

The United States of America is on the continent of America **between** the Atlantic Ocean and the Pacific Ocean. It is in North America. There are fifty different **states** in the US. Washington, DC is the US capital. The **largest** cities in the US are: Boston, New York and Baltimore in the eastern US, Chicago in the north central US, Houston in the south central US, Denver in the west central US, and Los Angeles on the western **coast**. There are around 270 million people living in the US.

Speaking

4 Answer the questions below about your country.

- Where is your country? Which continent is it on?
- What is the capital city? Where is it located?
- Which are the largest cities in your country? Where are they located?
- How many people live in your country?

Writing

5 Write a paragraph about your country using your answers to Ex. 4. Use the text in Ex. 2 as a model.

THE USA

- The US is between two oceans.
- Around 270,000,000 people live in the US.
- Chicago is in the east central US.
- The capital of the US is Washington, DC.
- The United States of America is a continent.
- Los Angeles is on the eastern coast of the US.

3 Which cities are mentioned in the text? Which of them aren't in the pictures (A-C)?

Culture Corner

Cross-Curricular Cut

91



Upload US 1 – 5

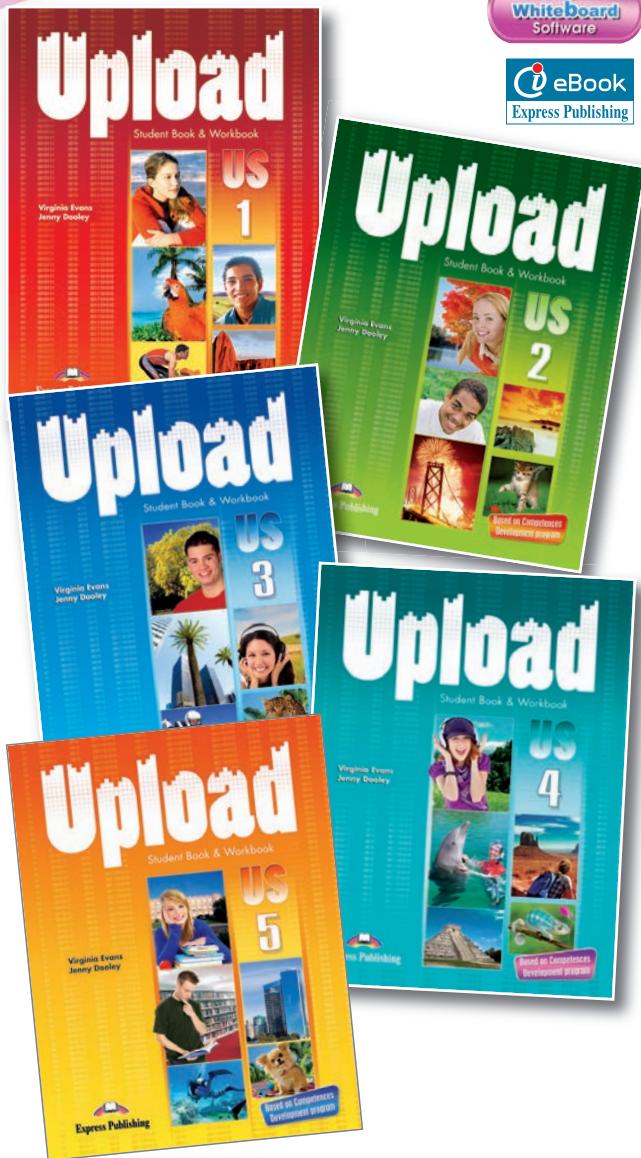
BEGINNER TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Upload is a series of five courses for young adult or adult learners of English at beginner to upper-intermediate level. The series combines active English learning with a variety of lively topics presented in four themed modules.

Key Features

- an integrated approach to the development of all four language skills
- realistic, stimulating dialogues featuring people in everyday situations
- development of vocabulary and grammar skills through interactive tasks
- clear presentation and thorough practice of the target language
- carefully controlled dialogues for learners to reproduce
- vocabulary presentation and practice
- a variety of stimulating and interesting texts
- a wide variety of listening practice
- systematic development of reading, listening, speaking and writing skills
- activities encouraging critical thinking
- Writing sections containing models and project work
- web links to help students research a topic further
- Pronunciation and Intonation sections
- study tips to help students become autonomous learners
- Self-Check tests after every module with *Check your progress* sections for students to evaluate themselves
- Cultural and CLIL sections
- an illustrated story giving learners the chance to have fun while learning
- a Grammar Reference section
- fully dramatized audio CDs
- Interactive Whiteboard (IWB) Software
- Interactive eBooks



2.4 In the news

Vocabulary
Accidents & Disasters

1 Listen and repeat. Match the newspaper headlines (A-E) to the disasters (1-5). Which words helped you decide?

A 50 INJURED IN TRAIN COLLISION
B APARTMENT BUILDING BOILER EXPLODES
C NO SURVIVORS IN JET CRASH
D TANKER SINKS IN ATLANTIC
E FLOOD LEAVES 200 HOMELESS

1 boat sinking
2 river flood
3 plane crash
4 train accident
5 explosion

Chilling Coincidences

2 a) The picture above shows the Titanic. What do you know about this ship? Read sentences 1-5 and choose the correct answer.
b) Listen and check.

1 The Titanic set sail from ... on April 10th, 1912.
A. New York B. Southampton
2 The weather was
A. sunny B. sunny
3 The Titanic hit a) ...
A. iceberg B. ship.
4 The ship sank at ... on April 15th.
A. 2:20 am B. 10:20 pm
5 The number of people who died was more than
A. 1,500 B. 150.

Check these words
sink, icy, major, disaster, shock, hardly anyone, expect, predict, dramatic end, novel, luxury liner, iceberg, drowning, band leader, survive

When the Titanic sank on April 15th, 1912, hundreds of people lost their lives in the icy cold waters of the Atlantic. It was a major disaster that shocked the world. Hardly anyone expected the huge sailing ship to sink. However, some people predicted the ship's dramatic end.

Years before the ship sailed a writer told a story very similar to the Titanic's. In 1898, Morgan Robertson wrote *Futility*. In his novel, he describes the last voyage of a large luxury liner, the *Titan*. Just like the Titanic, the ship in the novel sank when it hit an iceberg.

On the night the Titanic sank, a young girl, Jessie, was in bed in Kirkcubright, Scotland. Suddenly she started crying and said she saw a ship sinking and people drowning. She also heard a man called Wally playing a violin. Jessie died at 11:40 pm, the exact time the Titanic hit the iceberg. Wally, or Wallace Hartley, was the Titanic's band leader. Unfortunately, he didn't survive that night.

Were these just chilling coincidences, or is there something more to it?

3 Listen and read the text and mark the sentences (1-6) T (true), F (false), or DS (doesn't say).

1 The Titanic sank in the evening.
2 Morgan Robertson was a writer.
3 The *Titan* was a real ship.
4 Jessie couldn't walk.
5 Jessie was on board the Titanic.
6 Wally died in the accident.

Grammar
Simple past (negative/questions)

3 a) Study the table.

NEGATIVE	
I/You/He/She/It/We/You/They	didn't go out last night.

QUESTIONS		SHORT ANSWERS	
Did I/you/he/she/it/we/you/they watch TV?	Yes, I/you/he/she/it/we/you/they did.	No, I/you/he/she/it/we/you/they didn't.	

b) Make questions. Then answer them.

1 Titanic/sink/1920?
Did the Titanic sink in 1920?
No, it didn't. It sank in 1912.

2 Titanic/sink/the Pacific?
Did the Titanic sink in the Pacific?

3 Morgan Robertson/write/Titanic?
Did Morgan Robertson write the Titanic?

4 the Titan/hit/a ship?
Did the Titan hit a ship?

5 Jessie/saw/people crying?
Did Jessie see people crying?

Everyday English
Giving bad news & reacting

4 a) Listen and read. Use the headlines in Ex. 1 and the language in the box to act out exchanges.

Giving bad news	Reacting
You won't believe what happened.	Oh no!
Did you hear?	Oh dear!
Listen to this.	That's terrible.
	How sad!

b) Did you hear? 50 people were injured when two trains collided.
c) CR-dead!

Speaking & Writing

5 Imagine you survived the sinking of the Titanic. Use these phrases to write about your experience. Tell the class.

set sail	hit	sounded alarm
run for/forwards	be lucky to get on	
watched in horror	ship/sink	be awful

Our ship set sail from Southampton on April 10th, 1912...

2.4

notions & functions

Cross-Curricular Cut 1 Geography

Landmarks Around the World

1 Choose the country where you can find the following landmarks. Then match the pictures (A-H) to the landmarks (1-8).

1 Trafalgar Square	A England	B Scotland
2 The Great Wall	A Japan	B China
3 The Coliseum	A Spain	B Italy
4 Red Square	A Russia	B Poland
5 The Taj Mahal	A Turkey	B India
6 The Statue of Liberty	A the USA	B Canada
7 The Parthenon	A Greece	B Norway
8 Notre Dame Cathedral	A France	B Brazil

2 Make sentences about the landmarks above, as in the example.
The Taj Mahal is in India.

3 If you want to advertise your country abroad. Use the Internet to find pictures of famous landmarks. Prepare a poster. Label the pictures. Give your poster a title.

95

CLIL sections

The student's interactive study partner!

eBook Express Publishing

Interactive
Whiteboard
Software



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- animated grammar presentation through picture flashcards
- interactive activities, games & quizzes
- fully interactive Workbook
- exclusive videos thematically linked to the topic of each module

3.9 It is happening now!

2 Listen and read the story.

Matt and Burt are police officers. They are on patrol at the site.

1 It's a quiet day today. Matt...

2 She's wearing a black raincoat and a big hat that covers almost all of her face. Why is she hiding her face like that?

3 You're right. That is strange. And what's that she's carrying? It looks like a brown paper parcel.

4 She looks really nervous. I think she's waiting for someone.

5 I'm going after her. You go on after the van.

6 Hurry, Matt! She's going into the amusement park. Don't lose her!

7 OK, I'm following her. Burt looks like the man is getting into a taxi. Quick!

3.1 Vacation time

Vocabulary
Vacation activities

1 Look at the pictures. Complete the sentences with the verbs.

Janice is in Spain. She's **dancing** flamenco.

Sandy is in Brazil. She's **going** on a boat tour in the Amazon Rainforest.

Bob and Ann are in China. They're **eating** with chopsticks.

Sue is in the Maldives. She's **sunbathing** on the beach.

Anita and Phil are in Greece. Phil's **shopping** pictures of an ancient temple.

Tony is in Mexico. He's **swimming** with dolphins.

Claire is in the USA. She's **going** in a big department store.



Digital support containing documentary-style videos, thematically related to the topics of the course.

vocabulary presentation through pictures



Prime Time 1 – 5 American English



BEGINNER TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley

Prime Time is a series of five courses in American English. The series combines active English learning with a variety of lively topics presented in five themed modules.

Key Features

- an integrated approach to the development of all four language skills
- stimulating, realistic dialogues featuring people in everyday situations
- vocabulary presentation and practice
- variety of reading and listening tasks
- clear presentation and practice of grammar structures
- activities encouraging critical thinking as well as web research
- Writing sections containing models and development of writing skills
- realistic pairwork and groupwork activities
- Pronunciation and Intonation sections
- Study tips to help students become autonomous learners
- Culture Corner and CLIL Sections
- Language Review & Revision Sections at the end of each module
- Grammar Reference section
- Interactive Whiteboard (IWB) Software
- Interactive eBooks

2e Special places

Vocabulary
Geographical features

- ... listen and repeat. Which of these features are there in your country?

The Floating Islands of Lake Titicaca

What is it like having a different view from your window every day? [1] There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 12,500 feet above sea level. These floating islands are home to about 300 people. [2] There are small villages with three to ten families on each island. Uros homes are small reed huts with one room. [3] There isn't any heating and it is sometimes very cold on the lake. Life on the islands is very simple. The men are fishermen on the lake. [4] The women are at home with the children. There's one school for the children but there isn't a hospital or doctors nearby. These days, the islands are very popular with tourists. [5] Everyone is welcome to experience this unique way of life!

Reading & Listening

2 What is an island? What is unusual about the islands of Lake Titicaca? Read the text to find out.

Study skills

Filling in sentences in a text
Read the text once, then read the missing sentences. Read the text again and try to fill in the missing sentences. Look for clues like reference words (he, she, it, etc.). Read again to see if the completed text makes sense.

3 a) Read again. Five sentences are missing. Match each sentence (A-F) to a blank (1-5). There is one extra sentence.
✓ Listen and check.

Check these words
floating islands, place, home to, surface, soft, wet, totora reeds, reed huts, heating, simple, fishermen, reed boats, school, hospital, nearby, popular with, tourists, experience a unique way of life

Study skills

Identifying author's purpose
When we read it is important for us to understand why the author wrote the text. Does he/she write to entertain, to persuade, or to inform? This helps us understand the text better.

b) What is the author's purpose?

4 Use the words in the list to complete the sentences.
• welcome • different • popular • simple

1 People on the island have a life.
2 Tourists are on the islands.
3 The islands are in a place every day.
4 The islands are with tourists.

Speaking & Writing

5 a) Use words from the **Check these words** box to describe the picture.
b) Imagine you are on one of the floating islands of Lake Titicaca. Write an email to your friend. Write: where you are, what there is there, how you like it.

6 **Think!** How does the Uros lifestyle differ from yours? In three minutes, write a few sentences. Read them to your partner.

2h Cross-curricular: Art & Design

Check these words: wood, glass, brick, steel towers, stand, skyline, ton, top, sights, cool, spaceship, seconds, great view, hundreds of apartments, glass cube, slide out

Towers

Every city has its tower but some are really amazing.

Eiffel Tower
The Eiffel Tower is a beautiful steel tower that stands on the Paris skyline. It is 1,050 feet tall and weighs over 10,000 tons. From the top you can see all the other wonderful sights of Paris. Over six million people visit the Eiffel Tower every year.

Space Needle
The Space Needle is a very cool steel tower in Seattle, Washington. It is 605 feet tall. The top looks like a spaceship. It only takes 43 seconds to get to the top where there is a great view of the Cascade Mountains.

Eureka Skydeck 88
Eureka Skydeck 88 is a glass tower in Melbourne, Australia. It is 984 feet tall and has hundreds of apartments. From the top there is an amazing view. There is also a glass cube that slides out with visitors inside.

1 Listening & Reading
What is each tower in the pictures made of?
WOOD Glass Steel Brick
Listen, read and check.

2 Read the text. What do these numbers refer to: 1,050 feet, 984 feet, 43 seconds, 605 feet, 10,000 tons, 6 million?

3 Use words from the **Check these words** section to complete the sentences.

1 From the top there's a beautiful _____ of the city below.
2 Eureka Skydeck 88 has a lot of _____ for people to live in.
3 Tourists in the Skydeck can travel in a _____.

4 THINK! Which tower is the most impressive to you? Why?

5 ICT In groups collect information about another tower or building. Where is it? What is it made of? What does it look like? Present it to the class.

CLIL Sections

Interactive Whiteboard Software

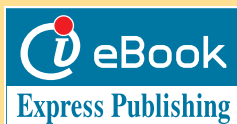
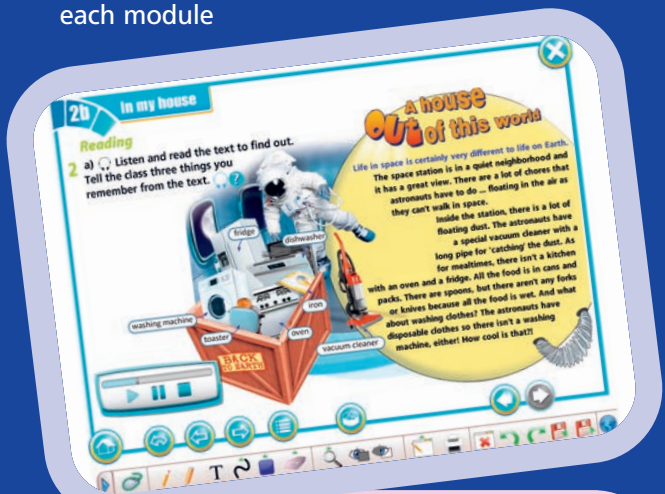
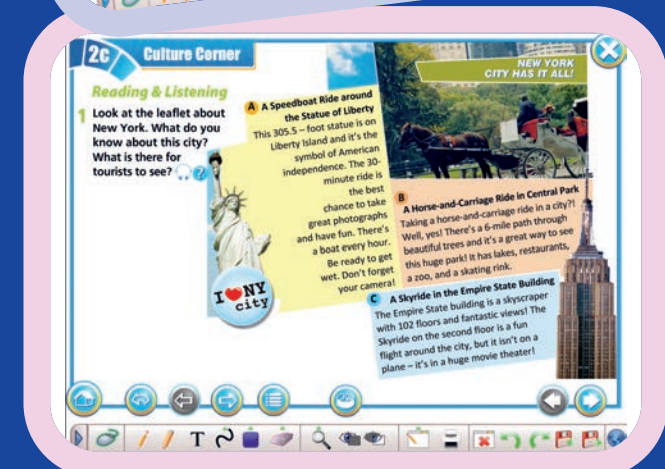


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The student's interactive study partner!





i-Discover 1 – 9



BEGINNER TO UPPER-INTERMEDIATE LEVEL

Virginia Evans – Jenny Dooley



i-Discover is a multi-level edition of Prime Time American English. The course combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- an integrated approach to the development of all four language skills
- stimulating, realistic dialogues featuring people in everyday situations
- vocabulary presentation and practice
- variety of reading and listening tasks
- clear presentation and practice of grammar structures
- activities encouraging critical thinking and response as well as web research
- Writing sections containing models and gradual development of writing skills
- realistic pairwork and groupwork activities
- Pronunciation and Intonation sections
- Study tips to help students become autonomous learners
- Culture Corner and CLIL Sections
- Language Review & Revision Sections at the end of each module
- a Grammar Reference Section

Digital support containing documentary-style videos, thematically related to the topics of the course.

2 Culture Corner

1 Where is Yellowstone National Park? What can a tourist see and do there?
Listen, read and check your answers.

2 Read again and match the sentences to the words: Yellowstone Grand Canyon, Yellowstone supervolcano, Old Faithful.

- 1 Some people expect it to erupt.
- 2 This is a beautiful place to go walking.
- 3 You may see animals here.
- 4 One day, this may cause a disaster in part of the US.
- 5 You'll remember seeing this forever.

3 Take the roles of a tourist and a tour guide. Use the information in the text to ask and answer questions about Yellowstone.

- A: How big is the park?
B: It covers 3,472 square miles.

4 a) Fill in: deep, grizzly, impressive, hot, erupts, thermal, hiking.

- 1 pools
- 2 springs
- 3 geyser
- 4 canyon
- 5 trails
- 6 bears
- 7 waterfalls

b) **Think!** In three minutes write two reasons why you want to visit this national park. Use the phrases in Ex. 4a. Tell your partner.

5 **IT** In groups of three, find information about a national park or area of natural beauty in your country and write a short pamphlet to advertise it. Use the pamphlet in Ex. 1 as a model.

Check these words

cover, state, on top of, thermal pool, geyser, hot spring, erupt, into the air, sight, canyon, deep, hiking trail, spectacular views, impressive, waterfall, watch out for, wildlife, wolf, elk, bison, grizzly bear, scientist, destroy

Yellowstone National Park

A visit to Yellowstone National Park is a wonderful adventure! Yellowstone covers 3,472 square miles in three states (Wyoming, Montana and Idaho). What makes this park really amazing though is that most of it is on top of a huge volcano 4 miles below the park! This is why Yellowstone has more thermal pools, geysers and hot springs than anywhere else in the world!



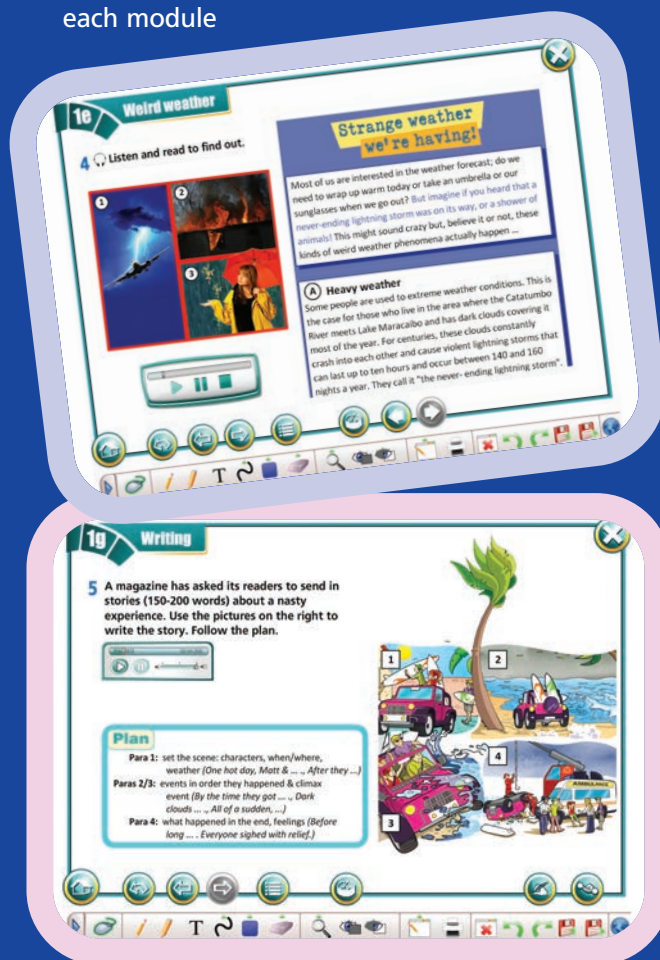
Culture Corner Sections

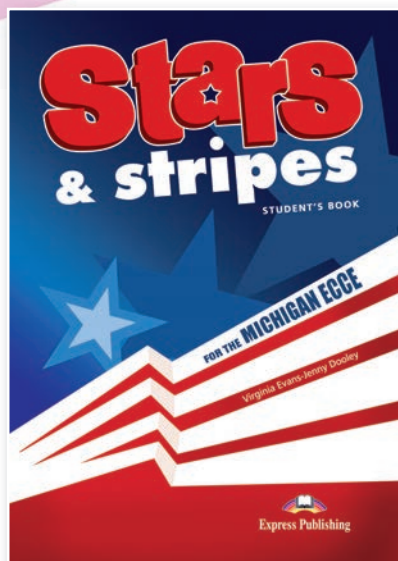


Engage learners' senses with the *Prime Time IWB* software.

- read-along reading texts
- speaking & writing sections with models & plans
- a Digital Dictionary with audio
- animated grammar presentation through picture flashcards
- interactive activities, games & quizzes
- fully interactive Workbook
- exclusive videos thematically linked to the topic of each module

The student's interactive study partner!





Stars & Stripes Michigan ECCE



UPPER-INTERMEDIATE LEVEL

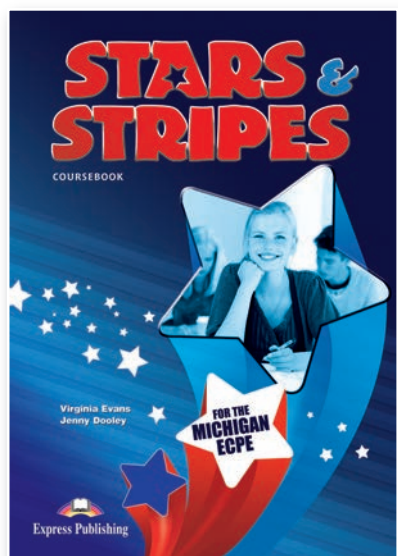
Virginia Evans – Jenny Dooley

Stars & Stripes Michigan ECCE is intended for upper-intermediate learners sitting for the ECCE Michigan exam.

Key Features

- authentic theme-based reading & listening texts, followed by exam-type tasks
- lexical exercises practicing and activating vocabulary, as well as collocations, prepositions and phrasal verbs
- a variety of listening tasks reinforcing skills needed for the exam
- speaking sections reinforcing skills needed for the exam
- grammar sections covering all major grammatical areas, plus a Grammar Reference section
- Exam Practice sections, serving to practice vocabulary and grammar throughout the book

Detailed composition analysis and models for all types of ECCE & ECPE Michigan exam writing tasks, including step-by-step guidance in brainstorming techniques



Stars & Stripes Michigan ECPE



PROFICIENCY LEVEL

Virginia Evans – Jenny Dooley

Stars & Stripes Michigan ECPE is intended for advanced learners sitting for the ECPE Michigan exam.

Key Features

- authentic theme-based reading texts, followed by exam-type tasks
- lexical exercises practicing and activating vocabulary, as well as collocations, prepositions, and phrasal verbs
- a variety of listening and speaking tasks reinforcing skills needed for the exam
- grammar sections covering major grammatical areas, plus a Grammar Reference section
- Exam Practice sections, serving to practice vocabulary, grammar, reading, speaking and listening throughout the book
- detailed composition analysis and models for all types of writing tasks set for the ECPE exam

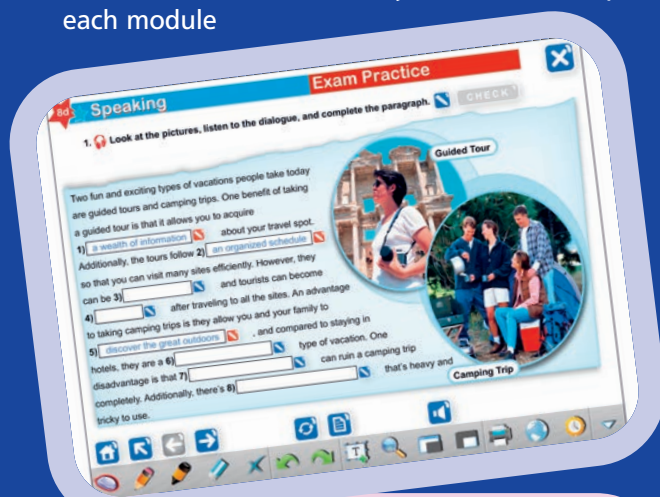
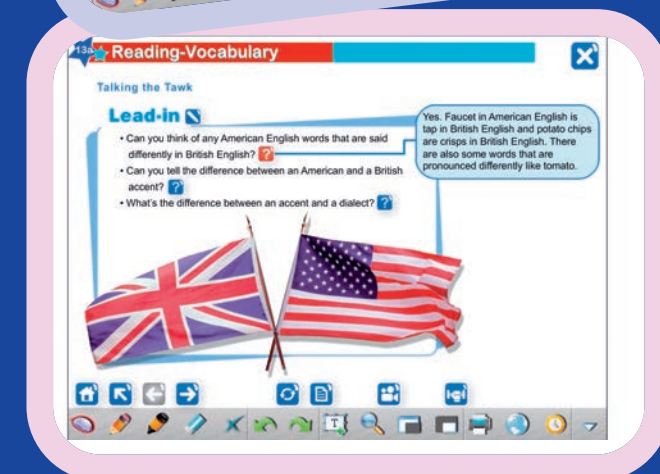
The overprinted Teacher's Books provide a full key to all the exercises in the Student's Books.



Bring your lessons to life!

Engage learners' senses with the *Stars & Stripes* Michigan ECCE & ECPE IWB software.

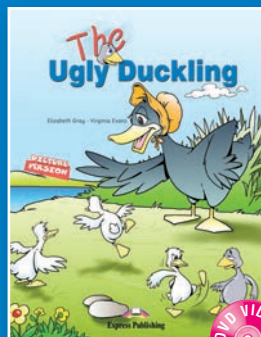
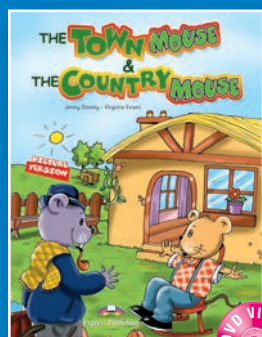
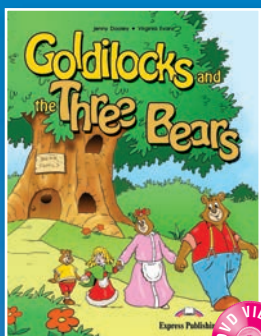
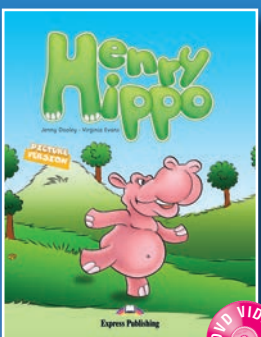
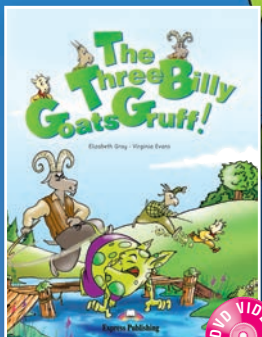
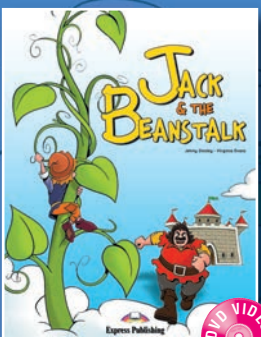
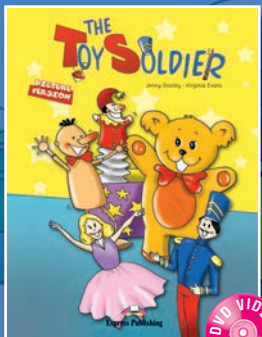
- recorded reading texts
- fully interactive vocabulary & grammar activities
- grammar sections with theory presentation and interactive exercises
- speaking sections with model answers
- guided writing sections with model compositions and writing techniques
- a Digital Dictionary with audio
- fully interactive Skills Builder
- exclusive videos thematically linked to the topic of each module



Story Books

PRIMARY LEVEL

A1



Young learners will be captivated by these popular children's stories, designed as an introduction to reading.

Some of the stories are told in rhyme to aid young learners in their ability to memorise while also improving their auditory skills.

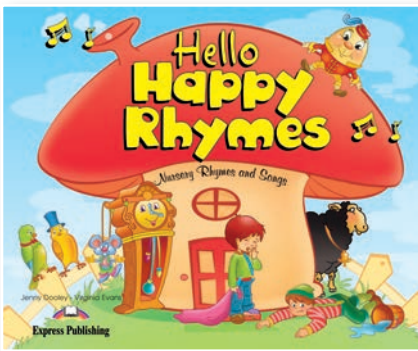
The stories are accompanied by a picture dictionary to assist young learners in their acquisition of new vocabulary.

Each Early Primary Reader is also presented in play form (Let's act it out!), allowing the pupils to dramatise the story. Bringing the stories to life enables young learners to further their comprehension and enjoyment of the stories and ensures a positive and effective introduction to reading.

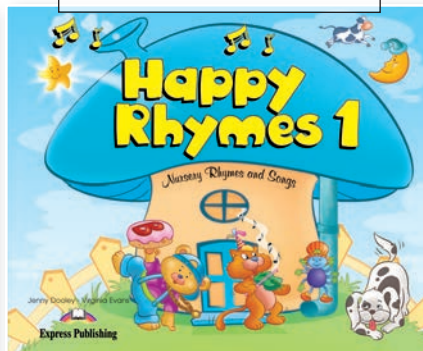
All Early Primary Readers are accompanied by Multi-ROM disks.*

* The Multi-ROM disks contain both the Audio CD and the DVD Video of the title.

DIGI MATERIAL
application for iOS & Android



- Two little dicky birds
- Hickory dickory dock
- Baa baa black sheep
- Jack and Jill
- Humpty Dumpty
- Diddle, diddle, dumpling



- How much is that doggy in the window?
- Teddy Bear, Teddy Bear
- Pat-a-cake, pat-a-cake!
- Hey diddle diddle
- Incy Wincy spider
- Twinkle, twinkle little star

Happy Rhymes

EARLY PRIMARY/ PRIMARY LEVEL

Jenny Dooley – Virginia Evans



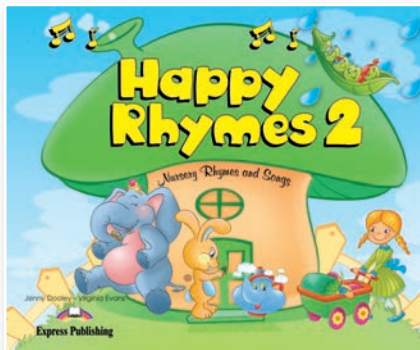
This is a three-level series for children at early primary/primary level. It contains popular traditional nursery rhymes. Each rhyme is preceded by a story that sets the scene and presents the core language of the rhyme. As a result, children will be able not only to sing traditional nursery rhymes, but also to relate the humorous stories contained within each one.

Key Features:

- popular traditional nursery rhymes to provide a foundation for cultural literacy and enhance early reading skills and phonemic awareness
- Big Story Books to help the children focus on the story
- activities to consolidate the rhyme and its language
- easy-to-follow Teacher's Book with additional activities and craftwork to allow flexibility of lesson length and teaching hours

The Teacher's Pack includes:

- Big Class Book
- Audio CD
- Teacher's Book
- DVD



- In a cottage in a wood
- I'm a little teapot.
- Five little peas
- An elephant walks like this and that.
- Miss Polly had a dolly.
- It's raining, it's pouring.



sample page from *Happy Rhymes 1*

Fully animated DVDs



Storytime • Christmas-time

These two series have been designed to supplement all English courses.

Both series have been graded in three key stages:

Stage 1



Stage 2



Stage 3



Children will love these beautifully illustrated readers which motivate young learners to explore English as a foreign language. These series enhance receptive skills by reading and listening, and also gradually introduce the development of productive skills through the accompanying activities and the production of each story as a play (optional).

The stories themselves have been carefully selected and present a great variety of classic and original tales, all of which have something more to teach than the language itself. The excellent illustrations and fully dramatised audio recordings, along with the engaging animations, stimulate learners' imaginations, while the accompanying picture dictionary items help them make the association between word and meaning.

Each reader set consists of:

- a full-colour reader with an activity section at the back and scripts for the play
- a Multi-ROM disk*

The Teacher's Edition includes the Pupil's Book, directions for the staging of each story as a play, tips on how to make the props and costumes easily and cost-effectively, as well as drama activities which can be used before each rehearsal so as to prepare learners for the wonderful world of drama.

* The Multi-ROM disks contain both the Audio CD and the DVD Video or DVD Video/DVD-ROM of a title.

Stage 1



Stage 2



Stage 3



Christmas-Time



ELT GRADED READERS

Learning English has never been so exciting!

Express Publishing Graded Readers give learners the chance to extend their English reading skills in the most natural way. Myths, legends and classic stories, such as *Beauty and the Beast*, *Swan Lake*, *20,000 Leagues Under the Sea* and *Robinson Crusoe*, are retold in language easily understood by learners of English as a foreign language. Original stories written in a creative way stimulate learners' imaginations. A wonderful variety of science-fiction, mystery, action and ghost stories cater to the needs of the most avid reader. Full-colour illustrations and dramatised narration involve the reader in incredible learning adventures.

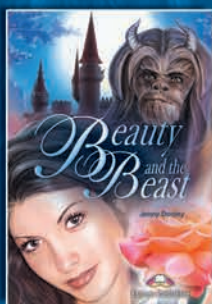
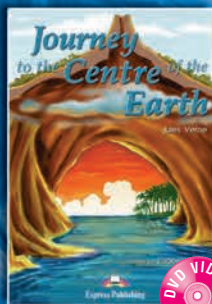
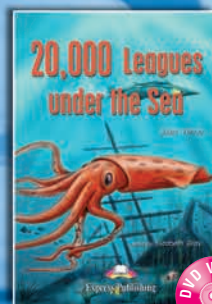
Each reader set consists of:

- a full-colour Reader
- an accompanying Audio CD or a Multi-ROM disk containing both the Audio CD and DVD Video or DVD-ROM of a title
- an Activity Book

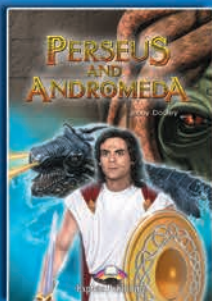
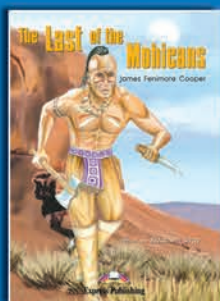
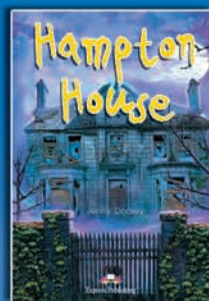
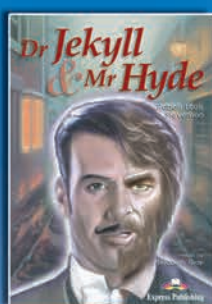
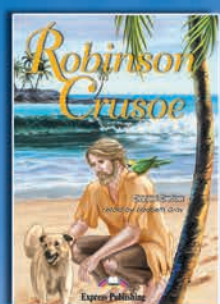
Each set of readers provides practice in all four language skills, i.e. listening, speaking, reading and writing. It also helps learners to extend their vocabulary and use of English.

The *Teacher's Book* includes the answers to the exercises in the *Activity Book*, two versions of a final test with keys and a marking scheme, as well as a suggested lesson plan. Multilingual glossaries for ELT Graded Readers can be downloaded from the 'Teacher's Corner' at www.teachers-corner.co.uk/free-resources/.

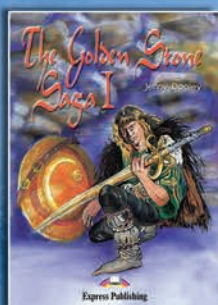
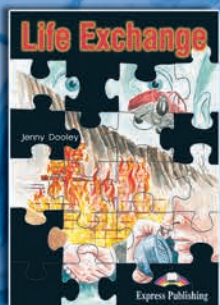
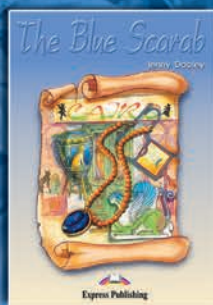
LEVEL 1 (300 HEADWORDS)



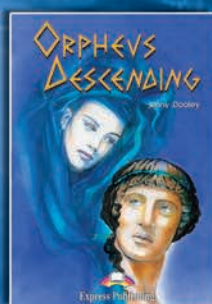
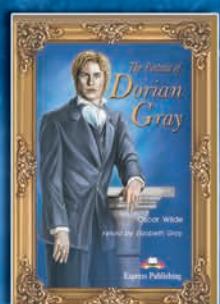
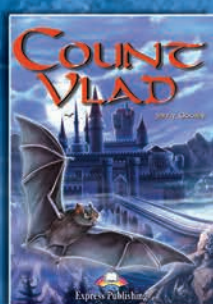
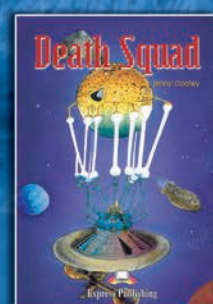
LEVEL 2 (600 HEADWORDS)



LEVEL 3 (1,200 HEADWORDS)



LEVEL 4 (1,700 HEADWORDS)



LEVEL 5 (2,300 HEADWORDS)



ELT CLASSIC READERS

BEGINNER TO ADVANCED LEVELS

LEVELS 1 - 6

Enhance your ELT programme with culture and history through classic stories of mystery, action, legend, suspense and romance! The **Express Publishing Classic Readers** series is a comprehensive package with a focus on literary expression. The best-loved classics of English and American Literature are brought to life with activities, games and tasks that encourage learners to delve deeper into literature and to use their own creative and artistic skills.

The stories are retold in language which is easy to understand and are beautifully illustrated in full colour.

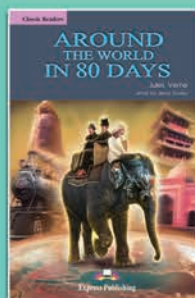
The Teacher's Pack includes the *Classic Reader*, the *Teacher's Book*, the *Audio CD* and the *Classic Readers Board Game*. Multilingual glossaries to ELT Classic Readers can be downloaded from the 'Teacher's Corner' at www.teachers-corner.co.uk/free-resources/.

Components:

- Classic Reader
- Teacher's Book
- Audio CD
- Classic Readers Board Game Poster

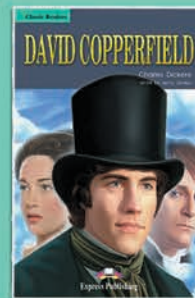
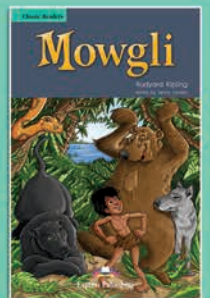
LEVEL 1

(300 HEADWORDS)



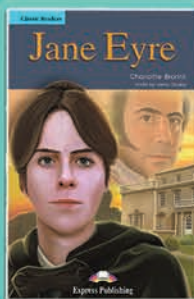
LEVEL 3

(1,200 HEADWORDS)



LEVEL 4

(1,700 HEADWORDS)



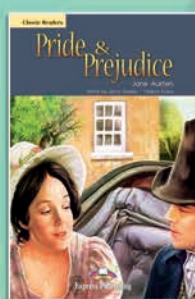
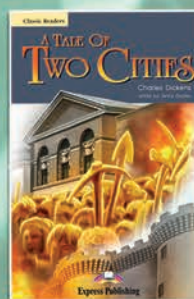
LEVEL 5

(2,300 HEADWORDS)



LEVEL 6

(3,500 HEADWORDS)



ELT ILLUSTRATED READERS

BEGINNER TO INTERMEDIATE LEVELS LEVELS 1 - 4

Express Publishing Illustrated Readers is a series of books in four levels, which introduces students from the age of 11 upwards to English-speaking cultures and their histories through a collection of classic stories, legends and plays. The beautiful illustrations and clear, student-friendly layout make the stories easy to follow. The stories are developed in a serial format, each two-page episode having a corresponding page of activities to help students with comprehension and language.

Express Publishing Illustrated Readers, with accompanying audio CDs, are also ideal for use at home or for holiday study. The accompanying audio

CDs, which include answers to the exercises in the Activities section, provide a fully-dramatised recording of the story and can be used on CD players or PCs.

Each reader includes a biography of the author, a brief summary of the plot, character descriptions and a picture dictionary of the more challenging vocabulary in each episode.

Each Illustrated Reader set consists of:

- Illustrated Reader
- Multi-ROM* or Audio CD with key to the Activities

* Multi-ROM disks contain both the Audio CD and the DVD Video or DVD-ROM of a title.

LEVEL 1

(300 HEADWORDS)



LEVEL 2

(400 HEADWORDS)



LEVEL 3

(600 HEADWORDS)



LEVEL 4 (800 HEADWORDS)



ELT SHOWTIME READERS

BEGINNER TO UPPER-INTERMEDIATE LEVELS LEVELS 1 - 6

Express Publishing Showtime Readers is a brand new series of books with six levels, which introduces students to classic children's stories in English, using a unique approach with special emphasis on dramatisation.

From the page ...

Students first enjoy the story as a reading text in several episodes with beautiful illustrations. Each episode is accompanied by language activities to help comprehension and consolidate learning.

... to the stage

The same story is then brought to life as a complete musical play which students can perform at the end of the school year.

Each reader includes a biography of the author, a brief summary of the plot, character descriptions and a picture dictionary. The accompanying audio CDs provide a fully-dramatised recording of both the reading text and the play, together with all songs, incidental music and sound effects.

The Teacher's Book includes a key to the reading activities, plus the playscript with full stage directions, sheet music and lyrics for all the songs, as well as detailed suggestions about choreography, set design and construction, costumes and more.

For classes without sufficient time to stage a full production of the play, there are charming cut-out characters to be used in a 'puppet theatre' presentation. Full colour characters can be downloaded from

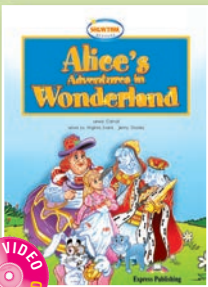
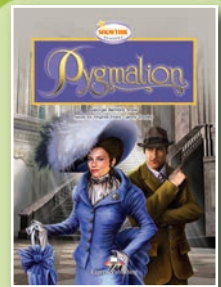
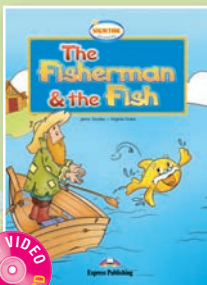
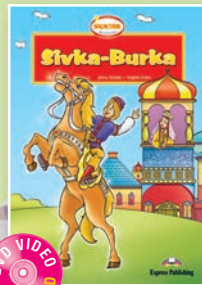
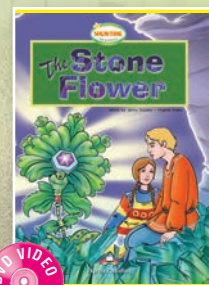
www.expresspublishing.co.uk/studentsroom_print_and_cut.html.

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4



LEVEL 5

LEVEL 6

ELT FAVOURITE CLASSICS

BEGINNER TO INTERMEDIATE LEVELS LEVELS 1 - 4

Express Publishing Favourite Classics is a brand new series of books which introduces students to classic children's stories in English.

Students enjoy the story as a reading text in several episodes with illustrations.

Each episode is accompanied by language activities to help comprehension and develop critical thinking.

Each reader includes a biography of the author, a brief summary of the plot, character descriptions and a picture dictionary. The accompanying CDs provide a fully-dramatised audio recording of the story and a key to the activities. Free online resources for students and teachers are available at

www.teachers-corner.co.uk/free-resources/.

Play, discover, learn and get free resources

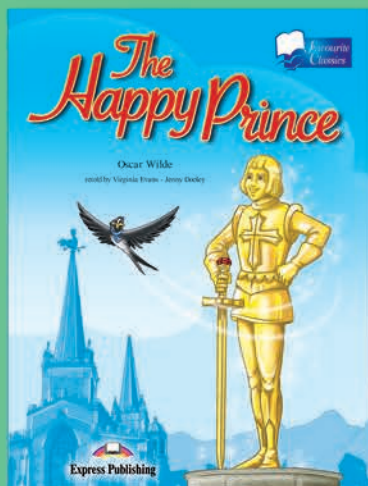
on Favourite Classics Microsite:

www.expresspublishing.co.uk/elt/readers/favouriteclassics.

LEVEL 1



LEVEL 2



LEVEL 3



CLIL Readers

Discover Our Amazing

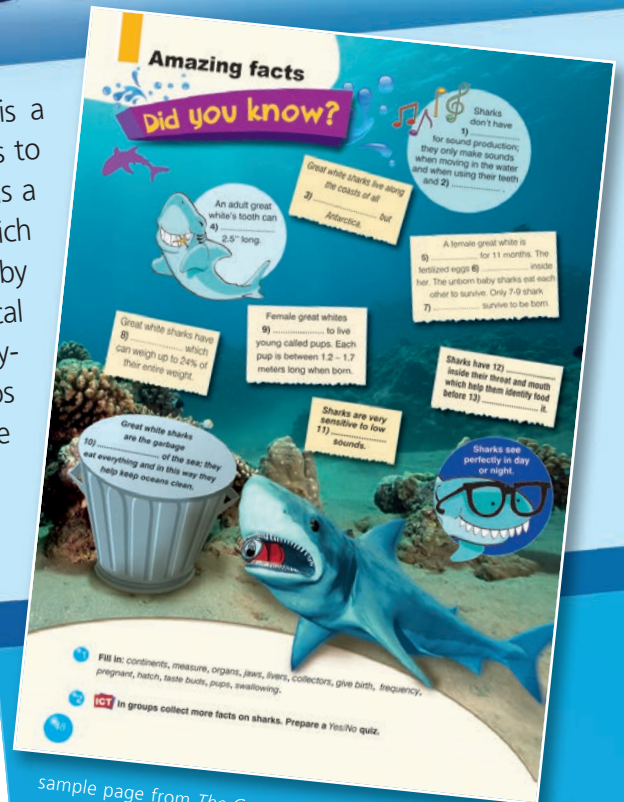
Express Publishing Discover Our Amazing World Readers is a brand new series of non-fiction titles which introduces learners to exciting topics related to our world. Learners enjoy the story as a reading text in several chapters, with stunning photographs which help them follow the plot. Each chapter is accompanied by language activities to help comprehension and develop critical thinking. The accompanying Multi-ROMs provide a fully-dramatized recording of the story and documentary style videos with activities. A key to the video activities as well as to the reader are provided in the Teacher's Multi-ROM.

Each Student's set consists of:

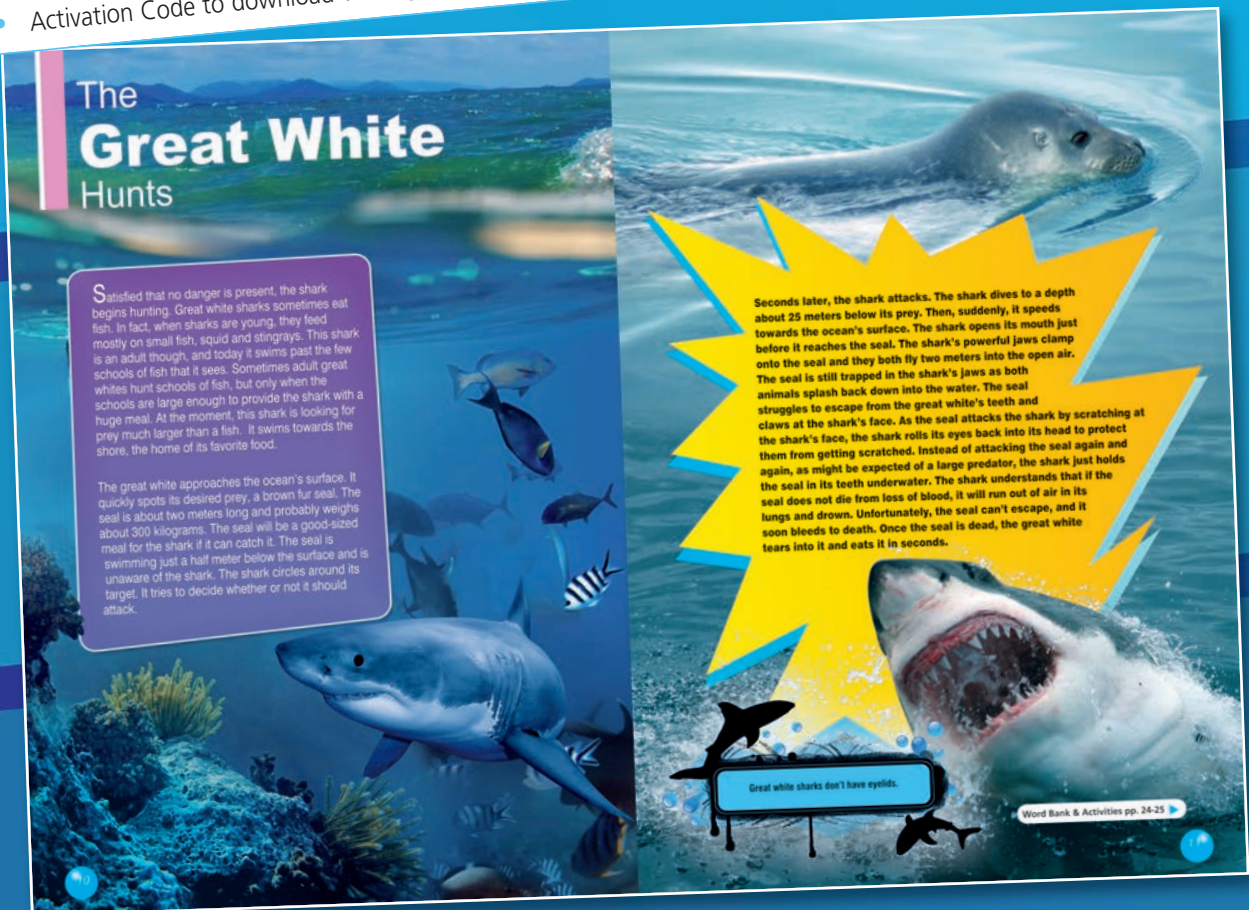
- Reader
- Multi-ROM disk (containing audio CD, videos and activities)
- Activation Code to download the Digital Application

Each Teacher's set consists of:

- Reader
- Multi-ROM disk (containing audio CD, key to the reader, videos and activities as well as a key to the activities)
- Activation Code to download the Digital Application



sample page from *The Great White Shark*



sample pages from *The Great White Shark*

World Readers

NEW

FREE DIGI MATERIAL
cross-platform application
(iOS, Android, Windows, MacOSX)

AVAILABLE NOW



AVAILABLE LATE 2014



Visit www.clilreaders.com and discover more information about the series & the digital applications

Special Editions

Albania



Bahrain



Bulgaria



Egypt



Greece



Italy



Poland



Thinking Globally, Acting Locally

Portugal



Qatar



Russia



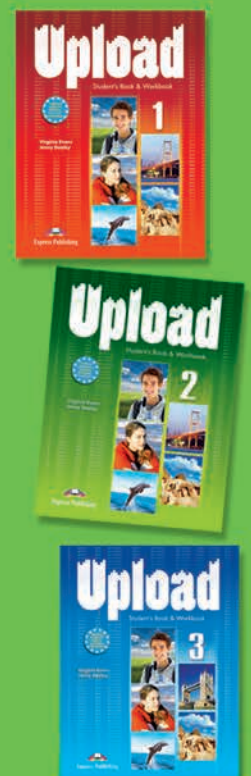
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Enquiries about countries not listed should be directed to our UK address shown above.

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SYLLABUS BASED ON THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES



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 him/herself spontaneously, 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 him/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 him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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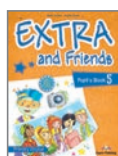
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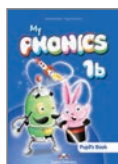
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Reading Stars

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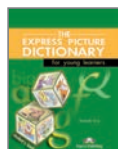
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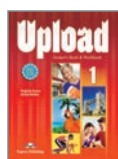
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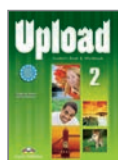
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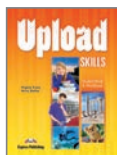
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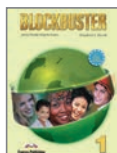
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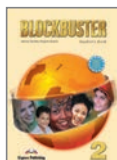
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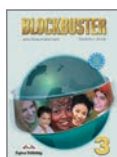
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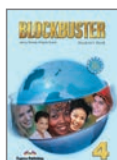
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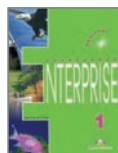
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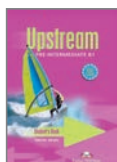
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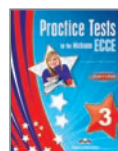
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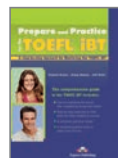
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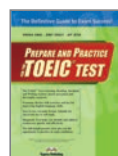
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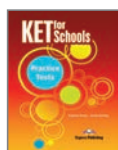
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Class Audio CDs
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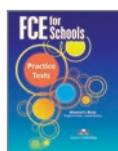
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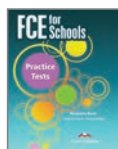
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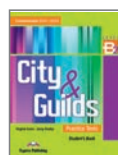
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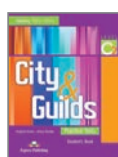
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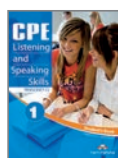
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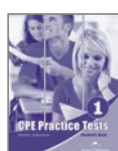
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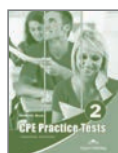
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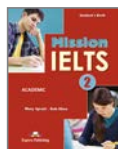
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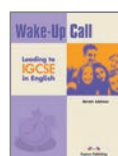
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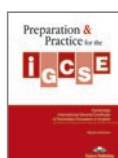
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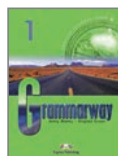


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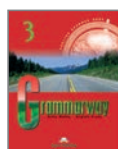
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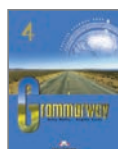
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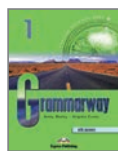
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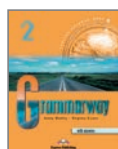
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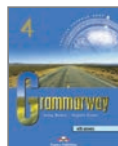
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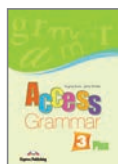
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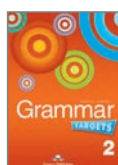
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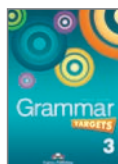
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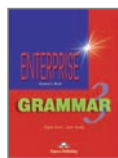
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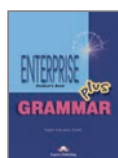
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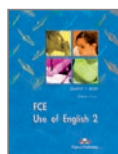
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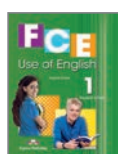
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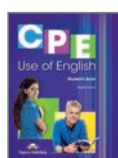
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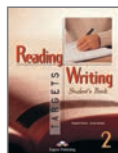
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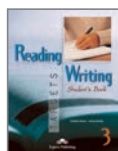
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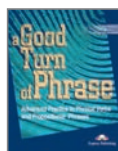
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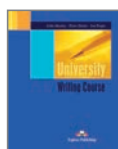
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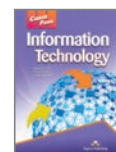
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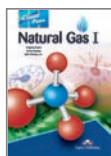
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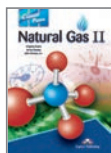
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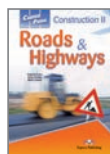
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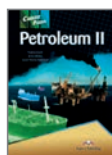
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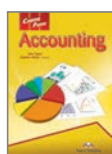
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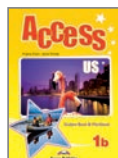
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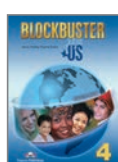
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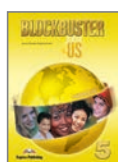
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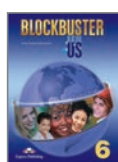
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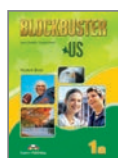
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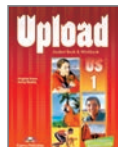
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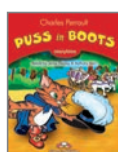
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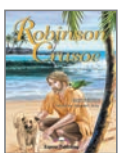
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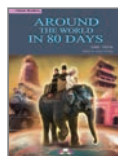
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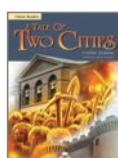
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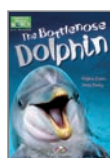
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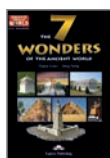
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The screenshot shows the Express Publishing eshop website. At the top, there's a navigation bar with links like 'New Releases', 'My Account', and 'My Shopping Cart'. Below this is a search bar and a 'Country or Region' dropdown menu set to 'United Kingdom'. The main content area features a large banner for 'Smileys' with the text 'Learning with a Smile is Learning for Life!' and 'Smileys 1 - 4 Beginner Level'. Below the banner, there's a 'New Releases' section displaying four books: 'Beauty Salon', 'Fairyland 1', 'Fun with English 3 Primary', and 'Happy Hearts 1'. Each book has its price, a 10% discount, and an 'Add to Shopping Cart' button. On the right side, there's a 'Newsletter' section with a 'Subscribe' button and a 'Submit' button. At the bottom right, there's a 'FREE DELIVERY' banner and a '10% Discount' badge.

eshop.expresspublishing.co.uk

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4 items in my shopping cart

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GBP £ | EUR € | USD \$

Express Publishing

Search: Advanced Search

Primary Secondary Supplementary Exams Grammar Skills Resource Books Readers Multimedia ESP

Smileys Learning with a Smile is Learning for Life!
Smileys 1 - 4 Beginner Level
Smileys is a series that provides a well-designed learning environment where young learners can develop their competencies in English...
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Country or Region
United Kingdom
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on all our Products!

New Releases

Book Title	Price	Discount	Final Price	Action
Career Paths: Beauty Salon	13,79 £	10% Discount	12,41 £	Add to Shopping Cart
Fairyland 1	21,13 £	10% Discount	19,02 £	Add to Shopping Cart
Fun with English 3 Primary	8,02 £	10% Discount	7,22 £	Add to Shopping Cart
Happy Hearts 1	18,37 £	10% Discount	16,54 £	Add to Shopping Cart

On Screen Prime Time Reading Stars SPARK 1



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